

MAP - Practical Evaluation Material in Distance Physical Education: Experience Report

MAPA – Material de Avaliação Prática da Aprendizagem na Graduação em Educação Física a Distância: Relato de Experiência

ISSN 2177-8310
DOI: 10.18264/eadf.v10i1.969

Marcos Benatti Antunes ^{1*}
Helaine Patricia Ferreira ¹

¹ Centro Universitário de Maringá (UNICESUMAR). Av. Guedner, 1610 - Jardim Aclimação, Maringá - PR - Brasil.

*bena77i@gmail.com

Abstract

The intention of this study is to report the learning experience with the Practical Evaluation Material (MAP) in video format in the Physical Education undergraduate course, in the distance modality. This is an experience report of a descriptive reflexive-critical nature referring to the experience in the construction, realization and recording of the materials. The objectives, proposals and duration of the videos of the practical subjects attended from November 2018 to September 2019 were reported, totaling five practices in the subjects of 1. School Gymnastics; 2. Collective Sports: Futsal and Football; 3. Individual Sports: Athletics; 4. Rhythmic and Dance Fundamentals and 5. Fights. It can be concluded that the use of ABPM as a tool for evaluating practical activities in the distance physical education course allows the future teacher to experiment activities that will later be passed on to students at school, making the new teacher able to train and/or act at different levels of education and the various contents proposed by the subjects of the Physical Education course.

Keywords: Methodology. Teaching. Distance training.



Received 11/02/2020
Accepted 16/04/2020
Published 20/04/2020

HOW TO CITE THIS ARTICLE

ABNT: ANTUNES, M. B.; FERREIRA H.P. MAPA – Material de Avaliação Prática da Aprendizagem na Graduação em Educação Física a Distância: Relato de Experiência. **EaD em Foco**, V10, e969. 2020. <https://doi.org/10.18264/eadf.v10i1.969>

MAPA – Material de Avaliação Prática da Aprendizagem na Graduação em Educação Física a Distância: Relato de Experiência

Resumo

A intenção deste estudo é relatar a experiência de aprendizagem com o Material de Avaliação Prática da Aprendizagem (MAPA) no formato de vídeo no curso de licenciatura em Educação Física, na modalidade a distância. Trata-se de um relato de experiência de cunho reflexivo-crítico descritivo referente a vivência na construção, realização e gravação dos materiais. Foram relatados os objetivos, propostas e duração dos vídeos das disciplinas práticas cursadas no período de novembro de 2018 a setembro de 2019, totalizando cinco práticas nas disciplinas de 1. Ginástica Escolar; 2. Esportes Coletivos: Futsal e Futebol; 3. Esportes Individuais: Atletismo; 4. Fundamentos de Rítmica e Dança e 5. Lutas. Conclui-se que a utilização dos MAPA's como ferramenta de avaliação das atividades práticas no curso de Educação Física a distância permite que o futuro professor vivencie atividades que, posteriormente, serão repassadas aos alunos na escola, tornando o novo docente apto a estagiar e/ou atuar nos diferentes níveis de ensino e nos diversos conteúdos propostos pelas disciplinas do curso de Educação Física.

Palavras-chave: Metodologia. Ensino. Formação a distância.

1. Introduction

With the advent of new technologies and the Internet, there was a process of growth, expansion, innovation and diversification of higher education systems, with new dimensions, scenarios, modality and teaching methodologies. Among the modalities, distance education (Distance Education) stands out, which, even if not new, presents exponential growth based on new methodologies and fast information by the use of the Internet (HERMIDA, 2006).

It is a teaching modality consisting of a systematic and organized educational process that, according to Decree No. 5,622 of December 19, 2005, which regulates Art. 80 of Law No. 9,394 of December 20, 1996, which establishes the guidelines and bases of national education, characterizes DE as:

[...] educational modality in which didactic-pedagogical mediation in teaching and learning processes occurs with the use of information and communication media and technologies, with students and teachers developing educational activities in different places or times (BRASIL, 2005a, p. 1).

In addition, the same decree points out that DE should be organized according to methodology, management and evaluation peculiar to student learning (BRASIL, 2005a). Among the methodologies used for teaching and evaluation, we highlight the Practical Assessment Material of Learning (MAPA), used as a tool in all undergraduate courses of The EAD-UNICESUMAR and with the purpose of fixing the content and evaluating the performance of students in practical disciplines, through videos. In addition, it provides the student with experience and development of important skills for professional practice (UNICESUMAR, 2019a).

In this sense, it is worth mentioning that mapa is a methodology that is linked to a teaching model demarcated by characteristics such as: being centered on the student and not on the teacher; to attend to the development of skills (practices), and not only with repetitions of information by the student; to be used in the development of all dimensions of the student, and not only intellectuals (ONTORIA, 2005; MOREIRA, 2006).

In the menus of the disciplines, the MAPA consists of:

[...] an evaluative activity, composed of different instruments, which allows the student to put into practice the knowledge acquired in the discipline. This is composed of the following steps: study of the discipline material, research in complementary materials linked to the MAPA proposal, planning of tasks pertinent to the mapa proposal, execution of the proposed activity and sending for correction. This activity also includes practice as a Curricular Component (PCC), since it is linked to the discipline (UNICESUMAR, 2019b, p. 3).

In this context, MAPA complies with the Opinion of the National Council of Education (CNE) 15/2005, which clarifies the PCC as “the set of formative activities that provide experiences of applying knowledge or developing procedures specific to the exercise of teaching”, that is, with MAPA, the undergraduate student in Physical Education DE has the possibility of observations, reflections and use of technology that has access to practice and acquire experience to replicate in his daily life as a teacher (BRASIL, 2005b).

The curricular matrix of the Degree course in Physical Education DE of UNICESUMAR is composed of 16 series with theoretical and practical disciplines; thus, we highlight the disciplines and periods of the practical disciplines that used MAPA as an evaluation during this study: Individual Sports: Athletics (2nd grade), School Gymnastics (3rd grade), Rhythmic and Dance Fundamentals (6th grade), Team Sports: Futsal and Football, and Fights (10th grade) (UNICESUMAR, 2019b).

Thus, the general objective of this study is to report the learning experience with MAPA in video format in the degree course in Physical Education DE of the University Center of Maringá (UNICESUMAR).

2. Methodology

This is a descriptive reflexive-critical experience report related to the experience in the construction, realization and recording of the Practical Learning Assessment Material (MAPA) in the degree course in Physical Education DE of the University Center of Maringá (UNICESUMAR). According to Gil (2008), the experience report allows the researcher to present his experiences and experiences that can contribute relevantly to academia, science and area of activity.

The data were acquired by the researcher's own experience, after reflection of the videos presented as MAPA. All MAPA's were described from November 2018 to September 2019, totaling five practical MAPA's (1. School Gymnastics; 2. Collective Sports: Futsal and Football; 3. Individual Sports: Athletics; 4. Fundamentals of Rhythmic and Dance and 5. Fights).

3. Results and Discussion

The practical disciplines carried out in the undergraduate course in Physical Education DE of UNICESUMAR are composed of four types of evaluation, being: Three Study Activities (AE), each composed of 10 objective questions composing 15% of the grade; Face-to-face evaluation (PA) in the study center (40% of

the grade); General Knowledge Week Activity (CGS) worth 10% of the grade, and the practical MAPA composing 35% of the overall grade, totaling 100% of the grade.

The MAPA, as an activity, practice presents itself with a systematic script in the academic's digital platform, which must be studied, prepared, trained and later filmed. The videos produced by the students are posted on a public domain site and easily accessible, on the YouTube platform in the unlisted format, which means restricted access by the person who posted, and can be viewed by those who have access to the link. After posting, the academic shares them in the institutional system for the evaluation of tutors.

Considering that this experience report was carried out from the view of an academic of the undergraduate course in Physical Education DE, a synoptic picture of the subjects taken, with objectives, proposal of MAPA and duration of each video (Chart 1).

Table 1: Description of the MAPA

Subject	Objective	MAPA	Video length
School Gymnastics	Reinforce the elements learned, in addition to developing the learning of choreographic assembly and group work.	The proposal was to elaborate a choreography with predetermined music and available on a public domain site with script of mandatory and non-mandatory elements, such as: initial pose, ways of walking and running, balances, acrobatic figures...	1 min. 36 sec.
Team Sports: Futsal and Football	To know and experience the practical aspects (technical-tactical) associated with futsal and soccer modalities.	The proposal was to perform three practical exercises with defensive actions (canceling situations of finishing, recovering the ball, preventing the progression of the opponent and protecting the goal), Offensive (conserve possession, build plays, progress through the opponent's field) and create situations of finishing and finishing. Hula hoops, cones and ball were used.	4 min. 33 sec.
Individual Sports: Athletics	To know and experience the modalities that make up athletics with adapted (unofficial) materials elaborated by the student himself.	The proposal was to film the practice of the following modalities: block exit, race over barriers, long jump, triple jump, throwing weight and throwing dart with materials built by the academic himself.	1 min. 37 sec.
Fundamentals of Rhythmics and Dance	Reinforce the assimilated elements, in addition to developing the learning of choreographic construction and group work.	The proposal was to elaborate a choreography with predetermined music and available in a public domain site with script of mandatory and non-mandatory elements, such as: tempo, compass, jumps, turns...	1 min. 35 sec.
Fights	Perform an opposition game as a strategy to teach the fights on the school stage.	The proposal was to plan an opposition game aimed at students who are in the high school stage.	4 min. 55 sec.

In the elaboration of the MAPA of the school gymnastics course, it was possible to practice body, acrobatic and physical conditioning elements. Within the body elements were included displacements, different ways of walking, running, jumping, jumping and spinning, in addition to practicing balances and other elements necessary for the physical education teacher to work during the teaching and learning process with his students. This experience made it possible to understand the difficulties in performing these movements and to perceive important points to be observed in the students, when applied in the classes.

In this context, Vieira (2013) presents gymnastics as a form of body work, performed in different environments (closed, open air, with or without appliances and/or music, in water) that provide body movements capable of body awareness, important for developing children. In addition, it emphasizes the importance of the teacher who proposes to work with this modality in being attentive, because gymnastics deals with complex exercises that require coordination.

Miranda and Nakashima (2017) reinforce that, in addition to the teacher's work with this complexity of elements, it is important to observe whether the student is right-handed or left-handed, because regardless of this classification, one side will always be dominant - and it is important to encourage the student to practice both sides of the body.

In the discipline Collective Sports: Futsal and Football, MAPA started from exercises for the development of defensive, offensive and finishing skills. With this practice, it was possible to understand that football is a game that requires intelligence and skill acquired with exercises initiated during the school period. Corroborating, Assis and Colpas (2013) report that during the football game, the student needs to start from alternatives created and thought for their development.

In addition, for the practice of football, it is necessary to adapt and know its fundamentals; therefore, the Physical Education teacher needs to encourage the student to have contact with the ball, with the play space, relationship with colleagues / opponents, overcoming any prejudice and motor difficulty (ASSIS; COLPAS, 2013).

The MAPA carried out in the discipline of Individual Sports: Athletics, in addition to the practice of some sports of athletics, required the manufacture of alternative materials for each event. With this experience, it was possible to understand that the realization of this modality is possible in any school and that the process of creating materials such as barriers, block exits, dart, disc and weights are important in the teaching-learning process for both the student and the teacher, who will later teach the practice of sport.

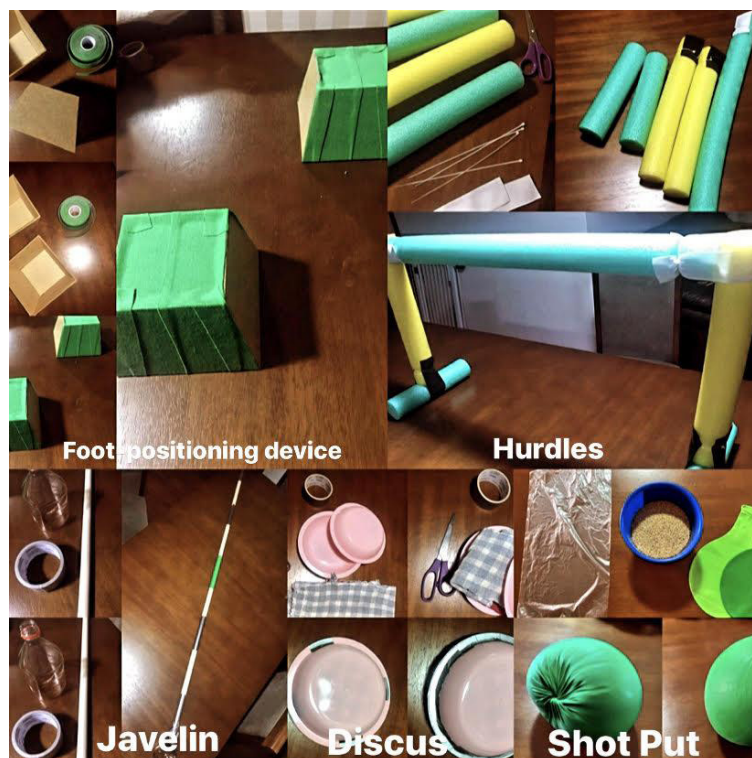
The construction of alternative equipment for this MAPA started from research related to the official materials of this modality and which of these would be appropriate, taking into account aspects such as the age group of students who would possibly be involved with this practice, as well as the difficulties of access to the materials used and the ease of use and maintenance of them in school.

To facilitate the understanding of how this happened, some examples were brought to illustrate this process, for example, the initial idea for block exit were wooden stumps, but for this would be necessary a joiner, which, in school, would not be so easy; we opted, then, for wooden vases, given the low cost and easy access. For the barriers, the first idea was pvc pipes; however, conservation and physical space to store could be one of the problems; moreover, in school, the process of building with students using spaghetti would be more interesting and dynamic, as well as in the making of the dart, which was easily decided. On the other hand, the disc, we opted for plastic plates with old fabrics or flaps, both of low cost. Finally, the weight ball, initially tested with large balloon and sand, became very heavy; then, millet was used, a suggestion that was presented in another discipline for juggling and that worked very well for this adapted equipment.

In Chart 2, we present the materials created in the Map of Individual Sports: Athletics. Figure 1 illustrates the materials made.

Table 2: Alternative/adapted materials from Athletics

Alternative Material	Materials Used	Competitions
Block Output	Flower vase and colorful tape	Races
Barriers	Pool spaghetti, elastic and seals	Barrier races
Dart	Broomstick, colorful tape and pet bottle	Releases
Disk	Plastic plates, fabric and adhesive tape	Releases
Weight ball	Millet, plastic bag and 2 big balloons	Throws and Pitches

**Figure 1:** Alternative/adapted materials for Athletics

In this context, we can understand that the fact that there are no official materials for the practice of athletics in school should not, in any way, prevent its practice and teaching, since there are numerous possibilities of adaptation of alternative materials for the practice (MATTHIESEN, 2012).

In the discipline of Fundamentals of Rhythmics and Dance, MAPA's proposal was the elaboration of a choreography with predetermined music, "Eu só quero um xodó", by Dominginhos (1974), sung and performed by Elba Ramalho and Dominginhos, in a video available by public domain site (<https://youtube/dCWZJ0OmXbU>) and with script of mandatory and non-mandatory elements, allowing to perceive and assimilate the elements worked in the discipline, such as compass, jumps, ripples, among others.

[...] it is essential that dance at school takes place through a teacher who is not the impositor of techniques and concepts, but the promoter of experiences, the guide that guides students to a personal discovery of their skills. Through dance, then, the student can regain confidence in the human being that he is; full and capable; the ability to move creatively will be given back to it, because dance is one of the expressions that gives rise to the sense of being [...] (FERRARI, 2012, p. 2).

Finally, the MAPA of the discipline of Struggles allowed us to understand how to apply opposition games in the school scenario, in order to promote values such as respect, discipline, self-control, citizenship, among others. According to Andreato and Coswig (2019), the practice of fighting is in the classification of games in Agon, that is, sports in which there are opponents, especially with regard to the size of the games in which the fights are contemplated, although it is possible to find a relationship with the other dimensions by the body work developed.

In this context, MAPA, besides being an evaluation instrument, was able to provide the future teacher with contact with content that he may not have had access to in basic training, and that the absence of this approach could reproduce a teaching practice often known as “rolling the ball” in physical education classes. This new teaching practice allows classes to have a new format and more and more students have contact with the themes of body culture of movement, which include sports, dances, fights, gymnastics and games.

4. Conclusion

The use of MAPA in the evaluation of the practical disciplines of the Physical Education Course DE allows the future teacher to experience activities that will later be passed on to students in school, making the teacher able to intern and/or act at different levels of teaching and in the different disciplines proposed by the Physical Education course.

It is noteworthy that the Physical Education course is part of both the health and education area, and its training in DISTANCE can be interpreted as an adversity that distances the student from reality; however, it was possible to notice that MAP's are a means to decrease this distance. From the elaboration of the MAP's, we were able to identify the richness of details in the process of creating different activities proposed in the graduation in Physical Education, such as the construction of choreographies in the School Gymnastics and Fundamentals of Rhythmic and Dance, in which it was possible to reinforce the body elements studied and perceive the ability of the academic to work with students collectively, without exclusion, besides allowing future teachers to experience and experience new body sensations, perhaps not previously experienced.

The MAP of Collective Sports: Futsal and Football allowed students who had contact with these modalities (or those who did not) to learn or resume the fundamentals characteristic of these sports. Because they are better known modalities nationally, having access to technical and tactical elements of teaching-learning allowed us to think about how to lead the student to an appropriation of knowledge of these modalities and the sport as a whole, valuing aspects such as rules, win and lose, and teamwork. Another important point was to show the future teacher that there are different types of recreational activities that can contribute to the learning of football and futsal, without free play during Physical Education classes.

Another MAP that allowed reflections on the relationships between the subjects was the Fights one, which had as its proposal the creation of opposition games for high school students. This exercise of thinking about activities in the school context on this theme of struggles focused on opposition games caused the academic to have to turn to the school context, thus seeking to understand which activities could be applied at that time and space, valuing the characteristics of the students and the school reality; moreover, it was possible to provide, through this activity, the practice of respect for the other and the understanding of the competition that exists in the modality, a characteristic that extends in the daily life of relationships, whether in the field of work or in situations that require a classification.

Finally, another characteristic of MAPA's were the proposals to create adapted and alternative equipment so that the teacher, in addition to suggesting the practices of the modalities, can also build these equipment from recyclable materials, as presented in the Athletics MAP. This does not prevent the te-

acher from using the official materials in physical education classes; however, by using recyclable and alternative materials, the teacher may problematize environmental issues, leading the student to produce his own material and, in addition, use them in educational centers that do not have any resources for the modality.

References

- ANDREATO, L. V.; COSWIG, V. S. **Lutas**. 2. ed. Maringá: Unicesumar, 2019.
- ASSIS, J. V. de; COLPAS, R. D. A pedagogia esportiva e o ensino de futebol na escola. **EFDeportes**, Buenos Aires, n. 185, p. 1-6, 2013.
- BRASIL. **Decreto-Lei nº 5.622, de 19 de dezembro de 2005**. Regulamenta o art. 80 da Lei nº 9.394, de 20 de dezembro de 1996, que estabelece as diretrizes e bases da educação nacional. Brasília, DF, 2005a.
- BRASIL. Conselho Nacional de Educação/Conselho de Ensino Superior. **Parecer CNE/CES 15/2005**. Esclarece as resoluções CNE/CP 01/2002 e CNE/CP 02/2002. Brasília, DF: MEC, 2005b. Disponível em: http://portal.mec.gov.br/cne/arquivos/pdf/pces0015_05.pdf. Acesso em: 23 set 2019.
- FERRARI, M. G. B. **Por Que Dança na Escola?** Curitiba: SEED, maio, 2012. Disponível em: http://www.arteseed.pr.gov.br/arquivos/File/textos/porque_danca_na_escola.pdf. Acesso em: 23 set 2019.
- GIL, A. C. **Como elaborar projetos de pesquisa**. 5. ed. São Paulo: Atlas, 2008.
- HERMIDA, J. F. A educação a distância: história, concepções e perspectivas. **Rev. HISTEDBR**, Campinas, Número Especial, p. 166-181, 2006.
- MATTHIESEN, S. Q. (Org.). **Atletismo se aprende na escola**. 2. ed. Jundiaí: Fontoura, 2012.
- MIRANDA, A. C. M. de; NAKASHIMA, F. S. **Ginástica Escolar**. Maringá: Unicesumar, 2017.
- MOREIRA, M. A. **A teoria da aprendizagem significativa e sua implementação em sala de aula**. Brasília, DF: Universidade de Brasília, 2006.
- ONTORIA, A. **Mapas conceituais: uma técnica para aprender**. São Paulo: Loyola, 2005.
- UNICESUMAR. **Atividade MAPA no curso de Gestão de Recursos Humanos**. Maringá, 8 jan. 2019a. Disponível em: <https://www.unicesumar.edu.br/blog/atividade-mapa-no-curso-de-gestao-de-recursos-humanos/> Acesso em: 1 set. 2019.
- UNICESUMAR. **Plano de ensino do curso de licenciatura em Educação Física**. 2019b. Disponível em: file:///C:/Users/Usuario/Downloads/a20831c30e92379c24917_903e0fcfdace4a271b268f83599c904d-34f7f7106e493166bc51bbd104422f08f135a27434da109495a8104066aa7d305d172aad43a.pdf. Acesso em: 5 set. 2019.
- VIEIRA, M. B. A importância da ginástica enquanto conteúdo da Educação Física escolar. **EFDeportes**, São Paulo, n. 180, p. 1-9, 2013.