

**Physical Education and its Teaching II**

Code: 102050  
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

**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.

**Competences**

- 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.
- 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 part 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.

## Content

### M-1 THE PHYSICAL EDUCATION AT THE CONTEXT ESCOLAR

1. Paradigms. Accounts with other areas of ken
2. Didactic communication at physical education. The communicative competence of the professorship physical education
3. Specific interactions among pupils and among pupils and professorship at the classes of physical education

### M-2 PROGRAMMING OF THE PHYSICAL EDUCATION

4. Programming of classroom: concept and components

5. Design of the area of physical education at the primary education
6. It programs annual. Didactic units
7. Design of sessions
8. Interdisciplinarity

#### M-3 EDUCATIONAL METHODOLOGY AT PHYSICAL EDUCATION

9. Methods of education. Didactic strategies
10. Motivation at physical education. Modalities, importance
11. Diversity and individualisation. Coeducation
12. The process and the results
13. Organisation and development of the session. Perception of the objective and subjective risk

#### M-4 APPRAISAL OF THE PHYSICAL EDUCATION

14. Appraisal of the physical education at the school. Modalities. Importance
15. Activities of appraisal. Instruments and his app

#### M-5 ORGANISATION OF The PHYSICAL EDUCATION

16. Installations and specific materials for the school physical education
17. The extracurricular activities of physical education. Interest and importance. Modalities of programs
18. Responsible institutions and accounts with the schools. The paper of the professorship of physical education
19. Professional starts. Deontological principles of the profession.

## **Methodology**

### METHODOLOGY

The methodology that will utilise will be varied. The methodological resources aid at making more affordable and effective the processes of education learning. They Will permit to combine several formulas of interaction and of turnout that favour the realization and the assimilation of kens. We Will apply the following resources.

1. Theoretic classes of big group

Classes imparted by the teacher with active turnout of the students. Exposures of the students. Conversations. Readings.

2. The groups of Work (GT)

Will form Groups of Work (GT) of 3 or 4 students. The composition will be established by the teacher of chord with the students.

The GT will serve to realise works like the Practical Competences Internal (PCI) and to classify each student at the formative activities of the subject.

### 3. The practices

Will develop for a mixed system among the method of repertory and of simulation.

The GT will program and will direct entirely a session of physical education at the frame of the PCI.

It is necessary to take appropriate outfit to make physical activity, and remove all the utensils that can cause lesions at a same (earrings, bangles, clocks, etc.).

### 4. The tutoring

Basically will be face-to-face interviews or lamb exchange of electronic messages among the teacher and the students, individual or at group, that will serve to make the follow-up of the subject (explanations, additional information, previous review of works, resolution of doubts, etc.)

For doubts or queries very concrete and brief will be able to pose tutoring for e-mail

The subject will utilise the Virtual Campus as a environment of communication and of delivery of documents and of works.

During the classes only permitted the use of electronic machines (computers or phones,...) for developmental derivative tasks of the classes.

## 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

## Assessment

### ACTIVITIES OF EVALUATION

#### A. WORK OF INDIVIDUAL ENQUIRY = 30%

SURVEY OF A CASE: The physical education at the centre assigned for the realisation of the Pràcticum IV. Description detailed of the physical education at the centre of practices.

#### B. WORK OF PROGRAMMING = 30%

DESIGN OF AN ANNUAL PROGRAMMING. Programming of school physical education directed and contextualised for ages of the primary stage.

The work includes the development of one of the Didactic Units of 6 sessions at least, or of an Educational Project included at the programming.

#### C. WORK OF TEACHING = 20%

PRACTICES COMPETENCES INTERNAL (PCI): practical sessions prepared and conducted by the GT. Groups of work of 3-4 pupils.

Each GT will realise a PCI at least.

#### D. INDIVIDUAL WORK CONTINUED= 20%

Assistance and punctuality. Attitude interested to learn and committed with the band and with the subject. Suitable behaviour and turnout proactive at all the developmental derivative tasks of the program.

- The assistance and turnout at the classes of the subject is obligatory, at least at the 80%
- There will be the option to recover the activities A and B if the qualification did not reach 5 and was not minor of 3,5 points. At this case, will agree the form and the date among the students affected and the teacher.
- The students will have to evidence a suitable ken of the vehicular language of the subject, so much written like oral, as well as the no verbal resources timely and the suitable attitude for the educational communication at the school.

### Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
A. Individual work. Case study.	30%	0	0	10, 6, 8, 9, 11, 12
C. Programming	30%	0	0	1, 10, 2, 3, 7, 4, 9
D. Teaching	20%	0	0	1, 5, 10, 2, 3, 7, 12
E. Organization and presentation	20%	0	0	7, 4, 11, 12

### Bibliography

#### A) Synthetic works

Blázquez, Domingo (2016): Diez competencias docentes para ser mayor professor de Educación Física. Barcelona, INDE.

Campo, Laura; Rubio, Laura; Sebastiani, Enric (2014): Aprendizaje Servicio y Educación Física. Barcelona, INDE.

Contreras, Onofre (coord.) (2017): El aprendizaje basado en proyectos en Educación Física. Barcelona, INDE.

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## B) Monographs

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Florence, Jc. (1991): *Tareas significativas en educación física escolar: una metodología para la enseñanza de los ejercicios en la animación del grupo-clase*. Barcelona: INDE.

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Lazaga Rodríguez, M<sup>a</sup> J. (2004): *La coeducación en la educación física y el deporte escolar: liberar modelos*. Sevilla: Wanceulen, 2004 [84-95883-67-8].

Solana Sánchez, Antonio Manuel (2007): *Aprendizaje cooperativo en las clases de Educación Física*. Sevilla: Wanceulen, 2007, 136 pàgs.

Velázquez, Carlos (cord.) et altri. (2010): *Aprendizaje cooperativo en Educación Física*. Barcelona: Inde

## C) Telematic portals

*EFDeportes.com*, Revista Digital (Buenos Aires) (<http://www.efdeportes.com>, actiu al 8-10-2012] Contiene buscador.

Departament d'Ensenyament: *Xarxa Telemàtica Educativa de Catalunya, Escola Oberta, Educació Física* ( <http://www.xtec.es/recursos/edfisica>, actiu al 8-10-2012).