

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	0

Contact

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Use of languages

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: No

Prerequisites

It is advisable to have passed the subjects of "Physical Education in Primary Education" and "Physical Education and Teaching I".

Objectives and Contextualisation

- To provide students with knowledge of the theoretical and the authors who have studied trends signified and interpret the processes of development and motor learning, emphasis on Early Childhood Education and Primary.
- Understand, analyze and reflect on didactic aspects of the acquisition process of learning engines.
- To design appropriate educational theory and practice to stimulate and encourage the development and motor learning. Explain and measure activities related to the basic motor skills and specific grounding in the theoretical knowledge acquired.
- To experience and experience through internships and classroom practices Internal competence programmed and run by groups of students, the teaching and learning of human movement and delivery of appropriate educational activities.

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.
- Design and regulate learning spaces in contexts of diversity that take into account gender equality, equity and respect for human rights and observe the values of public education.
- 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.
- Incorporate information and communications technology to learn, communicate and share in educational contexts.

- 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.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning outcomes

1. Establish work teams to develop activities independently.
2. Incorporating the motor skills, body expression, physical conditioning, play and sporting activities as content of school physical education and sequencing them throughout primary education.
3. Know and appreciate appropriate educational software and web sites for the teaching and learning of Physical Education.
4. Learning to work as apart of a team individually, both in theoretical and practical activities, searching for appropriate resources and strategies in every situation.
5. Obtaining the PE resources that encourage inclusive education in contexts of diversity.
6. Presenting work, both individual and from a small group, in formats adjusted to the demands and to personal styles.
7. Programming, organising and applying learning and contents in education for health in physical education health education, designing and developing educational projects or programming units that make it possible to adapt the physical education curriculum to the school and promote the quality of the contexts.
8. Recognising the historical evolution and possibilities of physical education to generate healthy habits and well-being throughout life.
9. Sequencing perception-motor capabilities throughout primary school teaching according to the internal logic of this content.
10. Understand personal differences that arise in PE activities as an aspect to be dealt with using educational criteria.
11. Using ICTs and CLTs to search for information and to develop and draw up practical work and didactic proposals in the field of Physical Education.
12. Using motor skills and body language as elements pertaining to communication skills.
13. Working efficiently as part of a team and individually, both in theoretical and practical activities, seeking resources and strategies that are appropriate for each situation.

Content

1. General introduction to learning and motor development
 - 1.1. Concept of motor skills and interest in education and primary stage.
 - 1.2. Learning and development, esenciales baths in education
 - 1.3. Motor learning and motor development, two different concepts. Interrelationships.
2. Motor Development
 - 2.1. terminological problems (growth-maturation, stimulation and reflection, heritage-medium)
 - 2.2. biological development of human beings.
 - 2.3. Theories and models of development (Piaget, Gessel, Wallon, Le Boulch, Gallahue)
 - 2.4. Stages of motor development.
 - 2.5. Motor development in infant and primary education.
 - 2.6. Social determinants in the development of children.

3. Motor learning.

3.1. Perceptual abilities and basic motor skills: conceptualization and classifications. naturalist vision. curricular interpretation. Early stimulation.

3.2. Transfer in motor learning. The binomial teaching and learning in the field of Physical Education. Learning modalities.

3.3. methodological proposals for the development of perceptual skills and motor skills in primary education.

3.4. The evaluation of perceptual skills and motor skills in primary education.

3.5. Programming, timing and delivery of training activities aimed at perceptual skills and motor skills in primary education. Internal competence practices (PCI).

Methodology

It will promote the participation of students together with the production of innovative materials for understanding the course content through active and participatory teaching methods.

- **Participatory and reflective activity:** conducting lectures and promotion of anàlisi critical discussions.

- **Experiential activities:** Guided by the teacher. Design by the students themselves practical tasks based Physical Education, experimentation with and implementation in the classroom.

- **Cooperative Activities:** carrying out work in small groups. Internal competence Practices

- **Promotion of work and research processes:** preparation and public presentation of research, formatting and depth proportionate to the time available in the field of development and motor learning in school ages.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Lectures in class group	15	0.6	12
Practical lessons in class group.	30	1.2	3, 11
Type: Supervised			
Mentoring and monitoring academic work and teaching practices internal.	30	1.2	13, 11
Type: Autonomous			
Design and development of research related to own a factor of motor learning.	45	1.8	3, 13, 11
Design, preparation and presentation of practical educational activities related to motor learning.	30	1.2	13, 11

Evaluation

The evaluation will be ongoing and will be based on individual and group work.

Verification of plagiarism in some of the course work will mean failing the whole course.

Attendance is mandatory. If it exceeds 20% of absences in lectures and / or practices, the student not pass the course.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Attendance and active participation in lectures and practical classes.	15%	0	0	5, 10, 2, 7, 8, 9, 12
Design, development and delivery of a physical education session with the class group dedicated to motor learning.	20 %	0	0	3, 13, 11, 12
Design, preparation and presentation of research related to learning and motor development	25 %	0	0	3, 1, 2, 13, 11
Self appraisal	10 %	0	0	2, 6, 13
Written exam on the whole course program.	30%	0	0	6, 4, 11, 12

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