

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

Code	33670
Name	Teaching physical education
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	4	First term

Subject-matter

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

Coordination

Name	Department
DIAZ BARAHONA, JOSE	95 - Didactics of Physical, Artistic and Music Education

SUMMARY

"Physical Education Pedagogy" is one of the five subjects of the speciality of Physical Education offered by the University of Valencia in the Degree "Teacher in Primary School" as an itinerary that the students can choose in order to deep in teaching Physical Education.

In this course we deep in some of the knowledges introduced in the prior subject Physical Education Pedagogy in Primary School in relation to the design, development and evaluation of the curriculum, incorporating new approaches in teaching physical education in Elementary School.

PREVIOUS KNOWLEDGE



Relationship to other subjects of the same degree

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

Other requirements

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
Study and independent work	90,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

Strategies of teaching learning in classroom:

Theoretic-practical sessions where they examine the readings on each theme and they undertake the learnings of active form and practice through group activities and cooperatives (simulations, role playing, study of cases, solving problems, group discussion, etc.)

Tutorships: Individual and collective. His objective is to help, to make easy and to guide the students' learnings

Group interview about one to the recommended readings selected by the student.



Strategies of teaching learning out classroom: Destined to foment the students' intellectual autonomy.

Collaborative task to do a Physical Education program (long and half cycle)

Individual work to accomplish a portfolio on the contents (work at library, complementary readings, etc.)

EVALUATION

Essential requirements:

Assistance and participation at least in 90 % of the sessions and the readings and another activities proposed in these sessions (preparatory and developed at the classroom)

Reading and group interview of one of the books to elect from among the recommended bibliography.

Presentation of a portfolio (60 % of the final grade) and presentation of a program (40 % of the final grade.

Exam:

For the students that they not attend 90 % of the sessions, or for those that that way they elect it, they will do an exam of final evaluation on the agenda of the matter. The value of this proof will come from 100 % of the final grade.

REFERENCES

Basic

- Álvarez de Sotomayor, I. D., & Varela, C. (2022). La programación didáctica: Elementos Básicos. Editorial Universitas.
- Blázquez, D. (2017). Cómo evaluar bien educación física. Barcelona: Inde.
- Blázquez, D. (Ed.). (216). Métodos de enseñanza en educación física. Barcelona: Inde.
- Contreras, O.R. & Gutiérrez, D. (2021). El aprendizaje basado en proyectos en educación física. Barcelona: Inde.
- González Arévalo, C. y Lleixà Arribas, T. (coords.) (2010). Didáctica de la Educación Física. Graó, Barcelona.
- Kirk, D., MacDonald, D., & Osullivan, M. (2006). The Handbook of Physical Education. London: SAGE Publications Ltd.
- Lleixà, T. y Sebastiani, E. M. (coords.) (2016). Competencias Clave y Educación Física. Barcelona: Inde.
- Lorente, E., & Martos, D. (2018). Educación Física y pedagogía crítica: Propuestas para la transformación personal y social. Lleida: Universitat de Lleida.
- Pueyo, Á. L. P., Alcalá, D. H., Río, J. F., (Coords) (2021). Los modelos pedagógicos en educación física: qué, cómo, por qué y para qué. Universidad de León, Servicio de Publicaciones
- Siedentop, D. (1998) Aprender a enseñar la educación física. Inde: Barcelona.
- Tinning, R. (1992) Educación Física: la escuela y sus profesores. Valencia: Universitat de València



Additional

- Álvarez de Sotomayor, I. D., & Varela, C. (2022). La programación didáctica: Elementos Básicos. Editorial Universitas.
- Arnold, P.J. (1991): Educación Física, movimiento y currículum. Madrid: Morata.
- Barrios J., López-Pastor, V. M., Pedraza, M. A., Ruano, C., y Sáez, J. (2016). Programar por dominios de acción motriz en Educación Física. Buenos Aires: Miño y Dávila Editores
- Blández, J. (2010). La Investigación-acción: Un reto para el profesorado. Guía práctica para grupos de trabajo, seminarios, seminarios y equipos de investigación. Inde: Barcelona.
- Blázquez, D. (2013). Diez competencias docentes para ser mejor profesor de Educación Física: la gestión didáctica de la clase. Barcelona: Inde.
- Chow, J. Y., Davids, K., Button, C., & Renshaw, I. (2016). Nonlinear Pedagogy in Skill Acquisition. An Introduction. New York, NY: Routledge.
- Del Valle, S., García, M.J. (2007). Cómo programar en Educación Física paso a paso. Barcelona: Inde.
- Devis Devís, J y Peiró Velert, C. (1992). Nuevas perspectivas curriculares de la Educación Física: la salud y los juegos modificados. Barcelona. INDE.
- Fernández-Río, J., Calderón, A., Alcalá, D. H., Pérez-Pueyo, A., & Cebamanos, M.A. (2016). Modelos pedagógicos en educación física: consideraciones teórico-prácticas para docentes. Revista Española de Educación Física y Deportes, (413), 55-75
- Gambau, V. (2015). Las problemáticas actuales de la educación física y el deporte escolar en España. Revista Española de Educación Física y Deportes, 411, 53-69
- Garagordobil, M. (2004). Juegos cooperativos y creativos para niños de 10 a 12 años. Madrid: Pirámide
- García-González, L. (2021). Cómo motivar en educación física: Aplicaciones prácticas para el profesorado desde la evidencia científica. Zaragoza: Servicio de Publicaciones. Universidad de Zaragoza.
- Haywood, K. M., & Getchell, N. (2014). Life Span Motor Development. Champaign: Human Kinetics.
- López Pastor, V.M. (coord). (2014). La evaluación en educación física: revisión de los modelos tradicionales y planteamiento de una alternativa. Buenos Aires: Miño y Dávila.
- Martos-García, D. (2021) Educación Física como herramienta de transformación social. Pretextos críticos. Barcelona: Inde.
- Méndez-Giménez, A. (2014). Modelos de enseñanza en Educación Física. Madrid: Grupo 5.
- Mosston, M. y Ashworth, S. (2008). Teaching Physical Education. The Spectrum Institute for Teaching and Learning. Londres: Pearson Education.
- Pascual Baños, C. (2010) El clima en el aula de educación física. En C. González Arévalo y T. Lleixà Arribas (Coords.) Didáctica de la Educación Física. Graó, Barcelona
- Pérez-Pueyo, A., Hortigüela-Alcalá, D., Fernández-Río, J., Calderón, A., García-López, L.M. et al. (2021). Los modelos pedagógicos en educación física: qué, cómo, por qué y para qué. León: Universidad de León. Servicio de Publicaciones.
- Pérez-Ramírez, C. (1993). Evolución histórica de la Educación Física. Apunts. Educación física y deportes, 3(33), 24-38.
- Ríos, M. (2017). 565 Juegos y tareas de iniciación deportiva adaptada a las personas con discapacidad. Barcelona: Paidotribo.
- Rodríguez García, P. L. (2006). Educación física y salud en primaria: hacia una educación corporal



significativa y autónoma. Barcelona: Inde.

Sáenz-López, P. (1999). La importancia de la Educación Física en Primaria. Apunts, Edu

- Sicilia, Á. y Delgado, M. (2002). Educación física y estilos de enseñanza. Barcelona: Inde.

