

Physical Education and its Teaching II

Code: 102050
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	1

Contact

Name: Laura Carbonero Sánchez
Email: laura.carbonero@uab.cat

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 one's 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. Obtaining the PE resources that encourage inclusive education in contexts of diversity.
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. Propose viable projects and actions to boost social, economic and environmental benefits.
9. Propose ways to evaluate projects and actions for improving sustainability.
10. Sequencing perception-motor capabilities throughout primary school teaching according to the internal logic of this content.
11. Understand personal differences that arise in PE activities as an aspect to be dealt with using educational criteria.
12. 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.

Content

1.- PHYSICAL EDUCATION, TEACHING AND CURRICULUM

- Delving into Physical Education at Primary School.

2.- PLANNING IN PHYSICAL EDUCATION

From the Annual Programme to the Physical Education class: concepts and curriculum design:

- Annual/teaching program
- Teaching Unit
- Physical Education class

Cross-cutting and interdisciplinary issues.

Diversity and gender in teaching programs.

3.- TEACHING IN PHYSICAL EDUCATION

Teaching methods and strategies.

Teacher-Students' interaction and motivation in Physical Education.

Teachers, diversity and coeducation.

Group control and conflicts management.

4.- ASSESSMENT IN PHYSICAL EDUCATION

Assessment at Primary Physical Education: types of assessment and their importance

Assessment activities: using different ways and tools.

Assessment roles.

5.- PHYSICAL EDUCATION ORGANIZATION

Facilities and materials in Physical Education.

Physical Education activities indoor and outdoor school.

After-school sport activities and Physical Education.

Methodology

METHODOLOGY

A blend of theoretical classes and practices.

Theoretical classes: Whole class-group. Presentation of contents by the teaching staff. Promotion of student participation through debates, group expositions, etc.

Practices: In seminar format (small groups). They will be carried out through proposals from the teaching staff, but there will also be practical interventions from the students.

Students' work includes the different individual and group activities. The tutorials and follow-up of the subject will be used to tutor personally or in work groups.

The methodology could be modified depending on the presence restrictions imposed by the health authorities.

Teaching evaluation surveys: 15 minutes of class will be allocated to answer (date to be specified).

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			
Attendance to academic sessions	45	1.8	7
Type: Supervised			
Mentoring and monitoring	30	1.2	7

Type: Autonomous			
Student's work (individually/in group)	75	3	7

Assessment

ASSESSMENT ACTIVITIES:

Individual activities: Readings, analysis and reflection tasks, self-assessment activities, written test, etc. All these tasks are going to do them during the course, except for the written test. All the individual tasks are retrievable (specific dates to be specified between students and teaching staff). Written test (expected date): 20/12/21.

In group activities: Design a teaching program and practical intervention in class. Both group activities are going to be supervised during the course and they're not retrievable. Expected dates for practical interventions in groups: 15 and 22 of desember, 2021.

Notes:

- 80% of attendance is compulsory in order to pass the subject.
- Participation and positive attitude are going to be considered.

IMPORTANT:

1.- A good communicative competence is necessary in order to pass the subject. Students must be able to express themselves fluently, write correctly and have a good reading comprehension. An activity can be returned or suspended if these requirements are not met.

2.- Plagiarism, total or partial, is a reason for suspending the subject. At the beginning of the classes, the teacher staff will guide the students on this important aspect.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
In group activities	40%	0	0	1, 2, 6, 11, 3, 4, 5, 7, 9, 8, 10, 12
Individual activities	40%	0	0	1, 2, 6, 11, 4, 5, 7, 9, 8, 10, 12
Written test	20%	0	0	1, 2, 6, 11, 4, 5, 7, 9, 8, 10

Bibliography

Blández, J. (2000). La programación de unidades didácticas según ambientes de aprendizaje. INDE: Barcelona.

Blázquez, D. (2020). *Descubre cómo es la Educación Física del siglo XXI: Así trabaja el profesorado más innovador*. Barcelona: INDE.

Blázquez, D. (2017). *Cómo evaluar bien en Educación Física. El enfoque de la evaluación formativa*. Barcelona: INDE

Blázquez, D. (2016). *Métodos de enseñanza en Educación Física. Enfoques innovadores para la enseñanza de competencias*. Barcelona: INDE.

Campo, L., Rubio, L., & Sebastiani, E.M. (Coords.) (2014). *Aprendizaje Servicio y Educación Física*. Barcelona: INDE.

Contreras, O. (Coord.) (2017). *El aprendizaje basado en proyectos en Educación Física*. Barcelona: INDE.

DECRET 150/2017, de 17 d'octubre, de l'atenció educativa a l'alumnat en el marc d'un sistema educatiu inclusiu. Disponible a <https://dogc.gencat.cat/ca/document-del-dogc/?documentId=799722>

Departament d'Educació. Direcció General d'Educació Infantil i Primària (2017). *Currículum educació primària*. Generalitat de Catalunya: Servei de Comunicació i Publicacions.

Departament d'Educació. Direcció General d'Educació Infantil i Primària (2016). *Competències bàsiques de l'àmbit de l'Educació Física*. Generalitat de Catalunya: Servei de Comunicació i Publicacions.

Fernández-Río, J. (2019). *Gamificando en la Educación Física. De la teoría a la práctica en Educación Primaria y Secundaria*. Oviedo: Ediciones Universidad de Oviedo.

Kirk, D. (2012). *Empowering Girls and Women through Physical Education and Sport*. Thailand: UNESCO.

Lawrence, J. (2012). *Teaching Primary Physical Education*. London: SAGE.

López-Pastor, V.M., Fuentes, T., & Jiménez, B. (2020). *Evaluación formativa, compartida y auténtica en Educación Física*. *Tándem: Didáctica de la Educación Física*, (69), 7-14.

López-Pastor, V.M., Pérez, D., Manrique, J.C., & Monjas, R. (2016). Los retos en la Educación Física en el siglo XXI. *Retos: Nuevas tendencias en Educación Física, Deporte y Recreación*, (29), 182-187.

Miraflores, E. & Martín, G. (2014). *Cómo programar la Educación Física en Primaria. Desarrollo de una programación docente*. Madrid: Editorial CCS.

Pérez-Pueyo, Á. et al. (2021). *Los modelos pedagógicos en Educación Física: Qué, cómo, por qué y para qué*. León: Servicio de Publicaciones de la Universidad de León. Llibre electrònic disponible a: <https://buleria.unileon.es/handle/10612/13251>

Pradas, R. (Coord.) (2019). *L'Educació Física en els centres educatius: infància, joventut i moviment*. Barcelona: Edicions Rosa Sensat.

Ríos, M. (Coord.) (2014). *La inclusión en la actividad física y deportiva. La práctica de la Educación Física y deportiva en entornos inclusivos*. Barcelona: Paidotribo.

Soler, S. & Vilanova, A. (2012). La coeducación en la Educación Física en el s. XXI: reflexiones y acciones. *Tándem. Didáctica de la Educación Física*, (40), 1-11.

Velázquez-Callado, C. (2012). *La pedagogía de la cooperación en Educación Física*. Laguna de Duero: La Peonza.

Software

Specific programs are no needed.