

Analysis Of The Conceptions Of Inclusive Physical Education And Curriculum In The Educational Unit San Pablo De Guarainag

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ABSTRACT

The purpose of the present study was the application of surveys to the educational community to find criteria on the conceptualization of physical education (PE), The population was made up of 36 members, Distributed by authorities, Teachers of PE, teachers from other disciplinary areas, parents, students, of the Educational Unit, San Pablo de Guarainag. An analysis of the results obtained was performed, as far as the authorities' criteria, 90% have a practice of the socio-critical model. In relation to the PE teachers' responses, 100% practiced the socio-critical model as they develop corporal, emotional and motor skills. There is an increase to 5 hours. The responses of the seventeen students were found that 49% think there is a practice of the behavioral model while 51% perceive that there is a practice of the socio-critical model. In addition to that 100% likes football, 100% prefer to run, 52.9% likes gymnastics, 70.51% likes games, 64.70% do other sports. For the data collection we used the survey, in order to obtain real data for a better criterion of the current educational context.

Keywords: Physical Education, Curriculum, Transversal Axes, Educational Inclusion, Pedagogical Models.

Introduction

The issue of educational inclusion is broad and covers all children and young people, who for some reason of diversity have been denied access to formal education at different levels such as initial education, basic general education (BGE) and Unified General Baccalaureate (UGB) in their respective sub-levels (Rimmer & Marques, 2012; Feeney *et al*, 2013; Pereda & Calero, 2015; Calero *et al*, 2015; Ullaguari 2016). The Physical education class begins with a reflection: what do we teach? Refers to the formative purpose, as expressed by Alvarez and González (2002).

For many years the subject of PE has been considered by most of the educational community as a discipline of little interest and importance; This research work has been carried out to determine the conceptual reality of physical education for which we make a database through surveys of students, parents, teachers and authorities of our daily practices and thus give a criterion with certainty to obtain real data that will help us to have a better judgment of the current educational context.

Unesco defines as capable of equipping people with the skills, knowledge and attitudes necessary to: achieve decent work, live as active citizens at national and global levels, understand and prepare for a world in which environmental degradation and Climate change poses a threat to sustainable livelihoods and understanding their rights. (UNESCO, EDUCACIÓN FÍSICA DE CALIDAD, 2015). This concept is based on a socio-critical paradigm according to the philosopher Manuel Sergio quoted by Valter Bracht (BRACHT, 1996).

The International Conference of Ministers Responsible for Sport of UNESCO (Berlin Declaration 2013) dealt with "PE in schools and in all other educational institutions is the most effective means of providing all children and young people with skills, attitudes, attitudes, values, knowledge and understanding for their participation in society throughout life." (BOKOVA, 2015)

PE originates as a field of knowledge (Bourdieu, 1971), differentiating itself from physical activities, when it begins to discuss its object, its aims and methods, a process that

occurs in much of the world in the course of the 20th century. To PE, it is preferred to understand it as a pedagogical practice that thematizes the corporal practices present in the corporal culture of the movement (Bracht, 1996); González Aramendi (2003), in which the physical exercise is defined as the set of planned, structured and systematic body movements developed to improve or maintain one or more components of the physical forms. The PE is born practically together with the school, with the national systems of education, typical of the bourgeois society emerging from the 18th and 19th centuries. They were initially philanthropists such as Guths Muths (1759-1839) and Pestalozzi (1746-1827), who attempted to introduce bodily activities into the school curriculum.

The PE, as part of the educational system in Ecuador, assumes the mission of: "Incorporate culturally significant physical activity into the integral training of citizens, so that their habitual, healthy and responsible practice contributes to their individual and collective fulfillment in the framework of Good Living." (Ministerio de Educación 2016); While the vision that governs the MinEduc is "To provide a human-centered education with quality, warmth, integral, holistic, critical, participative, democratic, inclusive and interactive, with gender equity, based on ancestral wisdom, plurinationality, with identity and cultural belonging that satisfies the needs of individual and social learning, which contributes to strengthening cultural identity, building citizenship and articulating the different levels and modalities of education systems. (Ministerio Coordinador de Talento Humano 2016)

The current educational reform in relation to PE, among its aims is to help children and young people develop their motor skills and also improve their self-esteem, their desire to participate and establish healthy habits and habits related to the practice of physical activities. To pose this thematic of the conceptualization of the PE requires, first of all, an effort of conceptual clarification because the idea of linking curriculum, school and contexts.

Cited by Herrera M. 2016; Education has the obligation to integrate diversity, conceived as the set of different capacities,

interests and motivations of the students, articulating the educational system; If we want to generate a model of education and attend to the diversity of students who fill our classrooms, we have to give these students and their teachers a leading role in curriculum development. In this sense (Coll, 2011), it is important to understand what should be the distribution of competencies and responsibilities in the construction of the curricular proposal (HERRERA, 2015).

The purpose of this research was to find criteria on the conceptualization of physical education in different social contexts by applying surveys to the educational community and then to have a clear vision about the reality of this subject, as specific objectives i proposed, Apply survey to the educational community of different social contexts. Analyze and compare results obtained through survey. Draw conclusions on tabulated results.

1. Paradigms or pedagogical models in physical education

According to Contreras Jordán (2001), Physical Education goes through a period of transition from adolescence to maturity, as a consequence of the progress experienced in the last twenty years. From their perspective, the paradigms that coexist in Physical Education are:

1.1 Positivist Paradigm:

It is primarily concerned with the effectiveness of teaching in relation to teachers, methods and student outcomes.

Cited by Josefa Blasco A representative author of this paradigm is Daryl Siedentop (1979, 1991, 1998), whose work "Learning to teach Physical Education", Is a clear exponent of this paradigmatic current, and according to Contreras (2001, p.266), he understands that there are four factors that play a determining role in the effective learning of physical activities: potential learning time, Feedback; A positive climate in the pedagogical relation and an adequate organization of the class.

1.2 Socio-critical paradigm:

Roberto Machin 2012 discloses that education is a phenomenon and a social practice that can not be understood outside the ideological, economic, political and historical conditions that make it up, and whose development, to a certain extent, contributes. Therefore for the investigation of our problem of discipline in the classroom we will take into account the different contexts surrounding the minor (economic, social, historical-political, ...). For the collection of

data we will use different qualitative and quantitative procedures (surveys, questionnaires, interviews). But our main technique of data collection will be personal communication with the class group.

1.3 Behavioral Paradigm

Behaviorism is inserted in the philosophical tradition of empiricism, knowledge is a copy of reality, which is merely accumulated by simple associative mechanisms. Epistemologically it has its origin in positivism. It operates in the human from the outside, the observable. It studies behavior, which is measurable and quantifiable, is conceived with regularities and can be simplified in mathematical terms, being able to generate theories in abstract terms, always moving in the field of objectivity.

Behaviorism is environmentalist insofar as it considers the environment (physical predominantly, but also social) to determine the ways in which organisms behave. According to Pozo (1989), behaviorists have used the associative laws (contrast, contiguity, temporality, and causality) proposed by Hume in the eighteenth century in different ways to account for the incorporation of Knowledge and learning cited by Hernández Rojas (1997).

2. A look at inclusive education and statistics from MinEduc

In 2014, a study carried out by MinEduc reveals that in Ecuador, 62,431 girls, boys and young people with school-age disabilities are included in the national education system, representing 78% of the total population (80,378) with Special educational needs (SEN) associated with disability in school age (3 to 17 years). From the above statistics, 65% of the 62,431 children with school-age disabilities enrolled in the Ecuadorian educational system attend school, 19% go to municipal establishments, 11% go to Missionary establishments and 5% study in municipal schools.

The biggest challenge to continue the inclusion process would be to have a qualified teaching staff. For this reason in 2016 there were 1000 teachers graduated in masters with a specialization in attention to N.E.E. In basic and elementary education and 100% of teachers will be trained in sensitization of disabilities."

MinEduc provides educational assistance to 30,708 students with disabilities in 6,753 regular educational institutions and 159 specialized educational institutions divided into the following levels and supports:

Table 1: Number of inclusive educational institutions

| Sustenance | Number of Institutions |
|-------------------|------------------------|
| Fiscal | 4.969 |
| Missionary | 235 |
| Municipal | 70 |
| Particular laic | 1.238 |
| Private Religious | 241 |
| Total | 6.753 |

Source: AMIE 2013-2014

Table 2: Number of institutions of education

| Sustenance | Number of Institutions |
|-------------------|------------------------|
| Fiscal | 101 |
| Missionary | 20 |
| Municipal | 11 |
| Particular laic | 26 |
| Private Religious | 1 |
| Total | 159 |

Source: AMIE 2013-2014

3. Elements of the curriculum

The curricula of BGE and Unified General Baccalaureate, which constitute the proposal of compulsory education, are conformed by the following elements:

- The exit profile.- is defined from three fundamental values: justice (J), innovation (I), and solidarity (S).
- The objectives of the sub-levels, The objectives of the sub-level have an integrating character, referring to capacities whose development and learning require the contribution of different areas of the curriculum, transcending them,
- The general objectives of each of the areas: They are those that identify the capacities associated to the areas of knowledge, practices and experiences of the area,
- The specific objectives of the areas and subjects for each sub-level; They are those that identify the capacities associated to the areas of knowledge, practices and experiences,
- Content, expressed in skills with performance criteria; "The contents inhabit both the skills and the knowledge that the student will assimilate in his learning process" (Álvarez and González, 2002); It is the basic learning that aims to promote in the students in an area and a determined level of their schooling the methodological orientations; And, the evaluation criteria and indicators.

The design of the curriculum can not be restricted to a simple or complex list of contents, it must contemplate a set of components that constitute the human qualities: Knowledge that understands the diverse and heterogeneous set of meanings that people have been producing throughout history, skills, emotions, attitudes and values. Pérez Gómez (2012); As a set of processes aimed at increasing the participation of students in the culture, curricula and community of schools (Alvarado, Cruz, 2016, Booth & Ainscow, 2004, p.49). The term curriculum is considered as a socio-cultural construction involving processes of selection, organization and transmission of knowledge (Beinstein, 1993).

4. Transversal axes

They are themes that must be addressed throughout the curriculum projection; The Buen Vivir is a constitutional principle, it is present in Ecuadorian education as the governing body of the educational system and also as the guiding thread of the transversal axes that form part of the formation of values, insofar as they allow the development of human potentialities And as such guarantees equal opportunities for all people. (Update and Curriculum Strengthening for the Physical Education Area, 2012); The transversal axes cover topics such as:

- a. **Interculturality.-** The recognition of diversity from a vision of respect and values,

- b. **The formation of a democratic citizenship.-** The fulfillment of the citizens' obligations, the development of the Ecuadorian identity and the respect to the patriotic symbols.
- c. **Protection of the environment.-** The interrelation of the human being with nature and the strategies for its conservation and protection.
- d. **Health care and recreation habits of students.-** Biological and psychological development according to the ages, eating habits and hygiene,
- e. **Sex education among young people.-** The knowledge of her own body, the development of sexual identity, the responsibility of parenthood and motherhood.
- f. **Construction of the corporal identity and the construction of the corporal identity.-** Makes reference to the perception of themselves, that they are constructing the subjects throughout their lives. The anthropological vision of the human being understands the body as a symbolic and social construction (Le Breton, 2006)
- g. **Relations between corporal practices and health.-** Historically, the school PE has been assigned a role of promoting health, considering it almost exclusively as a means for students to achieve a balanced state of the organism and an absence of disease. This function was and still is legitimized by a "speech of the medical institution" (Bracht, 2013), Whose idea is that the realization of any physical activity would be equivalent to a healthy condition of the subject (Fraga, De Carvalho & Gomes, 2013).

The construction of the corporal identity and relations between corporal practices and health, operate transversally since the knowledge in which they emphasize is necessary to consider them in all the proposals.

5. Material And Method

The study is considered as a field research, descriptive and exploratory in nature, since an analysis of concepts and the implementation of the 2016 curriculum of PE were carried out to determine the present work, it has been taken into account as a reference population to a group of people who make up the educational community (managers, parents, teachers of other disciplinary areas, students and teachers specialized in PE and / or generalists who impart the aforementioned subject) belonging to the San Pablo de Guarainag Educational Unit. The technique used is the survey with open and closed questions could be stated that it is a pilot test to obtain results and verify the knowledge and practices of the PE curriculum. For statistical analysis the Excel program will be used with graphics for a better understanding of each one of the answers for its interpretation.

Table 3: Number of subjects surveyed

| Institution | Executives | Teacher of the subject | Teachers from other undisciplined areas | Students | Parents |
|------------------------|------------|------------------------|---|----------------|----------|
| San Pablo de Guarainag | Four (4) | Five (5) | Five (5) | Seventeen (17) | Five (5) |

Results

In order to obtain results, a questionnaire was applied to each of the mentioned members. The survey was followed by counting the results obtained from each survey for its interpretation, resulting in 51% of the practice of the socio-critical model In relation to institutional authorities, teaching practices with a pedagogical model with a practice of 100%

of the socio-critical model, in relation to teachers from other disciplinary areas was obtained with a criterion of 85% of the socio-critical model, A 5% application of the behavioral model and a 10% practice of the dual-positivist model, 41.6% of the students demonstrate practices of the socio-critical model, 41.6% indicates that the behavioral model practice is practiced and 16, 8% practice the dual positivist model, the

answers obtained by parents indicate that 66.6% perceive practices of the socio-critical model, 33.3% perceive behaviourist practices and are detailed below:

Questions: Educational Authorities

Question 1. For you What is Physical Education (PE)?

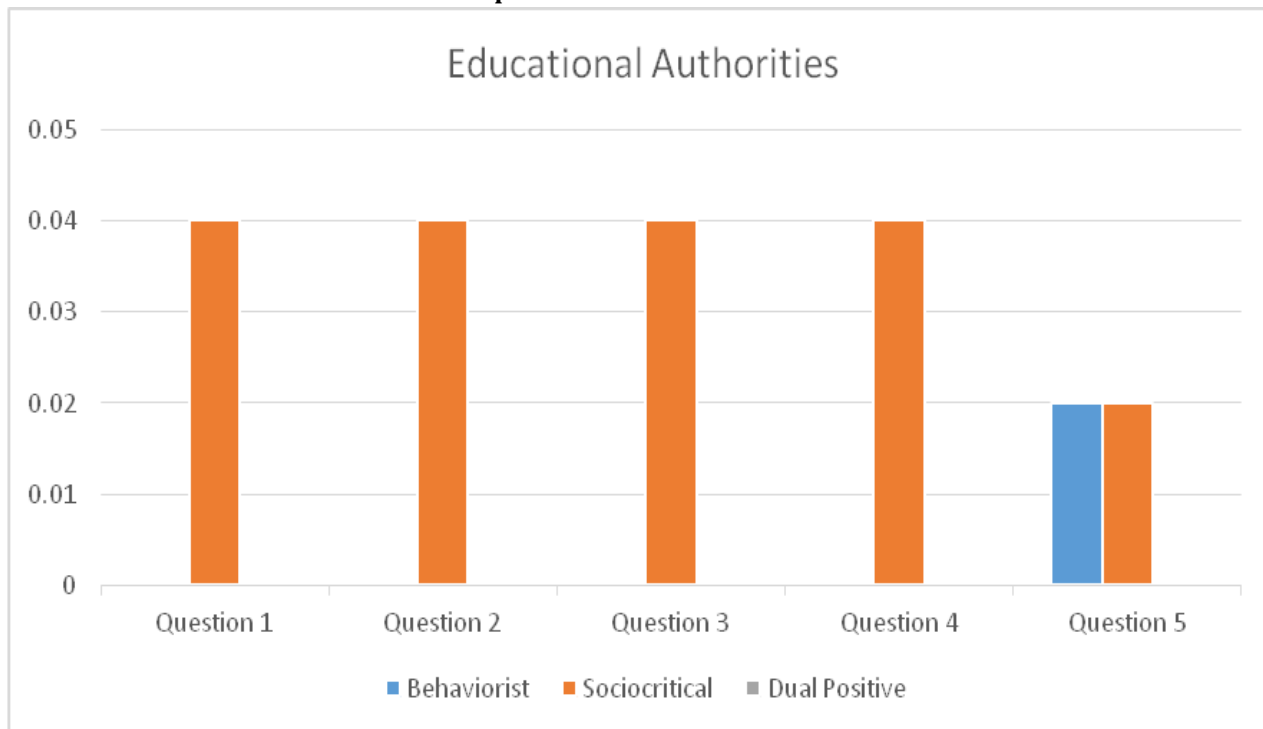
Question 2. What role does PE play in its educational institution?

Question 3. What do you think your students (children, young people) learn in their Physical Education School (PES) classes?

Question 4. In relation to the NEW Physical Education School Program How is it implemented in your institution?

Question 5. Have you noticed changes in PES since 2014? If so, which ones?

Graph 1: Educational Authorities



In relation to question 1, the answers obtained have a 100% evaluation with a socio-critical criterion. Regarding question 2, the answers obtained have a 100% evaluation with a socio-critical criterion. To question 3, the answers obtained have a value of 100% with a socio-critical criterion. In relation to question 4, the answers obtained have a 100% evaluation with a socio-critical criterion. Question 5, the answers obtained have an assessment of 50% with a socio-critical criterion, and 50% with a behavioral criterion.

Questions: Physical Education Teachers

Question 1. For you What is Physical Education (PE)?

Question 2. What do you think EF provides as a curricular subject in educational institutions?

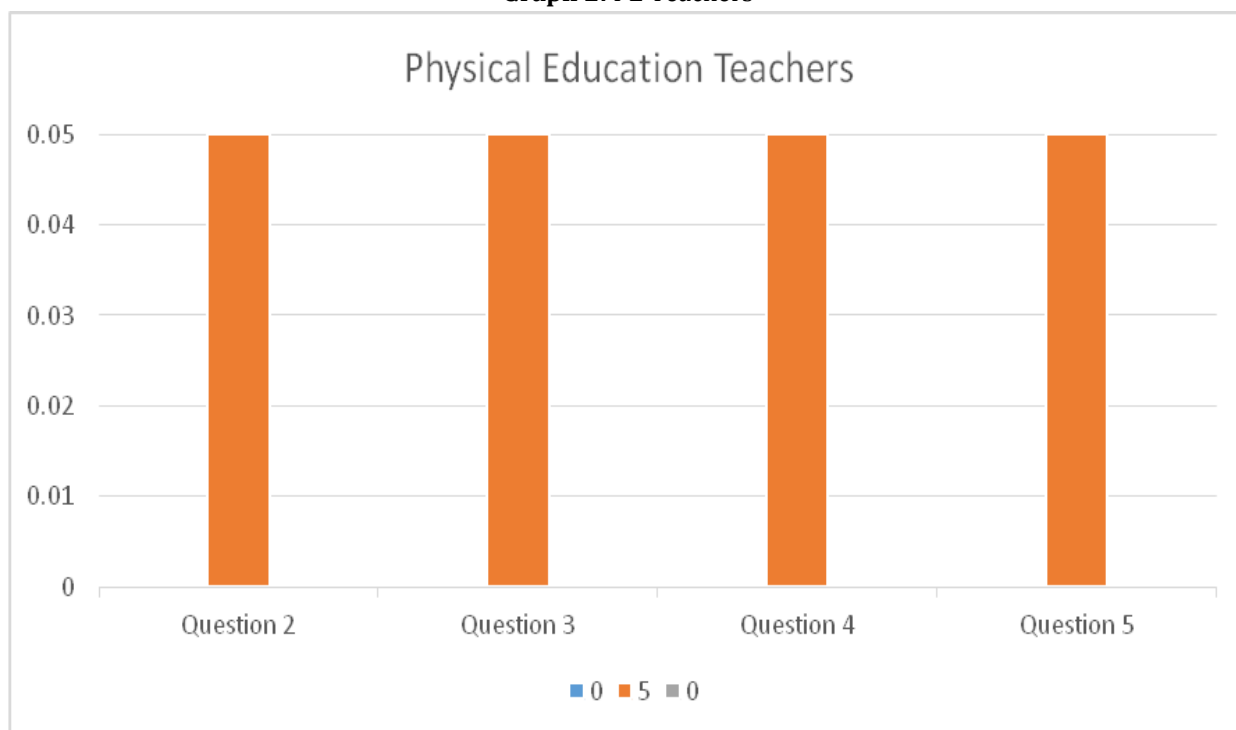
Question 3. What do you think your students (children, young people) learn in their Physical Education School (PES) classes?

Question 4. Do you see relationships between PE and other disciplines? IF NOT

- a. In case your answer is positive Have you participated in interdisciplinary work with your peers who dictate PE? How?
- b. If not, why not?

Question 5. Have you noticed changes in PES since 2014? If so, which ones?

Graph 2: PE Teachers



In relation to Question 1, Teachers state that it is a discipline in which the values of sports and the motor development of people are promoted with 100% practice of the socio-critical pedagogical model.

In relation to Question 2, Show that it is a discipline that can be interrelated with other theories of disciplinary knowledge with other subjects and is an important part of the curriculum and health care with a 100% practice of the socio-critical model.

In relation to Question 3, Indicate that their students learn to relate to each other, learn values, effectively solve the solutions in their bodily practices with a practice of 100% of the critical partner model.

In relation to Question 4, In relation to other disciplines indicate that it is positive, since the participation in games recognizing socio-cultural manifestations, there is an interrelation with mathematics, English, social, among others through values with a practice of 100% socio-critical.

In relation to Question 5, Among their answers they reveal that there is a relationship with other disciplines, the

application of the curriculum, the increase of 2 to 5 hours, as an objective to prevent sedentarism, apply different schedules according to their levels of difficulty, with these ideas make known That there is a practice of a socio-critical model with 100%.

Questions: Teachers of other subjects

Question 1. For you What is Physical Education (PE)

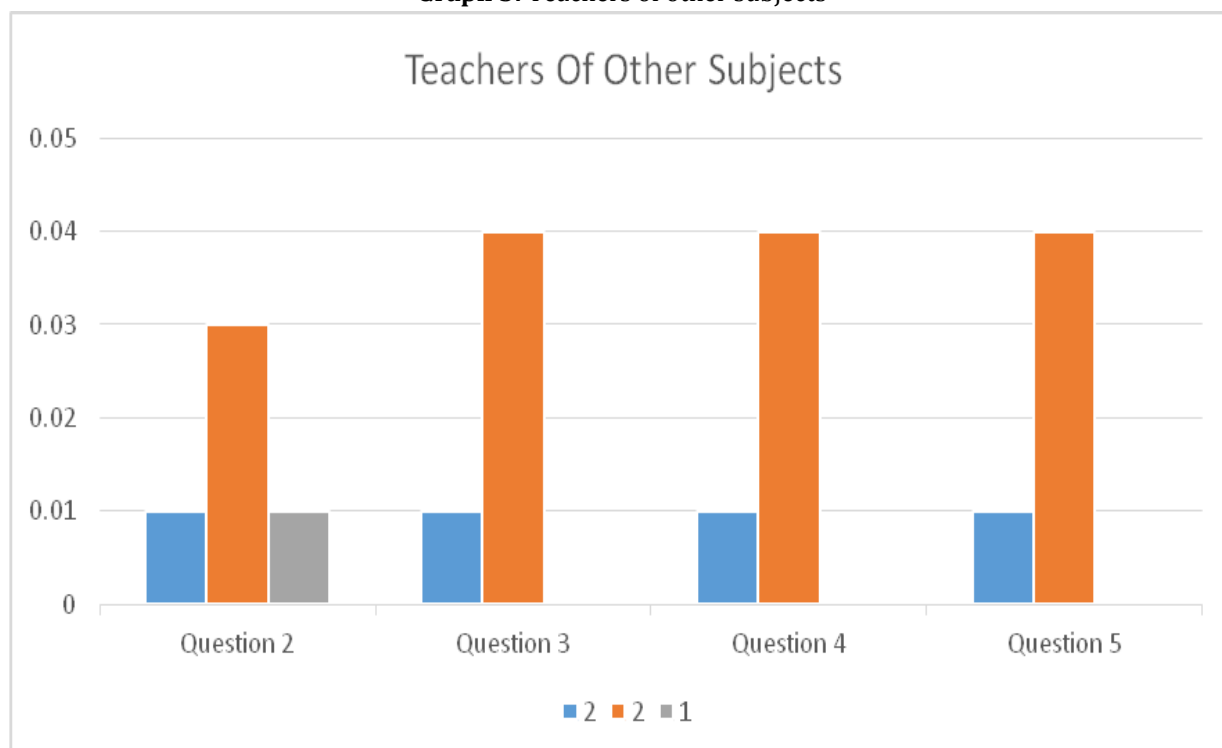
Question 2. What do you think PE provides as a curricular subject in educational institutions?

Question 3. What do you think students (children, young people) learn in PE classes?

Question 4. Do you see relationships between PE and other disciplines? IF NOT a. In case your answer is positive Have you participated in interdisciplinary work with your peers who dictate PE? How? b. If not, why not?

Question 5. Have you noticed changes in PES since 2014? If so, which ones?

Graph 3: Teachers of other subjects



In relation to Question 1, The answers obtained have a value of 40% with a socio-critical criterion, 40% criterion behaviorist and 20% dual positivist.

In relation to Question 2, The answers obtained have a value of 60% with a socio-critical criterion, 20% behavioral criterion and 20% dual positivist.

In relation to Question 3, The answers obtained have a value of 80% with a socio-critical criterion, 20% behavioral criterion and a 0.0% dual positivist.

In relation to Question 4, The answers obtained have a value of 80% with a socio-critical criterion, 20% behavioral criterion and a 0.0% dual positivist.

In relation to Question 5, The answers obtained have a value of 80% with a socio-critical criterion, 20% behavioral criterion and a 0.0% dual positivist.

Student Questions

Question 1: What activities do you do in PE classes?

- Play soccer
- Run

- Gymnastics
- Games
- Another sports
- Nothing is done

Question 2: What do you think you learn in PE classes at your school?

Question 3: How do you feel about PE classes?

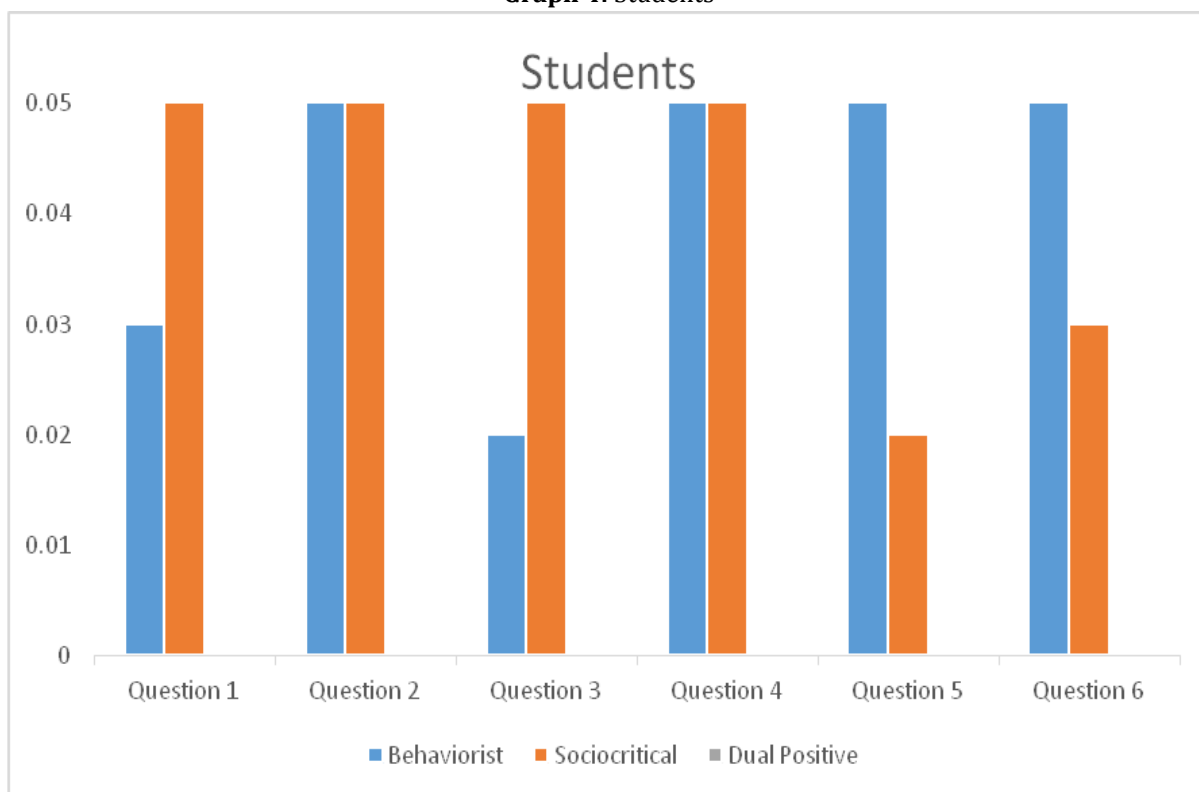
- Very good
- All right
- Regular
- Wrong

Question 4: What do you like best about PE classes?

Question 5: What is it that you like least about PE classes?

Question 6: Do you perform physical activities outside of school? And which one is it.

Graph 4: Students



In relation to Question 1, The 17 students responded that within physical education activities, 100% liked football, 100% liked running, 52.9% liked gymnastics, 70.51% liked games, 64, 70% perform other sports inside them I can affirm that they are basketball, Indoor, volleyball, chess. Among the variables consulted, 77.62% practiced all the aforementioned activities.

Answers to question No. 2, 64.70% indicate that they learn in the classes to exercise, to practice sports and 35.3% indicates that through physical education they learn to live with their peers, to play and to improve their health.

To question 3, they answered 5 very well that represents 29.41%, 10 responded that well giving a representation of 58.82% and 2 responded that they feel regular with an average of 11.76%.

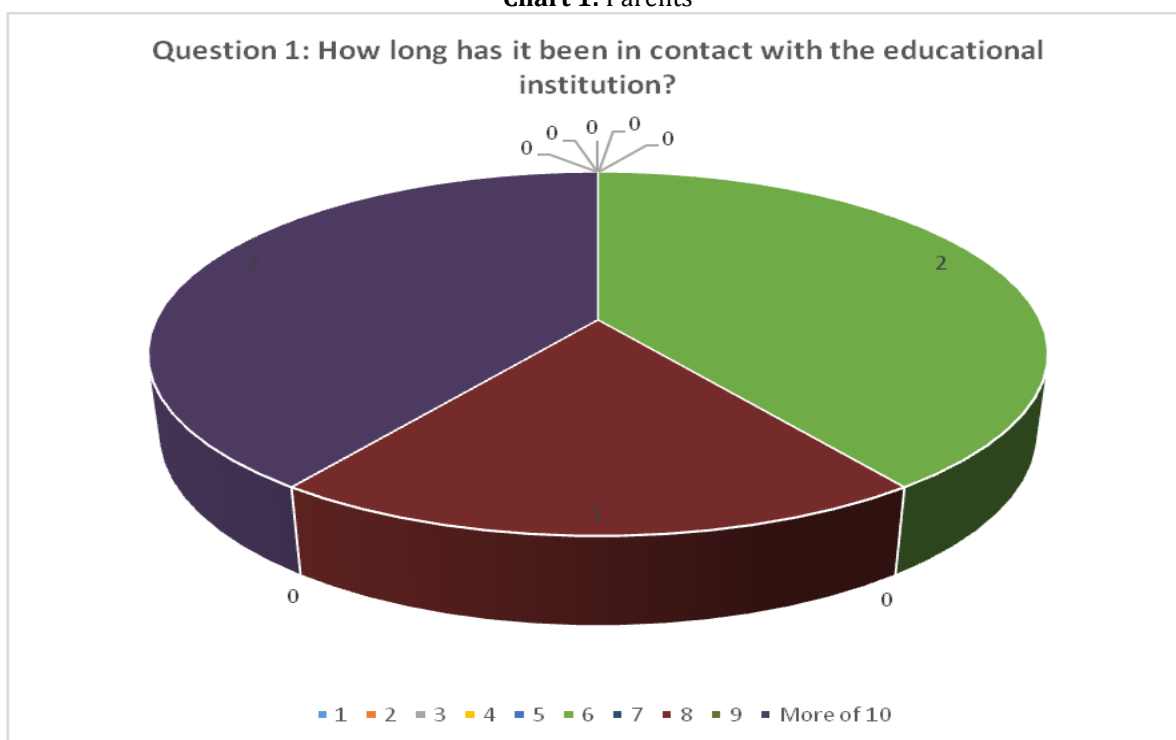
They responded to question 4, what do they like the most in classes, nine students said they prefer to exercise, football and

sports with a percentage of 52.94% taking into account the behaviorist model, they said they prefer games, The cooperative participation, with a weight of 47.05% taking into account the socio-constructivist model.

Regarding question 5, fifteen students indicate that they are the least liked, among the activities mentioned are running, theory, lack of coordination, gymnastics, lack of respect among peers with 88.23% with a criterion Of a behavioral pedagogical model. While two responded that there is little time and do not have all the implements for the activities representing 11.76% with a socio-critical criterion.

To question 6 they indicated, 14 students that carry out physical activities outside the institution like running, playing soccer, indoor, with 83.35% predominating the behaviorist model. Three students indicated that they perform activities such as walking, play, with 11.76% putting the socio-critical model into practice.

Chart 1: Parents



Regarding question 1, the answers obtained indicate that 2 parents have a link with the institution for 6 years with 40%, 1 has a link for 8 years with an assessment of 20%, and 2 have a link for more than 10 years with an assessment of 40%.

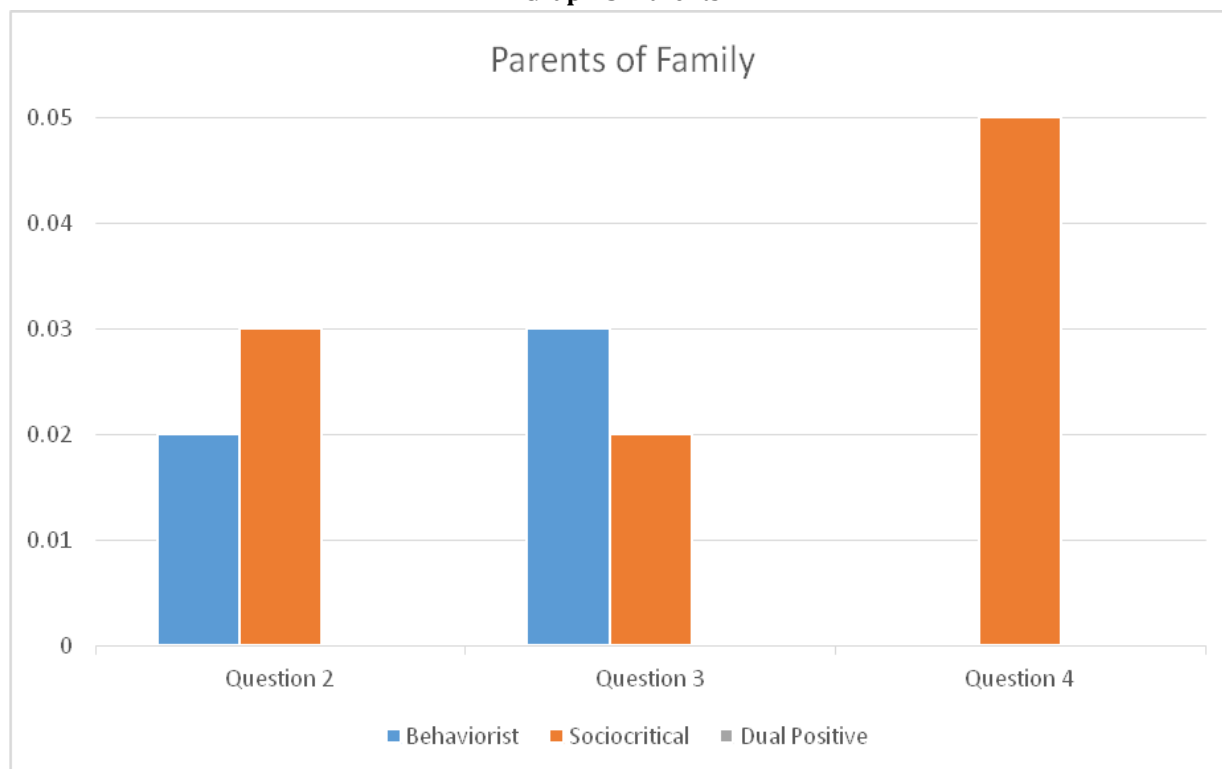
Question 1. What do you think about PHYSICAL EDUCATION in the educational institution?

Question 2. What do you think your child, girl or young person is learning in their PE classes at the educational institution?

Question 3. How do you think your child, boy or girl is in PE classes? Why?

Question 4. With regard to the increase of hours of PHYSICAL EDUCATION in the GBS, what strengths or weaknesses can you identify?

Graph 5: Parents



Regarding question 2, the answers obtained have an evaluation of 60% with a socio-critical criterion, 40% criterion behaviorist and a 0.0% dual positivist.

Regarding question 3, the answers obtained have an assessment of 40% with a socio-critical criterion, 60% criterion behaviorist and a 0.0% dual positivist.

Regarding question 4, the answers obtained have a value of 100% with a socio-critical criterion, 0.0% criterion behaviorist and a 0.0% dual positivist.

Discussion

This research work is done to determine the conceptual reality of physical education in the Educational Unit "San Pablo de Guarainag" for which we made a database through surveys of students, parents, teachers and authorities of our practices Daily and thus perceive real data that help us to have a better view of the current educational context. If we take into account the results it is perceived that PE teachers are applying a socio-critical model, but from what is exposed by the members of the educational community demonstrates the opposite even though they do not handle technical terms of education and the same In the manner of PE, let us remember that physical activities entered into educational institutions as systematic actions, under the protection of different arguments, which must be understood in the light of each sociohistorical moment (for example, hygienist and disciplinary, among others).

As a result 51% of the practice of the socio-critical model in relation to the institutional authorities, this indicates that we need to improve the conceptualization of the PE in the authorities, because we remember that no longer only competitive practices are carried out, but more Well the

aspect of the corporeity as the games, gymnastics, sports, corporal expressive-communicative practices and as transverse axes construction of the personal identity and relations between corporal practices and health. The teaching practices with a pedagogical model with a practice of 100% of the socio-critical model, taking into account the task of the teachers is to construct strategies to make the curricular document, transcend the role and stand with meaning and meaning In each PE class, taking into account the characteristics of their students, their histories and experiences.

In relation to teachers from other disciplinary areas, 85% of the socio-critical model was used, a 5% application of the behavioral model and a 10% practice of the dual-positivist model, 41.6% of students demonstrate Practices, 41.6% indicate that the behavioral model is practiced and 16.8% practice the dual positivist model, and students will be able to experience different ways of practicing individual motor skills, skills and acrobatics and with Others, recognizing and perceiving the parts of their body, the positions they can adopt, the supports and possibilities of movement that allow them to participate in them, safely and giving meaning to the construction of mastery of one's own body, generating the necessary confidence To self-overcome and collaborate with their peers to reach the objectives of different corporal practices. The answers obtained by the parents indicate that 66.6% perceive practices of the socio-critical model, 33.3% perceive behaviourist practices, in this case should be socialized to the parent and / or legal representative the curriculum for To make aware the importance of the corporal practice and to help its represented in a better way to be activated physically in the future to avoid health problems like obesity as shown in a study carried out by the Ministry of

the sport in 2012 in agreement with the National plan of the Good Living and thus to avoid cardiovascular problems, problems of diabetes and for that reason the importance of the increase of two to five hours weekly, but nevertheless do not comply with this decree some educational institutions and the lack of teachers specialists in this area is a weakness on the part of MinEduc, not to give the budgetary items to avoid the aforementioned.

In order to justify the practice of PE, teachers should be prepared to organize and systematically think about what we can, want and are worth doing in the classroom and attentive to the ethical and pedagogical justifications involved in professional work. The task of the teachers is to construct strategies to make the curriculum, transcend the role and place with meaning and meaning in each class, taking into account the characteristics of each student, their stories and experiences. In this way, we will be taking an important step so that the curricular proposal really becomes a tool that allows to generate meaningful learning, mainly in those who learn, but also in those who teach.

One of the recommendations should be to raise awareness with the educational community by socializing the curriculum for a better understanding, students work on the theoretical aspect for a better understanding and have a healthy and independent youth in the care of their body and the physical-ludic practices, Knowledge about subjective perceptions of the body, and bodily practices with meaning and context (games, dances, sports, gymnastics, among others), generating learning possibilities appropriate to the particularities of the subjects and their contexts, without distinction as to cause Gender, ethnicity, performance of any kind, religion, disability, or any form of stigmatization under the rights approach highlights a view of education based on "difference" as value, which emphasizes building capacity in institutions To facilitate learning for all young women, accepting their characteristics and meaning them as opportunities for personal and community growth.

In the field of vocational education and training, our country is undergoing major transformations in order to achieve a quality and warm education. To achieve this, it is necessary to actively participate and change commitment of all the actors of the educational community from conception to the new curriculum.

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