



Motricidade

ISSN: 1646-107X

motricidade.hmf@gmail.com

Desafio Singular - Unipessoal, Lda
Portugal

Gonçalves, F.; Aranha, A.
Science evaluation methods in Physical Education courses
Motricidade, vol. 5, núm. 3, 2009, p. 97
Desafio Singular - Unipessoal, Lda
Vila Real, Portugal

Available in: <http://www.redalyc.org/articulo.oa?id=273020560066>

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Science evaluation methods in Physical Education courses

F. Gonçalves, A. Aranha

Universidade de Trás-os-Montes e Alto Douro, Vila Real, Portugal

The central theme of this study is to verify what sort of evaluation the orientactors teachers of the physical education and sport's of monographs of the University of Trás-os-Montes and Alto Douro in Portugal base their judgement when evaluating (trainee) students of this institution for the subject of seminar.

In relation to the formative evaluation, we may conclude that, generally, the orientactors, in every reunion, makes his or her own conclusions in relation to future classifications, having to do constant feedbacks through a continuous evaluating system, in general. Only 33.3% of the orientactors actually tell their teacher-trainees their find evaluation, which for most of the orientactors, is focused on the conceptual and methodological part of the question. In relation to the reflection that each and every orientactor does about their own vigour, 83.3% realise this during the whole year, whereas 88.9% realise this at the end of the school year.

Most of the orientactors (55.6%) believe that they would be able to do a much better evaluation if they themselves had more time to spend with their trainers. At this moment, they only spend, roughly, an average of one to two ours per week with their students/trainers.

Finally 66.7% of the orientactors believe that all the teaching courses should give higher value to the formation in the area of evaluation because it is important to know how to evaluate correctly (58.3%), so as to be fairer with their students (16.7%). All this, so as to make the teaching system a fair one and so that our students may have more success (33,3%), to learn new evaluation strategies and instruments (8.3%). The remaining orientactors (25%) believe that there are no subjects that actually teach how to evaluate.

Key words: evaluation, orientactors, students, performance, teaching