

Towards a Pedagogical Perspective in the Extracurricular Training through Sports Schools and the Knowledge of the “Profe”

Hacia una perspectiva pedagógica en la formación extraescolar, a través de las escuelas deportivas y el saber del “Profe”

Jenny Marcela López Morales¹

José Enver Ayala Zuluaga²

Abstract: This bibliographic compilation article is the preliminary result of the investigation entitled: *The knowledge of the “Profe” in the Extracurricular Training: Towards a Didactic through Sports Training Schools. The principal objective of this article is: to comprehend the conceptual, procedural, and attitudinal components that make part of the knowledge of the “Profe” in the extracurricular training, in order to unveil a didactic from the sport training in sports education schools.* For the achievement of the main purpose of this piece, it was necessary to perform a bibliographic tracking to evidence the state of the art within the framework of this thematic.

Keywords: Didactics; Sport schools; Extracurricular training; Knowledge.

Resumen: Este artículo de recopilación bibliográfica es el resultado preliminar en el marco de la investigación titulada *El Saber del “Profe” en la Educación Extraescolar: Hacia Una Didáctica desde las Escuelas de Formación Deportiva*, la cual tiene como objetivo principal: *Comprender los componentes conceptuales, procedimentales y actitudinales que configuran el saber del “profe” en la educación extraescolar, con el propósito de develar una didáctica de la formación deportiva en las Escuelas de Formación Deportiva.* Para el logro de este objetivo fue necesario realizar un rastreo bibliográfico que evidencie el estado del arte en el marco de esta temática.

Palabras clave: Didáctica; Escuelas deportivas; Formación extraescolar; Saber.

¹ Professional in Physical Education and Sports, Adjunct professor University of Quindío, Education Sciences PhD, Contact: jmlopezm@uniquindio.edu.co

² Investigation PhD, Academic advisor, Academic Vice Chancellor's Office, University of Quindío, Contact: jeayala@uniquindio.edu.co

Introduction

Schools of Sports Training (SST), and so on, are means of non-school education in the nowadays society that many children and young people use for finding something they like to do, such as sports. The SST's are attended because of diverse personal interests: like the initiative to start a sporting lifestyle, influence or necessity to spend the free time, admiration for a specific athlete or sport, among others.

Historically, schools of sports training are originally from the ancient Greece where very young kids were called up to make competitions back in the VII and II centuries before Christ. In Athens, the foreigners and slaves did not have the right of education. The only ones that had the right of education were the eupatrids and citizens. This was due to in those times, elitism and hierarchies were prevalent. For this reason, the education was solely aimed to these groups of people. Thus, it can be said that, to a historical level, it existed in some way the contexts of the influence of sport training schools that used to having a specific subject focused in the sport training. Moreover, not that far in Sparta, seven-year old kids were separated from their parents to be militarily trained. This militarily training consisted mainly of gymnastics since Spartans had the conception that this type of training would make them stronger (Javier Taborda, 2004).

The SSTs were getting more consolidated as they became part of the societies of Spain, Cuba, and China. According to the historic background and to what was argued by Taborda, Murcia and Angel (2004), in the book “Escuelas de Formacion Deportiva y Entrenamiento Deportivo Infantil”, the SSTs are recognized in some countries as **Schools or Processes of Sports Initiation**, as stated in one study made by Gonzales, Sixto; García, Luis Miguel; Contreras, Onofre Ricardo and Sánchez, David in the University of Castilla-La Mancha, Spain. In this study, it makes use of the concept of sports initiation in the modernity. These authors argue that these sports initiation processes are given between the ages of 6 and 15 of a person. However, it can vary depending of the necessities. It means that the range can be widen depending of the necessity of previous knowledge. Also it has to be taken into account that these sport periods with kids, are not focused on the high performance or spectacle sports since the young age of the children make the processes not to be relevant. In the other hand, within this age range, it is of importance the technical and tactical training process of each sport. This process is associated by three phases that are:

Phase of initiation/familiarization/global preparation/startup or basic education/cognition.

Phase of development/intermediate/training/configuration/instauration/specific learning/association.

Phase of improvement/training/competition/learning consolidation/specialize learning/automation” Gonzales, Garcia, Contreras, Sanchez (2009, Pag. 15)

This structure has been defended by different authors such as Gonzales, García, Contreras, Sánchez (2009, Pag. 15). Therefore, schools of sports training are a concept that is developed at an international level with individual approaches. In these schools can be found contents and arguments of how to develop the sports initiation process. It is also important to highlight that it prevails the technical and tactical training process depending on the teaching methodologies of each person. This method is called “teaching/learning process” in which the individual acquire the knowledge and capability to practice and execute a sport through having contact with it until practicing it taking into account the adequate techniques, tactics and rules

of the sport (Hernández- Moreno and Col, 2000, Pag. 12).

Theoretical posture:

Carriedo (2015), in “Metas de logro, diversión y persistencia-esfuerzo en estudiantes de educación física durante una unidad didáctica sobre judo”, found that having fun and being persistent were mayor qualities that had women and other participants that value the most the experience. Besides, this group of candidates, the one with the most people, did the homework. In addition, the analysis of fun also affects the interaction between the variables of gender and assessment of the didactic unit. The conclusion of this investigation achieved to demonstrate that the deviation and the persistence effort were higher in women. This antecedent allows to identify that, if it is proposed a Judo didactic unit, this unit have to be established at a technical and tactical level within a formal education. That is how is perceived the formal context in an investigative environment.

Ayala and Franco (2015), in “Acciones y reflexiones en torno a una didáctica con y desde la motricidad en las aulas universitarias” argument that the fundamental objective of this piece is to contribute with the discussion about certain affairs that are generated when it is “opened” the scenario of the relation between motor skills and teaching. In order to carry out this suggestion, it must be retaken the proposals of Gadamer (1991) about hermeneutics where the authors, from permanent entries and exits of the classroom, seek to understand and explain what is happening by basing themselves with ethnographic descriptions (Arboleda, 2009; Gruber, 2003; Murcia and Jaramillo 2008), in which the contextualized explanations and discussions lead to what was announced in the hermeneutics.

In order to catch the attention, the actor of the educative scene have to presented and concentrated when creating characters and cartoons; when imitating and exaggerating; and when the pedagogical intention is to “present” a different face to that of the teacher; not using his words , but with motor skills he uses to teach. Thus, the motor skills are connected with the environment where we exercise our work (teach-learn) and where it exists visible and invisible events; real and unreal ones; near and far ones; in our minds and materialize ones. This connection has the intention to fulfill the teaching process by giving way to the teachers and students’ authenticity and freedom in order for them to live their way.

Equally important, it is possible to think of teaching as a scene in which one must reflect about the real meaning of the actors denominated as teachers-learners-actors that move environments to encourage beauty, and to encourage the creation and the destruction of these scenes. In any case, it has matrices of an invention outlined by fragments of life experiences and intentions to teach and educate through motor skills. In accordance with Farina (2005), it is assumed that the motor skills structures some teaching-learning performances. Correspondingly, Farina states: “the contemporary body, the collective body of the contemporaneity does not let others to shape it with a speech. It possesses numerous holes, openings, fragments, abysms, and profiles: body of territorialities, Frankenstein-body, experiment body” (Pag.270); it means that the holes is where it is given another meaning to the educative act of the university and it is driven by the motor skills.

Thus, it is the imagination, not being controlled by the cognition, the one that enable an acted motor skill with pre-build roles that allow the teaching. In the same way, the classroom becomes into an imaginative scene for the teacher that permits to invent roles and characters that assist the possibility of expressing the knowledge (to communicate); where the biological

body, the living body and the human body enter an imaginative dance while fulfilling roles and trying to teach. In the same way, it can be stated that the classroom as an acting scene, it is also thought as an emancipation place for the actors involved. In this place the verbal and non-verbal expressions are in individual choice for the teaching and the transcendence of the subject, in which the imagination have to be use in relation with reality to make him/her see beyond to what his/her eyes can really perceive. This can be called as the staging of motor skills with a real sense of teaching.

For this research, this article makes visible in the educational environment that even if the teachers from the schools of sport training are not fully trained academically, in them emerges a strategy of teaching which allows to deduce that the experience is part of the processes of teaching.

Alzate (2014), in “Pensamiento crítico, dominio específico en la didáctica de las ciencias”, argues that the object of study of the teaching of the sciences and its relationship with the field of pedagogy leads to establish some limits and tensions between training and critical thinking in specific domains of knowledge, which exceed conventional purposes focused on teaching and learning of the sciences. Throughout the text, it privileges the thesis of the development of the critical thinking domain-specific, which leads, secondly, to present results of research on the expression of critical thinking in children and teachers of fourth and fifth grades of basic primary education of 56 public institutions of the city of Manizales, in the field of the natural sciences.

The study was of mixed nature due to the categories investigated were problem solving, meta-cognition and argumentation, which are considered to constitute critical thinking in students. For such study, ten workshops were designed for the collection of information, presenting problem situations on different science subjects. The tests were carried out with 224 children and 5 teachers. The study was advanced in three moments, each of which carried out the analysis of each of the categories, as well as the analysis of the relations between them. Independent results are presented for each of the three categories investigated, as well as a comprehensive analysis of the relationship between them, in order to understand the expression of critical thinking in the children investigated. Lastly, Teacher's conceptions of critical thinking were comprehensively described.

The research method was mixed, as it corresponded to the application of a quantitative instrument questionnaire type, and a qualitative instrument rubric type. It was used a parallel convergent design, according to what was proposed by Valenzuela and Flores (2011), implementing the questionnaire in the previous phase and subsequent to the implementation of the strategy of problem-Based Learning. In addition, it was of type quasi-experimental and transactional due to that it did manipulate the variables to incorporate a teaching strategy. The research followed a mixed approach, which studied the problem of critical thinking in natural science teaching and learning processes in primary basic education classrooms. Also, the categories of argumentation, problem solving and meta-cognition in students were explored, with the purpose of understanding relationships between these categories as constituents of critical thinking in them. In the same way, teacher's conceptions of critical thinking were broadly described. Given the purpose of the research, the generation of knowledge is expected to be around the central critical thinking category, to which the immersed actors (students and teachers) will contribute. Besides, the population of boys and girls participating in this research was 2240 out of 56 educational (public) institutions in the city of Manizales that attended the fourth and fifth grades of primary school.

At this phase, it is included: 1. the process of teacher training aimed at the development of critical thinking in students. 2. Implementation of the teaching proposal. 3. Comprehensive description of critical thinking in elementary school students, based on the relationship between argumentation, problem solving and meta-cognition. Both quantitative and qualitative analyses were carried out with regard to the analysis of information from children and teachers, and thanks to the mixed nature of the research, it allowed a better understanding of the different categories studied and the relationships between them.

The development of critical thinking in students is essential to prepare them for situations of uncertainty, in which the solution is neither unique nor simple. Problem-Based Learning is a didactic strategy that could boost certain generic skills for inclusive training and professional practice. In this way, critical thinking facilitates future professionals for a work environment where they require informed, justified and best expressed decision-making for positive results. According to this study, it is necessary to strengthen the didactic strategy to ensure that students change their predisposition to critical thinking. So, it is recommended to inquire about the context, duration or implementation of it. Similarly, assessment and continuous feedback to students on their performance in this subject, could be part of the learning cycle towards other levels of performance.

It can be deduced that the didactic strategy implemented at the level of Problem-Based Learning makes it possible to identify that didactics is fundamental in the teaching processes, regardless of their intention, and it is thus believed that in SSTs there can be a sports didactics that allows to transmit knowledge to the children and young people who attend.

Pages (2002), in his work “Aprender a enseñar historia y ciencias sociales: el currículo y la didáctica de las ciencias sociales”, aims to link the curriculum of history and Social Sciences of compulsory education and professional development training of teachers responsible for its implementation in the practice. It is divided into four sections: in the first, the general characteristics of a curriculum for the twentieth century are presented following the proposal made by the National Council for the Social Studies of the United States in 1994. The second deals with the relationship between the teacher's education and its didactic competence to teach specific contents of a field of knowledge or discipline. The third focuses on the subject of study and research on the Didactics of History and Social Sciences (DHISO). And, finally, the fourth focuses on the analysis of a model for relating the initial teacher's education related with the practice of teaching history and Social Sciences.

The DHISO, like the other specific didactics, faces major challenges in initial and continuing teacher education. In my opinion, it is in the best position to try to think about them and to find imaginative solutions to train the teachers who will have to make possible a new conception of teaching and school in the Twenty-First Century.

Education leads to the emergence of new teaching aids every day to respond to educational needs, both at school and out of school. These didactics are relevant in the teaching and learning processes. That is to say, that the emergence of a new didactics from non-formal training, can change the conceptions of education in this aspect. Chacon, Guzman, Romero (2006), in “Los padres/madres de las escuelas deportivas municipales ante la práctica deportiva de sus hijos/as”, explores the involvement and the attitudes more significant for mothers and fathers with regard to sports activities of their children. This research was carried out with the different parents of the Municipal Sports Schools of Sevilla, Spain. To this end, a validated questionnaire of 44 items was drawn up, containing a total sample of 98 parents. This

questionnaire covers issues such as the relationship the father/mother has with the technician degree, the level of satisfaction with the technician's work, the level of involvement of the father/mother in the sports life of his son/daughter, or the interest and expectations of the father/mother in relation to competition or sport, among others.

Taking as a reference the opinions expressed in the various seminars by the technicians about fathers and mothers, the very intervention and involvement of parents in these workshops, and the results of the questionnaires carried out, we can conclude that the level of involvement of fathers and mothers in the sports life of their children in the Municipal Sports Schools is currently not very high. It is true that the parents attending the workshops consider the practice of physical activity in their children very important. This is something that is also reflected by almost 90% of the parents who believe that sport is fundamental to the health of their children. However, a large number of parents do not know their child's coach and do not go to see their child's workouts. And that is something that comes back to confirm the opinions of the technicians in the seminars that consider that the parents are barely involved in the sports activity of their children.

In addition, almost half of the parents would like their child to be a champion. Although in the workshops held with them, they express that the result of the competition is not the most important thing. Therefore, the data extracted from the questionnaires are more consistent with the subjective perception of parents with respect to the attitude of other parents in their children's sports competitions. It would be interesting to analyze objectively the attitude of these parents in the competitions in order to really see what orientation they give to their child's sports practice. In short, one aspect to improve in the attitude of parents, is their level of involvement in the sport that their children are practicing, which would help to improve the training aspects of school-age sport.

Based on this research, which was carried out in SSTs, it can be perceived that the subjects addressed here are the parents, who showed that the importance they give to the processes of extracurricular education are not relevant. Thus, it can be said that the function and role of the "teacher" is fundamental in being and feeling, because he/she makes of the sports training process an item for the assistance of children and young people to the SSTs. that is why they are the ones who may be interested in participating in this type of knowledge and not the parents. It is possible to identify within the article that departs from the parameters of the training and not simply strive to demonstrate or identify technical and motor teaching processes, but also that they come a little closer to the feeling and being from the perception of the parents before the extracurricular processes. In this way, it is evident that the parents at some moments moves away from the extracurricular processes, that in some way, contribute to the integral formation of the Being, which in turn allows to identify the commitment of the parents to this type of non-formal training, in which they want to incur to give a different position to society on the processes that emerge there.

Víllora, García, Contreras, Sánchez, Mora (2009), in "El concepto de iniciación deportiva en la actualidad", raise and clarify the state of the issue about the concept of sports initiation in nowadays society, describing, in turn, the different perspectives that compose it. This work is a documentary analysis of sports initiation. Thus, they analyze in depth the content of the question by justifying it in three great perspectives that can help to understand this concept much better. Consequently, the establishment of the study core and the various categories that are established are developed on the basis of analysis and the relationship of previous research.

Firstly, they clarify that the process/ product differentiation is a didactic research perspective, which differentiates scientific contributions according to the purpose sought during the period of sports initiation. At an early stage, trainers / teachers considered as important the results obtained at the end of the sports learning period. That is, the search for performance and the result. However, this trend has evolved to focus on the development of the sports learning process itself. Although it can be said that there are still advocates of the first approach. Thus, in the bibliography we find results-oriented contributions, such as Diem (1978), which exposes on sports that children must learn to use different instruments in order to exercise in different plays, because their techniques are very different. And not only do they have to assimilate the techniques of play, it is also important the tactical behavior of each child within a group or team. Hence, they will have to understand a joint action and properly integrate the specific individual plays. In this same line, but emphasizing even more the result from an approach based on the operability of motor, Sánchez Bañuelos (1984, p. 173), states that “an individual is not initiated until it is not able to have a basic operation on the global set of the sports activity and in the real game situation or competition”. Another definition oriented to the dimension of the product, but taking into account the process, is that of Hernández Moreno and col. (2000, p. 12): “teaching-learning process, followed by the individual for the acquisition of knowledge and the implementation capacity of practice of a sport, makes it that comes in contact with him until he is able to practice with adaptation to its technique, its tactics and its rules of procedure”.

If we analyze the classifications in these three important points: process/product, specificity/in-specificness and the sports areas where they are developed; and if we reflect in depth on the contributions of the different authors, we can observe two currents. The first of these currents is made up of contributions that are oriented towards a specific sports specialty, in which the result is taken into account and emphasis is placed on the teaching of technique (RETOS No. 15, 2009, 1st semester). New trends in Physical Education, Sport and Recreation - 19 - implementation of stereotyped movements from the outset) and which directly or indirectly have a relationship to sports performance. Though, in most cases it also relies on the teaching of values through sport. In the words of Romero Granados (2001), these phases have historically “followed a conception of efficiency, performance, product, etc.in practice”. The second current, by contrast, is formed by a series of proposals, in which the initiation of sports the children are taught through a group of sports that they have few structural principles and functions in common; in other words, it takes more account of the process than the result. What is intended is that the children know and understand the logic of a group of games, looking for the transfer in terms of the strategies of some sports to others. This aspect is more oriented to the educational field and even, in some cases, approaches the formative recreation. Also, it is always in relation to the psycho-physical, socio-affective characteristics and motor abilities of the child in its passage through each evolutionary-maturing age.

After the analysis of the literature and the search for relationships between the different sources in the three planes: process/product, specificity/in-specificness and the sports field or context. It can be concluded that the sport initiation will involve a process in which the child will start in one or several sports, recommending the multi-sport training. So that in the future, the young person will be able to choose from his own criteria (example: fun, skill level, socialization...) the sport in which he specializes with an already solid integral basis in relation to his/her motor skill competence. Consequently, the objectives must be oriented towards understanding the main elements of the game by gradually acquiring healthy living habits, and always taking into account their training needs and adapting the didactic methodology to their characteristics. The relationship of the sports initiation phase with the factor of effectiveness or mastery in the execution, will depend on the objectives we set ourselves in each case by being

able to guide the practice of sport in several areas of Action: Performance, educational-health or recreational. In our view, this period will be aimed at laying the foundations necessary for a more specialized orientation to be possible at a later date.

Bolivar (2005), in the article “Conocimiento didáctico del contenido y didácticas específicas”, makes a review of the scientific literature and research of this research program, focusing especially on those that analyze the relationship between “knowledge of the content” and “didactic knowledge of the content”. He points –at the same time– to some problems and limitations that in recent years are being posed. The article, as a presentation of the monograph, makes an extensive current review of Shulman's teaching Knowledge Development Program. In this sense, it contextualizes this approach and describes some of its components. Secondly, it analyses the extent to which it can be used (as in the case of 'didactic transposition') to base specific teaching practices and their implications for the training of specialist teachers in a disciplinary field. Lastly, it formulates a review and limitations of the program as well as in its latest developments, through the “scholarship” of teaching and learning by the university teachers.

The teaching and learning processes associated with the understanding of each particular discipline thus become a focus of research. If, in one hand, the usual disciplinary research has been dedicated to producing knowledge of content and educational research, on the other hand, the pedagogical knowledge, it is now about combining both processes in the work of academics, through a research in the classroom that would result in a “didactic knowledge of content”, subjected to the same canons of visibility, contrast by colleagues and dissemination of scientific research. In this way, if a good academic investigates in his own field, as a university professor he is, he has to worry about improving the transfer of that knowledge to his students, with a didactic knowledge of the content, shared and reviewed by his colleagues. University education cannot remain confined to the privacy of the classroom, without being subjected, like a research, to public scrutiny by its peers (Hastch et al., 2005). On the other hand, it is necessary to place it –with all that must be involved in the recognition of the teaching master– as one of the functions of the University Faculty of the activity of the “scholars”. This, like a research, should have a set of characteristics: research object, public, subject to criticism and evaluation, and shared or exchanged. The integrity of the University professor therefore includes the revision and improvement of his teaching by the impact that his work, in this dimension, has on the students. In essence, as Shulman (1999) said, being a teacher means taking the Apprenticeship of the pupils seriously.

Henriquez (2004), in the article “research in the teaching of history”, shows how the knowledge of specific didactics, are based on the results of the research in educational contexts in which they teach and learn specific content, and research in the training of teachers; that is to say, in the contexts in which they taught and learned to teach a specific content; in this case, the history and the social sciences. The discoveries from these two fields will result in better curricula of teacher training, and in the development of teachers. in consequence, it will lead to a learning that will benefit the schooled children and young people population that, in the last instance, will be the ones that really occupies and worries for those who have made education, and in particular of the teaching, a profession. Also, it takes part of the research teaching all those works that focus on the analysis and evaluation of the content and the programs of study or the text-books of the present and the past.

What is it known today about the state of research in didactic history? What is it being investigated in the countries of our environment and why is the research being investigated?

What do we know about the application of these results in the training of history teachers or in the teaching of history in schools and secondary schools? This article seeks to answer some of these questions. For this purpose, the author explores the situation of research in history teaching in the scientific literature of some countries around, in particular the Anglo-Saxon world and in the Francophone world. The two worlds that have probably generated more and better research in this field. It is reported that the investigation has begun by consulting some Handbook or some recent analysis and synthesis work, which presents an overview of the investigations and a classification of them. Unfortunately, it is not known about the existence of a the non-Anglo-Saxon European World Handbook of the style of the person that was coordinated by Shaver (1991), dedicated exclusively to the teaching and learning of the social sciences or other Handbooks that periodically presents reviews of educational research that include chapters devoted to the teaching of history and social studies (Richardson, ed., 2001).

Now, in order to produce an overview of the research that exists in the French-speaking world and in Italy, it has turned to other avenues. In the French case, a set of revisions to the published "Perspectives Documentaires en Éducation" (2001). One of them is from Italy that has made various approaches to the institutions dedicated to teacher training and research (for example, Clio'92). However, under no circumstances does his work seek to carry out a thorough review, nor does it intend to establish a taxonomy of research lines or guidelines for the future. It simply aims to offer, as it did a few years ago Pagés (1997), a vision of a part of what is being researched in "didáctica de la historia". His work is aimed at Spanish-speaking researchers, and in particular at the students of the PhD in didactics of the Social Sciences, in which he intends to offer them knowledge about some lines of research that are developed in surrounding countries, and about some of its characteristics so that they can compare with what is being investigated in Spain in order to make informed choices about their line or their research problem. In the first part of the paper, a situation of research in didactic history in the Anglo-Saxon world is presented. And in the second, a situation in the French-speaking and Italian World is presented. The differences between the two situations are evident as can be seen. The article concludes with some final reflections on the need to know what is being investigated in other countries in order to place our research in the international context. As conclusions, it outlines the main differences between the themes and areas of research that have been taken into account in the approach of the Study Problem. In the case of Anglo-Saxon research, specific issues are dealt with in very detail. For this purpose, the teaching processes are explicitly separated from the learning processes of history. This gains precision, but, as Wilson (2001) points out, the risk is to lose track of the entire educational process. Therefore, the challenge of these approaches is precisely the ability to relate on the different types of outcomes. On the contrary, research carried out in the French and Italian-speaking world is developed in a more holistic manner and incorporates many elements and variables. Unlike Anglo-Saxon researches, the researches that integrates teaching and learning processes runs the risk of generalizing the problems presented to the researcher and the teacher. For Research in didactic history and Social Sciences done in Spanish-speaking contexts (Spain and Latin America), it is a challenge to take into account the production and results of research that is produced in other educational contexts. These investigations will enable us to feedback and enhance effective dialogue on the new and old problems of teaching history. In the same way, they will allow them to be part of a collective which, in relation to the problems of teaching and teaching history and the Social Sciences, no longer has frontiers. As stated by Gerin-Grataloup and Tutiauz-Guillon (2001: 10) "*nous sommes à a moment où la naissance d'une "communauté scientifique" des didactiens est possible et nécessaire*".

Pérez (2004), in the thesis "Estudio del planteamiento actitudinal del área de educación

física de la educación secundaria obligatoria en la LOGSE: una propuesta didáctica centrada en una metodología basada en actitudes”, analyzes the axiological position, both of the General Education Law (GEL) of 1970 and of the Organic Law of General Education System Organization (LOGSE), after its appearance in 1990. Also, in the different educational theories regarding attitudes and values, it is recognized the different models and paradigms developed in the educational framework and demonstrating the “Phantom” contributions made by theories humanists, at the attitude level, to the 1990 reform. It continues to study attitudinal development approach, which after the implementation of the LOGSE, have been proposed and carried out in the area of Physical Education in compulsory secondary education, through the analysis of different documents. The research provides two fundamental elements: on the one hand, a didactic proposal focused on a methodology based on attitudes as the backbone of the teaching and learning process, from a meaningful perspective, that achieves a greater motivation towards physical education that guarantees the same or better level of result. This is understood not only from motor perspective, but also from the rest of the capacities that develop the individual (cognitive-intellectual, affective-motivational, interpersonal relations and social insertion) that creates more positive attitudes of self-esteem, satisfaction, autonomous thinking, socialization, conflict elimination, solidarity behavior... In short, it responds better to the needs raised by the LOGSE (1990) with the contribution of the so-called, attitudinal style and the elements that compose it: the sequential organization towards attitudes, intentional bodily activities and final assemblies.

On the other hand, a comparative analysis, through the creation of a scale of attitudes, of the achievement of the attitudinal aspects in the area of Physical Education, at the end of compulsory Secondary Education, called “Scale of attitudes for Integral Physical Education (E. A. E. F. I.)”. The factors Group Responsibility, Individual Responsibility, Conformity-nonconformity and Health Responsibility are the independent factors that determine the attitudes of students in the area of Physical Education, from an integral view of the individual and on which the items of the EAEFI are established for their evaluation. Hence, to carry out the study, 12 schools were selected with a total sample of 556 pupils, from which three were centers in which the researcher teaches and applies his methodology (experimental groups), and the other nine spread over the Spanish geography (control groups). The results obtained through the scale of attitudes (EAEFI), expressed categorically the improvement of the attitude towards Physical Education of the students who received the methodological proposal focused on a methodology based on attitudes. In addition, it was found that pupils, who received an attitude-based methodology in their physical education classes, did not, in any way, diminish their physical skills or abilities. On the contrary, the climate of trust and work, disinterested help, collaboration, solidarity, being able to choose whether or not to do so, helping each other overcome their fears and/or working together without allowing a partner to stay behind (congratulating each other on collective work), allowed everyone to improve their expectations about their competition ability at the body level. Also, it improves the rest of their abilities that they develop in an integral way.

Devís y Sparkes (2005 pp. 73-90), in the article “¿Qué permanece oculto del currículum oculto? Las identidades de género y de sexualidad en la educación física”, Gender and sexuality identities in Physical Education”, shows how the hidden curriculum is a very powerful means of learning the norms, values and social relationships that underlie and are transmitted through daily routines in schools and teacher training centers. Students learn not only behaviors and knowledge, but a whole set of attitudes and social practices that help them build their identities. Studies on physical education, mainly in the Anglo-Saxon cultural context, have focused on highlighting the hidden dimension of the curriculum in relation to the construction of various

identities, including gender and sexuality. However, in the cultural context of the Spanish-and Portuguese-speaking countries, these studies are in short supply, and therefore continue to silence a whole range of aspects relating to these identities. Therefore, the aim of this article is to explore, especially in the light of Anglo-Saxon literature, the discrimination and problems faced by certain sectors of students and teachers with non-dominant gender and sexuality identities. The ultimate aim is to contribute to the debate and awareness of these issues in the Ibero-American community, with the intention of stimulating research in the respective cultural contexts, in order to be able to put forward pedagogical proposals for schools and teacher training centers. For that reason, this article discusses, at a general level, the hidden curriculum, its origin and factors that serve as epistemological support to this research. Since P. W. Jackson coined the term "hidden curriculum" in 1968, research on this subject has uncovered the implicit learning of students during their schooling period. In the same fashion, hidden norms, values and social relations, which often remain in the obvious dimension of school life, have emerged in the foreground and become visible. In consequence, this shows that students, through their participation in school life, learn to accept or resist the official culture of the school. In addition, it has been emphasized not long ago that students not only learn behaviors and knowledge, but also a whole set of attitudes and social practices that help them to construct their identities. The first studies on the hidden curriculum of physical education were conducted by Bain in the mid-1970s in the United States from a positivist assumption of objectivity and lack of value. This author was looking for the regularities in the behavior of teachers and in the organization of the classes, through procedures that indicate relationships with the transmission of values and attitudes towards the students. Accordingly, it was identified patterns of behavior that favor values of order, achievement and privacy, as well as differences in behavior according to gender, skill and type of school (Bain, 1985). The positivist works on the expectations of the teacher, also provided important results for the hidden curriculum, such as the perceptions of teachers regarding their students depended on the gender, the appearance, and the efforts perceived. Besides, teachers showed a positive bias in favor of conformist, cooperative, orderly and physically successful students (Martinek, 1983).

Balduzzi (2009), with his work "En la raíz del activismo: el sentido educativo del actuar en Kerschensteiner, Ferrière y Dévaud", aims to highlight some important contributions of an anthropological-educational nature present in pedagogical activism, interpreted in the light of a privileged research category: the educational sense of human action. This work aims to illustrate some of the pedagogical contributions of activism, based on the contributions of Kerschensteiner, Ferrière and Dévaud, addressing the theory of human action as a fundamental pedagogical category. In addition, it will attempt to explain the most important points that the movement wants to emphasize in human development. This allows, within the framework of its ontological and educational bases, the human act to present itself as fertile and varied, spiritually founded, attentive to the existential dimension and elaborated of the subject.

Balduzzi's conclusion focuses on two questions: 1) how do Kerschensteiner, Ferrière and Dévaud see the activism? 2) What image do they give us of activism? If the analysis is correct, the three authors strongly and decisively emphasize the highest aspect of the pedagogical theory of this movement. They argue that it is not enough to pursue a simple praxis, but that a true educational plot must be created within the intersection of different planes and perspectives. Moreover, the harmonious encounter between spirituality and empiricism, between transcendence and immanence, between intelligence and will, between Teleology and contingent elements of existential type, reinforces the presence of a deep and difficult educational link to reduce into specific sectorial dimensions and endowed with a specific character. Consequently, the ideas of the aforementioned authors discover a very varied and

unique pedagogical movement, but also very rich, stimulating and innovative, which cannot be reduced to peculiar methodological or didactic contributions (without disregarding them). In the works of these pedagogues, it can be seen how the attention focused on the child does not lead to a spontaneous myopia, but it increases the sensitivity to the educational task, in which the acting subject must evaluate through the propelling and original forces he possesses. These forces always appear related to a horizon of meaning that, while finding its concrete form through the dynamism of individualization and personalization, allows us to go beyond the being in order to transcend it and vivify it.

Aguirre & Jaramillo (2012), in “Aportes del método fenomenológico a la investigación educativa”, begin by explaining that the words “method” and “phenomenological” have been around the educational context with relative frequency. Since the trend of research, with its pros and cons, metastasized into school the methods and methodologies that later would become a matter of obligatory reflection. In the same way, as so many strange words that are embedded in the dynamics of education, the “phenomenology” became a topic of discussion. Perhaps, because of the presence of it in the formative process of teachers, and perhaps also by the specialized literature on education that is disseminated through journals, books, conferences, and others. However, as it is often the case, there is sometimes no clarity regarding methods and, even more so, regarding phenomenology –although the valuable contributions made by philosophers such as Feroso (1988), Fullat (1990) and Vargas-Guillén (2006), cannot be ignored.

The problem gets worse when the focus of discussion is the phenomenological method, and becomes more complex when it is attempted to use as a possibility for research in education. That is why this article defends the following thesis: “the phenomenological method contributes, in a privileged way, to the knowledge of school realities, in particular, to the experiences of the actors of the training process”. To adopt this thesis implies that clarification must be made regarding the words highlighted, that is: “phenomenological method“, “knowledge” and “experiences”. Precisely, this is what will be made throughout the sections of this writing. Therefore, some basic concepts of phenomenology are considered under two variables: phenomenology as philosophy and phenomenology as a method. Subsequently, some successful models proposed in the social sciences are presented. Finally, it is necessary to point out some “experiences” found in the research project: “the senses of the sexed body in children between 9 and 13 years of age in public schools El Tajo and Nariño Unido de Santander De Quilichao”, a study carried out within the framework of the Master's degree in education of the University of Cauca (2009-2011). This experience will make it possible to suggest the phenomenological method as a privileged method for Research in education. Besides, it is not too much to say that it is not intended to exhaust a topic that is already highly complex. What it is intended is to contribute to a stage of discussion with theoretical as with practical results. Also, it is intended to invite the academic community to continue reflecting critically on the possibilities that Phenomenology opens to the philosophy of education.

The article states that Phenomenology and its method contribute, in a privileged way, to the knowledge of school realities, especially, to the experiences of the actors in the training process. For this purpose, some models used in the social sciences are presented. Afterwards, it is proposed that phenomenology, in its disciplinary and methodological aspects, can contribute greatly to the exploration of school realities, that sometimes is unknown by our teachers in the school classroom. Finally, a case study will be shown to justify these claims.

From what is presented in this article, it is considered that, in fact, the phenomenological method contributes both to the knowledge of school realities and to the understanding of the experiences of the actors in the training process. While a journey has been made through the philosophical (or disciplinary) and methodological components of phenomenology, the path is extensive and requires greater depth. Nevertheless, there is sufficient evidence that phenomenology is an illuminating proposal in social science inquiry and, specifically, in education. In this latter aspect, the phenomenological method can serve as a way to delve into the realities of school, as was the case of the senses of sexed body, making more comprehensible phenomena of everyday life that becomes more urgent in the school and that in the institutional framework remain unnoticed. Equally important, both the conceptualization of the phenomenology, as its application in educational research, allows teachers to become increasingly aware of their role as educators. By becoming so, the training process takes into account situations that are settled in the world of school life, even though they are outside of the legislated and institutionalized curriculum.

Gallo (2006, p, 46-61), in the text “El ser-corporal-en-el-mundo como punto de partida en la fenomenología de la existencia corpórea”, gives account of the way the body is understood in the theoretical perspective of the phenomenology of corporeal existence and how the body-being-in-the-world is the starting point in the phenomenology of the body. It identifies the modes of expression of the Körper (naturalistic attitude), the thing-had-thought-objective body; the Leib (personalist attitude), the own-lived-phenomenal-animated-agent-subjective body; and the chiasmatic body as a way to understand the incarnation of subjectivity. Likewise, there are some traits that identify the corporeal-being-in-the-world, such as: the body is our anchor in-the world; the body carries in itself the zero point; the body is understood as a subject of abilities; the body is a mode of expression; the body becomes a subject of perception; the body being driven into the world demands to be understood as a subject of space and time; and the body is inter-corporal. The treatment of the subject of the body, within the framework of phenomenology, takes place in France in the 20th century. And despite the well-known Cartesianism with Descartes, it is there that the principles of a phenomenology of the body are configured, at the confluence between the phenomenological tradition and the philosophy of existence. The systematic development of the phenomenology of the body, which assumes corporeal existence and the incarnated subject as the center of reflection, corresponds, among others, to Gabriel Marcel, Jean-Paul Sartre, Maurice Merleau-Ponty and Bernhard Waldenfels. The phenomenology of the body opens a new horizon to understand the corporeal dimension of human existence, and offers a new philosophical vision of the body. While the body is not only an observable reality as an object, it is a dimension of one's own being. As Merleau-Ponty puts it, from the phenomenology of the "corporeal existence", the body is the "medium" of our "being-towards-the-world". That is precisely why it can be said in a radical way that the "Being-in-the-world" (Heidegger), is first and foremost a "corporeal-being-in-the-world" (Gebauer and Wulf, 1998; Waldenfels, 2000, cited by Runge, 2004).

Accordingly, this implies a "belonging to the world", when being "involved" in the world through the body that at the same time opens a subject to the world. That is why the phenomenology of the body has sought to restore the unity of human existence. Husserl, Scheler, Marcel, Merleau-Ponty, Sartre, Waldenfels, among others; break up with the “modern” mechanistic conception of the body and resign the subjectivity and objectivity aspects in an open opposition to the dualistic tradition. Hence, the phenomenology of corporeal existence makes the body our way-of-being-in-the-world. The body not only ceases to be an object, but also a passive structure receiving a reality configured by the confines of the Rescognitans. From Husserl, a theory of the phenomenological body is developed. such theory will reverse the

subordinate role of the body in the Cartesian thought and in Merleau-Ponty, who takes up the Husserlian idea of the body, and grants the body the theoretical "statute" that had been denied it. In addition, Merleau-Ponty moves from the phenomenology of life, to the phenomenology of the flesh (Chair), showing that the expressive and reflexive consciousness lives bodily and worldly.

When Merleau-Ponty, in his ontology, refers to the concept of flesh not as the representative of the mere materiality of existence. In the contrary, for him the flesh is not matter, it is not spirit and it is not substance. With the concept of flesh (Chair), the author aims to overcome the subject and object dualism, and the phenomenal and objective body itself. With the concept of flesh (Chair), the author aims to overcome the subject and object dualism, and the individual phenomenal body and objective body dualism. The key idea of the notion of flesh lies at the base of a phenomenal field where, “flesh is the fact that my body is passive-active (visible-seer), mass itself and gesture. The flesh makes visible that I am, that I am seer, look or what is the same, has an extra interior of the fact that the visible outside is also seen, that is, that it has an extension, in the enclosure of my body” Merleau-Ponty, (1970: 324, 325).

Portela (2012), in “La formación en un currículo como trayecto fenomenológico a un enfoque sociocrítico”, explains the curriculum as a phenomenological journey assumed as a “document of identity and journey of human formation” in a promising decentralization of logocentric cartographies, located in an eminently schooled curriculum concept, which cornrows other curricular pathways of human formation. Consequently, Metaphorical linguistic expressions are used to reach an understanding of the classical curricular approaches: technical, deliberative and socio-critical, from the distinction between the traces of pedagogy and didactic, to the sense of human formation that is expressed in these conceptions. The phenomenology of the curriculum embodies a radical break with traditional epistemology; its critical perspective clashes with the styles of technical and scientific understanding involved in organizing and structuring around disciplines and subjects. In a phenomenological perspective, with its emphasis on the experience of the world of life, and the subjective and inter-subjective meanings, little sense gives to forms of technical and scientific understanding involved in the organization and the structuring of the curriculum. The curriculum is seen as experience, as a place of enigma and questioning of the experience (Da Silva, 2001, pp. 39-41). It unravels the context as an experience from the phenomenological question for what it is human. It is strengthened in the accounts of the inter-subjective formative encounters, and in discerning questions about: What formative interactions do we want to forge? What society do we want to build? What experiences, projects and dreams are discussed? It is about a question of revealing training experiences disguised by phenomena such as norms, contents, evaluations and logic of rational planning. The curriculum as a phenomenological journey is forged on its essences lived in dialogue, in the territory as a practical scenario of the world of life, and in the symbolic, mythical and ritual world. It comes from specialized knowledge, historically forged and harmonized with contextual knowledge fluid between obvious, hidden, obstructed and accessible senses.

Acosta (2012, p. 57-65), in the research “initiation and sports training: a reflection always timely”, calls for reflection, based on a review of the concepts and practices on initiation and sports training, to all those involved in this process. He bases himself on the exploratory-descriptive methodology, explained by Hernández et al. (2007), to respond to various characteristics, such as reviewing a subject on which doubts are raised, in order to clarify and investigate new perspectives or to expand existing ones. Thus, the problem to be addressed is particular to national sports and aims to evaluate the possibility of becoming a line of research

within the Faculty of Sports Sciences of the University of Applied and Environmental Sciences (U. D. C. A.). The research was carried out under the characteristics of longitudinal non-experimental research design, which analyzes the changes, over time, of an event, a community, a phenomenon, a situation or a context (Hernández et al. 2006). It meets the characteristic of describing and reflecting on the changes, through the time of the category, sport and initiation; and sports training. Among its conclusions, it explains that the nowadays sport has its origin and evolution in England, XVIII and XIX centuries, where fundamental factors for its genesis came together. According to Elias & Dunning (1992), it happened during the London summer, where citizens of rural and urban origin, gathered to share activities of their regions. Then, at that moment, these activities were combined, regulated and transformed into others, such as cricket and boxing. This same author comments on the delight shown by the English when they gather in certain groups, according to the activity or pleasure of certain sports dynamics; and this is precisely where “clubs” emerge and become in one of the typical expressions of the London gentlemen. Hunting clubs and ball games are formed among the most significant ones that favored the development of modern sport with the inclusion and respect of the regulations. "When the custom arose to organize competitions above the local level as cricket teams traveled from one place to another, the uniformity of the game had to be ensured" (Elias & Dunning, 1992). As a consequence, this strengthened the regulation of activities, which are the beginning of modern sports.

It has been widely documented for several decades that the sports initiation, understood as a multifaceted process, is the basis for the sports development of a country, but more importantly, for the formation of physically active citizens with high values of social and environmental coexistence. This process as such, is not well known and understood not only by the majority of people, but by sports leaders, politicians, communicators and the majority of professionals who work in the field of sport generating processes without coherence or continuity that guarantee sports processes and socio-environmental coexistence. As a result, the theoretical and practical review of the current sport initiation and training is imperative in order to strengthen clear policies at the national level that will allow the consolidation of the national sports culture.

In the year of the Olympic Games, journalists, communicators, politicians, sports leaders and people in general, started speaking and predicting the results of the participation of athletes, who would represent their country. However, few know that everything starts with an organized and uninterrupted process from very early ages that ensures the best performance according to the possibilities. The concept of sport is dynamic and changing according to the culture of each country or region. but, the Colombian people who work in this field, should have an idea of what it means the sport, due to it has become in one of the most influential phenomena in the contemporary history of Colombia, since it involves a broad field of knowledge and applied science for his understanding and implementation. Anyone who has a direct or indirect relationship with this social manifestation, must delve into the studies of its genesis, its evolution and its various manifestations in the multiplicity of contexts in which they have their expressions. Given the breadth and importance of the subject matter, it is vital for the country to grow not only the context of sports, but also in social, environmental, political and economic aspects, among others. The responsible directors, teachers of physical education, trainers of initiation, selection and high achievement, and even high-level leaders, must be clear about the basic ideas that allow them to define the concept.

After this research tour, we can be positive that with all the previous background that referenced the concepts that are intended to be addressed during this research process, it is

perceived that little has been addressed on the subject of research in extra-curricular contexts. Moreover, what has been found so far in this paper, and the research that points to education makes relevant the didactic processes that emerge and become relevant to the knowledge and educational evolution, makes the hidden curriculum to become visible in all social processes and contexts; and possibly, from here emerge specific didactics that until today are not visible.

Reflections

It is clear that in sports training schools, those who guide the classes are not necessarily people with vocational training. Nonetheless, from there arises situations like the experience, the empiricism, the initiation of the training, the passion, the attachment to a sport, or the desire to lead a educational processes. This is why it becomes so practical to be able to identify, from this type of oriented training of “Profes”, how are developed the processes of teaching in the teaching of sports; how they, from their being or empiric training, manage to interact with the children and young people in an educational process; and how, being in this type of scenarios, they accomplish to create commands of teaching and achieve to recognize levels of education. As a hypothesis, it is believed that not only will a didactics emerge from sports training schools, but also it will come to light the knowledge that today is hidden in these scenarios and that have not been revealed. Since little has been involved in this type of environment for educational purposes, being the most preferred contexts for research the technical, tactics, biochemistry, and biotic, because of the population that is concentrated there. In consequence, it is isolated from educational and training processes that lead to knowledge. “¡The didactic system exists only to be comparable to its environment; and in this compartment it goes through a decrease of the consciousness of the environment by the agents of the system! The destiny of knowledge is played in this cunning didactic operation” (Chevallard, 1998). As the author suggests, in the face of learning or knowledge actions, the didactics plays a fundamental role in its mediation, which allows us to refer that possibly in the scenarios of SSTs they do occur didactic processes by the actors that are gathered there.

References

- Ausubel, D. (1990). *Aprendizaje significativo*.
- Ayala Zuluaga, J. E. (2016). Cuerpo subjetivo y didáctica: construcción vivencial. *Sophia*, N°2, 249-259
- Bennett N, L. J. (2004). *Hidden curriculum in continuing medical education. J Contin Educ Health*.
- Bolívar, A. (2005). Conocimiento didáctico del contenido y Didácticas específicas. *Profesorado. Revista de currículum y formación del profesorado*, 9, 2, 38.
- Camacho, J. E. (1999). *I Simposio Nacional de Vivencias y Gestión en Recreación*. Paipa, Boyaca.
- Coldeportes. (s.f.). Retrieved May 31st 2018, from http://www.coldeportes.gov.co/normatividad/ley_deporte_2017_85447

Coldeportes. (s.f.). *Instituto distrital de recreacion y deportes*. Retrieved May 29th 2018, from: <http://www.idrd.gov.co/sitio/idrd/content/escuelas-avaladas>

DAVILA, L. A. (2001). *Escuelas de Formacion Deportiva. II Simposio Nacional de Vivencias y Gestión en Recreación. 22 al 24 de noviembre de 2001. Cali, Colombia*. Cali, Colombia.

Deportivo, M. (s.f.). *Mundo deportivo*. Taken from <https://www.mundodeportivo.com/futbol/fc-barcelona/20170406/421502314660/escuelas-barca-mundo.html>

Gallego, R. (1995). *Saber Pedagogico*.

Gonzalez, I. (2010). *Prospectiva de las Didácticas Específicas, una rama de las Ciencias de la Educación para la eficacia en el aula*. Retrieved January 18th 2011, from *Perspectiva Educacional*, 49(1), 1-31: <http://www.perspectivaeducacional.cl/index.php/peducacional/article/view/2>

Hernández Moreno, J. C. (2000). *La iniciación a los deportes desde su estructura y dinámica. Aplicación a la Educación*. Barcelona: Inde.

Hipolito Cmacho Coy, E. C. (2007). *Educación física programas de 6 a 11 una alternativa curricular*. Kinesis.

Instituto distrital de recreacion y deportes. (s.f.). Retrieved May 29th 2018, from: <http://www.idrd.gov.co/sitio/idrd/content/escuelas-avaladas>

Javier Taborda, L. f. (2004). *Escuelas de formacion deportiva y entrenamiento deportivo infantil*. Kinesis.

José Enver Ayala Zuluaga, A. F. (2015). Acciones y reflexiones entorno a una didáctica con y desde la motricidad en las aulas universitarias. *Revista de Investigaciones-UCM*, 15, 168-179.

José Enver Ayala Zuluaga, C. F. (2016). Reflexiones en torno a una práctica pedagógica en clave de didáctica con y desde la motricidad en programas de formación de maestros. *Lúdica Pedagógica*, 33-45.

Kant, E. (s.f.). Holzhey, Kants Erfahrungsbegriff. 244. Litwin, E. (1997). *Configuraciones Didacticas*.

Mario Fernando Almeida Mejía, F. R. (2014). Didáctica Problematizadora para la configuración del Pensamiento Crítico en el marco de la atención a la diversidad. Manizales.

Michael, A. (1986). *Ideologia y curriculo*. Madrid, España.

Moreno Olivos, T. ([Online] 2011, 50 [Date Consulted: February 14th 2018]). Didáctica de la Educación Superior: nuevos desafíos en el siglo XXI.. *Perspectiva Educacional, Formación de Profesores*. *Perspectiva Educacional, Formación de Profesores*,

available In :<<http://sociales.redalyc.org/articulo.oa?id=333327290003>> ISSN 0716-0488 .

PAGÈS, J. (2002). Aprender a enseñar historia y ciencias. *Pensamiento Educativo*, 269 Vol. 30.

Porlan Ariza, R. (1998). pasado, presente y futuro de la didactica de la ciencia. *enseñanzas de la ciencia. Departamento de Didáctica de las Ciencias, Investigación y Renovación Escolar.*, 185.

Praia, J. F. (1996). Epistemología e historia de la ciencia: contribuciones a la planificación didactica la deriva Continental. *Enseñanza de las Ciencias de la Tierra*, 37.

Riesga, D. (2010). Para debatir. ¿Cómo surgen y cómo llegan las propuestas didácticas? *El Toldo de Astier*, 15 Vol 1, no. 1.

Roberts JH, S. T. (2010). *Marginación institucional y resistencia estudiantil: barreras para aprender sobre cultura, raza y etnicidad*. Adv Health Sci Educ 2010.

Rodrigo Henríquez, J. P. (2004). La investigación en didáctica de la historia . *Educación XXI*, núm. 7, 63-83.

Sixto González Vállora, L. M.-M. (2009). El concepto de iniciación deportiva en la actualidad. *Retos. Nuevas tendencias en Educación Física, Deporte y Recreación*, nº 15, pp. 14-20.

Tamayo, Ó. E. (2006). La argumentación como constituyente del pensamiento critico en niños. *Hallazgos Universidad Santo Tomas*, 233.

Tamayo, O. E. (2014). Pensamiento crítico dominioespecífico. *TED*, 45.

Vargas Lopez H.H, C. G. (2012). *Escuelas de futbol por la paz*. Manizales

Zuluaga, O. L. (2003). *Et.al Pedagogia y epistemologia*. Grupo historia de la práctica pedagógica.

Post-Print