



Information about the subject

Degree: Master's Degree in Teacher Training for Secondary, Baccalaureate and Language Teaching (MUPS)

Faculty: Faculty of Education Sciences

Code: PI-02-F-16 ED 01 **Name:** Physical Education Didactics

Credits: 6 **ECTS** **Year:** 1st **Semester:** 1st

Module: Specific

Subject Matter: Resources for teaching Sports and Physical Education **Type:** Basic formation

Department: Teaching and Learning of Physical Education, Music and Visual Arts.

Type of learning: Classroom-based learning

Language(s) in which it is taught: spanish

Lecturer/s

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Module organization

BASIC THEORETICAL TRAINING

Subject Matter	ECTS	Subject	ECTS	Year/semester
Teaching and Learning of Physical Education	12	Physical Education Didactics	6	1/1
		Resources for teaching Sports and Physical Education	6	1/2



Recommended Knowledge

Not required. Except those derived from access to the specialty and knowledge of the languages of the Spanish educational system.

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

Code	Learning outcomes
R1	The student is able to design appropriate intervention proposals for physical education in secondary school, analyzing both the context and the particularities of the students and evaluating the process.
R2	The student is able to use different resources and teaching tools for the creation and implementation of sessions for physical education in secondary school.
R3	The student is capable of self-managing training processes for didactic intervention with secondary school students.
R4	The student must be knowledgeable about the different methodologies and provide alternative intervention strategies in secondary teaching contexts



Competences

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

Code	General	Weighting			
		1	2	3	4
G5	Know the curricular contents of the subjects related to the corresponding teaching specialization, as well as the body of didactic knowledge around the respective teaching and learning processes. For professional training, knowledge of the respective professions will be included.				X
G6	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
G7	Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching and learning processes in the subjects of the specialization taken.				X
G8	Specify the curriculum that is going to be implemented in a teaching center by participating in its collective planning; develop and apply both group and personalized teaching methodologies, adapted to the diversity of students.				X

Code	Specific	Weighting			
		1	2	3	4
E16	Know the theoretical-practical developments of teaching and learning of the corresponding subjects				X
E17	Transform curricula into activity and work programs				X
E21	To learn evaluation strategies and techniques and to understand evaluation as a tool to regulate and encourage the effort.				X
E24	Identify problems related to the teaching and learning of the subjects of the specialization and propose alternatives and solutions.				x



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R-1 Students are expected to develop teaching interventions appropriate for the P.E. subject in Secondary School, by analyzing the context as well as the students's particular features, and assessing the process.	30%	Development of Didactic Units in the area of PE in the secondary stage
R-2 Students are expected to utilize different teaching tools and resources in order to organize and implement the P.E. classes in Secondary School.	20%	Practical presentation of a PE session belonging to the UD designed by the students
R-3 Students are expected to manage training processes on their own in order to involve in the educational intervention in Secondary School.	20%	Preparation activities in each block of basic knowledge
R-4 Students must be knowledgeable of the different methodologies and provide alternative intervention strategies in Secondary School learning contexts.	30%	Development of Didactic Units in the area of PE in the secondary stage
<p>Mention of Distinction: 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 Distinction) may be awarded.</p> <p>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.</p>		



Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge
M2	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.
M3	Application of multidisciplinary knowledge.
M4	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.
M5	Set of oral and/or written tests used in initial, formative or additive assessment of the student
M6	Readings, writing essays, solving problems, papers, reports, preparing seminars, etc. to present or deliver in theoretical classes, practical classes and/or small group tutorials.
M7	Student study of the proposed bibliography. Preparation of required tasks: readings, analysis of texts, preparation of essays, problem solving, writing of reports, etc.



IN-CLASS LEARNING ACTIVITIES		
Activity	Learning Outcomes	ECTS
THEORY	R1,R2,R3, R4	1,20
PRACTICE	R1,R2,R3, R4	1
WORK	R1,R2,R4	0,06
TUTORSHIPS	R1,R2,R3, R4	0,04
EVALUATION	R1,R2,R3, R4	0,10
Total		2,4

LEARNING ACTIVITIES OF AUTONOMOUS WORK		
Activity	Learning Outcomes	ECTS
GROUP WORK	R1,R2,R3, R4	1,44
INDEPENDENT WORK	R1,R2,R3, R4	2,16
Total		3,6



Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
1. Teaching methods.	Teaching methods. Teaching strategies. Motivation. Globalization and interdisciplinarity. Diversity and individualization. Co-education.
2. Assessment and control for P.E. classes	Evaluation and control. Models and moments of evaluation in Physical Education classes. Use of material resources in the subject of physical education. Problems and solutions.
3. Physical abilities development in practice	Teaching strategies in practice. Development of physical abilities in practice.



4. Sport related studies in Secondary School, High School and Training Cycles.	Collective and individual sports. Traditional sports, modified sports and alternative sports. The natural environment as a teaching tool in Physical Education. Body expression as a teaching tool
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Temporary organization of learning

BLOCK OF CONTENT/DIDACTIC UNIT	Number of sessions	Hours
CONTENTS 1 AND 2	10	20
CONTENTS 3 AND 4	20	40

References

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- Blázquez, D. (2020). Métodos de enseñanza en Educación Física. INDE
- Contreras, O. (1998). Didáctica de la Educación Física. Un enfoque constructivista. Barcelona: Inde.
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- Díaz Lucea, J. (1995). El Currículum de la Educación Física en la Reforma Educativa. Barcelona: Inde.
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Magazines

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Eureka (www.apac-eureka.org.revista/Consejo_revista.htm)

Investigación en la Escuela (www.diadaeditora.com)

Revista Teoría de la Educación (<http://revistas.usal.es/index.php/1130-3743/index>)

Revista de Educación (<http://www.educacionyfp.gob.es/revista-de-educacion/inicio.html>)

Websites

www.profes.net

www.edu.co/educacionfisicaydeporte

www.inferef.com

www.tekmaneducation.com