



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:** 0, 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: Teaching and Learning of Physical Education, Plastic Arts, and Music

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	0, 3, 4/2
The Didactics of Physical Education	6,00	Didactics and planning of physical education I	6,00	0, 4/2
Games and sports	6,00	Individual and group sports and games	6,00	0, 4/2
Physical activity and health	6,00	Treatment of physical activity, health and special educational needs	6,00	0, 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



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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.

Single evaluation: Exceptionally, students who are unable to undergo the continuous evaluation system because they do not attend at least 70% of the classes may opt for this evaluation system. In this case, they will be evaluated as follows:

60%. Solution of practical cases: Execution activities of real and/or simulated tasks and oral presentation of group and individual work (oral, written, individual, group). Presentations (individual, group, presentation of topics-works). Associated learning results R1, R2, and R3.40%. Theoretical exam: short-answer multiple options, written exam. Associated learning results R1, R2, and R3. Use of Artificial Intelligence:



The use of AI is allowed for:

Study support (generate alternative explanations, concept maps or self-assessment exercises) Receive feedback on the clarity or coherence of one's own text. The use of AI is not allowed for:

The completion of evaluable assignments, unless it is required in a particular activity and the professor so indicates. In case of using AI in any of the activities under the allowed conditions, it must be mentioned in which part of the activity it has been used, which AI tool has been used and for what purpose. In case of doubts about the authorship of the submitted documents and their use of AI, the professor may ask questions or issues to verify the authorship.

CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

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



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M10 Individual Tutoring





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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
TOTAL		60,00	2,40

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
TOTAL		90,00	3,60

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

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



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ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work	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
PART I: PHYSICAL EDUCATION DIDACTICS	<p>Topic 1. Epistemological Considerations: Basic Concepts.</p> <ul style="list-style-type: none">1. Concepts of Education and Teaching2. Concept of Didactics and Planning3. Specific Didactics of Physical Education4. Models for the analysis of teaching5. Paradigms of education and educational approaches <p>Topic 2. The teaching intervention.</p> <ul style="list-style-type: none">1. Teaching behavior in P.E. class2. The role of the teacher3. The role of the student4. The analysis of the motor tasks. <p>Topic 3. Teaching techniques.</p> <ul style="list-style-type: none">1. Definitions.2. Objectives3. Types of techniques: Direct instruction and Teaching through searching. <p>Topic 4. The Styles of Teaching.</p> <ul style="list-style-type: none">1. Proposal by Muska Mosston.2. Proposal by Delgado Noguera.3. Proposal by Mosston and Ashworth <p>Unit 5. Class Management.</p> <ul style="list-style-type: none">1. The Organization of the class.2. Class control. <p>Unit 6. The Assessment</p>



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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

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Bibliografía complementaria

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