



Universidad
de Alcalá



Centro Universitario
Cardenal Cisneros

STUDY GUIDE

Didactics of Physical Education

Degree in Primary Teacher Training
Bilingual Programme
C.U. Cardenal Cisneros
Universidad de Alcalá

Academic Year 2020-21

4th Year – 1st Term

STUDY GUIDE

Subject	Didactics of Physical Education
Code	520019
Degree	Degree in Primary Teacher Training Bilingual Programme
Department	Specific Didactics
Character	Compulsory
ECTS credits	6
Academic year and Term	4th Year, 1st Term
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Language:	English

1. PRESENTATION

Cardenal Cisneros University College guarantees its students that, if, due to sanitary demands, competent authorities should suspend face-to-face teaching partially or totally, teaching plans will achieve their aims through an online teaching-learning methodology and an online assessment process, and will retake face-to-face teaching as soon as these requirements should cease.

Physical education forms an essential part of any well-rounded, comprehensive education. In fact, it is the only subject in which the body is used as the primary learning tool. Through body movement, students simultaneously develop their motor skills and knowledge of the subject and general education.

Subject description

This subject is taken in the 1st semester of the 4th year of the Primary Education Degree program. It has a value of 6 ECTS credits and it is a compulsory subject.

The main objective of this subject is to provide future teachers with knowledge and skills in specific didactic resources.

The following areas will be approached during this subject: planning, class management, methodology and assessment in Physical Education. These aspects will be mainly developed from a practical perspective. Assessment is based on projects that students carry out in groups, some individual assignments about movies and papers as well as a final exam. This subject is taught in English. Students must have at least a B2 level of English to take this course. The subject teacher may hold tutorials in English.

2. COMPETENCES

General competences:

1. To know curricular areas in Primary Education, interdisciplinary relationships between them, assessment criteria and the didactic knowledge about learning processes.
2. To design, plan and assess learning processes, both individually and in collaboration with other teachers and professionals.
3. To design and regulate learning spaces in contexts of diversity attending equal treatment.
4. To foster coexistence within and out of the classroom, to solve discipline problems and to contribute to pacific problems resolution. To stimulate and value the effort, constancy and personal discipline among students.
5. To maintain a critical and autonomous vision in terms of knowledge, values and both public and private social institutions.
6. To reflect about practices in the classroom, innovate and improve teaching work. To acquire habits and skills for the autonomous and cooperative learning and promote it among students.
7. To know and apply TICs in the classroom. To choose consciously the audiovisual information contributing to learning, civic training and cultural richness.

Specific competences:

1. To understand the principles that contributes to cultural, personal and social education in Physical Education.
2. To know the school curriculum of Physical Education
3. To acquire resources to promote sports inside and outside school.
4. To impart and evaluate subject contents by means of suitable teaching resources and to motivate students to achieve the corresponding competences

3. CONTENTS

Contents:

UNITS	Total hours
<u>Concept of physical education</u> Historical evolution. Schools of PE Didactics of physical education. Concepts.	• 8 hours of class
<u>Didactic Unit</u> Program of a complete course, analyze the decree, methodology, session structure.	• 8 hours of class
<u>Biological and physiological principles of human movement</u> Anatomy and physiology of human movement	• 8 hours of class
<u>Foundations of human movement and motor skills</u> Psychomotor skills and body schema, basic skills and dexterity, rhythm and movement. Basic physical qualities.	• 12 hours of class
<u>Organized physical activities</u> From games to sport.	• 12 hours of class

4. TEACHING-LEARNING METHODOLOGY. FORMATIVE ACTIVITIES

4.1. Credits distribution

6 ECTS credits. Total hours: 150	
Individual student study hours: 102	30 hours (large group) 15 hours (small groups) 3 hours (seminars)
Individual student study hours: 102	102 hours (self-study)

4.2. Methodology, materials and didactic resources

As Physical Education has a very important procedural component, the methodology for this subject is active and participatory with the student being part of the teaching process. The teacher will act as a mediator of learning, providing resources and explanations for students to acquire the necessary competences.

These skills are acquired fundamentally through group and individual work, in order to develop creativity and a cooperative attitude. Cooperative work and group interaction are key elements in the achievement of the objectives

Students must propose, prepare and present a diverse range of materials related with the subject contents using games and playing as the main didactic tool.

Students must think critically about different sources of information available in modern society, in order to design their own teaching proposals which, are going to be performed in class.

Theoretical classes imparted by the subject teacher will provide the basic knowledge and necessary tools for students to design their own teaching proposals. At this stage, the teacher will provide guidance and orientation for the students as they develop their teaching proposals.

Materials and resources

The resources which are going to be used for the learning process are going to be the following:

- Online platform.
- Videoconference platform.
- Sports hall.
- Swimming pool.
- Outdoor field and courts
- University campus
- PE materials like balls, hoops, cones, benches, wall bars, music player...

5. ASSESSMENT: Assessment criteria, Qualification criteria and Assessment system

Assessment criteria:

The assessment criteria are considered for assessment and grading of students. They are closely linked with the specific competences of the subject. Is the way to make sure that the students acquire the basic contents and can use them as future teachers.

The assessment criteria for this subject are the following

- Knowledge of the basic principles of the curriculum of physical education at this stage of education, as well as the theory for the acquisition and development of the subject content.
- Creation of resources to promote participation in physical and sports activities.
- Creation, evaluation and reflection of the curricular contents related to the subject.

Relationship between specific competences and assessment criteria

Competences	Assessment criteria
To understand the principles that contributes to cultural, personal and social education in Physical Education.	<ul style="list-style-type: none"> • Knowledge of the basic principles of the subject. • Interest and active participation in learning.
To know the school curriculum of Physical Education	<ul style="list-style-type: none"> • Knowledge of the basic principles of the curriculum of physical education at this stage of education, as well as the theory for the acquisition and development of the subject content. • Interest and active participation in learning.
To acquire resources to promote sports inside and outside school	<ul style="list-style-type: none"> • Design of original motor skills activities based on the concept of playing. • Creation of resources to promote participation in physical and sport activities. • Interest and active participation in learning
To impart and evaluate subject contents by means of suitable teaching resources and to Motivate students to achieve the corresponding competences.	<ul style="list-style-type: none"> • Creation, evaluation and reflection of the curricular contents related to the subjects. • Interest and active participation in learning

Grading criteria

Assessment criteria	%
Knowledge of the basic principles of the subject	30%
Interest and active participation in learning	20%
Creation of resources to promote participation in physical and sports activities	25%
Creation, evaluation and reflection of the curricular contents related to the subject	25%

Assessment procedure

The following are the Assessment Regulations of the UAH that must be complied with and made known in all degree subject guides:

1. For all subjects there is an ordinary exam period in January and an extraordinary exam period in June.
2. The ordinary exam period has the modality of continuous assessment.
3. Any student that is unable to undergo continuous assessment during the ordinary exam period must request final assessment from the subject teacher, who will then transfer the request to the Assistant Director of Academic Planning. The request must be presented within the first two weeks of class and may be accepted or refused.
4. The extraordinary exam period applies to students who do not pass the ordinary exam and may take the form of continuous assessment or a final exam (any student who does not pass continuous assessment in the ordinary exam period will undergo continuous assessment in the extraordinary exam period).
5. The characteristics of continuous and final assessment, both for the ordinary and extraordinary exam periods are described in the subject study guide.
6. Please consult the following document for more information about the rules and regulations of assessment
7. All the project and tasks done in class will be passed through the antiplagiarism software and can't have more than 24%.

Requirements for continuous assessment during the ordinary exam period:

- Attend the established hours of class time and seminars. Students should attend at least to 80% of the subject. If the subject is going to be taught via videoconference the percentage is going to be the same and can be only checked by connecting the camera.
- Carry out and submit activities and work on time.
- Participate actively in the teaching-learning process.

Any student who fails to meet these requirements cannot sit the exam in January (ordinary exam period) and will receive the grade of NOT TAKEN (No Presentado). Students must speak with the subject teacher if they wish to take the exam in the extraordinary period.

For further information about the assessment issues, please see: <http://www.uah.es/es/admision-y-ayudas/grados/matricula/normativa-academica/>

Continuous assessment. Ordinary and extraordinary exam periods

Assessment tool/ Criteria	Class tasks	Project proposals	Individual work	Exam	%
Knowledge of the basic principles of the subject		X	X	X	30%
Interest and active participation in learning	X	X			20%
Creation of resources to promote participation in physical and sports activities	X	X	X	X	25%
Creation, evaluation and reflection of the curricular contents related to the subject.	X	X	X	X	25%
	20%	30%	25%	25%	100%

*To pass the subject, in the exam the student needs to reach at least a 4 in the final exam.

Final assessment. Ordinary and extraordinary exam periods

Assessment tool/ Criteria	Individual tasks and projects	Exam	%
Knowledge of the basic principles of the subject	X	X	30%
Interest and active participation in learning	X		20%
Creation of resources to promote participation in physical and sports activities	X	X	25%
Creation, evaluation and reflection of the curricular contents related to the subject.	X	X	25%
	60%	40%	100%

*To pass the subject, in the exam the student needs to reach at least a 4 in the final exam.

Students who decide for the final assessment, have two weeks after the beginning of the term to request for it. As soon as they get the approval, they need to get in contact with the teacher and ask for the task they need to do to pass the subject. The deadline for the tasks is the ordinary or extraordinary exam date.

6. BIBLIOGRAPHY

Basic bibliography

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Delgado, M.A. (1991) Los estilos de enseñanza en la Educación Física. Granada: Universidad de Granada.

Kirk, D. (1990) Educación Física y currículum. Valencia: Universidad de Valencia. Sánchez, F. (1986) Bases para una didáctica de la Educación Física y el Deporte. Madrid: Gymnos. Sánchez Bañuelos, F. y Fernández García, E. (Coord.) (2003) Didáctica de la Educación Física. Madrid: Pearson Educación.

Fernández, E y Ceccini, J.A. (2002) Didáctica de la Educación Física en Educación Primaria. Madrid: SÍNTESIS S.A.

Parra, J. (2015) Actividades prácticas, creativas y útiles para las clases de educación física. Madrid: Pila Teleña.

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Vaca Escribano, M. J. (2002) Relatos y reflexiones sobre el Tratamiento Pedagógico de lo Corporal en la Educación Primaria. Palencia: Asociación cultural 'cuerpo, educación y motricidad'.

Additional bibliography

Magazines and journals

Revista del Consejo General de Colegios Oficiales de Licenciados en Educación Física y en Ciencias de la Educación Física y el Deporte

<http://www.consejo-colef.es/revista-reefd/archivo-revista-reefd.html> (22/6/2015)

Revista del Ministerio de Educación Cultura y Deporte <http://www.mecd.gob.es/revista-de-educacion/> (22/6/2015)

APUNTS educación física y deporte. <http://www.revista-apunts.com/es/> (18/6/2015)

REVISTA TANDEM. Didáctica de la Educación Física. <http://tandem.grao.com/> (18/6/2015)

ÁGORA de la Educación Física y el deporte. <http://www5.uva.es/agora/> (18/6/2015)

Online resources

Lecturas: Educación Física y Deportes (<http://www.efdeportes.com/>) (18/6/2015) Comunidad Virtual CIENCIA DEL DEPORTE (<http://cdeporte.rediris.es/>) (18/6/2015)

<http://www.cuadernosdepedagogia.com/> (22/6/2015)