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	Laura Ruiz Sanchis **(Responsible Lecturer)**	laura.ruiz@ucv.es
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284C	Laura Ruiz Sanchis **(Responsible Lecturer)**	laura.ruiz@ucv.es
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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
		Presciption 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 pedagogical proposals and evaluation instruments applied to the educational field, addressing diversity in Physical Education.
R2	Organize, structure, and adapt the Physical Education pedagogical proposal to the levels of motor, cognitive, affective, and social development, addressing educational inclusion.
R3	Analyze and evaluate the tasks/activities of learning in the pedagogical proposal for the development of motor competence.
R4	Select different pedagogical models and learning methodologies based on the characteristics of the group in various educational realities.
R5	Interpret and integrate the legal framework at the various levels of curricular specification and realities within the educational field.

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, R3, R4, R5	30,00%	Written and/or practical tests.
R1, R2, R3, R4, R5	50,00%	Individual or Group Work / Project.
R1, R2, R3, R4, R5	5,00%	Self appraisal.
R1, R2, R3, R4, R5	15,00%	Exercises and Practices in the Classroom.

Observations

Students may keep the assessment tools they have passed for three years after their initial enrollment.
A 50% grade is required for:
- Written and/or practical tests.
- Individual or group assignments/projects.
- Classroom exercises and practices.

If any of these criteria are not met, the student will be given a maximum grade of 4.5.
This course is NOT eligible for a single assessment, pursuant to Article 10.3 of the GENERAL REGULATIONS FOR THE EVALUATION AND GRADING OF OFFICIAL COURSES AND DEGREES OF THE UCV. Attendance will be monitored for the theoretical and practical sessions indicated in the schedule, and students must attend 80% of them. Otherwise, the student will complete the assignment individually during the second sitting.
OTHER CLARIFICATIONS
Written and/or practical tests
Multiple-choice test. Standard penalty system*.
Individual or group assignment/project
Pedagogical proposal (30%)Oral presentation of the work (15%)Contract and work reports (5%).
Classroom exercises and practical work.
Completion of practical cases.
Self-assessment
Critical reflection on the work developed.
*Standard Penalty System
No options = No subtractions
2 options = 1 incorrect answer subtracts 100%

3 options = 1 incorrect answer subtracts 50%
4 options = 1 incorrect answer subtracts 33.3%
5 options = 1 incorrect answer subtracts 25%
6 options = 1 incorrect answer subtracts 20%
The detailed explanation (work procedure) as well as the assessment tools (sheets or rubrics) for each section will be posted on each group's platform for the student's use.

Use of Artificial Intelligence Tools in the CAFD Degree Program

Use of Artificial Intelligence tools in the CAFD degree program In the Bachelor's Degree in Physical Activity and Sports Sciences (CAFD), the use of Artificial Intelligence (AI) tools is permitted in a complementary and responsible manner, as long as it contributes to active learning, the development of critical thinking, and the improvement of students' professional skills. Under no circumstances should AI replace personal effort, direct practice, or independent reflection, which are fundamental pillars of this degree program.

Permitted Uses of AI:
·Obtaining alternative explanations of theoretical or methodological concepts.
·Generating outlines, concept maps, or summaries to support study.
·Simulating interviews, questionnaires, or training sessions as part of methodological or research practices.
·Receiving feedback on report writing, provided that the original content is the student's own.
·Supporting the search for bibliography or scientific references, always contrasting with reliable and real academic sources, and respecting the CAFD regulations for the presentation of university work.

Prohibited Uses of AI:
·Writing complete sections of academic papers, classroom exercises and practices, internship reports, journals, or portfolios, as well as the Final Degree Project.
·Formulating hypotheses, objectives, or conclusions for academic work.
·Replacing qualitative or quantitative data analysis with automated tools without human validation.
·Creating videos, presentations, or avatars with AI as a substitute for the student's oral or practical presentation.
·Obtaining automatic answers to tests, rubrics, or assessable activities through the use of AI.

Citation and Attribution Guidelines:
·Any use of AI tools must be explicitly acknowledged in the submitted document (e.g., in a footnote or appendix).
·The name of the tool, the purpose of use (e.g., grammatical review, organization of ideas, interview simulation), and where it was used in the work must be indicated.
·Responsible use of AI will be evaluated within the framework of originality, academic honesty, and digital competence.

Additional recommendations:
Students are encouraged to combine the use of AI with traditional methods (manual problem solving, practical session design, direct observation, etc.) to ensure the comprehensive development of their skills.

If there are any doubts about the permitted use of AI in a specific activity, students should consult the faculty responsible for the course.

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	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 – CURRICULAR DESIGN CONSIDERATIONS IN EDUCATIONAL REGULATIONS	1 – CURRICULAR DESIGN CONSIDERATIONS IN EDUCATIONAL REGULATIONS
2 – FACTORS AND PRINCIPLES GOVERNING PLANNING	2 – FACTORS AND PRINCIPLES GOVERNING PLANNING
3 – DECISIONS TO BE MADE IN PLANNING	3 – DECISIONS TO BE MADE IN PLANNING
4 – DESIGN OF A TEACHING PROGRAM AND CLASSROOM PROGRAMMING IN PHYSICAL EDUCATION FOR A SECONDARY SCHOOL	4 – DESIGN OF A TEACHING PROGRAM AND CLASSROOM PROGRAMMING IN PHYSICAL EDUCATION FOR A SECONDARY SCHOOL
5 – TECHNIQUES AND INSTRUMENTS FOR EVALUATING EDUCATIONAL PROGRAMS	5 – TECHNIQUES AND INSTRUMENTS FOR EVALUATING EDUCATIONAL PROGRAMS

Temporary organization of learning:

Block of content	Number of sessions	Hours
1 – CURRICULAR DESIGN CONSIDERATIONS IN EDUCATIONAL REGULATIONS	6,00	12,00
2 – FACTORS AND PRINCIPLES GOVERNING PLANNING	6,00	12,00
3 – DECISIONS TO BE MADE IN PLANNING	6,00	12,00
4 – DESIGN OF A TEACHING PROGRAM AND CLASSROOM PROGRAMMING IN PHYSICAL EDUCATION FOR A SECONDARY SCHOOL	6,00	12,00
5 – TECHNIQUES AND INSTRUMENTS FOR EVALUATING EDUCATIONAL PROGRAMS	6,00	12,00

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 Educación (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.