

Curriculum and legislation from the new curriculum guidelines for the physical education teachers

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Abstract:

This research aimed to elucidate aspects of teacher education, which have been presented as the focus of the research in the period from 2005 to 2014, and how the new legislation for teacher education have affected the curriculum and courses of Physical Education. The arguments evidenced against the actual planning of legal rules for Physical Education in higher education level, as well as, argued against how the Curriculum grade has been developed, which had often approached the fragmentation of the formation. As alternatives, distinct points were proposed: changing legislation to return to the expanded grade, the need to enhance the knowledge about professional trends of formation and to build the Curriculum collectively. There is a need to review the administrative procedures and management of courses, leading to a collective construction of the Curriculum, without interferences of individual and local power interests over the major matter of the course.

Key words: Teacher education; Physical Education; Legislation and curriculum

Introduction

A recent history of Physical Education in Brazil and directed by landmarks and brands that, over time, influenced teacher training and a constitution of professionals in the area. More specifically, the 1980s were marked by substantial changes in the legislation of teacher training courses in Physical Education. Discussions that have been extended, since the late of 1970s, culminated in the elaboration of Opinion No. 215, dated March 11, 1987, regarding the restructuring of undergraduate courses in Physical Education, its new characterization, duration and content to be developed in the Courses. This opinion resulted in the Resolution of the Federal Council of Education 03/1987, which establishes the minimum content and duration to be observe in undergraduate courses in Physical Education (Oliveira, 2006). These two documents were of fundamental importance for the trajectory of the training courses of Physical Education teachers in the country, since, it gave freedom to the Institutions of Higher Education to elaborate the curricular matrices of the Physical Education courses, as well as make possible the choice between the initial training of the licensed and bachelor's degree.

The 1990s were also marked for teacher training. From 1997, a new moment for licensed degree courses was established. With the publication of a series of guidelines and legal documents by the Ministry of Education and the National Council of Education, as reflected in the new Law of Guidelines and Bases of National Education - LDBEN 9394/96, with a new theoretical references and data from pedagogical research that demonstrate the exhaustion of the technical-scientific model, were decisive for the changes in the curricula of the initial formation of teachers. In a way, these reflections were used in the process of revising the curricular guidelines for teacher training that culminated in the preparation the Opinion of the CNE/ CP 009/2001, which presents a new proposal of curricular guidelines for teacher formation and that would establish Resolution CNE/ CP 01/2002, which establishes National Curricular Guidelines (DCNs) for the formation and preparation of Basic Education teachers, at higher level, licensed degree, and full degree. In this scenario, new courses were configured based on Resolution CNE/ CP 01 and 02/2002 and CNE/ CES 07/2004, which presented at that moment the new curricular guidelines for undergraduate and graduate courses in Physical Education.

Against this background, the Brazilian scientific production was, during that time, an important field of research, producing theses and dissertations in the Post-Graduate Programs of the Brazilian universities, and scientific articles published in national and international journals respective of the training teacher and presenting information's about the changes involving physical education courses.

In front this context of changing, the aim of this study was to investigate the main themes presented as the focus of research on teacher education in the period 2005 to 2014, published in the main banks of theses and dissertations and scientific journals of the country, mainly from the reflex caused by the legislation for the

courses of superior formation that emerged in that period, trying to recognize how this legislation has affected the curriculum and undergraduate courses in Physical Education? It stands out that this study does not refer to Res. CNE/ CP 02/2015, which defined the new DCNs for initial higher education and for the continuing training of teachers, since this investigation seeks to analyze the period prior to its publication, that is, referring to the “previous” legislation, Although still in force, since the courses will have until the month of July of 2017 to fit the new guidelines.

Method

It is a qualitative research that had as objective to make a portrait of the academic productions in Brazil – theses, dissertations and scientific articles from 2005 to 2014 – and to investigate: 1. Which aspects related to teacher training, has been presented as the focus of research in this period? 2. How has this new legislation for teacher training affected the curriculum and undergraduate, licensed courses in Physical Education? For the analysis of academic productions, the Content Analysis technique was used, consisting of three fundamental phases: a. Pre-analysis; b. Exploration of the material; c. Treatment of results. Such actions are followed by inference and interpretation of data (Bardin, 2011).

a. Pre-analysis

When beginning the search for productions about the initial formation was found extensive production on the subject. Thus, it was necessary to organize criteria to search for information. This phase of the research presupposes adoption of some rules that will guide the researcher in the selection of the content, that is, the *exhaustion* – seeking to cover the "totality of the communication"; *representativeness* – relative to the universe; *homogeneity* – Obtain data by similar techniques that refer to the same themes; *pertinence* – the documents raised must be adequate to the content and purpose of the research; *exclusivity* – not to classify elements into more than one category (BARDIN, 2011).

Following the proposed rules, four types of Internet database search were performed using the following descriptors: a search on the production of dissertations and theses using the descriptor "Initial Formation of Physical Education Teachers" and another search with the same content, however, without quotation marks at the beginning and at the end of the sentence. The same procedure was used to survey the periodicals of the area, configuring the four types of search. Thus, the database was constituted by productions - Articles, Dissertations and Theses - about the Initial Formation of Physical Education Teachers. Still as a criterion, we used the search option "Basic" and "Subject", in which the subject of the research was typed, and if it had the option "all words" would also be used in the search. Based on the proposed methodology, the database of the Coordination for Improvement of Higher Education Personnel (CAPES) was initially consulted, in which 150 productions were found and the Brazilian Digital Library of Theses and Dissertations (BDTD) locating 166 works related to the proposed call. After the analysis of the academic production (Thesis and Dissertations - CAPES and BDTD) it was possible to perceive an immense database. However, of the 316 productions found, only 16 works from CAPES and another 15 of the BDTD met the requirements for this research, because it deals with the specific theme of the formation of Physical Education teachers. Among the disregarded researches, there are researches from other areas of knowledge - physics, chemistry or mathematics; that addressed the teaching performance in the School of Basic Education; that dealt with specific themes of the culture of movement in Higher Education; productions on continuing education, special and adapted Physical Education; information technology in higher education; In addition to other themes that referred to some specificity in the training, and not specifically the initial formation of Physical Education teachers.

Table 1. Productions found in the database of BDTD and CAPES

ADDRESSED THEMES	QUANTITY OF PRODUCTIONS		
	BDTD	CAPES	TOTAL
Professional work at school	44	25	69
Teaching in higher education	12	--	12
Inclusive/ Adapted Physical Education	13	10	23
Elements of Body Culture	15	09	24
Continuing Education	07	02	09
Initial Teacher Training	15	16	31
Distance learning	--	01	01
Gender	02	01	03
Other courses (Chemistry, Physics, Sciences ...)	43	62	105
Other topics in the area of Education	6	15	21
Beginner Teacher	05	05	10
Information and Communication Technologies	04	03	07
Violence	--	01	01
TOTAL	166	150	316

In order to expand the Theses and Dissertations database, composed by 06 Theses and 25 Dissertations, three university libraries (USP, UNICAM and UNESP) were consulted online, following the same procedure described for the construction of the database. Six other publications were found on the subject, totaling 37 productions, of which 9 theses and 28 dissertations. In search of a broader scope, seven other national journals Qualis CAPES (RBCE, RBEFE, MOVIMENTO, UEM, MOTRIZ, MOTRIVIVÊNCIA E CONEXÕES) specific to the area; the same criteria of consultation and analysis of the productions, finding another 14 articles, totaling 51 productions. It is with this database that the academic production regarding the initial training in the last years will be analyzed, taking the milestone from the year of 2005.

Table 2. Total productions that make up the research database.

BASIS CONSULTED	Theses	Dissertations	Articles	TOTAL
CAPES	02	14	--	16
BDTD	04	11	--	15
Lib. Univ. USP	02	--	--	02
Lib. Univ. UNICAMP	01	01	--	02
Lib. Univ. UNESP	--	02	--	02
RBCE	--	--	02	02
RBEFE	--	--	01	01
MOVIMENTO	--	--	02	02
UEM	--	--	01	01
MOTRIZ	--	--	02	02
MOTRIVIVÊNCIA	--	--	04	04
CONEXÕES	--	--	02	02
TOTAL	09	28	14	51

b. Exploration of the material

The next step was the unitization of the content and exploitation of this production from the organization of thematic categories for the interpretation of the information of the database. In this phase, the data was organized in units from three different actions: clipping (recording units); enumeration (count) and classification/ aggregation (categories). The information contained in the productions found was organized into five thematic categories as presented in Table 3:

Table 3. Classification of themes according to the number one of productions raised

RESEARCHED TOPICS	Theses	Dissertations	Articles	TOTAL
Curriculum Analysis	4	2	1	7
Internship/ pedagogical practice	4	4	3	11
Teacher training	1	13	7	21
Legislation	--	6	1	7
Research	--	3	2	5
TOTAL	9	28	14	51

Using the thematic categories presented in Table 3 and seeking arguments that contribute to the discussion about the formation of Physical Education teachers, and the proposed objectives of this study, the following reflections will only address the content of two thematic categories - Legislation and Curriculum.

c. Treatment/ analysis of results

Analysis of the training curriculum:

Before analyzing the information gathered in the productions analyzed in this research, we consider it's prudent to present a curriculum conception that will guide our analysis. For this, we turn to Sacristán (2000), when he states that the curriculum is the "... a practice in which a dialogue is established, so to speak, between social agents, technical elements, students who react to it, teachers who model it, etc." (p.16); or when it suggests, "the Curriculum, as a project based on a constructed and ordered plan, relates the connection between certain principles and their realization" (p.16). On the other hand, Moreira and Silva (2002) warn that "curriculum is implicated in power relations, the curriculum conveys particular and interested social visions, and the curriculum produces particular individual and social identities" (p.08). Before this understanding, the curriculum is conceived from the agglutinating points of the thinking of different social agents, in which its foundations and principles are realizable, that is, the curriculum presents a direction and political position.

To discuss this theme, the productions of Alviano Junior (2008), Cesário (2013), Aranha (2011), Nunes (2010), Hunger and Rossi (2010) and Fuzzi (2010) were used. These authors analyzed the elaboration and the curriculum of the training courses of Physical Education teachers and made the following considerations:

Alviano Junior (2008), when analyzing the process of elaborating the curriculum of a private university, concluded that the idea of collective work that permeated the curricular construction proved to be fragile and devoid of the democratic character. According to the author, in the process of curricular construction, personal interests and power excel at the perspectives of the fundamental sectors of society and students.

Cesário (2013) in his PhD thesis realized that the elaboration of the pedagogical project of the course studied reflects the diversity of political positions, conflicts of interests, the very understanding of what physical education is, and of training teachers. When investigating six curriculum courses of Physical Education Aranha (2011) concluded that the pedagogical conception of the courses was presented "*hybridized*" and that the curriculum reproduces general determinations.

After analyzing a training curriculum Nunes (2010) concluded that it presents an amalgam of interests that are often antagonistic and contradictory, since the official discourses, the pedagogical tendencies, the history of the component, the transformations of education and the public sector, providing a multiple, fragmented and contradictory formation. The author uses the word "*amalgam*" as a reference to the curriculum permeated by divergent positions, i.e., constituted and permeated by external influences and conflicts of interest originating in the creative institutions themselves.

Hunger e Rossi (2010) evidenced the power struggle in the constitution of the curriculum and affirmed that university teachers and students demonstrated fragmented and divergent scientific thinking, which implies the hypothesis that the pedagogical project of one course isn't produced or applied collectively.

Still in relation to the development of the curriculum, Fuzzi (2010), in investigating the initial formation, found that the curriculum of an investigated course presented a set of disciplines concerned with the formation, that the interdisciplinary was ensured from integrating projects, valuing the inclusion and the training for skills. However, the evaluation process still reproduces practices experienced by the trainer throughout his schooling and professional training process, reproducing issues of control, power and at the same time suffering from the bureaucratic demands of the training institution. It also states that the curriculum engenders crystallized practices that turn into invented traditions that make up a social field of contention in the struggle for the maintenance or imbalance of power structures.

In a way, the ideas presented on the process of elaboration of the curriculum for higher education corroborate with the vision of Sacristán (2000), when states that it is built in several hands from the dialogue between those who model it. However, the author draws attention to the need for a balance of interests and forces, in which the educational purposes were realized, and this does not seem to occur in the processes of curricular elaboration of the studied courses, since, the data collected demonstrate the perennial distance between the concept and its application, Between theory and practice of the curriculum, since the authors' claim about the particular interests in the process of elaboration and application was marked by the imposition of the power of groups with greater political force, permeated by antagonistic and contradictory positions that make the search for common and achievable principles unfeasible, stand out in the plural interest, corroborating with the statement presented previously by Moreira e Silva (2002).

In the analyzed productions the curriculum is not only presented, as a carrier of contents, techniques and methods for application, but also, it carries own conceptions of the present time that attends to the social, political and pedagogical dimension of the society. Although the curriculum presents such characteristics, they (authors of the publications) affirm that the conflicting and divergent interests, pedagogically and ideologically, permeate their elaboration, which, can lead to the construction of the curriculum with principles that do not attend the formation of the egress, which is proposed and not feasible.

In relation to the construction and curricular organization were revealed weaknesses present in the curriculum of the training courses that were used for analysis by the researchers. On the other hand, the considerations presented reflect the expression of the moment of transition between different positions and curricular models that teachers, administrators and managers cross.

Beyond these concepts and meanings, we can observe in the productions investigated, that there's still an immense way to go. By the very limitation of the research, it is probable that the considerations presented in this text are not adequate for the totality of the teacher training courses. However, as previously mentioned, it portrays the moment lived by the institutions facing the "new" requirements for the formation of Physical Education teachers.

Legislation:

Thinking about the expansion of the field of professional intervention of Physical Education, which has grown from the 80's, the changes brought by the DCNs Res. CFE 03/1987, meant the extinction of the extended formation of the "generalist" teacher, presented previously as two in one (two formations in one), that acted both in the school as in the other spaces of Scope of the area and the creation of new undergraduate and graduate courses in Physical Education, with distinct roles in training.

Such allegations presented by the official document reflected the curricular model of that moment, including drawing attention to the lightening of the training in licensed, considered as of lesser expression in the academic scope. It also signaled the little concern in the curriculum with the pedagogical practice of the professional, understood as a natural aptitude of the subject, and not as a competence to be developed and discussed in the training. On the other hand, the same document highlights the importance given to the creation of specific courses, directing the training profile to a certain professional intervention, thus enhancing the bachelor's degrees.

While maintaining the "*freedom*" already expressed in previous legislation, the new guidelines proposed in Resolutions CNE/ CP 01 and 02/2002 and Resolution CNE/ CES 07/2004 provided the training institutions with the condition of elaborating the curricular matrices for the specific formations, and no longer, directed to the wide field of professional intervention as happened previously. Therefore, although different readings could be relativized regarding the content expressed in the legislation, it is a fundamental landmark for the redefinition and construction of the Courses Pedagogical Projects (PPCs).

To discuss the theme of Legislation in Higher Education will be used the academic productions of Dias (2011), Bittencourt (2011), Dalmas (2008), Dutra (2013), which analyzed the training courses for Physical Education teachers. We spend the following analysis of the productions.

Although the change in legislation presupposes the restructuring / reformulation of the courses in progress and the creation of new licensed and graduate courses in Physical Education, with different roles for the two formations, Dias (2011) after investigating the new configuration of the courses, attracted attention to the contradictions present in the current training model. Among them is the clash between the Movement of Students of Physical Education (MEEF) proposing the return of the "single curriculum" and the Federal Council of Physical Education (CONFED-Brazil) that defends the maintenance of the two formations, reaffirming their political positions in defense of the projects themselves. Although the production on the subject is sparing, the author points out criticisms of the current training model and indicates the return to the single formation as a possibility to overcome the problems of the current formation. Among the allegations used to defend its position, it affirms that, although different formations are proposed, there is a great similarity in the curricular structure of the courses, confirming the lack of justification and scientific justification for the fragmentation of the formation and the tendency to minimize the future professionals of the area.

The author's critique of curriculum structure and her proposal for a return to extended education re-enact the training model already used in the 80's, when discussions began on the need to create two Physical Education courses that Specific demands that grew in the country. There is also a recurrent concern in the discussions regarding the supposed need to "*reunification*" the courses, that is, the approximation between initial and professional training. When this relation takes the front of the discussions, it restricts the spaces to think the formation based on the intervention of the professional relative to its formation.

Still on the subject, however, following a more pedagogical orientation, Bittencourt (2011) proposed to verify if the changes in the legislation made possible a significant increase in the quality of the teaching offered in IES and change in the work of the teacher that attends the different formations. In her reports, the author concludes that the changes in the curriculum are superficial, the epistemological bases of knowledge in the professional field and the articulation around the processes of teaching and learning continues to give unity to the formative processes, not implying significant changes in the formation, since, the difference of the type of training/ curriculum is punctual in some more technical disciplines and in the curricular stage of the different areas (school and non-school).

Dalmas (2008) also reveals in his research the little differentiation between licensed and bachelor degree courses. It states that they organize their curriculum in closed grids and this allows the fragmentation of knowledge and consequently of initial formation.

Dutra (2013) corroborates with Dias (2011) statements, which questions the current legislation and ensures that the quest for the qualification of vocational training is in the unified formation (licensed and Baccalaureate) from what they call *single education, licensed or expanded graduation*.

In view of the authors' analysis, even though the Guidelines for Higher Education leads the organization of curricula, the impact on courses cannot yet be considered sufficient to achieve a more consistent formation, since, as already mentioned, construction Curriculum has been permeated by particular interests, antagonistic and contradictory that hybridize the curriculum and promote the isolation and individualization of the teacher and, as a consequence, disregard and/ or lack of knowledge of the curriculum of the courses.

Although some important considerations have been presented, the productions related to the theme are restricted. Such limitation was cited in the works consulted as something to be overcome in order to clarify the impact of such legislation on the training of Physical Education teachers. The perspective presented by the authors is not optimistic in relation to the new configuration of the courses, since most of the productions point critically to the current training model and attentive to the urgency, both to broaden the area's research and to the need for changes in the formation.

It is clear the existence of the clash regarding the maintenance of the new format for the courses or return to the previous model. Although the experiences with this curricular model are recent, the perceived

contradiction wasn't related to the discussion about the quality of the formation, but rather to the political positioning in front of the "fragmentation" of the course in Bachelor and licensed. It also seems that there is some difficulty or resistance in disconnecting from previous experiences, since there is still a great similarity in the curricular matrices of both formations, that is, two curricula that form professionals with a similar profile.

This situation reinforces the problems encountered for the implementation of new proposals in the scope of training, since the changes originated in the academic structure or due to legal requirements have been ignored by the professorship or, when practiced, are consolidated in a different way from what had been proposed. This situation was pointed out by Ramos (2002), previously to the DCNs, when he expressed his concern in this respect, suggesting that the profile of the student's formation is not always in agreement with the characteristics of the proposed course. For the author, there are situations in which personal and administrative aspects were more considered in the elaboration of the courses than others related to the training, which makes substantial changes in the curricula and the maintenance of courses with different egress profiles, but with very similar curricular matrices.

In view of the above, there are indications that the changes proposed by the legislation have not yet been carried out and, on the face of it is not possible to visualize the real contributions to the qualification of the Physical Education professional, since the courses still hold the marks of the "unified" training curriculum.

Closing Remarks

After analyzing and reflecting on the lack of production regarding the impact of the new legislation on the curriculum. It was possible to verify that there is a dissatisfaction with the dismemberment of the professional formation in physical education in two courses, which would not have made possible qualitative improvements in the licensed or graduate, since little has changed in the curriculum of the courses. What was perceived is the adequacy of some disciplines, strategies, specific contents of each course and the obligatory curricular internship as elements that differentiate them. Given this context, it is perhaps unlikely to state that the changes occurred in the courses and, although it is not possible to generalize, what could be seen is that, despite the reformulation of the courses lead to the issuance of different university degree, the egress profile still carries many characteristics, since the courses are hardly distinguishable. In this sense, one has to worry about not offering two distinct formations (licensed and graduate) with the same egress profile, and this includes concerns about the curriculum and the professional practice of those who work in the training.

It is noteworthy that only the change in the legal requirements was not enough so that the creation or reorganization of the courses could meet different egress profiles, each with its own characteristics. In order for this to happen, it is necessary to construct a collective curriculum of the courses, taking into account the different training profiles, as well as the in-depth knowledge of the Pedagogical Project of the Course by all those involved in the training, enabling the appropriate action in each proposed curricular matrix. There is also a need to review the administrative and management processes of the courses, aiming at the collective construction of the curriculum, not letting individual interests and power overlap with the interests of the course. It is also essential to invest more in research on training and performance of professionals of the higher level with the purpose of subsidizing the discussions and restructure the teacher training courses focused on the self-egress profile for the intended action.

Finally, we understand the limits of the research, because it's a partial analysis that does not represent the totality of the courses in the country. Researchers are still limited to the option to work with subject search, not keywords and/ or search equations (combination of descriptors). Even so, the analyzed content is presented as another tool to contribute to the reflection about the curriculum of Physical Education courses.

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