ANALYSIS OF THE CURRICULAR AND PEDAGOGICAL COMPONENT OF SIX BACHELOR’S DEGREES IN PHYSICAL EDUCATION, RECREATION, SPORT AND / OR RELATED HIGH QUALITY, IN FRONT OF THE TEACHING PERCEPTIONS

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Abstract

The article is centered in the study of the condition: curricular and pedagogical contents. It is onboard to establish the elements that configure it in the processes of qualified registration and accreditation of high quality, compared with the teaching perception. The methodology applied was documentary research, and as a technique of analysis, content analysis. The instruments used were: semi-structured interview (twelve teachers interviewed) and written texts (six curricular projects). The main findings are: a. The importance of qualified registration processes and high quality accreditation are recognized; b. Little relation of the theoretical elements of the curricular project and the teaching practices; c.) The activities of the improvement plans are fully implemented but not reflected, so it is not possible to implant the culture of continuous improvement.

Keywords: curricular component, pedagogical component, physical education, teaching perceptions, bachelor.

1 INTRODUCTION

The qualified record is the initial process where the elements of a program that will be implemented in the future are configured. It aims to observe the objectives set by HEIs (Higher Education Institutions) for each of their curricular projects, in addition to reviewing that over time, involves to visualize improvements, maturity and improvement [1]. In conclusion, it intends that an IES possess the tools to demonstrate its functioning before the MEN (Ministries of National Education) [2].

High-quality accreditation for undergraduate programs is added to this process, which obliges Institutions of Higher Education (IES) to present curricular projects with valid qualifying records [3], in order to promote HEIs the culture of quality from the perspective of continuous improvement based on the evaluation processes, self-assessment and improvement plans [2].

Because of this, the processes of renewal of qualified registration and high quality accreditation of higher education for faculties of education in Colombia [2]-[4], consist of nine conditions that allow verification of improvement, maturity and the improvement of curricular projects. Thus, the academic programs recognized by the Ministry of National Education (MEN) with qualified registration and subsequently of high quality, are those that due to their formative importance are considered of excellence. Based on this, six undergraduate degrees recognized by the MEN were studied with high quality registration in the compulsory and fundamental areas: education, sports, physical education and recreation [5].

The research focused on the condition: curricular and pedagogical contents [2]. This condition is addressed in order to identify the elements that make pedagogical, didactic and curricular decisions in the processes of renewal of qualified registration and high quality accreditation, in order to contrast them with the perception of teachers in relation to the aforementioned elements. This with the purpose of enriching the teacher training of graduates in physical education.

The research was placed in the qualitative approach [6], which, in addition, methodologically developed the documentary research, and as a technique for the treatment of the data, the content analysis was executed [7]. The instruments for gathering information were: written texts (six curricular projects of the program) and semi-structured interview [6] of teacher perception (twelve teachers).

Therefore, according to what has been explained in previous paragraphs, the most significant frequencies are presented according to the content analysis technique [7]. Firstly, the following...
elements were identified: pedagogical, curricular and process of qualified registration and accreditation of quality, namely: Importance of the pedagogy in the teacher training, ignorance of the curricular projects. Secondly, the perceptions of the interviewed teachers are presented, it means: the pedagogical practice as the foundation of the programs, ignorance of the totality of the conditions for the qualified registries and of quality accreditation.

2 METHODOLOGY
The research was based on the qualitative approach [6], which, moreover, methodologically develops documentary research, that is, as a scientific procedure, which starts from a systematic process of inquiry, collection, organization, analysis and interpretation of information or data on a topic [8] and as a technique for the treatment of data, the content analysis was carried out [7]-[9].

The selection of the population and sample was determined based on the following criteria:

Population:
Teachers of undergraduate programs in physical education, recreation and sports or related, nationwide, with qualified registration and / or accreditation of high quality in force 2019.

It shows
- Teachers who have actively participated and with hours in their teaching work plans, in the process of renewing qualified registration and / or high quality accreditation.
- Teachers with more than one year of seniority in the IES and the program.
- Teachers who look forward to participating in the interview voluntarily, after reading and accepting the stipulated in the informed consent form where the treatment of the information and privacy of personal identity and institutional affiliation is specified.

The instruments for collecting information were: Written texts and semi-structured interviews: a.) Written texts; six curricular projects of bachelor's degrees in physical education, recreation and sports or related. b.) Semi-structured interview of teacher perception; twelve in total.

3 RESULTS
The research achieved from the curricula of six accredited universities of high quality and the perceptions of twelve teachers, based on the condition: curricular, pedagogical contents. It allowed to identify diverse elements that, for one, reflect the reality of the curricular projects of degrees in physical education, and another, the experience of the teachers around their management in relation to the decisions implemented in the curricular, didactic and pedagogical configuration of the programs. To confront them and give an account of the theory-practice relationship of the qualified registration process and high quality accreditation.

First of all, the results of the analysis of the curricular component made visible the importance of physical education in quality accreditation processes, since it is highlighted as fundamental in education.

"The practice of Physical Education, Recreation and Sports is a constitutional right in Colombia. Article 52 of the Constitution establishes the right of all people to Recreation, to practice sports and to take advantage of free time. Nobody will be able to enjoy this right if it is not formed in the physical education of the educational environment so that in adult life it can be exercised. "(Curriculum Project 1.)

Secondly, pedagogical practice has an essential position in curricular proposals, since it was established in resolution 18583 of 2017 [5] a total of 40 credits for its implementation, thus, curricular project 2, says

"Here arises the need to refine the analysis of practice from the theoretical, the empirical, the sociocultural, technical and political dimensions of the teacher's profession. The social and cultural

1 For reasons of confidentiality of the institutional affiliation, the curricular projects of the IES will not be referenced
practice of the teacher is based on educational knowledge, that is, one that deals with the pedagogical theories and the didactic proposals of each discipline. "(Curriculum project 2).

Also, its implementation stands out and the way it is understood from the plurality and diversity of education and the current needs of the students is valued, therefore, it has "... understood by the educational community as a life project that dignifies to its actors, which opens new scenarios for the construction of knowledge where there is room, both consensus and divergence ... "(Curricular project 3).

Thirdly, curricular projects transcend, since they have been developed under the principles of dialogue and consensus around the interests and particular needs of the impacted community. Hence, updated proposals that provide learning in context for the training of future graduates.

At the same time the great value that is given to the social component within the curricular projects was evidenced. For this reason, the emphasis on social responsibility and the strategies generated by HEIs is clear to guarantee their execution.

"... assumes the responsibility of contributing to social transformation, fulfilling the dual function. Firstly, people who lead cultural development, disseminate socially constructed knowledge and build an academic community. Secondly, by producing knowledge, taking into account plurality, interdisciplinary and the theory and practice relationship, in such a way that it gradually allows a greater understanding of reality and, at the same time, the generation of alternatives for the solution of scientific and social problems of a specific community "(Curricular project 4).

However, this section presents the main findings of teachers' perceptions regarding the processes of qualified registration and quality. First, it is common to find the teacher's recognition as the main actor in the construction and implementation of the curricular project. Then it is recognized "The teacher as the basis of the process is responsible for the design of academic quality assessment processes related to their own discipline this is the fundamental part of the teacher." (Interview 4).

Second, it was identified, as the interviewees highlight the importance of coherence between: the theoretical construct of the process of accreditation of quality and teaching practice. As a result, there is a great distance between what is documented in the documents and what they do in practice, within the dynamics of each IES.

Third, the notion of validity to the processes of qualified registration and accreditation of high quality was found, mentioning the need to know in depth all the conditions and in this way, successfully contribute to its fulfillment. However, when going deeper into the topic, most of the interviewees do not know the totality of the requirements, their organization, contents and objectives. Consequently, the activities of the teachers are not coherent with the curricular proposal.

Fourth, with regard to pedagogy, the predisposition toward pedagogical knowledge and pedagogical practice was remarkable. Since it is considered as fundamental in the training of graduates "pedagogy is everything in the teachers". (Interview, 1)

Fifth, pedagogical practice appears recurrently, it is clear that, for teachers, as for curricular projects, the elements developed by pedagogical practice are essential for the educational development of undergraduate students in physical education. This related, of course, with the theme of the pedagogical component.

Sixth and last, the curricular element was highlighted; methodological and didactic processes. Teachers mention that they are the ones who determine how the proposed activities are developed for the class, in addition, they decide how and with what elements they work. The interview 11 said "they state that the strategies used by the teacher are important at the moment of thinking about the class and that they must be very closely linked to the objectives that one has" (Interview 12).

4 CONCLUSIONS

The first is about the relationship between pedagogy and the pedagogical component, therefore, it was evident the little correspondence between the curricular proposal and the teaching perception, since, it is not possible to visualize in the speeches the Principles, Models, approaches or pedagogical theories used in the configuration of the proposal, although it is always mentioned its importance.

The second, does is about the profile of the teacher. A subject constantly quoted by teachers recognizing their relevance in the construction of the document as in the implementation, also, in the
proposals is developed in depth referring to particular competencies. The link between the two is only presented when its value is denoted, but it is not possible to identify point characteristics in the speeches.

The third, for the purposes of the process of qualified registration and accreditation of high quality, it was observed that the proposed activities are implemented in the plans of improvement, result of the self-evaluation, without any reflection. Therefore, the culture of quality proposed from continuous improvement is diluted and does not generate any transformation.

The fourth, regarding the pedagogical practice is a meeting point between teachers and curricular projects, this element is highlighted that is given to the value of the educational and formative process of the graduates in physical education. This fact is highlighted by the large number of elements mentioned in the curricular projects, the norm and the teaching perceptions.

REFERENCES


