


## CAPOEIRA UESC ONLINE: AN EXPERIENCE REPORT

### CAPOEIRA UESC ONLINE: UM RELATO DE EXPERIÊNCIA

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#### Abstract

This paper aims to present a comprehensive experience report on the process of designing, implementing, and evaluating a 100% online teaching program at the Santa Cruz State University (UESC), developed during the 2020 and 2021 pandemic. This is a descriptive and exploratory experience report that uses a qualitative approach, including intensive and prolonged observation of the program with detailed records, which allow for in-depth interpretation and analysis of the data. An analysis of the program evaluations revealed accessibility that met the needs of a diverse audience in terms of Capoeira learning level. It was also observed that it is possible to learn both theoretical and practical knowledge of Capoeira in a virtual environment. In this way, the Capoeira UESC Online program played a significant role in the community, promoting physical activity and enriching the appreciation of African-based culture during the challenging period of the pandemic in 2021, while remaining in alignment with the fundamental objectives of the Art and Movement Group (GAM) Extension Project.

**Keywords:** Capoeira Online; Remote Teaching; Covid-19.

#### Resumo

Este trabalho busca apresentar um relato de experiência abrangente sobre o processo de concepção, implementação e avaliação de um programa de ensino 100% online da Universidade Estadual de Santa Cruz, elaborado durante a pandemia de 2020 e 2021. Trata-se de um relato de experiência descritivo e exploratório que engloba uma abordagem qualitativa, incluindo observação intensiva e prolongada do programa, com registros detalhados, permitindo uma interpretação aprofundada e análise dos dados. A análise das avaliações do programa revelou acessibilidade que atendeu um público diversificado em nível de aprendizagem da Capoeira. Foi observado também que é possível aprender em ambiente virtual o conhecimento tanto teórico quanto prático da Capoeira. Dessa forma, o programa Capoeira UESC Online desempenhou um papel significativo na comunidade, promovendo



atividade física e enriquecendo a valorização da cultura de matriz africana durante o desafiador período da pandemia em 2021, alinhando-se aos objetivos fundamentais do Projeto de Extensão GAM.

**Palavras-chave:** Capoeira Online; Ensino Remoto; Covid-19.

### Resumen

El presente trabajo tiene como objetivo presentar un relato de experiencia integral sobre el proceso de diseño, implementación y evaluación de un programa de docencia 100% virtual en la Universidad Estatal de Santa Cruz, desarrollado durante la pandemia de 2020 y 2021. Se trata de un relato de experiencia descriptivo y exploratorio que abarca un enfoque cualitativo, que incluye la observación intensiva y prolongada del programa, con registros detallados, lo que permite la interpretación y análisis profundo de los datos. El análisis de las evaluaciones del programa reveló una accesibilidad que satisfizo las necesidades de una audiencia diversa en términos de niveles de aprendizaje de Capoeira. También se observó que es posible aprender conocimientos tanto teóricos como prácticos de la Capoeira en un entorno virtual. De esta manera, el programa Capoeira UESC Online jugó un papel importante en la comunidad, promoviendo la actividad física y enriqueciendo la apreciación de la cultura de base africana durante el desafiante período de la pandemia en 2021, alineándose con los objetivos fundamentales del Proyecto de Extensión GAM.

**Palabras claves:** Capoeira Online; Enseñanza a Distancia; Covid-19.

## INTRODUCTION

In 2019, in the city of Wuhan, China, the first cases of an epidemiological outbreak emerged involving an unidentified disease characterized by acute respiratory syndrome, hospitalization, and death. Due to its remarkably high infection rate, the causative agent was designated as the new coronavirus: SARS-CoV-2. From the end of 2019, this public health crisis quickly spread globally, resulting in an international health emergency to prevent the spread of the virus (Colloca, 2021). On March 11, 2020, the covid-19 pandemic was declared by the World Health Organization (WHO). The decision was announced by WHO Director General Tedros Ghebreyesus in Geneva (UN, 2020).

In light of this declaration, the WHO implemented social distancing, among other actions, as a preventive strategy against the spread of covid-19. As a result, there was an increase in sedentary behavior, due to restrictions on leaving home and the increased use of technology. Before the pandemic, there was already a high number of sedentary people, with 5.3 million annual deaths associated with this condition (Paiva, 2021). Thus, the lethality of the virus is not only related to acute respiratory disease, but also to social isolation, which makes it difficult to maintain an active and socially engaged lifestyle. In this sense, society faced a series of challenges resulting from social distancing, which resulted in considerable negative impacts on the spheres of health, the economy, education, as well as on affective-social and emotional aspects (Barreto, 2020).

In Brazil, the covid-19 pandemic began on February 26, 2020, when the first case was confirmed in the city of São Paulo (GOV, 2020). Less than a month later, the Ministry of



Health declared a state of community transmission throughout the national territory (EBC, 2020). With the increase in the number of covid-19 cases in Brazil, the Minister of Health, Luiz Henrique Mandetta, recommended the suspension of school activities, in accordance with WHO data and guidelines.

On March 16, Governor Rui Costa issued State Decree No. 19,529, which ordered the suspension of teaching activities in both public and private settings in the state of Bahia (Barreto, 2020). The Bahia State Education Council (CEE/BA) established the Special Curricular Activity Regime to allow classes to be held in students' homes while the public health emergency decrees remained in effect. This applied to both basic education and higher education institutions (CCE, 2020). The University Council (Consu) of UESC ratified Resolution No. 4, authorizing the Rector's Office to suspend in-person undergraduate, graduate, and extension teaching activities, in addition to administrative activities considered non-essential, for a period of thirty (30) days. However, this suspension lasted for almost an entire academic year, requiring the academic community, made up of teachers and students, to restructure their activities to adapt to the context of social isolation and ensure the continuity of academic activities (UESC, 2020).

Social isolation unfortunately had a significant impact on people's sedentary behavior. Restrictions that limited people from leaving their homes required a restructuring or adaptation of work activities. The increased time spent at home resulted in an increase in the use of technology, which also contributed to the intensification of sedentary behavior among individuals (PAIVA, 2021). In response to this situation, the World Health Organization (WHO) Regional Office for Europe developed a guide to help people stay physically active during this period, with a recommendation of 150 minutes of moderate-intensity physical activity and 75 minutes of vigorous-intensity physical activity per week for adults (UN, 2020).

In this sense, several physical activity programs had to migrate to the virtual environment to comply with the pandemic's social distancing requirements. For example, the CESUCA University Center's online Karate project offered recorded warm-up and stretching sessions for children and adolescents, aiming to promote health during the covid-19 crisis (MATTOS, 2020). Likewise, the project "Physical Activities for the Elderly in Pandemic Times" adapted its in-person activities to the online environment, reaching 61 enrollments and promoting physical and social improvements for the elderly (Benedetti *et al.*, 2022). In addition, the program "JJ UESC vs covid 19" offered individual Jiu Jitsu classes online, focusing on motor





development and physical conditioning specific to the modality, proving to be effective even for beginners (Silva *et al.*, 2023).

These projects highlight not only the adaptive response to the pandemic, but also the capacity for innovation and adaptation to teaching physical activities in a virtual environment. The analysis of these projects highlights both positive and negative aspects. Positively, they increased accessibility and convenience, allowing people from different locations to participate in the activities, overcoming geographical barriers. The flexible schedules offered by the recorded sessions allowed participants to fit the exercises into their daily routines, ensuring the continuity of physical activity and promoting physical and mental health even with social distancing restrictions. The transition to the virtual environment also encouraged the creation of new teaching and training methods, including the use of interactive technologies and digital platforms. On the other hand, the lack of face-to-face interaction reduced the engagement and motivation of some participants, while the inequality of access to quality internet and appropriate devices limited the participation of some people.

Before the pandemic, Capoeira UESC, linked to the extension project Art and Movement Group (GAM) of the Universidade Estadual de Santa Cruz in Ilhéus, Bahia, had offered free Capoeira classes to the university community and outside students since 1998. GAM aims to preserve the history of Africans in Brazilian society, promoting artistic and cultural expressions such as Capoeira and Afro-Brazilian Dances. In addition to promoting health through physical activity, the project also strengthens the connection between the community and UESC, providing a space for sharing knowledge through educational and empowering actions (Proex, 2018).

In October 2020, in response to the pandemic, the Capoeira UESC team began investigating the feasibility of an online teaching program. The team conducted a literature review to explore the available literature on remote education, and Capoeira UESC launched the "Capoeira UESC Online" program on February 10, 2021, offering theoretical and practical Capoeira content virtually and free of charge. This initiative presented an innovative pedagogical challenge: how to migrate from in-person to virtual teaching, while addressing theoretical and practical elements of Capoeira (Silva *et al.*, 2021).

Capoeira UESC Online was a successful physical activity program during the challenging period of the covid-19 pandemic. In November 2021, the program reached 191 registrants, serving diverse audiences over the age of 15 with an international reach. The





program's executive team developed three evaluation instruments: two for theoretical-practical learning and one to evaluate the program as a whole. Thus, the objective of this work is to present an experience report of the process of development, implementation and evaluation of the Capoeira UESC Online teaching program.

This experience report is expected to contribute to the production of scientific evidence to improve the quality of Capoeira classes, with a focus on the integration of e-learning. The social importance of investigating sports activities during the covid-19 pandemic is highlighted, considering that this experience can provide valuable lessons for the improvement of the sports sector in the face of future scenarios of extreme social isolation (Jennings, 2020).

## PREPARATION OF CAPOEIRA UESC ONLINE

The project entitled "Capoeira UESC Online" was conceived with the aim of providing the internal and external community of UESC with the opportunity to engage in the practice and appreciation of culture of African origin, through the offering of free Capoeira classes. These classes were made available remotely, based on careful planning grounded in scientific literature, and they were the result of meetings and studies conducted by the Teaching, Extension and Research Group in Martial Arts (GEPAM) and by the GAM extension project focused on Capoeira. In addition, theoretical elements were included through digital platforms (Instagram, Facebook and WhatsApp), with the aim of enriching the educational program. Intended for individuals over the age of 15, the Capoeira instruction program was designed by GAM to consider both the level of motor skills and the physical conditioning of inexperienced participants.

GAM, which has been active since 1998, works to preserve and promote Afro-Brazilian history and culture through the dissemination of capoeira. The team was made up of professors and students from the UESC Physical Education course, including Prof. Dr. Luiz Henrique da Silva, a graduate of the Raízes do Quilombo group under the supervision of Mestre Edísio, Isaque Santos Silva (Angolinha), a student of Mestre Cabello, and Mestra Tisza with 9 years of experience, and Lázaro Emanuel Rodrigues de Oliveira (Homem-Pedra), who holds a fourth-level graduation from Master Damoda.

The project development and implementation period lasted from October 2020 to early February 2021. During this period, classes, teaching materials, and theoretical content





were developed and made available on digital platforms for the internal and external community of UESC. The teaching materials made available asynchronously on the digital platforms were carefully organized in line with Coll's (2000) content dimensions, covering the procedural, conceptual, and attitudinal facets, aiming to achieve a comprehensive coverage of the content that constitutes the vast universe of Capoeira.

The promotion of the Capoeira UESC Online project was supported by UESC's digital media outlets, including the Pro-Rectorate of Extension (PROEX), Human Resources Development Coordination (CDRH), and UESC ACONTECE, as well as collegiate bodies and departments. Promotional materials were prepared according to the standards of each outlet, providing essential information about the project, such as days and times of synchronous practical classes, aimed at beginners aged 15 or over. Promotion began on February 8, 2021, with classes starting on February 15, 2021, and followed a continuous flow system to allow for continuous registrations.

Students enrolled in the Capoeira UESC Online project through a Google Form, which collected contact information, height, weight, address, age, gender, relationship with UESC, experience with Capoeira, and weekly physical activity. In addition, they completed the PAR-Q (Physical Activity Readiness Questionnaire) to identify the need for a medical evaluation before starting classes. If an affirmative answer was given on the PAR-Q, an interview with a project representative was scheduled to obtain more details and determine whether a medical consultation was necessary or whether the initial answer might be incorrect.

At the time of registration, the student digitally signed the Free and Informed Consent form stating that he/she was able to practice Capoeira physical activity. Finally, the registration process followed a continuous flow, requiring weekly monitoring of new registrations. Once the registration was confirmed, the student was added to the WhatsApp group called "Capoeira UESC Online".

The virtual teaching structure of the Capoeira UESC Online project was carefully planned, using several digital platforms configured with the project's unique visual identity, including a logo and a distinctive short clip. A Facebook page, an Instagram profile and a WhatsApp group were created to facilitate communication and interaction between participants, standardizing the visual identity of the videos and informational materials and strengthening the project's brand.



The synchronous classes were conducted via the Google Meet platform, held on Tuesdays and Thursdays, lasting one hour each. At the beginning of each class, the teacher provided safety information and asked participants to fill out an attendance form, containing information such as full name and emergency contact. The link (emergency contact and attendance) was sent via the Google Meet room chat.

The pedagogical structure of the class consisted of the following stages: warm-up, main part, stretching, musical development and dialogue. Regarding the practice of Capoeira movements, the teacher asked all students to focus their attention on him, turn off their microphones and only turn them on in case of questions. Students had the option of turning off their cameras if it was more convenient for them. At the end of the class, the teacher took a screenshot with the students in class, so as to document the participation of those present.

The teaching and learning of Capoeira in the project involved three dimensions of knowledge according to Coll et al. (2000): procedural, conceptual and attitudinal. The procedural dimension encompasses the execution of movements and the development of physical capacities. The conceptual dimension encompasses the historical and theoretical understanding of Capoeira, including its different expressions and African dances in Brazil. The attitudinal dimension focuses on the valorization of black identity and the fight against cultural intolerance.

Every month, Capoeira UESC Online held a live event to discuss topics related to Capoeira and Afro-Brazilian culture. The goal was to promote the exchange of knowledge and dialogue. The theme, date, time and guests were defined in advance, with the project monitor acting as mediator. Directed studies were carried out to prepare the script for the Live, and the recording of the event was made available on the project's official Instagram profile.

The integration of the extracurricular into the academic curriculum highlights the inseparability of teaching, research, and extracurricular activities at the university and their vital connection with society. Federal Law No. 13,005/2014 establishes that at least 10% of curricular credits in undergraduate courses must be allocated to extracurricular programs, prioritizing areas of high social relevance. This measure aims to align academic training with theoretical development and the practical application of knowledge in important social contexts, consolidating extracurricular as an essential component of university education in the 2014-2024 national education plan (Brasil, 2014).





The initiative allowed active interaction between students of the Capoeira Teaching Methodology discipline, part of the Physical Education Degree course at UESC, and the online Capoeira teaching program. Aligned with the principles of university extracurricular activities, this integration aimed to promote interdisciplinarity, providing practical experience with different teaching and learning methods. This innovative approach used e-learning to connect students to the world of Capoeira, demonstrating a dynamic and adaptive education to the circumstances of the pandemic.

The theoretical and practical assessment of students was conducted using instruments developed during weekly meetings with the advisor and the project team. The objective was to verify the learning of attitudinal and conceptual content made available on social media and in synchronous classes. A questionnaire with 17 questions was used, and the practical assessment, carried out via Zoom, involved Capoeira movements such as *ginga*, *negativa*, *rolê*, *rabo d'arraia* and *cabeçada*. These movements were analyzed according to kinesiological and biomechanical descriptions. The assessment was individual and occurred during synchronous classes, with students regularly enrolled and attending for at least one month. Conducted after a few months of project execution, the assessment took place in November 2021.

The project included the development of a pedagogical assessment instrument to measure the impact of the teaching program on the lives of participants. Based on the checklist by Damásio and Borsa (2017), the first version was reviewed by three experts in the field, who assessed the clarity and relevance of the questions. Adjustments were made, removing one inappropriate question and reformulating twelve others. After validation with the Content Validity Coefficient (CVC), obtaining a score of 0.95, the questionnaire was made available on Google Forms. The assessment, intended for students who had attended the course for at least one month, was sent out between October 6 and December 16, 2021 by email and WhatsApp.

The open-ended theoretical questions of the learning program assessment instruments were analyzed according to the principles of Bardin (2004) in three phases: preliminary analysis, exploration of the material and treatment of the results. The crucial points were selected to meet the objectives of the experience report.





## CAPOEIRA LEARNINGS AND SCOPE OF THE ONLINE PROGRAM

The theoretical learning assessment of the UESC Capoeira Online project involved the participation of 11 students, who answered a questionnaire consisting of 17 questions, one identification question, one closed question and 15 open questions. Most participants (56.5%) had previously practiced Capoeira. This assessment highlighted the promotion of moral values in Capoeira classes, with an emphasis on respect for the opponent, elders, younger people and oneself. These values were identified as fundamental in the activities and physical practices during Capoeira circles.

Music in Capoeira was recognized as an essential element, controlling the rhythm of the ritual and marking its beginning and end. Participants highlighted that music not only motivates and brings joy but also connects capoeiristas, making the practice more meaningful. They emphasized that Capoeira is more than just a fight, being also a form of recreation, dance and cultural expression. Participants demonstrated good knowledge of important historical figures in Capoeira. Mestres such as Pastinha and Bimba were mentioned for their significant contributions, while legendary figures such as Besouro and quilombola leaders such as Dandara, Tereza de Benguela and Zumbi dos Palmares were recognized for their influence on the history of black resistance in Brazil.

Practicing Capoeira online was seen as advantageous, especially due to the convenience of not having to leave home and saving time on commuting, aspects that were valued during the pandemic. Participants recognized physical, mental, and cultural benefits of practicing Capoeira online, highlighting its importance in times of social distancing and travel restrictions. Thus, the theoretical evaluation of the Capoeira UESC Online project revealed the effectiveness of the program in promoting moral values, the importance of music in Capoeira, the participants' solid knowledge of relevant historical figures, and the perceived benefits of practicing online, especially in times of pandemic.

The practical evaluation of specific Capoeira Angola movements in the Capoeira UESC Online program included five movements: ginga, negativa, rolê pra fora, rabo d'arraia and cabeça da based on the instructor's knowledge and experience. With the participation of eight volunteer students, the results showed promising performance. In the execution of the ginga, all participants demonstrated proficiency, with 75% displaying remarkable dexterity in stability and fluidity. For the negativa, 62% of the participants performed it with excellence, and 75% of these showed remarkable skill. As for the rolê pra fora, 62.5% of the students





demonstrated competence, and in the execution of the rabo d'arraia, 50% presented a satisfactory level, while 62.5% achieved excellence in stability and fluidity. Finally, in the cabeçada, 62.5% of the participants demonstrated remarkable competence.

The results of the practical assessment indicate that participants in the UESC Online Capoeira program achieved encouraging performances in the movements assessed, with significant percentages achieving excellence in stability and fluidity. These findings suggest that the online teaching program effectively contributed to a solid level of technical proficiency among students, reflecting both the quality of the program and the dedication of the students involved.

The pedagogical evaluation of the Capoeira UESC Online project, carried out after nine months, showed very positive results. Of the 191 participants, 43 people answered the questionnaire, the majority being women (60.5%) and with an average age of 28 years. The participants, mostly from the Ilhéus and Itabuna region surrounding the university, evaluated the pedagogical structure of the synchronous classes very favorably. Approximately 86% considered the stretching, the main part and the cool down "very good", and 79.1% expressed high satisfaction with the intensity and effort of the classes. The feeling of belonging to a class was highlighted by 88.4% of participants, which is significant in an online environment.

In addition to the practical classes, the theoretical content made available on the digital platforms was also well evaluated, with 79.1% of participants expressing satisfaction. However, only 62.8% accessed the theoretical materials frequently, and 41.9% expressed a preference for explanatory videos. Regarding the teacher and monitor, 93% of participants highlighted the adequate planning of the classes and the ability to clarify questions, while 88.4% praised the movement corrections made by the monitor, which often anticipated participants' requests. Communication with the project team also received praise, with 98% of participants feeling satisfied.

During the evaluation process of Capoeira UESC Online, participants were able to indicate the impact of their participation on different aspects of their personal lives. To do so, they responded to statements using a Likert scale of agreement (FEIJÓ et al., 2020). The impact of the project on the participants' lives was significant. Approximately 67% said they noticed improvements in their sleep quality, and 40% reported changes in their eating routine. Practicing Capoeira online contributed to participant well-being during the pandemic, with 76.7% agreeing with this statement. Overall satisfaction with the project was extremely high





(98%), and participants' testimonials reinforced the value of online classes, highlighting the importance of the initiative during social isolation, in addition to the attention of the instructors and the support for practicing Capoeira remotely. Despite these positive results, it is important to emphasize that this data stems from the participants' own perceptions rather than a controlled analysis of the program's effects over time.

Just like the students, the executive team of Capoeira UESC Online also experienced profoundly positive impacts throughout the development of the initiative. From the beginning, the goal was to promote physical activity during a challenging time for society while also spreading cultural knowledge about Capoeira. However, the experience exceeded expectations, providing not only a learning space for students but also significant growth for the instructors themselves. The need to adapt to online teaching was embraced with enthusiasm and dedication, driving the team to deepen their understanding of Capoeira's multidimensional aspects, through both the traditional master-student relationship and academic research. Each challenge overcome—from structural limitations to the search for effective methodologies—brought immense satisfaction as the team witnessed the students' progress and engagement. Even without ideal broadcasting equipment, the connection established during classes as well as the students' evident learning reaffirmed the initiative's transformative impact, making the journey even more rewarding for everyone involved.

## DISCUSSION AND FINAL CONSIDERATIONS

The Capoeira UESC Online project stood out for its accessibility, flexibility, and broad geographic reach, allowing a diverse audience, at different learning levels, to participate in Capoeira classes remotely. The possibility of practicing from home was an attractive factor for many, especially for those who would otherwise not have access to classes. Similarly, other projects, such as "Jiu-jitsu vs covid-19", which offered Jiu-Jitsu classes in synchronous and asynchronous formats, also achieved success during the pandemic (DA SILVA et al., 2023). The flexibility and convenience of both programs were highlighted as essential elements, aligned with the principles of remote and accessible learning, allowing participants to integrate the classes into their daily routine.

The Capoeira UESC Online program faced challenges common to the virtual format, such as the lack of in-person interaction and feedback, which impacted the quality of technical learning. Despite this, students reported a sense of belonging and positively evaluated the





teacher's feedback. Studies, such as that of Costa (2022), point out that the lack of individualized kinesthetic feedback is a limitation, but suggest that improving verbal feedback could minimize this problem. The Capoeira experience, strongly linked to music and physical interaction, is difficult to fully reproduce online, but these limitations did not diminish the value of the program but highlight areas for future improvement.

The viability of the online Capoeira teaching program is supported by studies that implemented fighting programs in a remote format during the covid-19 pandemic, such as "Jiu Jitsu vs covid-19" (Silva et al, 2023) and "Karate online CESUCA" (PAIVA et al, 2021). Additionally, the extracurricular project "Physical Activities for the Elderly in Pandemic Times" aimed to offer opportunities for physical activity to the elderly in Florianópolis (Benedetti *et al.*, 2022). These data indicate that an online Capoeira program, with a well-structured teaching protocol and appropriate guidance, can be accessible and effective.

Analysis of the UESC Online Capoeira program showed that its structure was widely appreciated by participants of different skill levels. Although initially designed for beginners, the program also appealed to experienced capoeiristas, who valued the opportunity to improve their skills. This satisfaction is similar to the high level of approval observed in the Jiu Jitsu project (Silva *et al.*, 2023). However, other programs, such as PEFEPI at UFRJ, faced challenges, such as the difficulty of students following classes due to the lack of quality internet (Fonseca *et al.*, 2023). Beginners highlighted the ease of access and structured learning, while experienced ones appreciated the exploration of more advanced aspects of Capoeira.

As in the Karate teaching program, where there was great satisfaction in seeing young people progress in each class (Paiva, 2021), Capoeira UESC Online participants also demonstrated significant improvements in movement execution, stability, fluidity, and theoretical understanding. These results suggest that the virtual environment provided an effective platform for learning Capoeira. With the right resources, the teaching of a complex and physical art such as Capoeira can be adapted and delivered efficiently through online classes.

The practice of Capoeira has been shown to be an important factor in improving lifestyle, with studies showing benefits such as improved balance, cardiovascular parameters, reduced cognitive decline, and health recovery (Souza, 2023). Similarly, online teaching of the Tabata method has shown improvements in physical fitness, such as body composition, muscle strength, and balance, reinforcing the importance of regular and well-guided sessions (Costa,





2022). Capoeira, in addition to promoting physical fitness, plays a crucial role in general well-being, proving to be effective in preserving health in several dimensions and contributing positively to a healthy lifestyle for practitioners.

Capoeira Angola is a multidimensional practice, deeply rooted in African traditions, with a unique potential to promote biological, psychological and social benefits (Jati, 2018; Borda, 2018). Studies highlight that Capoeira contributes significantly to a healthy lifestyle by developing physical skills, increasing disposition, self-esteem and self-control, in addition to reducing stress and positively influencing spirituality and psychological balance. It also strengthens social ties, improves the immune system and promotes personal and professional fulfillment, reinforcing its ability to act as a holistic instrument for well-being.

Learning Capoeira in a virtual environment proved to be viable and effective, without devaluing the essential role of Capoeira schools and masters. On the contrary, the Capoeira UESC Online program fostered dialogue between scientific knowledge and oral tradition, positioning itself as a mediating bridge between these universes. This innovative approach included a systematic assessment of theoretical and practical content, something rare in traditional Capoeira schools. The results indicated that students effectively assimilated both theoretical and practical content, even in the face of technical limitations related to the internet and electronic devices. In addition, the program stood out for the comprehensiveness of theoretical content, an aspect difficult to achieve in traditional face-to-face classes.

The Capoeira UESC Online program, developed during the challenging period of the covid-19 pandemic, was evaluated in four main dimensions: theoretical and practical evaluation of students, overall evaluation of the program, impact on the lives of participants, and the reach of pedagogical materials on digital platforms. In all categories, the program demonstrated promising results, evidencing its quality and efficiency in meeting the established objectives. The theoretical and practical evaluation revealed significant advances in the learning of participants, while the evaluation of the program highlighted the relevance and effectiveness of the initiative. The dissemination of pedagogical materials on digital platforms reached a wide audience, reinforcing the potential of online teaching. However, some limitations were identified, such as the lack of face-to-face interaction and challenges in continuous student engagement. This article compiles and analyzes the implemented evaluations and reach of the program, highlighting the main learnings and the positive impact of the program in promoting Capoeira in times of social isolation.





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