

CAREER INSERTION EXPERIENCES IN THE DEVELOPMENT OF PROFESSIONAL IDENTITIES OF TRAINEES IN PHYSICAL EDUCATION¹

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Abstract

This research aims to analyze how the experiences of professional insertion of trainees in Physical Education contribute to building professional identities. The study has an analytical-descriptive perspective with a qualitative approach. The production of data occurred through the realization of two focus groups. It was found that the professional insertion experiences articulate the acquaintance of the practice with the knowledge of the university through research and internship. Although, at the same time, it causes concerns and uncertainties in the transition from the university to the labor world.

Keywords: Professional identity. Professional insertion. Research. Methods and methodologies.

1. Introduction

Several studies have been developed over the past few years to analyze and understand how the experiences of initial training and labor insertion contribute to the processes of building professional identities, articulated or not by research as an educational principle (VANZUITA, 2007; VANZUITA, 2008; RAISER; VANZUITA, 2013; VANZUITA, 2016a, 2016b; VANZUITA; RAITZ, 2016; VANZUITA; RAITZ; GARANHANI, 2017; VANZUITA; RAITZ; ZLUHAN; FERREIRA; FERNANDES, 2018; VANZUITA, 2018a, 2018b; RAITZ; CORTI; FERREIRA; VANZUITA; ZENI, 2019).

The aforementioned investigations provoke thinking about the experiences of initial training and professional insertion as a kind of crossbreeding (SERRES, 1993), that is, they lead to reflect as conflicting, heterogeneous, provisional, changing processes, in which the construction of knowledge through research as an educational principle and the creation of methods and methodologies for learning well is “viscerally” interconnected in an autonomous and interdependent manner. The construction of professional identities is understood in a fluid and half-breed² way simultaneously (VANZUITA, 2016a).

It is considered relevant to analyze how experiences in the context of professional insertion of trainees in Physical Education (PE) at the Federal University of Paraná (UFPR) contribute to the construction of professional identities. The perspective of research³ as an educational principle and the creation of methods and methodologies⁴ are experienced in a non-integral way in the training processes.

In the development of this work, the question-problem was formulated as a central axis of analysis: how do experiences in the context of professional insertion of PE trainees from UFPR contribute to the construction of professional identities? The following specific objectives were also established: describe the context of initial PE training for UFPR trainees; characterize the experiences of PE trainees in their context of professional insertion and; and identify whether there is an articulation between the research and the creation of methods and methodologies in this identity construction.

2. Method

The research approach was qualitative and analytical-descriptive. For this purpose, two focus groups (GATTI, 2012) with PE trainees were used as a data production strategy, in the UFPR’s degree with a teaching diploma and bachelor modalities.

Viewing the analyzes, the preparation of the transcribed material used the Atlas. TI 8 Content Analysis Program, which contributed to the creation of the units, or codes of analysis, since during the reading of the material, the relationships and approximations regarding the contents of the professional insertion processes emerged. The program contributed creating the analysis codes using text approximation tools, collaborating for the researcher to relate the contents discussed in the focus groups (VANZUITA, 2018a).

This post-doctoral research was submitted, on April 24, 2017, through a research project, to the Ethics Committee on Research with Human Beings (CEPSH) of the Federal Institute of Education, Science and Technology of Santa Catarina (IFCatarinense). It was approved without reservations, on the date of May 16, 2017, under the number of opinion 2,066,049 and registration CAAE 67421217.0.0000.8049 (VANZUITA, 2018a).

The first immersion in the field of research with the graduating students of the course was articulated with one of the professors of the UFPR's PE Department on May 22, 2017. The choice to get in contact with the aforementioned teacher was because she gave classes to the trainees of the courses of the two modalities in PE (bachelor's and degree with a teaching diploma). Twelve (12) trainees from the seventh period of the bachelor's degree were selected. The following aspects were taken into consideration as criteria for choosing trainees: a) being in the last year of the PE course; b) be assiduous during the training process; and c) to present better academic performances in the PE course.

The trainees signed the Informed Consent Form (ICF)

The first focus group took place on May 23, 2017, in the plenary room of the PE course. When students arrived in this space, they were instructed on the dynamics of the focus group technique and the research objectives. It was emphasized that this discussion process would also be a formative moment, both for the trainees and for the researcher, in a dialogical relationship. The format of the group took place around two large tables, on which were placed signs with the names of the subjects of the research so that they could later verify, through the filming, who was speaking at the time of transcription.

Twelve (12) students of bachelor programs and eleven (11) students of the degree with a teaching diploma in PE participated in the study. Two focus groups were carried out to discuss and question the experiences of professional insertion. To analyze the formative context of the trainees in PE at UFPR, the researchers took the Pedagogical Course Project (PCP) (UNIVERSIDADE DO PARANÁ, 2007) as a reference.

The trainees signed the Informed Consent Form (ICF) authorizing the use of the reports produced in the focus group. Two (2) experienced PhD students participated as research assistants, who took notes about the expressions, languages, and feelings that permeated the focus group.

The equipment used to record the focus group was a GoPro video camera and an iPod (Apple). After all the clarifications by the researcher, discussions started at 3:00 pm. The duration of the focus group was one (1) hour and forty (40) minutes. The transcription of the first focus group took about 20 days to complete. The result of this effort was the 45-page transcript.

On August 29, 2017, in articulation with Professor Dr. Letícia Godoy, students graduating from the degree with a teaching diploma course were selected to participate in the second focus group. The selection criteria took into account the same aspects as those for PE students in the Bachelor's degree program.

The second focus group took place on August 30, 2017, at 9h and 14 minutes, in room 11, of the Department of Physical Education of the referred university, ending around 11 am, totaling 1h and 48 minutes of discussion. The room was prepared to receive the eleven selected students so that the chairs/desks were distributed in a semicircle with paper plates with the names of the research subjects.

This distribution was carried out to promote the discussion of the points listed by the researcher, according to the research objective, as well as to facilitate the moment of transcription of the recordings. Thus, the same equipment already mentioned was used in the realization of the first focus group.

It should be noted that food and drinks were made available to students in a friendly and comfortable atmosphere, in both focus groups. Upon arriving at the room, they were informed about the research objectives and the formative contribution that would be realized through the focus group technique. All students spontaneously accepted to participate, signing the ICF for later use of the statements in the analysis of the material.

Two master students and one PhD in Education at UFPR contributed to the recording of the behaviors, expressions, and languages of the second focus group. The transcription of the second focus group took about 20 days to complete. As a result, the researchers obtained a total of 48 pages.

3. The formative context at UFPR

To characterize the formative context in the UFPR PE courses, we sought to develop a critical analysis of the Pedagogical Course Project (UNIVERSIDADE FEDERAL DO PARANÁ, 2007), about the following aspects: course objectives, graduates' profiles, approaches, and methodological concepts of the courses.

Thus, the presentation of the descriptions and analytical reflections aim to understand that the important references to the training in PE at UFPR involve the repertoire of professional qualities that future teachers had the opportunity to experience throughout the course. These indicators are also the set of possibilities for professional performance, both in the field of degree with a teaching diploma and in the field of Bachelor of PE. Therefore, the objectives of the UFPR PE course are:

Prepare the new professional generations to face scientifically and ethically, with intellectual and moral autonomy, the challenges posed by contemporary society;

Launch in the competent professional market, that is, with solid bases of knowledge that support a reflective and critical educational performance in the face of the reality in which they are inserted;

Propose a graduate course in which the direction should be the dialogical confluence of a formative trajectory of questioning, intervention, and overcoming;

Choose research as one of the training principles of the Graduate and Bachelor of Physical Education;

Value activities, disciplines, and projects that promote internships for professional practice since the beginning of training for analysis, problematization, reflection, and proposing solutions to situations of teaching, learning, elaborating, executing, evaluating

the area of Physical Education, in different professional contexts (UNIVERSIDADE FEDERAL DO PARANÁ, 2007, p. 12).

From the perspective of the present investigation, the objective that most supports high-quality training was described as follows: "Choosing research as one of the training principles of the Graduate and Bachelor of Physical Education" (UNIVERSIDADE FEDERAL DO PARANÁ, 2007, p. 12). It is important to note that if the initial training is developed based on the principle of research, students will probably have authorial, creative, critical, questioning and reflective potential, different from those who only receive knowledge.

For Demo (2008, p. 41) "[...] research needs to have a minimum of academic quality, far beyond common sense. It supposes 'reconstructive questioning': it is crucial to question, that is, to counteract, to deconstruct, to doubt [...] ". For this reason, self-elaboration and (re)construction of knowledge is its badge or better saying, the trainee is constituted subject and author through research and the (re) construction of innovative knowledge (DEMO, 2015).

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The objectives value training, in which reflection and a critical attitude towards professional and training challenges are developed and valued in this context. Developing, evaluating, reflecting, problematizing, proposing, solving, questioning, analyzing are some action verbs listed in the objectives, but to put them into practice, it will be necessary to have formative autonomy and processes that contribute to the formation of investigative attitudes, which promote the confluence between theory and practice and dedicate themselves to the (re) construction of knowledge. In that respect, to avoid copy.

According to the PCP (UNIVERSIDADE FEDERAL DO PARANÁ, 2007, p. 12-13), the profile of the graduates of the UFPR graduate degree program proposes as a goal:

Master disciplinary content in the areas of choice and the respective didactics and methodologies to conceive, build and manage situations of learning and teaching Physical Education;

Base the knowledge on human and social sciences, nature and technologies;

Acting with technical-scientific competence and with ethical sensitivity and commitment to the democratization of social relations in different situations in society in general;

Establish a dialogue with the different sciences that underlie knowledge in the area of Physical Education and in this way relate scientific knowledge to social reality and thereby improve educational practices and provide students with the perception of the scope of these relationships;

Build a pedagogical project for the Physical Education Degree Course in a collective, interdisciplinary and investigative way, developing educational knowledge, based on the issues experienced in educational practice;

Develop research in the theoretical-investigative field of education and specifically teaching, being able to continue as a researcher in his/her training.

These professional characteristics demand in the processes of initial formation and professional insertion the commitment of the university, the teaching staff, the technical-administrative staff in education, and, mainly of the trainees, the involvement of the whole body in all senses.

Serres (2004, p. 47) provokes to think about this construction in which the formation and the body⁵ need to find a new balance, or better, to achieve “[...] to establish in instability another stability of a more complex level”. Likewise, the staff, initial training, and professional insertion need to leave

[...] from the real domain to enter into the potential. Yes, the body potentially exists in every imaginable way. Without this new evidence, how to understand the progress of training, the extra breath, being in shape, the explosion of life, the adaptation, the euphoria that one feels when overcoming pain and virtue itself? (SERRES, 2004, p. 47).

Regarding the profile of the graduates of the UFPR baccalaureate modality, identified in the PCP (UNIVERSIDADE FEDERAL DO PARANÁ, 2007), compared to the profile of the degree with a teaching diploma in PE, it shows less relevance of the aspects of the initial formation focused on reflection about action, interdisciplinary approaches, and investigative activities. In the interpretation of this aspect, it was possible to verify that the desired profile in the PCP (UNIVERSIDADE FEDERAL DO PARANÁ, 2007) of the course is related more to an executor of activities related to the area of knowledge than to a subject who tries to rethink and question the area or elaborates knowledge, build your project and look for invention as a goal of professional intervention.

Therefore, students are provided and allowed to have a high level of initial training and professional insertion when it provokes the understanding/mastery of the contents/knowledge of the area and their respective teaching methodologies when the development of technical-scientific skills are offered and dialogues with the different sciences that support and substantiate knowledge in the field of PE. Also, when research practices are available, as well as when an interdisciplinary, investigative course pedagogical project is built, committed to academic and social development. Thus, with a focus on the quality of training, the objectives built by the teachers who are part of the UFPR PE course can provide all sorts of experiences, which have contributed students to enjoy experiences within the training set at the institution and outside it.

Research as an educational principle must be the guiding resource of the university

The university as a privileged locus of (re) construction of knowledge can overcome the notion of organization of classroom provision. In this perspective, it is important to note that the student/trainee is not only a recipient of information and knowledge but a creative and autopoietic author of his education. Research as an educational principle must be the guiding resource of the university and in turn, the class becomes a supplementary moment for the (re)construction and elaboration of the students' knowledge. In this perspective, the teacher has the fundamental role of advisor and evaluator, and students are active subjects, or rather, authors and writers of their education and knowledge (DEMO, 2005).

The profile of the graduate of the UFPR bachelor's degree course is presented, according to the PCP (UNIVERSIDADE FEDERAL DO PARANÁ, 2007, p. 14), as follows:

Exercise teaching/improvement and training activities in different sports;

Exercise sports teaching activities in different non-formal contexts;

Guide and prescribe physical and sports activities for the general population in different spaces: clubs, gyms, spas, hotels, leisure areas, condominiums, etc.

Organize sports/leisure events and activities for the general population;

Acting in the planning and management of sports and leisure centers;

Acting in several leisure spaces;

Exercise positions of sports and leisure manager;

Referee sports competitions;

Contribute to the development of the sport and leisure projects of the institution in which it operates;

Develop research projects in the theoretical/investigative field of Physical Education.

The last point described the profile of the bachelor in PE in the PCP (UNIVERSIDADE FEDERAL DO PARANÁ, 2007) at UFPR highlights research as an activity for those initiated in the scientific field. If the training is introduced from the perspective of authorship and authority of the argument, of its elaboration and the (re) construction of knowledge, certainly the teachers trained in the professional field will be fully able to develop research projects without any difficulties.

The construction of professional identities of the trainees in PE at UFPR according to the profiles listed for each course in PCP (UNIVERSIDADE FEDERAL DO PARANÁ, 2007) is different when it is observed that they are different fields of action and advocate distinct profiles from professional intervention. Although there is this distinction, the quality of professional training, as well as the construction of professional identities interacts directly with the training processes and with the

possibilities of experiences of studying, researching, and elaborating own and innovative knowledge (DEMO, 2015).

It is worth clarifying that this research is based on Dubar's definition of professional identity (2005, p. 40), who understands it as a product of relational experience, which makes "[...] work relationships the place where it is experienced to face the desires for recognition in a context of unequal, unstable and complex access to power". According to the author, professional identity is built on the connection of individual ideals with those of the (collective) group to which one belongs or intends to belong. Thus, the valuation and social recognition of the profession are relevant, from the perspective that professional status is a positive element for the image of the profession.

Therefore, in the experience of initial training and professional insertion, the construction of professional identities in PE sustains the social quality referenced by fully articulating the research processes and the creation of methods and methodologies in the formative itineraries (VANZUITA, 2016a).

Regarding the approaches and methodological concepts of the UFPR PE course, at various points in the PCP text (UNIVERSIDADE FEDERAL DO PARANÁ, 2007) it is possible to observe that there is a concern to include or prioritize research and extension activities in the training process. The research appears as a scientific initiation program in the form of scholarships and volunteering, with resources from the Institutional Program for Scientific Initiation Scholarships (Pibic) of the National Council for Scientific and Technological Development (CNPq) and the Araucária Foundation. Extension activities are also highlighted in the text, such as projects and programs, extension courses, and participation in a trade fair. The programs and scholarships cited were the Recreational and Leisure Sports Development Centers, the Licensing Program, and the Internship Guidance Commission (COE). The Institutional Scholarship Program of Initiation to Teaching (Pibid) is not mentioned in the document, however, the university offers some scholarships for students in the graduate course. To students of BA in PE, scholarships are offered through other programs.

Besides, the perspective of research as a reconstruction of knowledge also appears in PCP (UNIVERSIDADE FEDERAL DO PARANÁ, 2007), both by the student/trainee and the teacher. Demo (1997 *apud* UNIVERSIDADE FEDERAL DO PARANÁ, 2007, p. 21) is quoted in the project based on the following conception: "[...] academic life must be understood as a laboratory of continuous creation planted on two essential bases, the student's reconstructive effort, individual and collective, and the teacher's always reconstructed competence". In this case, the role of the student/trainee, therefore, is that of a subject who thinks, researches, and studies and elaborates knowledge. And the teacher must be a learning partner, who cares, guides, and evaluates his/her student/trainee individually and collectively. The perspective of initial training and professional insertion of the PE course, according to PCP (UNIVERSIDADE FEDERAL DO PARANÁ, 2007), is linked to the construction of professional identity (s) linked to research and creation of methods and methodologies.

Thus, it can be said that the process of initial training developed and recommended in the PCP (UNIVERSIDADE FEDERAL DO PARANÁ, 2007) of the UFPR PE course seeks to train students/trainees with argumentative capacities based on the knowledge of the area, critical, creative and reflective, although not all of them are evident in the investigated document. It is worth noting that the PCP document (UNIVERSIDADE FEDERAL DO PARANÁ, 2007) does not fully translate into the training and professional insertion processes developed in the UFPR PE course, since the students/trainees in the focus groups were observed, criticizing the training and processes harshly professional insertion. In topic 5 (five) these aspects will be discussed and analyzed.

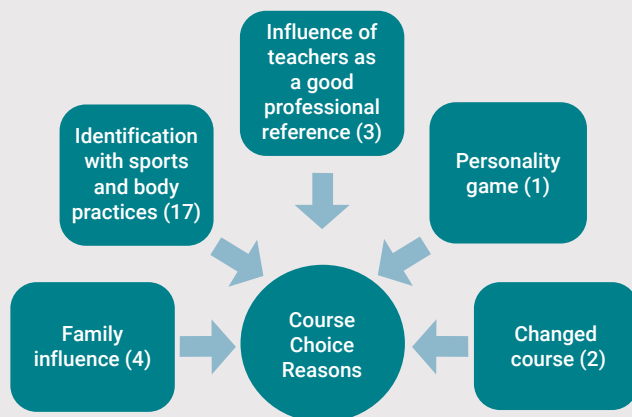
4. Trainees in Physical Education at UFPR

The creation of codenames for the subjects/participants of the present research, after the transcriptions, were necessary to maintain confidentiality to analyzing the material produced. For the subjects of the research of the PE course of the Bachelor modality (12 subjects) the codenames created were: Trainee B1, Trainee B2, Trainee B3, etc. For the subjects of the bachelor's degree with a teaching license (11 subjects) the codenames created were: Trainee G1, Trainee G2, Trainee G3, etc.

The graduates of the bachelor's degree are aged between 20 and 34 and, in the degree with a teaching diploma group, between 20 and 31 years. It is noticed that trainees had a transition from high school to university without delay, since trainees aged 20 to 23 years are the majority.

It was found, in the focus groups, that the trainees already had a certain clarity of their professional choices in the transition from high school to higher education, as they identified with the professional practice area. Figure 1 shows the motivations for units of approximation about the choices.

Figure 1 - Main reasons for choosing the PE course



Source: Data obtained by the researcher through the focus groups.

The speeches of the trainees allowed to identify that the motivations for the choice in the PE course, for most of the trainees, were the successful past experiences, such as the practice/experience of sports (dance, wrestling, basketball, artistic gymnastics, weight training) and body practices in school PE. Other motivations emerged, as the image of the PE teacher as a professional model, personality game in being active and happy, and family influence. A part of the trainees were taking other higher education courses, but dissatisfied with the first choice, they decided to join the PE course and expressed satisfaction with the change of course.

In a recent survey, Vanzuita (2016a) states that PE students at a community university, in large part, chose the course due to their successful experiences as ex-athletes or practitioners of a sports modality, causing greater security in their professional choice. What is familiar to them concerning the past experiences, in the case of UFPR PE graduates, certainly encouraged them to choose the PE profession.

Other trainees chose the PE course due to the influence of PE teachers considered a reference for professional practice. Trainee B5 claimed that she always saw the image of the teacher as very positive and that she had teachers who greatly influenced her life. While Trainee B6 reported that: “[...] some teachers also during my childhood made me start on this path”. Formando B9 mentioned the relationship he had with teachers in a sports modality, as well as other teachers in childhood:

I started at PE due to the physical education I had in American football and who were excellent professionals. I met excellent professionals who were very well trained, they continued to graduate, and they never stopped their training. Besides the professionals I met in my childhood who were very good.

In a study by Folle; Farias; Boscatto; Nascimento (2009), teachers investigated through the analysis of the professional development stages of teaching (entry, consolidation, diversification and stabilization) point out that the reason for choosing the profession in PE were the professional models. For a teacher in the entry phase it was the identification with the intervention of the PE teacher in the early grades of elementary school. The teacher from the diversification phase, on the other hand, considered relevant the identification with the significant experiences made possible by the gym teacher. In the case of UFPR PE trainees, the successful experiences in PE classes as students were striking and relevant to the process of professional choice.

On the other hand, two trainees felt dissatisfied with the first choice, which led them to change course, in this case, to EF. One trainee highlighted the importance of his personality concerning his professional choice, saying that being happy, active and cheerful is relevant to becoming a teacher, although he was also induced by the family in the professional choice process. Also, it is important to note that the trainees expressed satisfaction in the choice of the course in the two focus groups, although some criticisms were referred to the processes of initial training and professional insertion in the questioning aroused by the researcher that will be treated at follow.

5. Professional insertion: reflections and deepening

After carefully reading the transcripts of the focus groups, concerning the processes of professional insertion, units of analysis were created that made it possible to compare the content produced in the investigation. The units of analysis were separated on the axes built a priori of professional insertion. They will be described and analyzed from now on.

5.1 Professional insertion: contribution to professional performance

In this part, the units of analysis about the processes of professional insertion were characterized as follows: internship experiences in the training context; research as an experience in professional insertion; concerns in the articulation of education and work; and concerns about being able to put yourself in the world of work. It should be noted that there was a great deal of involvement of the focus groups in answering the questions raised by the moderator about the points that emerged in this analysis.

Professional insertion as a research topic is relatively recent

Thus, it is important to bring here the definition of professional insertion developed in this investigation, since its understanding goes through a process marked by a diversity of elements and interpretations. Professional insertion as a research topic is relatively recent and comes up with multiple interpretations for the moment in the life of the individual who seeks to represent: entry into active life, professional transition, and school-work transition, among others. In this research, the concept of Rocha-de-Oliveira (2012) is used, which understands professional insertion as an individual, collective, historical and socially inscribed process. As a social and historical construction, it depends on the economic situation and technological and industrial development. Social or institutional aspects, on the other hand, depend on public policies and the management of human resources (HR) of companies, in addition to the relevant role that educational institutions have in the individual's life. In the individual aspects, family origin, work representations, professional experiences and insertion strategies are taken into account.

The professional insertion for this study also concerns the internship experiences in the training context, since the trainees use knowledge, pedagogical skills and their skills acquired in the training process as the first, or as one of the first experiences in the professional field. That said, it is important to note that Trainee B12 reports that the process of experience in the professional activity of the area, in the internship field, significantly contributed to the learnings of "being a PE teacher".

The experiences that we have on the outside are very important for you to live and feel that. I also did an academy internship and many things I had to learn there, living there. Sometimes in books you have a basis, but what is living together? In our area we live with people, so you learn how to deal with. Sometimes there is this technical part that you have to study, go for it. As Trainee B11

said, you get there and the student comes and already asks for training and you are not prepared and you can simply injure the student, for example. Of course, if you are in a good place, there will be someone accompanying you and this will not happen, but we do not know how every place takes care of this security. So you need to experience this and the structure of these places must also be prepared to start with the intern itself because the intern is there to learn, is there to experience and to absorb as much as possible. Usually, as Trainee B5 said, the guys just want to make you work, and the knowledge that is the basis you cannot find. But in this place that I started to work it was the opposite: the guys 'kind of embraced the idea' and I liked the practice and I started to absorb knowledge through the classes, the experiences with this part of the internship. So for me it was something very good that is enriching me a lot so that in the future I can work within my area (Trainee B12).

The internship, from the perspective of Trainee B12, is the moment to experience the entire training set that the environment offers to the student, the relationships that are established in the contact between teacher and student, as well as in learning the theoretical and methodological knowledge of the area. The importance of the internship is, in the same way, in the perspective of Pimenta (2012, p. 168) "[...] as an activity that brings the elements of practice to be the object of reflection, discussion, and that provides knowledge of the reality in which they will act".

The experience of internship and work in the initial training process allows contact with the professional reality, takes the student to reflection, and also allows the construction of new references, both from knowledge and of professional performance. Trainee B7 discusses this relationship, in which learning how to be a physical education teacher took place in the workplace, in a weight training academy, whose teacher helped him to learn and understand the pedagogical processes and knowledge necessary to work in teaching. Also, Trainee B7 sees a concrete possibility of acting in this area of knowledge, he feels very confident of his choice, due to this work experience. In the report, this perspective is observed:

I work at a weight training gym and it was very different from the idea that Trainee B12 gave us. My coordinator was a professional who worked for twenty years in the oldest academy in São José dos Pinhais. So, he is from the beginning of the academy and his practice of having already worked with several and several interns helped me a lot because the pedagogical process he had with me was much easier. So, at the beginning, there was no example that everyone set: 'oh come and set up a training for me'. I didn't have that, he even determined for the students themselves, he who gave me all the openness to the students and everyone's knowledge. And he taught me the process of setting up training, periodization and everything else [...]. So, the big difference I have in the place where I work is this vision that I have of the future. In my work I don't think 'I'm going to have to change the area', but: 'well, it may

be quite successful in future, I can even expand this idea as my business and continue everything that he has already given me'. Not that I looked like him, but a lot that I think today I learned from him, method, even what I have as a teacher, was more of his influence than any other teacher here. As much as he makes fun of me, but I have him as my great reference (Trainee B7).

When trainees have the opportunity to insert themselves in training spaces that enable the articulation between theory and professional practice, it is a time to make use of the theoretical and methodological knowledge and skills received at the university. This was the case of Trainee B7, who possibly increased the skills of autonomy and built the necessary security in the transition from the university to the world of work.

Likewise, Trainee L3 considered the internship experience to be of paramount importance in the training process at UFPR. She felt that entering the school since the sixth semester prepared her for the challenges of teaching, conceiving this experience as follows:

The fact that I was doing an internship since the sixth period prepared me a lot, because when I entered school, it was very difficult to get the outline of how work is, but next year, if I graduate and go to school, I will feel much more prepared, the internship contributed a lot in that sense. Otherwise, I believe that I would have a scare, the scare I got in the sixth period. So, I'm glad I was in the sixth period, I was in college studying and I could make mistakes and I can still make mistakes there, if any, they are guiding me. My coordinators are very accessible, I question, and they help me. So I feel that I prepared a lot for my professional life as a physical education teacher at school (Trainee G3).

Therefore, the internship experience becomes visible as a point of significant prestige and relevance in the processes of initial training and professional insertion. In the research carried out by Raitz; Vanzuita; Siqueira (2019, on prelo), the Pedagogy course students interviewed considered the experience of the internship in the training process important, because of bringing the student closer to the professional context, familiarizing him with the practice, since these experiences enable and expand human historical skills for work.

Another important experience in the training processes raised by the trainees was the question of research as a possibility for professional insertion and qualification of knowledge construction. Graduates G4 and G11 talk about this in the following way:

We learn in research to compare realities. For example, at GEPLC [Group of Studies and Research in Leisure, Space and City], we had the difficult challenge of seeing a connection between physical education and environmental education. And if you look at the documents, many arguments make you try to at least understand and take the possibility for physical education to schools. You can be aware that people's training is not static. You are not fully

graduated. I think it has to be constantly changing. With each experience, we change, changing, and I think that there will be improvement and then we will graduate (Trainee G11).

Although I went to the bachelor's degree area, there I also had the opportunity to teach classes, which will help anywhere I have to teach. I learned this position on how to deal with people, because there has to be a way to teach, how to behave in front of everyone. But because I researched, I find it much easier than my colleagues to assemble an article, to know where to find the information I want. I already finished my capstone project, for example, because for those who already come from research it is something natural, it was being worked over time how to build the references, which are the best references (Trainee G4).

The points raised by the two Trainees G11 and G4 are crucial in the pedagogical practice of PE teachers. For Trainee G11, the comparison between knowledge is relevant in the pedagogical practice of research and of the teacher at school, since for the teacher to intervene properly, he needs to have theoretical and methodological knowledge and skills. In the opinion of Trainee G11, training is a process in constant motion, it is always temporary, suitable for permanent learning.

Research was the favorable element for the articulation between theory and practice

For Trainee G4 the involvement in the bachelor's degree was significant, since it made it possible to put into practice the theoretical and practical knowledge and aspects relevant to the methods and methodologies received and built at the university. He still considers the experience of research to be successful in the training and professional insertion process, since he finds it easier to find information and build knowledge, with research practice being the core skill necessary for the pedagogical practice of "being a PE teacher".

In this context, it was possible to perceive that the research demanded from the Trainees G11 and G4 their authorship and elaboration skills. In this research, it was not possible to see if all trainees were favored with guidelines of this nature. As Trainees G11 and G4 participated in research groups and projects, it was noted that this experience collaborated in the construction or reconstruction of knowledge (Conclusion Work - CW) and facilitated to articulate with greater intensity the relations between theory and practice within the professional environment (internship).

Thus, research was the favorable element for the articulation between theory and practice, authorship, self-elaboration, reconstruction of knowledge, creativity and context interpretation. However, it was noticed that this experience was not made possible for all trainees, because the university is unable to fully cover research projects or programs for all PE students of the institution.

It is assumed that this theme is controversial, contestable and open to presumption, but it is necessary to make research, at the university/school, an educational principle, since the "[...] decisive challenge is to know how to produce knowledge with authorship and autonomy, no longer in the shadow of the authority argument, but of

the authority of the argument, from which it follows that research and self-elaboration are crucial references” (DEMO, 2011, p. 114). For trainees to develop a critical and questioning spirit, the university needs to change its perspective, prioritizing learning possibilities structured by guidelines that require the development of authoring and autonomous training skills. Therefore, it is possible to affirm that the experiences of initial training and professional insertion of the trainees in PE at UFPR contribute to build professional identity(ies) that are not fully articulated to the research processes and the creation of methods and methodologies.

However, regarding the conception and methodological approaches described in the PCP (UNIVERSIDADE FEDERAL DO PARANÁ, 2007), it was identified that there is care in introducing research and extension activities in the formative context in several parts of the text. The research refers to scientific initiation programs. Extension activities are listed as extension projects and programs, courses, and participation in a profession fair. It was found that students/trainees who participate in research projects at the institution have clearer goals for the future concerning continuing education and professional insertion.

The trainees also expressed concerns about the articulation between education and work and about being able to place themselves in their careers. Initially, the testimonies of the trainees corroborate that it will be difficult to reconcile education and work. This perspective is observed in the speech of the trainees below:

The question of me not being able to go back to college, as being able to enter an area will consume so much that it will be difficult to go back to do a postgraduate course, for example (Trainee B4).

It is the same question that I had to discuss yesterday even with my mother. I was talking to her yesterday. I talked about nutrition, which is an area that interests me a lot, and she said ‘you can look for something in this later’. But the problem is that there will be a phase when we have to earn money and decide what is going to do in the future. And there is time, for example, we have to work normally full time, even during the who day (morning, afternoon and night). And when will there be time to go to another college or even graduate school? (Trainee B12).

Finish college, go to the labor market, get your job and stay there for so many years. And go back to college, try a postgraduate or something. I graduated and it took me a year to get back to the Federal university, it really is very difficult for you to get back to the academic rhythm. And ahead you will align your professional and personal life, you will have other commitments and other concerns besides studying and working. So, this career plan has to be very well-structured, it has to be very well-designed and with fewer options for plan B than my colleagues (Trainee B6).

Therefore, it was verified the interest of trainees in PE in seeking continuing training, although they are concerned with articulating work with other life experiences.

Becoming a teacher, in this perspective, requires that existential experiences, like the experiences of professional practice, are articulated and aimed at optimizing time and the organization of life itself. For Dewey (1976, p. 13), it is essential to think that there is an “[...] organic connection between education and personal experience”. Dewey (1976) warns that any experience that implies stopping or distorting the movement to seek new experiences afterwards would not be educative. Learning to be a teacher therefore requires future PE teachers in particular, in an intelligent and controlled way, to know how to organically relate existential experiences to professional experiences.

It was brought by Trainee B7 which knowledge and know-how of initial training and professional insertion enabled the organization to know how to manage and coordinate the times and dynamics of “being a PE teacher”. Therefore, it was argued as follows:

One of the subjects that has made me rethink a lot, until now, is that of professor Letícia, because I don't have time, I work in two places, I come to college in the afternoon, on the weekend I'm working on anything, if I'm not working, I'm doing something else. And nowadays it is much like that, if you think about it, not only for young people, but everyone is like that. And one of the subjects that made me think was the management of my time, which she gave as a very interesting topic. It was one of the topics that most interested me and brought me to look at my reality, as a young man that I still am (Trainee B7).

For this reason, the need for research as an educational principle is reiterated, since in the process of (re)construction of knowledge, of self-elaboration, there is no room for disorganization or anything, but, above all, epistemological surveillance, theoretical-methodological domain, creative and inventive work, which requires at least any student, the ability to know how to organize the time and space of learning. Thus, to appropriate and apprehend these human historical competencies, the university needs to organize itself to overcome reproductive perspectives, using practices that enable reconstructive questioning, the interaction between theory and practice, own elaboration, or that is, to promote academic excellence in research in initial training and professional insertion (DEMO, 2005).

With regard to concerns about being able to place themselves in the world of work, the students of the degree with a teaching diploma demonstrated, during the testimonies, a great fear of getting a job, due to the lack of public tenders, labor instability and insecurity.

My biggest fear is not being able to get a job (Trainees G3 and G9).

Public tenders that have not been open since 2014 [...] What am I going to do next? What am I going to do with my diploma? This instability that I am getting now at the end, we are thinking: what now? (Trainee L2).

Having a diploma is no guarantee of anything, you seek this stability all the time and you can't find it. So, this is what scares me to leave here. You are here and whether or not you are more or less stable. You have what to do, you have a routine [...]. Leaving here, if you don't get a job, what are you going to do? These are always the questions. Like when you finished high school: what are you going to do now? Then you answer with the college and four years from now, what will you do again? And it is increasingly difficult to find your space, your security (Trainee G6).

It is evaluated in several studies (DUBAR, 2005; FIGUERA-GAZO, 1994; 1996; 2013; RAITZ, 2012; RAITZ; FIGUERA-GAZO, 2015; MELO; BORGES, 2007; SALLES; FARIAS; NASCIMENTO, 2015) the worries that trainees have regarding the professional insertion processes. The barriers to entry into the world of work are diverse, among them the following stand out: competitiveness, higher qualification requirements, investment in qualification, experiences, uncertainties, opportunities, difficult entry in the market and unfavorable socioeconomic environment. Sometimes, the disarticulation between the university and the labor world causes trainees more anguish and uncertainty when initial training fails to sufficiently subsidize trainees for specific knowledge of an area, as well as the experience of professional practice.

Contrary to this observation, when the student plans to enter the labor work and can project his future professional performance, the search for continuing education may be a possibility to reduce the uncertainties and doubts in the professional insertion process. Trainee B11 and Trainee G10 report this relationship:

One of the reasons for me to think about the master's degree was this. I was also very afraid of reaching an age and not having more patience with children, not finding it cooler to have those experiences, to have to play. And I saw in the master's degree, which is a long-term project, that I can and I'm already interested in research. I will have a safe future if everything goes well until the end, finish my doctorate and pursue an academic career (Trainee B11).

My experiences will be closely related to my professional career, that is, what I sought at the university I believe to be related to my professional future. For instance, I am part of a research group and I am a student of scientific initiation, so this has a significant contribution to entering a master's degree, for example (Trainee G10).

Involvement with research projects or programs, in the case of Trainee B11 and Trainee G10, helped them to be more secure about professional insertion processes. Because of this, when the university provides opportunities for students to get involved with perspectives of their own elaboration, (re)construction of knowledge, formative autonomy, authorship, as is the case with research, they will hardly encounter difficulties/barriers in their transition from the university to the world of

work or continuing education. Of course, most of the trainees, as pointed out by the investigations already mentioned, will not be able to easily fill vacancies in the world of work, due to various contextual (political, economic, social) and subjective factors.

The research was an important element in the training and professional insertion process

It was possible to observe that the experiences of practical action in the internships and at work, as well as those of research, the concerns in the articulation of education and work, the knowledge of the area, as well as the concerns about being able to place oneself in the world of work contributed to think about the process of professional insertion of trainees in PE at UFPR in the direction of understanding it in a heterogeneous and moving way. It was noticed that the experience of professional insertion qualified the trainees in order to bring the knowledge of the practice closer to the knowledge developed at the university and, at the same time, caused concerns and uncertainties in the transition from the university to the world of work. In addition, it was possible to identify that the research was an important element in the training and professional insertion process, due to offering greater security in the transition from university to the world of work, in the same way, to continuing education (master's degree).

6. Final considerations

The analyzes carried out cooperated to answer the problem question raised at the beginning of this text: how do the experiences in the context of the professional insertion of PE trainees from UFPR contribute to building professional identities? Based on the specific objectives of this research, the points of analysis that have been developed throughout the text were elucidated.

In order to answer the first specific objective of this investigation, on the description of the context of initial training in PE of the trainees at UFPR, it was necessary to observe some points of analysis, such as course objectives, graduates' profile, approaches and methodological concepts of the courses.

It was identified that the UFPR's PE course considers research to be important in the training processes of both the graduate and the bachelor in PE. The qualities mentioned in the objectives of the course are highlighted, as they direct initial training and professional insertion in the path of formative autonomy, questioning reality, reflective and critical attitudes towards training activities, in addition to valuing the practical activities of the professional activities, such as internships, since the beginning of training.

Regarding the profile of the graduates of the degree with a teaching diploma, it was evident that the course project recommends to their students an initial training with high-level potential, due to the choice of many formative qualities that demand from the university as a whole an organic and complex commitment of all the subjects that are part of this context (students, teachers, and administrative technicians in education).

The university needs to provide the trainee or graduate of the PE course with experiences as diverse as necessary so that this professional can come to exercise teaching activities, as well as work in other educational contexts, with technical and scientific competence, demonstrating mastery of the disciplinary contents of the chosen area, establishing a dialogue with the different sciences. Likewise, this trainee must be able to build a pedagogical project, exercise a catalytic role in the educational process, and, above all, develop research in the theoretical-investigative field. This means enabling experiences in non-mandatory internships, research and extension programs and projects, study groups, as well as practices for creating teaching and learning methods and methodologies.

Regarding the main motivations for choosing the PE course, the trainees stated in large part that the successful experiences in the context of sport and body practices led them to choose the UFPR's PE course.

To answer the second specific objective of the research, which was to characterize the experiences of trainees in PE in their professional insertion context, with the help of the Atlas Content Analysis Program. TI 8, analysis units were created in relation to the previously constructed axis of professional insertion.

The units of analysis were internship experiences in the training context; research as experience in professional insertion; concerns in the articulation of education and work; and concerns about being able to put yourself in the world of work. Therefore, professional insertion was also considered in the current study as experiences in the field of internship, since the trainees develop and use in the field of professional practice the knowledge, pedagogical skills, and competences acquired in the training process of the university. It was noticed that this experience, in the field of practice, through internship and work, favored substantially the learnings of "being a PE teacher" for the trainees. Several reports have confirmed the importance of this experience because trainees are able to observe, build and apprehend the intrinsic relationship between theory/practice and make use of theoretical and methodological knowledge and skills in the movement of interventions in the field of professional practice.

Another relevant experience was the question of research as a possibility for professional insertion and knowledge construction. Due to participation in groups or research projects, the trainees qualified for this process, since this space is an important mechanism for formative autonomy, authorship, knowledge construction, comparison of realities, and articulation between theory and practice. These skills are crucial for the high-level qualification of any PE teacher, although the university is unable to provide opportunities and include all trainees within these training contexts.

As a suggestion, the university should take research as an educational principle in its curriculum in an integrated and intensive way, which presupposes that teacher educators will need continued training and the curricular restructuring of the course will become indispensable. If all students are able to obtain this experience, the skills mentioned above will be part of the daily life of the university.

Regarding the concerns that the trainees have in articulating education and work, after being trained, it was demonstrated that this factor will be a great professional challenge. They mention that they are interested in continuing to study, although they admit to being anxious to articulate these dimensions. The initial training process enabled, in the set of knowledge problematized and discussed at the university, to know how to manage and organize the time and space to study, learn and build knowledge, respecting the terms and pedagogical agreements. Thus, at the university, the existential experience is related to the professional experience, due to the possibility of a reference model for the student to know how to organize himself/herself as a teacher in the future.

With regard to concerns about being able to place themselves in the world of work, the trainees revealed such apprehension in gaining a professional occupation in the area, for several reasons such as lack of public tender, labor instability, and insecurity. Many pieces of researches already mentioned in this text point out that the recent graduates feel distressed and insecure to enter the professional world, due to the higher requirement for qualification, competitiveness, professional experience, opportunities, and the unfavorable job market.

Conversely, some trainees plan their professional careers looking for continuing education (master's) as a possibility to overcome insecurity and questioning regarding professional insertion processes. The relationship of some trainees established with research programs and projects has apparently made the transition from university to the world of work or the process of continuing education less difficult. The processes of research and knowledge construction, obviously, lead students to the path of self-education and authorship, qualities that suggest security and self-affirmation in the mentioned transition processes.

Notes

¹ This text refers to the Post-doctoral research funded by the Coordination for the Improvement of Higher Education Personnel (Capes). It was carried out with the Physical Education trainees of the Federal University of Paraná, with the appreciation and approval of the Ethics Committee in Research in Human Beings (CEPSH) of the Federal Institute of Education, Science and Technology of Santa Catarina (IFC).

² For Serres (1993), all learning consists of crossbreeding, therefore, the construction of professional identity(ies) is a process that requires multiple experiences of crossbreeding in the context of training and professional insertion.

³ The concept of research is based on the educational principle of training. The present study agrees with the perspective of Demo (2005), which defines the research as reconstructive questioning. According to Demo (2006, p. 35) "to discover and create it is necessary to question in the first place".

⁴ The creation of methods and methodologies consists in saying that the teacher/trainee needs to have the posture and style of being “master”, that is, when he can combine, in his pedagogical or research practices, processes or methods as well or better than their inventors or creators. This approach was constructed by Erza Pound (2002, p. 42) when he suggested that by searching for the “pure elements” in literature, he could classify groups of people and conceptualized the “masters” as approached in this research (VANZUITA, 2018b).

⁵ Michel Serres’ concept of the body (2004, p. 146) is adopted when he states that: “In him (body), through him and with him knowledge and education begin”.

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