



Universidad
de Alcalá

TEACHING GUIDE

DIDACTICS OF PHYSICAL EDUCATION

Degree in Primary Education

Academic Year 2021-22

4th Year – 1st Semester

TEACHING GUIDE

Subject:	Didactics of Physical Education
Code:	430019
Grade:	Degree in Primary Education Teaching
Department and Area of Knowledge:	Department of Education Sciences. Didactics of Corporal Expression
Type:	Compulsory
ECTS:	6
Year and Semester:	4 th year and 1 st semester
Professor:	Alejandro de la Viuda Serrano
Office hours:	Scheduled at the beginning of the course
Language:	English

1.a PRESENTATION

“Didactics of Physical Education” is a compulsory 6 ECTS course included in the first semester, fourth year of the Degree in Primary Education Teaching. It is linked with all the other subjects on Physical Education (PE) in the Degree.

The main objective of this course is to guide the students as future teachers towards a clear knowledge on how to give lessons of PE in Primary Education. Their training must be based not only on theoretical and methodological concepts, as well as on procedures, attitudes or resources, but also on the development of personal skills such as autonomy and self-confidence. To do so, students must be responsible for their own learning process, by means of critical thinking, constant reflection as well as active and continued participation in classes.

1.b PRESENTACIÓN

“Didactics of Physical Education” es una asignatura obligatoria de cuarto curso que se desarrolla en el primer cuatrimestre del curso académico y tiene 6 créditos ECTS. Por su naturaleza, guarda estrecha relación con el resto de asignaturas de la mención de Educación Física.

Esta asignatura tiene como objetivo fundamental guiar a los/as alumnos/as como futuros docentes hacia un conocimiento claro sobre cómo dar clase de Educación Física en la Educación Primaria. Su formación debe ir no solo hacia la obtención de una serie de conceptos teóricos y metodológicos, o la adquisición de procedimientos, actitudes y recursos, sino que también debe incluir el desarrollo de

habilidades personales como la autonomía y la autoconfianza. Para ello los alumnos deben ser los protagonistas de su aprendizaje, mediante el pensamiento crítico, la reflexión continua y la participación activa y constante en las clases.

2. COMPETENCES

General competences:

Competence 1 – To understand the scientific literature on Physical Education in English or any important language used on the academic level.

Competence 2 – To learn how to apply Information and Communication Technology (ICT) to Physical Education.

Competence 3 – To know the importance of physical development and educational opportunities offered by motor activities, as well as their contribution to the complete human development.

Competence 4 – To identify technical and tactical structures related to sports and to develop well-founded curricular proposals for sports initiation teaching.

Competence 5 – To differentiate the expressions and characteristics of human physical skills, understanding their evolution during physical growth, and to comprehend what elements mainly affect their development.

Competence 6 – To consider the biological characteristics and motor skills of children in Primary school in order to make an appropriate curricular proposal considering health as a major objective.

Competence 7 – To master the expression and communication skills needed to be a good teacher.

Competence 8 – To develop skills of critical thinking, autonomy, participation, leadership, teamwork, adaptation and problem solving.

Competence 9 – To develop appropriate attitudes according to the ethical and deontological principles of professional activity and a democratic and egalitarian culture.

Specific competences:

Competence 1 – To understand theoretical and practical foundations of Didactics of Physical Education and teaching of physical activity in Primary School.

Competence 2 – To know, understand and apply the basic foundations of human kinetics, as well as to learn how to use games for developing motor skills as a didactic tool and also a content for Physical Education teaching.

Competence 3 – To programme, design, draft and implement coherent and quality curricular proposals within the framework of Physical Education in Primary School.

Competence 4 – To reflect and critically analyse contributions made by Physical Education to the complete development of children as well as to their interaction with the environment and the others.

Competence 5 – To develop skills, competences and resources to facilitate the teaching and learning process in Physical Education.

3. CONTENTS

Blocks of contents	Temas	ECTS
BLOCK I: Epistemological foundations of Physical Education	<ul style="list-style-type: none"> Conceptual approach and historical framework of Physical Education 	0,5 ECTS
BLOCK II: Basic concepts and approaches to Physical Education	<ul style="list-style-type: none"> Physical Education basic concepts 	1 ECTS
BLOCK III: Methods of intervention in Physical Education	<ul style="list-style-type: none"> Methodological process of intervention in Physical Education classes 	2 ECTS
BLOCK IV: Resources and innovation in Physical Education	<ul style="list-style-type: none"> Activities, resources and materials in Physical Education classes Educational innovation in Physical Education classes 	1,5 ECTS
BLOQUE V: Assessment in Physical Education	<ul style="list-style-type: none"> Assessment activities in Physical Education classes 	1 ECTS

4. TEACHING AND LEARNING METHODOLOGIES. TRAINING ACTIVITIES

4.1. Distribution of credits (specify working hours)

Number of classroom hours		
	Theoretical classes	15
	Practical classes	35
	Total	50

Number of autonomous work hours	Reading papers and related tasks	10
	Preparing tasks (individual)	30
	Preparing tasks (groups)	45
	Exhibitions and presentations	15
	Total	100
Total hours	150	

4.2. Methodological strategies, materials and didactic resources

Classroom sessions	<ul style="list-style-type: none"> • Lectures and related participatory activities • Practical lessons • Exhibition activities • Motivational activities • Role playing activities
Autonomous work	<ul style="list-style-type: none"> • Individual practical tasks • Practical tasks in group
Individual tutoring sessions	<ul style="list-style-type: none"> • Individual or group interviews • Clearing up queries • Voluntary activities
Materials and resources	<ul style="list-style-type: none"> • Sports equipment for didactic purposes • Materials to encourage critical thinking • Materials of assessment and self-assessment • Audiovisual materials • Papers and specialised documents

The learning process is learner-centred. Teacher facilitates and supports the process with his/her knowledge and students build up their own learning. In essence, the development of the course is carried out by means of an active, reflective and participatory methodology, as well as a significant and comprehensive treatment of contents considered from interaction with Physical Education contents.

5. ASSESSMENT: Procedures, assessment and appraisal criteria

Two examinations per year are available for students, one ordinary and one extraordinary, according to our “Normativa reguladora de los procesos de evaluación de los aprendizajes”, art. 6, adopted by the Governing Council on 24 March 2011.

Ordinary exam is based on continuous evaluation, with the exception of students who have been accredited to have final evaluation under the terms provided by our [“Normativa Reguladora de los Procesos de Evaluación de los Aprendizajes”](#), art. 10.

Continuous evaluation includes working on topics suggested by the teacher.

5.1. Evaluation criteria

5.1.1. Continuous evaluation

Evaluation criteria for the subject:

1. He/she incorporates theoretical bases into the practical background of Physical Education in Primary school.
2. He/she knows how to use his/her body combining all different dimensions of Physical Education.
3. He/she critically analyses and reflects on dialectical relationship between body and Physical Education as the basis for interaction between the individual and the environment.
4. He/she knows how to implement activities to properly develop Physical Education in Primary school.
5. He/she demonstrates teaching skills and competences to facilitate the teaching and learning process of Physical Education in Primary school.

5.1.2. Final evaluation

Evaluation criteria are the same as for the continuous evaluation, except for those criteria that require students to be physically at the classroom.

5.1.3. Extraordinary evaluation

Evaluation criteria are the same as for the final evaluation.

5.2. Assessment procedures

5.2.1. Continuous evaluation

According to the objectives and competences described above and taking into account the educational needs of our students, formative evaluation is based on different assessment strategies such as peer and self-assessment for different tasks, activities and theoretical/practical exams carried out during the year and collected in a learning portfolio. Students must be able to show evidence of learning and achieved

competences. For continuous evaluation sustained class attendance (at least 80% of theory and practice), active participation and homework activities submission are required.

5.2.2. Final evaluation

Passing a written exam about theoretical and practical contents made up of multiple choice and short-answer questions based on the subject contents is required. The exam may be supplemented by other assessment tasks or activities to evaluate students' level of competence. Only those students who fulfil the requirements may be admitted by the Faculty.

5.2.3 Extraordinary evaluation

Extraordinary assessment criteria are the same as for the final evaluation.

5.3. Assessment criteria

5.3.1. Continuous evaluation

Formative evaluation involves the submission of different tasks, activities and theoretical/practical exams collected in a learning portfolio on the agreed dates.

Plagiarism is a wilfully false attribution of authorship to oneself, or a use of another's text without any or with insufficient acknowledgement of source. Plagiarism may lead a student to fail his/her course.

5.3.2. Final evaluation

Final qualification consists of:

- Exam of theoretical contents: 40%
- Exam of practical contents: 60%

Plagiarism is a wilfully false attribution of authorship to oneself, or a use of another's text without any or with insufficient acknowledgement of source. Plagiarism may lead a student to fail his/her course.

5.3.3 Extraordinary evaluation

Extraordinary assessment criteria are the same as for the final evaluation.

6. BIBLIOGRAPHY

Basic bibliography

- ARNOLD, P. J. (1991): *Educación física, movimiento y currículum*. Madrid: Morata.
- APPLE, M. W. (1986). *Ideología y currículum*. Madrid: Akal.
- BLÁZQUEZ, D. (1990). *Evaluar la Educación Física*. Barcelona: Inde.
- CONTRERAS, O. (1998). *Didáctica de la Educación Física*. Barcelona: Inde.
- DELGADO, M. A. (1991). *Los estilos de enseñanza en la Educación Física*. Granada: Universidad de Granada.
- ELLIOT, J. (1993): *El cambio educativo desde la investigación-acción*. Madrid: Morata.
- FERNÁNDEZ BALBOA, J. M. (1993). Aspectos crítico y cívico del rol de los/as profesionales de la Educación Física y el deporte: Conexiones con la política, la economía y el medio ambiente. *Apunts*, 34, 74-82.
- FERNÁNDEZ GARCÍA, E. (coord.). (2002). *Didáctica de la Educación Física en la Educación Primaria*. Madrid: Síntesis.
- HERNÁNDEZ ÁLVAREZ, J. L. (2004). Teoría curricular y Didáctica de la Educación Física. En FRAILE ARANDA, A. (coord.). *Didáctica de la Educación Física. Una perspectiva crítica y transversal*. Madrid: Biblioteca Nueva.
- KIRK, D. (1990). *Educación Física y currículum*. Valencia: Universidad de Valencia.
- LÓPEZ RODRÍGUEZ, A. (2001). Los materiales curriculares en Educación Física como colaboradores del proceso de enseñanza y aprendizaje. *Tándem, Didáctica de la Educación Física*, 2, 34-44.
- MUROS RUIZ, B. (2009). La autoevaluación y la democracia radical o específica: deconstrucción y universidad. *Revista Ciencias de la Educación*, 219, 363-370.
- PÉREZ-LÓPEZ, I. J. (2015). Experiencia de aprendizaje Versus asignatura. *EmasF Revista Digital de Educación Física*, 34, 61-70.
- SÁNCHEZ BAÑUELOS, F. (coord.). (2002). *Didáctica de la Educación Física*. Madrid: Prentice Hall.
- SÁNCHEZ BAÑUELOS, F. y FERNÁNDEZ GARCÍA, E. (coords.). (2003). *Didáctica de la Educación Física*. Madrid: Pearson Educación.
- SEBASTIANI, E. M. y CAMPOS-RIUS, J. (coords.). (2019). *Gamificación en Educación Física*. Barcelona: Inde.
- VAQUERO BARBA, A. (2000). *Claves para la formación del profesorado de Educación Física desde una perspectiva crítica: Análisis de un proceso formativo y alternativas*. Tesis Doctoral. Universidad del País Vasco.

Additional bibliography

- BOURDIEU, P. (1999). *Intelectuales, política y poder*. Buenos Aires: Eudeba.

COLL, C., y COLOMINA, R. (1990). Interacción entre alumnos y aprendizaje escolar. En COLL, C., PALACIOS, J., y MARCHESI, A. (Comps.). *Desarrollo Psicológico y Educación*, vol. II. Psicología de la Educación. Madrid: Alianza editorial.

DAFONSECA, V. (1996). *Estudio y génesis de la psicomotricidad*. Barcelona: Inde.

DEVÍS, J. (1998). El currículum de la educación física escolar y la reforma educativa: Una aproximación crítica. En HERNÁNDEZ, J., RODRÍGUEZ, J. P., RAMÍREZ, V., QUIROGA, M. y CASTRO, U. (Coords.). *Educación física escolar y deporte de alto rendimiento*, 47-66. Las Palmas de Gran Canaria: ACAFIDE.

FREIRE, P. (2002). *La educación como práctica de la libertad* (16ª edición). Madrid: Siglo XXI.

HUSÉN, T. (1988). Paradigmas de la investigación en Educación: Un informe del estado de la cuestión. En DENDALUCE, I. (Coord.). *Aspectos metodológicos de la investigación educativa*, 46-59. Madrid: Narcea.

KEMMIS, S. (1993). *El currículum: Más allá de la teoría de la reproducción*. Madrid: Morata.

PÉREZ GÓMEZ, A. (1985). Paradigmas contemporáneos de investigación educativa. En GIMENO, J. y PÉREZ, A. (Coords.). *La enseñanza: Su teoría y su práctica* (2ª edición), 95-138. Madrid: Akal.

RODRÍGUEZ ROJO, M. (2002). Respuestas educativas al desarrollo de la identidad europea. En BARTOLOMÉ PINA, M. (Coord.). *Identidad y ciudadanía. Un reto a la educación intercultural*, 51-78. Madrid: Narcea.

SCHÖN, D. A. (1992). *La formación de profesionales reflexivos*. Barcelona: Paidós.

SICILIA CAMACHO, A. (1998). Educación Física, profesorado y postmodernidad. En RUIZ JUAN, F., GARCÍA LÓPEZ, A. y CASIMIRO ANDÚJAR, A. J. (Coords.). *Nuevos horizontes en la educación física y el deporte escolar*, 123-138. Málaga: Instituto Andaluz del Deporte.

SIEDENTOP, D. (1998). *Aprender a enseñar la Educación Física*. Barcelona: INDE.

SPARKES, A. C (1992). "Breve introducción a los paradigmas de investigación alternativos en Educación Física". *Perspectivas de la Actividad Física y el Deporte*, 11, 29-33.

TINNING, R. (1993). Enseñanza reflexiva, investigación-acción y formación del profesor de Educación Física. En HERNÁNDEZ ÁLVAREZ, J. L. y LÓPEZ CRESPO, C. (Coords.). *Actas XI Congreso Nacional de Educación Física en Escuelas Universitarias de Magisterio*. Segovia.

VACA ESCRIBANO, M. J. (2002). *Relatos y reflexiones sobre el tratamiento pedagógico de lo corporal en la Educación Primaria*. Palencia: Asociación cultural 'Cuerpo, Educación y Motricidad'.

"Health authorities could consider it necessary to suspend presence-based teaching activities. If this occurs or when circumstances require it, teaching or part of it could continue in a virtual format until necessary, when it would return to presence-based format".