

## 85 - PROFESSIONAL TRAINING IN PHYSICAL EDUCATION: ASSESSING THE SERVICES OF ACADEMIC COMPANIES

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### 1 INTRODUCTIONS

This work aims to present the evaluation criteria of the Professional Training course Bachelor / Degree in Physical Education from the University Vila Velha since this presents in this organization the figure of the academic enterprise..

This qualitative study was established as a discussion of actions taken at the university internship project (UVV, 2015) presenting the criteria and assessment tools Traineeship disciplines I, II and III in the light of the relevant literature. It was also established as the document type since it involves the use of evaluation tools as sources analyzed.

The evaluation of these disciplines happens procedurally during the course of the period making use of different instruments for assessing service delivery and academic progress of the students academic components of the company.

### 2 EVALUATING THE PROCESS AND BUILDING THE PORTFOLIO

During the course of the stages the actions are monitored at weekly meetings on Saturdays and visits to grantors.

The construction of portfolios by companies constitutes a central element for the assessment, since it represents an X-ray of the entire stage process. The portfolio (printed) is no longer considered only as a bureaucratic tool stage of fulfillment, but an instrument in its materiality provides significant evidence of learning pathways in relation to the formation of the Bachelor / Degree in Physical Education.

#### 2.1 Assessing academic companies and their components

The teaching-learning process is constantly evaluated through administrative meetings coordinated by the Professional Practice and Training Unit of the advisor, responsible for the stage.

These meetings are used to assemble and stage of manual review, studies of existing legislation, resolution of everyday situations that go beyond the function of guiding teacher- and follow-up studies of other professional training projects in the area of Physical Education.

Another moment of evaluation of the process are the training seminars in which the participants are the same ears, grantors companies, academic companies and external and internal customers. The seminars allow dialogue between partners and with the presence of different granting companies. Together, granting companies, academic enterprises and business professionals involved exchange experiences, propose changes, verbalize expectations and reflect on the stage as a whole.

The academic enterprises are evaluated according to the following criteria: stage formalization by document means; portfolio registries and reflection with the academic enterprises.

The beginning of the internship process is oriented documentary form with the preparation and signing of documents that guarantee the partnership granting, university and academic enterprises. From these documents the grantor can follow any stage of the process (service).

Administrative, institutional and contractual documents are: Accepted, Proposal service, grantor identification and academic enterprise and service provision project.

Technical documents are used for previous assessments of the participants or the spaces and commitments. Leisure must protect the academic enterprise and the granting of three situations: physical damage (environmental), psychological damage and financial damage. For this we have the following documents:

- Physical damage: registration form, history, environmental mapping.
- Psychological damage: authorization form for minors, liability waiver for adults.
- Financial loss: term financial liability, term of provision of third party service term viability and affordability.

Although didactically are separated in practice constitute as interdependent elements.

These documents serve to evaluate the initial negotiation process between the grantors and the academic enterprise and monitoring stage by guiding teacher.

Generally academic companies complain about the bureaucracy, the number of documents and the difficulties in completing these even exist a model.

Despite these difficulties are the formalization of professional training through the documents and records of academic companies point to the need for these.

The use of portfolios in the assessment process gathers information of those involved on stage: direct and indirect customers, service provider company and contractor. More than the final outcome of the process is built with more evidence during the course of the traineeship. It is a record element of the reflections in the course of this stage serves as a roadmap in the discussions of those involved, but that materializes through to the end.

Besides the evaluation through records it is a professional stage teacher-supervisor of reflection about the speeches of the academic business during the follow-up meetings and evaluation of consulting / advisory.

"Friends, friends, business part"

The academic enterprise is organized by affinity, competence or "charity." Students tend to organize affinity valuing the affective bonds established during the academic training. However, the end of the traineeship is recurrent reporting of students about the difficulties of making the company "work" on this basis. Lack technical resources that hinder the provision of services and is common the initial bond be undone.

The organization for competence is rarer. It usually occurs when the student has matured and greater commitment to their training. Students are involved in the nuclei of theoretical and practical deepening and study groups and surveys. The final reports are more professional nature and the result does not affect and are not influenced affective bonds among participants.

The organization of "charity" occurs when students are "un-periodized" or have not had a "calling card" academic recognition. So they have no link with colleagues and run out group. They are absorbed "by charity" for any company in consideration of a humanitarian action. The final reports are repentance strengthening the idea that "Friends, friends, business part."

"In practice the theory is another"

In the reports of academic companies this speech is recurrent and in two ways: the market does not appropriate the theory and the theory is abandoned in the name of past experience or looking for ease of application (negligence).

The market presents a model of orientation for Physical Education, Sport and Recreation which according to Melo and Alves Junior (2003) sees this area as of facilities and without the need for professionalization. Thus, recurs in the speeches of academic companies claim that the grantor does not accept interference in its activities, much less point to innovations. This shows a market resistance for the appropriation of knowledge and leave the comfort zone.

In other way, the academic company reaches the grantor with the knowledge and even with the acceptance of the grantor gives up these knowledge in the name of being easier to do as is done in the market.

"As long as it's free, even a shot to the head"

This speaks of those responsible for grantors companies shows that despite knowing the stage of design, not all are imbued with self-criticism for the choice of services. Assuming that the service is free, do not care about the quality of service which compromises the professional training. On the other hand, some of these grantors take responsibility to cooperate in training and require quality and organization in providing services. For these negotiating phase is a time of mutual learning leading academic business to another level of service. The provision of the service must demonstrate the ability of the academic company adapt to market demand becoming a company better prepared.

"Why is the school supervised training easier?"

In this speech we realize that the speaker refers to the monitoring conducted in supervised school stage, in which the academic part of an ongoing process in place, under the supervision of school work and teacher-advisor (UVV) stage.

In professional training activities have technical character and buying and selling a final product (service) that is consumed at the time. There is no continuity of action with the same public throughout the semester. In other words, the traineeship may occur in more than one space in the same period and the work is advisory.

Thus, the supervised school stage (degree) seems easier for the continuity of action by the same public during and after the reflective process. In contrast, the professional stage, reflexive action concludes the provision of services in the form of consulting / advisory.

"In the market we have no choice"

For more than academic prepare or have preference for a particular professional field, the grantor of choice is the available time and that does not always coincide with the preference for that field.

At this time, the academic realize that you must have extensive knowledge because it is not always possible to choose how you want to work.

The professional stage, then, is a space to prepare for different areas of Physical Education and establish possible challenges.

#### 6 Final thoughts

The procedural assessment of the traineeship, specifically the academic enterprise, seeks to understand the paths taken by it since its formation, its difficulties, its achievements and professional maturity in providing services in the area of Physical Education, Sport and Recreation.

The assessments, together with the stage grantors companies have a differential action that requires a dialectical relationship of change x maintenance; reality x study; theory x practice; graduating x professional is individually and in groups presenting their own way of solving problems. Enough to propose improvements to the labor market at certain times accepts these suggestions and other places which are already pre-set this.

The innovative experience, including the evaluation process has generated concrete actions in the market. Some academics, to complete the undergraduate degree, officially record the company generating financial source and field work to other professionals. In addition, the new companies will be stage grantors for graduation.

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#### PROFESSIONAL TRAINING IN PHYSICAL EDUCATION: ASSESSING SERVICES COMPANIES ACADEMIC

This article aims to present the evaluation criteria of the Professional Training course Bachelor / Degree in Physical Education from the University Vila Velha considering its innovative character. This qualitative research used the portfolios as sources since these are recorded descriptive reviews of the entire process, including reflections and dialogue between those involved in the teaching-learning process. The involvement of students and supervising teachers and stage supervisor allows a dialectic action between universities and the labor market that goes beyond the simple to teaching.

Key words: Professional Training, Assessment, Business Academic

#### STAGE PROFESSIONNELLE DANS L'ÉDUCATION PHYSIQUE: ÉVALUER LES ENTREPRISES SERVICES UNIVERSITAIRES

Cet article vise à présenter les critères d'évaluation de stage professionnelle cours Bachelor / Licence en Éducation Physique de l'Université Vila Velha compte tenu de son caractère innovant. Cette recherche qualitative a utilisé les portefeuilles comme sources puisque ceux-ci sont enregistrées revues descriptives de l'ensemble du processus, y compris les réflexions et le dialogue entre ceux qui sont impliqués dans le processus d'enseignement-apprentissage. La participation des étudiants et des maître superviseur et le leader de stage permet une action dialectique entre les universités et le marché du travail qui va au-delà du simple enseignement.

Mots clés: Stage Professionnelle, Évaluation, Entreprises Académiques

**FORMACIÓN PROFESIONAL EN EDUCACIÓN FÍSICA: EVALUACIÓN DE SERVICIOS DE EMPRESAS ACADÉMICO**

Este artículo tiene como objetivo presentar los criterios de evaluación de la Formación Profesional Licenciatura / Grado en Educación Física de la Universidad Vila Velha teniendo en cuenta su carácter innovador. Esta investigación cualitativa utiliza las carteras como fuentes ya que éstos se registran comentarios descriptivos de todo el proceso, incluyendo las reflexiones y el diálogo entre los involucrados en el proceso de enseñanza-aprendizaje. La participación de los estudiantes y profesores supervisores y supervisor de fase permite una acción dialéctica entre las universidades y el mercado de trabajo que va más allá de la simple a la enseñanza.

Palabras clave: Formación Profesional, Evaluación Académica de negocios

**ESTÁGIO PROFISSIONAL EM EDUCAÇÃO FÍSICA: AVALIANDO A PRESTAÇÃO DE SERVIÇOS DAS EMPRESASACADÊMICAS**

Este artigo tem como finalidade apresentar os critérios de avaliação do Estágio Profissional do curso de Bacharelado/Graduação em Educação Física da Universidade Vila Velha considerando seu caráter inovador. Essa pesquisa qualitativa utilizou os portfólios como fontes uma vez que nestes estão registradas as avaliações descritivas de todo o processo, inclusive das reflexões e diálogos entre os envolvidos no processo ensino-aprendizagem. O envolvimento de acadêmicos e professores supervisor e orientador do estágio permite uma ação dialética entre universidade e mercado de trabalho que ultrapassa o simples fazer pedagógico.

Palavras chaves: Estágio Profissional, Avaliação, Empresas Acadêmicas