

Postgraduate Physical Education Program at São Judas Tadeu University, SP

Programa de Pós-Graduação em Educação Física da Universidade São Judas Tadeu-SP

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Abstract

The objectives of this paper were to present the Postgraduate Physical Education Program of São Judas Tadeu University, and to report on the circumstances of the creation of the master's and doctoral courses in 2004 and 2010 respectively. Thus, this paper describes the objectives of the program; its curricular structure; the academic teaching staff; how the students are selected; the actions taken towards implementing scientific production from the academic teaching staff and students; and the major issues faced in developing the program. The paper finishes by looking ahead in relation to the guidance from CAPES for Area 21.

Keywords

Physical education; Postgraduate education; Master's degree; Doctorate.

Resumo

Este artigo tem como objetivo apresentar o Programa de Pós Graduação em Educação Física da Universidade São Judas Tadeu, relatando as circunstâncias da criação dos cursos de Mestrado em 2004 e de Doutorado em 2010. Para isso serão descritos o objetivo do programa, sua estrutura curricular, o corpo docente e a forma de ingresso discente, bem como as ações para implementar a produção científica docente e discente, as dificuldades enfrentadas no seu desenvolvimento, finalizando com uma visão prospectiva face à orientação da Capes para a Área 21.

Palavras-chave

Palavras-chave: Educação Física; Pós Graduação; Mestrado; Doutorado.

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INTRODUCTION

São Judas Tadeu University (USJT) was created 41 years ago to incorporate the São Judas Tadeu Educational Complex, which had begun in 1947. It offers 30 undergraduate courses, nine specific training courses covering a wide range of knowledge and two higher education technological courses. The university has two campuses, in the districts of Butantã and Mooca. The Mooca unit alone, which has an area of approximately 80,000 square meters, houses around 20,000 students, 610 teachers and 490 other employees.

Although USJT has a tradition in undergraduate courses, which have mostly been graded 4 or higher in assessments made by the Ministry of Education (MEC/INEP), production of knowledge has always been among its objectives. This can be noted through the creation of the Research Center, the implementation of a differentiated Scientific Initiation regime and the establishment of Research Nuclei within different fields of knowledge, thereby constituting the path towards postgraduate education. Currently, the university has 29 *Lato Sensu* specialization courses and four *Stricto Sensu* programs that are recognized by CAPES: Philosophy (2002); Physical Education (2003); Architecture and Urbanism (2004); and Aging Sciences (2009).

The objective of this paper was to present the Postgraduate Physical Education Program (PGEDF) of São Judas Tadeu University, highlighting its objectives, the curricular structure, the teaching staff and the main elements of its development, by means of information gathered from the program's coordination office, taking the CAPES collection as the main source.

BRIEF HISTORY

The Postgraduate Physical Education Program (PGEDF) of USJT originated from the specific Research Nucleus within the field of Physical Education, which was constituted by USJT at the beginning of 2001. This Nucleus was formed by several study groups along different thematic lines, and was registered with CNPq's research group directory, with research projects that were subsequently published as articles or book chapters.

Thus, the creation of the project for the Postgraduate Program, consonant with the quality criteria required by CAPES, resulted from convergence of the interests of the university's teachers, whose aim was to produce knowledge within the field, and those of an institution that was proposing to offer appropriate conditions for developing this project.

The PGEDF firstly offered the master's course and, as recommended by the Scientific Technical Council (CTC) of CAPES in December 2003, its first group began the course in February 2004. At that time, there were only 11 postgraduate physical education programs in Brazil: four in the state of São Paulo, two in Santa Catarina and one each in the states of Rio de Janeiro, Rio Grande do Sul, Minas Gerais, Paraná and the Federal District. The PGEDF-USJT was the fourth to be created in a private institution in the country and the second in the state of São Paulo. In the first and second three-year assessments (2004/2005/2006 and 2007/2008/2009), this program achieved grade 4, through fulfilling the guidance from CAPES. The quality of the master's course was shown when the CTC recommended the doctoral course at its 114th meeting, in December 2009. Thus, USJT was

the first private institution in the state of São Paulo to offer *Stricto Sensu* postgraduate physical education programs at both the master's and the doctoral training levels.

OBJECTIVES OF THE PGEDF-USJT

The **objective** of the PGEDF is to train researchers in this field and qualify teachers for higher levels, with specialization in human motricity studies, by means of deepening their specific knowledge of physical education and correlated fields that permeate its development. In this manner, the possibility of contributing towards training better university teachers and expanding scientific production in physical education can be discerned. This has been demonstrated from the results obtained by individuals who have completed the courses: out of the 126 master's students and four doctoral students who had received their titles up to June 2012, 57 have been approved in public and private competitions for teaching positions in higher education institutions in various Brazilian states, and a further six of them have achieved course coordinator positions.

ORGANIZATIONAL STRUCTURE OF THE PGEDF-USJT

The Basic Area of the program is defined as Physical Education, and the Area of Concentration is defined as "School, Sport, Physical Activity and Health". The program includes methodological, pedagogical, biodynamic and psychosocial studies that are manifested in practicing physical education and sport, within different spheres of application, from the perspective of quality of life.

The projects and studies are distributed into four Research Lines (RL):

- RL1: *Physical activity and organic dysfunctions*

In this, the association between physical activity and organic dysfunctions is studied in terms of its morphological, physiological, nutritional, psychological and biomechanical factors, in experimental models and in different populations. The interactions between these dysfunctions and control over human posture and movement is also investigated.

- RL2: *Physical education, school and society*

This brings together historical, social, political and pedagogical studies on physical education within school and non-school contexts, starting from the methodologies of biological and human sciences. In addition, this line covers aspects of professional training and activity.

- RL3: *Sports phenomenon*

This focuses on studies on the different dimensions of the phenomenon of "Sport": educational, recreational and high-yield, analyzed from the social, pedagogical, psychological and biodynamic perspectives.

- RL4: *Health promotion and preventive healthcare*

In this, the application of basic constructs of health promotion is studied from the perspective of physical education, and research relating to physical activity within preventive healthcare is developed at several levels: physiological, morphological, metabolic and perceptive. The results from different populations' participation in physical education and physical activity programs are also studied in terms of anthropological, biological, psychosocial, educational, sensory and motor factors.

The teaching staff believes that, in order to maintain the specificity of the field of physical education, it is important to have a research line and projects focusing on the field of pedagogy that follow the approaches of human and social sciences. For this, maintenance of the teaching staff is seen as a priority in the program, and expansion of specific qualified production is sought in this field.

The current **teaching staff** is formed by 12 teachers who are permanent staff and two who are collaborators. Their links to the research lines are shown in Chart 1, along with the numbers of research groups registered with CNPq that they lead.

Chart 1 – Teaching staff and research groups according to research line

Research line	Teacher	Category
Physical activity and organic dysfunctions 7 research groups	Bruno Rodrigues	Permanent
	Claudia Borim da Silva	Collaborator
	Eliane Florêncio Gama	Permanent
	Érico Chagas Caperuto	Permanent
	Laura Maifrino	Permanent
	Romeu R. Souza	Permanent
	Ulysses Ervilha	Permanent
Physical education, school and society 2 research groups	Cássio de Miranda Meira Jr.	Collaborator
	Elisabete dos Santos Freire	Permanent
	Graciele Massoli Rodrigues	Permanent
	Maria Luiza J. Miranda	Permanent
	Sheila Ap. P. Santos Silva	Permanent
Sports phenomenon 2 research groups	Cássio de Miranda Meira Jr.	Collaborator
	Claudia Borim da Silva	Collaborator
	Graciele Massoli Rodrigues	Permanent
	Maria Regina Brandão	Permanent
	Sheila Ap. P. Santos Silva	Permanent
	Ulysses Ervilha	Permanent
Health promotion and preventive healthcare 4 research groups	Aylton Figueira Jr.	Permanent
	Bruno Rodrigues	Permanent
	Claudia Borim da Silva	Collaborator
	Eliane Florêncio Gama	Permanent
	Érico Chagas Caperuto	Permanent
	Maria Luiza J. Miranda	Permanent

These groups develop their studies in the following laboratories: Human Movement Pedagogy Laboratory, Body Perception and Movement Laboratory, Human Movement Laboratory, Experimental Physiology Laboratory, Morphoquantitative and Immunohistochemical Studies Laboratory and Biomechanics Laboratory.

SELECTION PROCESS

Every year, 25 places for the master's course and 10 for the doctoral course are made available, with differentiated selection processes. For the master's course, there are four stages: written test, analysis on research projects and interview, all of eliminatory nature; and analysis on the candidate's Lattes curriculum vitae, of classificatory nature. For the doctoral course, there are three stages, i.e. without the written test. The guidelines for the selection process are established through a public notice released as an internet page (<http://www.usjt.br/pgedf/>).

The distribution of the candidates enrolled, approved/registered and awarded their titles through selection processes for master's and doctoral degrees over the years is shown in Table 1:

Table 1 – Distribution of candidates enrolled and approved in selection processes

Year	Candidates M	Registered M	Title awarded M	Candidates D	Registered D	Title awarded D
2004	58	15	15			
2005	58	20	18			
2006	50	20	19			
2007	43	19	18			
2008	53	19	18			
2009	53	20	17			
2010	57	15	14	22	12	
2011	48	16		23	12	2
2012	30	12		24	9	2

The PGEDF receives candidates from many places in Brazil, coming from both public and private universities, and comprise university teachers, recently trained professionals and a large number of members of study and research groups at USJT itself.

ACTIONS AIMED TOWARDS EXPANDING SCIENTIFIC PRODUCTION

The targets of the program are established by the collegiate body of the course, which seeks to keep the targets faithful to the purposes declared at the time when the program was created, and also to comply with the guidance of the coordination office, which informs the group about the guidelines emanating from CAPES/Area 21. These targets guide the teachers' and students' actions and direct the interlocution that is necessary between the program and other bodies within USJT. There has been a significant improvement in production over the last few years, going from 76 articles produced over the first three-year period of the program's existence to 138 in the second three-year period, with 11 and 12 academic teaching staff, respectively. In September 2012, the production through the program stood at 114 published articles, and a further 15 articles, three books and six book chapters had been approved for publication. The differential in the present three-year period is that there is a tendency for publication in the upper strata of Qualis to predominate. Even when participation in specific scientific events is not scored by Area 21, the teachers and students have invested in this with the aim of divulging the results from their investigations and expanding the visibility of the program.

Among the actions undertaken towards expanding the teachers' and students' scientific production, the collegiate body's decision to increase the requirement that articles relating to dissertation or thesis studies has been shown to be very correct. Defense of master's dissertations can only take place after submission of an article to a qualified periodical, and defense of doctoral theses only after acceptance of the article.

The PGEDF has also sought to expand research collaborations and links with other institutions and researchers, both nationally and internationally. Partnerships have already been established with the following universities: Aalborg, Denmark; Lisbon Technical University, Portugal; Cauca, Colombia; and, in Brazil, UNIFESP, USP and UNICAMP, among others.

DEVELOPMENT OF PGEDF-USJT IN THE LIGHT OF GUIDANCE FROM CAPES FOR AREA 21

Procedures aimed towards growth and evolution of the PGEDF have been expressed in an action plan. This plan aims to increase the numbers of published articles from teachers and students, while maintaining the quality of this production, in order to consolidate

the grading of the course and, in the future, attain a higher grade. The program's production has gradually become carried internationally. Both the teachers and the students who have not yet started to do this are being stimulated to do so, including through institutional support for preparing English-language translations of their studies.

Another point envisaged in the action plan consists of drawing up thematic projects involving several teachers within the research lines of the program. The guiding direction for the first thematic project has been given by the project "Seniors for an Active Life", coordinated by Prof Dr. Maria Luiza J. Miranda and Prof Dr. Ana Martha Limongelli. In this, there are studies on the physiological, biochemical, nutritional, psychological and pedagogical factors relating to elderly people participating in this extension program at USJT, and it involves teachers within the PGEDF and the Aging Sciences Program. The principal investigator for the Teen Program, which relates to aspects of adolescence, is Dr. Aylton Figueira Jr. In addition to wide social coverage, this project will diagnose the health, lifestyle and risk factor characteristics among adolescents in the state of São Paulo, thereby offering many opportunities for advising the community through the different linked studies. This will also make it possible to generate a large number of scientific initiation studies and course conclusion studies at undergraduate, master's and doctoral levels.

The program continues to have the aim of seeking support for research by means of competitions announced publicly by different bodies. Despite the difficulties and restrictions placed on private institutions, projects have constantly been sent to funding agencies and some have been approved, on the topics of Professional Training and Physiology of Exercise.

The permanent teaching staff of the program is supported financially by funding bodies and by USJT itself for participating in scientific events, both nationally and internationally. There has been constant movement in this regard since specific funds for teachers to attend such events were implemented during the preceding three-year period. In 2011, teachers participated in 12 international events and 37 national events. These, added to those of previous years, publicized the production of the program and the institution.

FINAL REMARKS

The PGEDF-USJT is constantly evolving, consonant with the consolidation envisaged in previous years. The indicators relating to defended dissertations and theses, the bursaries and aid obtained from funding bodies and from USJT itself, the institutional support for publication and for teachers to go to events, and the increasing volume of production, just to cite a few of the relevant points, demonstrate this evolution.

Commitment from the entire teaching staff towards rigor in the procedures and requirements that are essential for the program's consolidation, and the search for continual evolution, is another very positive factor to be taken into consideration. In addition to the meetings of the collegiate body, there is constant contact between the teachers and between them and the coordination office, aimed towards identifying the needs and solutions for good progress in studies and for overcoming obstacles. This system has contributed such that the program presents development equivalent to that of renowned and well-regarded public institutions.

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