



COURSE GUIDE
Universidad Católica de Valencia

Didactic Resources for the Teaching of
Physical Education and Sport



Year 2010-11

COURSE GUIDE TO Didactic Resources for the Teaching of Physical Education and Sport

		ECTS
MODULE: Didactic Resources for the Teaching of Physical Education and Sport		6
FIELD: Learning and Teaching of Physical Education		12
Subject: Specific		24
Type of learning: Obligatory	YEAR: 1 ^o Semester: 2 ^o	
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SUBJECT ORGANIZATION

Phisical Education´s Specific			24 ECTS:	
Duration and temporal location within the curriculum:				
Subjects and Courses				
Subject	ECTS	Courses	ECTS	Course/ semester
Learning and Teaching of Phisical Education		Didactic Resources for the Teaching of Physical Education and Sport	6	1/2
		Didactics of Phisical Education and sport	6	1/2



COURSE GUIDE TO THE SUBJECT:

Didactic Resources for the Teaching of Physical Education and Sport

Prerequisites:

GENERAL GOALS

- a) Designing appropriate intervention proposals for physical education in high school, analyzing the context and characteristics of students
- b) Provide resources and learning tools for the creation and implementation of sessions for physical education in high school.
- c) Knowing the different methodologies and provide alternative intervention strategies.
- d) Develop the ability to evaluate different teaching-learning processes.

CROSS-SECTIONAL COMPETENCES

Competence measuring scale

Instrumental	1	2	3	4
G 1 Competence in the application of acquired knowledge and problem solving abilities, encountered in new or unfamiliar environments; and, initiated within broader contexts or multidisciplinary scopes relative to one's field of study.			X	
G 2 Capability to integrate knowledge and determine complex judgment calls based on information which incorporates, but is not limited to, reflections on social and ethical responsibilities associated with pertinent knowledge and judgments;			X	
G4 Having learning skills that enable them to continue studying in a self-directed or autonomous manner within the majority of circumstances				X
G 6 To plan, develop and evaluate the teaching and learning process enhancing educational activities to facilitate the acquisition of the different competences, taking into account the level and previous training of students to guide them, both individually and in collaboration with other teachers and school professionals.				X
G 11 To know the processes of interaction and communication in the classroom, mastering social skills necessary to promote learning and coexistence together in the classroom, dealing with problems of discipline and conflict resolution				X



SPECIFIC COMPETENCES				
Disciplinary	1	2	3	4
E 3. Knowing contexts and situations in which use or apply the various curricula.				X
E 6. To acquire criteria to select and develop educational resources				X
E 7. To foster a climate that facilitates learning and values the contributions of the students			X	
E 9. To learn evaluation strategies and techniques and to understand evaluation as a tool to regulate and encourage the effort.				X
E12. To identify the problems of teaching and learning certain materials and to propose alternatives and solutions.				x

LEARNING OUTCOMES	COMPETENCES
R-1 The student is able to design appropriate intervention proposals for physical education in high school, analyzing both the context and the particularities of students and evaluating the process	G1,G2, G6,E3 y E9
R-2 The student is able to use different resources and teaching tools for the creation and implementation of sessions for physical education in high school.	G1,G2,G6, G11, E6 yE7
R-3 The student is able to self-manage learning processes for educational intervention with high school students	G1,G2,G4, y E6
R-4 The student must be knowledgeable of the different methodologies and provide alternative strategies for intervention in secondary teaching contexts.	G6, G11,E7
R-5 The student has to master various useful content for the overall development of high school students	G1,G4,G11,E6

ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	ECTS
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation	R1,R2,R4 y R5	1,2



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	and in-class display of skills, abilities and knowledge.		
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.	R3	0,5
GROUP PRESENTATION OF PAPERS	Application of multidisciplinary knowledge	R1,R2,R3, R4 y R5	0,2
OFFICE ASSISTANCE	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc.	R3 y R4	0,2
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	R1,R2,R3, R4 y R5	0,3
Total			(2,4*)



INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship of Course with Learning Outcomes	ECTS
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	R1,R2,R3, R4 y R5	1
INDEPENDENT WORK	Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	R1,R2,R3, R4 y R5	2,6
Total			(3,6*)

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Active and participatory presence	R1,R2,R3, R4 y R5	100%

The evaluation system is governed by two modes which are explained below:

MODEL A: continuous assessment evaluation criteria mentioned above (* is a maximum of 3 justified absences)



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MODEL B: (Only justified by employment contract or sick-leave presented in the first 3 weeks of course).

STUDENT MUST DEVELOP SKILLS PASING AN EXAMINATION OF QUESTIONS ABOUT THE CONTENTS OF EXPOSED SESSION. MUST BE HIMSELF THAT DEVELOP AND FIND THE OWN CONTENT

The blocks of content and tasks to be performed in each session will be:

1. RECYCLED MATERIAL
2. GROUP DYNAMICS FOR TEENS
3. DRUG ADDICTION PREVENTION
4. FOOD BEHAVIOR DISORDERS
5. SPORTING EVENTS MANAGEMENT IN ANIMATION
6. WATER RESCUE AND FIRST AID, SECONDARY APPLICATIONS
7. ACROBATIC AND TECHNICAL ACROSPORT
8. MULTIDISCIPLINARY TEACHING RESOURCES

MENTION OF DISTINCTION:

The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.5. The student must stand out among the other pupils in all aspects. The number of Distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted. (Royal Decree 1125/2003).

DESCRIPTION OF CONTENTS	COMPETENCES
Teaching resources in relation to the practice of Sport Physical Activity in different environments.	G1,G2,G4,G6,G11,E3, E6, E7,E9 y E12
Educational resources relating to group dynamics.	G1,G2,G4,G6,G11,E3, E6, E7,E9 y E12
Teaching resources in relation to the prevention drug addiction and eating disorders with teenagers.	G1,G2,G4,G6,G11,E3, E6, E7,E9 y E12
Educational resources relating to rescue and life guards	G1,G2,G4,G6,G11,E3, E6, E7,E9 y E12
Teaching resources in relation to the management of sports events in animation	G1,G2,G4,G6,G11,E3, E6, E7,E9 y E12



Teaching resources in relation to interdisciplinary activities	G1,G2,G4,G6,G11,E3, E6, E7,E9 y E12
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REFERENCES

Bibliografía básica y, en su caso, complementaria.

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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,



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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



Blackboard Collaborate Ultra



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 onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:



Microsoft Teams



Blackboard Collaborate Ultra



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.