

CONCEPTUAL MAPS USED IN GY MNASTICS FOR ALL COURSE FOR UNDERGRADUATE PHYSICAL EDUCATION AND SPORT PROGRAMS

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Background and purpose: Conceptual Maps (CMs) are graphic instruments that have been used for Active Methodologies of teaching (NOVAK, CAÑAS, 2010). The cognitive learning theory of David Ausubel (Ausubel et al, 1978) is the basis of CMs, which are diagrams of meanings, meaningful relations and conceptual hierarchies, that should be timeless and without linear sequentiality (Moreira and Greca, 1996) and, in the educational environment, are drawn by the teacher and students after reflection on a theme. In meaningful learning, new knowledge is not incorporated merely in an intellectual way, because the idiosyncratic component of signification comes when the learner experiences its relevance. Apparently simple and sometimes confused with organizational schemas or diagrams, CMs are instruments that can lead to profound modifications in ways of teaching, assessing and learning (Novak and Gowin, 1996). This study presents an analysis of the use of CMs in a Gymnastics For All (GfA) course in a Physical Education Teacher Education and Sports Coaching Education Undergraduate Programs.

Methods: This study was based on participant observation and documentary analysis. Participants included 16 students in physical education teacher education (PETE) and sports coaching (SC) undergraduate programs, one professor and two assistants. Ten bibliographical GfA references were given to the students to analyze and use as the basis of their own CMs. They gave oral presentations, and we discussed their findings. The group as a whole then created a single CM concerning the definition and principles of Gymnastics for All.

Results: Four themes were consistently addressed by the CMs developed by the students: A. the necessary



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reconceptualization of the body as a machine as opposed to the body as subject of the activity; B. the change of methodology in the teaching of gymnastics, from coach/teacher-centered to practitioner-centered; C. the rediscovery of creativity through the deconstruction of patterns of sports movements; D. the knowledge derived from collaboration and mediation was the essence of the teaching-learning relationship in GfA, which focused on the process rather than the product.

Conclusion and applications: We observed that our discussions generated concepts beyond the technical aspects of teaching and learning gymnastics. Hence, these discussions marked the shift away from traditional (technical and mechanized) paradigms in gymnastics teaching and learning.

Keywords: Conceptual Map; Active Teaching Methodologies; Gymnastics for All; Educational Environment.