

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

Code	40505
Name	Complements for disciplinary instruction of the speciality of physical education
Cycle	Master's degree
ECTS Credits	6.0
Academic year	2020 - 2021

Study (s)

Degree	Center	Acad. year	Period
2024 - M.U. en Profesor/a de Educación Secundaria 09-V.1	Faculty of Teacher Training	1	Annual

Subject-matter

Degree	Subject-matter	Character
2024 - M.U. en Profesor/a de Educación Secundaria 09-V.1	13 - Additional training for the specialty of physical education	Optional

Coordination

Name	Department
MENESCARDI ROYUELA, CRISTINA	95 - Didactics of Physical, Artistic and Music Education
MONFORT PAÑEGO, MANUEL	95 - Didactics of Physical, Artistic and Music Education

SUMMARY

The subject "Add-disciplinary training in the specialty of physical education" is one of four specific subjects taught in the curriculum of the Master.

Given that the graduates of Science in Physical Education and Sports are the leading candidates to take the Master training secondary school teachers, this stuff is intended to supplement the training needs on historical (past trends and approaches to teaching physical education), ethical (professional ethics) and sociological (professional), physical Education with emphasis on their implications for teachers and secondary school curriculum, school and vocational training.

It aims to provide the future high school teacher in knowledge updating to let you know and contextualize the reality of physical education and the teaching profession, and to intervene from Physical Education in the educational and professional aware of their practices, reflective, innovative and effective.



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 requisitos previos

OUTCOMES

LEARNING OUTCOMES

At the end of the process the student should be able to:

- Express themselves orally and in writing correctly in the official languages of the region.
- Develop an essay on an agenda item and present it orally, using the phases of searching, processing, processing and communicating information. .
- To reflect critically on relevant knowledge related to physical education and their teaching / learning.
- Organize and cooperate on group projects.
- Apply at least one of the innovative models of teaching Physical Education
- To know the ethical principles to be applied in Physics Education
- Manage themselves (autonomy).
- Reflect on the personal, social and ethical implications of the teaching profession aimed at the acquisition of a professional commitment.
- Implement a method to improve their teaching and professional development.
- Understand the evolution of the profession and the characteristics of the same in the current situation.

DESCRIPTION OF CONTENTS



1. History and epistemology of physical education and its contents.

2. The construction of knowledge in physical education and its relation to the processes of teaching and learning. Examples of knowledge in the frontiers of knowledge.

3. The physical education curriculum in secondary education. Cultural and educational value of physical education.

4. Deepening and reformulation of physical education content in the context of the curriculum of secondary education, providing for their interest and relevance and implications in different areas.

5. Mainstreaming in Physical Education

6. Teaching physical education and its implications for social and cultural construction. Its value and application in everyday situations.

7. The profession of physical education in secondary education. Applied professional ethics.

WORKLOAD

ACTIVITY	Hours	% To be attended
Classroom practices	19,00	100
Theory classes	19,00	100
Tutorials	4,00	100
Group work	4,00	100
Other activities	2,00	100
Development of group work	27,00	0
Development of individual work	25,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	20,00	0
Preparing lectures	20,00	0
TOTAL	150,00	



TEACHING METHODOLOGY

English version is not available

EVALUATION

English version is not available

REFERENCES

Basic

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Additional

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Pascual, C. (2003). La historia de vida de una educadora de profesores de educación física. *Agora para la Educación Física y el Deporte*, 2-3, 23-28.

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Rodgers, C. R. y Scott, K. H. (2008). The development of the personal self and professional identity in learning to teach. En M. Cochran-Smith, S. Feiman-Nemser, D. John McIntyre y K. E. Demers (eds.) *Handbook of Research on Teacher Education*. New York: Routledge, 732-755.

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ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1. Contents

All the contents initially programmed in the teaching guide for the theoretical-practical sessions are maintained.

If necessary, face-to-face practical exhibitions will be eliminated, becoming online.

2. Volume of work and temporary planning of teaching

The estimate of workload for students is maintained according to the competencies and the contents of the guide. If necessary, the workload can be relaxed to prioritize the development of skills. Also, if necessary, the deadline for the delivery of partial assessment works may be made more flexible.

The weight of the different activities is maintained as planned. If necessary, the weight can be relaxed between the different activities of the same module.

The programmed theoretical-practical sessions are kept as planned, with the same duration. If necessary, the relationship and duration between practical and theoretical activities may be relaxed, depending on the circumstances.



3. Teaching methodology

Face-to-face teaching can be replaced by synchronous videoconference activities through the BBC platform. It will also be possible to guide tasks and practical assumptions related to the contents of the subject based on materials available in the Virtual Classroom or in the search for information / research by the students.

Face-to-face teaching can also be replaced by asynchronous activities based on slide shows with voiceover and / or on materials available in the virtual classroom.

Synchronous activities will take place on the day and time of the face-to-face classes. Asynchronous activities will be oriented as part of the non-presential workload of the students, as recognized in the ETCS. The tutorials may be by videoconference at the times established by the teachers, according to the regulations of the UV.

4. Evaluation

Continuous evaluation is maintained as it is stated in the teaching guide. If necessary, all the oriented tasks will be presented only in electronic format and by virtual classroom. Also if necessary, the students will be able to present orally their group or individual works by videoconference through the platform enabled in the virtual classroom. The mentioned oral exhibition may be live or previously recorded on video (in its entirety or only a part). The exhibition of the videos will be one more activity and will be done through videoconference through the platform enabled in the virtual classroom.

The written test modality of the entire subject can be adapted, when necessary, to the open written test or objective test modality through the virtual classroom or other means.

The theoretical-practical exposition can be modified to make a video that contains the theoretical exposition of the work to be shared with the rest of the students.

5. Bibliography

Recommended readings are maintained as literature is available online in the UV libraries and scientific articles are also available in databases subscribed to the UV (VPN is required).