

Degree	Type	Year	Semester
2500798 Primary Education	OB	3	1

## Contact

Name: Joan Estrada Aguilar  
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## Use of languages

Principal working language: catalan (cat)  
Some groups entirely in English: Yes  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: Yes

## Teachers

Antonio David Galera Pérez  
Judith Lopez Cancho

## Prerequisites

It is necessary to score marks for each assignment to pass the course. If the scoring in any assignment is zero, the average is not applied and the student fails the course.

Sportswear and active, hands-on participation are required in all the workshop classes.

## Objectives and Contextualisation

### Objectives and Contextualisation

This module takes place in the third year and is a continuation to the 5-credit module Physical Education in the Primary Stage, which the students took in the second year of their programme in teaching in primary education. The module has the following training goals:

- Understand the pedagogical principles of physical education (PE) that contribute to personal, cultural and social training.
- Develop a conception of education that values physical activity as essential for the integral formation of the person
- Achieve a basic understanding of the conceptual foundations of PE.
- Know the PE curriculum in primary education.
- Know procedures for teaching PE in primary education.
- Getting experience of the content of the course through practicing physical activity.
- Acquire further professional skills in primary education teaching in the field of physical education.

## **Skills**

- Acquiring resources to encourage lifelong participation in sports activities both inside and outside the school.
- Analyse and recognise ones own socio-emotional skills (in terms of strengths, potentialities and weaknesses), to develop those that they are necessary for professional development.
- Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding skills in pupils.
- Develop autonomous learning strategies.
- Foster reading and critical analysis of the texts in different scientific fields and cultural contents in the school curriculum.
- Manage information in relation to the professional field for decision making and the preparation of reports.
- Reflect on classroom experiences in order to innovate and improve teaching work. Acquire skills and habits for autonomous and cooperative learning and promote it among pupils.
- Understand the principles that contribute to cultural, personal and social training in terms of physical education.
- Understand the school physical education curriculum.

## **Learning outcomes**

1. Analyse and comment on PE texts related to primary education. Know how to write basic texts relating to the area.
2. Analyse and understand the components of the Department of Physical Education curriculum and meet the criteria to place them in the 3 cycles into which the stage is organized.
3. Assessing the benefits that practising physical activity has from a psychological, physical and social point of view.
4. Becoming initiated in the criteria and instruments for evaluating PE.
5. Identifying the different possibilities and modalities that are available, both in school and in extracurricular fields.
6. Identifying the educational content of PE activities and know how to carry them out and explain them.
7. Knowing how to select appropriate and relevant information when preparing the required work and presentations to the rest of the group.
8. Learning to work as apart of a team individually, both in theoretical and practical activities, searching for appropriate resources and strategies in every situation.
9. Making progress in the command of teaching resources for developing the training content of PE at the primary education level, and identifying the different educational components involved in each activity.
10. Master communication skills in different teaching and learning activities.
11. Obtaining the PE resources that encourage inclusive education in contexts of diversity.
12. Self-assess and co-evaluate the results obtained in the development of the subject.
13. Understand personal differences that arise in PE activities as an aspect to be dealt with using educational criteria.
14. Understand the evolution of the main educational trends. Analyse from a critical perspective the styles and methods for teaching PE.
15. Understand the importance of physical activity and sport as social phenomena in the areas of education, economics, respect for health, etc.

## **Content**

### **Contents**

-Teaching methods and teaching strategies related to physical education.

-Content of physical education in primary education:

Specific Motor Skills: conventional and alternative Sports Outdoor activities.

Components of Fitness: flexibility, strength, speed and endurance.

Body language and role playing: expression of emotions, motor creativity, representation of characters, objects and materials.

-Planning: Sequencing cycles. Unit Plan. Lesson Plan for Physical Education.

-Physical Education, interdisciplinarity and cross-disciplinary approach.

-Assessment in physical education: objectives, criteria, instruments, methods, intervening agents, reports of physical education.

## Methodology

### Methodology

The module will be developed by combining different teaching and learning activities from practice and theory.

### Practice

Seminars (small group of students). There will also be one or two practical nature outings with the whole group to practice physical activities in a natural environment. In these sessions, there will be an emphasis on physical activity involving the students. These will be primarily designed by teachers, but will also take into account contributions made by the students.

### Theory

Content delivered to the whole group especially via teachers' lectures on basic module content. They will also allow for students' open and active participation, such as in debates, presentations and information sharing on results achieved in workshops, questions and answers, reviews of audiovisual documents, etc.

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Plenary lessons. Also use audiovisual resources: slides, videos, etc. Assistance in physical activities and sports such as: trips to a natural environment and trips to PE centres.	9	0.36	7
Seminars. There will be practical classes of physical education according to the different blocks of content for the Primary stage, with various educational methodologies. Work will be carried out in small groups under the guidance and tutoring of the teach	25	1	
<b>Type: Supervised</b>			
Monitoring of tasks and activities assigned. Control and monitoring of learning throughout the course.	16	0.64	
<b>Type: Autonomous</b>			
Analysis of written documents and/or digital, participation in the virtual forums of debate on the subject, elaboration of sessions of physical education and research activities of reflection and interdisciplinary information and other small tasks	50	2	7

## Evaluation

To pass this course, the student must display, in all activities, good general communicative competence, both orally and in writing, and good command of the vehicular language or languages indicated in the educational guide. The evaluation will be carried out throughout the module, by means of the activities displayed in the grid above. Attendance to a minimum of 80% of classes is mandatory. Total or partial plagiarism in any of the evaluation activities, and/or copying in one of the tests will result

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in a fail for the whole module

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Attendance to 80% of the lessons essential requirement to pass the module.	0	0	0	7
Design and application of a lesson plan. Internal Competence Practices (ICP)	20%	0	0	2, 12, 15, 7
Group work in reduced format. (Oral Presentations)	20%	0	0	1, 2, 11, 12, 15, 14, 10, 7
Oral or written knowledge test. Assessment of the portfolio, where you will collect all the work completed during the course. Self-assessment of the learning process.	40%	0	0	1, 2, 11, 12, 15, 14, 13, 6, 5, 4, 9, 7, 8, 3
Participation in the theoretical and practical classes, and in the forums of the Campus Virtual.	20%	0	0	2, 12, 15, 14, 10, 7, 3

## Bibliography

### Bibliography

#### Compulsory textbook

- Borsdorf, Laura L. & Boeyink, Lois A. (2005) Physical Best Activity Guide. (third edition)

Human Kinetics

- Generalitat de Catalunya. Departament d'Educació (2009) Currículum d'educació primària.

Educació Física, 116-126

#### Suggested reading

- CLIL monograph (2013) Content and Language Integrated learning in Catalonia. Studies and experiences. Temps d'Educació núm. 45
- Blázquez,D & Sebastiani, E.M (2010) Enseñar por competencias en educación física. Barcelona: Inde
- Coyle,D, (2009) University of Nottingham. Promoting cultural diversity through intercultural understanding: a case study of CLIL teacher professional development at in-service and pre-service levels.
- Vygotsky, L.S (1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.

PE lessons available at:

[www.HumanKinetics.com](http://www.HumanKinetics.com)

[www.eprint.co.uk](http://www.eprint.co.uk)

[www.pecentral.org/lessonideas/searchresults.asp?category=1905](http://www.pecentral.org/lessonideas/searchresults.asp?category=1905)

Physical Education and its Teaching I

[www.bbc.co.uk/schools/websites/11\\_16/site/pe.shtml](http://www.bbc.co.uk/schools/websites/11_16/site/pe.shtml)

[http://srvcnpbs.xtec.cat/cirel/cirel/index.php?option=com\\_content&view=article&id=108&Itemid=74](http://srvcnpbs.xtec.cat/cirel/cirel/index.php?option=com_content&view=article&id=108&Itemid=74)

<http://www.primaryresources.co.uk/pe/pe.htm>

[http://srvcnpbs.xtec.cat/cirel/cirel/index.php?option=com\\_content&view=article&id=87&Itemid=126\[J3\]\[J4\]P6](http://srvcnpbs.xtec.cat/cirel/cirel/index.php?option=com_content&view=article&id=87&Itemid=126[J3][J4]P6)