165 - IN THE COURSE OF GRADUATE DEGREE IN PHYSICAL EDUCATION IN A DISTANCE OF EDUCATION (SEMI-PRESENTIAL) - THE REALITY OF THE STATE UNIVERSITY OF PONTA GROSSA SYSTEM IN THE OPEN UNIVERSITY OF BRAZIL (UAB)

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1)INTRODUCTION

The continental dimensions of Brazil is a peculiarity of the need to move forward in the educational process by making one of his main challenges in today is the initial and continuing training of its teachers because the quality of work done by teachers Brazilians, is characterized as one of the main factors for school success or failure of their students.

The Ministry of Education, aware of that fact, conceived and is developing the Open University System Program in Brazil, through the strengthening of partnerships between municipalities, states and the federal government to promote higher degree courses.

The proposed method of teaching the distance learning (ODL), with nuances of the sport face, is the element favoring the academic aspect of the frequency and efficiency in the course chosen as the use of modern information and communication technologies (TICS) will allow that the knowledge acquired by academics are so solid, allowing the formation of the higher level of Brazilian teachers, many of whom are still serving in irregular or illegal in schools.

The State University of Ponta Grossa currently offers 37 graduate programs, with 11 undergraduate courses, dozens of post-graduate broadly, 13 post-graduate Strit sense and 2 PhDs, all accredited in CAPES. In the specific case, the UEPG offers the course degree in Physical Education from the face mode for 35 years, and currently it is offered in the Campus of Ponta Grossa and Telêmaco Borba. From that experience in the provision of the Graduate

Course in Physical Education in sport and in the presence State University of Ponta Grossa accredited by the MEC to deliver undergraduate courses at a distance, the UEPG partner is the

Ministry of Education at the Open University Program Brazil, aware of being fulfilled in this way, its social commitment as a public university and contributing, so effective, the democratization of higher education of quality.

Starting from these assumptions, the UEPG is developing the Graduate Course in Physical Education in the form of education distance learning (ODL / Semi In class), already approved by the high councils of the respective institution.

2)IN COURSE OF GRADUATE DEGREE IN PHYSICAL EDUCATION

- Created by the CA Resolution No. 15, 14/12/1973.
- Recognized by (a) (Decree or Order MEC) 82,413, of 16/10/1978.
- Published in the Federal Official Gazette 198 of 17/10/1978.
- Opinion CNE / CES No. 369/2003 of 17/12/2003 (For courses EAD).
- MEC Ordinance No. 652, of 16/03/2004 (For courses EAD).
- CEPE Resolution No. 158 of 19/12/2005 (For courses EAD).
- CEPE Resolution No. 041, of 27/03/2007 (For courses EAD).
- Title obtained from Doctor of Physical Education, with minimum length of 8 semesters or 4 years and maximum term of 14 semesters or 7 years.

Discrimination	Hours per week
General Basic Training	884 hours-class
Specific Vocational Training	986 hours-class
Further or diversification	408 hours-class
Complementary Activities Academic or Scientific-Cultural	200 hours-class
Practice of Class	408 hours-class
Stage Curriculum	408 hours-class
Hours per week	**3294 hours-class**

3)THE PROJECT DESIGN PEDAGOGICAL

From the last decades, and increasingly agilely permeated all human activities, identifies himself in a globalized environment-building process in our society, based on information, with increasing ownership social, economic, scientific and technological achievements of the IT and telecommunications.

The concepts that are present in the so-called "knowledge society", presented as the key instrument electronic networks for transmission and reception of data and information. Meanwhile, the democratization of digital culture is still far from being achieved, although it does not appear to be a viable solution to the broad masses of population, now excluded from the formal education process, are affected in a short space of time and with more rational use of available resources.

With the rapid growth of education distance learning (ODL) in the world, made possible by easier access to new information technologies and communications and their introduction into the processes of work, more and more people and institutions seek this type of education a way to increase opportunities of access to knowledge and the professional development

throughout life.

The State University of Ponta Grossa, believing in the potential of EAD, develop their work based on ethical commitment to develop a humanizing project, avoiding the tendency to mass in a process that involves a considerable number of participants. In this sense the focus is the student's learning, overcoming the technological rationality and valuing the person.

The Brazilian official policies set in regard to teacher training, advanced training courses for graduation for the full year of teaching in basic education. The LDB, Law No. 9394 / 96, paragraph 4 of article 87, also established that "until the end of the Decade of Education will be admitted only qualified teachers or trained for in-service training." The institution of the decade of education, the need for full degree courses of Bachelor for teachers of basic education and creation within the LDB, new forums and training courses (Art.63) has made the training courses in order to expand very significant since the mid-1990s. This finding motivates the universities that have extensive experience and tradition in the area of undergraduate education, such as UEPG, to help the teacher training, initial and continuing, if efetive within high quality standards and reaching a large number of students, which is perfectly possible to use new information and communication technologies (ICTs).

If the majority of municipalities in most need of such training, is located far from major urban centers, where higher education institutions that can offer that course, which means that many parties fail to the training required and desired by law.

Therefore, it is fully supply the course of Bachelor of Physical Education in the mode distance learning (ODL - Semi In class), for its democratizing potential, which could in a short space of time, form a significant contingent of teachers reaching an audience that would otherwise might never have conditions of access to public higher education and quality.

According Preti (2003), as a practical media, education, the distance "requires an organization to support educational institutions and a mediation to ensure the conditions necessary for the realization of the education act."

There was a concern to develop a curriculum proposal based on solid educational foundation, seeking to bring the education and training incessant social needs of the critical sense to the job market.

The programmatic content of the subjects are directed to educational requirements of the teacher of Physical Education, seeking knowledge, of society as a whole, involving both theoretical and practical knowledge applied to-teacher training, to be encouraged by the action-reflection-action. It is intended professionals can meet the needs of specific school and society, teachers to work in interdisciplinary, with a view, the multiple variables and tasks in which we must engage and why have responsibilities. However, this can only occur if there is the inseparable from the teaching, research and extension.

The interaction between students, teachers and the various segments of the education community are indispensable to obtain the crystallization of the identity of the course, which will be made possible by the use of the media. In conjunction with the community will be possible through a policy that brings the sectors of education into the institution and vice versa. One of the important points is to promote seminars, courses and courses in length, and other events and activities. In this field mentioned the complementary activities, which are those that enable recognition by the assessment of skills, knowledge and skills, especially in relation to the world of work, purchased by the student through independent study and practice, presence and/or extension.

The academics of the Graduate Course in Physical Education will also with the school units of the municipalities involved in developing the curriculum and extracurricular activities, which should be guided by teachers or tutors qualified and responsible for the activity performed. As for the stage, he has to be the highest moment of interdisciplinary experiences, which will provide subsidies for the development of Labor Completion of course.

The extension activities contribute to the integration of the student community, especially when the intervention actions require flexible, and flexibility in the creation of thought and action.

The research is present in the project as an integral part of education and extension, with the objective of reconstruction of knowledge, with knowledge praxis critic front of the teacher, who is out on various occasions and particularly in the TCC.

Finally mentioned the Educational Practice / Project Integrator, discipline theory / practice, which should be understood as an instrument of integration and knowledge of the student with the social reality of initiation into research and professional initiation. The practice is the sinew of the formative process, which will stretch along the course, it is a continuous movement between knowing and doing, in the search for meaning and resolution of situations of the environment of the school. Instrument of integration between the content of the subjects that make up the curriculum of the course.

4.THE COURSE AND ITS USES

The proposed curriculum of the Graduate Course in Physical Education was established to meet local needs, regional and national, with the aim of forming:

1)Teachers with experience and critical analysis of school environments, social and diverse populations, able to meet the specific needs of school and society, with an effective recovery of power built in practice;

2)Teachers to act effectively, in view of the complex, multiple tasks and variables on which to engage and why have responsibilities;

3)Teachers who understand that individuals build their expertise in interaction with reality, with other individuals and putting into use their personal capacities;

4)Teachers who understand that the process of building the knowledge develops in the human interaction, the interaction between the individual and the culture in which live in and which is how and to which way.

The central concern in drafting the Educational Project was to ensure the construction of the skills that are objetivadas basic education. For the realization of the set of skills, requires that the training covers various fields of professional knowledge of teachers. To that end, the course was structured from areas of knowledge, which are closely linked to the paradigm of the movement and the construction of knowledge and the exercise of citizenship.

4.1.A TEACHER'S TRAINING

For SERGIO (2002), "The Physical Education is education, with its specific educational material: the human movement" of Educação Movement and the Movement. The Physical Education should seek: "know and know each other as body and the body; acquire basic patterns of motion, enabling further structuring specific skills, preparing the body scheme; able to adapt to the environment and integrate with it, through the body; enjoy the necessary and sufficient capacity physiological; require the autonomy of scientific research in the sector of human drive, everything that occurs in the professional work of Physical Education. "

The Graduate Course in Physical Education at the State University of Ponta Grossa the modality EAD (Semi-In class) aimed at the general preparation of teachers, to address the educational challenges that are currently present in our society and, in a specific way, also aims a professional:

1)Their training is not limited only to teach and guide, but committed to the success and learning of students with

whom they will act;

2)That recognize and learn to work with the differences existing between students;

3)What encourages cultural enrichment activities;

4)What develop investigative practices, learn and worry about knowing and using new methods, strategies and aids;

5)What is constantly upgrading it, and that the educational process is not watertight;

6) What keeps pace with the technological advances and are always willing to pre-prepared to learn to learn, understand that changes can only be achieved together, the changes that occur when there is collaboration and teamwork.

4.2.PROPOSTA METHODOLOGY

It is understood education by distance learning (ODL) "an educational method in which the mediation teaching-learning processes in the teaching-learning occurs with the use of media and information and communication technologies, with students and teachers in developing educational activities and places several times. " (Decree No. 5622, from 19/12/205, which regulates Article 80 of Law No. 9394 of 20/12/1996 establishing the Guidelines and Bases of National Education).

We tried in this way, an appropriate methodology to the characteristics of undergraduate education and distance mode of education. This methodology was born of negotiations between the members of the academic community, taking into account the experiences previously developed, the characteristics of customers and the needs of the system. The methodology is based on notions of interactivity, interdisciplinary, cooperation and autonomy.

In media that enable interaction in real time the doubts are clarified immediately, the teacher and mentor interact with their classes and the classes among themselves and can apply techniques such as differentiated dynamics of groups, seminars, etc.. The activities online and in written material offers to the students a number of opportunities for reading, thinking, elaboration of synthesis, lifting and troubleshooting and self-evaluation among other activities.

The use of various media favors overcoming the difficulties arising from the geographical distance, allowing synchronous and asynchronous communication between students, teachers and tutors and the creation of important links in the educational process.

The Educational Project provides moments presence and distance mediated by technological resources, used didactically, and establishes a dynamic between individual studies, video conferencing, working with tutors and assistants, production, scientific-academic-cultural, education and practice of supervised probation.

In the case of a project aimed at future teachers, the methodology is proposed to develop the ability to work in a collaborative network, leading the student to cooperate with the coordination of the course, with tutors and with colleagues, enabling thus a space for the development of collective knowledge. In this method, students have the opportunity to develop competencies and skills geared for interaction, cooperation, growth group, exchanging experiences and developing the autonomy to the knowledge.

The methodology, in general, focus on a progressive approach that encourages students to construct their own knowledge, and the teacher the role of mediator.

4.3.MÍDIAS TO BE USED

Whereas the methodology favors a progressive approach that encourages students to construct their own knowledge, this proposal seeks to move the shaft's unique teaching traditionally focused on the figure of the teacher, or only on the means and techniques as was done in the past by the indiscriminate use of resources and techniques to the learning process.

Here, the student assumes the role of apprentice when active part of the video and if exploited by the virtual environment, printed materials via the Internet and discusses in sessions of chat'se forums. They are actions that the student performs alone (self-learning), with the teacher (videoconferencing), with the coach ('s chat, forums and mentoring) and his colleagues (interaprendizagem), through discussions in virtual environments and presence of groups closer to their places of work and mentoring. Interactions student-teacher-student-tutor-student ..., "give a full sense of co-responsibility in the learning process." (Masetto, 2004, p.141)

From this description of the Graduate Course in Physical Education in the form of ODL uses for their achievement the following media:

-Videoconferencing: audiovisual system that enables the transmission and reception of sound and image of a generation of studio, where to find the teacher, a reception room, where there is a group of students. The sessions of videoconferencing will be connecting multi-point to 3 rooms, reception, connected to a single studio to generation.

-Virtual Learning Environment (AVA): Set able to offer integrated software interface of learning for the student: connection control, that is, only the regular students enrolled in the course can access the content and perform their tasks. Access to content will be conducted through internet, using the platform Moodle, among other features that allows the insertion of videos and audios and the creation of a virtual library of content in order to provide electronic files for download by students.

-Printed Materials: The print (or on CD-ROM) will have a nice graphical programming in order to facilitate the understanding of the productions presented in addition to a format that ensures the attention of students, through illustrations, infográficos facilitators and other resources to encourage the teachers to continue their reading.

4.4.O ACADEMIC IN THE WAY EAD - THE COURSE AND ITS SUBJECTS

Initially, the academics are addressed to the unit where Pedagogical come into contact with the coach to receive guidance and written material, issues and guides. Start the academic activities of participating videoconferencing, or tapes, which enable an overview of the discipline.

As the contents are developed and systematized, the materials produced by Professor allow attitudes of permanent interaction, dialogue, proposing exercises that introduce the discussion, group work, case studies and / or problem situations.

In each municipality Pole, the coach is encouraging students to participate in steering the formation of groups, together, solve the questions, evaluating the actions carried out during school.

The videoconferences trigger the activities that will rediscutidas together with the tutors and activities will be discussed in synchronous or asynchronous.

The disciplines of the Graduate Course in Physical Education at the State University of Ponta Grossa to be offered in the EAD (Semi-In class) in turn will be divided into two kinds, as described below:

1)Theoretical Subjects of Nature, which will be developed through videoconferencing, written material, VHS tapes or DVDs and still, seminars and Evidence bimonthly, in the displacement of demanding academic to the city center, so that they can attend their activities.

2)Subjects of Nature-Theoretical Practice, which developed the theoretical part will be like the other disciplines

theoretical and practical part occur at the poles, in person, with the presence of the teacher's discipline, the tutor and teachers and assistants responsible. These disciplines will have practical activities in percentages ranging from 40% to 50%, depending on the individual needs of each academic class or group.

5.CONSIDERAÇÕES FINALS

The work of the educator is a mix of persistence, talent and tenacity in pursuit of positive change and optimize the performance of their students. A process focused on learning as proposed for the course, provides for the use of techniques that encourage participation and interaction among students, dialogue, research, discussion, which promote the production of knowledge, facilitating the exercise of human skills important.

Such strategies motivate the development of attitudes and values and ethics, respect for others and their opinions, the staff friendly inter-relationship among teachers, the teacher with students, with the direction and staff, parents, the new opening, the critical sense , For continuing education, sensitivity to the needs of the community where the teacher works as a professional, technical and search for solutions consistent with the reality for improvement of quality of life of the population (Masetto, 2004).

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IN THE COURSE OF GRADUATE DEGREE IN PHYSICAL EDUCATION IN A DISTANCE OF EDUCATION (SEMI-PRESENTIAL) - THE REALITY OF THE STATE UNIVERSITY OF PONTA GROSSA SYSTEM IN THE OPEN UNIVERSITY OF BRAZIL (UAB)

ABSTRACT:

This paper is a new reality in the educational scenario of Brazilian graduate programs in physical education because it is a Graduate Course in Physical Education in the form of distance learning/Semi In class, offered by the State University of Ponta Grossa (UEPG) in partnership with the Open University System Program of Brazil (UAB). The course offered in vogue with three centers of cities in Parana (Congonhinhas, Lapa and Palmeira) offering 50 places available in each of the poles and the selection process will occur in the years 2009, 2010 and 2011 when the month of January. In proposing the course is unique for alternate moments of the distance education courses for moments of theoretical and practical classes for subjects with such connotations. The use of modern resources of information technology and communication, UEPG allies in the tradition of offering the course in Bachelor of Physical Education in the face mode, will provide an entire community that the most varied reasons have no access to traditional methods of teaching only presence, the opportunity to be graduating in Graduates in Physical Education.

Key words: distance learning; Fitness; Media, Theory, Practice.

DANS LE COURS DE MAÎTRISE EN ÉDUCATION PHYSIQUE À UNE DISTANCE DE L'ÉDUCATION (SEMI-PRÉSENTIEL) - LA RÉALITÉ DE L'UNIVERSITÉ D'ÉTAT DE PONTA GROSSA DANS LE SYSTÈME DE L'UNIVERSITÉ OUVERTE DU BRÉSIL (UAB)

RÉSUMÉ:

Cet article est une nouvelle réalité dans l'enseignement brésilien scénario de cycles

supérieurs en éducation physique parce qu'il s'agit d'un cours universitaire en éducation physique sous la forme d'enseignement à distance / Semi En classe, offert par l'Université d'Etat de Ponta Grossa (UEPG), en partenariat avec l'Open System Program de l'Université du Brésil (UAB). La formation proposée à la mode avec trois pôles d'villes à Parana (Congonhinhas, Lapa et Palm) offrant 50 places disponibles dans chacun des pôles et le processus de sélection aura lieu dans les années 2009, 2010 et 2011 lorsque le mois de Janvier. En proposant ce cours est unique pour un autre mode de moments de la cours d'éducation à distance pour des moments de cours théoriques et cours pratiques pour les sujets de ces connotations. L'usage moderne des ressources des technologies de l'information et de la communication, UEPG alliés dans la tradition d'offrir des cours de baccalauréat en éducation physique dans le visage mode, sera l'ensemble de la communauté que les plus diverses raisons n'ont pas accès à des méthodes traditionnelles d'enseignement ne présence, la possibilité d'être diplômés dans diplômés en éducation physique.

Mots clés: apprentissage à distance; Fitness, Médias, Théorie, pratique.

EN EL CURSO DE POSGRADO DE LICENCIATURA EN EDUCACIÓN FÍSICA EN UNA DISTANCIA DE LA EDUCACIÓN (SEMI-PRESENCIAL) - LA REALIDAD DE LA UNIVERSIDAD ESTATAL DE PONTA GROSSA EN EL SISTEMA DE UNIVERSIDAD ABIERTA DE BRASIL (UAB)

RESUMEN:

Este documento es una nueva realidad en el escenario educativo brasileño de programas de postgrado en materia de educación física porque se trata de un curso de postgrado en Educación Física en la forma de aprendizaje a distancia / Semi En la clase, ofrecida por la Universidad Estatal de Ponta Grossa (UEPG), en colaboración con el Sistema de Universidad Abierta del Programa de Brasil (UAB). El curso ofrecido en boga con tres centros de las ciudades de Paraná (Congonhinhas, Lapa y Palm) que ofrecen 50 plazas disponibles en cada uno de los polos y el proceso de selección se llevará a cabo en los años 2009, 2010 y 2011, cuando el mes de enero. Al proponer el curso es exclusivo para los suplentes de los momentos cursos de educación a distancia para los momentos de clases teóricas y prácticas de los sujetos con tales connotaciones. El uso de modernos recursos de tecnología de la información y la comunicación, UEPG aliados en la tradición de ofrecer el curso en la Licenciatura de Educación Física en el modo de hacer frente, ofrecerá un conjunto de la comunidad que las más diversas razones no tienen acceso a los métodos tradicionales de enseñanza sólo presencia, la oportunidad que se gradúan en Licenciados en Educación Física.

Palabras clave: educación a distancia; Fitness; Medios de Comunicación, Teoría, Práctica.

O CURSO DE GRADUAÇÃO EM LICENCIATURA EM EDUCAÇÃO FÍSICA NA MODALIDADE DE ENSINO A DISTÂNCIA (SEMI-PRESENCIAL) - A REALIDADE DA UNIVERSIDADE ESTADUAL DE PONTA GROSSA NO PROGRAMA SISTEMA UNIVERSIDADE ABERTA DO BRASIL (UAB)

RESUMO:

O presente trabalho é uma nova realidade educacional no cenário brasileiro dos cursos de graduação em Educação Física, pois trata-se de um Curso de Licenciatura em Educação Física na modalidade de Ensino a Distância/Semi Presencial, ofertado pela Universidade Estadual de Ponta Grossa (UEPG) em parceria com o Sistema Programa Universidade Aberta do Brasil (UAB). O curso em voga com oferta em três pólos de cidades paranaenses (Congonhinhas, Lapa e Palmeira) ofertará 50 vagas em cada um dos pólos e o processo seletivo ocorrerá nos anos de 2009, 2010 e 2011 sempre no mês de janeiro. Na proposição do curso existe a alternância de momentos exclusivos de ensino a distância para disciplinas teóricas e momentos de aulas práticas para disciplinas com essa conotação. A utilização de modernos recursos de tecnologia de informação e comunicação, aliados a tradição da UEPG na oferta do curso de Licenciatura em Educação Física na modalidade presencial, irão propiciar a toda uma comunidade que pelos mais variados motivos não têm acesso a modalidades tradicionais de ensino exclusivamente presencial, a possibilidade de se graduarem em Licenciados em Educação Física.

Palavras-Chave: Ensino a Distância; Educação Física; Mídias; Teoria; Prática.