



Information about the subject

Degree: Bachelor of Sciences of Physical Activity and Sport

Faculty: Faculty of Physical Activity and Sport Sciences

Code: 280409 **Name:** Design, Evaluation and Intervention in Educational Programmes

Credits: 6,00 **ECTS Year:** 4 **Semester:** 1

Module: 3) Specific Obligatory Formation Module.

Subject Matter: Teaching of Physical Education and Sports. **Type:** Compulsory

Field of knowledge: Health Sciences

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

284A	<u>Laura Ruiz Sanchis</u> (Responsible Lecturer)	laura.ruiz@ucv.es
284B	<u>Clara Gallego Cerveró</u> (Responsible Lecturer)	clara.gallego@ucv.es
284C	<u>Laura Ruiz Sanchis</u> (Responsible Lecturer)	laura.ruiz@ucv.es
284D	<u>Concepcion Ros Ros</u> (Responsible Lecturer)	CONCEPCION.ROS@UCV.ES



Module organization

3) Specific Obligatory Formation Module.

Subject Matter	ECTS	Subject	ECTS	Year/semester
Physical activity and physical exercise for health and with special populations.	12,00	Physical Activity and Health	6,00	3/1
		Prescription and Programmes for Healthy Lifestyles	6,00	4/1
Physical exercise, fitness and sports physical training.	18,00	Evaluation of Biological Condition	6,00	3/1
		Planning and Methodology of Training in PA	6,00	3/2
		Prevention and Rehabilitation of Injuries in PA	6,00	4/1
Teaching of Physical Education and Sports.	18,00	Design, Evaluation and Intervention in Educational Programmes	6,00	4/1
		Didactics and Methodology of Sports and Physical Activity	6,00	3/1
		Social Morality and Professional Deontology	6,00	4/1
Sports organization and management.	12,00	Sports Marketing	6,00	3/2
		Sports Training Planning and Organisation	6,00	3/1



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Design and implement didactic units and physical-sports programs, along with assessment tools, in both formal and non-formal educational contexts, addressing diversity.
- R2 Organize, structure, implement, and adapt Physical Education sessions, considering motor, cognitive, affective, and social development levels while attending to individual needs.
- R3 Recognize, assess, and evaluate physical-sports activities through practical sessions within the educational context.
- R4 Select and apply different learning methodologies based on group characteristics in various educational settings.
- R5 Interpret and apply legal frameworks at different levels of specificity within the educational domain.

Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

Weighting				
1	2	3	4	



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R5	30,00%	Written and/or practical tests.
R1, R2, R3, R5	50,00%	Individual or Group Work / Project.
R1, R2, R3, R5	5,00%	Self appraisal.
R1, R2, R3	15,00%	Oral tests or presentation.

Observations

The student may keep the assessment instruments passed for 3 years after first registration. It is necessary to obtain 50% in the theoretical-practical test, the group work and the presentation According to article 4.2. of the Guidelines for Assessment at the UCV, the limit of absences that may be due to eventualities (medical consultation, bureaucratic procedures...) that do not have to be justified, is 30%.

In case of not complying with any of these criteria, the student will be graded with a maximum of 4.5.

OTHER CLARIFICATIONS

Written and/or practical tests

Multiple choice test. Standard penalty system. Development questions on a practical case related to the syllabus. Individual or group work/project

Teaching proposal Case resolution Minutes of group work. Presentation of individual/group works Individual and group presentation. All members must take part in the explanation of the Learning Situation.

Self-assessment

Critical reflection on the work developed.

*Standard penalty system

No options = No subtraction

2 options = 1 wrong subtracts 100%

3 options = 1 wrong subtracts 50%

4 options = 1 wrong subtracts 33.3%

5 options = 1 wrong subtracts 25%

6 options = 1 wrong subtracts 20%

The detailed explanation (procedure for the work) as well as the evaluation tools (sheets or rubrics)



of each section will be posted on each group's platform at the student's disposal.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Attendance at practices.
- M2 Resolution of problems and cases.
- M3 Discussion in small groups.
- M4 Practical laboratories.
- M5 Presentation of content by the teacher.
- M6 Practical lesson.
- M7 Group dynamics and activities.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
THEORETICAL CLASS: Presentation of contents by the teacher. Competency analysis. Demonstration of capabilities, skills and knowledge in the classroom. M5	R1, R2, R3, R4, R5	18,00	0,72
PRACTICAL CLASS / SEMINAR: Group dynamics and activities. Resolution of problems and cases. Practical laboratories. Data search, computer classroom, library, etc. Meaningful construction of knowledge through student interaction and activity. M1, M2, M3, M6, M7	R1, R2, R3, R4, R5	30,00	1,20
EVALUATION: Set of oral and/or written tests used in the evaluation of the student, including the oral presentation of the final degree project. M2	R1, R2, R3, R4, R5	4,00	0,16
TUTORING: Supervision of learning, evolution. Discussion in small groups. Resolution of problems and cases. Presentation of results before the teacher. Presentation of diagrams and indexes of the proposed works. M2, M3	R1, R2, R3, R4, R5	8,00	0,32
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK: Problem solving. Preparation of exercises, memoirs, to present or deliver in classes and/or in tutoring. M3, M7	R1, R2, R3, R4, R5	40,00	1,60
SELF-EMPLOYED WORK: Study, Individual preparation of exercises, assignments, reports, to present or deliver in classes and/or in tutoring. Activities in platform or other virtual spaces. M2	R1, R2, R3, R4, R5	50,00	2,00
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1. General aspects established in the regulations that govern the secondary stage in Physical Education.	1. General aspects established in the regulations that govern the secondary stage in Physical Education. Analysis of the different curricular elements of the subject of PE, established in the regulations that govern the secondary stage.
2. The design of the educational program: elements and phases	2. The design of the educational program: elements and phases
3. Techniques and instruments for the evaluation of educational programs.	3. Techniques and instruments for the evaluation of educational programs.
4. Values ??and attitudes and their development in educational programs	4. Values ??and attitudes and their development in educational programs
5. Socio-educational planning as an instrument for social transformation.	5. Socio-educational planning as an instrument for social transformation.
6. The design of a socio-educational planning in the school environment.	6. The design of a socio-educational planning in the school environment.
7. Techniques and instruments to evaluate socio-educational planning	7. Techniques and instruments to evaluate socio-educational planning



Temporary organization of learning:

Block of content	Number of sessions	Hours
1. General aspects established in the regulations that govern the secondary stage in Physical Education.	3,00	6,00
2. The design of the educational program: elements and phases	4,00	8,00
3. Techniques and instruments for the evaluation of educational programs.	4,00	8,00
4. Values ??and attitudes and their development in educational programs	4,00	8,00
5. Socio-educational planning as an instrument for social transformation.	4,00	8,00
6. The design of a socio-educational planning in the school environment.	7,00	14,00
7. Techniques and instruments to evaluate socio-educational planning	4,00	8,00



References

Batlle, R., (2013). El aprendizaje-servicio en España. El contagio de una revolución pedagógica necesaria. Madrid: PPC.

Campo, L., y Puig, J.M. (2012). Com impulsar l'APS a l'àmbit local?:

www.aprenentatgeservei.cat/intra/aps/documents/aps_ambit_local_web.pdf (en catalán).

Conselleria de Educació (2015). Decreto 87/2015, por el que establece el currículo y desarrolla la ordenación general de la educación secundaria obligatoria y del bachillerato en la Comunitat Valenciana. [2018/4258

Martín, X., y Rubio, L. (2010). Prácticas de ciudadanía. Diez experiencias de aprendizaje-servicio. Barcelona: Octaedro.

Ministerio de Educación cultura y deporte (2014). Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato.

Puig, J. M. (coord.), (2009). Aprendizaje servicio (ApS). Educación y compromiso cívico. Barcelona: Graó.

Puig, J.M., Batlle, R., Bosch, C., y Palos, J. (2006). Aprendizaje servicio. Educar para la ciudadanía. Barcelona: Octaedro.

Tapia, N. (2006). Aprendizaje y servicio solidario. Buenos Aires: Ciudad Nueva.