35 - GRADUATION IN PHYSICAL EDUCATION AND DISTANCE EDUCATION

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Distance education (DE) can be considered one of the most diverse and democratic methods of teaching, as it uses information and communication technologies to overcome obstacles in the pursuit of knowledge. Article 80 of LDB regulated by Decree 5622 of 19.12.2005 defines distance learning as

> An educational modality in which the didactic and pedagogical mediation in teaching and learning processes occur with the use of media and information and communication technologies, with students and teachers developing educational activities in different places or time (Decree 5622, art. 80 19.12.2005).

This modality has been expanding its collaboration in the democratization of education mainly constitute an instrument able to meet a large number of people simultaneously. Distance education is the most renowned term used when reference distance learning. Often describes the effort to provide access to learning for those who are geographically distant. Over the past two decades, the relevant literature shows that many authors and researchers use inconsistent definitions of distance education and distance learning. As the computer became involved in education delivery, a proposed definition that identifies the delivery of instructional materials in print and electronic media (Moore, 2007) or as the delivery of these materials including an instructor who would be physically located in a location other than the student as well as optionally providing a "class."

Despite the mode allow a self-instructional study in undergraduate courses (undergraduate and bachelor's degree) there is a legal requirement that the instructor will guide the school through the teaching materials and virtual mediation. Keeping this in view, it is necessary to point out that the position of the pupil distance no longer fits over the face designed in the form of education. The student goes from passive to active, therefore interaction with the media are precedents for a good learning process. If before the student remained in the classroom, sat silent against the teacher who exposed their knowledge, it is now necessary that the student explicit his knowledge, seek information and interact with the tutor and with classmates. In this view, Sathler and Fleith, (2010, p.457) exemplify

> Thus, one has to also revamp the image of the ideal student, whose obedience, passivity and conformism, currently, have given way to the courage, dedication, enthusiasm, initiative and self-confidence, traits that contribute to the search for new questions, answers and solutions, it is essential that the methods of education to prepare the student to become a more independent learner.

Thus, it is important to emphasize that distance learning is not a shortcut to training, much less means reduced quality compared to classroom courses. Rather, as suggested by the Quality Benchmarks MEC, there is an increased ethical commitment by both pursuing this type of training as those who design and a proposal for initial training. In addition, a key feature of distance learning is the construction of knowledge by the teacher / student, sometimes from a distance, sometimes in person.

While the distance allows shorten the distance between the student and the university replacing the physical presence of the teacher, many still wonder about how distance education works for the courses that include basic situations like touch and be touched by the other, watch movements and analyze postures such as the degree in Physical Education. How can conceive preparation and professional development of those who will work with people and with the body in its literal expression through the teaching which in theory reduces the human connections? The conclusion of Araújo (1991, p. 46) is:

> Distance education presents itself as an appropriate methodology for the Continuing Education of Professional Physical Education. Wider dissemination and knowledge of the definitions presented and discussed here could, in our view, significantly contribute to a greater effective use of the Distance Education in Brazilian Physical Education: after all, every form of education is a political act.

However Brazilian literature is still poor in descriptions of teaching experiences the distance in physical education, although recognized as an educational strategy that should be employed. This fact justifies the need for investment in research in this area since a growing number of organizations begin to make use of the methods of electronic communication and this has transformed the computer into an important part of the curriculum at all levels. Another reason is to familiarize physical education professionals for the search and the conscious use of information via the Internet, it is recommended that these professionals to learn more about this technology and use it as a way to communicate with their peers, mentoring students, coordination groups , professional development, among other possibilities offered by the network.

Despite the numerous benefits already known to the distance, we need to point out the disadvantages, given that the sport requires mastery of technology and suitable equipment with high speed internet. According Coquerel (2003: 137.)

> Apart from any and all debate linked to physical education, either divergent or convergent order, it is likely that the class of the now legally entitled" Physical Education Professionals "should be stick to the existing technological innovations and those by come, seen daily in newspapers, TV shows, movies, and other forms of disclosure which, admittedly no longer mere speculation or fictional stories, to take transformative role in society.

However, one should not use the new technologies naively and we must find space within the university for critical

reflections on these.

> ... so that this generation will not watch the simple replacement of correspondence education by teaching the" small screen ", or the replacement of the blackboard by the monitor. It is up to everyone involved with the EAD look for ways that they can certainly mean the "E" and "Education", committed to learning and education of the student and not simply "teaching" mere transmission of information (Franco, 2002, p.7).

In this context the very interactivity of EAD, Camacho (2009) ecplicita the teacher ceases to be a knowledge transmitter and becomes a formulator problems, provocative questions, systematizing experiences and work teams coordinator for the process education, rather than hold up the transmission of knowledge, values and facilitate dialogue and collaboration among the parties.

In addition to the insecurity in the use of technology for teaching degree, there are also fears about the training and the replacement of physical education teachers by information and communication technologies. But is this feasible? Is it possible suubstituir Teachers of Physical Education for "machine"? On these questions, according to Coquerel (2003, p. 138)

> This is not to fight technology, preserving the professional market, but rather, to make professional awaken to the future, taking forward the process of technological advances and actively participating in the development of new technologies and, above all, think of other unrelated possibilities international technological commercialism therefore not expecting "the tram pass." However, it is understood that for this set yourself, paradigm shifts must occur in undergraduate and graduate programs in physical education, as well as ongoing professional training courses should be put in place.

Knowing that physical education is a practice of social intervention, which has as a center of study / intervention human movement, understood as a form of man's conversation with the world, as the various body languages can be made available if we are not available bodily in distance education? How you can create with the theoretical bases of students practical or epistemological knowledge in physical education, working theory through technology without considering the body in motion or body experience? It can make a counterpoint to analyze the case of Faculty of Education, which according to the practical necessity shed, students should have contact with a nursery with a view that when they graduate will work with children. But in undergraduate pedagogy in distance education is not what happens, because students turn to theory apprehended in the virtual environment to learn concepts that are used in day care centers. According to critical social theory, for Benjamin (1994), the concept of experience carries the scale and depth of the totality of human existence, not being consistent with this understanding denial / deprivation of body availability. Differently to the experience, which is superficial, brief, partial, the experience would be another dimension of the contact / appropriation of the subject with reality. While the experience refers to the everyday events that superficially pass without leaving marks, experience covers the greatness and transcendence of a moment that embraces us and touches us by its intensity. Bondia (2002, p.21) states that "experience is what goes on, what happens to us, it touches us. Not what is happening, not what happens, or what plays "According to this view, distance education by presenting the school, physical education, day care, mainly through the mediation of technological resources, would not be emphasizing the replacement of the experience training for technologically mediated experience (PIRES, 2002) the school culture and teaching culture? As future teachers will acquire skills to develop and enhance the moving human in their teaching practices, learning sitting at the computer and manipulating keys?

One way is to work with the allied technology education that provide interactivity mechanisms often able to supplement and / or replace the actual practice. The need to develop new ways to improve the process of teaching and learning in order to expand the possibilities of the students build their knowledge is emphasized by Velasco (2010, p. 52) points out how important it is to use in favor technology new educational methods, "in order to support and complement the content of classroom teaching, in order to optimize and improve academic performance." The technology offers new possibilities and solutions for classical impasses, for example, the adoption of learning objects to demonstrate physical and chemical phenomena, among others, with more ease and clarity and even the simulation of situations in which it would take a real human intervention . Under the logic of learning, such tools collaborate so that content can be addressed, often could not be taught without them. Companies program development experts and software aimed at training are increasingly investing program resources using the theories of teaching and learning in order to increase the probability of success of its programs and methods, and to make it more active and participatory process part of the learner. Most features, radio and TV programs or videos, predate the Internet, but only from the popularization of computers, in the 90s, access to these resources easier and varied. Among a wide range of learning objects created from the technology, we highlight the simulators, which allow students to get in touch with concrete situations and practices connected with your reality expanding the possibilities that will participate in classes and activities proposed , formulating hypotheses and questions to be clear indicators of their motivation in building new knowledge.

Such motivational and cognitive aspects underscore the importance of using computing resources as tools to support teaching and learning processes, which is appointed by Velasco (2010, p. 54), to conclude that

> Thus, the computer can not be seen as an appendix in the educational process, but rather as an integrator and enriching element of the curriculum, which provides interdisciplinary, involving various areas and processes, leading the student to actively participate in acquiring knowledge .

However, knowing that the simulations often have only simplifications of reality, it is up to the distance education tutor seek ways around the natural limitations of this feature.

Shön (1992) and Nóvoa (2007) highlight the importance of articulating practice of teaching experience. Nóvoa (2007) highlights the centrality of practice and analysis of these practices in the training of teachers across a too theoretical. In the 1930s, John Dewey invented the concept of reflective teacher thereby Nóvoa, 2007, p. 16 emphasizes that the essential thing is the possibility of reflection / on the practice:

> Dewey was the old story at the end of a lecture a teacher turned to him and said" you addressed several theories, but I am a teacher for ten years, I know much more about it, too have more experience in these matters " . So, Dewey said, "has even ten years of work experience or one year of experience repeated ten times?". It is a practice that is forming, but the reflection on practice. It is the ability to reflect and analyze. Teacher training continues today much a prisoner of traditional models, very formal theoretical models that

> give little importance to this practice and its reflection. This is a huge challenge for the profession if we are to learn to do otherwise.

Some traits like resistance, mistrust, ignorance and contestation mark the discussions of physical education through distance education. The main arguments are based on the fact that physical education has long been considered a teacher training course, however, Bracht (1999) proposed that new meanings were attributed to such training, so that no longer centralize the "know-how ", but rather the importance of" know about the know-how "and its educational context.

Bracht (1999) states that the specificity of physical education is objectified in movement and its relationship to the body of knowledge. However, asks the state pedagogical ways that contribute to the denaturalization of knowledge of physical education, which traditionally focuses only on "know-how". The author indicates a practice that, when considering the manifestations of discourses of "body culture" and "movement culture" as a cultural phenomenon, should work such content historicized and contextualized so that a critical intervention in reality becomes possible.

However, although it is not necessary that a good physical education teacher is a great practitioner of body practices, it is important that he know and experience its specificity centered on movement and corporeality.

However, Brazil is still lacking in the continuing education of its employees. With regard to health, Oliveira (2007) describes that the Ministry of Health is concerned with permanent education of professionals as a means to transform educational practices in the areas of training, direct health care, management and training public policies, popular participation and social control in the health sector. In this context, Oliveira (2007) adds that the distance should be a method used to carry out the continuing education of health care workers, providing opportunity for dialogue and cooperation between professionals from different services, attention, training and social control, in addition to expanding the knowledge of teachers in educational institutions, providing services more and more competence and quality.

As seen in distance education in physical education teaching is not only feasible, but is also a way to train and update professionals wishing to work in the field. For Garcia (1995)

> Distance Education (EAD) is a technological system of two-way communication, which replaces the contact teacher staff / student, as preferred teaching means, by the systematic and concerted action of several educational resources and the support of an organization and mentoring, enabling independent and flexible student learning.

Several unanswered questions remain waiting for the students majoring in physical education in the distance. Without going through the paths that lead to a return to technical and practical emphasis, or the behaviorist paradigm, or the traditionalist perspective-theoretical, based on a traditional way of teaching, mentioned by Costa (1994), one has to question the concepts of training of physical education teachers of distance education, with a view to re-contextualization of information and communication technologies in education.

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ABSTRACT

The Education Distance is gaining prominence in the Brazilian educational scenario and the course of undergraduate physical education has been offered in this mode in order not only to train teachers but also to develop citizenship and quality of life and health promotion. Depending on the virtual teaching the use of computer technology resources and other instruments such as video and multimedia, it is increasingly possible to resolve issues related to the course that would be taken as foreclosing

as the contact and the simulation of movements.
KEYWORDS: Physical education; Graduation; Distance education.

RÉSUMÉ

L'enseignement à distance prend de l'importance dans le scénario éducatif brésilien et le cours de l'éducation physique de premier cycle a été offert dans ce mode afin non seulement de former des enseignants mais aussi de développer la citoyenneté et la qualité de vie et la promotion de la santé. Selon l'enseignement virtuel de l'utilisation des ressources de la technologie informatique et d'autres instruments tels que la vidéo et le multimédia, il est en plus possible de résoudre les problèmes liés aux cours qui serait prise comme écartant que le contact et la simulation de mouvements.
MOTS-CLÉS: L'éducation physique; Graduation; Enseignement à Distance.

RESUMÉN

La educación a distancia es cada vez más importancia en el escenario educativo brasileño y los cursos de graduación de educación física se ha ofrecido en este modo no sólo para entrenar a los maestros, sino también para el desarrollo de la ciudadanía y la calidad de vida y promoción de la salud. Según la educación virtual en el uso de recursos de tecnología informática y de otros instrumentos, como el vídeo y multimedia, es cada vez más posible para resolver los problemas actuales que se tomarían a medida que el contacto y simulación de movimiento.
PALABRAS-CLAVE: La educación física; graduación; Educación a Distancia.

A GRADUAÇÃO EM EDUCAÇÃO FÍSICA E A EDUCAÇÃO A DISTÂNCIA

RESUMO

A Educação a Distância vem ganhando destaque no cenário educacional brasileiro e o curso de licenciatura de Educação Física vem sido ofertado nessa modalidade com o objetivo não só de formar professores mas também a fim de desenvolver a cidadania e qualidade de vida e promoção da saúde. Em função do ensino virtual a utilização de recursos tecnológicos computacionais e outros instrumentos, como o vídeo e a multimídia, é cada vez mais possível solucionar questões relativas ao curso que seriam tidas como impeditivos como o contato e a simulação de movimentos.
PALAVRAS-CHAVE: Educação Física; Graduação; Educação a Distância.