

Learning and Motor Development

Code: 102053
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 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.
- Experiment through the practices at class directed by the teacher, and of the Practices of Internal Competences, programmed and directed by groups of students, the processes of education-learning of the human movement and of teaching of suitable activities of educational nature.
- Encouraging contact with nature as an ideal means of impinging on physical education and reinforcing health-friendly factors. A significant part of the practical and theorico-practice sessions will develop in the natural environment.

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.

- 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.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- 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. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
3. Establish work teams to develop activities independently.
4. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
5. Incorporating the motor skills, body expression, physical conditioning, play and sporting activities as content of school physical education and sequencing them throughout primary education.
6. Know and appreciate appropriate educational software and web sites for the teaching and learning of Physical Education.
7. Obtaining the PE resources that encourage inclusive education in contexts of diversity.
8. 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.
9. Propose viable projects and actions to boost social, economic and environmental benefits.
10. Propose ways to evaluate projects and actions for improving sustainability.
11. Recognising the historical evolution and possibilities of physical education to generate healthy habits and well-being throughout life.
12. Sequencing perception-motor capabilities throughout primary school teaching according to the internal logic of this content.
13. Understand personal differences that arise in PE activities as an aspect to be dealt with using educational criteria.
14. 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.
15. Using motor skills and body language as elements pertaining to communication skills.

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, essentials basics 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, Montessori, 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).

3.6 Physical Education in the natural environment. Importance and necessity of learning and development activities into nature. Options in the school context. Equation and security.

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 anàili 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.

- If circumstances allow, an activity in the natural environment will be scheduled which will involve an additional expense and one or two overnight stays.

Use will be made of individual and group tutorials, as well as the Virtual Campus.

It will be allocated approximately 15 minutes of some class to allow students to express their views.
The perspective of gender and inclusion in diversity will be valued in a transversal way.

Our teaching approach and assessment procedures may be altered if public Health authorities impose new restrictions on public gatherings for COVID-19 (english).

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures in class group	15	0.6	15
Practical lessons in class group.	30	1.2	6, 14
Type: Supervised			
Mentoring and monitoring academic work and teaching practices internal.	30	1.2	14
Type: Autonomous			
Design and development of research related to own with an aspect excelled of the program of the subject..	45	1.8	6, 14
Design, preparation and presentation of practical educational activities related to motor learning.	30	1.2	14

Assessment

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.

There will be an option to recover individual work (exam), if the qualification is less than 5 and higher than 3.5.

The individual examination will realise the June 20, 2022

The recovery of the examination will decide of chord with the students affected.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and active participation in lectures and practical classes. (Individual)	20%	0	0	7, 13, 5, 8, 11, 12, 15
Design, development and delivery of a physical education session with the class group dedicated to motor learning. (Working for reduced groups)	20 %	0	0	1, 2, 6, 4, 10, 9, 12, 14

Design, preparation and presentation of research related to learning and motor development. (Work in small groups).	25 %	0	0	2, 7, 6, 13, 3, 4, 5, 8, 10, 9, 14
Exam written about the whole program of the subject. Selection of questions. (Individual).	35%	0	0	1, 2, 13, 4, 5, 10, 9, 12, 14, 15

Bibliography

The bibliography that offers at continuation will complete at the program of the subject and along the course.

[Motricidad y aprendizaje : el tratamiento pedagógico del ámbito corporal \(3-6\)](#)

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[Evaluación de las habilidades motrices básicas : determinación de escalas para la evaluación de desplazamientos, giros y manejo de móviles](#)

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[Desarrollo cognitivo y motor.](#) Pons Segalés, Evaristo. Barcelona : Altamar, 2007

[Educación motriz y educación psicomotriz en preescolar y primaria : acciones motrices y primeros aprendizajes.](#) Rigal, Robert. Barcelona : Inde, 2006

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Granda Vera, Juan Barcelona [etc.] : Paidós, cop. 2002

[Psicomotricidade : perspectivas multidisciplinares.](#) Fonseca, Vítor da Lisboa : Âncora, 2001

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[Fundamentos para el desarrollo de la motricidad en edades tempranas](#)
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Famose, Jean Pierre. Barcelona : Paidotribo, DL 1992

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de Ciencias de la Educación, DL 1988

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Anthropos, 1987

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Software

We will use Office. The Zoom platform and the UAB Virtual Campus. No Other Specific Software.