

Degree	Type	Year
2500798 Primary Education	OT	4

Contact

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

It is recommended to have taken the course "Physical Education and its Didactics I" (3rd year).

Objectives and Contextualisation

At the end of the course, students should be able to:

1. Demonstrate a notable knowledge of the role and contributions of the Physical Education field in the primary education stage.
2. Understand the similarities and differences between the essential pedagogical concepts of motor skills and know how to apply them in the design of teaching and learning situations.
3. Write an annual program in the field of Physical Education in primary education.
4. Identify and apply the basic elements of organization and development of a Learning Situation in Physical Education.
5. Identify and apply the basic elements of organization and development of a Physical Education session.
6. Identify and know how to apply systems and evaluation criteria in Physical Education.
7. Know how to establish criteria and propose learning situations that respect and guarantee fairness in attention to diversity, gender perspective, education in values, and violence prevention.
8. Master group control strategies in Physical Education sessions, as well as conflict resolution.

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

BLOCK 1. PHYSICAL EDUCATION, TEACHING, AND CURRICULUM

- The field of Physical Education in the primary education curriculum: in-depth study.

BLOCK 2. PROGRAMMING IN PHYSICAL EDUCATION

- From annual programming to the Physical Education session: conceptualization and design elements.
- Transversality and interdisciplinarity.
- Attention to diversity and gender perspective in Physical Education programming.

BLOCK 3. TEACHING INTERVENTION IN PHYSICAL EDUCATION

- Teaching methods and didactic strategies.

- Coeducation in Physical Education.
- Values education in Physical Education.
- Conflict resolution and group control in Physical Education.
- Bullying in Physical Education.
- Motivation in Physical Education and teacher-student interaction.

BLOCK 4. ASSESSMENT IN PHYSICAL EDUCATION

- Assessment in Physical Education: the type of assessment and its importance. Assessment activities.
- Application of techniques and instruments.

BLOCK 5. PHYSICAL ACTIVITIES IN THE NATURAL ENVIRONMENT

- Physical Activities in the Natural Environment will be carried out to learn and practice outdoor sports and acquire knowledge about their organization and the management of school groups in the natural environment.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Attendance to academic sessions	45	1.8	1, 6, 5, 7
Type: Supervised			
Mentoring and monitoring	30	1.2	7
Type: Autonomous			
Student's work (individually/in group)	75	3	1, 2, 6, 11, 3, 4, 5, 7, 9, 8, 10, 12

METHODOLOGY

The course will be developed by combining different teaching-learning activities based mainly on two types of sessions: theoretical and practical.

- Theoretical sessions: These will be conducted with the whole class group through the presentation of content by the teacher. Additionally, open and active participation by the students will be encouraged through debates, presentations to share results achieved in small group work, questions and answers, comments on audiovisual documents, etc.
- Practical sessions: These will be conducted with the whole class group. They will be based on proposals made by the teacher, but will also include interventions planned and directed by the students themselves. Regarding the activities related to student assignments, these will involve various individual and group tasks.

Finally, the time allocated for tutoring and course follow-up will be a space for personalized tutoring by the teacher and will also be conducted individually or in workgroups.

In addition, this course will also include Physical Activities in the Natural Environment (AFIMENA).

Physical Activities in the Natural Environment (AFIMENA) will be conducted to learn and practice outdoor sports and acquire knowledge about their organization and the management of school groups in the natural environment. These activities will be mandatory.

Initially, the following half-day/day trips have been planned:

- AFIMENA SEA (scheduled for October 2, 2024)
- AFIMENA MOUNTAIN (scheduled for November 13, 2024)

These activities will be subject to environmental conditions and other contingencies that may arise. The details of each trip will be communicated to the students on the first day of class.

The approximate cost of the AFIMENA activities is €54 per student. Of these €54, the Faculty will cover €24 per student, so the student will need to make a final payment of €30 (subject to changes).

Students who cannot attend the AFIMENA activities for a justified reason will need to complete an academic assignment related to the topic of outdoor physical activity in primary education.

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
In group activities	50%	0	0	1, 2, 6, 11, 3, 4, 5, 7, 9, 8, 10, 12
Individual activities	20%	0	0	1, 2, 6, 11, 4, 5, 7, 9, 8, 10, 12
Written test. Individual	30%	0	0	1, 2, 6, 11, 4, 5, 7, 9, 8, 10

ASSESSMENT ACTIVITIES

Individual activities: Readings, individual analysis and reflection activities, self-assessment activities, written test, etc. All these activities, except for the written test, will be carried out throughout the course and depending on the progress of the syllabus.

- Proactive participation in classes: Positive attitude based on cooperation and respect for coexistence and the optimal development of the course will be assessed in each session of the semester. This assessment activity will not be recoverable. 10%
- Academic reflection activity in short format about AFIMENA. Submission on 19.11.2024. This assessment activity will not be recoverable. 10%.
- Written test: This test will be recoverable. 30%. The date of the written exam will be 18.12.2024. Recovery date: 27.01.2025.

Group activities:

- Academic class activities in group format. Submissions will be made as the course progresses. This assessment activity will not be recoverable. 10%.
- Preparation of an annual PE program and a PE session contextualized in a specific SA. Submission: 08.12.2024. This activity will be recoverable. 20%. Recovery date (work submission): 27.01.2025.
- Implementation of a didactic intervention within the framework of the course's practical sessions (Internal Competence Practice). The interventions will be carried out during the month of December. This assessment activity will not be recoverable. 20%.

These group activities will be tutored and implemented throughout the semester in a continuous process.

Feedback or grades for the assessment activities will be provided within a period not exceeding 20 working days of the academic calendar.

Other:

- To pass the course, a minimum attendance of 80% of the total sessions, both theoretical and practical, is required.
- To pass the course, it is essential to obtain a minimum of 5 in the written test and in the preparation of an annual PE program and a session contextualized in a specific SA.

THIS COURSE OFFERS THE POSSIBILITY OF SINGLE ASSESSMENT.

A similar assessment and recovery system to continuous assessment will be applied, but the activities will be done individually, along with some other small changes detailed below:

- Proactive participation in classes: Positive attitude based on cooperation and respect for coexistence and the optimal development of the course will be assessed. This assessment activity will not be recoverable. 10%
- Academic reflection activity in short format about AFIMENA. This assessment activity will not be recoverable. 10%. Written test. This test will be recoverable. 30%.
- Academic class activities in individual format. This assessment activity will not be recoverable. 10%. Preparation of an annual PE program and a PE session contextualized in a specific SA (individual). This test will be recoverable. 20%. Recovery date: 27.01.2025.
- Implementation of a didactic intervention within the framework of the course's practical sessions (individual). Presentation before a panel. This assessment activity will not be recoverable. 20%.

Submission date for assignments and written exam for Single Assessment: 18.12.2024

Recovery date for Single Assessment: 27.01.2025

For the single assessment, it will also be essential to pass the course with a minimum attendance of 80% of the total sessions, both theoretical and practical. Also, to pass the course, it is essential to obtain a minimum of 5 in the written test and in the preparation of an annual PE program and a session contextualized in a specific SA.

IMPORTANT:

1.- To pass this course, students must demonstrate good general communicative competence, both orally and in writing, and a good command of the language or languages of instruction as stated in the syllabus. In all activities (individual and group), linguistic accuracy, writing, and formal aspects of presentation will be considered. Students must be able to express themselves fluently and accurately and must show a high level of comprehension of academic texts. An activity may be returned (not graded) or failed if the teacher considers that it does not meet these requirements.

2.- Total or partial plagiarism of any assessment activity, and/or copying in any assessment test, will result in failing the course. At the beginning of the course, the teacher will inform students about the procedures to avoid plagiarism.

3.- The assessment will be carried out throughout the course through the activities shown in the table above. Attendance to the face-to-face classes of the course is mandatory at 80%; excuses only serve to explain the absence, and do not exempt from attendance.

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Software

Specific programs are no needed.

Language list

Name	Group	Language	Semester	Turn
(TE) Theory	90	Catalan	first semester	morning-mixed
