

Training in Physical Education Post Graduate Courses: teacher-oriented training versus research-oriented training

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Abstract: The purpose of this study is to identify among students from the Physical Education Post Graduate Programs which of their experiences helped them to develop their teaching skills under Graduate Education that were able to foster pedagogical interventions in Physical Education Teachers Training. To achieve this objective, syllabus analysis was carried out in order to discuss the information received. The study revealed that Post Graduate Physical Education Programs need to reorganize the subjects and experiences they offer and how they are taught, with the aim of building knowledge conducive to providing the required qualification for students under Physical Education Teacher Training Courses.

Keywords: Faculty. Professional training. Graduate Education. Educational assessment. Physical Education.

1 INTRODUCTION

Over the last few years, professional training in the Physical Education field has been subject to much discussion, evidenced by the countless studies that reflect the different situations it has face, taking into account the changes that have taken place in the political-administrative milieu. In fact, these changes determined a reorganization of this field, where this situation had been anticipated since 1987, given its specificities, teaching degree and bachelor's degree.

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Authors such as Anderáos (1998), Borges (1998), Da Costa (1999), Moreira (2002), Tojal (1995; 2000; 2005), Nascimento (2006) and Oliveira(2006) point out that for many years professional training in Physical Education was associated with obtaining tools that would enable students to learn a series of activities exactly as they would be taught. And consequently to use them confidently as teachers, which in turn represented a type of learning based on models more often than not stereotyped, contaminated by vices and sports-related distortions.

Obviously, training in Physical Education could be conducive to this manner of practical application, as often it was deemed adequate for sports and learning and training practices. However, it is not so adequate to train teachers that need to provide their students with different forms of experience and coexistence with issues related to the knowledge on education, health, life quality, citizenship and some many other aspects of life, considering that the professional training in the field of education should first and foremost prepare the future student to perform as human beings and not merely to respond to existing cultural manifestations that are still carried out.

Hence, professional training to be a teacher should take place in an environment where knowledge on human beings, their capabilities, needs, possibilities and desires can be studied under different aspects; a type of training that is strictly academic and professional.

Based on previous studies, it is assumed that professional training in Physical Education is the result of a conduct that trains professionals prepared to work with physical activity practices and not with human beings that practice physical activities, much less that considers movement as something intentional performed by human beings for their personal accomplishment (MOREIRA, 2002).

Hence, the syllabus of Physical Education professional training courses, despite the existing Syllabus Guidelines that

recommend the adjustment to the local reality, are heavily based on technical modality sports subjects and to fitness culture trends, 'imprisoned' in technical results rather than to a professional that will enable the dissemination of knowledge to ensue from body-related manifestations.

It is necessary not only to restructure the syllabus of Physical Education graduate courses, but also to rethink the training of the Graduate Education teachers.

2 SIGNIFICANT ASPECTS RELATED TO THE TRAINING OF GRADUATE EDUCATION TEACHERS

Pimenta and Anastasiou (2002) support that Graduate Education teaching should reach beyond the limits of the classroom, given that many teachers who work with Graduate Education have certified experience in their field of work; however, they are often unaware of the teaching and learning processes.

Morosini and Morosini (2006) point out to the fact that the work of Graduate Education teachers should focus on dialoguing that in turn facilitates the teaching and learning process.

The lack of awareness of the teaching and learning processes is reinforced by the fact that teachers who work for Graduate Education Institutions start their activities holding a Project from a bona-fide higher course or authorized to do so, with established subjects and defined course descriptions, where they are responsible for planning that addresses the needs set forth in the course description of subjects and is aligned to the Political-Pedagogical Project of the course. This is by no means a less important point, but in the end the teacher's performance is isolated, individual and hinders their pondering about the role and the performance of a higher level education teacher (PIMENTA;ANASTASIOU, 2002).

In the opinion of the abovementioned authors, training Graduate Education teachers involves more than merely training for classroom situations; it requires providing them with understanding of the complex body of meaning that teaching can provide.

Isaia (2006, p. 65):

The lack of understanding of art of both teachers and institutions, of the need of specific training for teaching stands out. Hence, even when teachers are aware of their training function, they fail to consider the need of specific training in order to perform their job. It is as if specific knowledge acquired during the first years of education and/or in their career and professional life were enough to guarantee a good performance as a teacher.

Vasconcelos (1996) gives some profiles of the Graduate Education teacher that influence to a certain extent the education of future professionals.

According to the author, it is common to find an outstanding Graduate Education teacher perceived as a disseminator of knowledge of a certain subject, but who does not relate what he or she is teaching to the actual context of their students.

Another profile is the awareness-raising teacher that is so concerned with social issues that he or she forgets that their role is to foster the right conditions to build knowledge, whereby the discourse becomes exceedingly political.

The third profile of Graduate Education teachers mentioned by Vasconcelos (1996) is the researcher that is capable of explaining concepts and theories related to their field of work, limited to teaching a handful of classes as they are drawn to and involved in research to the point of forgetting to share information with other people.

The last profile describes the teacher that tries to conciliate research and teaching, always anxious to go beyond their limits but constrained in professional development in both fields. This profile is very common in private Graduate Education institutions, given that the teacher often has many classes to teach and little time to study.

Having in place a balance between research and teaching is essential, as both actions are complementary, or assumed as such, where they help improve teaching itself and the development of research.

It is yet necessary for Graduate Education teachers to understand that their action must be very dynamic as it is more than mere teaching – it is a social activity that provides for individuals that are seeking education and consequently transformation (PIMENTA; ANASTASIOU, 2002).

Along with these ideas, Masetto (2003) supports that dynamic teaching and learning processes require regularly updated teacher knowledge and action, and that teachers should focus on their personal learning, improvement and development as a whole.

Pimenta and Anastasiou (2002, p. 80) also point out that:

Being a university teacher implies having comprehensive knowledge related to a specific field of “body of knowledge. But having comprehensive knowledge to teach implies more than detaining encyclopedia-like information. To be an expert it is necessary to know the meaning of such a body of knowledge for themselves, for contemporary life, the difference between knowledge and information, knowledge and power, the role of knowledge in the work environment, the relationship between science and material production, between science and existential production, science and computer technology-based society: how knowledge on history, mathematics, biology,

drama, arts, music, social sciences, geography and physical education can be included.

The authors claim that specific bodies of knowledge are not enough, where pedagogical and didactic knowledge should be part of the equation in order to facilitate the teacher's adaptation to meeting the pedagogical needs of their students, respecting the limits and time for learning of each one, which is not always taught in graduate courses (sometimes the courses are deficient in this approach; sometimes the graduate student lacks maturity) or in Post Graduate Programs. Once more the need to find a balance between opportunities offered to future Graduate Education teachers so they can choose from, make decisions and perform more efficiently.

Masetto (2003) affirms that one of the essential competences of a Graduate Education teacher is to perceive the classroom as a time for having contact with other people that is conducive to bringing them closer to reality and creating a venue for discussions, study, research, and talking about the actual context of each member.

From what was revealed, it is expected that Post Graduate Programs for Graduate Education teacher training should offer the right conditions for those students to study, know, and furthermore, to attend the management and organization of their future work environment, e.g. Graduate Education Institutions, considering that many, during early education as aforementioned, did not have such an opportunity due to a poor process of lack of maturity that caused them to be negligent of this aspect.

The discussion of aspects that are presumed to be adequate for Graduate Education teacher training brings forth the following questions: Does Graduate Education teacher training actually provide conditions for these individuals to work as teacher trainers? Is the knowledge acquired in Master's and Doctor's degree courses to bring the Graduate Education professional closer to the reality of training

teachers, or is academy far from practical inclusion? Do Post Graduate Programs offer opportunities to link knowledge with the functions of a Graduate Education teacher? Which are the means employed to establish this relationship?

This study was drafted having this understanding and perception in place, as well as the aforementioned questioning. The objective hereof is to identify which experiences helped develop Graduate Education teaching skills acquired in the Physical Education Post Graduate Program, which can be applied in the classroom of Physical Education Graduate courses.

3 METHODOLOGICAL PROCEDURES

The theme under study was considered adequate to adopt procedures typical of a descriptive study that observes, records, assesses and correlates facts or phenomena with no intention of interfering with the results. It identified the frequency of relationships and the connection between a given phenomenon with other phenomena, as well as their nature and characterization (OLIVEIRA, 2000).

The qualitative approach was used with no intention of classifying, quantifying or measuring the information (CERVO;BERVIAN, 1996), but rather aiming at giving a bona-fide description of identified data. The following statement by Goode and Hatt (1969) should be noted:

[...] modern research should reject as false dichotomy the separation between “qualitative” studies and “quantitative”, studies, as well as “statistic” and “non-statistic” points of view [...] In the case of raw observations, it will hinder the study if they are done statistically. If other scientists are incapable of replicating them, mathematical manipulation is pointless. If data fails to meet a rigorous logic of proof, findings will still be questionable. [...]

Furthermore, it the accuracy of a measurement does not matter, as the measured object is still quality. (GOODE;HATT, 1969, p. 398-39).

The venue for research in Brazil is still the Physical Education Post Graduate Programs; when this study was concluded, between 2001 and 2006 the following Master's and/or Doctor's degrees had already been granted: Human Motricity Science – Castelo Branco University , RJ; Motricity Sciences – Paulista State Paulista University, SP; Human Movement Sciences – Federal University of Rio Grande do Sul, RS; Human Movement Sciences – University of the State of Santa Catarina, SC; Physical Education – Federal University of Minas Gerais, MG; Physical Education – Catholic University of Brasília, DF; Physical Education – University Federal do Paraná, PR; Physical Education – Gama Filho University, RJ; Physical Education – Federal University of Santa Catarina, SC; Physical Education – University of São Paulo, SP; Physical Education – State University of Campinas, SP; Physical Education – Methodist University of Piracicaba, SP; Physical Education – São Judas Tadeu University, SP.

The subjects under this study were teachers holding a Physical Education Post Graduate degree, identified by the Coordinators of the relevant Program. They were defined by the stratified proportional sampling method that according to Gil (1999) is characterized by selecting a given sampling based on the size of each subgroup addressed by the study.

Hence, the total number of students holding a degree was sampled at 25% for each Post Graduate Program, where this figure was not replicated with interviewees from each course due to the difference in the number of graduation students.

A questionnaire with open end questions was sent to those students, where the main advantage was that it did not pose a limit to their answers (GIL, 1999).

Based on the answers it was possible to identify their experience related to course subjects and actions developed in

the Post Graduate Programs that helped in the improvement of Graduate Education teachers.

A content analysis was created to assess the answers, where categories were identified by creating similar-mindset groups that facilitated data presentations (BARDIN, 1977).

According to Bardin (1977, p. 36) content analysis is:

[...] an investigation technique carried out via the objective, systematic and quantitative description of content ensuing from communication, the purpose of which is to interpret said communication.

This technique does not intend to describe content, but how it can be useful and enable logical and justified deductions referring to the messages obtained considering the source, context and their effect (BARDIN, 1977).

Content analysis presupposes a qualitative and quantitative analysis, as it enables both the assessment and findings of certain information/elements, e.g. the coding. Coding is the manifestation of two elements, e.g. Records Units and Context Units.

Records Units are examples of the statements given by the interviewees that are inferred from the answers and that have meaning for the researcher under the study focus. Hence, the researcher collects this information from the text and later will be able to identify the Context Units.

Context Units encompass Records Units, which enable the accurate identification of their meaning.

After the Context Units and Records Units were duly identified, they were classified, which led to the identification of information that was not clear when answers were read, or even in the identification of the Context Units; this enabled data presentation, analysis and discussion.

Classification was carried out by identifying the names given by the researcher to the groups with similar information,

preserving data in a manner whereby each subject belonged to a single category (mutual exclusion), each category fell under a single classification (homogeneity), and corresponding to the study's goals, considering the content of the message (relevance) and conditions for the subject to belong to a given category (objectivity and accuracy), as well as a group of categories that ensured exact data result (productivity).

Along with the ideas of Bardin (1977), Richardson et al. (1999) affirm that content analysis enables isolating information and extracting what may be useful to the study at hand.

4 FINDINGS AND DISCUSSIONS

Considering the high number of Records Units and Context Units obtained from the answers given by students of the Post Graduate Programs, they are presented only according to Categorization.

Hence, the integrated categories generated by Context Units stand out to having an overview rather than a particular outlook of what was found in each Physical Education Post Graduate Program.

Question 1 – Did your experience in each of the subjects taught in the Post Graduate Program help you as a Graduate Education teacher?

Categories	Universities												Total
	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	U11	U12	
1. Positive Contributions	3	4	3	2	3	3	2	2	3	3	2	1	31
2. Few Contributions	1	1	1	1	1	1	1	1	1	1	1	0	11
3. Negative Contributions	4	2	3	2	2	1	2	2	0	1	0	0	13

Table 1. Categories and respective numbers of Context Units under Question 1

Context Units were considered Positive Contributions: yes, due to the volume of information and knowledge offered by the subjects; yes, given the competence of the course teachers; yes, but they took place within a short period of time.

Few Contributions refer to Context Unit: partially.

In turn, as Negative Contributions comprised Context Units: no, as its only purpose was to get the degree; no, it was only to become a teacher; no, as the teacher role models were negative; no, as experiences were always research dedicated; no, because there were no course subjects addressing this theme; no, because there were few experiences in the field.

The assessment of categories generated by the answers reveals that positive contributions from subjects of Post Graduate Programs occur at a higher rate, thus suggesting possibilities for developing Graduate Education teaching skills.

However, there is no denying that few or even negative contributions exist during the development of subjects, which points to the need of restructuring such practices. Hence, the objectives proposed by Post Graduate Programs indicate a type of education that addresses both research and teaching.

This aspect gives rise to the discussion of a lack of a body of knowledge of the teaching and learning process of many teachers when they join a Graduate Education institution, as they can master their specificities, or according to Arroyo (2000) “the backyard of knowledge”, forgetting to understand the conditions and needs of each of their students and their own social role in this process.

This type of specialized knowledge imprisons the teacher in a universe where only he or she exists, and more and more controls him or her, as if it were enough to accumulate knowledge in order to develop professional skills. In the opinion of Morin (1990; 2001; 2002a; 2002b), Masetto (1998; 2003), Pimenta, Anastasiou and Cavallet (2001),

Pimenta and Anastasiou (2002), Anastasiou (2002) and Pereira (2005) it does not mean they have teaching skills, as accumulated knowledge and information are not the only elements required to be a teacher.

Thus, and because teachers are responsible for the subjects taught in Physical Education Post Graduate Programs, rather than the amount of information they detain, they should offer within the context of each subject the possibility of acquiring the required knowledge. They should seize it and make it accessible to everyone, without fragmenting it and considering its relationships and importance within their context, thus ensuring its complexity rather than fragmentation.

Question 2 – Please describe your experiences (at least three) in the Physical Education Post Graduate Program that helped you develop Graduate Education teaching skills.

Categories	Universities											Total	
	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10	U11		U12
1. Research-dedicated actions	3	2	2	2	2	1	1	3	3	2	3	1	25
2. Teaching-dedicated actions	1	1	1	1	1	1	1	1	1	1	1	1	12
3. Research & teaching actions	4	4	4	4	4	4	3	4	3	4	4	3	45
4. Non-research & teaching actions	1	0	1	0	1	0	0	0	0	1	1	0	8

Table 2. Categories and their respective numbers of Context Units under Question 2

Context Units were considered Research-Dedicated Actions: participation and/or publishing in scientific events; development, qualification examining and thesis defense; contact with research techniques, methods and production.

In turn, Context Unit was considered a Teaching-Dedicated Action: supervised teacher training and/or practices.

Context Units considered Research & Teaching Actions are: knowledge updating, expansion and appropriation; swapping experiences with the teachers of the Post Graduate Program and the tutor; participation, organization, experience swapping and development of group studies; subjects taken, works created and presented in relation to them.

Finally, Context Unit was considered Non-Research & Teaching Action: nothing was experienced and there were few actions that helped the development of teaching skills.

Categories that ensue from Context Units identifying the contributions made by Post Graduate Programs to form teaching skills reveal that actions addressing research and teaching have an important place, but there is no considerable trend for research-dedicated activities, including in their numbers.

Thus, the low value in quantitative terms that could offer qualitative effects compromises the education of students, mainly when Category 1– research-dedicated actions and Category 3 – research and teaching actions are joined, where emphasis is placed on research.

Anastasiou (2002) affirms that the teacher's performance is yet to be acknowledged professionally, i.e. to offer development opportunities to carry out the profession, which was observed to a large extent.

The few opportunities revealed by students are limited to the subject called Teaching or Methodology in Graduate Education, or yet, in Supervised Teacher Training, especially as a task for those who receive some sort of grant from research funding agencies, as if only these students had to experience this activity.

These teaching experiences are very important to form the “teacher being” and need to be valued by Post Graduate Programs as a time of living in similar situations that he or she will have to face, which are conducive to discussions and pondering about their professional performance.

It should be noted that it is not expected to adopt models of subjects that develop methods to train Graduate Education teachers; however, trying to find ways for teacher behavior, according to Pimenta and Anastasiou (2002), the teaching method depends on views about the world, society, knowledge and the teaching method, where there are no ready-made formulas, but rather the ability to adapt to needs.

Veiga (2006) mentions that when teachers join a Graduate Education institution they should be monitored by senior teachers, have supervised training conducive to improving future methods.

Based on the identified Records Units it was observed that some students mention the Teacher Training or substitution classes and/or supervised training and the respective subjects, but this did not take place frequently. Many teachers allocate their trainees to replace them, whereby they end up performing other activities.

This situation exposes, hinders and compromises the education and development of the future teachers, putting at risk the learning of students of Graduate Education Institutions.

Pimenta and Anastasiou (2002) support that different themes/subjects can be addressed under Post Graduate Programs or in the training of teachers that already work with Graduate Education, favoring the development of a more adequate professional conduct that encompasses the University under the current context, the understanding of the relationship between teacher, students and knowledge, and the definition of the syllabus and how it integrates the necessary body of knowledge and methods that will result in professional development.

Another category that was created based on Content Analysis was Category 4, for research and teaching actions, which showed some negative opinions to Post Graduate Programs. According to the answers, sometimes neither

teacher nor research were covered and/or observed by the graduate students, justifying why many found it difficult to identify which experiences actually helped them acquire the necessary teaching skills.

Hence the question: What would be the role of a Post Graduate Program, based on the experiences offered to students, if it is incapable of combining research and teaching methods?

Data collected so far contradicts the ideas of Tani (2000) and Kokubun (2003; 2006), as the authors believe that Physical Education Post Graduate Programs always prioritize teacher training rather than research endeavors.

The fact that the students in Post Graduate Programs enroll in Physical Education Graduate courses does not mean that this type of education provided the required skills to perform and teach; this condition is merely a requirement, more often bureaucratic and legalistic.

6 FINAL CONSIDERATIONS

Based on the findings of this study, Physical Education Post Graduate Programs assessed hereunder should think about reorganizing the subjects and other experiences they offer, as well as how they are to be developed in order to build a body of knowledge that provides qualification for future Graduate Education teachers, which can often help the performance of future Physical Education teachers.

It is necessary for Post Graduate Programs to put forth as mandatory activities, supervised teacher training and/or teaching practices, whereby students are able to experience situations that develop teaching skills under the supervision of a senior teacher and to think about their performance.

It is essential for Post Graduate Programs to offer subjects that address and experiment didactics and teaching

methodologies for Graduate Education, putting into practice what graduate students have learned, acknowledging the limits and potential of each one.

These suggestions ensue from the different types of the initial education among the Program's students, as well as the difference between being a Physical Education teacher in an Elementary School and a Graduate Education institution.

The importance of research in teacher development is not being neglected; however, the absence of having the proper classroom techniques, not of the ready-made models but understanding the unpredictability that is part of the teacher's day-by-day may hinder the initial inclusion of these professionals in the Graduate Education milieu and have a negative impact on students of those institutions.

It is a known fact that the actual requirements imposed on Post Graduate Programs is very strict due to norms set forth by the Brazilian Federal Agency for Support and Evaluation of Graduate Education(CAPES). This factor can be confirmed based on the students' answers, as the academic regimental mindset does not allow nor value the free expression of studies endeavored individually.

Hence, production does not "flow freely", as it is subject to the rules of scientific dissemination media that acquire academic status with CAPES. Their quality is not questioned; however, they are not the only means to disseminate knowledge, which hinders the development of those that produce research but do not submit their work to that media.

Therefore, in order to "survive" Post Graduate Programs need to keep a continuous regimen of requirements for both students and teachers in order to maintain their accreditation with CAPES.

Thinking of the future of Physical Education is thinking of the millions of teachers that graduate every year, and before considering them, the "tutor" responsible for disclosing a

comprehensive view of this field must be addressed. However, for this to take place in an adequate manner, there is much to be done; the first step is to acknowledge the complexity of knowledge and not to pursue its fragmentation or establishing a system of hierarchy, as if it were possible to take on a integration-based approach for both parties in recognizing, interpreting and understanding the whole, or as if research were more important than teaching and vice-versa.

A formação em Programas de Pós-Graduação *Stricto Sensu* em Educação Física: preparação docente versus preparação para pesquisa

Resumo: Esta pesquisa tem como objetivo identificar junto aos egressos dos Programas de Pós-Graduação *Stricto Sensu* em Educação Física as experiências que contribuíram no desenvolvimento de habilidades para docência no Ensino Superior e que podem auxiliar a intervenção pedagógica em cursos de formação de professores de Educação Física. Para tanto, realizou-se a análise de conteúdo para discutir as informações obtidas. Entende-se que os Programas de Pós-Graduação em Educação Física precisam reorganizar o oferecimento de disciplinas e experiências diversificadas e o desenvolvimento destas, com vistas à construção de conhecimentos que proporcionem qualificação docente para cursos de formação de professores de Educação Física.

Palavras-chave: Docentes. Capacitação profissional. Avaliação educacional. Ensino superior. Educação Física.

Educational measurement. Physical Education. La formación en Programas de Postgrado *Stricto Sensu* en Educación Física: preparación docente versus preparación para pesquisa

Resumen: Esta pesquisa tiene como objetivo identificar junto a los egresos de los Programas de Postgrado *Stricto Sensu* en Educación Física experiencias que contribuyeron en el desarrollo de habilidades para La docencia en la Enseñanza Superior y que pueden auxiliar la intervención pedagógica en cursos de formación de profesores de Educación Física. Para tanto, se realizó el análisis de contenido para discutir las informaciones obtenidas. Se entiende que los Programas de Postgrado en Educación Física necesitan reorganizar el ofrecimiento de asignaturas y experiencias diversificadas y el desarrollo de estas, con vistas a la construcción de conocimientos que proporcionen calificación docente para cursos de formación de profesores de Educación Física.

Palabras clave: Docentes. Capacitación profesional. Educación Superior. Evaluación educacional. Educación Física.

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