



## Information about the subject

**Degree:** Master's Degree in Teacher Training for Secondary School, Baccalaureate, Vocational Training and Language Teaching (Specialty: Physical Education)

**Faculty:** Faculty of Teaching and Education Sciences

**Code:** PI-02-F-16 ED 01

**Name:** Didactic Resources for the Teaching of Physical Education and Sport

**Credits:** 6 ECTS

**Year:** 1 **Semester:** 2

**Module:** Specific

**Subject Matter:** Learning and Teaching of 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
Learning and Teaching of Physical Education	12	Didactic Resources for the Teaching of Physical Education and Sport	6	1/2
		Didactics of Physical Education and sport	6	1/2



## Recommended Knowledge

Not required

## 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 high school, analyzing both the context and the particularities of 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 high school.
R3	The student is able to self-manage learning processes for educational intervention with high school students
R4	The student must be knowledgeable of the different methodologies and provide alternative strategies for intervention in secondary teaching contexts.
R5	The student has to master various useful content for the overall development of high school students



## 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
CG1	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	
CG2	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	
CG4	Having learning skills that enable them to continue studying in a self-directed or autonomous manner within the majority of circumstances.				X
CG6	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
CG11	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

Code	Specific	Weighting			
		1	2	3	4
CE15	Knowing contexts and situations in which use or apply the various curricula				X
CE18	To acquire criteria to select and develop educational resources				X
CE19	To foster a climate that facilitates learning and values the contributions of the students			X	
CE21	To learn evaluation strategies and techniques and to understand evaluation as a tool to regulate and encourage the effort.				X
CE24	To identify the problems of teaching and learning certain materials and to propose alternatives and solutions				X



Code	Transversals	Weighting			
		1	2	3	4
CT1	To develop theoretical and practical answers based on the sincere search for the full truth and the integration of all the dimensions of the human being in the face of the great questions of life.				X
CT2	Apply the principles derived from the concept of integral ecology in their proposals or actions, whatever the scope and area of knowledge and the contexts in which they are proposed.				X
CT3	Respect and put into practice the ethical principles and proposals for action derived from the objectives for sustainable development by transferring them to all academic and professional activities.				X



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1,R2,R3, R4 y R5	70%	Continuous evaluation: individual monitoring of attendance to classroom sessions and active participation in theoretical and practical classes, seminars, tutorials and field work.
R1,R2, R4 y R5	30%	Summative and final theoretical-practical test (open questions, objective test questions, solution of practical cases, single case, etc.).

**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.

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.



## Learning activities

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

M1	Presentation of contents by the teacher, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom.
M2	Monographic sessions referred to the conceptual, procedural and attitudinal preparation of students to successfully address educational practices.
M3	Observation, analysis and reflection of the school reality and the teaching-learning processes promoted in the classroom and the educational center.
M4	Panel of experts
M5	Group work sessions in groups supervised by the teacher. Case studies, diagnostic analysis, problems, field study, computer classroom, visits, data search, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity.



IN-CLASS LEARNING ACTIVITIES			
Activity	Relationship to the Learning Outcomes of the course	Hours	ECTS
ON-CAMPUS CLASS	R1,R2,R4 y R5	30	1,2
PRACTICAL CLASSES	R2 y R3	12,5	0,5
GROUP PRESENTATION OF PAPERS	R1, R2, R3, R4 y R5	5	0,2
OFFICE ASSISTANCE	R3 y R4	5	0,2
ASSESSMENT	R1, R2, R3, R4 y R5	7,5	0,3
<b>Total</b>			<b>2,4</b>

LEARNING ACTIVITIES OF AUTONOMOUS WORK			
Activity	Relationship to the Learning Outcomes of the course	Hours	ECTS
GROUP WORK	R1, R2, R3, R4 y R5	25	1
INDEPENDENT WORK	R1, R2, R3, R4 y R5	65	2,6
<b>Total</b>			<b>3,6</b>





## Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
<b>BLOCK 1. DIDACTIC RESOURCES SPECIFIC TO THE AREA OF PHYSICAL EDUCATION</b>	<ul style="list-style-type: none"><li>- <b>Topic 1.</b> Didactic resources in relation to the practice of Physical Sports Activity in secondary school in different teaching-learning environments.</li><li>- <b>Topic 2.</b> Management of didactic resources in relation to the dynamization of groups in secondary school.</li><li>- <b>Topic 3.</b> Didactic resources in relation to the management of large groups for secondary education.</li><li>- <b>Topic 4.</b> Didactic resources in relation to acrobatic techniques and acrosport.</li><li>- <b>Topic 5.</b> Active Methodologies in Physical Education (Gamification)</li><li>- <b>Topic 6.</b> Inclusive Physical Activity</li></ul>
<b>BLOCK 2. DIDACTIC RESOURCES TRANSVERSAL TO THE AREA OF PHYSICAL EDUCATION</b>	<ul style="list-style-type: none"><li>- <b>Topic 1.</b> Resources for the prevention of drug dependence in adolescents.</li><li>- <b>Topic 2.</b> Eating disorders in adolescents and their prevention.</li><li>- <b>Topic 3.</b> Language skills and communication tools in secondary education.</li><li>- <b>Topic 4.</b> Technologies (ICT) applied to Physical Education in secondary school.</li><li>- <b>Topic 5.</b> Mental health in secondary school through Physical Education.</li></ul>



## Temporary organization of learning

BLOCK OF CONTENT/DIDACTIC UNIT	Number of sessions	Hours
BLOCK 1. DIDACTIC RESOURCES SPECIFIC TO THE AREA OF PHYSICAL EDUCATION	20	40
BLOCK 2. DIDACTIC RESOURCES TRANSVERSAL TO THE AREA OF PHYSICAL EDUCATION	10	20

## References

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