

Degree	Type	Year	Semester
2500798 Primary Education	OB	2	2

Contact

Name: Joan Estrada Aguilar
Email: Joan.Estrada@uab.cat

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

Spei Macià Fàbrega
Antonio David Galera Pérez
Josep Coral Mateu

Prerequisites

The use of sportswear is compulsory in the practical lessons. Participate with attitude to physical activity and sport.

Objectives and Contextualisation

Understand the Physical Education (PE) pedagogical principles that contribute to personal, cultural and social development.

Achieve an educational understanding that considers physical activity as an essential part for a holistic personal development.

Get a basic knowledge of the fundamentals of PE.

Know the PE Catalan Curriculum in Primary stage.

Know the PE teaching procedures suitable for primary education.

Experience PE contents by undertaking practical lessons.

Contribute to the improvement of teaching professional skills in primary education settings.

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

- Physical activity, society and culture.
- Importance and roles of movement.
- Importance and roles of PE in the different educational stages.
- Legal framework. Primary students' skills.
- The organisation of physical activities in school-time and in extracurricular settings.
- School PE materials and facilities.
- The parts of a PE lesson.
- The contents in the curriculum of PE in Primary Education:
 - The body: space, movement and bodily awareness.
 - Motor skills.
 - Games.
 - Physical activity and health.
 - Bodily expression.
- What is specific of teaching PE through a foreign language: Physical Education in CLIL (Group 71)

Methodology

The course will be developed combining different teaching & learning activities from the two types of lessons: practical and theoretical.

Practical lessons will be developed in workshops (small groups) and in two outdoors organised activities in natural settings where physical activity will be particularly important. The activities will be proposed mainly by the professor taking although students' opinions will be taken into account.

Theoretical lessons are developed as a plenary and conducted by the professor according to the contents of the course even though active participation of the students will be fostered through debates and other forms of interaction. Small group presentations are also used to share information related to teamwork results.

Activities

Title	Hours	ECTS
Type: Directed		
Plenary	15	0,6
Workshops	23	0,92
Type: Supervised		
Supervised	25	1
Type: Autonomous		
Study and autonomous work	62	2,48

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Plenary	15	0.6	2, 12, 15, 14, 10, 6, 5, 4, 9, 7, 3
Workshops	23	0.92	2, 12, 15, 10, 6, 5, 4, 9, 7, 3
Type: Supervised			
Supervised	25	1	2, 15, 5, 4, 9, 3

Type: Autonomous

Study and autonomous work	62	2.48	1, 2, 11, 14, 13, 5, 3
---------------------------	----	------	------------------------

Evaluation

Title	Weighting	H
Design and apply a teaching proposal	10 %	
Participation in debates (practical and virtual lessons) and reflections (practical lessons)	20 %	
Portfolio	50 %	

Evaluation activities

20 %

Title	Weighting	Hours	ECTS	Learning outcomes
Design and apply a teaching proposal	10%	0	0	12, 10, 5, 4, 9, 7, 3
Group-work	20%	0	0	15, 9, 8, 3
Participation in debates (practical and virtual lessons) and reflections (practical lessons)	20%	0	0	1, 11, 14, 13
Portfolio	50%	0	0	2, 15, 6, 5, 4, 9, 8, 3

Bibliography

- FRAILE, A. (2004). Didáctica de la Educación Física. Una perspectiva crítica y transversal. Madrid: Biblioteca Nueva
- GRUPO PANDORGA. (2008). Programación anual de educación física para Primaria (6 vols). Barcelona: INDE.
- DIRECCIÓ GENERAL D'EDUCACIÓ (2007): Diari Oficial de la Generalitat de Catalunya (DOGC). Currículum d'educació primària. Decret 142/2007, núm. 4915 pp 1-13.
- MÉNDEZ, A. (2003). Nuevas propuestas lúdicas para el desarrollo curricular de educación física. Barcelona: Paidotribo.
- PRAT, M., SOLER, S. (2003): Actitudes, valores y normas en la Educación física y el deporte. Barcelona: Inde.
- SANCHEZ BAÑUELOS, F (coord) (2003). Didáctica de la Educación Física para primaria. Madrid: Prentice Hall.

- SICILIA, A., DELGADO, M. A. (2002). Educación Física y Estilos de enseñanza. Barcelona: INDE.

Specific to GRUP 71:

Bailey, R. (2006). Physical Education and Sport in Schools: A Review of Benefits and Outcomes. *Journal of School Health*. 76 (8), 397-401.

Coral, J. (2013). Physical education and English integrated learning: How school teachers can develop PE-in-CLIL programmes. *Temps d'Educació*, 45,

Coral, J. (2013). PE World. Physical Education year 5 & 6. Student & Teacher's book. Edelvives: Zaragoza.

Doherty, J. & Brennan, P. (2008). Physical Education and Development 3-11. A guide for teachers. Routledge: London.

Lawrence, J. (2012). Teaching Primary Physical Education. London: SAGE - Chapters 6 and 7.

Stidder, G. & Hayes, S. (2011). The really useful Physical Education Book. Learning and teaching across the 7-14age range. London: Routledge.

Webb, P.I., Pearson, P.J. & Forrest, G. (2006) Teaching Games for Understanding (TGfU) in primary and secondary physical education. ICHPER-SD International Conference for Health, Physical Education, Recreation, Sport and Dance, 1st. Oceanic Congress, Wellington, New Zealand, 1-4 October 2006.