



COURSE GUIDE
Universidad Católica de Valencia

**Innovation and research in didactics of
physical education and sports**



COURSE GUIDE TO: INNOVATION AND RESEARCH IN DIDACTICS OF PHYSICAL EDUCATION AND SPORTS

		ECTS
MODULE: Innovation and research in Didactics of Physical Education and Sport.		6
FIELD: Learning and teaching physical education.		12
Subject: Specific physical education module		24
Type of learning: specific	YEAR: 1 Semester: 2nd	
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SUBJECT ORGANIZATION

INNOVATION AND RESEARCH IN DIDACTICS OF PHYSICAL EDUCATION AND SPORTS				Nº ECTS: 24	
Duration and temporal location within the curriculum:					
Subjects and Courses					
Subject		ECTS	Courses	ECTS	Course/ semester
Learning and teaching physical education	12		Teaching of physical education	6	1/1
			Innovation and research in didactics of physical education and sports	6	1/2
COURSE GUIDE TO THE SUBJECT: Innovation and research in didactics of physical education and sports					



Prerequisites:				
GENERAL GOALS				
<ul style="list-style-type: none"> - Be able to plan and conduct research within the context of Physical Education in Secondary. - - Knowing the different research methodologies in Physical Education. - - To design appropriate intervention proposals for Physical Education in school, analyzing the context and characteristics of students. - - Provide resources and tools for the creation and implementation of innovative educational activities applicable to physical education. - - Develop the capacity of organization and synthesis in the presentation of research results 				
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	
G 4 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 10 To acquire strategies to encourage student effort and enhance their capacity to learn by themselves and with others, and develop thinking skills and decision-making abilities to facilitate autonomy, confidence and personal initiative.				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



E3 Meet contexts and situations in which use or apply the various curricula.				X
E6 To acquire criteria to select and develop educational resources			X	
E7 To foster a climate that facilitates learning and values the contributions of the students			X	
E9 To learn evaluation strategies and techniques and to understand evaluation as a tool to regulate and encourage the effort.				X
E10 To know and apply innovative teaching proposals in the field of specialization				X
E12 To identify the problems of teaching and learning certain materials and to propose alternatives and solutions.				X
E13 To understand and apply methods and basic techniques of research and evaluation and to be able to design and develop research, innovation and evaluation projects				X

LEARNING OUTCOMES	COMPETENCES
R-1 The student is able to design research proposals in the context of Physical Education in Secondary.	G1,G2, G6,E3 y E9
R-2 The student is able to use different resources and tools for organizing information and research documentation.	G1,G2,G6, G11, E6 yE7
R-3 The student is able to analyze and interpret the results of research conducted in Secondary Education.	G1,G2,G4, y E6
R-4 The student is able to develop innovative activities sessions in Secondary Physical Education.	G6, G11,E7
R-5 The student is able to convey the results of research in oral and written.	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	R1, R2, R4 y R5	1,0



	competences, explanation 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
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	2,0



INDEPENDENT WORK	<p>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.</p> <p>Work done on the university e-learning platform (www.plataforma.ucv.es)</p>	R1,R2,R3, R4 y R5	1,6
Total			(3,6*)

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM

Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Attendance to practice sessions	R1, R2, R3, R4 y R5	10 %
Class participation	R1, R2, R3, R4 y R5	90 %

Note: In order to pass the subject the student must pass both the theoretical and the practical content separately.

MENTION OF DISTINCTION:

The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.0. 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).

DEVELOPMENT OF THE SUBJECT IN SECOND AND SUBSEQUENT ENROLLMENTS:

There will be a special group for students who are not enrolling for the first time if they exceed the occupancy limit of the classroom and a teacher is assigned to that group.



SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM (SECOND AND SUBSEQUENT ENROLLMENTS)		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Individual work assisted	R1, R2, R3, R4 y R5	100 %

The professor in charge of this group will conduct 4 follow-up sessions and tutoring for 2 hours each. Assessment of skills and abilities will be done through the scheduled practice sessions. In each session the subject will be developed so as to reinforce the work on the skills that each student needs to pass the course.

Assessment of content and skills will be made during the examination set in the official calendar for this course.

DESCRIPTION OF CONTENTS	COMPETENCES
DIDACTIC UNIT I: Science and scientific research in Physical Education	G1, G2, G3, G6, G11, E7
DIDACTIC UNIT II: Databases and scientific documentation for Physical Education	G1, G2, G3, G6, G11, E9
DIDACTIC UNIT III: Basic Statistics for Research in Physical Education	G1, G3, G11, E12
DIDACTIC UNIT IV: Scientific communication, presentation of research	G1, G3, G11, E12
DIDACTIC UNIT V: Action research in physical education	G1, G3, G11, E12



REFERENCES

Basic references

- González Arévalo, C. y Lleixà Arribas, T. (Coords.) (2010). *Educación Física. Investigación, innovación y buenas prácticas*. Barcelona: Graó.
- Hernández, R., Fernández, C. y Baptista, P. (2003). *Metodología de la Investigación*. México: McGraw-Hill.
- Morales, p. (1988). *Medición de actitudes en psicología y educación*. San Sebastián: Ttattalo.
- IBM (2012). Manual del usuario del sistema básico de IBM SPSS Statistics 21.

Complementary references

- VVAA (2007). *Educación física y nuevas tecnologías*. Revista Tándem nº 25.

Web of interest

- www.csd.gob.es
- www.educacontic.es
- www.agenciasinc.es/

TEMPORAL ORGANIZATION OF LEARNING:

	CONTENT/TEACHING UNIT	# OF MEETINGS
1	Introduction to scientific research	
2	Databases for research in Physical Education	
3	Finding and organizing scientific	
4	Research Design. Physical Education class as research scenario	
5	Basic statistical analysis I. descriptive Statistics	
6	Basic Statistical Analysis II. Mean differences and correlations	
7	Innovation in Physical Education	
8	Analysis of good practice in teaching physical education in secondary	
9	Assessment tasks in the classroom	



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

☐

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.