



## Information about the subject

**Degree:** Bachelor of Arts Degree in Primary School Education

**Faculty:** Faculty of Teacher Training and Education Sciences

**Code:** 1162033 **Name:** Didactics and planning of physical education I

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

**Module:** Qualifying Mention in Physical Education

**Subject Matter:** The Didactics of Physical Education **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

## 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 function of the human body through a written test and/or practical case solving and/or oral presentation
- R2 The students design programming units, 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 demonstrating mastery of the theoretical-practical contents of the subject, as well as group management and dynamics. Anatomical elements and human physiological processes 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



# Course guide

Year 2023/2024

## 1162033 - Didactics and planning of physical education I

EEF4	Develop and assess curriculum content through appropriate teaching resources and promote the corresponding competences in students.		X
EEF7	Master the specific theory and didactics of Physical Education, the fundamentals and techniques of programming the area and designing sessions, as well as intervention strategies and evaluation of results.		X
EEF12	Apply basic knowledge of new information and communication technologies (NICT) and their application to an up-to-date information context in order to learn about developments in physical education and sport.		X
EEF14	To guide and supervise the activities related to physical activity , which are taught at the centre during school and out-of-school hours.		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 well-differentiated instruments. The final grade will be the weighted average of the results obtained in each of them, as long as all have passed with a grade of at least 5.

All works will have execution and due dates.

All oral and written production of students will be evaluated at the formal level according to the document "Level C1 (Common European Framework of Reference for Languages) in the Teaching Degrees in Early Childhood and Primary Education".

The defenses of the practical assumptions 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
- M3 Project-based Learning
- M4 Learning Contracts
- M5 Seminar Work
- 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, M3	R1, R2, R3	20,00	0,80
Practical Class M1, M5	R1, R2, R3	35,00	1,40
Tutoring M9, M10	R1, R2, R3	2,00	0,08
Evaluation M5, M7	R1, R2, R3	3,00	0,12
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M3, M7	R1, R2, R3	60,00	2,40
Individual work M3, M5	R1, R2, R3	30,00	1,20
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>

## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual tutoring (e-learning mode)	R1, R2, R3	60,00	2,40
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work	R1, R2, R3	90,00	3,60
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>





## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

#### Content block

#### Contents

### PART I: PHYSICAL EDUCATION DIDACTICS

#### Topic 1. Epistemological Considerations: Basic Concepts.

1. Concepts of Education and Teaching
2. Concept of Didactics and Planning
3. Specific Didactics of Physical Education
4. Models for the analysis of teaching
5. Paradigms of education and educational approaches

#### Topic 2. The teaching intervention.

1. Teaching behavior in P.E. class
2. The role of the teacher
3. The role of the student
4. The analysis of the motor tasks.

#### Topic 3. Teaching techniques.

1. Definitions.
2. Objectives
3. Types of techniques: Direct instruction and Teaching through searching.

#### Topic 4. The Styles of Teaching.

1. Proposal by Muska Mosston.
2. Proposal by Delgado Noguera.
3. Proposal by Mosston and Ashworth

#### Unit 5. Class Management.

1. The Organization of the class.
2. Class control.

#### Unit 6. The Assessment



## PART II: P.E. PLANNING

Unit 7. The P.E. Curriculum in Primary Education.

7.1. Introduction

7.2. Capabilities and Objectives.

7.3. Contents.

7.4. Evaluation criteria.

Unit 8. The Didactic Unit and Classroom Program

1. Sequences and Didactic Unit

2. The Classroom Schedule

Topic 9. The P.E. session

## Temporary organization of learning:

Block of content	Number of sessions	Hours
PART I: PHYSICAL EDUCATION DIDACTICS	20,00	40,00
PART II: P.E. PLANNING	10,00	20,00



## References

### BIBLIOGRAFÍA

#### Bibliografía básica

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- Contreras, O. y Cuevas, R. (2011). *Competencias básicas desde la Educación Física*. Barcelona: Inde
- Delgado, M. A. (2002). *Educación Física y estilos de enseñanza*. Barcelona: Inde.
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- Galera, A. (2001). *Manual de didáctica de la educación física I y II. Una perspectiva constructivista moderada. Funciones de Impartición y Funciones de Programación*. Barcelona: Paidós.
- Hernández J.L. y Velázquez, R. (2010). *La Educación Física a estudio. El profesorado, el alumnado y los procesos de enseñanza*. Barcelona: Grao.
- Mosston, M. y Ashworth, S. (1993). *La enseñanza de la educación física. La reforma de los estilos de enseñanza*. Barcelona: Hispano-europea.
- Sicilia, A. y Delgado, M.A. (2002). *Educación física y estilos de enseñanza*. Barcelona: Inde.
- Vázquez, B. et. al. (2001). *Bases educativas de la actividad física y el deporte*. Síntesis: Madrid.

#### Bibliografía complementaria

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- Blazquez, D. (1990). *Evaluar en Educación Física*. Barcelona: Inde.
- Blázquez, D. (2008). *Enseñar por competencias en Educación Física*. Barcelona: Inde.
- Bla'zquez, D. (2013). *Diez competencias para ser mejor profesor en Educación Física: La gestión didáctica de la clase*. Barcelona: Inde.



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- Devi's, J. y Peiró, C. (1992). *Nuevas perspectivas curriculares en Educación Física: la salud y los juegos modificados*. Barcelona: Inde.
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- Ortí, J. (2004). *La animación deportiva, el juego y los deportes alternativos*. Barcelona: Inde.
- Ríos, M. (2015). *Manual de educación física adaptada al alumno con discapacidad*. Barcelona: Paidotribo.
- Ruiz, J. V. y Omeñaca, R. (2015). *Juegos cooperativos y educación física*. Barcelona: Paidotribo.
- Ureña, F. (2008). *La educación física en secundaria y bachillerato basada en competencias*. Barcelona: Inde.



## 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:

The practical part of the course will be completed with the visualization and analysis of both articles and videos, as well as their corresponding explanation and resolution of doubts.



## 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:

Both the instruments and the percentages established in the teacher's guide are presented. Due to the current situation, no changes will be made to the assessment instruments, but the value of the percentages will be changed. The evaluation tests will be done via telematics through the resources established according to the situation of the university.



## 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: