

Experiences and contributions of Pibid-Physical Education to teacher training

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Abstract

The research aimed to investigate the experiences and possible contributions of Pibid to the initial training of future Physical Education teachers. This is a qualitative documentary study that explored field diaries containing records of activities developed in the collective meetings, held online, of Pibid Physical Education at Santa Catarina State University (2020-2022). The data shows that the activities developed by Pibid, such as roundtables, lectures, participation in events and the preparation of documents, contributed to bringing the school context closer, favoring the exchange of experiences between teachers and scholarship holders and training for teaching Physical Education in schools. It can therefore be concluded that the experiences promoted by Pibid-Physical Education contributed to broadening the participants' training experiences and to developing the teaching identity of future teachers, overcoming the challenges imposed by remote teaching.

Keywords: Initial training. Teaching Apprenticeship. Teaching Induction Program. Diaries.

Vivências e contribuições do Pibid-Educação Física para a formação de professores

Resumo

A pesquisa teve como objetivo investigar as vivências e as possíveis contribuições do Pibid para a formação inicial de futuros professores de Educação Física. Trata-se de uma pesquisa qualitativa do tipo documental que explorou os diários de campo contendo os registros de atividades desenvolvidas nos encontros coletivos, realizados de modo *on-line*, do Pibid Educação Física da Universidade do Estado de Santa Catarina (2020-2022). Os dados demonstram que as atividades desenvolvidas pelo Pibid, tais como rodas de conversa, palestras, participação em eventos e confecção de documentos, contribuíram para a aproximação com o contexto escolar, favorecendo a troca de experiências entre professores e bolsistas e a formação para a atuação docente da Educação Física nas escolas.

Conclui-se, portanto, que as vivências promovidas pelo Pibid-Educação Física, contribuíram para ampliar as experiências formativas dos participantes e para desenvolver a identidade docente de futuros professores, superando os desafios impostos pelo ensino remoto.

Palavras-chave: Formação inicial. Aprendizagem da Docência. Programa de Indução Docente. Diários.

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1 Introduction

The *Programa Institucional de Bolsas de Iniciação à Docência* (Pibid – Institutional Program for Teaching Initiation Scholarships) was implemented in 2007 with the aim of contributing to teacher education and valuing the teaching profession by supporting and encouraging entry into the teaching career (Lima; Cunha, 2017; Brasil, 2010). It is an initiative designed to bring undergraduate teaching students closer to the school environment, promoting integration between Higher Education and Basic Education and enabling the learning of teaching practices through pedagogical experience (Brasil, 2020).

According to Gariglio and Santos (2023), Pibid can be considered one of the most relevant teacher education policies for Basic Education ever proposed in the context of Brazilian education. The program encompasses a range of actions developed within Higher Education Institutions (HEIs), in partnership with public Basic Education schools, with the aim of strengthening the connection between university and school, thereby contributing to the students' professional development, practical training, and deeper understanding of the teaching profession (Lima, 2017; Gatti *et al.*, 2014).

From this perspective, Pibid emerges as a response to the demands and challenges faced by initial teacher education, whether in terms of curriculum, pedagogical methods, or assessment approaches (Deimling; Reali, 2021). Moreover, it seeks to provide prospective teachers with experiences in teaching methodologies and classroom practices that aim to address challenges identified in the teaching-learning process (Alves; Martins; Leite, 2021).

For Bergamaschi and Almeida (2013), Pibid supports the in-depth learning of knowledge that, in some cases, is not fully explored in undergraduate coursework, while

also fostering greater familiarity with the realities of public schools. Specifically, Pibid-Physical Education offers an opportunity to insert pre-service teachers into the school context, providing pedagogical practice experiences that contribute to their professional growth and expand their knowledge of their future field of work (Matter *et al.*, 2019; Rachadel *et al.*, 2019).

Studies on the Program highlight Pibid's role in teacher education within Physical Education programs across different contexts, including Early Childhood Education (Martins, Scotá; Mello, 2016; Antunes *et al.*, 2021), the early years of Elementary Education (Sbeghen *et al.*, 2016; Simões *et al.*, 2020; Welter, Welter; Sawitzki, 2012), and High School (Magalhães, Modesto; Crepaldi, 2017), as well as initiatives carried out during the pandemic (Zandomínegue, 2023; Pacola *et al.*, 2022; Alves, Martins; Leite, 2021). Overall, these investigations underscore the program's contributions to initial teacher training by facilitating closer ties between universities and schools and encouraging reflective processes among students based on their experiences with pedagogical practice in school settings. They also highlight the challenges and possibilities of implementing the program during the pandemic, especially regarding difficulties in accessing digital technologies.

Aiming to build upon the existing body of research and broaden the understanding of Pibid's impact on the education of future teachers, this study sought to investigate the experiences and potential contributions of the program to the initial training of prospective Physical Education teachers at the Universidade do Estado de Santa Catarina (UDESC – State University of Santa Catarina).

2 The context of the Pibid-Physical Education program at Cefid-UDESC

UDESC (State University of Santa Catarina) has eight campuses located in the municipalities of Florianópolis, Balneário Camboriú, Joinville, São Bento do Sul, Laguna, Lages, Chapecó, and Pinhalzinho. The university offers 106 undergraduate programs, including 13 licensure degrees in the areas of Biological Sciences, Physical Education, Physics, Music, Geography, History, Computer Science, Mathematics, Pedagogy,

Chemistry, and Theater. Additionally, UDESC provides 36 *stricto sensu* graduate programs. As of now, seven Pibid (Institutional Program for Teaching Initiation Scholarships) subprojects are active at UDESC, in the fields of Mathematics, Chemistry, Physics, Pedagogy (in-person and distance learning), History, Geography, and Physical Education (Capes Call No. 023/2022).

The Pibid-Physical Education subproject at the Center for Health and Sport Sciences (CEFID) at UDESC began in 2014, initially with six scholarship students, and expanded to ten students in 2015. These participants were assigned to a public school in the Municipal Network of Florianópolis and carried out their activities under the coordination of a Physical Education professor from CEFID and the supervision of a school-based teacher (2014–2018) (Matter et al., 2019).

It is important to note that the program was not implemented at CEFID-UDESC in 2019. The Physical Education Licensure subproject resumed activities through CAPES Call No. 02/2020, involving eight scholarship students assigned to an Educational Center within the Municipal Education Network of São José (SC). The program's activities were initially scheduled to begin in person in August 2020; however, due to the COVID-19 pandemic, it became necessary to reorganize the work and make adjustments.

As a result, the Pibid-Physical Education subproject was conducted remotely starting in October, utilizing the Moodle and Microsoft Teams platforms. It included eight scholarship students, one Physical Education professor serving as the subproject coordinator at CEFID-UDESC, two collaborators (a master's and a doctoral student), and a supervising teacher affiliated with the Municipal Department of Education of São José, based at the Maria Iracema Martins de Andrade Educational Center.

Over the 18 months of the program's implementation, various activities were carried out, such as: discussion circles with former Pibid participants, the supervising teacher, and invited educators; reading, presenting, and debating academic texts, videos, and documentaries; participation in academic events; attendance at lectures; and the production of documents such as lesson plans, video lessons, and portfolios. These activities aimed to enhance the scholarship students' understanding of the educational

context and the pedagogical practice of Physical Education in schools, as well as to guide the development of teaching materials.

It is worth emphasizing that, between 2020 and 2022, the Pibid-Physical Education subproject had to adapt its approach by incorporating digital platforms and other online resources. These adjustments made it possible to sustain the project and ensure that its activities reached the target school audience, enabling licensure students to gain meaningful experiences and insights into the teaching profession.

3 Methodology

This study adopts a qualitative, documentary research approach (André, 2013). The research project¹ was submitted to and approved by the Research Ethics Committee for Human Subjects (Approval No. 4.320.054) and involved the analysis of field diaries from collective meetings held online by the Pibid-Physical Education subproject at the State University of Santa Catarina (UDESC), between October 2020 and March 2022.

The field diaries contained notes on the activities carried out during 100 collective meetings of the scholarship students, organized by the Physical Education area coordinator, with the supervising teacher participating in some of the sessions. During this period, schools operated in a hybrid model—students spent one week in school and the next at home, completing online activities and attending virtual classes. The supervising teacher's experiences conducted in person at the school were brought into the discussion circles with the scholarship students.

The selected field diaries averaged two pages each, totaling 184 pages, and were composed of the following items: a) Identification data (Location, date, duration; number of participants); b) Theme; c) Pedagogical strategies; d) Student engagement; e) Interpersonal relationships (students-supervisor-coordinator-school pupils); f) Professional

¹ This study is part of a larger research project entitled *Pibid Physical Education: Actions and Perceptions of Future Teachers*.

conduct (coordinator, supervisor, scholarship students); g) Achievements/Successes; h) Difficulties/Barriers; i) Additional notes.

The analysis involved an exploratory reading and synthesis of the written material, followed by a coding process (Bogdan & Biklen, 1994). Initially, an exploratory reading was conducted to gain familiarity and initial impressions of the material. The data were then organized in an Excel spreadsheet, structured as a form containing the following fields: a) diary number (D1, D2, D3... D100); b) item (theme, strategies, etc.); c) excerpt describing the activities carried out; d) space for researcher observations.

This process enabled the identification of themes, words, phrases, and concepts representing recurring elements across the diaries, which supported the development of codes and, subsequently, the grouping of the following categories of analysis: 1) Engagement with the school context; 2) Professional socialization; 3) Preparation for teaching practice; and 4) Pibid during the pandemic: challenges and possibilities. These categories will be presented and analyzed in the following section.

4 Results and Discussion

This study analyzed 100 field diaries produced over 18 months of the Pibid-Physical Education program at UDESC. The data made it possible to identify the participants' experiences and the potential contributions to their initial teacher education, as well as the challenges and opportunities arising from the pandemic context in which the program was carried out.

In the category *Engagement with the School Context*, aspects related to the program as a space that enables participants to understand the daily life of schools were grouped together. This setting fosters reflection and strengthens the connection between theory and practice. These aspects are reflected in the themes that served as the focus of study in each meeting (Box 1).

Box 1 – Themes Addressed in the Pibid-Physical Education Program (2020–2022)

Theme	Frequency
Pedagogical Practice in Physical Education	19
Getting to Know Pibid	01
Understanding School-Based Physical Education	09
School Experiences: Learning About the Supervising Teacher's Work	28
Laws and Guidelines	04
Production of Documents and Teaching Materials	21
Sharing Our Experiences	04
Participation in Events	07
Not Specified	05
Total	100

Source: Original research data (2023).

The themes addressed in the Pibid-Physical Education meetings indicate that, despite the need to adapt activities due to the COVID-19 pandemic, there was a clear concern and effort to provide knowledge about pedagogical practice in school-based Physical Education, as well as to enable scholarship students to develop didactic-pedagogical materials, such as lesson plans and video lessons. Other studies also point out that online Pibid-Physical Education experiences sought to support the creation of lesson plans with detailed activity descriptions using photos and/or videos (Fachineto, 2021), as well as the production of video lessons and supporting materials (Pacola et al., 2022).

Thus, the experiences related to Pibid-Physical Education allowed scholarship students to become familiar, even indirectly, with the school environment, since “[...] *these experiences bring us closer to reality*” (D10). From this perspective, the program was considered a unique moment in their education, as it is directly connected to pedagogical practice in schools: “[...] *it became clear that Pibid-Udesc provides greater access to the school reality*” (D81). These findings confirm the idea that the program strengthens the experience of initial teacher education, by promoting the engagement of future teachers with the school context (Alves; Martins; Leite, 2021; Pereira; Skeika; Freire, 2019).

Experiences with Pibid during the pandemic suggest that it is an essential program in the training process of scholarship students, as it allows them to see the professional world “beyond the walls” of higher education, thus contributing to a stronger connection

between university and school (Zandomínegue, 2023; Stral et al., 2023; Ramos et al., 2023; Pacola et al., 2022; Santos, 2021).

Within this perspective, another noteworthy aspect in this category is the reflection and connection between theory and practice within the scope of the program, as well as in teacher education programs. Overall, the data suggest that the scholarship students value theoretical knowledge as essential for reflection and teaching practice in the field of Physical Education: “[...] *it is important for the teacher to have theoretical knowledge about the practice*” (D71), as well as the need for the teacher to seek to “[...] *relate theory and practice*” (D5) in their professional work.

Corroborating the present study, scholarship students from the State University of Ponta Grossa (UEPG) stated that the program provided an opportunity to put into “practice” the knowledge acquired during their undergraduate studies and to develop a critical and reflective stance toward their own teaching practice (Pereira; Skeika; Freire, 2019). Similarly, coordinators, supervising teachers, and scholarship students from four subprojects emphasized the idea that Pibid offers a practical dimension to initial teacher education—an aspect often highlighted as one of the most positive features of the program (Gimenes, 2021). It can thus be stated that the strategies employed—such as discussion circles and experience-sharing—foster the articulation between knowledge acquired during initial teacher education and actual teaching practice (Gomes et al., 2023), while also enabling scholarship students to build their understanding of what it means to be a teacher (Matter et al., 2019; Rachadel et al., 2019).

As a result of this process, it is evident that participation in the Pibid-Physical Education program contributed to the scholarship students’ training and to the development of a more nuanced perspective on schools among future teachers. In this regard, excerpts from the field diaries point out that: “[...] *it is very difficult to see yourself as a teacher, but through Pibid we begin to think of ourselves as teachers inside the school,*” and that “[...] *the knowledge Pibid brings is something meaningful for the future teacher*” (D16). In other words, Pibid-Physical Education inspires scholarship students with the idea that “[...] *one needs to look at the school with a teacher’s perspective*” (D16).

Data from Gomes *et al.* (2023) confirm that the program allows scholarship students to approach and expand their understanding of the teaching profession, through contact with schools, recognition of the value of teaching work, and awareness of the multiple challenges faced by teachers in their daily practice. In line with this, Araújo, Carvalho, and Costa (2023) argue that, by promoting contact between university students and the educational reality, the program contributes to the development of professional competencies and to the improvement of teacher education in Physical Education licensure programs, thereby fostering the construction of a more solid and lasting teaching identity.

A second category addresses professional socialization through the relationships and interactions established among those involved in the Pibid-Physical Education program. Particular emphasis is placed on the processes of socialization and the learning that occurred throughout the program. In this regard, the field diaries highlight the strategies employed during the collective meetings, such as: *“Presentation and discussion of the texts [...]”* (D12) and *“Presentation of comic strips and discussion of videos”* (D15). Another key strategy involved discussion circles with teachers who had experience in basic education: *“Discussion circle with two teachers about Physical Education in Early Childhood Education and the early years of Elementary School”* (D8).

These accounts indicate that the meetings allowed for the sharing of ideas, practices, activities, and methodological strategies for teaching Physical Education in schools. As a result, scholarship students viewed Pibid-Physical Education as an opportunity to study and learn *“[...] through the presentations given by the teachers”* (D8), and to become familiar with the pedagogical experiences of other professionals, which contributed to their future professional practice. This is illustrated by the following excerpts: *“It was very good to hear those experience reports. It was enriching”* (D8); *“[...] (scholarship student) said they were inspired by the teachers’ remarks”* (D10). These connections between theory and practice were made possible by the formative dynamics and actions implemented within Pibid-Physical Education, which enabled moments of exchange, guidance, and sharing of experiences among scholarship students, guest teachers, area

coordinators, and the supervising teacher working directly in the school context, as also observed in the study by Gomes et al. (2023).

The records emphasize that the program promoted the exchange of experiences among the participants, enriching and broadening their perspectives on Physical Education teaching: “[...] *this exchange is very important and meaningful*” (D8); “[...] *the exchange of experiences helps us to see what we are doing differently and what we can improve*” (D81). On this point, Soczek (2018) reflects that the exchange of experiences is a means through which scholarship students can learn about teaching, reflect on it, and rethink their own teaching practices. Similarly, while investigating the Pedagogical Residency Program (PRP) at the Federal University of Ceará (UFC), Freitas, Freitas, and Almeida (2020) found that the sharing of knowledge between university and school helps to bring academic training closer to the real demands of public schools, becoming a unique experience in the professional lives of those involved in teacher induction programs.

Along these lines, the supervising teacher “[...] *mentioned that she is learning alongside the students at this moment and noticing the positive feedback, the goals being achieved, which is motivating*” (D26). This statement highlights aspects related to the continuous learning of the teaching profession, in which intergenerational relationships between teachers are formed in an effort to integrate less experienced teachers or students into professional socialization processes through regular interaction with more experienced educators (Sarti, 2020). In this sense, Pibid represents one of the spaces capable of fostering encounters between different generations of teachers, establishing collaborative relationships between practicing teachers and pre-service teacher education students (Araújo; Santos; Costa, 2023; Welter; Welter; Sawitzki, 2012).

Overall, it is possible to observe that the strategies used in the collective meetings promoted exchange and collaboration among scholarship students, the supervising teacher, and other participants involved in the process. Words such as “*Empathy*” (D69), “*Respect*” (D75), and “*Overcoming*” (D12) are used to describe the sense of connection and friendship that emerged, allowing participants to see themselves as part of a team built on partnerships and mutual learning. The role of the group was seen as essential, and

terms and expressions such as sharing, interpersonal relationships, interaction, dialogue, motivation, learning together, and engagement emphasize the importance of the sense of belonging in building a professional teaching identity (Araújo; Santos; Costa, 2023).

Within this category, the participation of scholarship students in scientific events is also highlighted, where they were able to submit and present papers based on their experiences in Pibid-Physical Education: *“At the beginning of the meeting, the scholarship students commented on the event they attended [...] and emphasized the importance of participating in events”* (D11); *“The scholarship student mentioned the importance of the events their colleagues attended and how this impacted their training”* (D16); *“The scholarship student emphasized the exchange of experiences during the events”* (D16). This finding underscores the centrality of research in the training of future teachers and highlights the program as an influencer of scientific production experiences during the formative process, contributing to increased participation and publication of scholarship students in scientific events, making the undergraduate participant stand out in terms of qualification (Araújo; Carvalho; Costa, 2023; Soczek, 2018).

Another category refers to preparation for teaching practice, in which Pibid is identified as a unique moment in initial teacher education, representing a space for reflection and learning about the future profession. Excerpts from the diaries reveal the scholarship students' perspectives on the content to be covered in Physical Education classes, indicating, among other points, that *“the teacher needs to renew themselves and present the other possibilities that Physical Education offers, making various contents available”* (D5), belonging *“[...] to the culture of bodily movement”* (D9). They thus consider that the teacher should have the autonomy to include, in their planning, this diversification of content in order to *“[...] provide opportunities for all students”* (D7).

According to Darido (2012), content is the means through which students analyze and engage with reality so that a network of meanings can be constructed around what is learned at school and what is experienced. From this perspective, the data reveal the program's contribution to reflection on the selection of content based on the student

population with which teachers will work, emphasizing that this content should reflect the interests and needs of the students.

It is also possible to observe that some aspects of preparation for pedagogical practice are linked to methodology, such as procedures and strategies to be employed in teaching Physical Education content. In this regard, the data indicate that, from the scholarship students' viewpoint, the teacher needs to *"[...] seek strategies to develop lessons and work with the content"* (D8), choosing methodologies that are *"[...] interesting and enjoyable for the students"* (D15).

Another aspect related to teaching practice and emphasized by the scholarship students in this study concerns the teacher-student relationship and the importance of *"[...] the Physical Education teacher not punishing the student, and not doing only the traditional things"* (D5), valuing and granting *"[...] autonomy for students to also create games"* (D8), so that students become protagonists in the teaching and learning process during classes. In this sense, a study conducted within the context of the Supervised Curricular Internship showed that, in some classes, it is the students who determine the content and strategies of the lessons in collaboration with the teacher, generating greater engagement during classes (Bikel; Duek; Benites, 2023). Similarly, Brandolin, Koslinski, and Soares (2015), investigating high school students in public schools in Petrópolis (RJ), found that students who participate in selecting the activity or content to be worked on in class tend to be more motivated and satisfied with classes than those who do not participate in such decisions.

Participation in Pibid-Physical Education also allowed the scholarship students to reflect on spaces and materials for conducting Physical Education classes at school. Regarding this, the supervising teacher spoke about the management of materials for the success of the class, emphasizing *"[...] the importance of not leaving Physical Education materials scattered around the schoolyard and how much the teacher should direct this dynamic during class"* (D11); as well as the idea that *"[...] we need to seek the best for our students, especially concerning materials"* (D3). In contrast, the study by Novais and Avila (2015) found a lack of materials in 16 public state schools in the urban area of Ilhéus (BA), highlighting that material resources are not always sufficient or appropriate for pedagogical

practice. Nevertheless, Tenório, Tassitano, and Lima (2012) also state that the quality of materials is still inadequate, based on an analysis conducted in 103 public state high schools in Recife.

Thus, the use of recycled materials is suggested: “[...] *in Physical Education classes, it is possible to work with recycled materials and build toys to reduce consumerism*” (D9); “[...] *Physical Education teachers need to adapt materials to vary activities for students*” (D4). This finding supports a study conducted within the Pibid context in the municipality of Corumbá (MS), where scholarship students developed a variety of strategies and adapted materials for activities, including relays, cardboard tunnels, right/left hand and foot games, passage through aerial tire tunnels, throwing paper balls, egg carton puzzles, among others (Pacola et al., 2022).

Similarly, the Pibid in Physical Education and Pedagogy for Early Childhood Education in Biguaçu (SC) invested in material diversification in the project *Expressivities of the Playful Body*, using natural and recyclable elements such as twigs, stones, leaves, pizza boxes, and bottles (Antunes, 2021). This shows that creating teaching resources by hand integrates teaching practice and contributes to school materials collections.

Finally, the issue of assessment was also discussed throughout the meetings and was pointed out by scholarship students as an aspect of pedagogical practice that should avoid “[...] *'losing' students by valuing only one form of assessment language,*” and should be conducted in a “continuous” manner (D5), considering students in all their aspects: “*Assessment needs to work on three languages: spoken, written, and motor*” (D8). They therefore believe that: “*Assessment should not be seen as a document but rather as a means to verify whether the curriculum offered to children is effective and meaningful*” (D8). Supporting these statements, Darido (2012) asserts that assessment is a process aimed at helping students learn more and better. In Physical Education, assessment consists of helping students perceive their strengths, difficulties, and, above all, assisting in identifying their progress so that they are able to continue advancing.

The last category concerns Pibid during the pandemic, highlighting challenges and possibilities. The data indicate that the need to reorganize and adapt program activities to

the remote format was marked mainly by difficulties related to the scholarship students' lack of knowledge about digital tools and problems such as poor or unstable internet connection, which in turn impacted interactions among participants. On the other hand, the data show that conducting program activities remotely allowed participants to appropriate digital tools.

Regarding the challenges, excerpts from the analyzed diaries indicate that connectivity problems were recurrent, sometimes making it impossible to hold meetings: *"Internet that sometimes froze"* (D8); *"Teacher's internet very unstable"* (D42); *"Problems with the internet of the guest teacher. A new date will be scheduled for the meeting"* (D37). Concerning the remote work context as a hindering factor, experiences related to Pibid also pointed to technological resource use as a barrier due to unfamiliarity with platforms, lack of computing equipment, and difficulty accessing the internet by parents and teachers, whether at school or home (Pacola et al., 2022; Santos, 2021). Limitations regarding technological resources and duties beyond those in schools were also considered challenges by Physical Education teachers in Corumbá (MS), leading to increased workload during the pandemic (Stral et al., 2023).

Another difficulty observed in online meetings was the low interaction among participants due to *"students not turning on their cameras"* (D18), as well as the fact that *"not all scholarship students participated with opinions about material production"* (D62). This aspect resembles the reality experienced by scholarship students of Pibid-Physical Education at the Federal University of Ceará, where Basic Education students were shy about turning on their cameras, few used microphones, and the chat was the most used tool (Santos, 2021). On the other hand, Alves, Martins, and Leite (2021) found that the use of digital platforms in Pibid during the pandemic strengthened ties between teachers, students, and the school community by enabling dialogue and empathy with everything people were experiencing at that time.

In the context of Physical Education pedagogical practice in schools, the supervising teacher pointed out planning and the reduction of content variety as the main challenges faced during remote teaching. Regarding planning, she notes that *"this new*

class format is difficult for planning” (D41), since it requires developing new strategies to make teaching more didactic and engaging for students. Similarly, Physical Education teachers from private schools in Cuiabá report that the pandemic imposed the need to adapt planning, especially for conducting online classes, requiring mastery of technological tools and seeking activities suitable for the remote format. Despite the difficulties, these professionals acknowledge that the period also brought learning opportunities, such as more effective use of Information and Communication Technologies (ICT), adapting teaching methodologies, and stimulating creativity (Godoi; Kawashima; Gomes, 2020).

Regarding the selection of content for Physical Education classes, the supervising teacher highlights *“the content gap during the hybrid period, as content was repeated in classes in both weeks and ended up losing about 50% of the content”* (D90). Teachers from municipal, state, and private schools in the state of Rio Grande do Sul corroborate this statement, saying that during the pandemic, there was a decrease in practical Physical Education classes, which shifted to a more theoretical approach to content (Machado et al., 2020).

In turn, the return of in-person classes during the pandemic brought a series of demands on teachers in general, and on Physical Education classes in particular, as the supervising teacher states: *“Think about classes with individual materials, possible to sanitize or disposable”* (D19). In this way, Albuquerque et al. (2022) assert that the school reality in 2020 and 2021 was constantly changing, starting with remote teaching, moving through the so-called hybrid teaching, and arriving at in-person teaching at the end of 2021. The pedagogical work as a whole underwent changes, and Pibid followed this dynamic, consequently adapting material handling as well.

Finally, a last challenge pointed out with the return to in-person classes was related to the number of students per class, as evidenced in the following excerpts: *“There are few students and the classes end up being safe”* (D27); *“Teacher commented on students’ learning gaps in the hybrid system”* (D90); *“Regarding the number of students, it was complicated at the beginning”* (D98). It is thus reflected that the reduced number of students during the establishment of hybrid teaching was also a challenging factor for a group of

Pibid-Physical Education scholarship students in Corumbá (MS), requiring daily planning adaptations to achieve proposed goals (Pacola et al., 2022).

On the other hand, as a potentiality, the data indicate that the scholarship students were able to appropriate the use of technologies and platforms to assist in producing materials and documenting activities developed within Pibid-Physical Education: *“Scholarship student created a topic and an objective using Jamboard for group discussion”* (D28); *“Use of digital technologies for recording video lessons”* (D30). Thus, it is observed that the pandemic scenario also presented positive aspects, allowing the systematization of the use of media resources and digital tools both for program activities and for the development of Physical Education classes at school.

Araújo et al. (2021) reported that during the pandemic period, Pibid-Physical Education scholarship students in Cuiabá (MT) produced a large amount of video lessons and workbook materials with the aim of providing diverse and quality content to students. Similarly, Alves, Martins, and Leite (2021) observed that three federal institutions in the state of Ceará participating in Pibid sought to incorporate different digital platforms, promoting experiences with technological resources as a way to overcome challenges imposed by the pandemic and to foster learning oriented toward teaching practice.

This category reveals that despite initial surprise or apprehension toward using digital platforms, scholarship students, supervisors, and coordinators made efforts to adapt to the new scenario. The moment demanded creative solutions aimed at tailoring teaching to the needs and characteristics of the students.

5 Final Considerations

The analysis of the field diaries revealed that the activities of UDESC’s Pibid-Physical Education program during the COVID-19 pandemic fostered a closer connection between the reality presented at the university and the experiences within the school context, thus broadening the scholarship students’ perspectives on teaching.

Pibid also promoted encounters between different generations of teachers through a process of professional socialization that greatly contributes to learning the profession and strengthening the desire to teach among those still in training. Along this path, a partnership is formed between the scholarship students and the supervising teacher, which supports collaborative learning in which both expand their knowledge through the exchange of experiences.

Regarding preparation for teaching practice, Pibid enabled scholarship students to reflect on the diversity of content and strategies needed to meet students' needs and interests. They value the adaptation and suitability of spaces and materials in Physical Education classes and recognize that assessment should consider students' varied abilities and knowledge in order to support their learning.

Concerning its online implementation, the data showed that despite difficulties in interaction and connectivity issues, Pibid fulfilled its role of bringing participants closer to and encouraging observation and reflection on the school context, as learning was enhanced through the creation of materials for lesson planning and for reflecting on the supervising teacher's pedagogical work.

It can be concluded, therefore, that during the pandemic period, Pibid contributed to reaffirming the importance of the program for the training of future Physical Education teachers. Thus, it is suggested that future studies employ other data sources such as interviews, observations, and focus groups, conducting triangulation among them to deepen analyses concerning Pibid in initial teacher education.

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