

Perfil de egreso 2002/2011 de licenciatura en educación física

Grad student profile in physical education 2002 / 2011

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Resumen

El presente trabajo tiene como propósito comparar el perfil de egreso del plan de estudios de la licenciatura en educación física 2002, con el plan de estudios por competencias 2011 de las Escuelas Normales de México. Para ello, se hizo un análisis del contenido en dos etapas; en la primera cinco profesores-investigadores llevaron a cabo una revisión documental para integrar los cinco rasgos del perfil de egreso del plan 2002 y las competencias del plan 2011, en la búsqueda de similitudes y diferencias; en la segunda etapa se les entregó a los profesores de una escuela normal (N=30) los perfiles de egreso de los programas 2002 y 2011 con un instructivo para efectuar los análisis a partir de una lectura global y analítica.

Los resultados muestran que los contenidos de enseñanza, junto con las habilidades intelectuales, la competencia didáctica, la generación de ambientes formativos, así como la aplicación crítica del plan de estudios, son los elementos que más se repiten.

Palabras clave: perfil de egreso, licenciatura en educación física, escuelas normales, planes de estudio.

Abstract

This study aims to compare the profile of the curriculum for the degree course in physical education 2002, with curriculum competencies 2011 of the teaching schools in Mexico. For this reason, an analysis of the content in two stages; became in the first five researchers conducted a document review to integrate the five traits of the profile graduation of the 2002 plan and competencies of the 2011 plan, in the search for similarities and differences; in the second stage surrendered them to a normal school teachers (N=30) profiles of graduation programs 2002-2011 with an instruction to perform the analysis from a global and analytical reading. The results show that the contents of education, together with the intellectual skills, didactic competence, the generation of educational environments as well as the critical application of the curriculum, are the elements most repeated.

Keywords: profile of graduation, Bachelor's degree in physical education, teaching schools, programmes.

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Introduction

Curricula and teacher training programmes have had over the years different approaches that have marked the educational task of Mexico. To find out if they follow a guideline or contemplate completely different content, is useful to compare them together. The curriculum presented different structural elements in their profiles of entry and exit, curriculum map, explanation of the operation of the curriculum, etc.; however, here the profile is particularly important given that all the decisions taken in the curriculum depend on it, as well as the labor inclusion of graduates. The education given to young people is the key element that allows them to get a job above factors such as social networking, previous work experience, or his physical appearance (Aranda & Salgado, 2005; Del Campo, 2008). Hawes (2010) highlights the relationship between the profile and the society to consider the first as the way in which the graduate manages to respond to the demands of the second. Meanwhile, Huerta & Lugo (2009) consider that the profile is relevant if it covers the social needs of the institution. From this perspective, it is important to study the features of the profile to find out if it satisfies the demands of the society in general and specialized training. Throughout history, the vocational training of the graduate in physical education has presented some problems, especially with regard to the status and prestige of the profession. Also, sometimes still cannot transcend the Cartesian separation between body and mind that acts as a hidden in the classes of physical education curriculum and reinforcing narrow disciplinary concepts of the current, problematic education analyzed by different authors. Lagardera (2007) and Otero (2007) expressed that despite the improvement that has taken this course in relation to the social credibility and the achievements of the graduates, their teacher training remains based on scattered, lacking a coherent organization of theoretical knowledge and a consistent applicability, underpinned by obsolete conceptions that do not consider completely new scientific and educational paradigms. Fernández (2003) mentions some elements which make more difficult the training of teachers of physical education, considering that this not only has to do with the human body, but also with many other aspects of his personality, both psychologically and socially. In this sense, Gallardo (2006) points out that physical activity is a necessary element in the integral formation of the human being; previously only professionals were needed to cover the area of school physical education, but now this implies diversity of proposals in the field of sports, recreation, leisure

and training. Currently, physical education is paramount to maintaining the health and quality of life. To meet the demands of the physical education in different curricular levels, it is necessary to address the processes of the profile of racing responsible for train professionals in physical education.

The professional profile attempts to delineate the image of professional training. Despite the differences of approach between various authors (Arnaz, 2008; Cazares, 2014; Tobon, 2005), they agree that the profile is a personal social orientation, intellectual, professional and performance operating. Although there are various denominations of the above: model professional or specialist profile, the term most commonly used is the professional profile. The most important thing is not the name, but the curricular action means, because the main question that answers a professional profile is related to the purpose and ultimate meaning of training, allowing understand the purposes of this article.

Thus, the professional profile is designed as a preview of the characteristics, knowledge, skills, values and feelings to be developed by the students during their training process. Generally it defined as the ultimate goal to achieve at a certain level of education. Due to the current boom of competency-based approach to training it is also often introduce the concept of professional profile and skills that must be a graduate to face their professional practice.

Romero (2004) defines the profile of the physical educator and the most characteristic set of qualities that must have a professional of physical education and to provide a basis for the functions performed in the workplace.

In studies about the profile of graduates of the degree in physical education, positively highlight technical training as part of the powers of the physical educator (Saenz et al, 2009;. Campos, Ries & del Castillo, 2011; Uribe & Gaviria, 2004; Perez & Fernandez, 2005). Moreover, Vaca (2003) highlights the importance of periods of practice with monitoring and support of a consultant and under the support of a tutor of basic education.

In Mexico there have been different approaches to the teaching of physical education and the training of teachers. The object of interest of this work are the approaches of the curricula 2002 and 2011 which belong to two different stages in the conceptions of education reform that has been taking place in the country to improve the quality of education. An important moment in this evolution is the approach of the Integral Reform of Basic Education (RIEBER), oriented towards a competency-based education and poses a general discharge profile for the entire basic

education, where physical education has a place excelled in the field of physical development and health in preschool and physical education in primary and secondary.

There is a gap between aspirations and reality, the ideal curriculum and real, so it needs to appreciate the approach of the competencies of the graduate profile of the plan 2011. To this end, we propose to study the evolution of these concepts and approaches from the analysis of the tasks set in the 2002 plan, because only determine the points of contact and difference can best interactuarse with the training of teachers and the practice of physical education in the so-called real curriculum.

The curriculum of physical education degree in 2002, defined the profile of graduates as the set of knowledge, skills, abilities, attitudes and values that allow exercising the profession with quality and a high level of commitment; and the willingness and ability to develop their learning permanently based in the own driving experience and the systematic study consists of five specific traits: specific intellectual abilities, knowledge of teaching content, teaching competence, professional identity and ethics, and capacity perception and response to the social conditions of their students and the school environment. Profile for acquisition there is general training for primary school teachers and specific training for physical educators, which are divided into three training areas: mainly in school activities, outreach activities to school practice and intensive practice in real conditions job.

The graduate profile is key in making curriculum decisions; however, the relationship between both profiles curriculum is unknown. Our interest is to investigate the documentary analysis and explore the perspective of teachers around these profiles; therefore, the purpose of the study is to compare the profile of graduates of the curriculum of physical education degree in 2002 with the curriculum competency 2011 of the Normal School of Mexico.

Method

The work consists of a partial section of a larger research using a mixed research design as it combines quantitative and qualitative approaches to collecting and analyzing data. For this partial section worked with a bibliographical design because the two curricula, 2002 and 2011 were subjected to content analysis or speech from the document review, following the proposal of Krippendorff (1980) Loparco and Michinel (2008) and the center come from the analysis of

content related to the construction of categories of analysis inferred inductively's own speech curricula.

Participants

In a first stage four professors-researchers involved experts in the area of physical education and academic training of doctoral level; in the second stage he was chosen from a faculty of a normal school of Mexico (N = 70) a purposive sample of 30, considering his five (Table I) educational programs.

Table I. Teachers of the five degrees of normal school

Licenciatura	Hombres	Mujeres	Muestra
Educación física	10	3	13
Educación especial	0	2	2
Educación primaria	3	1	4
Educación preescolar	0	6	6
Educación telesecundaria	4	1	5
Total	17	13	30

Procedure

The content analysis was conducted in two distinct stages. The first was made from the document review by teachers and researchers, for which a table of double box the five traits of the graduate profile of the 2002 plan and the powers of the plan 2011 in the search were integrated similarities and differences; then it joins a line competition with the trait that has similarity in the text; then he proceeded to count how many similarities there are between each feature and competition total sum of vertically and horizontally to construct frequency tables.

In the second stage they are given to selected teachers (N = 30) exit profiles of the programs 2002 and 2011 to continue assessing similarities and differences, but this time with an instruction to carry out analyzes from a global reading both analytical and graduate profiles and the chart to record amounts.

After two readings similarities are identified and proceeds to locate categories between each paragraph of text, both the powers of program 2011 and 2002. The program features To get to build a sub-group and group them all, it was analyzed the frequency with which each category is repeated in the texts.

Results

First stage

After the analytical and global reading by the team of teachers and researchers, it was found that the characteristics of the graduate profile of the 2002 plan have a significant overlap with the profile competency 2011, since they appear 119 times in both programs (Table II). Despite having been created with a distance of ten years apart, they showed similarities in the formation of normal school teachers.

In the 2002 program analysis, the feature most often presented in 2011 is the knowledge of the contents of education; future teachers must know what is to be taught, in other words, ensure that they know what to teach in basic education.

The next feature of the graduate profile is teaching competence with which reaffirms that both the normal school programs seek to acquire teaching skills; from this perspective it is important that teachers mediate between students and content. This is observed with the intellectual skills as their match in the programs analyzed facilitates future teachers strategies to adapt and respond to the different problems they face when they graduate.

The remaining features are no less important, but its appearance in coincidence is less; the ability to sense and respond to the environment in both programs teacher establishes a relationship with the community. The professional and ethical identity is the feature that has the lowest score being strange to be one of those who make the good behavior of the teacher.

Table II. Frequencies and percentages of the 2002 program features appearing in 2011 from the perspective of teachers and researchers.

Rasgos	Frecuencia	%
Habilidades intelectuales	23	19.32
Conocimiento de contenidos de enseñanza	30	25.21
Competencia didáctica	27	22.68
Identidad profesional y ética	18	15.12
Capacidad de percepción y respuesta al entorno	21	17.64
Total	119	99.97

In the inverse analysis, reviewing the powers of the traits plan 2011 2002 (Table III), the group of teachers and researchers located three skills with similarity in relation to the number of appearances on the features of the graduate profile of the plan 2002; these competencies are: designing learning situations, critically applies the plan and curriculum, and creates training environments; these competencies highlight the elements necessary for teaching, so their match is identified with the appearance of features with the highest score in the table above.

On the other hand, both professional competence and general competence using ICT is not among the features of the graduate profile of the 2002 plan, which represents a significant change to the 2011 plan from the perspective of the knowledge society as it facilitates and access to it is a deficiency in the training of physical education graduates in 2002 plan.

Generic competition "working with others to create projects" is the highest score and check that both programs in a way looking for work among teachers for institutional improvement, benefiting learning. Another important aspect has to do with research training; in 2002 plan it does not appear in the features of tangible actions but reading a program to another are identified by having mentions.

Table III. Frequencies and percentages of the powers of the 2011 program listed in 2002 from the perspective of teachers and researchers.

Competencia	Frecuencia	%
Usa pensamiento crítico y creativo.	9	7.56
Aprende de manera permanente.	4	3.36
Colabora con otros para generar proyectos.	12	10.08
Actúa con sentido ético.	6	5.04
Aplica habilidades comunicativas.	3	2.52
Emplea las tecnologías de la información y comunicación.	0	0
Diseña situaciones didácticas.	19	15.96
Genera ambientes formativos.	17	14.28
Aplica críticamente el plan y programa de estudio.	18	15.12
Usa las TIC como herramienta.	0	0
Emplea la evaluación para intervenir.	5	4.20
Propicia y regula espacios de aprendizaje.	12	10.08
Actúa de manera ética ante la diversidad.	8	6.72
Utiliza recursos de la investigación.	3	2.52
Interviene de manera colaborativa con la comunidad escolar.	3	2.52
Total	119	100

Second stage:

After analyzing the data from the reading of 30 teachers it said that the educational intentions of both programs have similarities to match the reading of both focus groups; therefore professional skills: designing teaching situations, create learning environments and critical application of the curriculum, teacher training emphasize.

This is related to the comparison of the features of the graduate profile of the 2002 plan, leading to define the training included school teachers from 1997 until the change of plan 2011, it is aimed at the acquisition of teaching skills as self educational concept and rules of both plans involve a focus of the profiles based on what should be the teaching process in accordance with

the plans and programs of basic education; moreover, must show skills in designing learning environments where the work of the facilitator is obvious, so it is considered as a strength in the education offered by the colleges.

Another coincidence is presented in the competition "working with others to create projects", which speaks of the need for future teachers acquire skills in teamwork to meet the requirements of your environment.

However, deficiencies of one program to another are presented as both analysts agree that the use of ICT does not appear to be substantial in the 2002 plan and, on the contrary, the use of these itself is considered a professional competition in the plan 2011. A fact that deserves mention is the generic competition "applied communication skills", which detect low-incidence data from 30 teachers, which represents a further deficiency in the 2002 plan, especially considering the importance of cross-media content and to be treated by different subjects within the curriculum.

It is noteworthy that in general the reading of both groups have thrown matching data, since the values of both analyzes are similar. This may be due to two reasons: the first has to do with its essential design the two curricula have no radical changes and the second reason that the framework is shared by teachers in terms of context and learning environment, which may involve some similarity between them. This can lead to further analyzes contemporary education as just assumed the discourse of diversity (Table IV).

Table IV. Frequencies and percentages of the powers of the 2011 program listed in 2002 from the perspective of teachers.

Competencia	Frecuencia	%
Usa pensamiento crítico y creativo.	248	7.12
Aprende de manera permanente.	181	5.19
Colabora con otros para generar proyectos.	287	8.24
Actúa con sentido ético.	215	6.17
Aplica habilidades comunicativas.	131	3.76
Emplea las tecnologías de la información y comunicación.	162	4.65
<i>Competencias Generales</i>		35.13
Diseña situaciones didácticas.	418	12.00
Genera ambientes formativos.	393	11.28
Aplica críticamente el plan y programa de estudio.	280	8.03
Usa las TIC como herramienta.	70	2.00
Emplea la evaluación para intervenir.	185	5.31
Propicia y regula espacios de aprendizaje.	332	9.53
Actúa de manera ética ante la diversidad.	226	6.48
Utiliza recursos de la investigación.	193	5.54
Interviene de manera colaborativa con la comunidad escolar.	162	4.65
<i>Competencias Profesionales</i>		64.82
Total	3483	99.95

Having similarities in the programs now seeks to identify categories for each generic and professional competence with the characteristics of the graduate profile; 24 are the categories where the matches are grouped.

The category that appears most frequently is the professional commitment, responsibility and interacting with activities that involve improvements in teacher performance. This is positive if

we take into account that are attitudinal which should characterize professional practice. Such data is contradictory in ethics, which appeared infrequently (small magnitude); however, it is worth mentioning that in those categories ethics is implied.

Subsequent analysis and hermeneutical approaches to speech units should deepen this issue, which goes beyond the scope of the preliminary nature of this study.

A second category is the design, which is assumed to be constant and ongoing activity of teaching.

There are also more specific categories related to teaching, such as collaboration, attention to diversity, planning and building environments. These can not be excluded from the analysis because they represent everyday actions of teaching in basic education and any other level.

The remaining categories are less recurrent, but no less important for being activities in education. Draws attention to its appearance as a category is lower when compared with the programs, hence categories like autonomy, problem solving, research, ICT, joint, adaptation and creation of projects, reading comprehension, expression, critical thinking, relationship with other areas, assessment, respect, culture and preservation of the environment, make up the total of categories in the analysis.

Undoubtedly built and inferred categories refer to actions essential to the formation of a professional. There are sub categories, most of which (11) are directly related to teaching; other categories (6) are related to research and innovation content; a subset of values (in April), and the remainder (3) arises are categories of social sphere. These categories are concentrated in Table V.

Table V. categories and subcategories built

Docencia	Investigación e Innovación	Valores	Social
Compromiso profesional	Diseño	Autonomía	Comunicación
Planeación	Resolución de problemas	Colaboración	Cultura
Atención a la diversidad	Uso de TIC	Respeto	Expresión
Característica de alumnos	Pensamiento crítico	Preservación del medio	
Articulación	Creación de proyectos		
Creación de ambientes			
Adaptación			
Evaluación			
Relación con otras áreas			

After reviewing both curricula and based on the two groups of subjects, a line of continuity entirely consistent with the conception of both plans related to a common teacher training seen any discipline, which comes in line with the ideas lifelong learning that focuses more on that in the specialized general education. This in order to further develop the competence of lifelong learning, but clearly more studies and assessments to the curricula achieve the necessary balance between general and specialized training, between theory and practice are needed, all foundations of educational thought Contemporary from complex cultural views.

Discussion

Hawes (2010) mentions that teacher training should consider the relationship between those who make up the graduate profile, a situation that arises when looking categories in this analysis. Perrenoud (2009) proposes ten criteria on training, which coincide with categories found in this study that deal with problem-based learning and formative assessment.

In the same logic matches Gonzalez, Araneda, Hernandez & Lorca (2005) present three blocks for the training of teachers where knowledge related to the design of education, socio-educational situations, teaching content, context knowledge, pedagogical knowledge usually appear and educational content; which they have similarities regarding the categories "teaching" and "social", built in the present analysis.

For Zabalza (2005), knowledge and discipline aspects of attitudes and values are elements of the graduate profile of teachers; this match Roas & Ferras (2010), who value respect, listening, good communication and lesson preparation, knowledge considered by both curricula within the subcategory of values, leaving out disciplinary knowledge.

In reviewing the categories constructed in our work's own speech curricula and mediated by the interpretations of the subject, we can establish similarities with the proposals of authors like Romero (2004; 2009), Perez & Fernandez (2005), Urive & Garivia (2004), Campos, Ries & Castle (2011), considering the formation of physical educators in three or four areas as subcategories were located, without considering specific aspects in the area.

Our results show similarities with the work of Romero (2004) with regard to research and training factor, and with Perez & Fernandez (2005) in areas such as student knowledge, cultural elements and disciplinary knowledge. Despite being specific perpetrators of physical education teacher coincide with authors and equal training with the categories found; with Gallardo (2006) and Saenz, et al., (2009) by knowledge of information technologies, autonomous collection of information, problem solving ability, ability to appreciate different points of view, ability to communicate orally in public written, self-confidence and innovative and critical skills; These, as I mentioned earlier, appear to be essential knowledge to be covered by a teacher regardless of the area in which it operates. Also, the research competence and that includes values, seen in our analysis coincide with those raised by Uribe & Gaviria (2004).

The built categories, inferred programs and the work of interpretation of the selected players, match Romero (2009) by sociocultural and disciplinary aspects regarding the management, promotion and organization of activities.

The documentary analysis of both plans a stronger orientation towards the general skills you should possess any teacher without appearing directly expressed the physical educator is inferred; although it should be noted that when these programs are referred to the disciplinary knowledge, aspects such as sports training, recreation, sport, physical activity, which are qualitative specifics of the formation of a physical educator, already implicit.

Conclusions

Teaching content with the intellectual skills, teaching competence of a plan and design environments, generation of training environments and critical application of the curriculum, are the elements that are repeated, consistent with the practice of the actors consulted as part of the basic educational competence for work; however, training for physical educators explicitly does not cover the need for competition discipline.

The categories represent the capacity of a normal school graduates to venture into the field of teaching in different contexts and assimilating the necessary features for it, should only be considered greater intercultural training to better adapt and respond to the needs required.

The documentary analysis of both plans a stronger orientation towards the general skills you should possess any teacher without appearing directly expressed the physical educator is inferred; although it should be noted that when these programs are referred to the disciplinary knowledge, aspects such as sports training, recreation, sport, physical activity, which are qualitative specifics of the formation of a physical educator, already implicit.

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