

## 24 - THE EVALUATION IN A LICENSING COURSE IN PHYSICAL EDUCATION IN THE MODALITY OF DISTANCE EDUCATION (EAD): A CASE STUDY IN THE STATE UNIVERSITY OF PONTA GROSSA (UEPG)

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### .INTRODUCTION

The function of evaluating is always arduous to be executed by the natural difficulties of establishing parameters between contents, collections, methodology and correction factors, among other situations. Multiple forms of assessment whether practical, theoretical, face-to-face or distance vary not only between higher courses, but most often between individuals / students.

One of the situations that may guarantee a good and fair evaluation is the continuity and frequency with which it is performed, since among the many advantages of this methodology, are certainly the stimulus to constant study and consequent learning on the part of the academic and the possibility of recovery of notes or concepts that were not satisfactory or reached minimum levels required. For Costa, (2003), evaluation is an ongoing process that needs to be interpreted and researched in order to perceive students' knowledge, skills and attitudes, modify behaviors, propose educational objectives, and decide the alternatives of teacher and school work planning.

In undergraduate courses with a theoretical-practical nature, such as the Licentiate in Physical Education, the evaluation mixes, with their respective continuous performance, seem to provide academics with a greater opportunity for solid and consistent learning.

### 2.FOR EVALUATION

The term assessing in an initial meaning means to validate something, where a numerical or alphabetical scale is usually assigned to what is being assessed.

The term evaluate has its origin in Latin deriving from the a-valere composition, which means to give value to. However, the concept, evaluation, is formulated from the determinations of the conduct of attributing a value or quality to something, act or course of action ... which in itself implies a positive or negative positioning in relation to the object, act or course of evaluated action (LUCKESI, 1996).

For Albertino and Souza (2014), the evaluation of learning is an issue that deserves to be highlighted in Higher Education and has been the subject of debates in all the congresses and seminars of education in recent times.

In the specific case of undergraduate courses in Physical Education / EAD, in which the subjects in the curricular matrix permeate disciplines with eminently theoretical contents and other disciplines with theoretical and practical content, the evaluation needs in an initial premise to have different structures with weights qualitative and quantitative assessments that respect this diversity.

For Zamai, (2012), the evaluation in Physical Education should be continuous and should encompass the cognitive domains (reading and writing, problem solving, analysis and interpretation of situations experienced, access to accumulated information, interaction with the media, self-learning, affective, social and motor aspects of students, working in the formal and informal fields, incorporating: participation, cooperation, work, written tests, choreography, dance, gymnastic exercises, collective sports, student.

In spite of the concept mentioned in the previous paragraph, to include in a first reading and analysis, the students of elementary or secondary education, the extension of the same with applicability, naturally adapted to higher education, represents the real need of the undergraduate Physical Education, with the nature of teacher training for formal education (Graduation).

Therefore the variability of forms and methodologies and the continuous nature seem to be the ideal binomial, with differentiated weights and constant encouragement on the part of the teacher to the continuous and efficient study by the academics.

### 3.THE EVALUATION OF THE LICENSEE COURSE IN PHYSICAL EDUCATION/EAD

The Undergraduate Program in Physical Education in Distance Education (EAD) was implemented by the Ponta Grossa State University (UEPG) in the year 2008, beginning on August 1, 2009, initially operating in 3 (three) educational centers, being located in the city of Congonhinhas (250 km from Ponta Grossa), in the city of Lapa (100 km from Ponta Grossa) and in the city of Palmeira (40 km from Ponta Grossa).

The UEPG conducted a unified selective (vestibular) process and each of the poles selected 50 (fifty) academicians, initially completing the course, a total of 150 (one hundred and fifty) academicians. These classes completed the referred course in August 2013, with their respective degree colleges, graduating 113 (one hundred and thirteen) physical education professionals.

In the process of elaboration of the pedagogical project of this course by the multidisciplinary team designated by the Rector of the UEPG, the discussions about the forms of evaluation to be proposed for the physical education course were as varied as possible, with relevant discussions and multiple proposals.

The proposed format remains until today (November 2017), with constant evaluations by those responsible for the coordination, direction and superior councils of the institution, aiming at the improvement of the same.

The current model initially passes through a division into three (3) disciplinary forms in the curricular matrix of the respective course, which are:

- 1) Disciplines of a theoretical nature, with contents that can be developed exclusively online.
- 2) Disciplines of theoretical-practical nature, with contents that besides online development, also need practical moments.
- 3) Supervised Curricular Stages, in which, as recommended by UEPG legislation, they occur with semi-direct supervision of physical education professionals working in the elementary and secondary education institutions accredited by the Graduate Rectorate through the internships section.

For the three (3) above-mentioned discipline formations, the Virtual Learning Environment (AVA), which works similar to a portal, is used, which provides several tools that can be used to support students' teaching and learning [Messa, 2010], such as chats, discussion forums, journals, messages, wiki, among others, that support the collective creation of knowledge [Alencar and Netto, 2011] and thus constitute a mediation space for the assimilation of information.

AVA is used by teachers and academics, through didactic-pedagogical platforms elaborated by so-called content teachers and made available to academics for the virtual environment quoted.

The structure of these platforms encompass topics such as:

- A) Presentation of the Course, with identification of the discipline.
- B) Hourly load.
- C) Presentation of the teacher, with mini curriculum and address lattes.
- D) Menu of the discipline.
- E) Execution Calendar, with beginning and end and dates / time limits of all proposed online tasks.
- F) General and specific objectives of the discipline.
- G) Methodology of the discipline.
- H) Work Plan / Schedule of the discipline - this topic is divided by the respective number of units that makes the

textbook composition of the discipline, since each course of the course has this material available to the academic, in written form and also on-line.

I) Evaluation System of online activities - with the respective weights previously mentioned, recommending higher grades for more important contents in the academic formation of the future professional of physical education.

J) Study Units - relative to the number contained in the book, with the details about the contents.

K) Course library - where other bibliographic suggestions, such as scientific articles, websites, other publications, videos and miscellaneous materials are included besides the course book.

The assessment performed by the Virtual Learning Environment (AVA), will be comprised in a scale from 0.0 (zero) to, 8.0 (eight), always with the approximation of one decimal place after the comma. This evaluation is carried out at the end of each unit and consists of multiple choice questionnaires and essays, analyzes and interpretations of texts and videos, proposal of practical work and survey of cases relevant to the future profession.

Every discipline has at the end of the semester a seminar developed by the academics. This activity is present and held in the physical facilities of the respective educational center, under the guidance of a UEPG lecturer. This activity is weighted in a scale from 0.0 (zero) to 2.0 (two), also with the same decimal approximation mentioned in the previous paragraph.

The first evaluative module, therefore, is composed of a sum of the notes of the activities developed in the AVA with the face-to-face seminar developed at the pole and that will make up a numerical range from 0.0 (zero) to 10.0 (ten), following the same decimal approximation.

The second evaluative module consists of a written evaluation, carried out in person at the educational center where the academic gave the entrance exam and was approved. In this written evaluation, the teacher develops questions of multiple choice, of association of columns and also discursive questions.

In case of theoretical discipline, the valuation for this evaluation falls within the numerical range from 0.0 (zero) to 10.0 (ten), to the nearest decimal place after the comma. In case of a theoretical-practical discipline, the written evaluation is valued in a numerical range from 0.0 (zero) to 5.0 (five) and also for this nature of discipline an evaluation regarding the participation of the academics in a practical module with development of relevant contents, carried out in the sports facilities of the educational center. This module has its valuation also performed from 0,0 (zero) to, 8.0 (eight), following the same decimal approximation, after the comma.

The theoretical-practical subjects comprise about 45% of the total number of subjects in the curricular matrix of the course and the practical modules, for operational reasons, that trigger this evaluation are always developed on Saturdays, afternoon and evening periods, and on Sundays, in the morning. This timetable is consistent with the non-coincidence of the work activities developed by the academics.

In a practical essay, a theoretical discipline with a total workload of 68 hours, developed during 1 (one) semester, which for UEPG, corresponds to 17 (seventeen) weeks of classes, will have on average the descriptive of academic achievement:

1) A total of four (4) online assessments developed by the AVA academic, with correction by the tutor and respective feedback, to the academic. These evaluations are with average intervals of 1 (one) week between them and with pre-stipulated delivery deadline in the planning of the discipline.

2) The holding of a face-to-face seminar, at the respective educational center, with application and evaluation by a professor designated by the UEPG. This seminar lasts eight (8) hours, being developed by the discipline of Educational Practice / Integrative Project and always carried out on a Saturday in the afternoon and evening periods. The seminar is proposed by the faculty with assignment of tasks to the academics by the AVA in a time of 10 (ten) days before the same. Academics interact with each other and with the content teacher to set up seminar activities. The valuation of this activity is from 0.0 (zero) to 2.0 (two).

3) Final Seminar of Internship, where the academic makes the oral and expositive presentation of the activities developed during the semester for the teacher of the discipline and also for the whole class, in addition to the delivery of the written report, with all pertinent documentation.

The disciplines of Supervised Curriculum in Physical Education are divided into 4 semesters, starting from the 5th (fifth) semester and extending to the 8th (eighth) semester, where the course ends. Each of the disciplines has 102 (one hundred and two) hours of instruction, making a total of 408 (four hundred and eight) hours of instruction, with 12 (twelve) in-person seminars or 98 (ninety-eight) hours in class destined for this face-to-face activity.

The evaluation of the discipline of Supervised Curriculum in Physical Education is also carried out in a continuous way and despite its semi-direct nature, the teacher of the respective discipline often travels to the educational center to supervise the activities developed by the academics and guidelines for the elaboration of reports of the activities developed in the discipline.

#### 4) FINAL CONSIDERATIONS

The evaluation process in higher education is normally arranged in the form of an Evaluation System and is included in the Higher Education Institutions (IES). It includes the weighting systems of grades and the minimum number of assessments to be applied by teachers to academics.

The temporal continuity and the variability in quantitative terms of evaluation forms are great elements in the process of enrichment and potentialization of learning. Continuity because it encourages the student to study and at the same time attenuates the problem of school dropout if the student has low income in any of the applied assessments.

Variability with alternation of written and online presentations, seminars and the development of practical modules, with evaluation by the participation and co-teaching activities of the academics also serves as a stimulus for the academic life.

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#### THE EVALUATION IN A LICENSING COURSE IN PHYSICAL EDUCATION IN THE MODALITY OF DISTANCE EDUCATION (EAD): A CASE STUDY IN THE STATE UNIVERSITY OF PONTA GROSSA (UEPG)

**ABSTRACT:** This article deals with the question of the system of evaluation of the undergraduate students of the Licenciature Course in Physical Education / EaD of the State University of Ponta Grossa (UEPG). The continuity and variability factors are the main focus of the work. The continuity by allowing the academic to be constantly evaluated, allowing to the same the continuous study and the recovery of contents. In the aspect variability, the many forms of evaluation proposed, allows the academic a dynamism moments in which it is being evaluated.

**Keywords:** Evaluation, Physical Education, Licenciatura.

#### L'ÉVALUATION DANS UN CURSUS EN ÉDUCATION PHYSIQUE EN MODE FORMATION À DISTANCE (DE): UNE ÉTUDE DE CAS Université Ponta Grossa État (UEPG)

**RÉSUMÉ:** Le présent document scientifique aborde la question du système d'évaluation pour les étudiants du baccalauréat en éducation / Distance éducation physique à l'Université de Ponta Grossa État (UEPG). Les facteurs de continuité et de variabilité sont les principaux axes du travail. La continuité en permettant à l'universitaire d'être constamment évalué, permettant à la fois l'étude continue et la récupération des contenus. Dans la variabilité d'aspect, le projet de nombreuses façons d'évaluation permet une dynamique du temps scolaire dans lequel il est en cours d'évaluation.

**Mots-clés:** Evaluation, Education Physique, Licenciatura.

#### LA EVALUACIÓN EN UN CURSO DE LICENCIATURA EN EDUCACIÓN FÍSICA EN EL MODO DE EDUCACIÓN A DISTANCIA (EaD): UN ESTUDIO DE CASO EN LA UNIVERSIDAD ESTADUAL DE PUNTA GROSSA (UEPG)

**RESUMEN:** El presente artículo científico aborda la cuestión del sistema de evaluación de los académicos del Curso de Licenciatura en Educación Física / EaD de la Universidad Estatal de Ponta Grossa (UEPG). Los factores de continuidad y variabilidad son el principal foco del trabajo. La continuidad por permitir que el académico sea constantemente evaluado, posibilitando al mismo el estudio continuo y la recuperación de contenidos. En el aspecto variabilidad, las muchas formas de evaluación propuestas, posibilita al académico un dinamismo momentos en que el mismo está siendo evaluado.

**Palabras clave:** Evaluación, Educación Física, Licenciatura.

#### AAVALIAÇÃO EM UM CURSO DE LICENCIATURA EM EDUCAÇÃO FÍSICA NA MODALIDADE DE EDUCAÇÃO A DISTÂNCIA (EaD): UM ESTUDO DE CASO NA UNIVERSIDADE ESTADUAL DE PONTA GROSSA (UEPG)

**RESUMO:** O presente artigo científico aborda a questão do sistema de avaliação dos acadêmicos do Curso de Licenciatura em Educação Física/EaD da Universidade Estadual de Ponta Grossa (UEPG). Os fatores continuidade e variabilidade são o principal foco do trabalho. A continuidade por permitir que o acadêmico seja constantemente avaliado, possibilitando ao mesmo o estudo contínuo e a recuperação de conteúdos. No aspecto variabilidade, as muitas formas de avaliação propostas, possibilita ao acadêmico um dinamismo momentos em que o mesmo está sendo avaliado.

**Palavras-Chave:** Avaliação, Educação Física, Licenciatura.

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