

163 - DANCE IN THE PERSPECTIVE OF SPORTS EDUCATION TEACHERSLUIA ALEGRE¹ANA MACARA²

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1. INTRODUCTION

This explored study was part of a group of research studies, which results permitted the creation of an instrumental matrix which identifies the conceptions of the professionals responsible for Dance teaching in the Portuguese schools. We decided to divulge the results of the present study done in the World Congress - Active lifestyles: the impact of education and sport organized by the AISEP (Association Internationale des Ecoles Supérieures d'Éducation Physique – International Association for Physical Education in Higher Education) in Lisbon in 2005, conviners with the purpose of the scientific community, in the sense to participate and share investigation projects.

Our interest for the Dance matter in the practice of the Sports Education Teachers appears with the understanding that Dance guarantees and offers the Portuguese youth the eclectic and multifaceted sense of the human movement, and the necessity to find out how Dance is implemented in the curricular plan of each teacher. The existing literature reveals the absence of quality teaching of dance in the schools educational practice (Teixeira, 2004; Alegre & Macara 2006; Gonçalves, 2007). Also in our experience as Sports Education and Dance teachers, it is indicated that dance is always recognized and valued by the Sports Education teacher.

Is this only a Portuguese phenomenon? Is this a phenomenon that crosses borders? How do teachers from different countries around the world see Dance? How do they understand it? These questions guided the objectives of our study in the identification of different levels of inclusion of dance in the real curricular plan of Sports Education and the auto-perception of competence in Dance teaching, in function of the gender, the age and the qualifications of the teachers participating. It was also our objective, to identify the education styles more used and the importance attributed to Dance in the Sports Education classes.

This work was based on the estimated implicit theory of the Processes of Mind and Action model by Clark & Peterson (1986), considering that in our study the perceptions of Dance teaching underlie the practice of the Sports Education Teachers. Carreiro da Costa (2005) underlines: "...recent studies in the teacher's mind and action area prove what we observe in education generally: its practice" (p. 262). On the other hand, Neves (1995) refers: "...what teachers do, is affected by what they think" (p. 69). For Vieira (2007) the educational orientations, perceptions or conceptions are a system of values and beliefs on what is teaching and how to teach, representing the understanding of what should be the subject on the curriculum and how it contributes for the student's knowledge. This same author demonstrated that in a specific study done in Portugal, that "the Sports Education teachers have a diversified educational orientation profile" (p. 302).

According to Guillen (1992) the auto-perception of the teacher "... allows to recognize and understand the image that the teacher has of himself such in general, as in specific aspects of his teaching activity" (p. 137).

For Batalha (2004) Dance should develop "the motor, creative capacities, the rhythmic complications, the interpersonal relationships, the affective states, to the need of communication, expressions and foment the aesthetic education" (p. 106). For this same author, Dance education styles are related "with the presentation of contents, its combination, organization and learning orientation", those being: command (emitted stimulation from the teacher), demonstration/imitation (appeals to the visualization of the gesture), brain-storming (appearance of new themes), verbalization (transmission of sensations, emotions, thoughts), appreciation and criticizing (between students to magnify the aesthetic judging and the spirit of criticizing), guided discovery (to guide the student to the discovery), work centered on the task (the student has a time limit to develop the task), problem situations (research task suggested by the teacher), creativity atelier (of improvisation and individual or group composition), laboratório choreographic laboratory – project work (interactive, thematic and creative teaching).

We considered as the priority task finding the Dance studies, especially to give quality to the teaching, this is, coherent with the educational challenges of the XXI century.

2. METHODOLOGY

We followed a quantitative path using the Seguímos um rumo quantitativo utilizando os Qui-square (χ^2) testes to test the independency between two categorized variables: inclusion on dance in the curricular plan in function of the age, gender and qualifications. We will use the Mann-Whitney and the Kruskal-Wallis to compare the auto-perception of the Dance teaching competences, because we were to compare respectively two samples and three samples, knowing that the dependent variable was ordinal type. We also did a content analysis with the objective of identifying the educating styles and perceptions that guide the dance education of the inquired teachers.

2.1. About the sample

The convenience sample was formed by (n = 38 participant teachers), with ages between 22 and 58 years and 17 teachers and 21 teachers. 18 teachers had a degree, 9 teachers masters and 11 teachers doctored. The origin/formation of the teachers: Portugal (3), USA (5), England (4), Holland (3), Germany (3), Finland (2), Australia (1), Spain (1), Malta (1) Czech Republic (1).

2.2 The instrument and collection of data

It was applied to 38 teachers whom participated in the study of a question form with three semi-open questions, one for scale measurements and an open question. During the Congress it was asked for the participant teachers to fill the question form in a natural environment and voluntarily, making the collection of precise and factual to a high number like this.

3. ANALYSIS OF THE RESULTS

3.1 For the inclusion of Dance in the Sports Education curricular plan the Qui-square (χ^2) was used to test the independency between the two variables.

3.1.1 In function of the Gender, we observed on the table 1, that it's the female teachers that include more dance in the

curricular plan of Sports Education, rather than the male teachers (58,8% versus 42,9%), however the difference between the percentages aren't statistically significant, $\chi^2(1) = 0,958$, $p=0,328$.

Table 1. Gender and Dance in the real curricular plan

Gender		Dance in the curricular plan of Sports Education		Total
		Yes	No	
Female	Frequency	10	7	17
	% Gender	58,8%	41,2%	100,0%
	% Dance in the CP*	52,6%	36,8%	44,7%
	% of the Total	26,3%	18,4%	44,7%
Male	Frequência	9	12	21
	% Gender	42,9%	57,1%	100,0%
	% Dance in CP*	47,4%	63,2%	55,3%
	% of the Total	23,7%	31,6%	55,3%
Total	Frequency	19	19	38
	% Gender	50,0%	50,0%	100,0%

(*) Curricular Plan

3.1.2 There were no relations between the inclusion of dance in the curricular plan of Sports Education and the age of the teachers nor with their qualifications, in which weren't statistically significant, $\chi^2(3) = 3,333$, $p=0,343$.

3.2 The Mann-Whitney and the Kruskal-Wallis tests were used to compare the auto perception of the educational competences of the teachers in teaching Dance respectively with two samples and three samples with the dependent variable ordinal type:

3.2.1 The auto perception of the competences of Dance education, in table 2, is higher for the female teachers rather than the male teachers (media=3,10 versus 2,22) however the difference isn't statistically significant, $Z=-1,295$, $p=0,195$.

Tabela 2. Auto perception and gender

	Gender	N	Standad	
			Mediadeviation	
Auto perception	Feminine	10	3,10	1,595
	Masculine	9	2,22	,972
Competence				
Dance				
Education				

3.2.2 The auto perception about the competence of dance education is higher in teachers with 41-50 years and lower for the teachers whom are more than 51 years old, however the difference is not statistically significant, Qui-square (3) = 3,189, $p=0,363$. There are no significant statistical differences, Qui-square (2) = 0,136, $p=0,934$ between the auto perception of the educational competences and the qualifications.

3.3 On the Dance teaching styles, the participant teachers manifested a higher tendency to use the demonstration/imitation in 14,8, the command in 10,5%, the discovery in 7,9% and the mixed in 7,9%.

3.4 On the the importance applied to the Dance education in school context, 36,4% of the teachers believe that the Dance education promotes the integral education of the student; 22,7% centers on the motor domain; 13,6 % point out the importance of the curricular aspect; 9,1% consider that the creation/creativity aspect is deseveloped in a specialway in the dance classes, as for 9,1% concentrate on the expression aspect. Other aspects enhanced in 9,1% center themselves on the importance of dance in the interculturality and promotion for equal rights between gender.

CONCLUSIONS

The results of the this study confirm that Dance is always recognized and valued by the Physical Education teachers as it should be, because, according to the international sample of our study, only half the inquired teachers included Dance in they teaching curricular plan. With this fact, we may verify that in a certain way, this phenomenon crosses borders apart from Portugal.

The teachers that included Dance in their rea curricular plan, we verified, almost equitable, participation from the male gender, wich is quite a statement in our social, educational and current culture landmark.

We also verified that, the existance of diversified perceptions of the inquired teachers on the importance of Dance education in school. With this, the understanding of the student's integral development through the Dance education, outstands.

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ABSTRACT

In this present research work we identified the perceptions about Dance in a school context of 38 teachers, participants in the World Congress – Active Lifestyles: The Impact of Education and Sport, organized by AISEP (Association Internationale des Écoles Supérieures d'Education Physique - International Association fo Physical Education in Higher Education) in Lisbon, in 2005.

This work is based on the implicit theories model of the Processes of Thought and Action of professors Clark and Peterson (1986), in which an inquiry form of semi open questions was applied to the teachers, mainly belonging to the Physical Education area, of different European and non-European countries.

The analysis of the results reveal there are no significant differences between gender, age and the education levels of the participant teachers, and the self-perception on their competence of dance teaching and including it in the curricular plan. The study also reveals different perceptions about the importance of teaching dance in school environments.

KEYWORDS : Dance, Thought, Physical Education Teachers

RÉSUMÉ

Dans ce présent travail de recherche nous identifions les perceptions de Dance dans un contexte scolaire de trente et huit enseignants participants à le World Congress - Active lifestyles : the impact of education and sport organisé par AISEP (Association Internationale des Ecoles Supérieures d'Education Physique - International Association sera Physical Education in Higher Education) à Lisbonne, dans 2005.

Ce travail est basé dans les présuppositions des théories implicites du modèle des Processus de Pensée et d'Action de l'enseignant de Clark & Peterson (1986), par lequel a été appliqué un questionnaire de questions semi-ouvertes, aux enseignants, pour la plupart appartenant au secteur de l'Éducation Physique, de divers pays européens et non européens.

L'analyse des résultats de cette étude révèle ne pas avoir de différences significatives à niveau du type, l'âge et les qualifications des enseignants participants, et à de l'acte perception concernant la compétence de l'enseignement de Dance et son inclusion dans le plan curriculaire. L'étude aussi il révèle de différentes perceptions concernant l'importance de l'enseignement de Dance dans moyen scolaire.

MOTS-CLÉS: La Danse, Pensée, Professeurs d'Éducation Physique

RESUMEN

En el presente trabajo de investigación son identificadas las percepciones de danza en contexto escolar de treinta e ocho profesores que participaron en el World Congress - Active lifestyles: the impact of education and sport organizado pela AISEP (Association Internationale des Ecoles Supérieures d'Education Physique – International Association for Physical Education in Higher Education) en Lisboa en 2005.

Este trabajo se basa en el modelo de las teorías implícitas sobre el proceso de pensamiento y acción del profesor elaborado por Clark & Peterson (1986). Fue aplicado un cuestionario de preguntas semi-abiertas, a los profesores, en la mayoría con la especialidad de Educación Física y oriundos de diversos países europeos y no europeos.

El análisis de los resultados de este estudio indica que no hay diferencias significativas según el género, edad y grado de estudios entre los profesores participantes, a nivel de la auto percepción sobre la competencia de enseñanza de a Danza y su inclusión en el plan curricular real. Sin embargo, el estudio indica diferentes percepciones de los profesores a nivel de la importancia que atribuyen a la enseñanza de la Danza en el medio escolar.

PALABRAS CLAVE: Danza, percepción, Profesores de Educación Física

A DANÇA NA PERCEPÇÃO DOS PROFESSORES DE EDUCAÇÃO FÍSICA

RESUMO

No presente trabalho de investigação identificamos as percepções da Dança em contexto escolar de trinta e oito professores participantes no World Congress - Active lifestyles: the impact of education and sport organizado pela AISEP (Association Internationale des Ecoles Supérieures d'Education Physique – International Association for Physical Education in Higher Education) em Lisboa em 2005.

Este trabalho assenta nos pressupostos das teorias implícitas do modelo dos Processos de Pensamento e Acção do professor segundo Clark & Peterson (1986), pelo que foi aplicado um questionário de perguntas semi-abertas, aos professores, na sua maioria pertencentes à área da Educação Física, de diversos países europeus e não europeus.

A análise dos resultados deste estudo revela não haver diferenças significativas a nível do género, da idade e das habilitações dos professores participantes, e da auto percepção acerca da competência do ensino da Dança e da sua inclusão no plano curricular real. O estudo contudo revela diferentes percepções acerca da importância que é atribuída ao ensino da Dança em meio escolar.

PALAVRAS-CHAVE: Dança, percepção, professores de Educação Física