46 - PERCEPTIONS OF THE SENIOR CITIZENS THAT PARTICIPATE IN THE EXTENSION PROGRAMS OF THE PHYSICAL EDUCATION COURSE

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Physical Education and Extension

We see the extension as one of the experimental laboratories at the university. It is a means to connect the university to society, by attempting to fulfil the needs of the latter. It is the real connection where one practices what one already knows in theory, and brings benefits to the daily life of those people involved in this environment.

The physical education course is one of the oldest at Feevale. It has acquired a solid reputation in regional partnerships through of actions of managements, cooperation, or services. It is one of most sought-after courses in the community, both in terms of students who apply to enter the course and selection of interns.

According to the guidelines that have been followed since 1987, the course aims to generate professionals capable of planning, advising, supervising, executing, and evaluating physical education in all its instances, integrating it to the other areas of human knowledge in the quest for better quality of life for the citizen.

Physical education can act upon the following components: physical, chemical, life, psychomotor, and cultural in harmony with the areas of health, leisure, and culture. To render the argument even stronger, we quote Morin 2001:

"We are beings who are at the same time cosmic, physical, biological, cultural, cerebral, spiritual...We are the children of the cosmos, but because of our humanity, culture, spirit, and conscience, we have become alien to this cosmos of which we remain secretly intimate."

The course is composed of ten modules which comprejedn the first and second halves of a year (That is, ten terms), with a total of 200 credits and 3,000 hours including the internship. The market for these professional includes the areas of education, recreation and leisure, and health care. The professionals can get jobs in schools, universities, clubs, hotels, tourist venues, condominiums, sports teams, hospitals, detention houses, associations, gyms, community centres, factories, daycare centres, among others ruled the resolution 03/87.

The desired professional profile is that of someone who knows how plan and teach classes, manage and research about the different areas where movement is present. Participation in multidisciplinary teams in education, reacreation, health, and leisure is highly recommended. Along the years, the changes through which the course went were methodological and in tune with the evalution of the area observed in congresses, researches, and specific literature.

The philosophy of the course is conveyed by its politic-pedagogical project, which since 1997 has been regularly and collectively worked upon by the faculty, with constant feedback from students.

With the regulation of the profession (Act 9696/98) comes the system CONFEF / CREF (Federal and regional physical education councils, respectively). Physical education has then professional councils like other professions that are legally organized, and belongs to the areas of education and health. In all activities related to physical education is necessary conformity to the CONFEF resolution nº 046/2002.

It is a prerrogative of the university the elaboration of ideas, values, knowledge. Its greatest challenge is to intermediate the dialogue between the society, which will benefit from afore mentioned projects, and the academic community. Devem partir da universidade a elaboração de idéias, valores e saberes. A dialogue between popular culture and scientific culture must be established, destrying frontiers, and using the opportunity to unite and strengthen the different kinds of knowledge that each possesses, and integrate the local and the global in the perspective of ethical responsability.

The institutional communitary action is used (through the extension programs) to respond to the demands and social needs of the population. This action interacts with education through the supervised interships, and volunteer work, which contributes to the organization of the society in social transformational perspective.

It is hence the competence of the university to have interface politics linking teaching, research, and extension with the community to which it belongs. It has to consolidate its tradition and confirm its commitment with both the internal and external demands. The extension is one of the paths to investigative production in the community, a forum of learning and instability, which cannot be mistaken for small workload extension courses that are destined to complement knowledge in specific areas.

University extension and the Physical Education course

The extension programs of the physical education courses from 2000 to 2005 have been thus distributed:

1. **'Health in the Community' Program** - 11 projects distributed
2. **'Senior Citizenship' Program** - 3 projects distributed
3. **'Partnership and Cooperation' Program** - 8 projects distributed
4. **'Community Action' Program** - 9 projects distributed
5. **'Support to Associates' Program** 2 projects distributed

We grant that, for some time, the projects were very often limited to a simple social exchange, a form of assistencialism, or semi-supervised intership. There did not use to be institutionally sound pattern that would be followed by the Phys Ed course or the university itself. The projects were permeated by different practices and objectives.

We knew though that it was only through the practice in the heart of the community, with the social actors involved, that the meanings and significations of this practice would be produced, agreed upon, legitimated, recreated both in the practical action and in documents/projects which gave it its legal, administrative, pedagogical, political, or ethical characteristics.

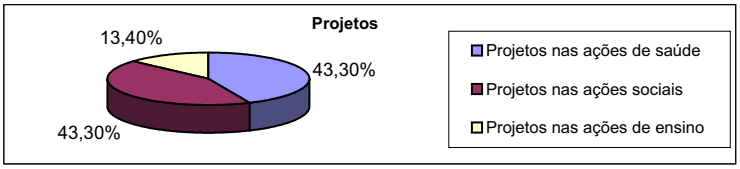
It must be explained that until 2000 these projects would occur isolatedly in a course or subject. With the implantation of the Academic Office for Extension and Community Matters, the institution set a pattern for projects and programs, and this way, introduced new directions and meanings in its movement towards changing from a higher education institution that is dependent on the Ministry of Education for diliberation to fully autonomous university.

Although the concept and policy of extension planning and development are written in the political and institutional project , one can see that it is not precise as to the place that extension is to occupy in the activities to be developed by the institution, not to mention the distribution of resources. .

To start the analysis, we selected some extension projects, and separated them by groups named respectively: Actions in health, Social Actions, and Teaching Actions. Some of the projects may have a transit between areas, such as is the case of the Cistic Fibrosis one, which is worked in Social Actions (social partnership), but whose applicability also lies in the

scope of Actions in Health.

In the chart below, one can see the percentages regarding the projects that exist in the Physical Education course from the year 2000 on.



Characterization of the study

The projects 'Guided Walk' and ' Hydrogymnastics for Senioir Citizens' which are studied here are belong with the actions linked to health, that is, are in the Health Program for the Community, and take place at the campus of Feevale. The other project is carried out at Lar Santa Ana, and was not included in this study. The methodoogy applied was the qualitative descriptive interpretative one that used questionnaires, interviews, and observations for data collections.

The criterium for selecting participants were time -- those who have been involved in te project longer was chosen. There were 10 questionnaires about the 'guided walk', and 10 about the hydrogymnastics. For the interview, we selected three participants from each project who had not answered the questionnaire and had been in the project for more than four years. The course coordinator and the coordinator of Senior Citizenship Program also participated in the research, and so have two instructors responsible for the actions in the projects.

The objective of the research was to check how these extrension projects are offered to the community. The purpose was to present a diagnosis which are the indicators (social, educational, economic, or cultural) that they created to provide programs that offered a better service. The problem that was investigated was 'which were the indicators detected in the extension projects of the physical education course and the articulation with teaching-research-extension.

Analysis and considerations

When one reflects about the role of the uiversity in 'shaping' the teachers, it is important to get to certain consensus in relation to educational problems, because students join the extension projects as interns. The community mirrors that values and understandings that the society has, that is to say, bad habits are already there from the start. The intern is sent to the community has two alternatives: one is to keep the routine, and go on with the same projects; the other is transformation -- to search for new possibilities.

Cauduro (2000) says that individuals and institutions ought to become more and more solidary as they become differentiated. With this in mind, it is paramount to take risks, go beyond the walls of the institution, and serach for new ways to learn, new challenges in the diversity that constitutes the community. To seek by through the interaction of teaching-research-extension help the construction or rescuing of citizenship. All that done to improve one's practice, using parterships, integration, work, solid research at the places that defy one's daily praxis.

Our hope with this artucle is to take the first step towards the systematization of the actions carried by the institution and the physicam education course. The goal is to provide subsidies to the course in matters related to extension and teaching having in mind the instruction of students.

We began by analysing the projects that were handed to the coordination of the program, and noticed that those projects did not have an institutional goal. The Hydrogymnastics project had a goal that was conceived by the instructor that was responsible for it, which was detached from the PROACOM and Senior Citizenship Program. We could not find any explicit goal in the 'Guided Walk' project during the period of the analysis.

Articulation between the course coordinator and the coordinator of the program was almost none. The meetings are bureaucratic and operational. The articulations between the PROACOM, course coordination, coordination of the program are administrative in nature; they conform the institutional needs and administrative emergencies.

The actions of these twp projects for senior citizens has not yet demonstrated an effective institutional policy of integration between teaching, research, and extension. There are the isolated actions if the institutional research groups of the higher education instituion, whose investigation are in conformity with line folowed by a researcher, or the subject taught by a professor.

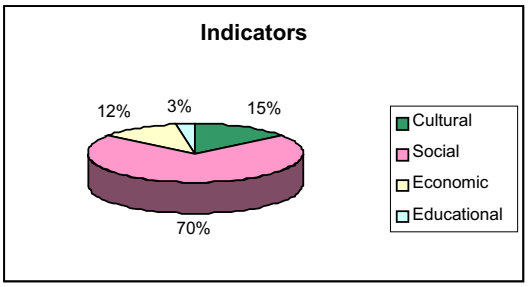
The results of the data collection and the information detected proved that the projects 'Guided Walk' and 'Hydrogymnastics that are studied here are still characterized as a mere service offered to the community.

We have also noticed that there is no systematic practice of the physical education course for sending students to the extension projects, neither as volunteers nor as interns. In 2005, when the professor in charge was away, the institution hired an intern for hydrogymnastics. The data evince a certain fear of the university in relation to labour matters, not giving priority the national curriculum guidelines and the institutional development project.

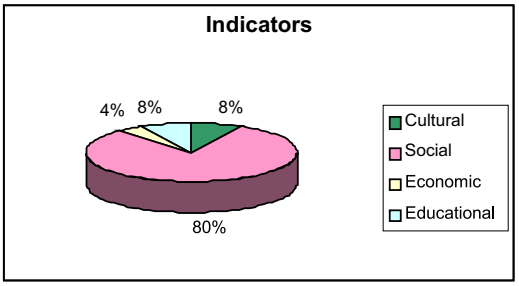
No action from the physical education curriculum subjects in relation to approximating the projects were evident in the study. There did not seem to be any link between the disciplines and the projects for senior citizens, be it in relation to motor development, physical activities, or proposals for better health.

The political pedagogical project (PPP) of the course and the Institutional Development Planning (IDP) are all the actions and articulations which ought to be made available and carried out by the course coordination, the extension, and faculty of the institution. There are some indicators of change; some pedagogical discourses that go towards articulating proposal, but everything is still moving too slow.

However, judging from the perception of the participants, the actions have been significant. The indicators evinced in the study are distributed the following way:



Guided Walk



Hydrogymnastics for senior citizens

After the triangulation of the data, we selected some testimonies to strengthen the indicators that were found.

Social

´´It was in a very difficult period of mylife. I had lost my husband, my mother-in-law; I was very drepressed, you know. It was then that a friend of mine said " go to Feevale and the hydrogymnastics there; it is so good, and the people there are so agreeable, you know. You will feel much better." And you know what? It helped a lot. For my head, ti was great. For my health in general too. I suffered from arthrosis , you know, walking was very difficult, to climb up and down stairs too I had to lean on something. The hydrogymnastics was very good. I changed. [Now] I can climb up and down stairs with no great effort.``E1

" Oh, it helped...It gave me a lot . When I'm here, I'm happy, you know (laughs). We walk, we talk. I get up with this objetive in mind - I have to come. It is something very good to me. .``E4

"Frienship. Friendship is so good. When I celebrate my birthday, they come to my place, and the house gets crowded. The groups are so good.``E6

"the senior citizens are chaging their very way of being. There is no such a thing as one senior citizen or an old person, but there many different old ages, and this makes them more critic, more rceptive, and willing to interfere with their environment. They simply refuse to take imposition. That shows that critical thinking and reflection takes them somewhere, towards autonomy, freedom, and consequently the construction of new projects, and new ways of being in the project, finding new possibilities , new routes and all. ``Ep3

´´Yes, for I felt more willing. I met other. It is a place where I can get together with people my age, where I feel good in participating in the physical activities...People socialize. ``Q5

Cultural

´´Because I think...because I was the kind of people who never had the opportunity to go out. Now I'm going for walks with the group here. It's so nice, and I'm loving it, you know. To go on these walks with the group here. I really enjoy it. ``E1

´´.Walks, sometimes, dinner parties..`` Q16

Economic

''.was easy for me to join in because of my..my income. I spend a lot with medication. Then I got this gratuity, so you see, if someone talks bad of Feevale, I berated them! ``E2

´´Feevale represents a whole for me, for I'm poor , you see, and didn't the means to go to a health club because I'd have to pay for that, you know. representa pra mim um todo. Then, there came this alternative for me; I thank Feevale for that. I hope it goes on with it. It's got a great future.``E5

´´An opportunity for those who can't afford other place. And I at 51 wanted so much to go to college to study.``Q2

Educational

´´The extension is a space for continuous development, which qualifies one's future performance, keeping one updated in relation to the constant evolution of knowledge.``Ep4

´´Besides this project, Feevale offers courses, lectures, access to new information (talks). Além do projeto a Feevale.``Q5

" Education." Q14´´The extension is a space for continuous development, which qualifies one's future performance, keeping one updated in relation to the constant evolution of knowledge.``Ep4

´´Besides this project, Feevale offers courses, lectures, access to new information (talks). Além do projeto a Feevale.``Q5

" Education." Q14

In concluding this paper, we can state that from the perception of the those who participate in them, the projects are very meaning ful and completely fulfil their expectations. For some, it goes beyond that, as we can construct from the testimonies. They have created affective links with their colleagues and the institution. The only negative indicative pointed appeared in relation to the 'Guided Walks', when the participants lamented the fact that they could not have the walks when it rained for the lack of another place except outdoors. This shows how bad it is for them when it rains non-stop as is the tendency in the state of Rio Grande do Sul. They have also remarked that they participated in several studies (questionnaires) , and have had no feedback about the results.

These are the results about the perception of participants in the projects 'Guided Walks' and ' Hydrogymnastcis' for senior citizens. The articulation between teaching, research, and extension, which was also investigated, will not be detailed because it is not the focus of this study.

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PERCEPTIONS OF THE SENIOR CITIZENS THAT PARTICIPATE IN THE EXTENSION PROGRAMS OF THE PHYSICAL EDUCATION COURSE

ABSTRACT

The present article shows the result of a research about extension project for sênior citezens developed by the Physical education course at Centro Universitário Feevale in Novo Hamburgo, Brazil. The main research began in 2002, when other projects of the university were investigated. These studies about projects developed by the extension program of the physical education course aim to offer a contribution to the triad teaching-research-extension of the course, focusing specially on professional development and instruction. The study here comprehended the project "Guided Walk and Hydrogymnastics" in which instructors, the general coordinator, the coordinator of the physical education course, and 23 senior citizens in the projects for more than four years participated. The methodology applied was the qualitative, interpretative one, using as instruments for data collection interviews, a questionnaire, and field observations. The results came from the triangulation of the theoretical and methodological sources as recommended by authors such as Cauduro 2004, Molina Neto 2002, and Arnal et al. 1992, among others. Social, cultural, and economic indicators are pointed out according to the perception of the participants.

Key-words: Extension - physical education- professional development and instruction

LA PERCEPTION DES PARTICIPANTS DE TROISIÈME ÂGE DANS L'EXTENSION UNIVERSITAIRE DU COURS D'ÉDUCATION PHYSIQUE

RÉSUMÉ

Cet article montre le resultat d'une recherche sur le Projet d'Extension avec le "Troisième Âge" réalisée par le Cours d'Éducation Physique du Centre Universitaire Feevale /NH/BR. La recherche principale a eu son début en 2002, à travers des investigations sur d'autres projets de cette institution, déjà divulgués. Ces études à propos des projets développés dans l'extension de l'Éducation Physique ont comme but générer une contribution pour l'enseignement-recherche-extension du cours, dirigés nottament vers la formation professionnelle. Cet étude a été orienté vers le projet Marche Orientée et Hydro-gymnastique, où ont participé les professeurs instructeurs, la coordinatrice générale, le coordinateur de l'Éducation Physique et 23 intégrants de troisième âge qui sont dans les projets il y a plus de quatre ans. La méthodologie employée a été la qualitative interprétative, en employant comme des outils de collecte de données, l'interview, le questionnaire et des observations. On a obtenu les résultats à travers la triangulation des sources, théorique et méthodologique, comme le recommandent les auteurs comme Cauduro (2004), Molina Neto (2002) e Arnal et alii (1982) parmi d'autres. Les indicateurs sociaux, culturaux, économiques et éducationaux ont été pointés à partir de la perception des participants.

Mots clefs Extension- Éducation Physique- Formation Professionnelle- Troisième Âge

LA PERCEPCIÓN DE LOS PARTICIPANTES DE LA TERCERA EDAD (MAYORES) EN LA EXTENSIÓN DEL CURSO DE EDUCACIÓN FÍSICA.

RESUMEN

El artículo relata los resultados de una investigación sobre el Proyecto de Extensión con la Tercera Edad realizado por el Curso de Educación Física del Centro Universitário Feevale/NH/BR. La investigación principal empezó en el año de 2002 junto con otros proyectos y sus resultados fueron publicados posteriormente. El desarrollo de sus estúdios se dieron en la extensión de la Educación Física. Su propuesta es generar una contribución para la enseñanza , para la extensión del curso, a partir de la investigación con el reto de llevar a cabo una acción educativa y mejorar la formación del profesorado. El estudio se dirigió al proyecto "Caminada Orientada" y "Hidroginástica" donde participaron dos maestros, el coordinador del programa , el coordinador de la Educación Física y 23 personas de la tercera edad que participaron de los proyectos durante 4 años. La metodología fué cualitativa, interpretativa. La recogida de los datos se hizo a traves de entrevistas, observaciones y encuestas. La analisis de los datos se hizo a través de la triangulación de las fuentes, teórico y metodológico (Cauduro, 2004; Molina Neto 2002 y Arnal et al 1992) entre otros. Como resultado, los participantes ensenaron indicadores sociales, culturales, economicos y educacativos en los proyectos como significativos para ellos.

Palabras llaves: Extensión,- Educación Física,- Formación Profesional, - Tercera Edad (Mayores)

A PERCEPÇÃO DOS PARTICIPANTES DA TERCEIRA IDADE NA EXTENSÃO UNIVERSITÁRIA DO CURSO DE EDUCAÇÃO FÍSICA.

RESUMO

O presente artigo mostra o resultado de uma pesquisa sobre o Projeto de Extensão com a "Terceira Idade" realizada pelo Curso de Educação Física do Centro Universitário Feevale/NH/BR. A pesquisa principal iniciou em 2002 onde foram sendo investigados outros projetos da instituição já divulgados. Esses estudos sobre os projetos desenvolvidos na extensão da Educação Física, têm como objetivo gerar uma contribuição para o ensino-pesquisaextensão do curso, principalmente direcionados para a formação profissional. Esse estudo foi direcionado ao projeto Caminhada Orientada e Hidroginástica onde participaram os professores ministrantes, a coordenadora geral, o coordenador da Educação Física e 23 integrantes da terceira idade que estão nos projetos a mais de 4 anos. A metodologia utilizada foi a qualitativa interpretativa, utilizando-se como instrumentos de coleta de dados, a entrevista, o questionário e observações. Os resultados foram obtidos através da triangulação das fontes, teórica e metodológica como recomendam os autores Cauduro (2004), Molina Neto (2002) e Arnal et al (1992) entre outros. Foram apontados os indicadores sociais, culturais, econômicos e educacionais a partir da percepção dos participantes.

Palavras Chaves: Extensão , Educação Física, Formação Profissional, Terceira Idade.