

A Comparison of Virtual Physical Education Teacher Education Experiences in Brasilia and Ottawa: Learning Together in COVID-19 Times¹

Uma comparação das experiências na formação de professores de Educação Física em Brasília e em Ottawa: Aprendendo juntos em tempos de COVID-19

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Abstract: The COVID-19 pandemic inspired changes in the way we teach and think about the curriculum of physical education (PE). This comparative inquiry pays particular attention to the ways PE was introduced in two university teacher education programs, one based in Brasilia-Brazil and the other in Ottawa-Canada. The three dimensions which guided our comparative analysis included: a) our respective COVID-19 circumstances, b) the PE Elementary Curriculum which we introduce to our teacher education students, and c) our course plan for teaching Physical Education Teacher Education (PETE) students from August to December of 2020. Despite the difficulty of going through the trauma brought forth by COVID-19, this article reveals how three academics came together to co-create, share, and compare their PETE practice which integrated technology, virtual games, break-out room discussions and social media challenges. Through ongoing dialogue and an openness to learn from each other, this comparative inquiry created an opportunity for an exchange of ideas, support and hope for the future of PETE.

Keywords: Remote Learning. Curriculum. Physical Education. Teacher Education. COVID-19.

Resumo: A pandemia de COVID-19 inspirou mudanças na maneira como ensinamos e pensamos sobre o currículo da Educação Física (EF). Este estudo comparado enfoca as formas como a EF foi introduzida em dois programas de formação de professores: um em Brasília-Brasil e outro em Ottawa-Canadá. As três dimensões que nortearam nossa análise incluíram uma comparação entre: a) nossas respectivas circunstâncias de COVID-19, b) o currículo de Educação Física do Ensino Fundamental que introduzimos a nossos estudantes de Educação Física; c) nosso plano de curso de ensino de Educação Física de agosto a dezembro de 2020. Apesar da dificuldade de passar pelo trauma trazido pela COVID-19, este artigo revela como três acadêmicas se reuniram para criar, compartilhar e comparar sua prática na formação de professores, que incluiu uso de tecnologia, jogos virtuais, discussões em pequenos grupos virtuais e desafios de mídia social. Por meio de um diálogo contínuo e uma abertura para aprender uns com os outros, esta investigação

comparativa criou uma oportunidade para uma troca de ideias, apoio e esperança para o futuro da formação de professores.

Palavras-chave: Ensino remoto. Currículo. Formação de Professores. COVID-19.

Introduction

Since the beginning of the 2020 COVID-19 pandemic, Physical Education Teacher Education (PETE) professors around the world have faced the challenge of developing their classes via online platforms (GODOI; KAWASHIMA; GOMES, 2020; LU; BARRETT; LU, 2020; MACHADO *et al.*, 2020; SANCHES NETO; VEN NCIO; OVENS, 2021; SCOTT, 2020). This inquiry describes the experiences of two PETE professors, one from the University of Brasilia (UnB), located in Brasilia, Brazil, and the other from the University of Ottawa (uOttawa), located in Ontario, Canada, and one recently graduated doctoral student who studied in both countries. Juliana Freire, who was supervised by Dr. Ingrid Wiggers at UnB, spent two years experiencing life in Canada as a visiting student researcher⁵ at uOttawa with Professor Rebecca Lloyd as her host. With a wealth of experience in comparative studies and in Physical Education (PE) (DANTAS *et al.*, 2019; FERREIRA; VASCONCELOS; WIGGERS, 2021; FREIRE, BARRETO; WIGGERS, 2020; FREIRE, WIGGERS; BARRETO, 2019; TOCANTINS; WIGGERS, 2021; WIGGERS *et al.*, 2015; 2017; 2021), both Freire and her supervisor Wiggers were keen to learn about PETE in Canada. Lloyd, who has been a researcher of PETE for almost 20 years (LLOYD, 2011; 2012; 2015; 2016; 2018; 2021a; 2021b; LLOYD; SMITH, 2006, 2009, 2014, 2015, 2021) was equally curious to learn from her Brazilian colleagues.

Freire arrived in Canada in February 2020. After being introduced to the culture of the graduate program in the Faculty of Education at uOttawa through a combination of student-led conferences, team meetings and individual consultations, the collaborative exchange began. What was unanticipated, however, was the growing cases of COVID-19 and the reality that our comparative analysis would shift to the virtual world. This comparative analysis thus provided an opportunity for us to not only learn about each

other's culture and approach to PETE but also reflect on our own beliefs and values in terms of what we wished to prioritize as we faced the new challenge of designing PETE courses online for the first time.

We approach this comparative inquiry through three points of intersection. We begin by comparing our respective COVID-19 circumstances by describing what it was like at our universities. Next, we compare our respective elementary PE curricula which inform the ways we teach and prepare student teachers in our university courses. Lastly, we compare the course plans of our PETE course from UnB and uOttawa. Our goal in conducting this comparative inquiry is to learn about the ways we adapted to the challenge that COVID-19 brought to our professional lives. We are also open to the future possibilities that this teamwork offers in terms of new ways of thinking about teaching PETE, whether it be online or in person.

Comparative Studies in Education

Before we begin our comparative analysis, we turn to the literature to ensure that we are guided by lessons learned by other researchers. Despite its prevalence in traditional comparative studies in education, it is important to understand we cannot replicate what works well in another country without taking into consideration the specific needs of one's learning environment (BRAY; ADAMSON; MASON, 2007) as well as the human dimension as it pertains to the contrasting educational realities (KAZAMIAS, 2009). In addition, Schriewer (2018) mentions the importance of governance and public policies that foster collaborative academic growth among institutions. When these cognitive, relational and political dimensions are considered, Gomes (2015) and Weller (2017) argue how comparative studies can help us better understand ourselves as educators by understanding "the other". Ferreira, Vasconcelos, and Wiggers (2021) point out that this exchange is far from superficial in that a researcher not only opens one's door to the other but all the windows and doors of one's home as one seeks to understand the other.

According to Bray, Adamson, and Mason (2007), comparisons can be made at the geographic level (countries, states/provinces, districts, schools, classrooms, or individuals); between different investigated groups (ethnicity, age, religion, gender, other

groups, or total populations); or various topics on education and society (curriculum, teaching methods, educational funding, administrative structures, policy changes, or labour markets). They also detail relevant theoretical and methodological guidelines to researchers who consider different units of comparison, such as comparisons between places, systems, times, ethnicities, classes and genres, cultures, values, policies, curricula, pedagogical innovations, modes of learning, and pedagogical performances.

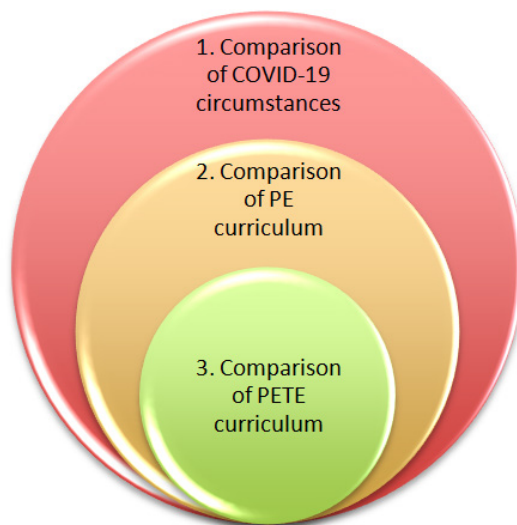
Schweisfurth (2008) highlights the importance of preventing ethnocentric remarks in comparative studies, i.e., analyzing another country's reality from one's own viewpoint. Researchers and educators need to be aware of how such biased observations could misguide comparative investigations. For instance, Eusse, Almeida and Bracht (2021), Araújo, Knijnik and Ovens (2020), and Gray, Macisaac and Harvey (2017) conducted comparative inquiries in the field of Physical Education between different countries. To avoid the wrongful adoption of a paradigm based on ethnocentric assumptions, they purposively included representatives of each country.

In our present comparative study between the University of Brasilia and the University of Ottawa, as pointed out by Kazamias (2009), Piovani and Krawczyk (2017), Weller (2017), and Schriewer (2018), it is essential to understand the reality of the countries in which the investigations took place to enable a contextualized comparative analysis. In this vein, we begin our comparative inquiry by first describing our respective COVID-19 circumstances before we engage in a comparison of our PE curriculum and PETE courses. To date, no comparison has yet to be conducted between PETE in Brasilia and Ontario, and we look forward to what theoretical insights and practical recommendations emerge.

Methodological Inspirations and Provocations

The methodological design for comparative inquiries may include multiple sources of information and dimensions of comparison (BRAY; ADAMSON; MASON, 2007). In our PETE comparative study, we include three dimensions of comparison between Brasilia-Brazil and Ottawa-Ontario, as depicted in Fig. 1, namely: 1) the COVID-19 context and circumstances; 2) the PE Elementary Curricula that our teacher education students will learn to teach; as well as 3) the course design of two PETE curricula at UnB and uOttawa.

Fig. 1 - Dimensions of Comparison



Source: Made by the authors.

Methodological Approach to Comparing the COVID-19 Context and Circumstances

To compare our COVID-19 circumstances from March 2020 to February 2022, we present data from the internationally recognized World Health Organization (WHO). We also cite data from studies about the COVID-19 context and its impact on education (BRÜSSOW, 2021; CANADIAN TEACHERS' FEDERATION, 2022; CASTIONI *et al.*, 2021; DOMOKOS *et al.*, 2020; FRANCO *et al.*, 2021; GALLAGHER-MACKAY *et al.*, 2021; GODOI; KAWASHIMA; GOMES, 2020; LIBERALI *et al.*, 2020; PAIVA, 2020; SCOTT, 2020; VAILLANCOURT *et al.*, 2021; VARGO *et al.*, 2020). In addition to these sources of information, we share our perspectives and lived experiences of COVID-19 with particular attention to how it impacted our university teaching experiences and academic life (FREIRE, 2021; LLOYD, 2021a).

Methodological Approach to Comparing the PE Elementary Curricula

The methodological approach guiding the elementary curricula comparison is a content analysis (BARDIN, 2009) supported by the ATLAS.ti software (SORATTO;

PIRES; FRIESE, 2020). The documents that form the basis of this analysis are *Curriculum in Movement of Federal District: Elementary School – Grades 1-8* (CM) in Brasilia (DISTRITO FEDERAL, 2018) and the *Ontario Curriculum: Health and Physical Education (HPE), Grades 1-8, 2019* (ONTARIO MINISTRY OF EDUCATION, 2019). We first point out the major themes in each document and then compare the similarities and what is unique to each. We then conclude by sharing our perspectives on potential opportunities for revising our respective PETE curricula as a result of our comparative analysis.

Methodological Approach to Comparing the two PETE curricula at UnB and uOttawa

The sources of information that inform the comparison of our respective PETE courses include the schedule and content of two course outlines, for *Physical Education Didactic* (PETE-UnB) and *Health and Physical Education at the Intermediate Division* at uOttawa (PETE-uOttawa). We also share and compare our perspectives in preparing to pivot to the virtual world and speak to the thinking behind the assessments and learning activities that we emphasized. We conclude by addressing our respective similarities and differences and in what ways we were inspired by each other for future PETE teaching and learning experiences. Our comparative approach is thus collaborative and cooperative (PONTE, 2002; 2004), which affords the opportunity to improve our respective teaching practices (OVENS; FLETCHER, 2014).

Comparative Analysis Dimension 1: Implications of COVID-19

The physical manifestation of COVID-19 in Brazil has been more severe since the beginning of the pandemic compared to Canada and, as a result, afflicted both countries in different ways (BRÜSSOW, 2021). According to WHO (2022), as of February 8, 2022, there have been 26,533,010 COVID-19 cases in Brazil, while in Canada, the number is much lower at 3,125,028. The death toll was also different. Out of a sample of 100,000 people, there were 297.24 deaths in Brazil compared to 91.09 deaths in Canada as depicted in Table 1.

Table 1 - Number of COVID-19 in Brazil and Canada

	Brazil	Canada
Population	212,559,417	37,742,154
Cumulative Total of COVID-19 Cases	26,533,010	3,125,028
Cumulative Total of COVID-19 Deaths	632,193	34,721
Cumulative Total of COVID-19 Deaths per a sample of 100,000 people	297.24	91.09

Source: WHO (2022).

The elementary schools in Brasilia pivoted to a virtual mode from March 2020 to August 2021 (FRANCO *et al.*, 2021). This pivot highlighted many challenges, such as access to technology, engaging students via technology, and dealing with the day-to-day fear of losing family members to COVID-19. It was common for teachers to teach students who lost a mother, father, brother and/or sister (LIBERALI *et al.*, 2020; PAIVA, 2020).

In Ontario, elementary schools were closed from March 2020 to May 2021 for a period of 20 weeks where learning was to take place online (GALLAGHER-MACKAY *et al.*, 2021). Challenges identified in a recent report included access to technology, inclusive education, and unsafe living circumstances (CANADIAN TEACHERS' FEDERATION, 2022; VAILLANCOURT *et al.*, 2021).

The differences in case counts and number of deaths impacted the universities' contexts differently. Professors and students alike in Brazil received daily notices of deaths, from staff members, professors, students, or colleagues who passed away due to COVID-19. At uOttawa, by comparison, it was rare to receive a death notice. The focus was more on our day-to-day lives of working from home and we were comparatively sheltered from the wrath of the deadly virus.

The COVID-19 context influenced the schedule in terms of when the PETE courses were offered in Brazil. Classes at the UnB were supposed to start in March 2020 but due to the state of emergency and uncertainty, the term was delayed by five months and started in August 2020. During this time, public Brazilian Federal universities, such as UnB, took measures to provide resources for low-income students to get technological devices and internet plans to prepare to learn virtually (CASTIONI *et al.*, 2021).

The PETE-uOttawa course ran as per usual in the fall term from September to December 2020. It was common for students to have personal computers and internet plans. However, the opportunity to seek financial support was available on a case-by-case basis.

It became obvious that both PETE courses were to be taught online approximately three months prior to their start dates which provided the opportunity to seek guidance for IT support from the respective universities. During this time, Freire became a teaching assistant to both PETE professors, Wiggers and Lloyd, and took courses that prepared her to become proficient in each Learning Management System (LMS): “Aprender” and “BrightSpace”. Both ‘Freire and Wiggers’ as well as ‘Freire and Lloyd’ met virtually on a weekly basis to share their lived realities as well as ideas for teaching in this new online context.

For the first time, we became dependent on technology not only for our weekly exchanges, but the ways in which we were thinking about education (VARGO *et al.*, 2020). As we continued to meet and share our experiences related to teaching PE during the pandemic, we gradually began to open up about our fears and apprehensions and personal stories of loss and struggle which we published in a special “Pandemic Phenomenology” issue of the uOttawa Education Journal (FREIRE, 2021; LLOYD, 2021a). In these reflections, we shared the experiences of our family members and friends with COVID-19. Worthy of mention is that both Freire and Wiggers each had more than ten deaths to grieve.

Comparative Analysis Dimension 2: The Elementary Physical Education Curriculum in Brasilia and Ontario

Both PETE courses taught by Wiggers and Lloyd were premised on preparing PETE students to teach the elementary curriculum in their respective countries. Freire’s initial goal in coming to Canada prior to the onset of COVID-19 was to simply conduct a comparative inquiry on the curriculum itself. Due to the unexpected situation of figuring out what aspects of the curriculum we wished to emphasize in our PETE courses, the comparative inquiry expanded to include this new context.

In Brasilia, the PE curriculum is housed within a document known as *Curriculum in Movement* (CM) (DISTRITO FEDERAL, 2018), which includes nine subjects that

are grouped into four categories: a) *Languages* (Portuguese, Arts, Physical Education, and English⁶), b) *Mathematics*, c) *Natural Sciences* and d) *Human Science* (Geography, History, and Religion). The 316-page document situates movement, not only in terms of what the body does as it is depicted in PE, but more broadly as a motile process of thinking, discussing, and experiencing a lived connection to a dynamic world. When this idea of curriculum movement was shared with Lloyd, her jaw dropped in wonder. While she had been writing about the motility of learning within a living breathing curriculum for years (LLOYD, 2011; 2012; 2018), never had she seen a curriculum document align with the concept of movement in such a profound way. Lloyd was both amazed and somewhat envious in that she wished the titles of Canadian curriculum documents would be inspired by connections to theories and philosophies of motility.

Freire further described the theoretical influences of CM to Lloyd as it is based on the historical-critical pedagogy of Saviani (2011), which prioritizes the cultural and social contexts of the learning process and, in so doing, aims to cultivate citizens with a critical understanding beyond the bounds of a particular subject or skill. This approach supports a democratic way of educating individuals who may, in turn, begin to think critically about their role in creating a more just society. Furthermore, the CM is influenced by the historical-cultural psychology of Vygotsky (1994), which situates human development in a social context such that social interactions (parents, teachers, peers, for example) are prioritized in the process of teaching and learning. These theoretical foundations that influence the critical perspectives which inform the PE curriculum in the CM document are evident in the following summative statement:

Physical Education refers to produced and reproduced knowledge by society regarding the body and movement as a way for the expression of feelings, as a possibility of promotion, recovery, programming, and maintenance of wellness (DISTRITO FEDERAL, p. 16, our translation).⁷

When we analyze the expectations and the contents of the PE curriculum, however, it is possible to observe other perspectives, such as science and biology (FREIRE; WIGGERS; BARRETO, 2019). The combination of sociological and scientific ways of thinking about the process of becoming physically literate is evident in the way the

promote inclusion to ensure that learners are accommodated through Ontario Ministry of Education support documents¹¹.

The HPE curriculum itself is conceptually framed by the embodied concept of Physical Literacy – PL (WHITEHEAD, 2010; 2019), which has roots in existential phenomenology (MERLEAU-PONTY, 1962; SARTRE, 1956) despite many professors and practitioners having little knowledge or awareness of what physical literacy means (JURBALA, 2015; ROBINSON, RANDALL, 2017; ROBINSON, RANDALL, BARRET, 2018). The HPE curriculum does not specifically mention the philosophical thinking behind the concept of PL but on a practical level, it picks up on the existential dimension of PL by making reference to the “whole person” in the following operational definition:

Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the *whole person*.

- Physically literate individuals consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement.
- They are able to demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of health-related physical activities.
- These skills enable individuals to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment (ONTARIO MINISTRY OF EDUCATION, 2019, p. 7, *emphasis added*).

The other main theory which informs the Ontario HPE is the concept of Health Literacy (HOFFMAN-GOETZ; DONELLE; AHMED, 2014) where the emphasis is broadened from topics related to health such as healthy eating and substance use and abuse to the decision-making focus of making healthy choices. The HPE defines health literacy as follows:

Health literacy involves the skills needed to get, understand and use information to make good decisions for health. The Canadian Public Health Association’s Expert Panel on Health Literacy defines it as the ability to access, understand, evaluate and communicate information as a way to promote, maintain and improve health in

a variety of settings across the life-course (ONTARIO MINISTRY OF EDUCATION, 2019, p. 7).

The integration of physical and health literacy is depicted in a circular infographic on page 8 of the HPE curriculum, which summarizes the strands and underlying theories of HPE at a glance (ONTARIO MINISTRY OF EDUCATION, 2019, p. 8). In the centre of the circle is an androgynous person with a heart with the words Healthy Literacy on one side and Physical Literacy on the other. The next circular ring introduces the curricular strands of Active Living, Movement Competence, and Healthy Living, and the outer ring of the circle includes the newly added strand that pertains to Social Emotional Learning skills. Grade level objectives and learning expectations are mapped to each of these four strands. According to the HPE curriculum, “learning in all strands is focused on individual skill development for healthy, active living, supported by knowledge of content and conceptual understanding” (ONTARIO MINISTRY OF EDUCATION, 2019, p. 9-10).

Worthy of mention is that the concept of health has a comparatively prominent position in the HPE curriculum. An Atlas.ti supported word count analysis of pages 95-289 of the HPE curriculum document where the learning expectations are outlined for grades one to eight indicates that the most repeated word in the HPE curriculum is “health” at a frequency of 556 compared to “physical” with a frequency of 536.

The strong emphasis on health in the HPE is also noteworthy in the naming of the curriculum document. Out of the 10 provinces and three territories in Canada, Ontario is the only province that puts health first as the others refer to the curriculum as “Physical Education” or “Physical & Health Education” (see PHE Canada for a listing of the provincial curriculum documents). Despite such differences in how each curriculum is named, however, a content analysis of each province’s curriculum indicates the presence of health in their overarching aim, that school-aged children “acquir[e] the knowledge, skills and attitudes for healthy active living” (KILBORN; LORUSSO; FRANCIS, 2016, p. 7, *emphasis added*).

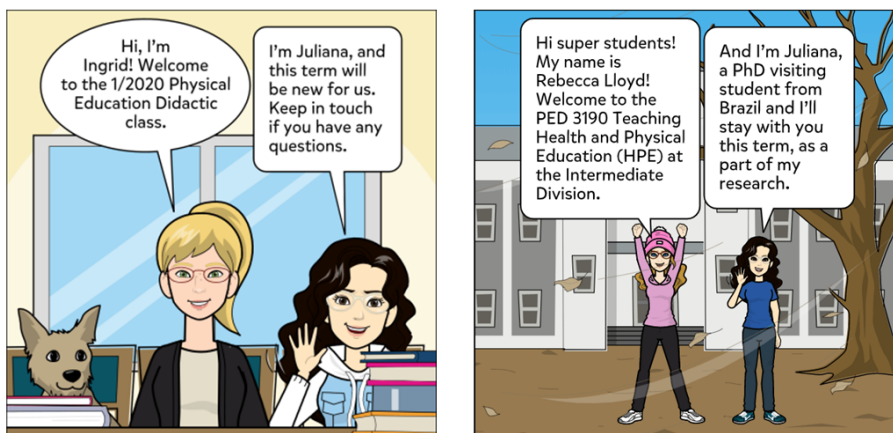
The PETE-uOttawa course is one of two HPE courses offered to students registered in the Intermediate/Senior teacher education streams (grades 7-12) who have identified HPE to be one of their two subject specialities at the intermediate level. To gain entrance into this program, one must have a three to four-year undergraduate degree. The course which will be the focal point of this inquiry is taught in the fall term (from September to December) and is followed by a senior course in the winter term (January to April). It is composed of nine weeks of synchronous three-hour classes held once per week with the caveat that the students are to also complete 3 three-hour modules in an asynchronous capacity on their own. While it is encouraged that students become familiar with the curriculum documents at both the elementary and high school levels, the assigned readings for the fall course were primarily based on the elementary Health and Physical Education Curriculum (HPE) (ONTARIO MINISTRY OF EDUCATION, 2019) for grades 1 to 8.

Up until COVID-19 PETE courses at both universities were taught not only in person, but in an active way where time was allocated for actively moving through the course concepts in a gym or an outdoor environment. However, this unprecedented COVID-19 context pushed us to think about the creative ways we could pivot to a virtual environment. We were not alone in wanting to imagine engaging ways of teaching PETE online. Both Freire and Lloyd participated in weekly Zoom meetings organized by the Lead Engagement & Knowledge Mobilization officer for PHE Canada¹², where professors and teachers from across Canada exchanged ideas, pedagogical strategies, concerns, and difficulties related to the pandemic and teaching PE virtually. Freire also met with Wiggers online to exchange ideas for PETE course preparation as well as discuss Freire's thesis research.

It was important to become technologically prepared to teach PETE online. Freire assisted both professors Lloyd and Wiggers in this capacity by taking courses offered by each institution to become familiar with the platforms available to the students — “Aprender” at UnB and “Brightspace” at uOttawa. The websites provided space for meeting links, assignments, readings, and discussion groups. In addition to the formal platform, the PETE-UnB students used a WhatsApp group to create a sense of community. This informal chat group afforded the opportunity to make announcements, ask quick questions, and ensure that all the students were supported.

More than ever, the students' mental health was taken into consideration in terms of what learning activities, theories, and methods of assessment were introduced. Considering all the stressful situations with fear, isolation, anxiety, and grief that we were facing, we opted for the use of comics as a resource for the students to introduce themselves in a friendly environment. The PETE students at both universities engaged in the ice breaker welcome activity by creating an avatar of themselves with text bubbles. **Fig. 4** represents the examples we used on respective online platforms to welcome the students.

Fig. 4 - Welcoming comics

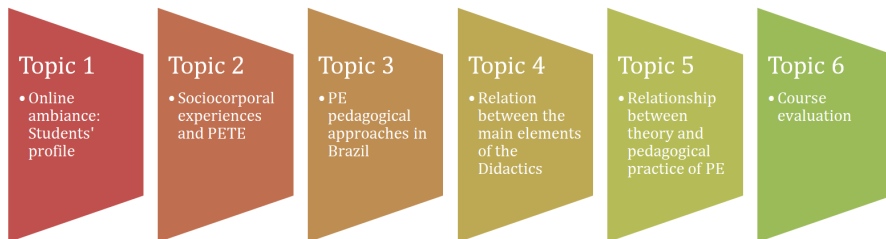


Source: Comics were designed by the authors using Pixton.

At PETE-UnB, we linked their Pixton cartoons to their social-corporal experiences in Elementary and High School and their preferred PE pedagogical approaches, based on Figueiredo (2008) and Tocantins and Wiggers (2021). At PETE-uOttawa, we linked their Pixton avatars to the class profile, learning preferences, and previous experiences. In addition to the Pixton comics, attention was also paid toward creating a welcoming online virtual environment in the virtual platforms by searching for motivating movement-oriented images on CANVA. The addition of these images on the homepage and weekly themes and activities helped establish a positive emotional tone.

The PETE-UnB course plan was divided into six topics beginning with the student's profile and previous experiences depicted in their comics. After that, the most representative PE pedagogical approaches in Brazil¹³ were addressed throughout the course, which included: a) Physical fitness, quality of life, and health; b) Psychomotricity; c) Constructivism; d) Developmental approach to school physical education; e) Cooperative games; f) *Sich-Bewegen* theory¹⁴; g) Sociocultural approach¹⁵. We discussed deeply through classic oeuvres and papers related to each one, looking to consolidate this theoretical framework. We also used videos with actual classes to discuss and represent each pedagogical approach. The goal was to connect the pedagogical approaches with the main elements of Didactics in the course and lesson planning, intertwining the theory and practice of PE (Fig. 5).

Fig. 5 - Course outline summary of Physical Education Didactic (PETE-UnB)



Source: Course taught by Wiggers in 2020 at the University of Brasilia.

Thus, the PETE-UnB students are expected to understand the PE pedagogical approaches, critically comprehend the curriculum, and conquer agency to plan and live their plans when encountering their students at school. In other words, the PETE students learned how to use all these materials and theories to plan their lessons, which is emphasized during the course. After discussing the PE theoretical approaches connecting with the student's experiences, the last topic was to focus on preparing lesson plans, using the expectations and the contents provided on CM. But in virtual classes, we questioned how we could offer the opportunity to experience their plans. This part of the course proved to be the most difficult because it was not possible to live their plans with their

peers in person like we used to do before. We analyzed and discussed theoretical elements in recorded classes as an alternative to support them. Likewise, Wiggers provided individual tutoring online to support the PETE students in thinking about how they could improve their courses and lesson plans.

For the PETE-UnB students, the most important is that they consider the CM guidelines to support their lesson plans and, consequently, their classes. In this way, the CM is helpful in supporting the PETE on their plan with guidelines regarding objectives and contents for PE.

These practical examples support the students in setting up their course or lesson plans. In this way, Rufino, Benites and Souza Neto (2020) consider that we already have a gap between what there are in the documents for PETE, the elementary curriculum, the PETE, and the lived curriculum at school in Brazil. For that reason, we consider that it is vital for future teachers to understand the different PE pedagogical approaches and comprehend the curriculum critically. It is worth noting that there are other courses about the curriculum and laws in Education and Physical Education mandatory for the PETE students, so they have the opportunity to know more about the curriculum. In this course, the curriculum is not the main focus but an opportunity to put all the theory into their pedagogical practice.

When reviewing the essential elements for the PETE-uOttawa course, Lloyd wished to include the weekly themes organized by the following topics: active learning & inclusion, comprehensive school health & connecting to one's community, social-emotional learning, physical literacy, active living, movement competence, instruction and assessment, healthy living, program planning and curriculum models (**Fig. 6**). The course activities were designed to help the PETE students make sense of each weekly theme through an experiential learning approach, which Lloyd coined the InterActive for Life challenge. Each aforementioned weekly theme was addressed in the HPE curriculum; thus, specific sections were assigned in addition to academic references as well as resources offered by OPHEA¹⁶ and PHE Canada.

Fig. 6 - Course outline summary of Health and Physical Education at the Intermediate Division (PETE-uOttawa)

Week 1	•Online Active Learning through the InterActive for Life challenge, Class Profile & Inclusion
Week 2	•Healthy School Communities
Week 3	•Social Emotional Learning Skills (Strand A in HPE).
Week 4	•Physical Literacy & Active Living (Strand B in HPE)
Week 5	•Movement Competence: Skills, Concepts & Strategies (Strand C in HPE)
Week 6	•Instruction (Spectrum of Teaching Styles) & Assessment
Week 7	•Healthy Living: (Strand D in HPE)
Week 8	•Program Planning: Curriculoum Models
Week 9	•Professional Learning Reflections & Celebrations

Source: Course taught by Lloyd in 2020 at the University of Ottawa.

The InterActive for Life Challenge was designed with the intention of providing students with an experiential and active means to make sense of the weekly themes throughout the course. Students were invited to form small groups of three to four students to design an activity where they would collaboratively learn a new movement skill in ways that: were inclusive in that they would address the needs of each learner (week 1), would connect to their family and school community (week 2), considered their levels of motivation and support needed from others (week 3), would improve their level of physical fitness (week 4), and refine the qualitative features of their movement quality by analyzing the concepts of body awareness, spatial awareness, relationship awareness (week 5). They were invited to teach this movement skill to two other groups in two different styles (week 6) and reflect on how this activity connected broadly to aspects of healthy living (week 7), categories of games as outlined by the Teaching Games for Understanding (TGfU) dimensions¹⁷ (Target, Territory, Net/Wall, Striking & Fielding)

and curriculum planning (week 8) and professional learning (week 9). These small group activities also formed the basis for their assignments.

For Lloyd, as a phenomenologist oriented to the understanding curriculum as a living experience (LLOYD, 2018; PINAR *et al.*, 2000) and teaching to be an embodied experience (LLOYD, 2012; LLOYD; SMITH, 2006; 2021), the most difficult part of teaching was to be physically distant from her students and constrained to teach within a small rectangle on Zoom. Despite her initial doubt and stress, the InterActive for Life Challenge to her course design created opportunities for her students to be active while engaging virtually with peers as they maintained their own activity levels while also engaging in the practice of teaching HPE. Moreover, social media provided an extra-curricular chance to connect their learning experiences to the Interactive 4 life project; hence, new confidence was cultivated and connection via online means was established.

At UnB, we also welcomed our PETE students into an active learning environment by integrating games. For example, we utilized the Jeopardy Game Board¹⁸ to build connections in synchronous class. It is a game where we ask questions about the PE theoretical foundations' characteristics in their comics. It was a fun activity in which the students could comprehend the PE theories behind their previous experiences. Similarly, at uOttawa, the students were invited to play the game "Guess the Teaching Style". Each group was secretly assigned a teaching style as defined by Mosston and Ashworth (2008) to act out in a mock PE lesson and the rest of the peer groups could win or lose points based on the accuracy of their guess. As we discussed the guesses, Lloyd introduced a theoretical underpinning of the assumptions each style offered in accordance with the four moments in formal education as outlined by Davis, Sumara, and Luce-Kapler (2015, p. 235), namely, standardized, authentic, democratic citizenship and system sustainability.

It is possible to connect these different moments to PE pedagogical approaches in Brazil. We examine these approaches connecting with the students' previous experiences, trying to make them understand and contemplate, on their practices, other possibilities that consider the cultural elements of the movement, the context, and their future students' experiences. We share the perspective of Saviani (2011), that all teaching-learning processes need to encourage the students' autonomy, criticism, and agency.

Both PETE courses highlighted in this paper have similar goals to integrate various theoretical frameworks delved beyond biological and motor skill performance perspectives of the body and movement. Also, the PETE students have to be aware to prepare their respective programs considering their curricula guidelines and the theoretical frameworks that they drew upon. But the most important in both courses is not just to cover all the curriculum contents but make the students know that the curriculum is an essential guideline for their practice as a point of departure that continues to conceptually move as we physically move into the dynamicity of the classes (LLOYD, 2018).

Lessons learned: Comparison as an Opportunity

It is interesting to observe the reflections and analyses that a comparative study on PETE in such different countries as Brazil and Canada can provoke. The relationships between the conceptions of education and the contexts where the practices are configured denote different meanings. As an example, in Canada, the prioritization of “health” in the Health and Physical Education curriculum represents the importance of this thematic for Canadians from childhood (ONTARIO MINISTRY OF EDUCATION, 2019). In Brazil, on the other hand, we must consider the severe contradictions that this term represents in the context where a large part of the population does not enjoy satisfactory health conditions or access to sports and physical activities (COSTA; MACIEL; BRITO, 2021; PNUD, 2017; SANCHES NETO; VEN NCIO; OVENS, 2021). These different social and economic contexts are represented in the pedagogical projects, especially in the living curriculum at schools, creating innovative and formative practices for PE teachers.

In common, we noticed a regularity in the pedagogical theory and practice of PETE. Both in Canada and Brazil, there is a strong direction toward theoretical bases that resonate in pedagogy, affirming the importance of pedagogical intentionality in PE and consideration of comprehensive school projects. Therefore, it is noted in both experiences an overcoming of the technicist notion of PE is emphasized which provides the opportunity to connect to broader understandings of movement.

Furthermore, in sharing our experiences and concerns for teaching PETE with each other, a feeling emerged that we were not alone as we went through the challenges

of the global pandemic. After two years working in an online environment, we felt more comfortable using online resources and platforms. However, we still missed the noise in the class, the students chatting, raising their hands, their laughs, and the informal experiences that are part and parcel of practical teaching experiences. Regardless of our preference for face-to-face instruction, however, we felt more meaningfully connected to our students as the weeks of the course progressed. The possibility of supporting each other and sharing ideas, fears, and difficulties helped us see that we could keep moving forward regardless of the context. Our comparative study, situated within the context of PETE, provides a context to deeply consider how we encourage our future teachers to engage in theoretical and critical thinking about our physically oriented subject matter while at the same time considering broad principles upon which education is founded. With these aims in mind, as PETE professors and researchers, we reflect on what we emphasize in our classes and the activities that lead to this deeper, embodied understanding.

The curriculum and educational guidance from which we based our PETE courses were prescribed for a “normal” situation. Nevertheless, after adapting our approach to teaching PETE and finding ways to live through adverse conditions that were new for all of us, we are sure that we will never be the same. Even with more than 20 years of experience, Lloyd and Wiggers realized they must give their pedagogical practices and strategies new senses and meanings. As a teaching assistant, Freire feels grateful for the possibility of supporting them in this unique situation imposed on us to live PETE in a virtual environment. Nothing replaces the human and direct interactions during the classes, but as this pandemic continues, we keep doing our best, looking for ways to form meaningful connections with our students online. In sharing our experiences, we learn much from each other about the ways in which we infused theory into our practical online experiences and, in so doing, acquired a sense of comprehension and resilience in ways that were premised on empathy and respect.

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Notes

- 1 This paper was designed and written by the first author with supervision, review, and support of second and third authors. There is no conflict of interest.
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- 5 <https://research.uottawa.ca/centre-research-opportunities/vsr>
- 6 From 6-9 grades the most common Foreign Language is English and on High School there is Spanish as an option.
- 7 “Educação Física trata do conhecimento produzido e reproduzido pela sociedade a respeito do corpo e do movimento como um veículo de expressão de sentimentos, como possibilidade de promoção, recuperação, programação e manutenção de uma vida de qualidade” (DISTRITO FEDERAL, 2018, p. 16).
- 8 Originally the term is “Cultura Corporal de Movimento” (SOARES et al., 1992).
- 9 Blocos de conteúdos do 1º ao 5º ano: a) Brincadeiras; b) Esportes, Ginásticas e Lutas; c) Danças e Atividades rítmico-expressivas; d) Conhecimentos sobre o corpo. Blocos de conteúdo do 6º ao 9º ano: a) Jogos; Esportes; c) Ginásticas; Danças e atividades Rítmico-Expressivas; d) Lutas; e) Esportes de aventura; f) Conhecimentos sobre o corpo.
- 10 Sport modalities offered: futsal, soccer, handball, volleyball, basketball, badminton, table tennis, chess, judo, capoeira, Olympic wrestling, artistic gymnastics, and rhythmic gymnastics. Paralympic sports: swimming, boccia, athletics, Para badminton, soccer, table tennis.
- 11 Supporting Minds; Learning for All; Growing Success; Special Education in Ontario; The Individual Education Plan; Ontario’s Education Equity Action Plan; Caring and Safe Schools in Ontario; Ontario’s Equity & Inclusive Education Strategy; Supporting English Language Learners with Limited Prior Schooling.
- 12 Established in 1933, PHE Canada is a national charitable association and Canada’s recognized leader in physical and health education (<https://phecanada.ca/about>).
- 13 The Physical Education pedagogical approaches in Brazil are deeply discussed by authors such as Bracht (1999), Castellani Filho (1999) and Darido (2003).
- 14 Based on Phenomenological philosophy by Maurice Merleau-Ponty and social anthropology by Marcel Mauss and Clifford Geertz.
- 15 a) Saúde renovada; b) Psicomotricidade; c) Construtivismo; d) Desenvolvimentismo; e) Jogos Cooperativos; f) Se-Movimentar; g) Abordagem crítico-superadora.
- 16 OPHEA RESOURCES <https://teachingtools.ophea.net/lesson-plans/connected>
Thinking in a game <https://pdfs.semanticscholar.org/f8e7/7e2ddf3185ea26b03d89a1899695db77a9a1.pdf>
- 17 See examples on www.playsport.net
- 18 Template provided by Richard Byrne (www.freetech4teachers.com)