



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1162035 **Name:** Treatment of physical activity, health and special educational needs

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

Module: Qualifying Mention in Physical Education

Subject Matter: Physical activity and health **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



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):

BASIC		Weighting			
		1	2	3	4
CB1	That students will have demonstrated possession and understanding of knowledge in an area of study that builds upon general secondary education and is typically found at a level that, while supported by advanced textbooks, also includes aspects that involve cutting edge knowledge in their field of study.			X	
CB2	That students will know how to apply their knowledge to their work or vocation in a professional manner and possess the competencies that are usually demonstrated through the development and defense of arguments and problem-solving within their area of study.			X	
CB3	That students will have the ability to gather and interpret relevant data (usually within their area of study) in order to make judgements that include reflection on social, scientific or ethical issues.				X
CB4	That students will be able to convey information, ideas, problems and solutions to both specialized and non-specialized audiences.			X	
CB5	That students will have developed the necessary learning skills to undertake further studies with a high degree of autonomy.				X
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	



Year 2023/2024

1162035 - Treatment of physical activity, health and special educational needs

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
EEF4 Develop and assess curriculum content through appropriate teaching resources and promote the corresponding competences in students.				X
EEF9 Knowing how to detect anatomical-functional, cognitive and social relationship difficulties, based on body and motor signs, as well as how to apply first aid.				X
EEF10 Promote healthy habits, establishing cross-cutting relationships with all areas of the curriculum.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2, R3	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).
R1, R3	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3	20,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3	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 one of them, provided that all of them have been passed with a minimum grade of 5.

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 (Common European Framework of Reference for Languages) in the Degrees of Teacher in Early Childhood and Primary Education".

The defenses of the practical cases may be recorded in video format if necessary.

Criteria for the awarding of Honors Grades:

Maximum of one honorary registration every 20 students. Those students who obtain a final grade of 9.5 or higher will be eligible. If there are two final grades with the same score, the grade obtained in the other evaluation instruments used will be taken into account, in order of percentage evaluation.



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
M3	Project-based Learning
M5	Seminar Work
M6	Problem-based Learning
M7	Cooperative/Collaborative Work
M9	Group and Individual Tutoring
M10	Individual Tutoring
M19	Individual Tutoring



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical Class M1, M2, M5, M6, M7, M9	R1, R2, R3	20,00	0,80
Practical Class M1, M2, M5, M6, M7, M9, M10	R1, R2, R3	35,00	1,40
Tutoring M9, M10	R1, R2, R3	2,00	0,08
Evaluation M2, M5, M6, M7, M9, M10	R1, R2, R3	3,00	0,12
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M2, M3, M5, M6, M7, M9	R1, R2, R3	60,00	2,40
Individual work M2, M3, M6, M7, M9, M10	R1, 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) M19	R1, R2, R3	60,00	2,40
TOTAL		60,00	2,40



ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work M19	R1, R2, R3	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
Physical activity and health treatment	<p>Basic concepts related to health.</p> <p>Evolution of the concept of health and its relation to physical activity.</p> <p>Relationship between physical fitness and health.</p> <p>Health-related perspectives of physical activity: rehabilitative, preventive and wellness.</p> <p>Benefits and risks of physical activity.</p> <p>Healthy physical activities.</p> <p>General recommendations in the prescription of healthy physical activity (ACSM-WHO).</p> <p>Correct, safe and effective performance of exercises.</p> <p>Physical capacities related to health. Theoretical basis and practical applications.</p> <p>Physical activity and healthy lifestyle habits.</p> <p>Identification of unhealthy practices. Discouraged exercises.</p> <p>Acquisition of healthy habits.</p> <p>Myths and false beliefs about physical activity.</p> <p>Contexts of promotion of healthy physical activity. Intervention programs.</p>
TREATMENT OF SPECIAL EDUCATIONAL NEEDS	<p>Inclusive physical activity.</p> <p>Physical activity and disability</p> <p>Practical proposals of sensitization for students with special educational needs.</p> <p>Didactic proposals of inclusive intervention in physical education: visual, hearing and motor disabilities and students with SEN.</p> <p>Adapted sport</p>



Temporary organization of learning:

Block of content	Number of sessions	Hours
Physical activity and health treatment	20,00	40,00
TREATMENT OF SPECIAL EDUCATIONAL NEEDS	10,00	20,00



References

- A.A.V.V. (1998). Play and students with disabilities. Barcelona: Paidotribo. A.A.V.V.V. (1993). Special educational needs. Málaga: Algibe. Asún, S. et al. (2003). Physical Education adapted for primary school. Barcelona: Inde. Bernal, J. (2001). Games and adapted activities. Madrid: Gymnos. BOE (2020). Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. Castañer Balcells, M. et al (2001). Physical education in primary education. Barcelona: Inde. Cumellas, M. (2006). Motor and sensory disabilities in primary education. Barcelona: Inde. Delgado Fernández, M. et al (1997). Physical-sports training and nutrition. From childhood to adulthood. Barcelona: Paidotribo. Devís, J. (2000). Physical activity, sport and health. Barcelona: Inde. Devís, J. and Peiró, C. (1992). New curricular perspectives in Physical Education: health and modified games. Barcelona: Inde. Garel, J. P. (2011). Physical Education and motor disabilities. Barcelona: Inde. Granda, J. (2002). Manual of learning and motor development: an educational perspective. Barcelona: Paidós. Hernández, F. J. (2012). Inclusion in Physical Education. Barcelona: Inde. Kapandji, A.I. (1999). Articular Physiology. Volumes 1-2-3. Madrid: Panamericana. López Miñarro, P. A. (2000). Ejercicios desaconsejados en la actividad física. Barcelona: Inde. López Miñarro, P. A. (2002). Mitos y falsas creencias en la práctica físico deportiva. Barcelona: Inde. López Miñarro, P. A. (2010). Physical activity for health. Murcia: Diego Marín. Martín, D. (2021). SAAC: Augmentative and alternative communication systems - Cefine: <https://cefine.es/2021/05/saac-sistemas-aumentativos-y-alternativos-de-comunicacion/> Méndez Giménez, A. And Méndez Giménez, C. (2000). Los juegos en el currículum de la Educación Física. Barcelona: Paidotribo. Pérez, V. (2000). Physical activity, health and attitudes. Valencia: Edetania Ediciones. Ríos, M. (2011). Manual de Educación Física adaptada al alumnado con discapacidad. Badalona: Paidotribo. Rodríguez, P. L. (2006). Physical Education and health in primary school. Barcelona: Inde. Ruiz Pérez, L. M. (1994). Motor Development and Physical Activities. Madrid: Gymnos. Ruiz Pérez, L. M. (1995). Motor competence. Madrid: Gymnos. Sánchez Bañuelos, F. (1984). Bases para una didáctica de la Educación Física. Madrid: Gymnos. Sánchez, M. and Savant, P. M. (2021). Sistemas Aumentativos / Alternativos de la Comunicación en el abordaje fonoaudiológico de niños y adolescentes con diagnóstico de Trastorno del Espectro Autista, en efectores de la ciudad de Rosario durante 2021. National University of Rosario. Torres, J. P., and Fernández, J. M. G. (2015). Promoting inclusive schools: analysis of teachers' perceptions and needs from an organisational, curricular and professional development perspective. Revista Electronica Interuniversitaria Interuniversitaria de Formación del Profesorado, 18(1), 177. <https://doi.org/10.6018/reifop.1>



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:



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: