

**DIDÁTICA EM MOVIMENTO: PODCAST COMO FERRAMENTA**  
**DIDACTICS IN MOTION: PODCAST AS A TOOL**  
**DIDÁCTICA EN MOVIMIENTO: PODCAST COMO HERRAMIENTA**

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**Resumo:** O objetivo desta pesquisa foi desenvolver uma série de podcasts voltados para oferecer apoio pedagógico a professores na área de Educação Física, especificamente para os 4º e 5º anos do ensino fundamental em uma instituição educacional localizada em Santander, Colômbia. O estudo foi realizado utilizando uma abordagem metodológica mista com um desenho não experimental, o que permitiu a combinação de métodos quantitativos e qualitativos para uma compreensão mais profunda do fenômeno educacional. O principal instrumento utilizado foi um questionário aplicado a sete professores que, embora não sejam especialistas em Educação Física, são responsáveis por ministrar essa disciplina no nível primário. Os resultados mostraram que, apesar de os docentes demonstrarem bom domínio dos contextos escolares, do currículo e dos conceitos pedagógicos gerais, existem lacunas na integração desses elementos com os princípios didáticos específicos da Educação Física. Essa desconexão limita o alcance formativo da disciplina e a possibilidade de desenvolver competências fundamentais, como habilidades motoras, expressão corporal e formação axiológica. Com base nesses achados, foram elaborados episódios de podcast com a participação de convidados especialistas — psicólogos, treinadores e professores da área — que ofereceram perspectivas interdisciplinares. O podcast consolidou-se como uma ferramenta acessível e flexível que fortalece as práticas em sala de aula, permite a reflexão sobre o ensino e promove um planejamento mais consciente e eficaz, beneficiando tanto o professor quanto o desenvolvimento integral do aluno.

**Palavras-chave:** Educação física. Podcasts. Competência.

**Abstract:** The purpose of this research was to design a series of podcasts aimed at providing pedagogical support to teachers in the area of physical education, specifically for the fourth and fifth grades of primary school at an educational institution in Santander, Colombia. The study was conducted using a mixed-method approach with a non-experimental design, which allowed for the combination of quantitative and qualitative methods for a deeper understanding of the educational phenomenon. The main instrument used was a questionnaire addressed to seven teachers who, although not specialists in physical education, are responsible for teaching this subject at the primary level. The results showed that, although teachers have a good command of school contexts, the curriculum, and general pedagogical concepts, there are gaps in the integration of these elements with the specific didactic principles of physical education. This disconnect limits the formative scope of the subject and the possibility of developing key competencies such as motor skills, body expression, and axiological formation. Based on these findings, podcast episodes were designed with expert guests—psychologists, coaches, and teachers in the field—who provided interdisciplinary perspectives. The podcast became established as an accessible and flexible tool that strengthens classroom practices, allows for reflection on teaching, and promotes more conscious and effective planning, benefiting both the teacher and the student's overall development.

**Key words:** Physical education. Podcasts. Competence.

**Resumen:** La presente investigación tuvo como propósito diseñar una serie de podcasts orientados al acompañamiento pedagógico de docentes en el área de educación física, específicamente para los grados cuarto y quinto de primaria de una institución educativa de Santander-Colômbia. El estudio se desarrolló bajo un enfoque mixto con un diseño no experimental, lo que permitió combinar métodos cuantitativos y cualitativos para una comprensión más profunda del fenómeno educativo. Como instrumento principal se utilizó un cuestionario dirigido a siete docentes que, aunque no son especialistas en educación física, son

responsables de impartir esta asignatura en el nivel primario. Los resultados evidenciaron que, si bien los maestros tienen un buen manejo de los contextos escolares, del currículo y de conceptos pedagógicos generales, existen vacíos en la integración de estos elementos con los principios didácticos específicos de la educación física. Esta desconexión limita el alcance formativo de la asignatura y la posibilidad de desarrollar competencias clave como la motricidad, la expresión corporal y la formación axiológica. A partir de estos hallazgos, se diseñaron episodios de podcast con invitados expertos —psicólogos, entrenadores y docentes en el área— que aportaron perspectivas interdisciplinarias. El podcast se consolidó, así como una herramienta accesible y flexible que fortalece las prácticas de aula, permite reflexionar sobre la enseñanza y promueve una planificación más consciente y efectiva, beneficiando tanto al docente como al desarrollo integral del estudiante.

**Palabras clave:** Educación Física. Podcasts. Competencia.

## 1. INTRODUCTION

This research proposes the design of a support tool for fourth- and fifth-grade elementary school teachers at an educational institution in Santander, Colombia, to strengthen the teaching of physical education. This tool is complemented by a series of podcasts, the objective of which is to offer a resource that enriches teaching with diverse multidisciplinary perspectives. These perspectives seek to complement the development of competencies established by the Colombian Ministry of National Education, classified into three areas: motor skills, body expression, and body values (axiological). This proposal responds to the reality of the Colombian school context, where it is common for the same teacher to be in charge of all the subjects for a group during the school year.

It should be noted that basic education, both in primary and secondary education, is organized into training areas that group concepts, skills, values, and attitudes linked to different cultural dimensions. These areas include: Natural Sciences and Health Education, Social Sciences, Aesthetic Education, Physical Education, Recreation and Sports, Religious and Moral Education, Spanish and Literature, and Mathematics (HENAO-ÁLVAREZ & ZAPATA-RUIZ, 1994). In this regard, it is important to highlight that the development and research surrounding Information and Communication Technologies (ICT) are advancing rapidly and encompass all sectors of society, including education. However, when it comes to the educational field, it is essential to consider that, although concepts and theories may be universal in nature, their application must be tailored to the specificities of each context.

In the case of Colombia, several factors limit the progress of public education management, demonstrating a lack of state commitment. As Duarte-Agudelo (2003) points out, few evaluations have been conducted of implemented educational development programs, and there is limited documentation on how teachers' work is managed, as well as on the processes and variables that hinder the proper execution of educational projects.

This project seeks to improve lesson planning and strengthen the development of key competencies such as motor skills, body expression skills, and body axiology skills, as defined by the Colombian Ministry of National Education (2010). These competencies encompass various skills that students must acquire and assimilate, as proposed by Piaget (1974).

Assimilation allows students to transfer these skills and apply them in different contexts, even if these differ from the environment in which they were initially learned (CÁRDENAS-PÉREZ, 2011). Within this framework, Ruíz-Pérez (2014) proposes that to properly understand motor skills, it is necessary to approach them from two perspectives. On the one hand, a global perspective that analyzes their manifestation in complex situations, where cognitive, motor, social, and emotional elements are integrated. On the other hand, a more specific perspective focuses on the specific motor skills evident during sports activities or physical education classes. According to this author, the general is understood from the particular, and to understand motor competence in its entirety, it is essential to consider it from a holistic perspective.

Regarding the development of bodily expressive competence, this should be geared toward enabling students to adequately control and channel their emotions (MINISTRY OF NATIONAL EDUCATION, 2010). Furthermore, bodily axiological competence not only facilitates social interaction but also promotes inclusion and respect for individual differences in the learning process. This includes both locomotor and non-locomotor skills and encompasses behaviors, responses, and actions in response to various situations and stimuli (DÍAZ-ROSETO, 2013).

According to Di Marzio & Gratti (2020), a podcast is a digital audio file stored on servers or magnetic devices. Its content typically focuses on conversations, opinions, or materials of interest to users. They can access it from anywhere and through various digital media. What is remarkable about the podcast is its endurance, since, despite the emergence of more advanced technologies, it continues to be a widely used tool for disseminating information. Its success lies in its ease of access, practicality, and its characteristic methodology, which allows it to remain relevant and compete with other contemporary formats such as instant messaging, vlogs, and social media. In this context, the podcast format is not a definitive solution, but it does offer valuable alternatives for teachers who, without a degree in physical education, wish to strengthen their pedagogical skills. In this sense, Aponza- Carabali (2024) argues that podcasts are an effective option for delving deeper into educational topics, thanks to the ease with which content can be accessed in audio format from any device, at any time and place, without having to be in the classroom. This modality expands learning possibilities and gives new value to the use of mobile devices, transcending their traditional entertainment function.

## **2. METHODS**

This research adopts a mixed-method approach, seeking to understand from a phenomenological perspective how fourth- and fifth-grade teachers manage the competencies developed in physical education (RAMOS-GALARZA, 2020). It also aims to incorporate these competencies into a podcast, which will serve as a tool to promote the

construction of critical knowledge through the participation of guests from different disciplines (LAASER ET AL., 2010). Furthermore, the impact of the podcast on the appropriation of these competencies by teachers who are not physical education specialists will be evaluated, using questionnaires as measurement instruments. The mixed-method approach was chosen because it allows for combining a qualitative exploration of the phenomenon with the collection of quantitative data that will help determine whether these competencies have been effectively integrated into teaching practice (RAMOS-GALARZA, 2020).

The study group is made up of all the teachers from a public institution in Santander-Colombia, who serve as group leaders in the fourth and fifth grades of primary school, totaling seven participants. It should be noted that none of these teachers have training in physical education, and their participation in the research was voluntary. Establishing inclusion criteria allows for a more precise delimitation of the sample, facilitating data collection aligned with the study's objectives and generating relevant and applicable results. In this regard, Arias-Gómez et al. (2016) explain that inclusion criteria refer to the specific characteristics that individuals must possess to be part of the research population.

It has to be said that the questionnaire used to analyze the quantity data was developed based on an adaptation of the instrument proposed by Fierro et al. (2018), the objective of which is to design and validate a tool to assess didactic content knowledge in the area of Physical Education. This questionnaire covers seven components: general pedagogical knowledge, specific knowledge of Physical Education, assessment, curriculum, classroom management, and the relationship between theory and practice. The questions are structured on a Likert-type scale with three response options: always, almost always, and never. In addition, two open-ended qualitative questions were included, aimed at exploring teachers' perceptions and needs when teaching physical education classes.

The second phase of the study consisted of a validation process by experts, who were given an evaluation rubric to rate technical and content aspects of the chapters developed. After completing the rubric, they were given a structured interview using the SWOT matrix as a reference.

### **3. RESULTS AND ANALYSIS**

The results were obtained through a questionnaire composed of thirty-five questions, organized around seven fundamental components for the development of a physical education class. Each block of questions was designed based on these specific components.

The components assessed were: general pedagogical knowledge, specific knowledge in the area of physical education, knowledge of teaching strategies, assessment, curriculum, classroom management, and the articulation between theory and practice. The

questionnaire was administered to seven primary school teachers at a Colombian public school. The categories and their respective questions are expressed below:

Category 1 General Pedagogical Knowledge (items 1-5)

1. I focus on ensuring all students master the key content of Physical Education at its different levels.
2. It allows me to present students with various learning opportunities through a wide range of teaching strategies.
3. It goes beyond mastery of specific (disciplinary) content to make it understandable to all students in my classroom.
4. It helps me systematize my most effective teaching strategies so I can later replicate them in different classrooms and contexts.
5. It allows me to know which teaching strategies contribute most to the learning of certain content.

Category 2 Knowledge in the area of physical education (items 6-10)

6. It allows me to stay up-to-date and have a broad command of the content I teach.
7. It presents a wide range of possibilities for teaching the content, so that students build a solid learning foundation.
8. It makes it possible to adequately cover the content specified in the Physical Education curriculum for the different levels of the school system.
9. It translates into the opportunity to understand the teaching-learning processes specific to the discipline I teach.
10. It allows me to focus on students' understanding of the content I teach.

Category 3 Knowledge of teaching strategies (items 11-15)

11. I plan activities that ensure the achievement of objectives, considering the characteristics of the students.
12. I use advanced teaching strategies that contribute to content learning.
13. I use a variety of teaching-learning strategies consistent with the nature of the objectives.
14. I adapt knowledge of the Physical Education discipline into a knowledge that is accessible to my students.
15. I generate challenging teaching strategies for student learning according to context.

Category 4 Assessment Knowledge (items 16-20)

16. They allow me to develop assessment tools consistent with the planned learning objectives.
17. They enable me to monitor the process of students' understanding and appropriation of learning.
18. They help me use the information provided by the assessment to identify strengths and weaknesses in my teaching.
19. They allow me to select assessment strategies and tools based on the type of

learning to be achieved, preferably procedural.

20. They allow me to provide feedback to my students based on their academic achievements within the framework of the Physical Education curriculum.

Category 5 Curriculum Knowledge (items 21-25)

21. They allow me to understand the pedagogical foundations on which the Physical Education curriculum is built.
22. They enable me to integrate learning from the different areas of the curriculum, recognizing the interdependencies between them.
23. They allow me to understand the progression established by the national curriculum for the educational level of my specialty.
24. They allow me to base the pedagogical decisions I make in my educational planning.
25. They enable me to be prepared to plan the teaching process, taking into account the organization of the national curriculum.

Category 6 Classroom Mastery (items 26-30)

26. I know how to create welcoming and stimulating spaces for all students' holistic learning.
27. I know how to promote students' understanding of the meaning of educational activities in the Physical Education sector.
28. I am prepared to establish rules of coexistence based on tolerance and mutual respect.
29. I am prepared to manage class time to support planned learning objectives.
30. I ensure the flow of pedagogical work through proper organization of space.

Category 7 Theory-Practice Relationship (items 31-35)

31. Systematically reflect on learning objectives to make them meaningful to students.
32. Seek new teaching possibilities when those implemented in the Physical Education classroom are not yielding the expected results.
33. Be prepared to introduce changes to improve my teaching practice based on the learning outcomes achieved.
34. Systematize activities that have been successful with my students.
35. Raise students' levels of content comprehension by coordinating both aspects in the Physical Education classroom.

In the following paragraphs the results for the seven categories evaluated are presented, along with their respective interpretative analysis. Each category reflects a key component of physical education teaching, allowing for the identification of strengths, weaknesses, and areas for improvement in teachers' instructional management. The analysis focuses on recognizing common patterns, comparing responses, and establishing relationships between the different elements evaluated, in order to generate relevant conclusions that contribute to the improvement of teaching practices.



**Table 1. Category General Pedagogical Knowledge**

Items	1		2		3		4		5	
Responses	%		%		%		%		%	
<b>Always</b>	5	71.4	5	71.4	2	28.6	4	28,6	3	42.9
<b>Frequently</b>	2	28.6	2	28,6	5	71.4	2	57.1	4	57.1
<b>Sometimes</b>	0	0	0	0	0	0	0	0	0	0
<b>Almost never</b>	0	0	0	0	0	0	0	0	0	0
<b>Never</b>	0	0	0	0	0	0	1	14.3	0	0
<b>Total responses</b>	7		7		7		7		7	
<b>Items analyzed</b>	1		2		3		4		5	
<b>1-5</b>										

An analysis of the table 1. shows that a significant majority of teachers (71.14%) ensure their classes properly master the Physical Education content, although 28.6% do so only on most occasions. Furthermore, it is evident that 71.4% of teachers always apply their teaching knowledge to facilitate understanding of the program's topics, while 28.6% do so frequently, but not consistently. However, regarding deepening content mastery, only 28.6% do so always, in contrast to 71.4% who do so frequently. Regarding the systematization of pedagogical strategies, 57.1% report doing so frequently, 28.6% always, and 14.3% never. Finally, regarding the identification of learning strategies that promote content appropriation, 57.1% report doing so almost always. These results reflect a majority teaching commitment to strengthening pedagogical practices in Physical Education, although areas for improvement are identified in the systematization and deepening of content.

**Table 2. Category Knowledge in the area of physical education**

Items	6		7		8		9		10	
Responses	%		%		%		%		%	
<b>Always</b>	1	14.3	1	14.3	2	28,6	2	28.6	4	57.1
<b>Frequently</b>	6	85.7	6	85.7	5	71.4	5	71.4	3	42.9
<b>Sometimes</b>	0	0	0	0	0	0	0	0	0	0
<b>Almost never</b>	0	0	0	0	0	0	0	0	0	0
<b>Never</b>	0	0	0	0	0	0	0	0	0	0
<b>Total responses</b>	7		7		7		7		7	
<b>Items analyzed</b>	6		7		8		9		10	
<b>6-10</b>										

The data analyzed in questions 6-10 from table 2. show that a small percentage of teachers (14.3%) consistently stay up-to-date on concepts related to Physical Education content, while the majority (85.7%) do so most of the time. Similarly, 85.7% of teachers report frequently using a broad repertoire of strategies to build solid learning in their groups. Regarding coverage of content articulated in the curriculum, 71.4% do so most of the time, and only 28.6% do so consistently. Furthermore, it is identified that 71.4% of teachers, in most cases, possess knowledge of the teaching and learning processes specific

**Table 3. Category Knowledge of teaching strategies**

An analysis of questions 11 to 15 from table 3. reveals that a majority of teachers (57.1%) plan their lessons considering the diversity of their groups on most occasions, while 42.9% do so consistently. Regarding the use of advanced strategies to promote learning, 51.1% of teachers frequently apply them, although only 28.6% always use them, and 14.3% never implement them, indicating a need for strengthening in this area. Furthermore, 57.1% of respondents design strategies aligned with their program objectives on most occasions, compared to 42.9% who do so consistently. It is also observed that 71.4% of teachers adapt their Physical Education knowledge to the characteristics of their groups most of the time, while 28.6% always do so. Finally, a significant 85.7% recognize their students' contexts and use challenging strategies in most cases, in contrast to 14.3% who do so consistently. These data demonstrate a widespread commitment to pedagogical adaptation and contextualization, although there are still opportunities for improvement in the systematic implementation of innovative strategies and in ongoing planning for diversity.

Items	16		17		18		19		20	
Responses	%		%		%		%		%	
Always	5	71.4	3	42.9	5	71.4	3	42.9	4	57.1
Frequently	2	28.6	4	57.1	2	28.6	4	57.1	3	42.9
Sometimes	0	0	0	0	0	0	0	0	0	0
Almost never	0	0	0	0	0	0	0	0	0	0
Never	0	0	0	0	0	0	0	0	0	0
Total responses	7		7		7		7		7	
Items analyzed 16-20	16		17		18		19		20	



An analysis of questions 16-20 from table 4. reveals a positive trend in assessment practices among Physical Education teachers. First, 71.4% of teachers always construct assessment instruments consistent with class objectives, while 28.6% do so most of the time. Furthermore, 57.1% state that their assessments almost always allow them to monitor student appropriation of content, compared to 42.9% who always achieve this. Likewise, 71.4% indicate that they can identify strengths and weaknesses in their group and in their teaching practice on all occasions, while 28.6% achieve this frequently. Regarding the use of assessment strategies aligned with learning types, 57.1% do so most of the time, and 42.9% state that they achieve this every time. Finally, 57.1% of teachers state that their assessment processes allow for ongoing feedback to their students based on their academic achievements, and 42.9% almost always achieve this. These findings demonstrate an assessment approach focused on continuous improvement and pedagogical alignment, although greater consistency is still needed to consolidate more systematic and effective assessment processes.

**Table 5. Category Curriculum Knowledge**

Items	21		22		23		24		25	
Responses	%		%		%		%		%	
<b>Always</b>	4	57.1	3	42.9	2	28.6	2	28.6	2	28.6
<b>Frequently</b>	3	42.9	4	57.1	5	71.4	5	71.4	5	71.4
<b>Sometimes</b>	0	0	0	0	0	0	0	0	0	0
<b>Almost never</b>	0	0	0	0	0	0	0	0	0	0
<b>Never</b>	0	0	0	0	0	0	0	0	0	0
<b>Total responses</b>	7		7		7		7		7	
<b>Items analyzed 21-25</b>	21		22		23		24		25	

The analysis of questions 21 to 25 from table 5. reveals that teachers have a favorable, though not complete, grasp of the Physical Education curriculum. 57.1% of respondents stated that they always knew the pedagogical foundations that support the curriculum, while 42.9% did so almost always. Regarding program mainstreaming, 57.1% did so most of the time thanks to their knowledge of the curriculum, while 42.9% were able to do so consistently. Regarding the progression of the national curriculum, 71.4% of teachers indicated that they almost always knew it from the institutional curriculum, and only 28.6% claimed to have complete mastery at the level of their specialty. Similarly, 71.4% indicated that their planning was almost always aligned with the curriculum, compared to 28.6% who achieved this goal in all cases. Finally, 71.4% stated that their curriculum knowledge allows them to be prepared in line with the national curriculum in most cases, while 28.6% maintain their knowledge continuously and effectively. Overall, these results show

significant appropriation of the curriculum, although there is room for improvement to consolidate more consistent and in-depth application at the various levels of teaching practice.

**Table 6. Category Classroom Mastery**

Items	26		27		28		29		30	
Responses	%		%		%		%		%	
<b>Always</b>	3	42.9	4	57.1	6	85.7	5	71.4	4	57.1
<b>Frequently</b>	4	57.1	3	42.9	1	14.3	2	28.6	3	42.9
<b>Sometimes</b>	0	0	0	0	0	0	0	0	0	0
<b>Almost never</b>	0	0	0	0	0	0	0	0	0	0
<b>Never</b>	0	0	0	0	0	0	0	0	0	0
<b>Total responses</b>	7		7		7		7		7	
<b>Items analyzed 26-30</b>	26		27		28		29		30	

The results in Figures 26 to 30 from table 6. demonstrate teachers' appropriate handling of the classroom environment and the management of space and time in the context of Physical Education. 57.1% of teachers indicate they almost always have knowledge of how to create safe and stimulating atmospheres in their classes, while 42.9% state they always do so. Regarding the transmission of the importance of physical activity, 57.1% of teachers do so on all occasions, and 42.9% do so on most occasions. A notable aspect is that 85.7% of teachers claim to always have the skills and strategies necessary to establish rules for coexistence in their classes, compared to 14.3% who almost always have them. Regarding time management, 71.4% of teachers state they are always prepared to allocate their time appropriately according to the proposed objectives, and 28.6% are prepared on most occasions. Finally, it is observed that 57.1% of students correctly distribute space throughout all their classes, while 42.9% do so almost always. These data reflect solid teaching practices in terms of environment, interaction, and organization of space and time in the Physical Education area, although there are some opportunities to strengthen consistency in these pedagogical practices.

**Table 7. Category Theory-Practice Relationship**

Items	31		32		33		34		35	
Responses	%		%		%		%		%	
<b>Always</b>	5	71.4	3	42.9	3	42.9	4	57.1	4	57.1
<b>Frequently</b>	2	28.6	4	57.1	4	57.1	1	14.3	3	42.9
<b>Sometimes</b>	0	0	0	0	0	0	0	0	0	0
<b>Almost never</b>	0	0	0	0	0	0	0	0	0	0
<b>Never</b>	0	0	0	0	0	0	2	28.6	0	0
<b>Total responses</b>	7		7		7		7		7	
<b>Items analyzed 31-35</b>	31		32		33		34		35	

An analysis of questions 31 to 35 from table 7. reveals a reflective, learning-centered attitude among Physical Education teachers. 71.4% of teachers stated they always articulate and prioritize learning objectives to achieve meaningful results, compared to 28.6% who do so most of the time. Furthermore, 57.1% of the study group almost always reconsider the strategies used when the results are not as expected, while 42.9% do so consistently. Similarly, 57.1% of teachers indicate that they are prepared in most cases to reconsider their teaching practice based on learning outcomes, compared to 42.9% who do so always. Regarding the integration of effective activities into the methodology, 51.1% do so constantly, while 28.6% do so almost always, and 14.3% do not systematize it. Finally, 57.1% of teachers say they always strive to improve their groups' understanding of the content, compared to 42.9% who do so in most cases. Overall, these results reflect a largely proactive approach committed to continuous improvement of the teaching-learning process, although there is a need to strengthen the systematization and reflective use of strategies based on the results obtained.

To sum up, the quantitative results showed that teachers mastered basic teaching concepts; however, the data reflect that this mastery does not always translate into consistent and articulated application within the specific context of Physical Education classes. It was evident that, although there is a favorable general understanding, this knowledge is not always effectively integrated with the institutional curriculum. This suggests that, although teachers possess the necessary theoretical tools, challenges persist in systematizing and contextualizing them within the planning, implementation, and evaluation of their classes. Therefore, it is necessary to strengthen ongoing training processes that promote comprehensive appropriation of the curriculum and the reflective use of pedagogical strategies consistent with the objectives of the area, in order to guarantee more meaningful teaching aligned with the real needs of students.

In the qualitative phase of the research, two open-ended questions were included to capture teachers' perceptions and experiences regarding physical education teaching. These questions were formulated to delve deeper into their current teaching practices and explore their willingness to embrace new teaching strategies. The information obtained through these responses directly contributes to the project's objective, which seeks to analyze, design, and implement a teaching proposal based on a series of podcasts aimed at formal teachers in fourth and fifth grades of primary school. The formulated questions are presented below:

Q1. What aspects should always be present in physical education class?

Q2. What innovative strategies would you integrate into the practical development of physical education?

For question 1. three out of the seven participating teachers, expressed a clear preference for focusing their classes on sports training, highlighting the importance of students' physical and technical development. Two of them prioritized personal care, emphasizing the need to

foster healthy habits and body awareness from an early age. The other responses focused on aspects such as peer interaction, highlighting the value of respect, empathy, and peaceful conflict resolution, as well as holistic development, understood as the integration of body, mind, and emotions into the educational process. These approaches reflect the diversity of pedagogical perspectives present within the teaching group and demonstrate how each interprets and applies the objectives of physical education based on their experience and school context.

The opinions collected for question 2. can be classified into three broad thematic approaches: sports training, the role of physical education in society, and the development of motor skills. Some teachers highlighted sports training as a central focus, emphasizing its role in discipline, healthy competition, and students' physical performance. Others pointed out the social relevance of physical education, considering it a tool to foster values such as teamwork, inclusion, cooperation, and a sense of belonging within the community. Finally, a group of responses focused on the importance of strengthening motor skills, understood as the basis for the comprehensive development of the body, coordination, balance, and bodily expression. This diversity of perspectives reflects how physical education is perceived not only as a practical activity but also as a learning space with multiple pedagogical and social dimensions.

Regarding the results obtained from the qualitative questions, it was evident that, on the one hand, teachers possess adequate knowledge of the dimensions that a physical education class should cover. However, in the second qualitative question, related to the implementation of innovative strategies, it is observed that the proposals mentioned by the participants are limited to traditional pedagogical practices already established in the field of physical education. In this regard, Campo-Peña et al. (2020) point out that teaching physical education in basic education requires constant and thorough analysis by institutions and teachers. This is key to the adoption of more comprehensive and innovative educational strategies that respond to students' current needs and promote their overall development in the school environment.

Based on the analysis of the results obtained from the questionnaire administered to the diagnostic group, the central themes that would shape the podcast episodes were defined. This facilitated the selection of guests whose areas of expertise were directly related to those topics. The group of guests was composed of professionals with diverse but complementary profiles: two psychologists, two teachers specializing in athletic training, and two teachers with experience in teaching physical education.

Once the required profiles were identified, potential participants were contacted, choosing those whose training and experience would provide a profound and enriching approach to each episode. These guests were asked for their academic information, which was key to properly designing each guest's presentation and developing the corresponding guide script. Finally, the scripts were written. According to Diaz-Rámirez (2023) Unlike a structured interview format, they were conceived as support tools, intended to maintain thematic

coherence and promote a fluid and natural development of the conversations in each episode.

#### **4. CONCLUSIONS**

Teachers demonstrate a solid grasp of pedagogical concepts and a deep understanding of the current context, exploring crucial themes such as peer work, self-care, roles, and inclusion. However, a slight disconnect is observed when integrating these elements into physical education teaching. Despite this gap, teachers' commitment and interest in providing planned, objective, and enriching lessons is undeniable. This disconnect could be addressed through ongoing training programs that enable teachers to more effectively integrate contemporary pedagogical principles into the specific dynamics of physical education classes. By enhancing this integration, opportunities would open up to further enrich student learning, promoting not only the acquisition of physical skills but also holistic development in social and emotional aspects, thus consolidating a physical education more aligned with current needs and challenges.

The use of podcasts as a teaching tool in primary school physical education is proving to be an innovative and highly beneficial strategy. Its accessible, dynamic, and flexible format allows non-specialized teachers to broaden their pedagogical horizons, enrich their lessons with new perspectives, and reinforce key concepts in a practical way. Through the voices of experts and structured thematic development, podcasts facilitate understanding of essential skills such as motor skills, bodily expression, and axiological skills, thus promoting a more comprehensive and inclusive approach. Furthermore, its reproducible and adaptable nature makes it a continuing education resource that responds to the real needs of the classroom and strengthens teachers' professional autonomy in their lesson planning and implementation. In this sense, podcasts not only complement educational work but also contribute to strengthening more meaningful and contextualized physical education for primary school students in Colombia.

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