



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1162031 **Name:** Biological and physiological bases of movement and physical abilities

Credits: 6,00 **ECTS Year:** 3, 4 **Semester:** 2

Module: Qualifying Mention in Physical Education

Subject Matter: Biological and physiological bases of movement **Type:** Elective

Field of knowledge: Social and legal sciences

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Qualifying Mention in Physical Education

Subject Matter	ECTS	Subject	ECTS	Year/semester
Specialization in Physical Education	6,00	Development and assessment of capabilities, motor skills and body expression	6,00	3, 4/1
Biological and physiological bases of movement	6,00	Biological and physiological bases of movement and physical abilities	6,00	3, 4/2
The Didactics of Physical Education	6,00	Didactics and planning of physical education I	6,00	4/2
Games and sports	6,00	Individual and group sports and games	6,00	4/2
Physical activity and health	6,00	Treatment of physical activity, health and special educational needs	6,00	4/2

Recommended knowledge

None



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 The students demonstrate knowledge of the structure and functioning of the human body through a written test and/or solving practical cases and/or oral presentation.
- R2 The students design programming units, either individually or in groups, taking into account the quantitative component of movement, expressed through basic physical abilities
- R3 The students present a theoretical-practical case that demonstrates mastery of the theoretical-practical contents of the subject, as well as group management and dynamics. Anatomical elements and physiological processes of the human body involved in the capacity for movement. Mechanisms of adaptation



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
CG1	Understand the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, and the body of didactic knowledge around the respective teaching and learning procedures.			X	
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.			X	
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.				X
CG10	Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.				X
CG11	Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.			X	
SPECIFIC		Weighting			
		1	2	3	4
EEF1	Understand and value the principles that contribute to cultural, personal and social education through Physical Education.				X
EEF2	Master the school curriculum of Physical Education.				X
EEF3	Acquire and know how to apply resources to promote lifelong participation in sporting activities in and out of school.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
	20,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
	20,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
	40,00%	Written tests: Objective tests with short and extended responses.

Observations

The evaluation includes several distinct instruments. The final grade will be the weighted average of the results obtained in each one of them, provided that all of them have been passed with a minimum grade of 5. All of them with a minimum grade of 5.

The objective written tests will be mixed and will contain open and/or multiple-choice questions. All assignments will have a specific date for completion and delivery. All oral and written production by the students will be evaluated at a formal level according to the document "Level C1 (Framework C1)". the document "Level C1 (Common European Framework of Reference for Languages) in the Degrees of Teacher in Early Childhood and Primary Education". The defenses of the practical cases can be recorded in video format.



CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.

Learning activities

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

- M1 Participatory Master Class
- M2 Case Study
- M4 Learning Contracts
- M5 Seminar Work
- M6 Problem-based Learning
- M7 Cooperative/Collaborative Work
- M9 Group and Individual Tutoring
- M10 Individual Tutoring



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical Class M1	R2, R3	20,00	0,80
Practical Class M6, M7, M9		35,00	1,40
Tutoring M10	R2, R3	2,00	0,08
Evaluation M2	R1, R2, R3	3,00	0,12
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M2, M7, M9	R1, R2, R3	60,00	2,40
Individual work M2, M10	R2, R3	30,00	1,20
TOTAL		90,00	3,60

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual tutoring (e-learning mode)		60,00	2,40
TOTAL		60,00	2,40



ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work		90,00	3,60
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: BIOLOGICAL AND PHYSIOLOGICAL BASIS OF HUMAN MOVEMENT	<p>Topic 1. Anatomy and Physiology: Basic Concepts.1.1 Concepts of Anatomy and Physiology.1.2 Composition of living matter1.3 Cellular organization1.4 Pluricellular organization1.5 MetabolismAnatomy and physiology of the locomotor system and its implication with physicalinvolvement with physical activity.2.1 Bone system2.2 Joint system2.3 Muscular system</p> <p>Topic 3. Anatomy and physiology of the cardio- respiratory system and its relation with physical activity.respiratory system and its relationship with physical activity.</p> <p>3.1 Cardiovascular system. Anatomy and physiology3.2 Respiratory system. Anatomy and physiology</p>



BLOCK II: PHYSICAL CAPABILITIES

Topic 4. Strength

4.1. Concept and Definition 4.2. Types of Strength 4.3. Classes of contraction and muscular function 4.4.4. Evolution of strength in childhood and school stage 4.5.4.4. Evolution of strength in childhood and school 4.5. Treatment and considerations of strength work in the school context in the school context 4.5.1. Correct and safe performance of the exercises 4.5.1. Correct and safe performance of exercises 4.5.2. Adaptations

Topic 5. Endurance 6.1. Concept and Definition 6.2 Types of endurance 6.3 Sources of energy 6.4 Factors that determine the capacity for performance 6.4.1 O₂ debt 6.4.2 O₂ consumption and uptake capacity 6.4.3 Energy sources absorption capacity 6.4.3 Lactic acid support and clearance 6.5. Evolution of endurance in childhood and schooling 6.6.6.5 Evolution of endurance in childhood and school 6.6 Methods of intervention and assessment in the school settings school setting Topic 7. Speed 7.1 Concept and Definition 7.2 Factors on which it depends 7.3 Types of speed 7.4 Evolution of speed in childhood and the school stages school stage 7.5 Methods of intervention and assessment in the school settings school framework Topic 8. Flexibility 8.1 Concept and definition 8.2 Types of flexibility 8.3 Muscle and joint component 8.4 Methods of intervention and evaluation in the school setting

Temporary organization of learning:

Block of content	Number of sessions	Hours
BLOCK I: BIOLOGICAL AND PHYSIOLOGICAL BASIS OF HUMAN MOVEMENT	10,00	20,00
BLOCK II: PHYSICAL CAPABILITIES	20,00	40,00



References

- Brown, Lee E. (2007). Entrenamiento de velocidad, agilidad y rapidez. Barcelona: Ed. Paidotribo.- Calais-Germain, B. (2002). Anatomía para el movimiento. Girona: Curvet & Marqués.- Castañer, M. y Camerino, O. (1991). La Educación Física en la Enseñanza Primaria. Barcelona:INDE.- Devís, J. y Peiró, C. (1992). Actividad física, deporte y salud. Barcelona: INDE.- Devís, J. (2000). Nuevas perspectivas curriculares en educación física: la salud y los juegos modificados. Barcelona: INDE.- García J.M., Navarro, M. & Ruiz, J.A. (1996). Bases teóricas del entrenamiento deportivo. Madrid:Gymnos.- García Manso, J.M. (2002). La Fuerza. Madrid: Ed. Gymnos.- García, J.M., Navarro, M. & Ruiz, J.A. (1996). Pruebas para la valoración de la capacidad motriz en el deporte. Madrid: Gymnos.- García-Verdugo, M. (2007). Entrenamiento de la resistencia. Barcelona: Ed. Paidotribo.- Kahle, W; Leonhart, H & Platzer, W. (1993). Atlas de Anatomía Tomo I: Aparato locomotor. Barcelona: Omega.- Kamine, P. (2003). Anatomía general. (2a ed.). Madrid: Médica Panamericana.- Neiger, H. (2007). Estiramientos analíticos manuales. Madrid: Ed. Panamericana.- Latarjet, M & Ruiz-Liard, A. (2005). Anatomía humana. (4a ed.). Madrid: Médica Panamericana.- Lloret, M. (2003). Anatomía aplicada a la actividad física deportiva. Madrid: Médica Panamericana.- Palastanga, N; Field, D. & Soanes, R. (2000). Anatomía y movimiento humano. (3ed.). Barcelona: Paidotribo.- Rouvière, H & Delmas, A. (2001). Anatomía humana. Tomo I, II y III. (10a ed.). Barcelona: Masson.- Sobotta, J. (2002). Atlas de Anatomía humana. Tomo I: cabeza, cuello y miembro superior. (24a ed.). Madrid: Médica Panamericana.- Sobotta, J. (2002). Atlas de Anatomía humana. Tomo II: tronco, vísceras y miembro inferior. (24a ed.). Madrid: Médica Panamericana.- Tercedor P. (2001) Actividad física, condición física y salud. Sevilla: Wanceulen.- Weineck J. (2006) Entrenamiento óptimo. Barcelona: Editorial Hispano Europea SA.- Weineck, J. (2004) Salud, ejercicio y deporte. Barcelona. Paidotribo



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:

none



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:

none



ONLINE 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:

Both the instruments and the percentages established in the teaching guide are presented. Due to the current situation, there will be no changes in the evaluation instruments, but there will be changes in the value of their percentages. The evaluation tests will be done telematically through the resources established according to the situation of the university.