

Degree	Type	Year
Primary Education	OT	4

## Contact

Name: Marc Guillem Molins

Email: marc.guillem@uab.cat

## Teaching groups languages

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

## 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 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. 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. Abilities and motor skills: conceptualization and classifications. 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.

This subject, in coordination with the courses *Physical Education and its Didactics II* (102050) and *Games and Sports Initiation* (102048), will carry out three proposals for *Physical Activities in the Natural Environment* (AFIMENA).

The objective of AFIMENA is to explore and practice outdoor physical activities, as well as to acquire knowledge on how to organize and lead school groups in the natural environment. These activities are mandatory.

The following half-day/full-day trips are initially planned:

- Mountain AFIMENA (1st semester)
- Climbing AFIMENA (1st semester)
- Sea AFIMENA (2nd semester)

These trips will be subject to environmental conditions and other unforeseen circumstances. Details about each outing will be provided to students on the first day of class.

The approximate total cost of the three AFIMENA activities is €120 per student (subject to possible changes).

Students who are unable to attend AFIMENA for a justified reason will be required to complete an academic assignment related to outdoor physical activity in Primary Education.

## Activities and Methodology

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

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 anàlisi 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.

Individual and group tutorials will be used, as well as the Virtual Campus.

It will be allocated approximately 15 minutes of some class to allow students to respond to the surveys of evaluation. The perspective of gender and inclusion and diversity will be valued in a transversal way.

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

## Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
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
Proactive participation in theoretical classes and practical classes. Short format works. (Individual)	20%	0	0	7, 13, 5, 8, 11, 12, 15

## EVALUATION ACTIVITIES

### Individual activities:

- Proactive participation in the classes, consisting of the performance of short format academic activities and positive attitude based on cooperation and respect for coexistence and optimal development of the subject. This assessment activity will not be recoverable: 20%
- Written exam: it will be carried out on Monday, 8 June 2026. This test will be recoverable. The date of recovery will be Monday, 22 June 2026: 35%

### Group Activities:

- Design, writing and public display of a learning-related research and motor development before Monday, April 28. This test will be recoverable. The date of recovery will be Monday, 22 June 2026. (Red Groups): 25%
- Design and implementation of a didactic intervention. Internal professional skills practice that will be applied in the practical sessions of May. This test will not be recoverable (Simplified Groups) 20%

These two group activities will be carried out on dates that will be specified in the subject programme. They will be tutored and implemented throughout the semester in a continuous process.

Assistance: In order to overcome the subject, minimum attendance is essential to 80% of all sessions, both theoretical and practical.

THIS SUBJECT OFFERS THE POSSIBILITY OF A UNIQUE EVALUATION.

The same evaluation and recovery system will be applied as for continuous evaluation.

Date for the presentation of the works and for the performance of the written test Unique Evaluation: Monday, 8 June 2026

Date for Unique assessment recovery: Wednesday, 22 June 2026

A synthesis exam will not be administered to students repeating the course.

important:

1. To pass this subject, students must show good general communicative competence, both oral and written, and good language domain (vehicular) in the teaching guide. In all activities (individual and group) language correction, drafting and formal presentation aspects will therefore be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity can be returned (not evaluated) or suspended if the teacher considers that it does not meet these requirements.

2. Total or partial plagiarism, from one of the evaluation activities, or copying into one of the evaluation tests is reason to suspend the subject. At the beginning of the subject, the teacher will inform the student about the procedures to be followed in avoiding plagiarism.

## Bibliography

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

Balagué, N., & Martín, C. T. (2011). *Complejidad y deporte*. Inde.

Calais-Germain, B. (2004) *Anatomía del movimiento*. Barcelona: Los Libros de la Liebre de Marzo.

Cano, R., Martínez, R., & Miangolarra, J. (2017). Control y aprendizaje motor: fundamentos, desarrollo y reeducación del movimiento humano. *Médica Panamericana*.

Carmona López, M. (2006). *Guía práctica del juego en el niño y su adaptación en necesidades específicas: desarrollo evolutivo y social del juego*. Granada: Ed. Universidad de Granada, 2006

Castellanos, N. (2022). *Neurociencia del cuerpo: cómo el organismo esculpe el cerebro*. Editorial Kairós.

Claxton, G. (2016). *Inteligencia corporal: Por qué tu mente necesita el cuerpo mucho más de lo que piensa*. Plataforma.

De la Cuerda, R. C., Piédrola, R. M. M., & Page, J. C. M. (2016). Control y aprendizaje motor. *Médica-Panamericana: Madrid, Spain*.

Fernández García, E. (2007). *Evaluación de las habilidades motrices básicas: determinación de escalas para la evaluación de desplazamientos, giros y manejos de móviles*. Barcelona: Inde.

Guillem, M., Roig-Hierro, E. i Díaz, G. (2023). Cuando el movimiento facilita el aprendizaje. La relación entre actividad física y cognición según la Neurociencia. Barcelona: INDE

Pons Segalés, E. (2007). *Desarrollo cognitivo y motor*. Barcelona: Ed. Altamar, 2007

Riera Riera, J. (2005) *Habilidades en el deporte*. Barcelona: INDE.

Rigal, R. (2006). *Educación motriz y educación psicomotriz en preescolar y primaria: acciones motrices y primeros aprendizajes*. Barcelona: Inde.

Ureña, N. et al. (2006). *Las habilidades básicas en primaria: programa de intervención*. Barcelona: INDE.

Vaca Escribano, M. (2008). *Motricidad y aprendizaje: el tratamiento pedagógico del ámbito corporal (3-6)*. Barcelona: Graó.

## Software

No specific software will be required.

The proposed assessment tasks do not require the use of AI. If a student is interested in applying it, they must proactively inform the teaching staff in advance so that its suitability can be assessed.

If the use of AI is detected without prior justified notification and approval, the penalty will be the repetition of the task. Should the issue persist, the task will receive a grade of 0.

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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