



Subject information

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

Faculty: Faculty of Teaching and Educational Sciences

Code: PI-02-F-16 ED 01

Name: The Physical Education Curriculum of the subjects of ESO, baccalaureate and sports education.

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

Module: Specific

Subject: Complements for the disciplinary formation

Character: Compulsory

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

Type of education: Compulsory

Language(s) of instruction: Spanish

Faculty:

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Organisation of the module

BASIC THEORETICAL TRAINING

Subject	ECTS	Subject	ECTS	Course/semester
Learning and teaching physical education	12	The Physical Education Curriculum of the subjects of ESO, baccalaureate and sports education.	6	1/1
		Physical Education and Sport Didactics	6	



Recommended knowledge

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Learning outcomes

At the end of the course, the student should be able to demonstrate the following learning outcomes:

Code	Learning outcomes
R1	Analyse and study the curriculum of the area of Physical Education, and know the principles of planning the subject.
R2	Design and develop planning and programming related to physical education, taking into account legislative, individual and contextual characteristics.
R3	Orally present a communication or poster on a programme, being able to make argued reflections that relate the elements of the programme to the elements of the programme. curricula of the didactic and classroom programming (JUDD, sessions and activities).
R4	Synthesise and organise information in order to be able to use it in daily work in an educational centre.
R5	Express in writing the knowledge acquired, contributing their own original and innovative ideas that help to improve and develop education. physics.
R6	Learning to work in a team, accepting roles and making decisions that help the group to improve.
R7	Evaluate and assess one's own and others' process and outcome in a critical and reasoned manner.



Competences

According to the learning outcomes of the subject, the competences to which it contributes are: (rate from 1 to 4, 4 being the highest score)

Code	General	Weighting			
		1	2	3	4
GC1	Know how to apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.		x		
GC2	Be able to integrate knowledge and deal with the complexity of making judgements based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements.			x	
GC3	Know how to communicate their conclusions (and the ultimate knowledge and rationale behind them) to specialist and non-specialist audiences in a clear and unambiguous way.			x	
GC4	Possess the learning skills that will enable them to continue studying in a largely self-directed or autonomous way.				x
GC5	Knowledge of the curricular contents of the subjects related to the respective teaching specialisation, as well as the body of didactic knowledge about the respective teaching and learning processes. For professional training, this includes knowledge of the respective professions.				x
GC6	To plan, develop and evaluate the teaching and learning process, promoting educational processes that facilitate the acquisition of the competences of the respective courses, taking into account the level and previous training of the students as well as their orientation, both individually and in collaboration with other teachers and professionals at the centre.				x
GC7	Searching for, obtaining, processing and communicating information (oral, printed, audiovisual, digital or multimedia), transforming it into knowledge and apply it in the teaching and learning processes in the subjects of the specialisation studied.				x
GC8	To specify the curriculum to be implemented in a teaching centre by participating in its collective planning; to develop and apply both group and personalised teaching methodologies, adapted to the diversity of students.				x
GC10	Acquire strategies to stimulate student effort and promote their ability to learn on their own and with others, and to develop thinking and decision-making skills that facilitate personal autonomy, confidence and initiative.			x	
GC11	Knowing the processes of interaction and communication in the classroom, mastering the social skills and abilities necessary to promote learning and coexistence in the classroom, and dealing with discipline and conflict resolution problems.			x	
GC12	Design and carry out formal and non-formal activities that contribute to making the centre a place of participation and culture in the environment where it is located; develop the functions of tutoring and guidance of students in a collaborative and coordinated manner; participate in the evaluation, research and innovation of the teaching and learning processes.		x		



GC13	Knowledge of the regulations and institutional organisation of the education system and quality improvement models applicable to educational centres.			x	
GC15	Informing and advising families about the teaching and learning process and about the personal, academic and professional orientation of their children.	x			

Code	Specific	Weighting			
		1	2	3	4
EC13	To know the educational and cultural value of the subjects corresponding to the specialisation and the contents that are studied in the respective courses.				x
EC14	To know the history and recent developments of the subjects and their perspectives in order to be able to convey a dynamic vision of the subjects.			x	
EC15	Knowing contexts and situations in which the various curricular contents are used or applied.				x
EC16	To be familiar with theoretical and practical developments in the teaching and learning of the relevant subjects.				x
EC17	Transforming curricula into programmes of activities and work.				x
EC18	Acquire criteria for the selection and elaboration of educational materials.			x	
EC19	Foster a climate that facilitates learning and values student contributions.			x	
EC20	Integrate audiovisual communication and multimedia training in the teaching-learning process.				x
CE21	Know assessment strategies and techniques and understand assessment as an instrument for regulating and stimulating effort.				x
EC22	Know and apply innovative teaching proposals in the field of the specialisation studied.				x
EC23	Critically analyse teaching performance, good practice and guidance using quality indicators.				x
EC24	Identify problems related to the teaching and learning of the subjects of the specialisation and propose alternatives and solutions.				x
EC25	Know and apply basic educational research and evaluation methodologies and techniques and be able to design and develop research, innovation and evaluation projects.			x	

Code	Transversal	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



System for assessing the acquisition of competences and grading system

Assessed learning outcomes	Percentage awarded	Evaluation instrument
R1, R2, R4, R5, R6	50%	Process evaluation by the teacher: portfolios, presentation of work, guides, oral and written evidence of all types of activities.
R3, R4, R6	20%	Oral presentation of group and individual work, assessed by the teacher.
R7	10%	Oral presentation of group and individual work, assessed by the student.
R7	10%	Process evaluation by the student: portfolios, presentation of work, guides, oral and written evidence of all types of activities.
R1, R2, R3, R6, R7	10%	Continuous assessment: individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars, tutorials and field work.

Criteria for awarding honours: *One honours degree for every 20 students, not per fraction of 20, with the exception of groups of less than 20 students in total, in which one honours degree may be awarded.*



Training activities

The methodologies we will use so that students achieve the learning outcomes of the subject will be:

M1	Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom.
M2	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.
M3	Supervised monographic sessions with shared participation
M4	Application of interdisciplinary knowledge
M5	Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc.
M6	A set of oral and/or written tests used in the initial, formative or summative assessment of the learner.



FACE-TO-FACE TRAINING ACTIVITIES			
Activity	Relationship to the Learning Outcomes of the subject	Hours	ECTS
FACE-TO-FACE CLASS	R1	10	0,4
PRACTICAL CLASSES	R2, R4, R6	20	0,8
SEMINAR	R2, R5, R6	5	0,2
EXHIBITION GROUP WORK	R3	15	0,6
TUTORIAL	R2, R5, R6	5	0,2
EVALUATION		5	0,2
Total			2,4

SELF-EMPLOYMENT TRAINING ACTIVITIES			
Activity	Relationship to the Learning Outcomes of the subject	Hours	ECTS
GROUP WORK	R2, R5, R6	62.5	2.5
SELF-EMPLOYMENT	R2, R4, R5	27.5	1.1
Total			3.6



Description of contents

Description of contents necessary for the acquisition of the learning outcomes.

BLOCK OF CONTENTS	Contents
Block 1	1. CURRENT SITUATION OF THE EDUCATIONAL LEGISLATIVE CONTEXT. 1.1. Introduction. 1.2. Current legislation. 1.3. Guidelines of the legislation in force in relation to the area of Physical Education
	2. THE CURRICULUM IN PHYSICAL EDUCATION. 2.1. Concept, rationale, characteristics and components of the curriculum. 2.2. Approaches and types of curriculum. 2.3. Levels of curriculum implementation.
	3. CURRICULAR ELEMENTS AND TIMING. 3.1. Core competences. 3.2. The objectives. 3.3. The contents. 3.4. Timing.
Block 2	4. PRINCIPLES OF PHYSICAL EDUCATION PLANNING. 4.1 Terminological delimitation. 4.2. Types of programming. 4.3. Principles governing planning in physical education. 4.4. Purposes of programming. 4.5. Structure of didactic and classroom programmes
	5. ASSESSMENT IN PHYSICAL EDUCATION. 5.1. Delimitation, types and functions. 5.2 Assessment tools. 5.3. The evaluation board



Time organisation of learning

CONTENT BLOCK/ DIDACTIC UNIT	No. of sessions	Hours
Block 1	10	20
Block 2	20	40

References

Basic

- Del Valle, S.; García, M.J. (2007). *How to programme in Physical Education step by step*. Physical Education Collection. Barcelona. Inde.
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- Pinilla, J. (2020). *Universal Design for learning in Physical Education*. Ed. Inclusion.
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Complementary

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- Blández Ángel, J. (1995). *La utilización del material y del espacio en educación física. Proposals and didactic resources*. Barcelona: Inde.
- Blázquez, D. (2024). *How to evaluate Physical Education well*. Barcelona: Inde.
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- Delgado, F. & Del Campo, P. (1993). *Sacando jugo al juego*. Barcelona: Integral.
- Devís, J. & Peiró, C. (1992). *New curricular perspectives in Physical Education: health and modified games*. Barcelona: Inde.
- Elvira, L. & others (2002). *Educación Física para 1º ciclo de E.S.O*. Madrid: Laberinto.
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- González, M. & Riera, O. (2004). *Physical Education for Baccalaureate*. Barcelona: Teide.
- Guitart, R. (1998). *Jugar i divertir-se tothom. Recull de jocs no competitius*. Barcelona: Graó.
- Huizinga, J. (1994). *Homo ludens*. Madrid: Alianza editorial.



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- Le Boulch, J. (1984). *La Educación por el movimiento en la edad escolar*. Barcelona: Paidós.
- López, R. & Garfella, P. (1997). *El juego como recurso educativo*. Valencia: University of Valencia.
- Montávez, M. & Zea, M.J. (1998). *Corporal Expression. Proposals for action*. Málaga: M.M. & M.J.Z.
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- Pieron, M. (1988). *Didactics of physical activities and sports*. Madrid: Gymnos.
- Sicilia, A. & Delgado, M.A. (2002). *Physical education and teaching styles*. Barcelona: Inde.
- Ureña, F. (coord.) (1997): *La E.F. en Secundaria*. 5 volumes. Barcelona: Inde.
- Vázquez et al (2001). *Bases educativas de la actividad física y el deporte*. Madrid. Editorial síntesis.