VNIVERSITAT DE VALÈNCIA

Course Guide
33220 Methodology of teaching physical activity and sport

COURSE DATA

Data Subject	
Code	33220
Name	Methodology of teaching physical activity and sport
Cycle	Grade
ECTS Credits	6.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
1312 - Degree in Physical Activity and Sport Sciences	Faculty of Physical Education and Sport Sciences	3	First term
1331 - Degree in Physical Activity and Sport Sciences (Ontinyent)	Faculty of Physical Education and Sport Sciences	3	Other cases

Subject-matter

Degree	Subject-matter	Character
1312 - Degree in Physical Activity and Sport Sciences	16 - Methodology of teaching physical activity and sport	Obligatory
1331 - Degree in Physical Activity and Sport Sciences (Ontinyent)	16 - Metodología de la enseñanza de la actividad física y el deporte	Obligatory

Coordination

Name	Department
PRIEGO QUESADA, JOSE IGNACIO	122 - Physical and Sports Education

SUMMARY

The subject Methodology of teaching physical activity and sport provides a set of guidelines for teaching activities. In the course aspects that must be taken into account when teaching a session of physical and sporting activities are discussed, as are the organization and structure of the session, strategies and teaching styles more appropriate to the context and purposes established, and ethical and ideological issues related to the teaching of physical and sports activities.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Prior to this course students have taken two basic core subjects such as "The educational games and sports initiation" and "Education movement." In 3rd course, after performing the current subject, students also they have the compulsory subject "Planning and evaluation of physical and sports activities".

OUTCOMES

1312 - Degree in Physical Activity and Sport Sciences

- Apply the principles of fundamental rights, gender equality, equal opportunities, universal accessibility for people with disabilities, solidarity, environmental protection, the culture of peace and democratic values.
- Apply information and communication technologies (ICTs) in the field of physical activity and sport sciences.
- Develop habits of professional excellence and quality.
- Know and understand the conceptual aspects and methodological bases of the teaching-learning process of physical activity and sport.
- Develop the practice of the teaching-learning process of physical activity and sport, taking into account the objectives set, the context in which these are practised, the availability of resources and the characteristics of participants, knowing how to control risks and safety.
- Analyse the different methodological elements to be taken into account in the teaching-learning process of physical and sports activities.
- Be able to select and use the physical-sports materials and equipment suited to each type of activity and population according to methodological criteria.
- Develop capacities to act under the ethical principles required for proper professional practice relating to teaching physical activity and sport.
- Develop social and personal skills related to autonomy, reflective attitude and teamwork.
- Use information and communication technology (ICT) during the course of study.

LEARNING OUTCOMES

The learning outcomes will be the following:

-To know how to analyse the perceptive, decision and motor difficulty of motor tasks with the aim of improving the learning-teaching process of physical and sports activity.

-To know how to act on structural and organizational aspects in the realization of physical activity and sports sessions.

-To know how to organize and structure the contents of the session based on the different strategies in practice.

-To know the characteristics of the different teaching styles as well as how to apply them in the physical activity and sports sessions.

-To know the types of feedback as well as their characteristics that can be applied during the process of teaching physical activity and sports.

-To have a more critical and reflective thinking about the ethical aspects that intervene during the process of teaching physical activity and sports.

DESCRIPTION OF CONTENTS

1. Conceptual approach to the methodology of teaching

What is the methodology of teaching? Deductive and inductive method. Methodological strategy. Teaching technique. Strategy in practice. Teaching style

2. Didactic analysis of motor tasks

Definition of motor task. Motor tasks and practical knowledge. Motor execution model. The mechanisms of perception, decision and execution and the complexity of motor tasks

3. Structural and organizational aspects of a session

Structure and time management: parts of a session, time management and session routines. Organizational and control aspects related to: participants, material resources and audiovisual media, and space. Control of risk and safety in motor tasks.

4. Strategies in practice

Analytics: pure, sequential, progressive, progressive inverse and pure progressive. Global: pure, polarizing the attention and with modification of the real situation.
Mixed: several combinations between global and analytical.

5. Teaching styles based on the techniques of:

Teacher-centred: command style, assignment of tasks, reciprocal teaching, self-check and inclusion style.
Student-centred: guided discovery, convergent discovery, divergent production, learner designed, learner initiated, self teach style.

6. Feedback during the teaching process.

Definition. Types. How and when to do it. Experience and feedback

7. Ethical aspects related to the process of teaching physical activity and sports

Gender and sport. Populations with special needs.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Classroom practices	15,00	100
Development of group work	10,00	0
Development of individual work	10,00	0
Study and independent work	10,00	0
Readings supplementary material	20,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	20,00	0
TOTAL	**150,00**	

TEACHING METHODOLOGY

The development of the subject around two theoretical sessions lasting an hour and a half and a practical one-hour session a week is structured. In the theoretical sessions, the teacher will use as a teaching strategy the lecture, because it is a way to directly offer the theoretical contents of the subject that requires little investment of time teaching compared to other techniques. However, this technique does not include the development of a series of procedural skills and attitudes of university work included in the powers referred to in this guide. For this reason, the lecture will be open to the participation of students character and it will be combined with the activities performed by students in-class.
On the other hand, the practical sessions students will apply theoretical knowledge to the demands of activities and purposes specified by the teacher. Some activities by the teacher will be addressed, while others will be raised by working in small groups. The practical sessions are formed as a meeting point between students and teacher, and require commitment and self-employment continued beyond the

classroom context, to monitor the practical sessions.
In addition to these strategies, directly linked to the development of the actual classes of the subject, others are also used as autonomous group work, compulsory reading the book mentioned in the bibliography of reference, participation in the blog of the subject, individual to achieve the contents of the subject study tutorials to guide particularly learning students.
Apart from these methodological strategies, the teacher will provide bibliographic material of each topic posted on the Virtual Classroom of the subject.

EVALUATION

In the ordinary calls, the final grade of the subject will be obtained from one of the following possibilities (as the student chooses):

a) A summative evaluation, which will consist of three parts:

• 60% participation in the activities and development of the classes, both theoretical and practical;

• 10% non-contact monitoring of the classes through participation in the blog of the subject;

• 30% final exam of the content of the subject (20%) and the compulsory reading book (10%).

b) A final evaluation:

• 50% Exam of the contents of the subject.

• 30% reading book exam.

• 20% Examination of the practical content.

In the extraordinary calls only the option b) can be made.

Students who do not attend more than 50% of the practical sessions and / or who have not carried out the development of a practical session will not be able to carry out continuous evaluation and must be evaluated by final evaluation.

REFERENCES

Basic

- Mosston, M. y Asworth, S. (1993). La enseñanza de la educación física. La reforma de los estilos de enseñanza. Barcelona: Hispano Europea.
- Pieron, M. (1988). Didáctica de las actividades físicas y deportivas, Madrid: Gymnos.
- Sánchez Bañuelos, F. (1992). Bases para una didáctica de la educación física y el deporte (2ª ed.), Madrid: Gymnos.

- Siedentop, D. (1998). Aprender a enseñar Educación Física, Barcelona: Inde.

Additional

- Arnold, P. J. (1991). Educación física, movimiento y curriculum, Madrid: Morata-MEC.
- Bores, N. J. (coord.) (2005). La lección de Educación Física en el tratamiento pedagógico de lo corporal, Barcelona: Inde.
- Florence, J.; Brunelle, J. y Carlier, G. (2000). Enseñar Educación Física en Secundaria. Motivación, organización y control, Barcelona: Inde.
- Contreras, O. (1998). Didáctica de la Educación Física. Un enfoque constructivista, Barcelona: Inde.
- Florence, J. (1991). Tareas significativas en Educación Física escolar, Barcelona: Inde.
- Famose, J.P. (1992). Aprendizaje motor y dificultad de la tarea. Barcelona: Paidotribo.
- Fraile, A. (coord.) (2004). Didáctica de la Educación Física. Una perspectiva crítica y transversal, Madrid: Biblioteca Nueva.
- Kirk, D. (1990). Educación física y currículum, Valencia: Servei de Publicacions Universitat de València.
- Martínez, L. y Gómez, R. (coords.) (2009) La Educación Física y el deporte en la edad escolar. El giro reflexivo en la enseñanza, Madrid: Miñó y Dávila.
- Seners, P. (2001). La lección de Educación Física, Barcelona: Inde.
- Sicilia, A. y Fernández Balboa, J. M. (coord.) (2005). La otra cara de la enseñanza: lecturas de pedagogía crítica, Barcelona: Inde.
- Sicilia, A. y Delgado, M.A. (2002). Educación Física y estilos de enseñanza, Barcelona: Inde.
- Tinning, R. (1992). Educación física: la escuela y sus profesores, Valencia: Servei de Publicacions Universitat de València.
- Vázquez, B. (coord.) (2001). Bases educativas de la actividad Física y el deporte, Madrid: Síntesis.
- Villamón, M. (dir.) (1999). Formación de los maestros especialistas en Educación Física. Valencia: Conselleria de Cultura, Educació i Ciència.