

STUDY GUIDE

Didactics of Physical Education

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

Academic Year 2025-26
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:	4 th Year, 1 st Term
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Language:	English

1. PRESENTATION

Physical education is 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 Bachelor's Degree in Primary Education. 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 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.

The subject is associated with the Development of Academic Skills program in the Bachelor's Degrees at CUCC, specifically in Research and Academic Papers, and thus includes activities that will be subject to evaluation within it, which will be explained further below.

For the completion of any academic work, please remember the importance of consulting with faculty regarding the permitted use of artificial intelligence (AI) tools. If it is not explicitly stated in the guide or instructions for the specific assignment or exercise, AI should under no circumstances be used. Please note that the improper use of these technologies—such as generating work without express authorization—may constitute academic fraud. Therefore, you are encouraged to review the university's regulations concerning AI use, to always act responsibly and transparently in the learning process, and to consult with faculty about any related questions.

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

Programme of Contents

UNITS	Total hours
<u>Concept of Physical Education (PE)</u> Concepts Historical evolution PE schools	9 hours of face-to-face classes
<u>Biological and physiological principles of human movement</u> Anatomy and physiology involved in human movement	12 hours of face-to-face classes
<u>Fundamentals of human motor skills</u> Psychomotor education and body scheme, basic skills and abilities, rhythm and movement Perceptive-motor skills, basic physical capacities and fundamental motor skills as the building blocks of human movement. Theoretical framework and practical application.	18 hours of face-to-face classes
<u>Organized physical activities</u> From games to sport.	6 hours of face-to-face classes

4. TEACHING-LEARNING METHODOLOGY. FORMATIVE ACTIVITIES

4.1. Credits distribution

6 ECTS credits. Total number of hours: 150	
Number of hours of classroom attendance: 50 hours	30 hours theoretical class 15 hours practical class 3 hours seminars 2 hours evaluation tasks
Number of hours of independent learning: 100 hours	100 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, 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, 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 that will be used for the learning process will 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%

Resultados de aprendizaje

Los resultados de aprendizaje recogidos en la memoria de verificación del título de Maestro de Educación Primaria correspondientes a esta asignatura son:

Learning outcomes: Didactics of Physical Education	Code
To discover the cultural, personal, and social dimensions that education through movement allows.	RAEF 1
To recognize the cultural, personal, and social value of physical education.	RAEF 2
To justify a physical education teaching project by integrating its cultural, personal, and social dimensions.	RAEF 3
To know the national physical education curriculum for primary education.	RAEF 4
To apply the physical education curriculum of the autonomous communities where the University of Alcalá is located in a primary level curricular project.	RAEF 5
To design and develop a physical education teaching unit for each cycle of the stage.	RAEF 6

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. All subjects have a regular examination session in January and an extraordinary session in May.
2. The regular session will be conducted under the continuous assessment modality.
3. If any student is unable to follow the continuous assessment in the regular session, they must request a final assessment from the subject's professor, who will forward it to the Deputy Director of Academic Planning using the specific request form. This request must be submitted within the first two weeks of class and may be accepted or not.
4. The extraordinary session is intended for students who do not pass the regular session and may be in either continuous or final assessment modality (a student who did not pass the continuous assessment in the regular session will proceed to the extraordinary session in the same modality).
5. The characteristics of the continuous and final assessments, for both the regular and extraordinary sessions, must be outlined in the subject study guide.
6. All work and assignments will be checked with an anti-plagiarism program and must not exceed 20% similarity.
7. When there is evidence of plagiarism or inappropriate use of Artificial Intelligence, the work will be graded with a score of 0.
8. For more details on the evaluation regulations, you can refer to this document: [BOUAH, núm. 8 y 9, Jueves, 30 septiembre 2021](#)

During the assessment tests, the guidelines established in the Regulations on the Rules of Conduct of the University of Alcalá must be followed, as well as the possible implications of any irregularities committed during these tests, including the consequences for academic fraud according to the Disciplinary Regulations for Students of the University of Alcalá.

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.

Continuous assessment. Ordinary and extraordinary exam periods

Tools of assessment	Individual work	Group work	Exam	%
Assessment Criteria				
Knowledge of the basic fundamentals of the subject.	x	x	x	40%
Interest in learning and active participation.	x	x		20%
Creation of resources to promote participation in physical and sports activities	x	x	x	20%
Creation, evaluation and reflection of the curricular contents related to the subject.	x	x	x	20%
%	30%	40%	30%	100%

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, it is essential that the student demonstrate that they have achieved all the competencies included in this guide through the different instruments established for their

measurement, reaching a minimum of 5 in each of them, except for the exam which will be 4. The student must take all the evaluation tests that are included in this guide as an essential requirement, both in the continuous evaluation process and in the final evaluation process, either in the ordinary or extraordinary session.

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.

During all assessment tasks, the guidelines established in the University of Alcalá Coexistence Regulations must be followed, as well as the possible implications of irregularities committed during those tasks, including the consequences for committing academic fraud, according to the Disciplinary Regulations for Students of the University of Alcalá.

"The teaching-learning methodology and the evaluation process will be adjusted when necessary, following the guidance of the CUCC Guidance Service and/or the UAH Diversity Support Unit, in order to implement curricular adaptations for students with specific needs, upon submission of documentation certifying such need."

6. BIBLIOGRAPHY

Basic bibliography

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Ríos, M. (2014). *565 Juegos y tareas de iniciación deportiva adaptada a las personas con discapacidad*. Paidotribo.

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Siedentop, D. (1998). *Aprender a enseñar Educación Física*. INDE.

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Viciano Ramírez, J. (2002). *Planificar en Educación Física*. INDE.

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>

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

APUNTS educación física y deporte. <http://www.revista-apunts.com/es/>

REVISTA TANDEM. Didáctica de la Educación Física. <http://tandem.grao.com/>

ÁGORA de la Educación Física y el deporte. <http://www5.uva.es/agora/>

Lecturas: Educación Física y Deportes (<http://www.efdeportes.com/>)

Comunidad Virtual CIENCIA DEL DEPORTE (<http://cdeporte.rediris.es/>)

Cuadernos de Pedagogía (<http://www.cuadernosdepedagogia.com/>)