



COURSE DATA

Data Subject

Code	33241
Name	Movement education
Cycle	Grade
ECTS Credits	6.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1312 - Degree in Physical Activity and Sport Sciences	Faculty of Physical Education and Sport Sciences	2	Other cases
1331 - Degree in Physical Activity and Sport Sciences (Ont)	Faculty of Physical Education and Sport Sciences	2	Other cases

Subject-matter

Degree	Subject-matter	Character
1312 - Degree in Physical Activity and Sport Sciences	3 - Education	Basic Training
1331 - Degree in Physical Activity and Sport Sciences (Ont)	3 - Educación	Basic Training

Coordination

Name	Department
GIL QUINTANA, JAVIER	122 - Physical and Sports Education

SUMMARY

Education is one of the main academic and professional fields of the Sciences of Physical Activity and Sport. The subject of Education of movement is a matter of basic education that is considered as a general introduction to the educational character of the movement. It aims to contribute to developing a series of competences that allow students to know and reflect on the fundamentals of the movement and the educational implications of their teaching and learning, which serve as a basis for grounded and achievable educational proposals. The contents of the subject start from a conceptual introduction, to later occupy the development of aspects related to the educational dimension of the movement, such as rationality, the teaching-learning process, the curriculum, ideology, innovation, change or ethics. The learning and apprenticeship assessment methodology seeks to encourage the active and continuous participation of students in the different elements that make up the subject in order to promote the



significance of their learning. Understanding and reflecting on these questions is fundamental to thinking, criticizing and orienting professional practices in the different fields in which the educational dimension of physical activity and sport is specified.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

None

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1312 - Degree in Physical Activity and Sport Sciences

- Know and understand the main elements involved in education and teaching.
- Know and understand the general functions of education and the fundamentals of movement education.
- Analyse the characteristics of professions and apply them to the field of physical activity and sport.
- Know the basic ethical principles and codes, as well as their application to professional situations of physical activity and sport.
- Analyse (in)equality in relationships in physical activity and sport and know strategies to improve it.
- Know and understand the aesthetic and artistic criteria of movement and their role in the education of movement.
- Analyse, synthesise and produce written and oral texts.
- Engage in complementary activities to improve generic and cross-disciplinary competences.
- Learn how to use information and communication technologies (ICT).

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

Results related to knowledge (academic and disciplinary competences)

- Know and understand the various manifestations of human movement
- Know and understand the general background and general functions of education
- Know and understand the principles that determine the educational dimension of movement



- Know and understand the elements that determine the development and improvement of educational practice

Results related to the know-how (professional competences)

- Analyze the characteristics of professions applied to the field of sport and physical activity
- Analyze the issues of inequality and injustice in physical activity and sport
- Produce written texts and oral presentations
- Use information and communication technologies.

Results related to being and knowing (personal competences)

- Develop arguments based on contrasted premises
- Assess the self-experience and (self)criticism as a source of knowledge
- Take an active and responsible attitude in the acquisition, development and evaluation of knowledge

Value of collaborative work.

DESCRIPTION OF CONTENTS

1. Movement. Conceptual intriduction

- 1.1 Conceptions of body
- 1.2 Conceptions of movement
- 1.3. Conceptions of motor conduct
- 1.4 Educational consequences of body, movement and motor conduct conceptions

2. Education. Coceptual introduction

- 2.1 Educationas teachingandlearning procedures
- 2.2 The education systemandschool functions
- 2.3 Conceptions of educators
- 2.4 Non-formal educationandinformal education



3. Educational arguments for movement

- 3.1 Precedents
- 3.2 The utilitarian justification
- 3.3 The rationale justification
- 3.4 The non-education dimension of movement

4. Education, movement and ideology

- 4.1 Introduction: the concept of ideology and its relation to movement education
- 4.2 Ideologies in the education of movement

5. Education, change and ethics

- 5.1 Introduction: innovation and change. Similarities and differences
- 5.2 Levels of educational change
- 5.3 Attitudes of educators facing educational change
- 5.4 Orientate and manage educational change
- 5.5 Functional conception: The ethics of principles
- 5.6 Relational conception: The ethics of care
- 5.7 Deontology codes

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	25,00	0
Readings supplementary material	15,00	0
Preparing lectures	15,00	0
Preparation of practical classes and problem	15,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

Several methodological strategies are to be combined for the development of the subject:



- Teacher presentations or lectures with technological support as an introduction to some issues.
- Analysis and discussion of written texts and audiovisual documents for discussion in small and large groups.
- Collaborative work with 'expert groups' and 'jigsaw groups'.
- Preparation of written and audiovisual presentations by students.
- Participation in activities outside the classroom.
- Role playing.

EVALUATION

For **continuous assessments** (1st “convocatoria”) students may choose between two options:

A) Continuous assessment shall address:

100 % of the grade will be obtained through the evaluation of individual activities and / or group related to the contents

developed in the subject, among which are: papers, presentations and exhibitions of students, text commentaries, debates, seminars, simulations and written tests. The specific activities, their implementation deadlines and procedures and evaluation criteria will be detailed during the course.

Students shall also fulfil a personal development of the subjects by an individual and / or group blog or class diary.

In order to be follow continuous assessment a minimum of 80% of attendance to theoretical and practical lessons is required.

B) Final assessment will consist of:

100 % of marks will be obtained by a **final exam**:

For extraordinary assessment (2nd “convocatoria”) students can only take option B) (final assessment).



REFERENCES

Basic

- Referencia b1: Arnold, P. J. (1991) Educación física, movimiento y currículum. Madrid: Morata.
- Referencia b2: Devís, J. (2001) (coord.) La educación física, el deporte y la salud en el siglo XXI. Alcoy: Marfil.
- Referencia b3: Devís, J. y Peiró, C. (2011). Sobre el valor educativo de los contenidos de la educación física, *Tándem*, 35, 68-74
- Referencia b4: Devís Devís, J. y Pérez Samaniego, V. (2009). La ética profesional en la formación del profesorado de Educación Física.
- Referencia b5: Kirk, D. (1990) Educación física y currículum. València: Universitat de València,
- Referencia b6: Parlebas, P. (2001). Juegos, deporte y sociedades. Léxico de praxiología motriz. Badalona, España: Paidotribo.
- Referencia b7: Sicilia, A. y Fernández Balboa, J. M. (coord.) (2005). La otra cara de la enseñanza: lecturas de pedagogía crítica, Barcelona: Inde
- Referencia b8: Tinning, R. (1992). La educación física, la escuela y sus profesores. Valencia: Universitat de València
- Referencia b9: Vázquez, B. (2001) Bases educativas de la actividad física y el deporte. Madrid: Síntesis.

Additional

- Referencia c1: Carbonell, J. (2001) La aventura de innovar. Morata. Madrid
- Referencia c2: López, V.; Monjas, R. y Fraile, A. (2003) (coords.) Los últimos diez años de la educación física escolar. Universidad de Valladolid. Valladolid
- Referencia c3: Lundgren, U.P. (1992) Teoría del currículum y escolarización. Morata. Madrid
- Referencia c4: Pennac, D. (2008). Mal de escuela. Madrid: Mondadori
- Referencia c5: Scraton, S. (1995) Educación física de las niñas: un enfoque feminista. Morata, Madrid
- Referencia c6: Siedentop, D. (1998) Aprender a enseñar la educación física. Inde. Barcelona
- Referencia c7: Tadeu da Silva, T. (2001) Espacios de identidad. Nuevas visiones sobre el currículum. Barcelona: Octaedro.
- Referencia c8: Torres, J. (1998) El currículum oculto. Morata (6ª Edición). Madrid.