122 - THE EDUCOPÉDIA PLATFORM: NEW BIAS FOR THE PROCESS OF TEACHING IN PHYSICAL EDUCATION CLASSES

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doi:10.16887/86.a1.122

Introduction

This article explains the adoption of information and communication technologies (ICT) for teaching Physical Education, presenting the case of Educopédia platform, created by the Municipal Secretary of Education of Rio de Janeiro in 2010. The text begins with a description of historical Physical Education in the school context, indicating the influences and educational trends that marked its consolidation in the Brazilian scene. Highlights the guidelines of the National Curriculum Parameters, as well as the emergence of new methodologies based on technological resources. It explores the case of Educopédia, with its characteristics and possible uses for physical education teachers. In the final conclusions are given possibilities and limitations involved in the adoption of technological tools as well as the challenges that present themselves to the teaching and learning of physical education in schools.

Notes on the teaching of Physical Education in the Brazilian scene

In Brazil, physical education became part of the school curriculum from 1851, with the reform Couto Ferraz (DARIDO; RANGEL, 2008). During the twentieth century, he became influenced by philosophical currents of thought, political, scientific and pedagogical trends (BRAZIL, 1998, p.21). As an example of this influence, we have the positivist philosophy that until the '50s marked the Physical Education from precepts linked to values and interests of the medical and military. According Darido and Rangel (2008), in the medical field, the interest was to promote health through hygiene and physical exercise. In the military field, the interest of physical education in school was make the strongest student and healthy, that is, ready for combat, preparing it for war. Able-bodied individuals were selected and excluded the less able.

According to Soares et al. (1992), in Brazil, until 1939, the Physical Education classes were taught by military instructors. At that time, did not distinguish Education Military physical training physics. Instructors need not have training or knowledge of physical education itself, but they were former soldiers (DARIDO; RANGEL, 2008). They adopted the discipline and hierarchy as teaching methods, making the most obedient and disciplined men, according to the rules governing military institutions (BRAZIL, 1998). It was used gymnastic method for teaching in schools. Thus, in the years 1910-1920, the body practices followed the gymnastic methods brought from Germany, Sweden and France.

After World War II, expanded the influence of sport in schools and gymnastics lost ground (CHAGAS; GARCIA, 2011). The sport at school was facing the high performance and competition, during which the teacher was now the coach and the student, the athlete (SOARES et al., 1992).

From the Decree No. 69450 of 1971, physical education in school is now considered the activity that, by their means, processes and techniques aimed at developing and enhancing physical strength, moral, civic, psychological and social of the student (BRAZIL, 1998, p. 21). This decree gave emphasis to training, physical fitness, in addition to the division of classes by gender. The purpose was to seek within the school setting new sports talents, adopting a technical pedagogy (SOARES et al., 1992).

In 1961, with the new Law of Guidelines and Bases, physical education becomes mandatory in schools. This obligation was reinforced by subsequent LGB. The LGB 9394/96, for example, in article 26, third paragraph, states that physical education:

> Integrated pedagogical proposal of the school, is compulsory curricular component of basic education, and its optional practice the student that meets workday less than six hours, more than thirty years of age, you are paying initial military service or, in Similarly, it is bound to the practice of physical education, supported by Decree-Law No. 1,044, of October 21, 1969; (Included by Law No. 10,793, of 1º.12.2003) and has offspring (BRAZIL, 1996, p. 11).

However, since 1990, the School Physical Education happens to be guided by new ideas and principles such as those set by the National Curriculum Parameters - BCP, highlighting the role of physical education in school. According to this document, Physical Education should: "Ensure access of students to the practices of body culture, contribute to building a personal style to practice it and offer tool to be able to enjoy them critically" (BRAZIL, 1998, p. 30).

Another important factor to mention is the inclusion of people with special needs in the classroom that through strategies created by teachers could participate safely because the practices brought benefits such as: "the development of perceptual skills, affective, integration and social inclusion, which lead this student to a higher condition, in search of their future independence "(BRAZIL, 1998, p. 56).

The National Curriculum Guidelines also highlight the importance of technology to promote learning in all areas of knowledge. Thus, the use of digital technologies in schools, including in physical education classes has created the possibility of adopting new teaching tools for teaching. The literature specialized mention of "exergames," video games that simulate body movements through some gestures made by the player (VAGUETTI; MUSTARO; BOTELHO, 2011; JUNIOR; SALES, 2012; BARACHO; GRIPP; LIMA, 2012) and also references to government initiatives such as the Portal of Professor and Educopédia Platform, which is a website created by the Municipal of Rio de Janeiro Education in 2010 that online provides the curriculum content of the second segment of elementary school (GALVÃO; MILK, 2011; MOURA; SOUZA, 2014).

In this way, propose lessons using technology as support, may be a new twist to the process of teaching and learning, both for the various disciplines as Portuguese, mathematics and geography, but also for physical education. It is noteworthy that the proposal does not replace the teacher-student interaction by using technology in class, but use them as an aid for teaching. In the next section, we present the Educopédia, describing the pedagogical proposal of platform and interface.

The insertion of Educopédia platform at school

The Educopédia is an interactive platform created in September 2010 by the Municipal Secretary of Education of Rio de Janeiro (MSE-RJ), in partnership with Future Hi, in order to help education professionals during their classes. It was developed by 300 networking professionals based on the curriculum guidelines and is used for: tutoring; replacement; and review. The contents of the disciplines that make up the compulsory curriculum are available online, with free access to self-explanatory classes (RIO DE JANEIRO, 2010).

It should be noted that the Educopédia can be accessed by anyone, anywhere by simply having internet connection. Access can be done by various technological equipment such as computers, tablets and smartphones. The activities are designed by the school teachers aiming to make the classes more dynamic and motivating for students, thus contributing to the learning (RIO DE JANEIRO, 2010).

To access the platform, teachers and students perform logging in www.educopédia.com.br site. The access platform can also be made by visitors who wish to know the tool, as shown in Figure 1.

Figure 1. Home for access to Educopédia platform



After logging in and accessing the platform, the user can choose the year of classes you want to access, as shown in Figure 2.

Figure 2. Pick of the Year to be worked by the teacher



After the choice of the year, the teacher will be directed discipline that will worked through online digital classes as shown in Figure 3. However, there are restrictions, since the entire contents are offered only in the second segment of elementary school (6th to 9th year).

Figure 3. Choose the curricular component that will be worked in this case physical education



Figures 4, 5 and 6 illustrate how the platform is divided classes of the second segment. Online digital lessons are divided into 32 lesson plans, and 8 for each quarter. The contents are organized in theory, videos and a quiz (which are relevant questions that subject matter).

Figure 4. Contents of the first two months



Figure 5. Contents of the subsequent two-month periods



Figure 6. Contents of the last semesters



Regarding the use of the platform in schools, a study with students of the School Independence, one of the first to receive Educopédia showed that online classes in all subjects were little used by teachers. However, the curricular component with fewer resources used was physical education, with 92.7%. Students in this study stressed that there was no need for use of the media resource in class, passing an understanding that discipline is of practical value and so you do not have access to texts or online activities (MOURA; SOUZA, 2014).

In another study, the authors make a critical regarding the use of the platform in the disciplines of Portuguese and English, reporting that even if there is an innovation in the way of teaching through technology, education still takes place in a traditional manner, with no interaction teacher and student (WALNUT; SAMPAIO, 2012).

Despite criticism regarding the virtual learning environment, Nogueira and Sampaio (2012) believe that the use of the tool in teaching is an important advance for the learning of the students because the platform offers several features as mentioned in the text, which can be adjusted and perfected over the years.

Galvão and Milk (2011) add that the purpose of the project is to reduce school failure, especially with students who are late as a result of age-grade gap. It also allows the absent consult the material covered by the teacher that day.

It is a program easy to use, however, teachers, mostly alone learn to use the platform, running into adverse problems such as the lack of equipment to use and low internet connection.

Final Considerations

Considering the historical background, it can see that the inclusion of physical education in school was the result of social expectations of a developing country. Although at first there was the prevalence of an alienating body movement, today, on the other hand, there is a growing critical perspective, including the use of technology in the educational process.

Although Educopédia platform present great potential, with qualified content, there are many problems that limit its use in schools. However, it is an important initiative of the Municipal of Rio de Janeiro Education, and need further studies to identify the difficulties and possibilities of their adoption in a physical education curriculum for health and citizenship.

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THE EDUCOPÉDIA PLATFORM: NEW BIAS FOR THE PROCESS OF TEACHING IN PHYSICAL EDUCATION CLASSES

ABSTRACT

The article aims to present as Physical Education in Brazil becomes part of the school curriculum. Also discussed about the use of technology in Physical Education classes, especially Educopédia platform created by the Municipal of Rio de Janeiro Education in 2010 in partnership with HI Futures order to help education professionals during their classes. Thus, to achieve the goal adopted the methodology of qualitative type of bibliographic nature. The results was that Physical Education, according to the studies found is the discipline that uses more Educopédia platform, although there is precarious structural conditions for access to the media instrument. The considerations are that Educopédia has proven to be of great potential mechanism in schools, however, the physical conditions still constitute a restriction on student access to the network.

KEYWORDS: Physical Education; Technology; Educopédia.

LA PLATE-FORME EDUCOPÉDIA: NOUVEAU BIAS POUR LE PROCESSUS DE L'ENSEIGNEMENT DANS COURS D'ÉDUCATION PHYSIQUE

RÉSUMÉ

L'article vise à présenter l'éducation physique comme au Brésil devient partie intégrante du programme scolaire. En outre discuté de l'utilisation de la technologie dans les classes d'éducation physique, en particulier la plate-forme Educopédia créé par le Municipal de Rio de Janeiro l'éducation en 2010 en partenariat avec l'ordre HI Futures pour aider les professionnels de l'éducation au cours de leurs classes. Ainsi, pour atteindre l'objectif de la méthodologie adoptée Type de nature qualitative bibliographique. Les résultats étaient que l'éducation physique, selon les études trouvés est la discipline qui utilise la plate-forme plus Educopédia, bien qu'il y ait des conditions structurelles précaires pour l'accès à l'instrument des médias. Les considérations sont que Educopédia a prouvé être d'une grande mécanisme potentiel dans les écoles, cependant, les conditions physiques constituent toujours une restriction à l'accès des étudiants au réseau.

MOTS-CLÉS: l'éducation Physique; La technologie; Educopédia.

LA PLATAFORMA EDUCOPÉDIA: NUEVO BIAS PARA EL PROCESO DE ENSEÑANZA EN LAS CLASES DE EDUCACIÓN FÍSICA

RESUMEN

Este artículo tiene como objetivo presentar la educación como física en Brasil se convierte en parte del currículo escolar. También se debatió sobre el uso de la tecnología en las clases de educación física, especialmente plataforma Educopédia creado por el Municipal de Río de Janeiro en 2010 Educación en colaboración con el fin de HI Futuros para ayudar a profesionales de la educación durante sus clases. Por lo tanto, para lograr el objetivo adoptado la metodología de tipo cualitativo de carácter bibliográfico. Los resultados fueron que la educación física, de acuerdo con los estudios encontrados es la disciplina que utiliza más Educopédia plataforma, aunque hay condiciones estructurales precarias para el acceso al instrumento medios de comunicación. Las consideraciones son que Educopédia ha demostrado ser de gran mecanismo potencial en las escuelas, sin embargo, las condiciones físicas todavía constituyen una restricción a acceso de los estudiantes a la red.

PALABRAS CLAVE: Educación Física; Tecnología; Educopédia.

A PLATAFORMA EDUCOPÉDIA: NOVO VIÉS PARA O PROCESSO DE ENSINO E APRENDIZAGEM NAS AULAS DE EDUCAÇÃO FÍSICA

RESUMO

Este artigo tem como objetivo apresentar como a Educação Física no Brasil começa a fazer parte do currículo escolar. Além disso será discutido sobre o uso das tecnologias nas aulas de Educação Física, em especial a plataforma Educopédia criada pela Secretaria Municipal de Educação do Rio de Janeiro em 2010 em parceria com a OI Futuro com intuito de auxiliar os profissionais da educação durante suas aulas. Assim, para atingir o objetivo adotou-se a metodologia do tipo qualitativa de cunho bibliográfico. Os resultados encontrados foi que a Educação Física, de acordo com os estudos encontrados é a disciplina que mais utiliza a plataforma Educopédia, embora haja precariedade de condições estruturais para acesso ao instrumento midiático. As considerações são de que a Educopédia tem se mostrado como mecanismo de grande potencial nas escolas, contudo, as condições físicas ainda constituem uma restrição ao acesso dos alunos à rede.

PALAVRAS-CHAVE: Educação Física; Tecnologia; Educopédia.