

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **DIDÁCTICA DE LA EDUCACIÓN FÍSICA**

Code: 100825

Degree/Master: **GRADO DE EDUCACIÓN PRIMARIA**

Year: 3

Name of the module to which it belongs: ENSEÑANZA Y APRENDIZAJE DE LA EDUCACIÓN FÍSICA

Field: DIDÁCTICA DE LA EDUCACIÓN FÍSICA

Character: OBLIGATORIA

Duration: SECOND TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: moodle

LECTURER INFORMATION

Name: CASTEJÓN RIBER, CRISTINA (Coordinator)

Department: DIDÁCTICAS ESPECÍFICAS

Area: DIDÁCTICA DE LA EXPRESIÓN CORPORAL

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

None

INTENDED LEARNING OUTCOMES

- | | |
|-------|--|
| CM9.1 | To understand the principles that contribute to the cultural, personal and social learning arising from physical education. |
| CM9.2 | To know the school curriculum of physical education. |
| CM9.3 | To acquire resources to encourage participation throughout life in sports activities in and out of school. |
| CM9.4 | To develop and evaluate the curriculum content through appropriate learning resources and promote the relevant competence with the students. |

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OBJECTIVES

- To know that Physical Education is an area of knowledge that, due to its peculiarities, has its own teaching channels that are different to other disciplines.
- To have a theoretical understanding and practical experience of different interdisciplinary content of physical education in Primary Education, through an eminently playful procedure: the game.
- To know and analyze the didactic intervention and its practical application.
- To understand and develop classroom planning.
- To know the evaluation process and its practical application To develop the reflective capacity in the students that will encourage collaborative and investigatory attitudes in future teaching professionals.

CONTENT

1. Theory contents

MODULE I. PHYSICAL EDUCATION (PE).

Unit 1. APPROACH TO PHYSICAL EDUCATION.

Unit 2. THE CURRICULUM IN PE.

Unit 3. THE MOTOR SKILLS, PHYSIOLOGICAL AND COGNITIVE COMMITMENT IN PE.

Unit 4. INTRADISCIPLINARITY, INTERDISCIPLINARITY, GLOBALITY, AND TRANSVERSALITY IN PE.

MODULE II. PHYSICAL EDUCATION AND ITS DIDACTICS.

UNIT 5. THE DIDACTIC ANALYSIS OF MOTOR TASKS.

UNIT 6. TEACHING STYLES AND TEACHING APPROACHES IN PE.

UNIT 7. INSTRUCTIONAL MODELS FOR PE.

UNIT 8. THE GAME AS A METHODOLOGICAL INSTRUMENT. SPECIAL ATTENTION TO COOPERATIVE GAMES.

UNIT 9. THE EVALUATION IN PE.

UNIT 10. PLANING IN PE.

UNIT 11. ORGANIZATION OF CLASSROOM: UNIT PLANS AND LESSON PLANS

MODULE III. STUDY OF THE CONTENTS OF P.E. IN ELEMENTARY/PRIMARY EDUCATION.

UNIT 12 THE BODY, IMAGE AND PERCEPTION.

UNIT 13. MOTOR SKILLS

UNIT 14. PHYSICALLY EXPRESSIVE ACTIVITIES

UNIT 15. PHYSICAL ACTIVITY AND HEALTH

UNIT 16. THE MOTOR GAME IN ELEMENTARY/PRIMARY EDUCATION

UNIT 17. ACADEMIC SPORT

2. Practical contents

Brief description of practical content.

PHYSICAL EDUCATION AND ITS TEACHING

Interventions and didactic analysis of the educational procedure: the game. According to this sequence: Teacher-led practices

Practices directed by students on a voluntary basis

Practices led by the students and evaluated by the teachers.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Good health and well-being

Quality education

Gender equality

Sustainable cities and communities



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COURSE DESCRIPTION

Responsible consumption and production

Peace, justice and strong institutions

METHODOLOGY

General clarifications on the methodology (optional)

None

Methodological adaptations for part-time students and students with disabilities and special educational needs

To take into consideration with each student

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	5	5	10
<i>Conference</i>	20	-	20
<i>Debates</i>	5	-	5
<i>Group presentation</i>	-	4	4
<i>Group work (cooperative)</i>	-	4	4
<i>Lectures</i>	15	-	15
<i>Tutorials</i>	-	2	2
Total hours:	45	15	60

Off-site activities

Activity	Total
<i>Analysis</i>	5
<i>Group work</i>	20
<i>Information search</i>	10
<i>Reference search</i>	10
<i>Self-study</i>	45
Total hours	90

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WORK MATERIALS FOR STUDENTS

Exercises and activities
Oral presentations
References

Clarifications

None

EVALUATION

Intended learning	Exams	Practice Book	Problem solving	Real and/or simulated tasks
CM9.1	X		X	X
CM9.2	X		X	X
CM9.3	X	X	X	X
CM9.4			X	X
Total (100%)	50%	20%	10%	20%
Minimum grade	5	5	5	5

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Attendance will be assessed?:

No

General clarifications on instruments for evaluation:

The final grade can be improved through voluntary activities agreed with the teaching staff that will be applied once a minimum of 5 is obtained.

Attendance to the practical sessions is mandatory.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

The attendance to practice sessions is mandatory for all the students. Evaluation will adapt according to individual circumstances

Clarifications on the evaluation of the first extraordinary call and extra-ordinary call for completion studies:

The evaluation of the subject in the extraordinary calls may be carried out through a theoretical-practical exam that will constitute 100% of the total grade of the subject, and must obtain a minimum grade of 5 out of 10 to pass the subject. In that case, the exam will be the instrument that will evaluate all the competences of the subject.

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Qualifying criteria for obtaining honors:

None

BIBLIOGRAPHY

1. Basic Bibliography

Almond, L. (2012). Physical education in schools: Routledge.

BOJA. Orden de 15 de enero de 2021

Blázquez, D. y Sebastiani, E. M^a. (2010). Enseñar por competencias en Educación Física. Barcelona: Inde.

Blázquez, D. (2016). Métodos de enseñanza en Educación Física. Enfoques innovadores para la enseñanza de competencias. Barcelona: Inde.

Blázquez, D. (2017). Cómo evaluar bien la Educación Física. El enfoque de la evaluación formativa. Barcelona: Inde.

Contreras, O. R. y García, L. M. (2014). Didáctica de la educación física. Madrid: Síntesis.

Metzler, M. (2017). Instructional models in physical education. Taylor & Francis.

Mosston, M., & Ashworth, S. (2008). Teaching physical education. Fifth Edition . Person Education Editorial

Rovegno, I., & Bandhauer, D. (2017). Elementary physical education : curriculum and instruction (Second Edition ed.). Sánchez, F. (2002). Didáctica de la educación física y el deporte. Madrid: Prentice-Hall. Shimon, JM

(2020). Introduction to Teaching Physical Education. Principles and Strategies. Second Edition. Human Kinetics.

2. Further reading

Kirk, D. (2005). Model based teaching and assessment in physical education: The Tactical Games Model. Physical education: Essential issues, 128-43.

Lleixá, T. (2016). Competencias clave en educación física. ¿Cómo y para qué tenerlas en cuenta para la programación? Inde, Barcelona.

Mawer, M. (2003) Teaching Styles and Teaching Approaches in Physical Education: Research Developments in Learning and teaching in physical education. Routledge.

Velázquez, C (2010). Aprendizaje cooperativo en Educación Física. Fundamentos y aplicaciones prácticas. Barcelona: Inde

Viciano, J. (2002). Planificar en Educación Física. Barcelona: Inde.

COORDINATION CRITERIA

Common evaluation criteria

Common learning outcomes

Clarifications

None

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SCHEDULE

Period	Assessment activities	Conference	Debates	Group presentation	Group work (cooperative)	Lectures	Tutorials
1# Fortnight	0,0	4,0	0,0	0,0	0,0	4,0	0,0
2# Fortnight	0,0	4,0	0,0	0,0	0,0	4,0	0,0
3# Fortnight	0,0	4,0	0,0	0,0	0,0	3,0	0,0
4# Fortnight	2,0	2,0	0,0	0,0	0,0	2,0	1,0
5# Fortnight	2,0	2,0	1,0	0,0	2,0	2,0	0,0
6# Fortnight	2,0	2,0	2,0	2,0	2,0	0,0	1,0
7# Fortnight	4,0	2,0	2,0	2,0	0,0	0,0	0,0
Total hours:	10,0	20,0	5,0	4,0	4,0	15,0	2,0

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.

CONTINGENCY PLAN: CASE SCENARIO A

Case scenario A will correspond to a diminished on-site academic activity due to social distancing measures affecting the permitted capacity of classrooms.

METHODOLOGY

General clarifications on the methodology on case scenario A

A multimodal (hybrid) teaching system will be adopted, combining both on-site and remote classes via videoconference (synchronous) that will be held in the timetable approved by the corresponding Faculty or School. The time distribution of teaching activities (both on-site and remote) will be decided by the aforementioned Faculties and Schools bearing in mind the permitted capacity of classrooms and social distancing measures as established at that time.

None

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EVALUATION

Intended learning	Exams	Placement reports	Problem solving	Real and/or simulated tasks
CM9.1	X		X	X
CM9.2	X	X	X	X
CM9.3	X	X	X	X
CM9.4		X	X	X
Total (100%)	50%	20%	10%	20%
Minimum grade	4	4	4	4

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Attendance will be assessed (Scenario A)?:

No

General clarifications on instruments for evaluation (Scenario A):

The final grade can be improved through voluntary activities agreed with the teaching staff that will be applied once a minimum of 5 is obtained.

Attendance to the practical sessions is mandatory.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario A):

Will adapt according to individual circumstances

CONTINGENCY PLAN: CASE SCENARIO B

Case scenario B will bring about a suspension of all on-site academic activities as a consequence of health measures.

METHODOLOGY

General clarifications on the methodology on case scenario B

On-site teaching activities will be held via videoconference (synchronous) in the timetable approved by the corresponding Faculty or School. Alternative activities will be proposed for reduced groups in order to guarantee the acquisition of course competences.

None

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EVALUATION

Intended learning	Exams	Placement reports	Problem solving	Real and/or simulated tasks
CM9.1	X		X	X
CM9.2	X	X	X	X
CM9.3	X	X	X	X
CM9.4		X	X	X
Total (100%)	50%	20%	10%	20%
Minimum grade	2	2	2	2

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Moodle Tools	Exams	Placement reports	Problem solving	Real and/or simulated tasks
Questionnaire	X			
Synchronous tests via videoconference				X
Task		X	X	X
Videoconference			X	

Attendance will be assessed (Scenario B)?:

No

General clarifications on instruments for evaluation (Scenario B):

The final grade can be improved through voluntary activities agreed with the teaching staff that will be applied once a minimum of 5 is obtained.

Attendance to the practical sessions is mandatory.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario B):

Will adapt according to individual circumstances

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