



## COURSE DATA

### Data Subject

<b>Code</b>	43476
<b>Name</b>	Research in didactics of physical education
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	14.0
<b>Academic year</b>	2024 - 2025

### Study (s)

Degree	Center	Acad. year	Period
2157 - Master's degree in Research in Subject Didactics	Faculty of Teacher Training	1	First term

### Subject-matter

Degree	Subject-matter	Character
2157 - Master's degree in Research in Subject Didactics	3 - Research in didactics of physical education	Optional

### Coordination

Name	Department
MOLINA GARCIA, JAVIER	95 - Didactics of Physical, Artistic and Music Education
PEIRO VELERT, CARMEN	95 - Didactics of Physical, Artistic and Music Education

## SUMMARY

This subject aims to make researchers in education aware of the main lines of research that are being carried out in the field of the Didactics of Physical Education. Likewise, the educational objectives of this subject and its contents aim to place students in the present moment of the research so that, as a result of this knowledge, they can contribute to covering needs or specific gaps in this discipline with their own research. On the other hand, this subject introduces students to the design and development of research projects in the field of the teaching/learning of Physical Education and Teacher Training. With the achievement of the objectives and competencies of this subject, students will be in a position to begin a research project in any of the lines of research studied.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

### 2157 - Master's degree in Research in Subject Didactics

- Submit one's own research in a rigorous manner that is appropriate to the context or means of communication of the presentation (scientific or informative publication, congress, course aimed at researchers or teachers, etc.), respecting the criteria of quality and validity.
- Use a computer programme for the appropriate processing of data obtained in a research.
- Analyse and synthesise the main current research agendas in Specific Didactics.
- Apply the cognitive, metacognitive and social skills necessary for the performance as a member of the research community of Specific Didactics.
- Conduct quality research in the scientific field of Specific Didactics using the methodologies, techniques and procedures of this discipline.
- Engage in research tasks within scientific groups, showing capacity for learning, collaboration, initiative and communication.
- Communicate, exchange and transfer the results of one's own research with other actors in the education system, for the benefit of society.
- Integrate ethical values and responsibility associated with research tasks into one's own research.
- Create spaces for research and learning with special attention to equity, emotional and values education, equal rights and opportunities between men and women, citizenship training and respect for human rights that facilitate life in society, decision-making and the construction of a sustainable future.
- Synthesise the knowledge provided by the most important research lines in Specific Didactics.
- Analyse and evaluate research projects on a topic of current interest in Specific Didactics in order to fully or partially replicate them.
- Critically analyse, from the point of view of research in Specific Didactics, the performance of teaching, good practice and guidance using quality indicators.
- Identify, analyse and evaluate national or international research publications in the field of Specific Didactics.
- Be able to design and develop research projects in educational classroom contexts related to Specific Didactics.



- Decide, with objective criteria, which methodological paradigm ?quantitative, qualitative or mixed? best fits the objectives of your own research.
- Generate a scientific report in which the results of the research work carried out are publicly presented to members of the research community of Specific Didactics.

1. To carry out critical scientific reports on research topics of interest in the Didactics of Physical Education based on systematic bibliographic searches in the main databases.
2. To study the conceptual, methodological, procedural and interpretative aspects of the Didactics of Physical Education in depth. To know and critically analyse the development of new models and theoretical frameworks in research in the Didactics of Physical Education.
3. To raise new and relevant research questions in the Didactics of Physical Education.
4. To design and develop qualitative and/or quantitative studies focused on a problem of current interest in the Didactics of Physical Education, applying criteria of methodological rigor.
5. To learn and know how to carry out different ways of presenting the results of a study, such as scientific or informative publications, presentations at conferences, seminars, etc.
6. To know how to apply and transfer new scientific knowledge in the Didactics of Physical Education to problem solving in the classroom.

## DESCRIPTION OF CONTENTS

### 1. Perspectives & approaches on research methodology in PE

- 1.1. Metodologies of educational research in Didactics of Physical Education.
- 1.2. The research problem in Didactics of Physical Education.
- 1.3. Criteria of quality and ethical issues in scientific research.

2.

3.

4.



**5.**

- 5.1. The Teaching-Learning process. Pedagogical Models.
- 5.2. Research on evaluation in Physical Education.
- 5.3. Critical Pedagogy and Physical Education.
- 5.4. Research on Physical Education Teacher Education.
- 5.5. Cross-disciplines contributions to research in Didactics of Physical Education.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	84,00	100
Attendance at events and external activities	10,00	0
Development of group work	90,00	0
Development of individual work	70,00	0
Readings supplementary material	28,00	0
Preparation of evaluation activities	20,00	0
Preparing lectures	18,00	0
Preparation of practical classes and problem	30,00	0
<b>TOTAL</b>	<b>350,00</b>	

**TEACHING METHODOLOGY**

Various methodologies for teaching and the work produced by students will be applied, depending on the type of activity to be carried out, thus the 84 face-to-face hours (called 'theoretical classes') include these different methodologies

- Lectures with content and themes presentation carried out by the teacher introducing. at the same time, students' participation through active methodologies.
- Classes where students make presentations, individually or in group, sharing their work and afterwards a debate and interaction forum is established (usually in seminars).
- Classes with academic debate based on readings agreed upon as relevant and interesting, reflecting current trends in Didactics of Physical education research.
- Supervised or independent work, individually or in small groups, to carry out projects, prepare materials, analysis of classroom situations involving problem solving based on practical activities, search for information, etc. (usually as off-site activities).
- Supervised or independent individual study time (usually to prepare papers or assessment tests).



- One-on-one meetings with teaching staff to track the student's progress (during tutorials).

## EVALUATION

Assessment will be continuous and based on the evaluation of evidence of learning, which may be collected by one or more of the following means:

Systematic monitoring of student progress in both theory classes and seminars as well as in tutorials.

Assessment of the required assignments (analysis or design of a research project in one of the lines of research that the programme offers; State of the art in research in some of the main lines of research in Physical education).

Assessment of individual and group participation in the activities carried out during the theory classes and seminars (presentations of the assignments themselves, participation in discussions, etc.)

Taking evaluation tests designed to assess the student's competencies in the subject.

Students who follow up the daily classroom activities will be eligible for continuous evaluation as long as their attendance exceeds 80% of the sessions.

In the case of not following the daily activities, the students will pass to a final evaluation modality that will involve the delivery of the work assigned to the rest of the students, but carried out individually and/or a written test on the totality of the contents taught.

In the continuous evaluation modality, the evaluation will consist of:

- Participation in class and other activities (conferences, seminars, etc.): up to 30% of the final grade.
- Presentation of individual or small group work: up to 70% of the final grade.
- Final individual oral or written test: up to 70%.

The total of the 3 forms of evaluation must add up to exactly 100%.

## REFERENCES

### Basic

- Referencia b1: Kirk, D. (2010). *Physical Education Futures*. Routledge.
- Referencia b2: Sparkes, A. C., & Smith, B. (2014). *Qualitative research methods in sport, exercise and health: From process to product*. Routledge/Taylor & Francis Group.
- Referencia b3: Brusseau, T., Fairclough, S., & Lubans, D. (Eds.). (2020). *The Routledge Handbook of Youth Physical Activity*. Routledge.
- Referencia b4: Kirk D., et al. (2006). *Handbook of physical education*. SAGE.
- Referencia b5: Thomas, J. R. y Nelson, J. K. (2007). *Métodos de investigación en actividad física*. Barcelona.
- Referencia b6: Housner, L. D., Meztler, M. W.; Schempp y Templin, T. J. (2009) *Historic Traditions and Future Directions of Research on Teaching and Teacher education in Physical Education*. FIT
- Referencia b7: Pérez-Pueyo, A, Hortigüela, y Fernández-Río, J. (2021). *Los modelos pedagógicos en*



Educación física : qué, cómo, por qué y para qué. Bulería-Universidad de León.

Referencia b8: Armour, K & Macdonald; D. (2012). Research Methods in Physical Education and Youth Sport. Routledge/Taylor & Francis Group.

### **Additional**

- Referencia c1: Bolívar, A, Domingo, J. y Fernández M. (2001). La Investigación Biográfica-narrativa en Educación. Editorial La Muralla.
- Referencia c2: Gil Flores, J. (1994). Análisis de datos cualitativos. Aplicaciones a la investigación educativa. PPU S.A.
- Referencia c3: Goodson, I. F. (2004). Historias de Vida del Profesorado. Octaedro.
- Referencia c4: Imbernón, F. (2009). La investigación educativa como herramienta de formación del profesorado. Graó.
- Referencia c5: McMillan, J.H. y Schumacher, S. (2005). Investigación educativa: una introducción conceptual. Pearson.
- Referencia c6: Sabirón, F. (2007). Métodos de investigación etnográfica en Ciencias Sociales. Mira Editores.
- Referencia c7: Sicilia, A. y Fernández-Balboa, J.M. (2004). La otra cara de la investigación. Reflexiones desde la educación física. Wanceulen Editorial Deportiva.
- Referencia c8: Sparkes, A.C. (2002). Telling tales in sport and Physical Activity. A qualitative journey. Human Kinetics.
- Referencia c9: Stake, R.E. (2010). Qualitative Research. Studying how things work. Guilford.
- Referencia c10: Stenhouse, L. (2004). La investigación como base de la enseñanza. Morata.
- Referencia c11: Smith, M.L. y Glass, G.V. (1987). Research and evaluation in education and the Social Sciences. Prentice-hall.
- Referencia c12: Taylor, S.J. y Bogdan, R. (1992). Introducción a los Métodos Cualitativos de Investigación. Paidós Básica.
- Referencia c13: Woods, P. (1998). La escuela por dentro. La etnografía en la investigación educativa. Paidós.