01 - A REPORT OF EXPERIENCE ON THE ASSESSMENT OF PHYSICAL EDUCATION IN EARLY CHILDHOOD EDUCATION: THE USE OF ICONOGRAPHIC SOURCES AS ASSESSMENT TOOL IN THIS PROCESS

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1 INTRODUCTION

This article aims to analyze the contribution of the use of iconographic record (pictures) as assessment tool in physical education classes in the kindergarten. The analysis undertaken here were developed during the Supervised Internship in Physical Education Degree, considering this activity as stage approximation of reality.

As stated by Pimenta and Lima (2008), the purpose of the internship is to provide students an approximation to reality in which act. Thus the stage is so far away from the current understanding, that would be the practical part of the course. The authors advocate a new approach, a redefinition of the stage, who should walk to the reflection from the reality.

This type of stage, "contrary to what is advocated, it is not practical activity, but theoretical, instrumental teaching praxis, understood as an activity of transformation of reality" (PIMENTA, LIMA, 2008, p. 45).

In the context of reflection on their experiences during the internship, we identified categories and educational assessment kindergarten fall against a backdrop of challenges especially when used for the exercise of control over children's behavior in front of an ideal model of a child. Coupled to these questions, presents the need to overcome in kindergarten, old stereotypes and prejudices inherited from the elementary school, which relate to the assessment test, measurement, ratings, comparisons, ratings and exclusions (HOFFMANN, 1996, PAZ, 2005 ; RODRIGUES, GARMS, 2010).

Toward these questions this research sought to focus the main study questions: 1) Characteristics of evaluation in physical education classes in the context of early childhood education, 2) The contribution of evaluation that focuses on the student as the subject and their effective participation in the evaluation process, prospects for qualification of the teaching and learning, 3) The use of iconographic record as a means to perform the assessment in Early Childhood Education.

To that end, we conducted an experience report, because according to Silva and Leitão (2011, p. 1), "The experience report is understood as a kind of text that belongs to the group of genera of the order of the exhibit, whose domain of social Communication is the transmission and construction of knowledge. " Thus, according to the authors, the report of the seizure of experience allows content from a perspective that involves the interpretation of the next assertion, which constitutes a relevant instrument to record the production of knowledge about the construction of the teaching-learning room class (SILVA; LEITÃO, 2011).

The study was conducted in a Municipal Kindergarten Unit of the Municipal School of Vila Velha - ES. The subjects were children (3 and 4 years), Group 3, the second half of 2009.

To answer the central questions of this research relied on the observation of physical education classes from 19 August to 25 November 2009, during the course of Supervised Curriculum, and the use of records produced in the portfolio for this course.

Were produced footage of classroom assessment activities, at which time the children had access to the photos and records of the process of training conducted, and opportunity that could manifest themselves and evaluate themselves, colleagues and classes. From the presentation of the photos, the students had a feedback of what they had learned in gym class, as well as their suggestions.

For the interpretation of the data was considered the content analysis, which according Chizzotti (2000), is a method of treatment and analysis of information gathered through data collection techniques, embodied in a document. The technique applies to the analysis of written texts or any communication (oral, visual, gestural) reduced to a text or document.

2 CHARACTERISTICS OF THE EVALUATION PROCESS FOR TEACHING AND LEARNING IN EARLY CHILDHOOD EDUCATION PHYSICAL EDUCATION

The kindergarten is a place of discovery and expansion of individual experiences, cultural, social and educational inclusion of children through the different environments of the family (BASEI, 2008). Therefore,

> [...] Look at the kindergarten, see it in its complexity and its uniqueness means seeking to understand it in its character training for children between 0 and 6 years old, making space and time, procedures and tools, activities and games, experiments, experiences ... that caring can provide conditions that can happen to educate and promote conditions to educate care, respecting the child in its many languages and its close link with the playfulness (ANGOTTI, 2005, p. 25).

It is based on the evaluation criteria that the teacher determines that enables to rethink their practice, so that a meaningful learning to occur, respecting the languages and the phases of each stage of childhood.

So there is absolutely no connection with the issue punitive or promotional classification, which are erroneously linked the assessment.

Hoffmann (1996, p. 19) defines some basic assumptions for the assessment in Early Childhood Education:

> a) an educational proposal that aims to take into account the diversity of interests and possibilities of exploring the world of the child, respecting their own socio-cultural identity, and providing an interactive environment, rich in materials and situations experienced;
> b) a teacher and researcher curious child's world, acting as a mediator of their conquests, to support it, follow it and promote it new challenges;
> c) an ongoing evaluation process of observation, recording and reflection on the thinking of children, their cultural differences and development, based on the rethinking of the teacher doing teaching.

As for Oliveira (2002, p. 255) "[...] child assessment involves detecting changes in skills of children who may be attributed both to work in daycare and preschool on the articulation of these institutions with the school routine [...]"

So you can understand the importance of evaluation in the process of teaching and learning, because as pointed out by Hoffmann (1996), Luckesi (1997), Brasil (1998), Oliveira (2002), among others, the assessment will help teachers rethink their teaching practices, transforming them and rebuilding them to favor the process of learning, thus achieving an improvement in the capabilities and skills of students.

However, this transformation to occur, it is important to understand not only what students need to be evaluated, but all the subjects that constitute the process of teaching and learning.

Kramer (1984) states that, not only in kindergarten, but also at other levels of the school system, are evaluated solely learners. Therefore, it is necessary to critically examine the practice, because the fact that most of the time students are the only object of evaluation reveals the structure of power and authority of the vast majority of schools. It should be noted the need for the "classic" way of evaluating, searching for the "errors" and "guilty" is replaced by a dynamic evaluation able to bring elements of critique and transformation to the active work. In this sense, all are objects and subjects of evaluation: teachers, teaching and managing staff, children and parents (CIASCA; MENDES, 2009).

We must remember, as pointed out Zabala (1998), which leaves the object of evaluation to focus exclusively on results obtained by students and is located primarily in the teaching and learning, both the group as each of the students. He says that the subject of evaluation not only focuses on the student, but also on the team that intervenes in the process. Reinforcing the idea explained by Kramer (1984) and Ciasca and Mendes (2009).

Thus, the evaluation model you choose should be closely linked to the goals you want to achieve. Therefore, as pointed out by Rodrigues (2008), if the proposal is to diagnose the position of the learner at any given time in relation to targets set, the evaluation serves as a tool for planning review, which means reviewing the contents, methodology and practice of teaching .

When thinking about these issues as part of Physical Education, the question arises: how is it possible to assess student learning, not only reduce the motor assessments based on comparisons?

Santos (2005) states that physical education professionals, for the most part, carry out their assessments based on physical fitness, attendance and participation, whose main instrument is observation.

For the author, the evaluation is done only to meet standards imposed by law, occurring without planning and, consequently, without predefined educational goals.

But, according to Rodrigues (2008), currently the Physical Education aims to encompass, in addition to motor development, also the social, affective and psychomotor, so the new objectives of Physical Education require a more comprehensive assessment, which try to overcome political and authoritarian and emphasize the real function of the evaluation, "[...] support the construction of satisfactory learning [...]" (Luckesi, 1997, p. 25) and "[...] diagnose which the position of the learner at any given time in relation to the objectives laid down for it or not is difficult to progress" (Sousa, 1993, p.148).

Therefore, the assessment in physical education should not be restricted only to the motor domain, but should also be focused on skills, abilities, knowledge and attitudes of students. It should cover the cognitive, motor and attitudinal, verifying the ability of students to express their systematic knowledge about the culture in different body language - body, written and spoken (DARIDO, 2005).

Therefore, as pointed out by Dias (2004) to evaluate the act does not mean a statement or concept to students, to approve or disapprove, classify as eligible or not, but first of all implies a monitoring process throughout the learning process.

Thus, it is necessary that the teacher understands the importance of evaluating, so that from there, establish evaluative criteria and instruments suitable for every teaching situation and thus be able to reframe their practice and qualifying.

3 PHOTO AS A TOOL IN EVALUATING PHYSICAL EDUCATION EARLY CHILDHOOD EDUCATION

This section aims to present and analyze the data obtained through observation and filming of the lessons of a class of children aged 3 and 4 years, during the course of supervised, developed in the course of Physical Education, Sport and Recreation University Centre Vila Velha (UVV) during the second half of 2009.

3.1.1 The picture as a tool to aid in evaluating a class garden I of the Municipal School of Vila Velha – ES

During the regency shared with physical education in kindergarten, because of the difficulty to perform an assessment that is not limited only to classify, measure and exclude students, we detected the need for another assessment tool, the iconographic record.

In a recent study, Marques (2010) identified that there are several types of records used as a form of assessment in early childhood education, such as individual portfolios (related to specific areas and collected in a systematic way, intervals of time), products (or individual group, such as lines of children, drawings, writings, photographs, construction, etc..) remarks (made by the educator and registered), self-reflection of the child (children's lines that indicate preferences and interests); narratives of learning experiences (teacher's diary, books or explanations to parents, children's stories), among others. For the author, the different ways to document the process to be revisited, allow the reconstruction of memory and reflection on the pedagogical work.

The objective of the use of iconographic records (photos) should be given to allow teachers the opportunity to reflect on their teaching and students to participate effectively during the evaluation process.

If this experience evaluation, conducted with children aged 3 and 4 years, the use the photo view enabled them to identify and remember what they had learned in the classroom, they experienced.

Thus, we identified benefits to students, the viewing and recall the lessons experienced earlier, the possibility of effective participation in the evaluation of them, considering them as subjects of the process, and teachers / trainees, the opportunity and evaluate learning students to look beyond the engine, because with the use of pictures, it was possible to identify student learning in relation to the apprehension of knowledge within the field and inherent in Early Childhood Education.

Enable students to participate in their assessment and to look beyond the motor aspect is essential, not only in kindergarten, but also at other levels of education.

According Darido (2005), evaluation in physical education should consider the observation, analysis and conceptualization of elements that make up the totality of human behavior, ie it should cover all educational dimensions (cognitive, motor and attitudinal), should also allow students the opportunity of self-evaluation, so that they develop the necessary autonomy not only in school but for life.

Based on the exposure of iconographic records of lessons previously experienced by the students was identified by the students, the apprehension of knowledge inherent in the area and thus get a feedback learning from them.

However, we have identified as limits to the use of this tool is impossible to assess the procedural aspect of the class, failing that, through photos, evaluate the motor development of students. We suggest that this assessment is not the only one used during the teaching-learning process, but is used in conjunction with other evaluative tools, so that the assessment takes into account the aspects of conceptual, procedural and attitudinal.

The use of such a record in early childhood education can help to detect changes in knowledge and skills of students (Oliveira, 2002), taking into account the diverse interests of the child, respecting the identity of each student and providing them with an interactive environment rich in experienced situations (Hoffmann, 1996). It contributes to the performance of a teacher as mediator of the achievements of its students, supporting them, accompanying them and encouraging them to new challenges (Hoffmann, 1996).

Based on the analysis of this experience and understand stresses Marques (2010, p. 114) that "the record may allow reflection on the work of teaching and learning of children, but also the construction of a memory path, the experience gained The reconstruction of practice [...]". Still, according to the author, this instrument can encourage the development of experience and perception of growth by the children themselves.

Such an assessment runs counter to recent studies suggest that specific on the subject (OLIVEIRA, 2002; MARQUES,

2010), it allows a reflection on teaching practice and learning about the conditions in which they were produced, thus enabling reset criteria for planning activities and also to create situations that determine progress in student learning.

4 FINAL CONSIDERATIONS

According to literature (HOFFMANN, 1996; LUCKESI 1997, BRASIL, 1998; OLIVEIRA, 2002; RODRIGUES, 2008; CIASCA; MENDES, 2009) assessment is an important aspect that needs to be considered in the process of teaching and learning. Through the evaluation criteria define the teacher to plan their teaching to, from there, create learning situations that generate progress and changes in students.

With this evaluative perspective, you can enable the direct participation of students, going to self-evaluation and fitting to the teacher, enabling a new way to measure that goes beyond the evaluation focused only for the size motor.

As regards the analysis of the experiment conducted with children in kindergarten, we can say that the use of new models of evaluation at this level of education allows the student a more effective participation in the process of assessing their learning.

According Darido (2005), it is possible, in pursuit of developing students' autonomy, proposing that they self-assess. According to the author, student participation in the process of defining criteria and direction of the assessment involves joint decisions, each assuming its responsibility in the process. In the experiment reported in this study identifies that the self-assessment provided to students, and the opportunity to participate effectively in the evaluation process, the opportunity to reflect and express their views on the lessons they have previously experienced, and teachers / trainees the possibility to reflect on their practices from the speech of students, so you can qualify your intervention.

It is therefore important that teachers inform students about their difficulties, as well as the qualitative criteria of the performance of each and their level of learning, the need for changes of direction in education and the results have been achieved.

Therefore, this model has no evaluative nature of measurement, or promotion, but for reflection and rethinking of the practices and actions of teachers, thus enabling a redefinition of pedagogical practice.

The use of iconographic records is part of that context and focus toward promoting an evaluation to look beyond the engine, and to assess the views of the child on their own learning, that is, consider the student's participation as a subject of their assessment, allowing the self-assessment of their learning.

Therefore, we propose to carry out as possibilities for future research, production of studies, based on the conceptions of teachers who work at this level of education about this new way of evaluating.

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A REPORT OF EXPERIENCE ON THE ASSESSMENT OF PHYSICAL EDUCATION IN EARLY CHILDHOOD EDUCATION: THE USE OF ICONOGRAPHIC SOURCES AS ASSESSMENT TOOL IN THIS PROCESS

ABSTRACT

Refers to a study carried out in Vila Velha, Espírito Santo, during the Supervised Degree in Physical Education as part of an institution of Early Childhood Education. Consider the stage as a time when the student approaches the reality and as a theoretical activity, exploited the teaching practice. Analyzes the contribution of the use of iconographic records (photos) as assessment tool in physical education classes in the kindergarten and identifies the importance of evaluation in the teaching and learning in this context. Points to the need to overcome the evaluation that shows the prospect of control over children's behavior and an ideal model of a child. Registers main study questions: 1) Characteristics of evaluation in physical education classes in the context of early childhood

education, 2) The contribution of evaluation that focuses on the student as the subject and their effective participation in the evaluation process, prospects for qualification of the teaching process and learning and 3) The use of iconographic record as a means to perform the assessment in Early Childhood Education. It is a qualitative research refers to an experience report outlining dialogue with production in the area of Education and Physical Education and shows how key considerations: the use of the photo as possible to promote an evaluation to look beyond the motor , to assess the seizure, by the children, the area of knowledge inherent in the conceptual and attitudinal, the child's participation as a subject in the evaluation process, with opportunities for the pursuit of the development of child's autonomy and processes of self- evaluation, and self-evaluation through the iconographic record of the child as an opportunity to participate, analyze and express opinions in relation to physical education classes experienced in Early Childhood Education.

KEYWORDS: early childhood education, assessment of learning; iconographic sources.

UN RAPPORT DE L'EXPÉRIENCE SUR L'ÉVALUATION DE L'ÉDUCATION PHYSIQUE DANS L'ENSEIGNEMENT DE LA PETITE ENFANCE: L'UTILISATION DE SOURCES ICONOGRAPHIQUES DANS CE PROCESSUS COMME OUTIL D'EVALUATION

SOMMAIRE

Se réfère à une étude réalisée à Vila Velha, Espírito Santo, au cours du diplôme en éducation physique supervisé dans le cadre d'une institution d'éducation à l'enfance. Prenons la scène comme un moment où l'étudiant aborde la réalité et comme une activité théorique, a exploité les pratiques d'enseignement. Analyse la contribution de l'utilisation de documents iconographiques (photos) comme outil d'évaluation dans les classes d'éducation physique à l'école maternelle et identifie l'importance de l'évaluation dans l'enseignement et l'apprentissage dans ce contexte. Souligne la nécessité de surmonter l'évaluation qui montre la perspective de contrôle sur le comportement des enfants et un modèle idéal d'un enfant. Registres des questions d'étude principaux: 1) Caractéristiques de l'évaluation dans les classes d'éducation physique dans le contexte de l'éducation de la petite enfance, 2) La contribution de l'évaluation qui se concentre sur l'élève comme le sujet et leur participation effective dans le processus d'évaluation, les perspectives pour la qualification du processus d'enseignement et de l'apprentissage et 3) L'utilisation du dossier iconographique comme un moyen pour effectuer l'évaluation en éducation de la petite enfance. Il s'agit d'une recherche qualitative se réfère à un rapport décrivant l'expérience du dialogue avec la production dans le domaine de l'éducation et l'éducation physique et montre comment des considérations clés: l'utilisation de la photo que possible afin de promouvoir une évaluation afin de regarder au-delà du moteur , pour évaluer la saisie, par les enfants, le domaine du savoir inhérent à la conception et de l'attitude, la participation de l'enfant comme sujet dans le processus d'évaluation, avec des possibilités pour la poursuite du développement de l'autonomie de l'enfant et des processus d'auto- d'évaluation et d'auto-évaluation à travers le record iconographique de l'enfant comme une occasion de participer, d'analyser et d'exprimer des opinions par rapport aux classes d'éducation physique expérimenté dans l'éducation de la petite enfance.

MOTS-CLÉS: l'éducation de la petite enfance, l'évaluation de l'apprentissage, les sources iconographiques.

UN INFORME DE EXPERIENCIA EN LA EVALUACIÓN DE LA EDUCACIÓN FÍSICA EN LA EDUCACIÓN DE LA PRIMERA INFANCIA: EL USO DE FUENTES ICONOGRÁFICAS COMO HERRAMIENTA DE EVALUACIÓN EN ESTE PROCESO

RESUMEN

Se refiere a un estudio realizado en Vila Velha, Espírito Santo, en la Licenciatura en Educación Física supervisada como parte de una institución de Educación Infantil. Considere el escenario como un momento en que el estudiante se acerca a la realidad y como una actividad teórica, explotó la práctica docente. Analiza la contribución de la utilización de registros iconográficos (fotografías) como herramienta de evaluación en las clases de educación física en el jardín de niños e identifica la importancia de la evaluación en la enseñanza y el aprendizaje en este contexto. Señala la necesidad de superar la evaluación que muestra la perspectiva de control sobre el comportamiento de los niños y un modelo ideal de un niño. Registros de las preguntas principales de estudio: 1) Características de la evaluación en las clases de educación física en el contexto de la educación infantil, 2) La aportación de la evaluación que se centra en el estudiante como sujeto y su participación efectiva en el proceso de evaluación, las perspectivas para la calificación del proceso de enseñanza y el aprendizaje, y 3) El uso de registros iconográficos como un medio para realizar la evaluación en Educación Infantil. Se trata de una investigación cualitativa se refiere a un relato de experiencia delineando el diálogo con la producción en el área de Educación y la Educación Física y muestra cómo las consideraciones fundamentales: la utilización de la foto como sea posible para promover una evaluación para ver más allá del motor , para evaluar la incautación, por los niños, el área de conocimiento inherentes a las bases conceptuales y actitudinales, la participación del niño como sujeto en el proceso de evaluación, con oportunidades para la consecución del desarrollo de la autonomía del niño y los procesos de auto- la evaluación y la auto-evaluación a través del registro iconográfico del niño como una oportunidad de participar, analizar y expresar opiniones en relación con las clases de educación física con experiencia en Educación Infantil.

PALABRAS CLAVE: educación infantil, la evaluación del aprendizaje; fuentes iconográficas.

UM RELATO DE EXPERIÊNCIA SOBRE A AVALIAÇÃO DA EDUCAÇÃO FÍSICA NA EDUCAÇÃO INFANTIL: A UTILIZAÇÃO DE FONTES ICONOGRÁFICAS COMO INSTRUMENTO AVALIATIVO NESSE PROCESSO

RESUMO

Refere-se a um estudo desenvolvido em Vila Velha, Espírito Santo, durante o processo de Estágio Supervisionado em Licenciatura de Educação Física no âmbito de uma instituição de Educação Infantil. Considera o Estágio como um momento em que o aluno aproxima-se da realidade e como uma atividade teórica, instrumentalizadora da práxis docente. Analisa a contribuição da utilização de registros iconográficos (fotos) como instrumento avaliativo nas aulas de Educação Física no âmbito da Educação Infantil e identifica a importância da avaliação no processo de ensino e aprendizagem nesse contexto. Aponta a necessidade da superação da avaliação que apresenta a perspectiva de controle sobre o comportamento infantil e de um modelo ideal de criança. Registra como principais questões de estudo: 1) Características da avaliação nas aulas de Educação Física no contexto da Educação Infantil; 2) A contribuição da avaliação que focaliza o aluno como sujeito e sua participação efetiva no processo avaliativo, perspectivas para qualificação do processo de ensino e aprendizagem e; 3) A utilização do registro iconográfico como um meio para a realização da avaliação na Educação Infantil. Trata-se de uma pesquisa qualitativa e refere-se a um relato de experiência que traça diálogo com a produção na área da Educação e Educação Física e aponta como principais considerações: a utilização da foto como possibilidade de promover uma avaliação para além do aspecto motor, que avalie a apreensão, por parte das crianças, de conhecimentos inerentes a área, nos aspectos conceituais e atitudinais; a participação da criança como sujeito no processo avaliativo, com oportunidades para a busca do desenvolvimento da autonomia da criança e de processos de auto-avaliação; e a auto-avaliação realizada por meio do registro iconográfico como oportunidade da criança participar, analisar e expressar opiniões em relação as aulas de Educação Física vivenciadas na Educação Infantil.

PALAVRAS-CHAVES: Educação Infantil; avaliação da aprendizagem; fontes iconográficas.