

**COURSE DATA****Data Subject**

Code	33667
Name	Teaching basic perception and motor skills
Cycle	Grade
ECTS Credits	6.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Faculty of Teacher Training	3	First term

Subject-matter

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	17 - Specialist in physical education	Optional

Coordination

Name	Department
ESTEVAN TORRES, ISAAC	95 - Didactics of Physical, Artistic and Music Education

SUMMARY**English version is not available**

Esta materia busca profundizar en el conocimiento adquirido en la asignatura de Didáctica de la Educación Física en la Educación Primaria y preparar a los futuros graduados/maestros, en la especialidad recogida por la LOMCE de Educación Física, para impartir los contenidos relacionados con la enseñanza-aprendizaje de las habilidades perceptivo-motrices y básicas.

Esta asignatura se abordará desde una doble vertiente. Por un lado, tendrá en cuenta el desarrollo personal y profesional de los futuros y futuras maestros, y por otra parte, tendrá en cuenta la adquisición de los conocimientos y destrezas necesarias para la enseñanza de las habilidades perceptivo motoras y básicas.

Esta disciplina se ocupará de las competencias comunes para la formación de todo profesional docente, y de las competencias específicas para el desarrollo de las habilidades perceptivo motoras y básicas.



En definitiva, las habilidades perceptivo motoras y básicas se abordarán desde su estudio conceptual, curricular, metodológico, práctico y cultural.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

No hay restricciones de matrícula con otras asignaturas del plan de estudios.

No se requieren conocimientos previos específicos.

OUTCOMES

1305 - Degree in Primary School Education

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Use information and communication technologies effectively as usual working tools.
- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.
- Promote cooperative work and individual work and effort.
- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- Know the processes of interaction and communication in the classroom.
- Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.
- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.
- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.
- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.
- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.



- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.
- Know the theoretical and practical principles of human movement and physical activities.
- Understand human movement and physical-sports activities as a socio-cultural phenomenon.
- Design, develop and evaluate the curriculum.
- Know the official curriculum of physical education in primary education.
- Design and develop learning and teaching situations in contexts of diversity typical of physical education, with special attention to gender differences.
- Acquire resources to encourage participation in physical-sports activities throughout life.
- Value cooperative work and be able to implement it as a condition for improving professional activity.
- Learn strategies to promote professional development and lifelong learning as a teacher.
- Adopt a self-critical attitude towards the teaching and learning processes, valuing the experiences lived in a reflexive way.
- Assume the deontological dimension specific to an expert in physical education and incorporate the ethical principles to guide the teaching intervention.
- Know and use strategies and techniques for finding information as a tool for professional development and be able to use ICTs for physical education and for promoting physical activity.
- Acquire introductory knowledge of research.

LEARNING OUTCOMES

English version is not available

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Development of group work	30,00	0
Study and independent work	50,00	0
Readings supplementary material	10,00	0
TOTAL	150,00	

TEACHING METHODOLOGY



English version is not available

EVALUATION

English version is not available

REFERENCES

Basic

- Arráez, J.M. (1995): Aspectos básicos de la Educación Física en Primaria. Manual para el maestro. Wanceulen. Sevilla
- Batalla, A. (2000). Habilidades motrices. Barcelona: INDE.
- Castañer, M. y Camerino, O. (2006). Manifestaciones básicas de la motricidad. Lleida: Edicions de la Universitat de Lleida.
- Chow, J. Y., Davids, K., Button, C., & Renshaw, I. (2015). Nonlinear pedagogy in skill acquisition: An introduction. New York: Routledge.
- Decret 108/2014, de 4 de juliol, del Consell, pel qual establix el currículum i desplega l'ordenació general de l'Educació Primària a la Comunitat Valenciana.
- Díaz Lucea, J. (1999). La enseñanza y aprendizaje de las habilidades y destrezas motrices básicas. Barcelona: INDE.
- Fernández, E. Gardoqui, M. L. y Sánchez-Bañuelos, F. (2007). Evaluación de las habilidades motrices. Barcelona: INDE.
- Gallahue, D. L., Ozmun, J. C. y Goodway, J. D. (2012). Understanding Motor Development. Infants, Children, Adolescents, Adults (7ª ed.). New York: McGraw-Hill.
- Manrique, J. C., Vacas, R. y Gonzalo, L. A. (2011). Las habilidades físicas básicas: una buena oportunidad para la cooperación. Buenos Aires: Miño y Dávila.
- Schmidt, R. A. (1988). Motor control and learning. Champaign, Illinois: Human Kinetics.
- Ureña, N., Ureña, F., Velandrino, A. P. y Alarcón, F. (2006). Las habilidades motrices básicas en primaria. Programa de Intervención. Barcelona: INDE.
- Vicián, J. (2002). Planificar en Educación Física. Barcelona: INDE.
- Whitehead, M. (Ed.). (2010). Physical literacy: Throughout the lifecourse. New York: Routledge.

Additional

- Adams, M. (2013). Teaching that changes lives. United States of America: Berrett & Koehler Publishers.



- Capllonch, M. (1994). Unidades didácticas para Primaria III. Habilidades y destrezas básicas. Barcelona: INDE.
- Cebrián, B., Martín, M. I., y Arroyo, A. M. (2013). Cómo trabajar la motricidad en el aula. Cuñas motrices para infantil y primaria. Buenos Aires: Miño y Dávila.
- Conde, J. L., Martín, C. y Viciano, V. (1998). Las canciones motrices II. Metodología para el desarrollo de las habilidades motrices en Educación Infantil y Primaria a través de la música. Barcelona, INDE.
- Danion, F. y Latash, M. L. (2011). Motor Control. Theories, Experiments, and Applications. New York. Oxford University Press.
- Escartí, A., Pascual, C. y Gutiérrez, M. (2005). Responsabilidad personal y social a través de la educación física y el deporte. Barcelona. Grao.
- Escola, F. (1989). Educación de la Respiración. Barcelona: INDE.
- Escribá, A. (1998). Los juegos sensoriales y psicomotores en Educación Física. Madrid: Gymnos.
- López Pastor, V.M. (coord). (2011). La evaluación en educación física: revisión de los modelos tradicionales y planteamiento de una alternativa. Buenos Aires: Miño y Dávila.
- Navarro, A. (2012). Manual de didáctica de la educación física en la Educación Primaria. Valencia: Universitat de València.
- Revistes
 - Gait & Posture. Editorial Elsevier
 - Human Movement Sciences. Editorial Elsevier
 - International Journal of Educational Research. Editorial Elsevier
 - Journal of Educational Research. Editorial Taylor & Francis
 - Journal of Motor Behaviour. Editorial Taylor & Francis
 - Journal of Sports Sciences. Editorial Taylor & Francis
 - Motor Control. Editorial Human Kinetics Journals
 - Perceptual and Motor Skills. Editorial Ammons Scientific
 - Research Quarterly for Exercise and Sport. Editorial Taylor & Francis.
 - Sport Education and Society. Editorial Taylor & Francis