

Conhecimento, Formação e Memórias Discentes: Um Estudo a Partir do PET/ESEF

Knowledge, Formation And Student Memories: A Study On Wards PET/ESEF

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Resumo: Este artigo analisa o papel que o Programa de Educação Tutorial (PET) da Escola Superior de Educação Física (ESEF) da Universidade Federal de Pelotas (UFPEL) teve na formação dos seus ex-alunos. Através da Metodologia da Cartografia, analisaram-se dados coletados por meio de um questionário-cadastro enviado para todos os 54 ex-integrantes do grupo PET/ESEF/UFPEL. As respostas dos ex-petianos apontam o programa como uma das experiências mais intensas em suas trajetórias acadêmicas, sendo lembrado como um diferencial na sua formação e na sua vida profissional.

Palavras-chave: Currículo. Tutoria. Aprendizagem baseada em problemas.

1 INTRODUCTION

In our country, innumerable discussions are raised regarding the superior education. In this scenario, two speeches may be identified with greater visibility: one on the difficulties and proposals to increase the access to superior education (GENRO, 2004) and one addressing themes such as education quality, research, extension, social function of knowledge and curriculum reforms.

Considering as a space for knowledge construction and reconstruction, the university is responsible for investing in areas and practices that ensure the formation program where the student is allowed to experience different methodological proposals and have autonomy to make certain decisions on his/her formation. As pointed out by Pedro Demo (2005, p. 48): "A differentiated student is the one that can easily manage knowledge,

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face new problems, embark on the unknown, know how to question looking for innovative and proper solutions".

This discussion on curriculum and professional formation also includes the actions of the University Students' Training Program (PET). Among other peculiarities, this program is in evidence for encouraging the group work, observing the principle of indissociability involving education, research and extension. Then, based on the speeches addressing the professional formation and curriculum of graduate courses, we decided to perform this study, whose primary purpose was to elaborate an analysis on the role the PET program played in the formation of students. We used as empirical reference the PET group of the Physical Education School (ESEF) of the Federal University in Pelotas (UFPeL).

Although we were concentrated on the experience of a specific PET group, we consider the theoretical and pedagogical contributions of the study go beyond the particularities of the studied group and, in general, it is related to the formation and curriculum of most graduate courses in our country.

The study is focused on the effects and interventions produced in the academic formation, resulting from pedagogical programs and proposals that are considered as alternative to more traditional programs such as the curriculum disciplines, most of which are still excessively based on control, memorization, information, evaluation and exam practices. For being a differentiated space in the classroom, also in terms of organization and operation, PET enables the experience in singular forms of knowledge construction and adequacy².

2 METHODOLOGY

We used the Cartography Methodology to achieve the objectives of this study. This method was selected mainly for valuing and enabling to crosscheck the various methodological techniques and procedures from different research methodologies.³

² More detailed information on the University Students' Training Program (PET - *Programa de Educação Tutorial*), aspects of its history, philosophical and pedagogical principles and how the program is currently structured, can be found in documents of SESU/MEC, Program Instruction Manuals of 2002 and 2006 and in some program-specific academic productions, such as: DANHONI, Marcos C.; HIDALGO, Mirian M. (Org.). **Reinventando a graduação: os grupos do Programa de Educação Tutorial (PET) da UEM**. Maringá: Massoni, 2005; and FIGUEREDO, Maria do Carmo Soares; MOURA, Maria Denilda (Org.). **O Programa de Educação Tutorial (PET) em Perspectiva: o Olhar dos Tutores**. Recife: EDUFPE, 2007.

³ For more information on the cartography method, see: ROLNIK, Suely. **Cartografia Sentimental: transformações contemporâneas do desejo**. São Paulo: Edição Liberdade, 1989; and: FONSECA, Tânia;

Initially, we reorganized the program's document archive and sorted it by year. We also collected and scanned a number of old and recent photographs (image sources) to organize and expand the material constituting the group's archive. Later, we listed all former PET students and elaborated a questionnaire to be sent to each of them. Besides data on location, professional formation and occupation, we requested each one to elaborate a sentence about the role PET played in his/her academic formation and professional and personal life.

The contact with former PET students was through the telephone, electronic mail and personally. As a significant number lost contact with the group and institution after graduation, the greatest difficulty we had during the study was in finding them. We tried to locate the former PET students for one year, through relatives, friends, ex-classmates and workmates and searched for them virtually, at *Orkut*, *Skype*, Lattes platform of CNPq and others.

The contact with them was fundamental for the study and allowed to build a network involving current and former PET students.

Along with data collection, we collected image and documental sources to build the group's memory. For this reason, and to ensure historical legitimacy to some sources, we attached complementary information, such as year, place, event, etc. to photographs and other documents.⁴

3 WORKING WITH THE SOURCES

We established 2005 as the period of our study. Then, we stipulated that we would try to contact and send the questionnaire to all former PET students that participated in the group from 1991 to the end of 2004⁵, which totaled 54 former PET students. From these, we received 46 answered questionnaires (85.2%); we could locate and contact the four other students (7.4%), but they did not return the questionnaire; and even with some indications, we could not make any contact the other four (7.4%).

KIRTS, Patrícia (Org.). **Cartografias e devires**: a construção do presente. Porto Alegre: Editora da UFRGS, 2003.

⁴ Later, we intend to interview the three professors, tutors of the group since it was created, in 1991.

⁵ Although we have stipulated 2005 as the period for us to elaborate the data analysis of the former students, we keep requesting everyone that has graduated to answer the questionnaire utilized in our study, for us to maintain an updated archive with data and contact of all students of the group.

In the data analysis and systematization, we pointed out three main aspects to address in this article: formation after graduation, occupation and geographical location of each former student when answering the questionnaire.

Regarding postgraduate courses, from the 46 former PET students in the program who contacted us back, we had the following situation: two doctors, two in doctor's degree program, eleven masters, four in master's degree program, nineteen specialists, three in specialization programs, one in another graduate course (Law), one who had concluded another graduate course (Philosophy) and three with the Physical Education course only⁶.

These data suggest that the former PET students of the program offered by ESEF/UFPel tend to continue studying, attending postgraduate programs. They also show that a significant number of former PET students were able to start *stricto sensu* programs (for master's and doctor's degrees), which are very disputed courses, especially if we consider that, specifically in Physical Education, according to data published by the Superior Education Student Improvement Coordination (CAPES - *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior*), there are twenty master's and only nine doctor's degree programs registered in 2008 in all national territory.⁷

The search for qualification in specialization courses and master's and doctor's degree programs is certainly associated with several factors, including the significant experience most of them had with research during the graduate program. The sentence created by M. R. A. J. (2006), who is currently attending a doctor's degree program, shows that, although a postgraduate program is not mandatory, the participation in PET made it easy and encouraged them to follow this option: "The experience with PET was decisive for the future of my career. The political, pedagogical and academic formation encouraged me to attend a postgraduate program and proceed with my university career". Maria Isabel Cunha (2003, p. 24), when commenting on the research practices in the postgraduate program and at the university, says that "[...] the target of indissociability of education and research includes the graduate courses and may be achieved as the conception of knowledge and the traditional forms of school and university organization are changed".

⁶ It should be noted that the information we used in this article correspond to the situation on the occasion the former students of the program answered our questionnaire, most of them in 2005 and 2006. Today, this situation is significantly different: some have left the city, most of those in postgraduate programs have concluded them and others started postgraduate programs, both *stricto* and *lato sensu* (specializations, master's and doctor's degrees).

⁷ Data from website <http://www.capes.gov.br/avaliacao/recomendados.html>.

The occupations of the former PET students in the program were very diversified, as many of them had more than one job. Trying to organize such diversity, we elaborated the following classification of their occupations: eleven were working in superior education (public and private universities and colleges), four of them were substitutes and also worked at primary and medium level schools, three at gyms, seven at gyms and schools, two were working only as personal training, two as personal training and in coordination activities, one was working with labor gym, one at a school in coordination activities, one exclusively attending a doctor's degree program, nineteen working exclusively at primary and medium level schools (one of them at a federal school – Application School), two of them did not provide information and five were working in another area rather than Physical Education.

These occupation data show some of the various and diverse options for the Physical Education professionals. Few of them start working just after graduation and remain there all their professional life. The study indicates that most of them have more than one job before getting consolidated in a more definitive career, and many times in distinct areas. Such diversity of occupations reveals that the philosophy on which the PET group of ESEF/UFPel has been based, of providing a diversified formation, respecting the individual options and interests of the members within the reach of education, research and extension, is in tune with the options found later in their occupations.

Another question brought up by these data refer to the separation of bachelor and licensed professionals. Many speeches say that this separation is based on the fact that licensed professionals would work specifically at schools and bachelor professionals would be able to work in other areas as well. Well, our data show that this idea does not agree with the complexity and reality of their insertion in the field of work, mainly the recent graduates. Our data from the former PET students show the market contingencies make innumerable professionals work in more than one place (gyms, schools, etc.), mainly for financial problems, and not for preference or vocation.

The respect for diversity observed in the studied group is also present in the different options of postgraduate programs. It should be noted that, besides the different specialties within Physical Education, the former PET students also started postgraduate programs in other areas: Education, where four had already achieved master's degree and one doctor's degree; health, where one student was about to achieve his doctor's degree and others were attending master's and doctor's degree programs, as well as others in areas

less related to Physical Education, such as Social Psychology, where one PET former student achieved doctor's degree.

Regarding their geographical location, we found out that three were working in São Paulo, two in Bahia, two in Paraná, two in Brasília, two in Santa Catarina, one in Goiás, one in Rio de Janeiro, one in Rondônia, one in Portugal, one was not found and 38 remained in the State of Rio Grande do Sul, who were distributed as follows: four in Porto Alegre, two in Rio Grande, one in Caxias do Sul, one in Teotônia, one in Camaquã, one in São Lourenço, one in Piratini and 27 in Pelotas⁸.

Still about the geographical situation, it should be noted that, although most of them were still working in Rio Grande do Sul, with only 27 (50%) in Pelotas after graduation, a significant number moved to other places across the national territory.

These almost similar numbers we found of students who remained in the city where they graduated to develop their professional career and students who went to other territories or came back to their home cities, show that the graduate course curriculums should consider these two possibilities, without establishing false dichotomies of local (regional) and global (national) areas. While the 50% that remained in the city where they graduated indicate a certain geographical empirical delimitation of professional work location perspective, the other 50%, who left the city for several reasons, suggest the curriculum and formation may be attentive to this more transversal and universal demand, without restricting the possibilities of work location to the local area. This search for new territories is something that tends to increase in the different professional areas. As the market gets more restricted and disputed, the possibility of a wanderer professional is greater, someone that has to be prepared and willing to live in other territories, either to attend a postgraduate program or for better professional proposals.

Another interesting point of this study was the importance the former PET students gave to this research; they were interested in answering the questionnaire and pointed out the academic and existential importance of the study. The possibility of meeting the group colleagues again was one of the most emphasized positive points. In addition., we were satisfied with the willingness many of them showed, helping us collect material and information and locate friends we could not contact. Such interest and involvement of

⁸ In this item, we considered the total 54 former PET students, as regardless of returning the questionnaire or not, we were not able to locate one of them only.

former PET students in the study is one more indicator of the relevance they gave to PET in their personal and professional lives.

4 MEMORY, AFFECTION AND KNOWLEDGE

PET was one of my possibilities of integration with the university. Through PET I could feel I was part of the academic universe, with all its inherent contradictions and conflicts. [...] showed me the best and worst things about the university institution (M. C. P., 2005).

When reading and analyzing the questionnaire answered by the former PET students, mainly the sentence they were requested to create, we noticed the importance PET has in their academic and professional formation. Such relevance is due to innumerable factors, including the PET work philosophy, which is modeled on a range of actions that involves: group work, balance and indissociability involving education, research and extension, political formation, the capability of intervention in the institutional space, among others. Many sentences point out the importance of these dimensions in the academic formation, such as that of F. F. M. (2005), which says: "[...] PET encouraged a constant search for knowledge and improvement in terms of education-research-extension triad", and the sentence of A. C. O. (2005), which says: "[...] in the group, I learned how to make a research, how to manage bureaucratic and coordination activities, etc., things that today I do in my job and maybe more easily than other people who did not have such experience".

Another aspect to be taken into account is the time the PET students remain in the group and the relations they establish with each other in this period. In the case of ESEF/UFPel group, most of them remain in PET three out of the four years of average duration of the graduate course. This long period of coexistence in a group that is not so large creates more intense academic and affectionate links than those built on more formal institutional spaces, such as the classroom. Debates, discords, consensuses, elections, agreements and disagreements enhance the intensity in the relations established among the group members, making it practically impossible to go through this experience without being affected by it. When the former PET students were asked to remind the meaning the group to them, a little of the power of that experience was clear in their sentences. Many said that it would be impossible to say something about PET in just one sentence, some of them asked more time to think of the sentence they would make, and others, such as R. S.

M. (2005), selected some words, or better yet, some concepts: "I opted for words: knowledge, intervention, party... integration, friends... world partners".

In terms of curriculum, one of the contributions of this study is the fact that it points out and consolidates the importance of alternative spaces to the classroom in the student's formation. In this sense, the meanings attributed to PET are one indicator of the relevance of other similar spaces – such as the groups of study, research and extension – in the curriculum and student's formation, where pedagogical practices, formation and knowledge creation and adequacy occur in a differentiated form from the spaces of disciplines.

Disciplines are usually structured and composed of revisions of preestablished contents, roll calls, fixed schedules - which become indicators of learning start and end-, scores and tests - which not rarely are still used as instruments of control, vigilance and discipline. These are pedagogical practices that constitute the "extensive curriculum", according to Pedro Demo (2005, p. 47), with:

[...] a content-based view behind it and which, because of that, always invents an expressive number of professors to teach something, a lot of things [...] as usual, they are referred to as 'subjects', but they are superficial flights, monitored by professors that characteristically also fly in knowledge superficiality (DEMO, 2005, p. 47).

In the emerging educational spaces, such as PET, a concept of discipline predominates, which is a result of a combined construction, an ethical pact, i.e., a self-discipline, instead of the discipline aiming at control and vigilance. Vigilance, as stated by Michel Foucault (1979), is part of the school code aiming at the discipline application in the society and the student's subjection, shaping him/her for an easy insertion in the social structure.⁹

In these curriculum spaces, knowledge is not treated only as information transmitted to the students. It is considered that knowledge establishes organic relations with power (FOUCAULT, 1979). It is a result of a social construction, produced by persons inserted in their historical contingencies. This way, knowledge is evaluated, contextualized and reconstructed, using the social practices and professional experiences as references, as indicated by António Nóvoa (1995).

⁹ For more information on Foucault's thoughts in terms of education, see: VEIGA NETO, Alfredo: **Foucault & a Educação**. Belo Horizonte: Autêntica, 2003. Specifically about the concept of discipline of Michel Foucault and his relation with education, see the article: CASTRO, Edgar. Leituras da modernidade educativa. Disciplina, biopolítica, ética. In: KOHAN, Walter Omar; GONDRA, José (Orgs.). **Foucault 80 anos**. Belo Horizonte: Autêntica, 2006. p. 63-78.

As it is related to the formation of people and not merely a training, as pointed out by Pedro Demo (2005. p. 54), "[...] it is definitively necessary to consider learning more carefully, mainly its reconstruction pretension", it is necessary to "[...] form individuals able to make their own histories, individual or collective ones".

In short, we could say that education and the teaching-learning process that predominates in spaces such as PET Groups and similar tend to appreciate the characteristic efforts of pedagogic practices. For being less rigorously ruled educational spaces, they allow to experience new educational practices, for instance of exchange of knowledge, solidarity among colleagues, or experience valorization, as stated by Walter Benjamin (1994, p. 198) when he associates knowledge, learning and especially narrative with experience: "[...] the experience transmitted from one person to another is the source to which all narrators refer".

When talking of the educational field, Jorge Larrosa especially denounces the non-valorization of the experience, in the sense attributed by Walter Benjamim. According to him, today, information predominates to the detriment of experimentation, but "information is not experience", the author alerts, and "[...] the information leaves no space to experience, it is almost the opposite of experience, almost an anti-experience" (BENJAMIN, 2002, p. 21). Later, Larrosa (2002) explains that it is not the experience converted into experiment through positivist rationality, but the experience based on the unpredictable, difference, singularity, and points out: "[...] the experience is not the way to a predicted objective, to a target known in advance, but an opening to the unknown, to what cannot be known in advance, neither 'preview' nor 'predict'" (LARROSA, 2002, p. 28).

When modeled on a philosophy of experience, the educational practices may be constituted in spaces that enable to "[...] explore limits, conditions, requirements, for us to make teaching and learning a game that allows us to increasingly teach the exercise of thinking the other way, being the other way" (GONDRA; KOHAN, 2006, p. 25).

Lastly, this text is also a study of memories, more specifically on the students' memories. Their contribution to curriculum studies is in this sense in the fact that the memory, as reminds Ecléia Bosi (2003), is always selective and prioritizes the most intense and significant experiences.

Knowledge, Formation And Student Memories: A Study On Wards PET/ESEF

Abstract: This article analyzes the importance that the University Students' Training Program (PET) offered by the Physical Education School (ESEF) of the Federal University in Pelotas (UFPEL) had on the formation of former PET students. Using the Cartography Methodology, an analysis was performed of data collected with a questionnaire sent to all 54 students of that group. The answers indicate the program as one of the most intense experiences in their academic lives; it was very important in their formation and professional life.

Keywords: Curriculum. Preceptorship. Problem-Based Learning.

Conocimiento, Formación y Memorias Discentes – Un Estudio a Partir del PET/ESEF

Resumen: Este artículo analiza el papel que el Programa de Educación Tutorial (PET) de la Escuela Superior de Educación Física (ESEF) de la Universidad Federal de Pelotas (UFPEL) tuvo en la formación de los alumnos que integraron el PET en años anteriores. Con empleo de la Metodología del Cartografía analizamos las informaciones que colectamos con el uso de un cuestionario-catastro que enviamos para todos los 54 estudiantes que hicieron parte de la historia del grupo. Las respuestas de los alumnos apuntan al programa como una de las experiencias más intensas en sus vidas académicas, siendo recordado como un diferencial en sus formaciones y en sus vidas profesionales.

Palabras-clave: Currículum. Tutoría. Aprendizaje Basado en Problemas

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