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PARTICULARITIES OF MONITORING THE TAUGHT-LEARNED CURRICULUM IN THE PHYSICAL EDUCATION DISCIPLINE

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The article „Particularities of monitoring the taught-learned curriculum in the physical education discipline” provides a detailed analysis of the essential aspects of the curriculum monitoring process in the physical education discipline in general education, highlighting both its importance and the complexity it implies. The monitoring process must not only ensure the effective implementation of the current curriculum, but must also provide valuable information about its strengths and gaps, contributing to a continuous evolution of educational content and methods. In this regard, we emphasize that by addressing the specific particularities of the teaching-learning-evaluation process of the physical education lesson in the process of monitoring the disciplinary curriculum, it will ensure correctness and consistency essential in the development of the next generation of curriculum, which will ensure quality education and respond to all current challenges regarding school discipline.

Keywords: *physical education, monitoring, written curriculum, taught curriculum.*

PARTICULARITĂȚILE MONITORIZĂRII CURRICULULUI PREDAT- ÎNVĂȚAT LA DISCIPLINA EDUCAȚIE FIZICĂ

Articolul „Particularitățile monitorizării curriculumului predat-învățat la disciplina educație fizică” oferă o analiză detaliată asupra aspectelor esențiale ale procesului de monitorizare a curriculumului la disciplina educație fizică din învățământul general, evidențiind atât importanța sa, cât și complexitatea pe care o implică. Procesul de monitorizare nu trebuie doar să asigure implementarea eficientă a curriculumului actual, ci trebuie să ofere și informații valoroase despre punctele forte și lacunele acestuia, contribuind la o evoluție continuă a conținuturilor și metodelor educaționale. În acest sens, subliniem faptul că prin abordarea particularităților specifice ale procesului de predare-învățare-evaluare al lecției de educație fizică în procesul de monitorizarea a curriculumului disciplinar va asigura corectitudine și consecvență esențială în dezvoltarea următoarei generații de curriculum, care să asigure o educație de calitate și să răspundă tuturor provocărilor actuale față de disciplina școlară.

Cuvinte-cheie: *educație fizică, monitorizare, curriculumul scris, curriculumul predat.*

Introduction

The curriculum, in the context of educational policies, „represents the dominant dimension of educational policies, and in this sense, the National Curriculum represents a system of curricular policies; a system of conceptual approaches; a system of documents and curricular products; a system of process [1, p. 11].

The action of developing the school curriculum, according to the theory, is periodic, is carried out once every 6-8 years and represents „a managerial activity of evaluation-analysis-appreciation-measurement of the quality of curricular products, by relating them to a set of criteria and indicators in order to use the data obtained for the elaboration of the conceptual landmarks for the modernization of the school curriculum” [2].

Achirii I. supports the idea that „the evaluation of the quality of the school curriculum and of the designed curricular products is a mandatory technical action that aims to assess the value and merit of curricular documents as pedagogical models in order to improve them” [citation 3, p. 38].

In the opinion of several authors, Bucun N., Pogolșa, L., Guțu V., Bolboceanu A. and others [4, p.64], „the evaluation of the school curriculum designed as a technical product means the evaluation of the quality of the process prescribed by the respective normative document and considers the realization of an appreciation-measurement approach of the quality of the disciplinary curriculum designed as a pedagogical model” at the same time they emphasize that by evaluating the curriculum of the school discipline „the extent to which the curriculum is assessed specify when, what, how much and how it is learned, the quality

of the description in normative terms of the educational vision on learning and the projective quality of the forecast, the educational effects that learning in each school subject will have in an education cycle". They also propose criteria for the evaluation of the disciplinary curriculum in general education and describe the indicators for establishing the quality of the curriculum [4, p. 65-66], as follows:

- Criterion I. Scientific and structural rigor of the curriculum;
- Criterion II. Relevance of the framework and reference objectives;
- Criterion III. Relevance and timeliness of the contents;
- Criterion IV. Orientation of the training process;
- Criterion V. Coherence and completeness of the curriculum.

From the perspective of curriculum modernization, the above-mentioned authors suggest that the evaluation should be carried out with emphasis on establishing the level of: child-centeredness of the curriculum; respect for the principles of inclusive, child-friendly schooling; coherence of curricular components; interdisciplinary, multidisciplinary, transdisciplinary integration; attitudinal and motivational of teachers and students; complexity of learning activities; student activism; skills development, etc. [4, p. 66]

The authors Guțu Vladimir, Țurcanu Carolina and Șevciuc Maia [1, p. 11-12] consider that with the development of the disciplinary curriculum it is necessary „the development of curricular policies that is conditioned by the systemic approach of the educational curriculum” through which it is necessary to «clearly establish the connections and interconnections between the curricular elements” at the same time the resizing will be achieved „based on the interconnection of different curricular concepts and different theories of learning”, Curricular products „must be designed/redesigned in accordance with the function and specificity of each document and in a logical sequence” and the content of the educational process „will be approached from the perspective of the system of study disciplines and the system of knowledge, experiences, processes”. The same authors support the idea that the monitoring of the school curriculum itself involves the following important aspects such as [1, p. 42]:

- correspondence between the written curriculum and the taught/implemented curriculum;
- the extent to which the internal logic of the teaching-learning-assessment process is respected;
- the extent to which the provisions of the designed curriculum are capitalized on what should and how should be taught, how learning and assessment should be organized; identifying the causes that generate barriers/difficulties in the application of the written curriculum, as well as the ways to correct/improve problematic situations, but also to prevent these situations in the future, providing necessary information to national curriculum designers, but also to decision makers;
- identifying the impact of the written and taught curriculum on school outcomes.

The impact assessment assesses whether the level of competence monitoring is in line with school objectives (by education levels, by years of education).

From the above, we consider that the monitoring of the school curriculum in the discipline of physical education should be approached as a complex and logical pedagogical (curricular) research, which will highlight vulnerable aspects of the educational process of the discipline, which will allow the formulation of conclusions and recommendations for the continuous and cyclical development of the curriculum.

Curriculum in the discipline of Physical Education as an object of monitoring

At the pedagogical level presented/capitalized in the Curriculum, the discipline „Physical Education” possesses a valuable potential for the formation and development of the students’ personality in the unity of the socio-psychomotor planes. The formative valences of the discipline are varied and valuable: harmonious and healthy development of the body; enhancing, maintaining or restoring motor skills and health; dynamization of psychic processes, including volitional and affective ones; increasing resilience; stimulating intellectual activity; the development of moral qualities, such as team spirit and loyal competition, entrepreneurial spirit, courage and dedication, responsibility, discipline and self-control, patriotic spirit, etc. [5, 6, 7].

The curriculum of the discipline „Physical Education”, 2019 edition, has the following functions [7, p. 1]:

- conceptualization of the curricular approach specific to the discipline „Physical Education”;

- regulating and ensuring coherence between the given discipline and other disciplines, between teaching, learning and evaluation, between the curricular products specific to the discipline, between the structural components of the disciplinary curriculum, between the curricular standards and purposes;
- of designing the educational/contextual approach (at the level of a concrete classroom);
- evaluation of learning outcomes, etc.

The performance of these functions determines the categories of beneficiaries: teachers, authors of teaching materials, education managers, other interested persons, including parents.

The reconceptualized physical education curriculum offers the teacher the freedom and responsibility in training the student, promoting trust in the teacher, but this is conditioned by multiple impact factors, which is conditioned by the availability of human and material resources [7, p. 2]. In this regard, the teacher has the right to decide together with the students:

- which modules will be selected each school year from those proposed in the Curriculum of choice;
- how it will order the compulsory modules and those to be chosen during the school year; which sports events he/she will choose, respectively, in each module;
- up to what level/sublevel, among those given in the Curriculum, the study of a sports test in the gymnasium cycle will advance;
- to what extent it will develop the proposed learning contents;
- how it will highlight the recommended learning activities;
- which of the recommended assessable products will be chosen in each case for each student.

Another particularity of the curriculum for the discipline of physical education in general education, as a concept, is „given priority role to the purposes expressed in terms of competences, which also become criteria for the selection and organization of contents, the choice of training and evaluation strategies” [7, p. 3]. At the same time, through a flexible modular structure, the contents are designed on levels of instruction/classes and directed towards educational purposes presented in the generative matrix of the units of competences [7, p. 6-7].

From a procedural point of view, the Curriculum focuses on the following general aspects [7, p. 4]:

- promotion of constructivist and interactive conception;
- centering on the learner, the student’s interaction with other students/teachers;
- realization of intra-, inter- and transdisciplinarity in authentic learning contexts, ensuring the efficient formation of competences;
- capitalizing on the principles of individualization, differentiation, personalization in the learning process, effectively ensuring school inclusion;
- creating high-efficiency learning environments;
- resizing the evaluation of school results, focusing on the evaluation of the level of manifestation of students’ competences in the context of evaluation criteria through descriptors.

Analyzing the concept of curriculum in the discipline of physical education, we notice that it reflects a complex and multidimensional process and corresponds to the rigors advanced towards the current curricular design. At the same time, we observe that, in the context of modern education, the physical education curriculum is focused on specific aspects of teaching-learning-evaluation of the discipline, also taking into account research in the field of physical education and sport, social changes and the need to respond to the diversified needs of students. In this regard, we support the idea of the authors Guțu Vladimir, Țurcanu Carolina and Șevciuc Maia that „the monitoring of the school curriculum must be carried out through a process evaluation, which aims to control and improve the quality of the application of the curriculum at the level of educational practice” [1, p. 42].

Aspects of curriculum monitoring in the discipline of physical education

The monitoring of the curriculum in the discipline of physical education, as well as pedagogical research, implies a systematic and well-defined approach. In this regard, it is necessary to take into account some essential aspects in the development of an adequate monitoring strategy, which involves: setting objectives:

- clearly defining short- and long-term objectives that align with the concept of curricular monitoring;

- identification of performance indicators: establishment of evaluation criteria that reflect critical aspects of the taught-learned-assessed curriculum;

- resource planning: the efficient allocation of human, material and motivational resources to support the implementation of the strategy.

In this regard, the monitoring plan/program was drawn up, which provides for concrete stages and actions proposed for implementation:

1. *Planning curricular monitoring with the following actions:*

- The conceptualization of the model of monitoring the school curriculum in function has the role of ensuring the coherence and efficiency of the educational process, through a constant and adaptive evaluation of it;

- Familiarization of the monitoring teachers, which consists of organizing training sessions for teachers, in order to present the monitoring model and methodology, but also creating support materials (guides, brochures) to summarize the monitoring model;

- Establishing the objectives of the monitoring of the school curriculum, which include objectives for evaluating the content, objectives for evaluating the teaching process and objectives for evaluating the results;

- Determination of monitoring criteria (relevance, efficiency and accessibility) and monitoring indicators (standardised assessments, feedback, direct observations, extracurricular activities).

2. *Carrying out the monitoring process with the following actions:*

- Correlation and processing of information that involves data collection, data organization and data correlation;

- Fixing information in the Register which includes activities to document the results (results of evaluations, observations from teaching activities, feedback) and Constant updates (ensuring a regular update of the register to reflect the latest data and observations, thus facilitating the accessibility and subsequent use of the information);

- Information processing (processing information from the register to draw relevant conclusions) and providing consultations (Based on the analysis carried out, teachers can provide advice through Discussion Sessions to address students' individual needs or Recommendations for tailored learning strategies);

- Establishing evaluation criteria, using performance indicators (applying indicators to measure the success of the curriculum), Reporting results: (creating reports that summarize the results of the analysis, highlighting the strengths and weaknesses of the curriculum and suggesting improvements).

3. *Elaboration of the school curriculum monitoring report with the following actions:*

- Establishing a curriculum review procedure, in which the collected data is analyzed and the necessary changes are decided;

- Organize the report in a clear and logical form, including sections such as introduction, methodology, results, analyses and conclusions;

- Organizing meetings with different stakeholder groups to discuss experiences with monitoring the disciplinary curriculum;

- Presentation of key conclusions based on data analysis and feedback obtained;

- Distributing the report to teachers and other stakeholders for further feedback and suggestions, ensuring the accessibility of the report to all educational actors, including teachers, students and parents, and creating an action plan for implementing the recommendations in the report.

Mechanisms, tools and indicators for monitoring the curriculum in the discipline of physical education

Given the fact that the general objective of monitoring the curriculum in the discipline of physical education in general education is to detect the gaps/differences between the written curriculum and the one taught, for the success of its implementation, it is necessary to ensure that teachers ensure the conceptual and methodological provisions of the written curriculum in educational practice, and it provides [1, p. 44-45]:

- knowledge of the conceptual, content and methodological dimensions of the written curriculum;
- knowledge of the ways to capitalize on them in educational practice;
- self-monitoring of the level of their capitalization in their own educational practice;
- identification of difficulties in promoting the conceptual framework of the written curriculum in one's own educational practice;
- formulating conclusions and establishing ways to reduce difficulties in applying the conceptual and methodological framework of the written curriculum.

In this regard, we mention that it is fundamental for teachers to have a deep understanding of the conceptual, content and methodological dimensions of the curriculum, to apply this knowledge in educational practice and to carry out constant self-monitoring.

To begin with, the teacher-monitor of the school physical education discipline will be proposed in a monitoring register some indicators of the conceptual provisions of the written curriculum, setting restrictions, visions and difficulties on the scale of levels from 1 to 5 for each one, also allocating the mandatory section of Comments/explanations, suggestions for reducing difficulties (figure 1). These, in fact, will reflect the correspondence between the written curriculum and the taught curriculum (conceptual and methodological framework).

Figure 1. Conceptual provisions of the written curriculum: indicator 1.

5. Prevederile conceptuale ale curriculumului scris sunt **Centrate pe elev** (alegeți nivelul de la 1 la 5 pentru fiecare criteriu): *

	1	2	3	4	5
Țelul învățării la nivelul propriu de dezvoltare:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Țelul învățării la ritmul propriu:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individualizarea activităților de învățare:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivarea elevilor pentru învățare:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implicarea elevilor în luarea unor decizii educaționale:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Se acceptă și se apreciază punctul de vedere al fiecărui elev:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Comentarii/ explicații, sugestii de diminuare a dificultăților *

Introduceți răspunsul

The five indicators/conceptual provisions of the written curriculum proposed to the monitor teachers are [1, p. 49]:

- Student-centered;
- Focus on gradual and step-by-step training of general and specific competences (units competences);
- Centered on active/interactive learning;
- Current content units for students oriented towards Interdisciplinarity;
- The evaluation of learning outcomes must be effective, motivating.

The second stage of the curriculum monitoring is the operational one of the taught-learned-evaluated curriculum, of the concrete themes from the curriculum of the physical education discipline, through which the teacher-monitor fixes the strong and vulnerable parts, difficulties, arising in the learning process, comments and makes suggestions for mitigating the established deficiencies [1, p. 46].

Given the fact that the discipline of school physical education, in addition to the educational aspect, has the purpose of forming the motor skills necessary in daily activity, it is necessary to adapt the Curriculum Monitoring Register to the specific particularities of the discipline.

In this regard, we highlight two aspects specific to the discipline of school physical education, complemented to the general ones that can influence the educational process of the discipline.

The first aspect is related to the preparation and prior organization of the educational process in the discipline of physical education and these consist of the following components:

1. *The number of students in the classroom* - can significantly influence the educational process in the school physical education discipline from several perspectives: individualized interaction and attention, practical activities that require space and resources; motivation and competition; behavior management; diversity of skills; collaboration and team spirit.

2. *The number of the lesson in the timetable* - the time when the physical education lessons take place can significantly influence the educational process. Lessons scheduled in the early hours of the day tend to benefit from greater energy and better concentration from students. On the other hand, lessons scheduled later in the day can be affected by fatigue, which can lead to a decrease in engagement and performance.

3. *Module teaching period* – each season offers different opportunities to learn and practice various sports, adapting lessons according to weather conditions and available facilities. It is important for teachers to plan and structure these periods according to the educational objectives and needs of the students, ensuring that each student benefits from a relevant and valuable educational experience.

4. *The number of the lesson in the taught Learning Module/Unit*: - can influence the level of the educational process in several ways such as: structuring knowledge; skills development; variety of activities; assessment of progress; integration of theory with practice; socializing and teamwork.

5. *The number of students partially or totally exempted from the effort (released)* - can have a significant impact on the quality of the educational process. Here are some ways this can influence lessons: group participation and dynamics; teacher instruction and attention; adaptation of activities; pupils' motivation; development of social skills; assessment of progress; health impact.

6. *The surface of the space in which the physical education lesson takes place* - likewise has a significant impact on the quality of the educational process. Here are some relevant aspects in this regard: the ability to diversify motor activities; student safety, organizing activities according to students' needs; efficient use of sports equipment; involvement in motor activities.

7. *The inventory used to carry out the physical education lesson* - plays a crucial role in influencing the quality of the educational process. Here are some ways this can affect lessons: diversity of activities; quality of training; active participation; skills development; adaptation of activities; student safety; motivation and enthusiasm; assessment of progress.

The second aspect will be related to the direct organization of the educational process in the discipline of physical education. In addition to the general monitoring aspects (related to the complexity of the lesson subject, the formulation of operational objectives, the accessibility and timeliness of the contents, the realization of the recommended activities of the curriculum, the students' activism during the lessons and aspects related to the students' evaluation), specific to the physical education lesson it is also necessary to monitor the following components:

1. *Forms of organization of the physical education lesson* - by adjusting the forms of organization to the needs and level of the class, the teacher can offer a more personalized, dynamic and effective educational experience, which contributes to improving the performance and satisfaction of students in physical education lessons.

2. *Algorithmization of the means of learning in the physical education lesson* - refers to the systematic and sequential organization of exercises and activities in a logical sequence. The aim is to facilitate the progressive and effective learning of motor skills and the necessary knowledge, so that students can learn and perfect movements in a clear and structured way. This strategy allows for faster assimilation of the correct movements, while ensuring that each student advances at their own pace and benefits from a clear and well-structured learning process.

3. *The method of play in the physical education lesson* - the application of this method as mandatory in different phases of the educational process significantly improves the quality of the educational process in the physical education lesson, stimulating both the physical and social and emotional development of the students. The use of this method brings more dynamism, involvement and adaptability, allowing students to learn in a pleasant environment and develop essential skills for life.

4. *Safety in the physical education lesson* – is essential to prevent injuries and create an optimal environment in which students can develop physically and motor in a safe way. The physical education teacher must plan and supervise activities in such a way as to minimize risks and ensure the safety of students.

As mentioned above, the Self-Monitoring Register is designed and proposed to the monitor teacher for completion in a digitized format, forms (figure 1). In this regard, two types of forms have been developed:

- one to reflect the conceptual, content and methodological dimensions of the curriculum in the discipline of physical education;
- the second for the operational monitoring of the taught-learned-evaluated curriculum, where the teacher, through self-monitoring, highlights the possibilities of capitalizing on the conceptual and methodological provisions of the written curriculum in educational practice. The physical education teacher will self-monitor several lessons, (modules and different classes), by filling in separate forms.

Conclusions

Monitoring the implementation of the curriculum is essential to ensure that educational objectives are met and that the teaching-learning process runs efficiently. This monitoring allows the adjustment of teaching strategies, ensuring that students achieve their competences targeted by the curriculum.

The discipline of school physical education has its specific educational aspects, which, in order to effectively improve teaching and learning, it is crucial to also analyze the ways in which the curriculum is implemented in practice. Effective monitoring of the taught-learned curriculum is a dynamic process, which requires commitment and collaboration from all actors involved in physical education, in order to promote not only physical performance, but also the holistic development of students. It allows a continuous evaluation of the teaching-learning process and ensures that the curriculum is applied effectively, contributing to the academic and personal development of students.

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