

Physical Education and its Teaching II

Code: 102050
ECTS Credits: 6

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 completed the course Physical Education and Teaching I

Objectives and Contextualisation

At the end of the unfulfilled, the students were able to handcrafts:

1. Identify the processes of Interaction and communication in situations that Producer Learning silage of activities in the school environment.
2. Grasp the similarities and differences between the conceptions of Pedagogical esenciales motor skills and its utilization in the design of Learning Situations.
3. Identify and implement the most important organizational Parts and development of a physical education sessions.
4. Value the importance of activities in the natural environment and have experienced them within the framework of the subject.
5. Identify and know how to apply evaluation systems and criteria in physical education.
6. Identify the contributions of Physical Education in Curriculum courses in the primary education.
7. Write a silage annual program of activities included in the curriculum of the School Project
8. Understand the importance of being responsible for the physical education of a school.

Skills

- 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 autonomous learning strategies.
- Foster reading and critical analysis of the texts in different scientific fields and cultural contents in the school curriculum.

- Maintain a respectful attitude to the natural, social and cultural environment to foster values, behaviours and practices that attend to gender equality, equity and respect for human rights.
- 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. Adapt teaching and learning programs and activities to pupil diversity, also considering pupils with special educational needs.
2. Establish work teams to develop activities independently.
3. Incorporating the motor skills, body expression, physical conditioning, play and sporting activities as content of school physical education and sequencing them throughout primary 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 motor skills and body language as elements pertaining to communication skills.
12. 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

M-1 COMMUNICATION PROCESSES

1. Educational Paradigms.
2. Communication in physical education teaching.
3. Interaction between students.

M-2 TEACHING STRATEGIES

4. Methods of teaching. teaching strategies.
5. Motivation in physical education.
6. Diversity and individualization. Co-education. NEE.

M-3 LEARNING SITUATIONS

7. Knowledge of the process and results: FBE.
8. differential perception: objective / subjective risk.
9. Organization and development of the session.

M-4 EVALUATION

10. Evaluation of motor skills to school.

M-5 CURRICULUM PROJECT

11. Curriculum Project: content definition.

M-6 CLASSROOM PROGRAMMING

12. Programming Classroom: concept and components.

13. Annual program. teaching units.

14. Design session.

M-7 ORGANIZATION OF PHYSICAL EDUCATION

15. Facilities and equipment.

EDUCATIONAL EXCURSIONS OF ACTIVITIES IN THE NATURAL ENVIRONMENT

The speciality of Physical Education holds an activity of its own which consists of a three-day and two-night excursion in the natural environment. Its purpose is to provide an intense and formative experience linked to the objectives and academic content of each of the associated disciplines, and to treat cross-curricular aspects such as environmental education, sustainability, healthy living, coexistence, inclusive education and the relationship between school and nature, among others.

Subjects linked to the output:

Physical Activity Diversity and Health and Physical Education and its Didactics II

The activities that are carried out during the excursion will be part of the program of the related subjects and will be taken into account in the evaluation. At the beginning of the course each teacher will specify the learning evidences and the corresponding evaluation criteria.

The details regarding the characteristics of the departure: schedules, price, itinerary and others, will be provided in advance in writing.

Methodology

The methodology we will use will be varied. Methodological resources help make teaching and learning processes more affordable and effective. They allow you to combine various forms of interaction and participation that promote understanding and assimilation of knowledge. Apply the following resources.

1. Theoretical classes Large group

Classes taught by the teacher with active participation of students. Exhibitions of students. Debates. Readings.

2. Working Groups (WG)

What large group will be divided into subgroups 3 or 4 students who constitute the Working Groups (WG) within the subject; the composition will be established by the teacher according to students.

The GTs will for work, competence Practices Internal (PCI) and to frame each student in the training activities of the subject.

3. Practices

They will be developed by a mixed system between the method of repertoire and simulation.

The GT planned and fully address a session EF under the PCI.

Bring appropriate clothing for physical activity, and avoid all the supplements that could cause injury to yourself or to Demes (earrings, dangerous pircings, bracelets, watches, etc.).

At the end of the session there will be the possibility to shower and change clothes.

4. The tutorials

Basically, they will face or electronic message exchange between teacher and students, individual or group, that will serve to track the subject (clarification, additional information, prior review of work, resolution of doubts, etc.) interviews

For questions or very specific and brief consultations may raise tutoring by e-mail.

Important: the response of telematic messages where not record the unique identification of the student's full name and proper exposure of the consultation is not guaranteed.

5. Using ICT and electronic equipment

The course will use the Virtual Campus as communication environment and delivery of documents and papers.

During the classes it is only allowed to use electronic devices (computers, ...) for tasks arising from the development of classes. Those who are not needed have to remain switched off to avoid possible disturbances in the sessions.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Attendance to academic sessions	45	1.8	7
Type: Supervised			
Mentoring and monitoring	30	1.2	7
Type: Autonomous			
Student work	75	3	7

Evaluation

The evaluation model is formative and continuous. There will be no recovery.

A. INDIVIDUAL WORK = 25%

CASE STUDY: organization of physical education center assigned to the realization of the Practicum IV

Description of Physical Education training center.

- Teachers of EF. Who teaches?
- Programming the EF. EF hours in the EP
- Study of external formal offer to the center
- Description and evaluation of equipment for EF and storage
- Description and assessment of facilities for Physical Education

B. WORKING GROUP - 1 = 20%

INTERNAL PRACTICES COMPETENCE (PCI): Practical sessions prepared and conducted by the GT. Working groups 3-4 students. PCI is scheduled coordinated between the various GT, to get a sample as possible when rich and varied modalities of activities, and recipients of the different cycles of the primary stage. Each GT perform a PCI

C. WORKING GROUP - 2 = 30%

DESIGN OF AN ANNUAL PROGRAMMING.

PAN School Physical Education directed and contextualized ages of the primary stage.

The work includes development, at least one of the teaching units or a specific project including the PAN.

You can not match programming P-V (cycle / course / group)

D. INDIVIDUAL REQUIREMENTS = 10%

Self-assessment and self-rated attitude and performance.

Assistance in the actual classes of the subject is compulsory. At least 80%.

E. Assistance and active and participatory attitude in lectures and practices will be assessed = 15%

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
A. Participation	30%	0	0	1, 5, 10, 2, 3, 6, 7, 8, 4, 9, 12, 11
B. Construction	5%	0	0	7
C. Programming	30%	0	0	7
D. Teaching	9%	0	0	7
E. Organization and presentation	16%	0	0	7
F. Self appraisal	10%	0	0	7

Bibliography

a) Books synthesis content:

2001a Galera Pérez, A. D.: *Manual de didáctica de la educación física: una perspectiva constructivista integradora. Volumen I: funciones de impartición.* Barcelona: Paidós, 2001 [84-493-1069-5].

2001b Galera Pérez, A. D.: *Manual de didáctica de la educación física: una perspectiva constructivista integradora. Volumen II: funciones de programación.* Barcelona: Paidós, 2001 [84-493-1070-9].

2003 Ríos Hernández, Mercedes: *Manual de Educación Física adaptada al alumnado con discapacidad.* Barcelona: Paidotribo, 2003, 392 págs.

2010 González Arévalo, Carlos; Lleixà Arribas, Teresa (coords.): *Didáctica de la educación física.* Barcelona: Graó / Madrid: Ministerio de Educación, 2010 [978-84-7827-984-5].

b) During the development of the subject specific readings linked to different parts of the program it is advised.