

Evaluation of PRP and Pibid physical education from the students' perspective: a literature review

ARTICLE

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Abstract

Evaluating the Pedagogical Residency and Institutional Teaching Initiation Scholarship programs is essential to understanding the relevance of these initiatives in Brazilian educational policy. This study aimed to evaluate the PRP and Pibid in the training of Physical Education undergraduate students, exploring their experiences and perceptions through a literature review in the Scielo, Educ@, and Web of Science databases. This qualitative research is based on studies that investigated the perspectives of students who participated in the programs. The results indicate that both programs strengthen teacher training by integrating theory and practice, developing pedagogical and reflective skills. Improvements in communication and investigative skills stand out, as well as the strengthening of the undergraduate students' professional identity.

Keywords: Initial Teacher Training. Physical Education. Educational Policy.

Avaliação do PRP e Pibid educação física na perspectiva dos estudantes: uma revisão de literatura

Resumo

A avaliação dos programas Residência Pedagógica e Institucional de Bolsas de Iniciação à Docência é essencial para compreender a relevância dessas iniciativas na política educacional brasileira. Este estudo teve como objetivo avaliar o PRP e Pibid na formação de estudantes de licenciatura em Educação Física, explorando suas experiências e percepções através de um levantamento da literatura nas bases de dados Scielo, Educ@ e Web of Science. Trata-se de uma pesquisa qualitativa baseada em estudos que investigaram a perspectiva de estudantes que participaram dos programas. Os resultados indicam que ambos os programas fortalecem a formação docente ao integrar teoria e prática, desenvolvendo competências pedagógicas e reflexivas. Destacam-se avanços nas habilidades

comunicativas e investigativas, além do fortalecimento da identidade profissional dos licenciandos.

Palavras-chave: Formação Inicial de Professores. Educação Física. Política Educacional.

1 Introduction

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The Brazilian Coordination for the Improvement of Higher Education Personnel (CAPES) has established two programs that contribute to the initial training of teachers: the Institutional Teaching Initiation Scholarship Program (Pibid), directed to the first half of undergraduate teacher-education programs, and the Pedagogical Residency Program (PRP), focused on the final semesters that constitute the second half of the degree (Capes, 2020; Capes, 2020).

Pibid aims to provide a dual benefit to public schools in Basic Education and to undergraduate students enrolled in initial teacher-training programs. The program encourages the participation of pre-service teachers in the everyday life of schools, enriching their education by bringing them closer to real teaching practices. In addition, it promotes the integration between theory and practice—essential to the teaching profession—and recognizes experienced teachers already working in schools, enabling an exchange of knowledge that is beneficial to all participants (Capes, 2020).

By participating in PRP, students become effectively integrated into the school environment as individuals who actively contribute with their ideas and daily experiences. This integration allows them to apply the knowledge acquired at the university, establishing a more direct connection with the educational context (Santos, 2021). It fosters more comprehensive and meaningful learning, preparing future educators for the challenges of pedagogical practice and, by placing them within the context of Basic Education, contributes to the development of their professional teaching identity (Capes, 2020).

Moreover, the experiences provided by programs such as these contribute positively to a high-quality and distinctive initial teacher education, as they integrate varied practical experiences from the school context grounded in solid theoretical principles. This

integration strengthens the relationship between schools and universities (Simões et al., 2020). Thus, this dynamic interaction between practical experience and theoretical foundation emerges as an essential factor in strengthening initial teacher education.

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We consider that the internship period, for example, represents a fundamental stage in teacher education, in which theory and practice become connected (Pimenta; Lima, 2019). However, this practice has typically occurred only at the end of the degree. This understanding highlights the importance of programs such as Pibid, which offer undergraduate teacher-education students the opportunity to experience the school environment from the early years of their program, promoting a closer integration between the knowledge acquired at the university and pedagogical practice (Pimenta; Lima, 2019). Through these experiences, students can develop essential teaching skills, such as lesson planning, classroom management, and assessment of the teaching and learning process.

Complementarily, PRP expands training opportunities by promoting an extended immersion of pre-service teachers in partner schools (Cardoso; Kimura; Nascimento, 2021). During this period, students can engage in all stages of the educational process, from lesson planning to assessment of learning. Thus, PRP not only enriches the academic education of future teachers but also prepares more capable and experienced professionals for the challenges of the school context.

From this perspective, pre-service teachers who have the opportunity to participate in PRP and Pibid, whether as scholarship holders or volunteers, receive a more comprehensive and meaningful training experience due to their early insertion into the school environment. Therefore, it becomes essential to investigate what has already been identified in the literature regarding the perceptions of those involved in these programs, since such investigation is crucial for better understanding the impacts of these initiatives on teacher education.

Evaluating these programs is essential for understanding the relevance of such initiatives in teacher education. Assessing the impacts these programs have on teacher preparation offers new perspectives on the processes of professional development and contributes to improving the quality of education (Johann; Lima, 2023).

Thus, it is understood that undergraduate students who had the opportunity to participate as scholarship holders during their training experienced a differentiated formative pathway. Investigating, in the literature, the perceptions of those involved in these programs becomes relevant for understanding their positive effects and for supporting their expansion and continued investment, with the aim of fostering increasingly qualified training for new and future Basic Education teachers. In this context, the present study aims to evaluate PRP and Pibid within the training of undergraduate students in Physical Education, exploring their experiences and perceptions through a literature review.

2 Methodology

The present research is characterized as a literature review. According to Creswell and Creswell (2021), reviewing the literature consists of identifying and synthesizing existing studies on a given topic. Accordingly, the methodological procedures employed involved analyzing a set of relevant scientific publications in order to interpret the phenomenon under investigation.

The literature review plays an essential role in the development of scientific texts, as it allows researchers to identify similar studies and examine the methodologies used, in addition to enabling them to produce texts with a historical perspective on a specific theme, considering both national and international contexts depending on the scope of the research (Dorsa, 2020).

For the selection of studies, inclusion and exclusion criteria were established. The inclusion criteria comprised empirical articles or experience reports published in scientific journals. All selected works investigate the perspectives of undergraduate Physical Education students who currently participate or have participated in PRP and/or Pibid. Moreover, the time frame consisted of studies published in the last six years. As for the exclusion criteria, studies that did not meet the established inclusion parameters were disregarded.

The databases used in the search for studies were SciELO, Educ@, and Web of Science, which are widely recognized in the academic field. They were selected because they bring together scientific productions of recognized credibility and offer broad thematic coverage. The choice of these platforms seeks to ensure that the literature review is built upon consistent, diverse, and representative studies within the research field.

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Thus, a broad search strategy was adopted, designed to encompass the largest possible number of studies related to the topic. This approach is considered a strategy because it involves the planned use of descriptors in Portuguese and English, allowing the identification of national and international publications relevant to the research object, as indicated in Box 1.

Box 1 – Information on Databases and Descriptors

Databases	Descriptors
Scielo	"Pibid" AND "educação física" "PRP" AND "educação física" "residência pedagógica" AND "educação física"
Educ@	"Pibid" AND "educação física" "PRP" AND "educação física" "residência pedagógica" AND "educação física"
Web of Science	"Pibid" AND "physical education" "PRP" AND "physical education" "Pedagogical residency" AND "physical education" "Institutional Program" AND "physical education"

Source: Prepared by the authors (2024).

The literature search conducted for this study aimed to understand the experiences of undergraduate Physical Education students participating in PRP and Pibid, with a focus on their perceptions regarding these teacher-education programs. From this perspective, the process was carried out between June 24 and 28, 2024, in five distinct phases, as presented in Box 2. The analysis included only the studies that met the previously established inclusion criteria.

In total, 33 studies were identified (SciELO = 4; Educa@ = 7; Web of Science = 22). After screening, 13 articles composed the final sample. The selected texts were fully analyzed, and information regarding authors, year of publication, objectives, and main findings was extracted, enabling the construction of the thematic synthesis presented later.

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Box 2 – Steps Taken Until the Final Selection of Studies on Each Database Website

Electronic databases	Studies identified on the databases	Studies selected by title	Studies selected by abstract	Studies selected through full-text reading	Studies selected for qualitative analysis
Scielo	4	3	2	2	1
Educa@	7	7	6	4	4
Web of Science	22	19	13	10	8
Total	33	29	21	16	13

Source: Prepared by the authors (2024).

3 Results and Discussion

In Box 3, we present the objectives and main findings of each study included in the final analysis. These results are relevant for understanding how PRP and Pibid influence the professional development of future teachers, highlighting their perceptions and the impacts on initial teacher education.

Box 3 – Synthesis of the Articles

Authors	Objective	Main Findings
Monteiro et al. (2020)	To analyze the contributions of the Pedagogical Residency Program (PRP) to the training process in Physical Education based on residents' reports.	Residents in the PRP expressed satisfaction with the program, which strengthened the integration between theory and practice. Experiencing a real educational environment increased their classroom autonomy and positively impacted their training, fostering a more consolidated professional identity and a greater sense of responsibility compared to the Mandatory Internship.
Souza e Gomes (2021)	To describe the experiences and perceptions of residents participating in the Pedagogical Residency Program within the Physical Education 2 (EF) group at the Federal University of Viçosa – Florestal Campus.	Residents emphasized that the PRP enabled them to understand school dynamics and develop autonomy in teaching methodologies, while also offering opportunities to become familiar with the school setting. Despite the challenges, they recognized the program's potential for their professional development, noting that it was more intensive than mandatory internships and provided valuable insights for their teaching practice.
Ferreira, Neto e Batista (2022)	To analyze the construction of teachers' professional knowledge (TPK) among Physical Education residents within the context of the PRP in a community setting.	Residents reported that the PRP contributed to integrating academic content with students' realities, allowing greater autonomy in teaching and adaptation of pedagogical approaches. The experience supported the transition from academic training to the teaching profession by developing pedagogical and communication skills.
Marra, Ribeiro e Nunes (2022)	To present the experience of the Pedagogical Residency Program in the Physical Education area at the Federal University of Uberlândia (UFU), using as the structuring element of the analysis the learning outcomes, challenges, and difficulties identified throughout the process.	Despite the challenges of Emergency Remote Teaching, residents highlighted that the PRP contributed to their training by promoting school immersion, pedagogical and political reflection, interaction with teachers, methodologies, and new technologies, and by fostering personal and professional development, autonomy, and improved emotional and communication skills.
Bartochak, Sanfelice e Heidrich (2022)	To examine the training trajectories of former Pibid scholarship holders from Feevale University, within the Physical Education subproject, regarding inclusive practices, and to analyze the perception of the former supervising teacher concerning the inclusive-practice trajectories of these	According to former scholarship holders, the Pibid experience made it possible to work with people with disabilities and contributed to their professional trajectories, both in teaching practice and in research on social inclusion. They emphasized that the project activities made them more sensitive and developed a humanistic perspective on diversity and social inequalities.

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Authors	Objective	Main Findings
	former scholarship holders, based on the social trajectories of the individuals in the study.	
Matter <i>et al.</i> (2019)	To describe the formative experiences of ID scholarship holders from the Physical Education undergraduate program at the University of the State of Santa Catarina (UDESC) between 2014 and 2018.	Pibid participants highlighted their experiences in school field trips, group activities, sports competitions, and events such as Family Day. They also took part in regional seminars and international conferences, organized a workshop on cooperative games, and produced 13 scientific presentations, with abstracts published in conference proceedings.
Silva e Moreira (2021)	To identify the possible contributions of the Physical Education subproject of the Institutional Teaching Initiation Scholarship Program at the Federal University of Mato Grosso to the process of planning teaching work.	Former Pibid participants stated that their experiences in the program constituted the best part of their degree, as they provided an “original and relatively autonomous space for learning.” They also noted that these experiences contributed to evaluating the work carried out, enabling them to verify the degree to which program objectives were achieved.
Melo, Astori e Ventorim (2020)	To analyze how the coordinator, supervisors, and scholarship holders of Pibid–Physical Education at the State University of Feira de Santana (UEFS), located in the municipality of Feira de Santana, Bahia, understand the processes of initiation into teaching during initial teacher education in Physical Education.	Pibid scholarship holders indicated that the program strengthens their teacher education by developing an investigative stance, offering practical experience in schools, revealing weaknesses in the didactic organization of Physical Education, and fostering interactions that support career choice and the construction of professional identity.
Prestes e Ilha (2022)	To understand the contributions of the Institutional Teaching Initiation Scholarship Program (Pibid) and the Institutional Pedagogical Residency Program (PRP) to the training of undergraduate students in Physical Education.	Scholarship holders viewed their experiences in Pibid and PRP as influential for their future practice, contributing to confirming their career choice and acquiring new experiences within the school context, which are important for initial teacher education.

Authors	Objective	Main Findings
Milani <i>et al.</i> (2022)	To identify students' and graduates' perceptions of the influence of the Supervised Curricular Practices (PCS) and the Pedagogical Residency Program (PRP) on professional training in Physical Education.	Students and graduates who participated in PRP, Pibid, and Supervised Curricular Practices (PCS) highlighted teaching practices outside Higher Education as fundamental to their training. They perceived a gap between university coursework and school realities, as well as challenges in the school environment. PRP supervision was viewed positively—supportive and present—in contrast to residents' perceptions of PCS supervision.
Pacola <i>et al.</i> (2022)	To describe the experiences lived during the implementation period of Pibid at the Federal University of Mato Grosso do Sul (Pantanal Campus), Physical Education group (Pibid/Physical Education), in a municipal school in Corumbá-MS.	Pibid participants reported creative strategies during remote classes to motivate children's engagement in Physical Education and, upon returning to in-person teaching, highlighted the creation of instructional materials on the school grounds. They also mentioned contact with diverse classroom contexts, including students with disabilities and pendular students who spoke another language.
Carvalho, Moura e Bento (2021)	To analyze the entry into the teaching career of Physical Education teachers who participated in Pibid.	Motivations for participating in Pibid included financial support, the desire to learn about the school environment, applying university content, and fulfilling extracurricular hours. Students expected a smooth experience but faced challenges and sought to improve the school reality. Pibid contributed to a diversified experience in Physical Education, improving lesson planning and delivery. It also aided in building knowledge they continue to use, influencing their decision to pursue a teaching career and their development of school-based practices. Maintained practices included communication with students, continuous planning, and reflection on teaching.
Sousa <i>et al.</i> (2024)	To analyze the assessment experiences of Physical Education residents within the scope of the Pedagogical Residency Program.	PRP scholarship holders perceived that the program expanded their theoretical and practical knowledge of educational assessment through training sessions, experience sharing, and the development of assessment procedures, including the use of digital technologies, which increased their confidence in conducting educational assessments.

Source: Prepared by the authors (2024).

Based on the findings in the literature, we observe that programs related to initial teacher education, namely PRP and Pibid, have proven to be relevant and meaningful

training spaces. All studies indicated the importance of connecting what is learned at the university with the pedagogical environment of real public schools, which present diverse realities.

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The simultaneous insertion of students from the early semesters through the second half of the degree offers a closer view of educational reality and challenges the traditional sequential model, which reinforces the distance between the university and the school. This separation has shown to be detrimental, as it hinders scholarship holders' performance when they encounter the real school setting after being guided only by an external perspective. Participants in these programs clearly perceive a "reality shock" and an evident gap between these two contexts. Despite the substantial contribution to undergraduates who have the opportunity to participate in Pibid and PRP, the literature indicates the need for reflection on teacher-education curricula and for the pursuit of praxis in teacher training in order to ensure better quality and more qualified professionals.

Participants in these programs report significant impacts and contributions associated with their experiences in PRP and Pibid, such as the development of communicative and emotional skills, as well as autonomy (Marra; Ribeiro; Nunes, 2022); an investigative stance, creativity, the construction of professional identity, and the influence on career choice or confirmation (Melo; Astori; Ventorim, 2020), all of which hold considerable relevance in initial teacher education.

Furthermore, the experiences acquired during these programs can influence and shape teaching practice, as reported by pre-service teachers (Prestes; Ilha, 2022). Thus, these programs contribute to the education of teachers with greater creative and innovative capacity, prepared to face educational realities and implement adaptive strategies when dealing with challenges and limitations in their teaching practice (Oliveira, 2023).

Among the studies analyzed, it was observed that experiences in real school settings have been considered the most important moments in the participants' training (Milani et al., 2022). These experiences contributed, for instance, to a deeper understanding of school dynamics (Souza; Gomes, 2021), particularly with regard to aspects such as lesson planning, classroom delivery, and class management (Carvalho;

Moura; Bento, 2021). In addition, the studies highlight the need to diversify content and integrate it with students' and schools' realities (Ferreira; Neto; Batista, 2022), as well as the expansion of knowledge related to educational assessment (Sousa et al., 2024).

Immersion in school routines enables pre-service teachers to identify both the challenges and the potential and specific needs of teaching practice (Carneiro et al., 2023). This participation also allows contact with different cultures and student profiles, including students with disabilities (Bartochak; Sanfelice; Heidrich, 2022), which requires the use of practices aimed at more inclusive teaching.

Another relevant aspect concerns the strengthening of the connections between theory and practice. Participants were able to understand the functioning of schools more deeply, assume the dual role of teachers and researchers of their own practice, critically reflect on the training programs in which they took part, and actively participate in academic and school events (Matter et al., 2019).

Thus, it becomes evident that the interaction between school reality and teacher professional development is an interdependent process in which both aspects mutually influence one another within a context that is complex and multifaceted (Portelinha; Nez; Bordignon, 2020).

Participants also reported difficulties arising from the disparity between what is learned at the university and the realities of the school environment (Milani et al., 2022), which generated additional challenges, particularly in the context of remote teaching. In this scenario, Emergency Remote Teaching (ERT) emerged as a temporary measure during the COVID-19 pandemic, aiming to ensure the continuity of educational activities through technological resources and digital strategies adapted to social isolation.

Nevertheless, the scholarship holders' own creative efforts stood out, as they strived to do their best under the circumstances, using various technologies and methodologies, identifying weaknesses, and seeking to improve their teaching practice (Pacola et al., 2022). Participation in these programs, even in a remote format, represented a significant opportunity for pre-service teachers to experience professional practices in their field of study. It served as an initial step in the development of their careers, providing

a more concrete understanding of the teaching reality and fostering a critical stance toward the challenges and complexities inherent to the teaching profession (Costa; Fernandes; Pereira, 2021; Araújo; Carvalho; Costa, 2023).

Former scholarship holders reported that program supervision provided substantial support, but they also highlighted the importance of exchanging experiences among peers (Sousa et al., 2024), which became a meaningful communication network and mutual support system for participants. Additionally, participants of both Pibid and PRP indicated that their motivation to join these programs was linked to multiple factors. Among these, the financial support offered by the scholarship—essential for many students to continue their studies—and the possibility of fulfilling extracurricular and complementary workload requirements, which are often difficult to obtain throughout the degree despite being mandatory. Added to this is the desire to contribute to transforming the school reality and to apply academic content within the concrete context of the school (Carvalho; Moura; Bento, 2021). In this sense, the programs promote academic and professional advancement through shared experiences among all participants, directly or indirectly, aiming to enhance teacher education throughout undergraduate studies and into everyday professional practice (Niquini et al., 2023).

Based on the studies that investigate the perceptions of Pibid and PRP scholarship holders, it is evident that both programs have made an effective contribution to participants' initial teacher education—an aspect consistently identified across all studies analyzed. Several benefits emerge in different regions of the country, underscoring their effectiveness in the initial training of Physical Education undergraduates and in the practical fulfillment of the programs' previously established objectives.

4 Final considerations

Based on the objective of evaluating PRP and Pibid within the Physical Education teacher-education program, from the perspective of students and through a literature

review, a variety of contributions and impacts on participants' training were observed. The results highlight the relevance of these programs for the development of skills and for the construction of future teachers' professional identity. It is also noteworthy that participation in PRP and Pibid enhances communicative and emotional competencies and fosters an investigative and creative stance among students. The autonomy provided by these programs plays an important role in confirming career choice and strengthening the pedagogical practices of pre-service teachers.

Practical experience in real school environments emerges as a fundamental component of teacher education, enabling students to fully understand school dynamics and adapt content to the specific needs of learners. The integration between theory and practice in PRP and Pibid allows pre-service teachers to engage actively as both teachers and researchers, reflecting on their own practices and participating in scientific and educational events. However, challenges such as the gap between theory and practice—particularly in remote teaching contexts—require creative and innovative adaptation, highlighting the need for continuous updating and support throughout the training process.

In conclusion, this study contributes significantly to expanding knowledge in the educational field by highlighting the effectiveness of PRP and Pibid in the initial training of Physical Education teachers. By demonstrating the positive impacts of these programs on the development of essential competencies and on the ability to adapt to school diversity, the research reinforces the importance of educational policies that promote the integration of theory and practice from the early stages of teacher education. Furthermore, future research is recommended to better understand the effects of these programs throughout teachers' professional careers.

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