



Information about the subject

Degree: Bachelor of Sciences of Physical Activity and Sport

Faculty: Faculty of Physical Activity and Sport Sciences

Code: 280402 **Name:** Design, assessment and intervention of educational programs

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

Module: 6-9) Professional itinerary module

Subject Matter: Education of the physical activity and the sport **Type:** Compulsory

Field of knowledge: Management and didactics in Physical Activity

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

IED Laura Ruiz Sanchis (**Responsible Lecturer**)

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Module organization

6-9) Professional itinerary module

Subject Matter	ECTS	Subject	ECTS	Year/semester
Education of the physical activity and the sport	12,00	Design, assessment and intervention of educational programs	6,00	4/1
		Pedagogy in Educational Values in Physical and Sports Activity	6,00	4/1
Sports training	12,00	Assessment of Biological Condition	6,00	4/1
		Planning and Methodology of Sports Training	6,00	4/1
Physical Activity and Quality of Life	12,00	Prescription and Assessment of Physical Exercise in Different Populations	6,00	4/1
		Promotion and Programs of Healthy Lifestyles	6,00	4/1
Management and sportive/sport recreation.	12,00	Sports Facilities	6,00	4/1
		Structure and Legislation in Sports Management	6,00	4/1

Recommended knowledge

To choose the route chosen, the student must have surpassed 6 credits of applied knowledge in relation to the itinerary you choose. Also, in order to take the course, students must have passed the subject didactics and methodology of physical activity and sport.



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 Acquisition of basic theoretical knowledge.
- R2 Learning to make an effective search and selection of information to expand and personalize the theoretical content of the course.
- R3 Know how to design, develop and evaluate processes of planning educational programs.
- R4 Knowing implement and evaluate management factors suitable for educational programs.
- R5 Knowing and using techniques and instruments for collecting information both in the needs analysis and the evaluation process.
- R6 Designing educational programs through different materials and methodologies.
- R7 Knowing how to apply the evaluation at different stages.
- R8 Learn to synthesize, organize and present information both orally and in writing.
- R9 Learning to work together and make decisions.



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):

GENERAL		Weighting			
		1	2	3	4
CG2	Ability to apply information technology and communication (ICT)				X
CG3	Develop skills to solve problems through decision-making				X
CG4	Transmit any information regarding the contents of body expression both in writing and orally				X
CG5	Plan and organize any activity efficiently				X
CG6	Develop interpersonal skills and teamwork, both international and domestic contexts and in interdisciplinary teams and non-interdisciplinary			X	
CG7	Be capable of critical reasoning using the knowledge gained				X
CG8	Being able to recognise multicultural and diverse environment	X			
CG9	Knowing and complying with the professional ethics necessary to work				X
CG10	Develop skills to adapt to new situations and autonomous learning				X
CG11	Develop skills for creativity, initiative and entrepreneurship				X
CG13	Being able to apply theoretical knowledge in practice				X
CG14	Use Internet well as communication and as a source of information				X
CG15	Conveying the acquired knowledge both to specialists in the subject and to people who are not experts on it			X	
CG17	Learn about other cultures and customs and be able to adapt its activities to them		X		



CG19 Developing habits aiming at obtaining excellence and quality at work

X

SPECIFIC

Weighting

1 2 3 4

CE6 Know and experience the practice of body language as a means of communication and personal and interpersonal relationship

X

CE10 Design, plan and evaluate content of body language to improve motor skills

X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R3, R4, R6, R7, R8	40,00%	Written/oral and/or practical tests.
R2, R3, R4, R5, R6, R7, R8, R9	60,00%	Completion of a project.

Observations

To pass the subject in the 1ª enrolment convening will be essential.

·Written / oral test: Test, in which the analytical and relationship between the developed themes prevail.

·Design programs: An educational programming designed for groups. This paper will assess: a) design, b) development and reflection c) Delivery on time and form. In addition, an educational project that will be evaluated: a) design, b) development and reflection c) delivery in time and form.

·Presentation Group work: The public presentation of the group work. This paper will assess a) the ability to synthesize the most relevant information. b) the work of the team: when documenting the issue and make the presentation in Power Point. c) The team's ability to present and communicate the contents properly.

·Practices: In case of non-compliance must submit a dossier expanding practice sessions each session (day delivery of written / oral test) as well as answer additional questions on the exam.

·The score must be obtained in each section described in the assessment and averaging to pass the course, will be specified in each tutorial group.

·In the event that a party is suspended, regardless of the average of all remaining parts being approved on 5, the student will be awarded a maximum score of 4.5 points.

Learning activities

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

M1 Exhibition of contents by the teacher.



- M2 Dynamics and group activities.
- M3 Resolution of problems and cases.
- M5 Discussion in small groups.
- M6 Practical lesson.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
PRACTICAL /SEMINAR CLASS: Dynamics and group activities. Resolution of problems and cases. Laboratory practices. Data search in a computer room, library... Meaningful construction of knowledge through the interaction and activity of the student M2, M3, M5, M6	R1, R2, R3, R4, R5, R6, R7, R8, R9	24,00	0,96
TUTORY: Learning supervision, evolution. Discussion in small groups. Resolution of problems and cases. Presentation of results before the teacher. Presentation of schemes and indexes of the proposed works. M5	R1, R3, R4, R6, R9	2,00	0,08
EVALUATION: Set of oral and / or written tests used in the evaluation of the student, including the oral presentation of the final project. M2, M3	R1, R3, R4, R5, R6, R7	4,00	0,16
THEORETICAL CLASS: Presentation of content by the teacher. Competency analysis. Demonstration of skills, abilities and knowledge in the classroom. M1, M2, M5	R1, R5, R6, R7	30,00	1,20
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK: Problem solving. Preparation of exercises, works, memories, to exhibit or deliver in classes and / or in tutoring. M2, M3	R3, R4, R5, R6, R9	20,00	0,80
AUTONOMOUS WORK: Study, Individual preparation of exercises, works, memories, to exhibit or deliver in classes and / or in tutoring. Platform activities or other virtual spaces. M3	R1, R2, R3, R4, R5	70,00	2,80
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Block I: Planning in the PE school	<ol style="list-style-type: none">1. General aspects set out in the regulations governing the ESO.2. Analysis of the different elements of the subject curriculum EF, established in the regulations governing the ESO.3. Teaching Programming:- Finality and basic competences.- Objectives- Contents- Evaluation Criteria- Timing
Block II: Design of social and educational programs	<ol style="list-style-type: none">4. The socioeducational planning as a tool for social transformation.5. The design of educational programs: elements and phases.- The contextual basis and diagnosis of the socioeducational reality. Procedures, methods and techniques.- The formulation of alternatives: conceptual framework, objectives, content and evaluation proposals.6. Program implementation: management factors
Block III: Methodology for evaluating intervention programs socio-educational	<ol style="list-style-type: none">7. Fundamentals and basic concepts of program evaluation and community socio-educational.8. The general process of socio-educational assessment programs: the evaluation design.9. The evaluation of the implementation process and result.10. Techniques and tools for gathering information in assessing socio-educational programs.



Temporary organization of learning:

Block of content	Number of sessions	Hours
Block I: Planning in the PE school	11,00	22,00
Block II: Design of social and educational programs	12,00	24,00
Block III: Methodology for evaluating intervention programs socio-educational	7,00	14,00

References

BASIC BIBLIOGRAPHY:

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.



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☒ Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☒ Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

- ☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- ☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

No changes will be made in the assessment instruments, but an adaptation of the tasks depending on the circumstances will be made if necessary.