



The Diagnosis for The Preliminary Evaluation of The Development of Pedagogical Practice II 2025 For Physical Education and Sports Students

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Abstract

Based on the importance of diagnosis as a systematic and continuous process of collecting, analyzing, and evaluating information about the characteristics, needs, interests, and potential of students and the educational context, the present work carries out a characterization of the behavior of the initial training of students of the curricular discipline Physical Education and Sports, from the realization of class observations by the guiding professors. A sample of 18 students participates in the research, which constitutes 56.25% of the population of the 3rd year of Physical Education and Sport. According to the objectives of this study, the research is based on a multiple case study, aiming to achieve a general and approximate understanding of the behavior of students in the development of Pedagogical Practice II. The research employs theoretical and empirical methods, using the appropriate techniques that are aligned with the established objectives and that address the research problem.

Keywords: Pedagogical Practice; initial training of students; Diagnosis.

INTRODUCTION

One of the main missions of the Faculty of Education and Humanities is to train future teachers with solid scientific and pedagogical knowledge to support the development of the educational sector in Timor-Leste, promote scientific and technological knowledge through research, and implement science in the community (Alomery & Hazaymeh, 2022; Ashton et al., 2023; Haddade et al., 2024; Kos, 2024; Zhang et al., 2025).

In order to fulfill these important purposes, the various disciplinary areas within the Faculty of Education and Humanities at UNTL have conceived *Pedagogical Practice II*. According to Da Costa Patrício (2024), Pedagogical Practice plays an important role in improving the skills of future teachers and their self-confidence in dealing with students in the classroom.

As stated in the *Regulation and Manual of Pedagogical Practice II* (2025), this course offers trainees the opportunity to develop analytical, critical, and creative skills through real experiences and contact with various school stakeholders, which helps build professional skills for becoming effective teachers. This activity allows interns to apply theoretical knowledge in a work environment, gain practical experience, develop skills, and improve their academic and professional training (Alberto Chaviano Rodríguez et al., 2024; Capatina et al., 2024; Dellve & Eriksson, 2017; Raudeliūnienė et al., 2016; Yeshimbetova et al., 2025).

It also enhances their academic skills through tasks such as observing the reality of the internship site, participating in all school activities, developing self-evaluation abilities to improve their work, and completing other assigned tasks. The control and evaluation of the Pedagogical Practice are the responsibility of the cooperating teacher (from partner schools where the internship takes place) and the advisor professor (a permanent university professor from each FEH-UNTL department). They accompany interns, conduct visits, provide feedback, and evaluate students at their respective practice centers.

Student evaluation in Pedagogical Practice is continuous and collaborative; cooperating teachers and guiding teachers must consider trainees' participation and performance in the

following activities: a) observation and interaction in the school environment; b) pedagogical or work workshops; c) teaching practice activities; d) troubleshooting.

In addition to these activities, the authors of this work consider it essential to objectively evaluate the influence of students' initial teacher training on the development of Pedagogical Practice II through diagnostic instruments—a systematic, continuous process of collecting, analyzing, and evaluating information about students' characteristics, needs, interests, potentials, and the educational context.

Pedagogical diagnosis is a continuous, systemic, dynamic, and participatory process that allows us to approach an educational reality in order to understand, analyze, and evaluate it from within that reality itself (Andreeva et al., 2019; Błachnio et al., 2023; Calleja-Reina & Ábalos, 2022; Garcia Medina & Garcia Caicedo, 2021; Polyakova, 2022).

Since 2011, during the implementation of Pedagogical Practice by interns in the Department of Physical Education and Sports, the need for effective control of this important teaching activity has been evident. However, it has been used primarily to assess skills, abilities, and knowledge of content, rather than as a diagnostic tool to characterize the behavior of students' initial training in the Physical Education and Sports curricular discipline during Pedagogical Practice II—and thus reshape the teaching process for greater efficiency and effectiveness, ensuring improvements in teaching quality, learning, and professional activity.

These aspects, which constitute the problematic situation, raise the following research problem: a) How does the initial training of students in the Physical Education and Sports curricular subject behave during Pedagogical Practice II? b) This work aims to characterize the behavior of the initial training of students in the Physical Education and Sports curricular discipline during Pedagogical Practice II.

METHOD

Theoretical and empirical methods were used to carry out the diagnostic assessment, which are presented below.

Theoretical Methods

Documentary Review: of the normative documents that regulate the development of Pedagogical Practice in Higher Education study centers, as well as the behavior of evaluations in other stages and years, which allow obtaining precisions on the objectives and particularities of this teaching activity.

Analysis and Synthesis: allows approaching the research topic through successive approximations, where the elements that constitute the studied reality are identified and characterized, being simultaneously integrated as a systemic whole. In particular, analysis and synthesis are present in the study of the factors that influence the development of Pedagogical Practice.

Empirical Methods

Observation: based on a structured guide for this purpose (Annex 1). The observation was directed at the object of study to evaluate the performance of the interns in conducting classes, mainly of a practical nature, allowing a qualitative analysis of the students' skills and abilities, based on the knowledge received in the teaching process.

Population and Sample

The Physical Education and Sports curriculum discipline, in its 3rd year and linked to the Intern, has 32 students, who constitute the population of this study. For the diagnostic assessment, 18 students located in the municipalities of Dili, Baucau, Oecusse, Manatuto, Maliana, and Ermera were considered, constituting the research sample.

Methodology

In developing the diagnostic assessment for the Physical Education and Sports interns, the teachers conducted a review of the lesson plan and observed a practical class.

For the execution of the diagnostic assessment, the aspects that appear in the Classroom Observation Sheet (Annex 1) were taken into account, which contains 5 variables (number 1 has 6 subdivisions) and 34 indicators (32 quantitative and 2 qualitative), which are presented below.

Variable 1. Performance of Academic Activities

Subdivision 1.1 Beginning of Class

Indicators:

- 1.1.1 Encourage students about the topics to be discussed.
- 1.1.2 Conduct an assessment of students' prior knowledge and relate it to the new content to ensure a deeper understanding.
- 1.1.3 Articulate the learning to be carried out with previous learning.

Subdivision 1.2 Approach to Content

Indicators:

- 1.2.1 Master the content covered in class.
- 1.2.2 Present the knowledge in a simplified way.
- 1.2.3 Use relevant examples, in the exploration of the content, related to the students' knowledge.

Subdivision 1.3. Teaching and Learning Strategies

Indicators:

- 1.3.1 Determine what students should achieve after the learning process occurs.
- 1.3.2 Differentiate learning activities according to the characteristics of the students.
- 1.3.3 Use the methodology appropriate to the student's profile.
- 1.3.4 Promote the learning of work methods and organization in carrying out activities.

Subdivision 1.4. Organization of work

Indicators:

- 1.4.1 Diversify the modes of work organization (class group, groups, pairs, individual...)
- 1.4.2 Encourage, individualize and monitor students in carrying out tasks.
- 1.4.3 Promote cooperative work and help among students in the classroom.

Subdivision 1.5. Use of resources

Indicators:

- 1.5.1 Uses resources appropriate to the objectives and content.
- 1.5.2 Uses resources appropriate to the students.
- 1.5.3 Take advantage of the didactic possibilities of varied resources (manual, photocopies, transparencies, maps...)

Subdivision 1.6. Conclusion of the lesson

Indicators:

- 1.6.1 Carry out a global synthesis of the topics covered.
- 1.6.2 Indicate the tasks to be carried out as application in class or at home whenever justified.

Variable 2. Pedagogical Relationship and Communication

Indicators:

- 2.1 Express ideas correctly, clearly and audibly.
- 2.2 Encourage and strengthen participation.
- 2.3 Demonstrate confidence in the students' learning possibilities.
- 2.4 Attend to individual differences.
- 2.5 Show firmness regarding respect for the rules of classroom operation.
- 2.6 Reinforce appropriate behaviors.
- 2.7 Express enthusiasm and good humor during class.

Variable 3. Learning Assessment

Indicators:

- 3.1 Record the difficulties presented by the students.
- 3.2 Record the progress made by the students.

Variable 4. Lesson Plan Relationship

Indicators:

- 4.1 Fulfill the lesson objectives.
- 4.2 Define the duration of the lesson or each activity.
- 4.3 Define what the students will be able to achieve with the lesson.
- 4.4 Detail the subject and the program content to be covered.
- 4.5 Indicate the materials and equipment that will be needed for the lesson.

Variable 5. Overall Assessment

Indicators:

- 5.1 Strengths
- 5.2 Weaknesses

These indicators are evaluated using a score from 1 to 5, with 5 points being the maximum positive expression of this indicator.

RESULTS AND DISCUSSION

Results and analysis of the results obtained from Variable 1, Performance of academic activities

From the observation of classes in Pedagogical Practice II, the results of Variable 1 were obtained, which are shown below.

Table 1. Results of Variable 1. Performance of academic activities

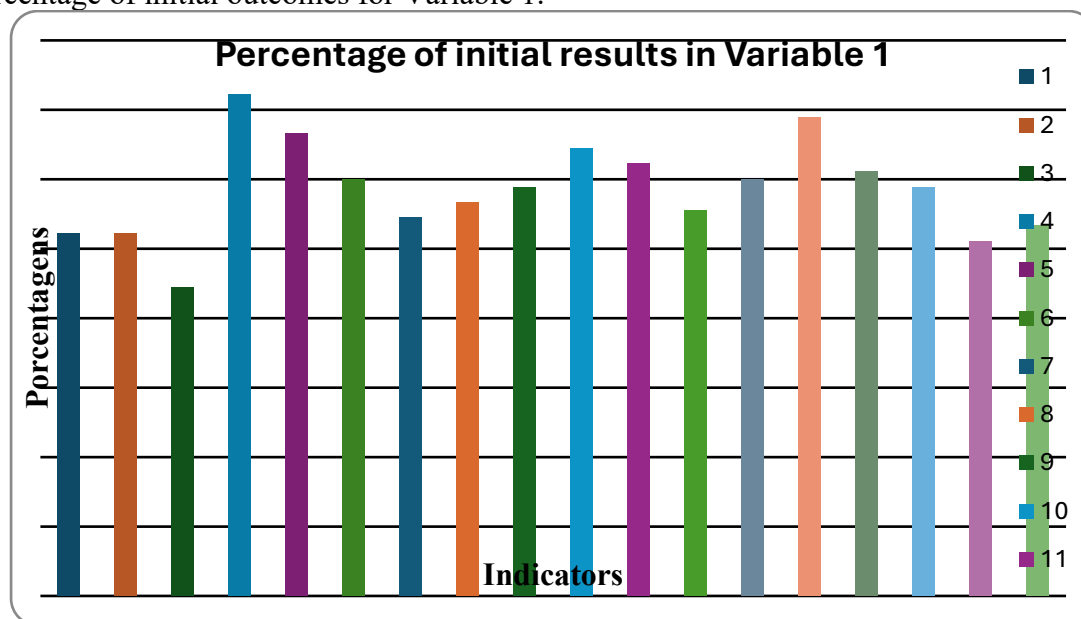
		1.1.			1.2.			1.3.			1.4.			1.5.			1.6.		
No	1	2	3	1	2	3	1	2	3	4	1	2	3	1	2	3	1	2	
1	2	2	2	4	3	3	4	4	4	3	4	4	4	5	4	4	3	3	
2	3	3	3	4	4	4	5	4	4	4	4	4	5	4	3	4	3	3	
3	3	3	2	3	3	2	3	3	2	3	2	3	2	4	2	4	2	2	
4	3	2	2	3	2	2	2	2	2	1	1	1	2	1	2	1	2	2	
5	3	2	2	3	3	2	2	4	3	2	2	3	3	2	3	3	2	3	
6	3	2	2	4	3	2	2	2	2	3	3	1	1	3	3	3	3	3	
7	4	5	4	5	4	4	3	4	4	2	3	4	4	5	5	5	4	4	
8	3	3	2	3	3	3	3	2	3	3	3	3	2	3	4	2	2	2	
9	1	1	1	2	2	1	1	1	2	2	1	1	2	2	1	2	1	1	
10	2	2	3	4	4	5	2	4	4	5	5	4	4	5	5	4	2	3	
11	4	5	3	4	4	5	4	4	4	5	5	4	4	4	4	3	4	3	
12	2	2	2	4	5	4	3	3	3	5	5	3	4	5	5	3	2	3	
13	1	1	1	2	2	2	1	1	2	2	2	1	2	2	1	1	1	1	
14	1	1	1	3	3	1	1	1	2	2	2	1	2	2	2	1	3	3	
15	3	2	1	5	5	4	4	3	4	5	5	3	4	5	5	5	5	3	

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16	3	4	3	4	4	4	3	3	3	4	3	3	4	2	3	3	3	4
17	3	4	4	4	3	3	3	3	3	4	4	4	3	4	1	1	2	3
18	3	3	2	4	3	3	3	3	2	3	2	3	2	4	2	4	2	2
T	47	47	40	65	60	54	49	51	53	58	56	50	54	62	55	53	46	48
PP	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
%	52.2	52.	44.	72.	66.	60.	54.	56.	58.	64.	62.	55.	60.	68.	61.	58.	51.	53.
	2	22	44	22	67	00	44	67	89	44	22	56	00	89	11	89	11	33

Legend. PP: possible points to be reached by the sample in each indicator. %: percentage. From the observation of table 1, it can be seen that of the 90 possible points in each indicator, the ones with the lowest values, also evaluated by the percentages shown in graph 1, are those related to the indicators of subdivisions 1.1, 1.3 and 1.6 as well as 1.4.2 and 1.5.3.

These indicators are associated with a comprehensive learning process, beginning with efforts to encourage active student engagement with the topics to be discussed, conducting an initial assessment to identify students' prior knowledge and linking it to new content to ensure deeper understanding, and connecting current learning with previous learning. In addition, these indicators include recording the difficulties and progress experienced by students, providing individualized guidance and support in completing tasks, making optimal use of various teaching resources and media, preparing an overall summary of the material covered, and assigning follow-up tasks to be carried out in class or at home as appropriate. The initial results of the implementation of these indicators are presented in Graph 1, which shows the percentage of initial outcomes for Variable 1.



Graph 1. Percentage of initial results in Variable 1

Results and analysis of the results obtained from Variable 2, Pedagogical Relationship and Communication

From the observation of classes in Pedagogical Practice II, the results of Variable 2 were obtained, which are shown below.

Table 2. Results of Variable 2. Pedagogical Relationship and Communication

No	2.1	2.2	2.3	2.4	2.5	2.6	2.7
1	3	4	4	4	4	3	3
2	3	4	5	5	4	4	4
3	2	2	3	3	3	2	2
4	1	1	1	2	1	2	1

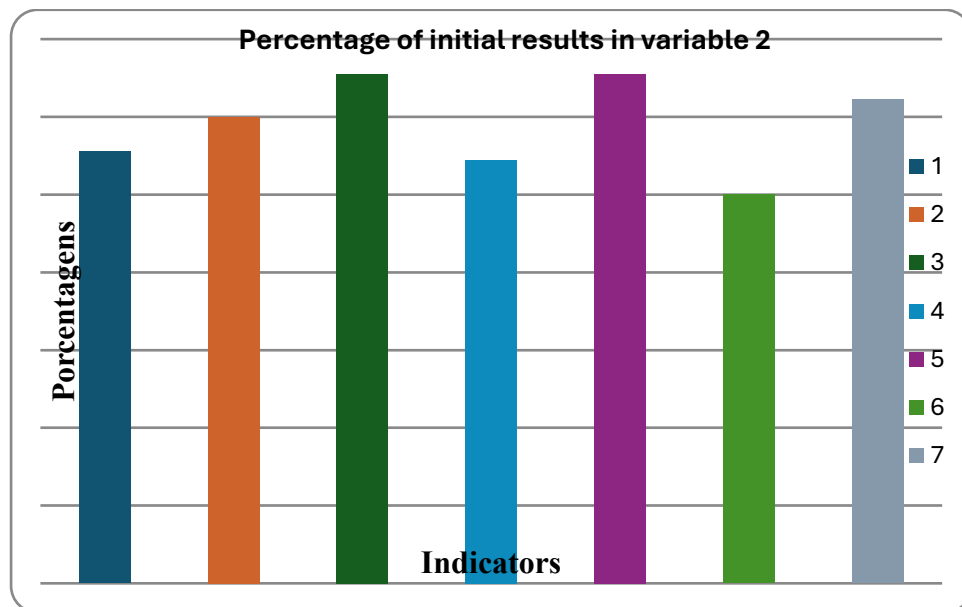
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5	4	3	2	2	3	4	3
6	2	2	2	2	1	3	2
7	4	5	5	4	4	4	5
8	3	3	3	2	3	2	2
9	3	2	2	1	2	1	3
10	3	4	4	4	4	1	4
11	4	5	5	3	5	3	5
12	5	4	5	3	5	3	5
13	2	1	2	1	2	1	3
14	2	1	2	1	3	1	1
15	3	4	5	3	5	3	5
16	3	4	3	4	3	3	4
17	1	3	3	2	4	3	2
18	2	2	3	3	3	2	2
T	50	54	59	49	59	45	56
PP	90	90	90	90	90	90	90
%	55.56	60.00	65.56	54.44	65.56	50.00	62.22

From the observation of table 2, it can be seen that of the 90 possible points in each indicator, those with the lowest values, also evaluated by the percentages shown in graph 2, are those related to indicators 2.1, 2.4 and 2.6.

These indicators are associated with:

- Express ideas correctly, clearly and audibly.
- Attend to individual differences.
- Reinforce appropriate behaviors.



Graph 2. Percentage of initial results in Variable 2

Results and analysis of the results obtained from Variable 3, Assessment of learning

From the observation of classes in Pedagogical Practice II, the results of Variable 3 were obtained, which are shown below.

Table 3. Results of Variable 3 Assessment of learning

No	3.1	3.2
1	4	5
2	5	5

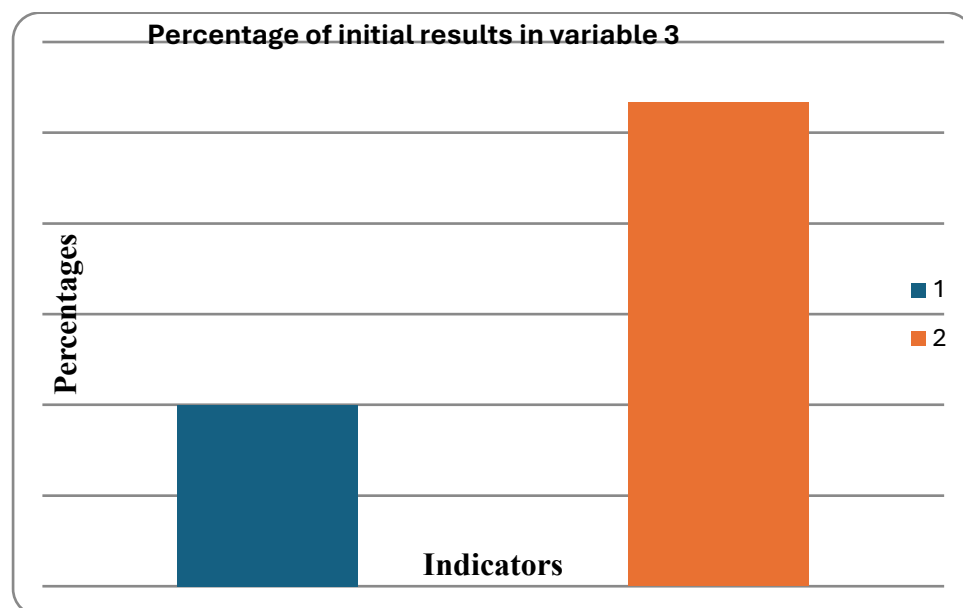
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3	2	3
4	1	1
5	2	2
6	2	2
7	3	3
8	2	3
9	1	1
10	1	1
11	1	1
12	1	1
13	1	1
14	1	1
15	1	1
16	3	4
17	2	4
18	3	3
T	36	42
PP	90	90
%	40	46.67

From the observation of table 3, it can be seen that of the 90 possible points in each indicator, the ones with the lowest values, also evaluated by the percentages shown in graph 3, are those related to indicators 3.1 and 3.2.

These indicators are associated with:

- Record the difficulties presented by the students.
- Record the progress made by the students.



Graph 3. Percentage of initial results in Variable 3

Results and analysis of the results obtained from Variable 4, Lesson plan relationship

From the observation of classes in Pedagogical Practice II, the results of Variable 4 were obtained, which are shown below.

Table 4. Results of Variable 4. Lesson Plan Relationship

No	4.1	4.2	4.3	4.4	4.5
1	4	5	4	5	4

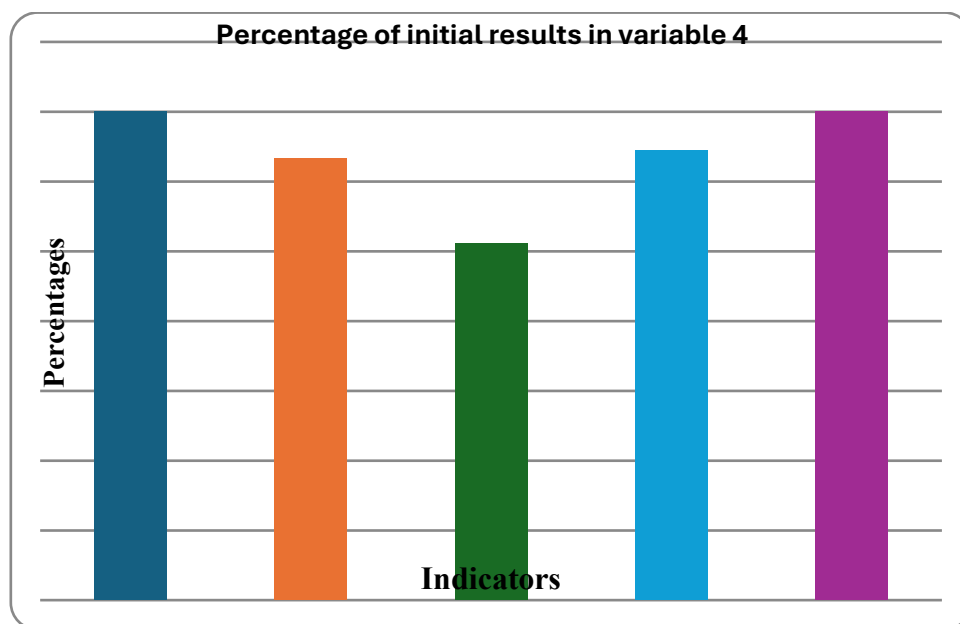
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2	5	5	4	5	5
3	3	3	2	3	2
4	1	2	1	2	2
5	3	3	2	2	2
6	2	3	3	2	2
7	4	4	4	5	5
8	3	2	3	3	3
9	4	2	1	2	4
10	5	3	3	3	5
11	4	4	4	4	5
12	5	3	2	4	4
13	1	1	1	2	1
14	2	2	1	2	4
15	5	4	3	4	5
16	4	4	3	3	4
17	4	4	3	4	4
18	4	3	2	3	2
T	63	57	46	58	63
PP	90	90	90	90	90
%	70.00	63.33	51.11	64.44	70.00

From the observation of table 4, it can be seen that of the 90 possible points in each indicator, those with the lowest values, also evaluated by the percentages shown in graph 4, are those related to indicator 4.3.

This indicator is associated with:

- 4.3 Define what students will be able to achieve with the class.



Graph 4. Percentage of initial results in Variable 4

Results and analysis of the results obtained from Variable 5. General assessment

From the results obtained in the observation of classes in Pedagogical Practice II, visualized in graphs 5 and 6, as well as the qualitative evaluation carried out by the guiding teachers, the strengths and weaknesses were generally specified, which will allow the establishment of strategies to eradicate the difficulties presented and the stability of the positive aspects found in the preliminary evaluation of the development of Pedagogical Practice II 2025 of the students of Physical Education and Sports, which are presented below.

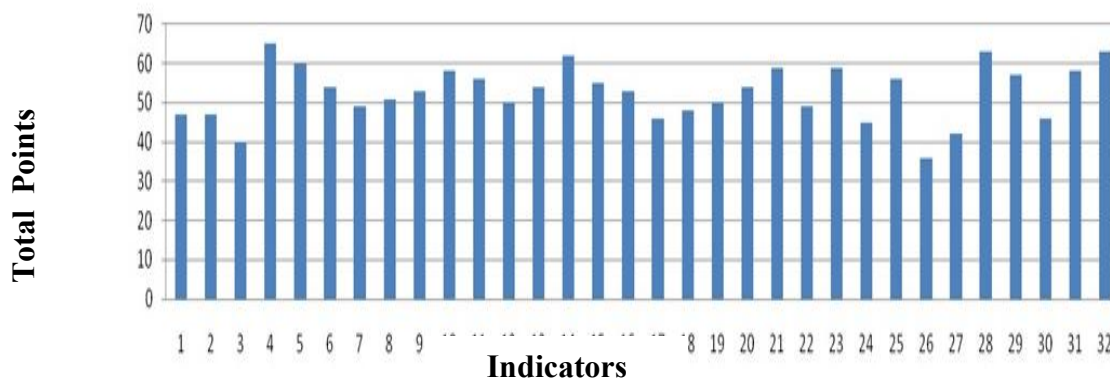
Strengths

The teaching process demonstrates strong mastery of the classroom content, with knowledge presented in a simplified and accessible manner. Relevant examples are effectively used to explore the material by linking it to students' prior knowledge. The learning activities employ a variety of organizational methods, including group work, pair work, and individual tasks, which promote cooperative learning and mutual support among students. In addition, appropriate instructional resources are selected in accordance with both the learning objectives and the students' needs, contributing to a more effective and engaging learning environment.

Weaknesses

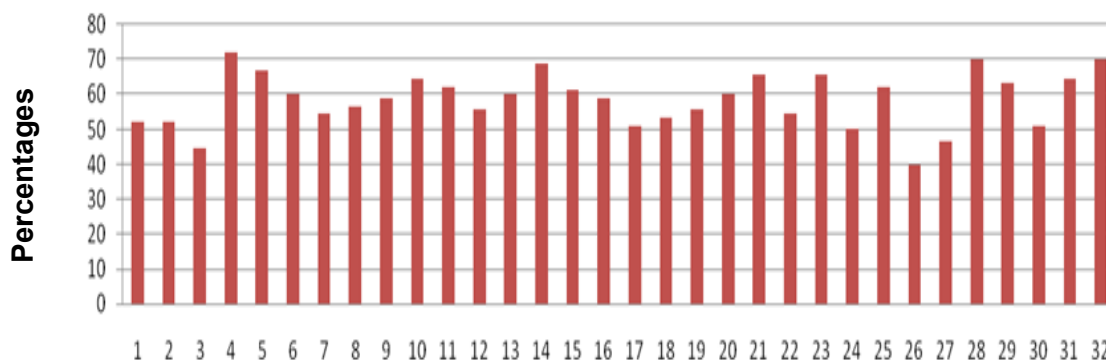
Several aspects still require improvement, particularly in ensuring students' initial readiness and motivation for new content. The assessment of prior knowledge and its integration with new material has not been optimally conducted, and connections with previously learned content need to be strengthened. There is also limited systematic recording of students' difficulties and progress, as well as insufficient attention to individual differences through continuous monitoring during task performance. Furthermore, the didactic potential of various learning resources has not been fully utilized, generalization of the topics discussed remains weak, and clearer guidance on tasks to be carried out in class or at home is needed. Additional weaknesses include the need for clearer and more audible expression of ideas, greater reinforcement of appropriate behaviors, increased attention to individual differences, and more accurate alignment of instructional objectives with the intended learning outcomes.

Total score of students' initial results, by indicator, in Pedagogical Practice II 2025



Graph 5. Total score of students' initial results, by indicator, in Pedagogical Practice II, 2025

Percentage of students' initial results in Pedagogical Practice II, 2025



Indicators

Graph 6. Percentage of students' initial results in Pedagogical Practice II, 2025

An important piece of information for the analysis of the progress of Pedagogical Practice II is the behavior of the trend of the score in each variable, which are presented below.

Discussion

The results obtained from the review of documents related to Pedagogical Practice II and the initial observation of classes as a diagnostic tool allowed us to specify the aspects that need to be analyzed to improve the quality of the development of future graduates specializing in Physical Education and Sports, fundamentally those related to the preparation of lesson plans, fulfillment of didactic functions in classes, especially that which motivates students to practice physical activities and sports, as well as establishing connections with previous content, continuous assessment and control.

CONCLUSION

The characterization of initial training behaviors among Physical Education and Sports students in Pedagogical Practice II revealed their levels of preparation and pedagogical skills for practice-related activities, pinpointing deficiencies and progress to inform targeted actions that enhance the quality of future graduates' development in this specialty. Observations of classes and result analyses provide valuable feedback for refining curricular units, enabling the establishment of effective teaching strategies to ensure higher quality and effectiveness in upcoming iterations of the course. Future studies could longitudinally track the long-term impact of these targeted interventions on graduates' classroom performance and student outcomes in Timor-Leste schools, incorporating quantitative metrics like pre/post-training skill assessments alongside qualitative teacher feedback.

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