

1. OVERVIEW

Subject area	Teaching Methodology
Degree	Bachelor's Degree in Exercise and Sport Sciences
School/Faculty	Exercise and Sport Sciences and Physiotherapy
Year	Second
ECTS	6
Type	Core
Language(s)	Spanish/English
Delivery Mode	On campus
Semester	Semester 3 and 4
Academic year	2024/2025
Coordinating professor	Daniel Frías López

2. INTRODUCTION

This subject explores the different elements involved in the teaching/learning process in any professional context related to motor skills in which future graduates might work.

It will equip students to use different resources, both organisational and didactic, related to their intervention as teachers in this process.

The main content areas will focus on:

- Contexts in which didactics are applied in the field of motor skills.
- Analysis of the elements involved in the teaching/learning process.
- Organisational resources.
- Teaching styles.
- Analysis of teaching.

3. SKILLS AND LEARNING OUTCOMES

Basic skills (CB, by the acronym in Spanish):

- CB2 - Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.
- CB3 - Students have the ability to gather and interpret relevant data, usually within their study area, to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB5 - Students have developed the necessary learning skills to undertake further study with a high degree of autonomy

Cross-curricular skills (CT, by the acronym in Spanish):

- CT02 - Self-confidence: Ability to evaluate one's own results, performance and skills with the self-determination necessary to complete tasks and meet any objectives.

- CT10: Initiative and entrepreneurial spirit: Ability to undertake difficult or risky actions with resolve. Ability to anticipate problems, propose improvements and persevere to ensure they are implemented. Willingness to take on and carry out tasks.
- CT14 - Innovation/Creativity: Ability to propose and invent new, original solutions that contribute towards improving problem situations, including ideas from other contexts.
- CT16 - Decision making: Ability to choose between different options or methods to effectively solve varied situations or problems.

Specific skills (CE, by the acronym in Spanish):

- CE02 – Ability to transmit attitudes and values in professional practice in all areas of physical activity and sport, helping to create a better society.
- CE04 – Ability to analyse and apply physiological, biomechanical, psychological and social principles in different areas of physical activity, sport and recreation.
- CE08 – Ability to design, plan, organise, implement and evaluate regular and/or one-off sport and recreation programmes, considering all factors that might affect these programmes in different professional, social and economic contexts.
- CE09 – Ability to select and know how to use the right material and sports equipment for each type of activity, identifying the technical characteristics of different sports spaces.
- CE11 – Ability to use your own judgement to act in society, using theoretical, academic and professional discourse in relation to exercise and sport sciences

Learning outcomes (RA, by the acronym in Spanish):

- RA1: To understand key concepts related to Didactics.
- RA2: To implement teaching models designed for different ages groups and contexts.
- RA3: To correctly use teaching materials, resources and styles.
- RA4: To produce in-depth analysis and summaries based on searches of key literature about didactics.

The following table shows how the skills developed in the course match up with the intended learning outcomes:

Skills	Learning outcomes
CB2, CB5, CT02, CT14, CT16, CE02, CE08	RA1. To understand key concepts related to Didactics.
CB2, CB3, CB5, CT02, CT10, CT14, CT16, CE02, CE4, CE8, CE9, CE11.	RA2. To implement teaching models designed for different ages groups and contexts.
CB2, CB5, CT02, CT10, CT14, CT16, CE02, CE04, CE08, CE09, CE11.	RA3. To correctly use teaching materials, resources and styles.
CB2, CB3, CB5, CT02, CT10, CT16, CE02, CE04, CE09.	RA4. To produce in-depth analysis and summaries based on searches of key literature related to didactics.

4. CONTENTS

This subject area will provide knowledge related to the teaching of exercise and sport in any context of its potential practical application. It will equip students to use a range of organisational and didactic resources. The main content areas will focus on:

- Contexts in which didactics are applied in the field of motor skills.
- Analysis of the elements involved in the teaching/learning process.
- Organisational resources.
- Teaching styles
- Analysis of teaching.

This content is organised into the following learning units.

- U1. Basic concepts.
- U2. Contexts
- U3. Elements of teaching and learning. The teacher
- U4. Elements of teaching and learning. The student
- U5. Elements of teaching and learning. Teacher-student interaction (communication, emotional climate, feedback, group management, etc.)
- U6. Elements of teaching and learning. Tasks/progression/strategies.
- U7. Organisational resources
- U8. Teaching styles

5. TEACHING/LEARNING METHODS

The types of teaching-learning methods are as follows:

- Lectures
- Collaborative learning
- Problem-based learning

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On Campus:

Type of learning activity (AF, by the acronym in Spanish)	Number of hours
Lectures	25
Asynchronous lectures	12
Design of strategies, procedures and intervention plans	40
Group work	37
Case studies/workshop activities	28
Tutorials	8
TOTAL	150

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

On Campus:

Assessment system	Weighting
On-campus knowledge tests	40% (30-40%)
Participation in classroom activities	20% (20-30%)
Strategy design projects and intervention plans	20% (20-30%)
Assessment of reports and written work	20% (20-30%)

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

7.1. Ordinary exam period

To pass the subject area in the ordinary exam period, you must achieve a final grade of at least 5 out of 10, based on the weighted average of all assessable aspects.

Given the importance of some of the essential subject area content needed to attain the learning outcomes, in order to apply the weighted average, **a minimum grade of 5 is required in the following learning activities and assessment tests.** Any elements which do not meet this criteria will not be included in the weighting to calculate the final grade.

- Learning activity 1. Knowledge test.
- Learning activity 2. Teaching styles.
- Learning activity 3. Organisational resources.

Likewise, and in line with the subject area design (continuous process, on-going transfer of knowledge and progressive evolution), students must achieve a **minimum attendance of 75%**. If they do not, they will lose the right to assessment in the ordinary exam period and will therefore fail the subject area in this period.

In addition, students must attend in person all practical classes (application of sessions/exercises that provide examples of the content in sports spaces) *delivered by either the teacher or the students*. A **minimum of 100% attendance in person of practical sessions** is required. If students fail to meet this criteria, they will lose the right to assessment in the ordinary exam period and will therefore fail the subject area in this period.

Learning activities will be marked using the example rubrics as a guide. These rubrics will be adapted, where necessary, to the corresponding content or special characteristics of the group. The description, assessment criteria and specific assessment guide for each assessable task will be available on the virtual campus.

7.2. Extraordinary exam period (resits)

To pass the subject area in the extraordinary exam period, students must achieve a final grade of at least 5 out of 10, based on the weighted average of all assessable elements. As such, they must retake any assessable tasks that were not passed in the ordinary exam period after receiving the relevant feedback, suggested improvements and corrections from the teacher, individually and according to the specific instructions published in this exam period on the Virtual Campus.

Just as in the ordinary exam period, given the importance of some of the essential subject area content needed to attain the learning outcomes, in order to apply the weighted average, **a minimum grade of 5 is required in the following learning activities and assessment tests.** Any elements which do not meet this criteria will not be included in the final weighted average grade in this exam period.

- Learning activity 1. Knowledge test.
- Learning activity 2. Teaching styles.
- Learning activity 3. Organisational resources.

8. TIMELINE

This section presents the timeline and submission dates for the assessable tasks in this subject area.

Assessable tasks	Date
Learning activity 4. Knowledge assimilation and application activities	Weeks 2–12
Learning activity 3. Organisational resources.	Weeks 4–10
Learning activity 2. Teaching styles	Weeks 10–16
Learning activity 1. Knowledge test.	Weeks 17–18

The timeline may be subject to change for logistical reasons related to the activities. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

Álamo, J.M. (2007). *Concepto, evolución y diferentes manifestaciones del deporte: la iniciación deportiva y el deporte escolar*. Las Palmas de Gran Canaria: Anroart Ediciones.

Alonso, P.M. (1994). *La educación física y su didáctica*. Madrid: Publicaciones I.C.C.E.

Baena, A., y García, M. (2009). *Dinámicas y estrategias de re-creación: más allá de la actividad físico-deportiva*. Barcelona: Graó.

Barceló, O., Ruano, K. (2011). *Buenas prácticas en el entorno EEES*. Sevilla: Wanceulen Editorial Deportiva.

- Bengué, L. (2005). *Fundamentos transversales para la enseñanza de los deportes de equipo*. Zaragoza: INDE.
- Bernal, J.A. (2002). *Juegos y actividades con material de desecho*. Sevilla: Wanceulen.
- Bilbrough, A. (1986). *Didáctica y desarrollo de la educación física*. Buenos Aires: Kapelusz.
- Blández, J. (1998). *La utilización del material y del espacio en educación física: propuestas y recursos didácticos* (2ª ed.). Madrid: INDE, D.L.
- Blázquez, D., y Sebastiani, E. (2012). *¿Cómo formar un buen deportista?: un modelo basado en competencias*. Barcelona: INDE.
- Castejón Oiva, F.J. (1995). *Juegos matrices cooperativos*. Madrid: Dykinson, D.L.
- Castejón, F.J. (2003). *Iniciación deportiva, la enseñanza y el aprendizaje comprensivo en el deporte*. Sevilla: Wanceulen.
- Castejón, F.J. (2010). *Deporte y enseñanza comprensiva*. Sevilla: Wanceulen.
- Contreras, J. y Onofre, R. (1998). *Didáctica de la educación física: un enfoque constructivista*. Zaragoza: INDE, D.L.
- Contreras, J., y Onofre, R. (2012). *Las competencias del profesor de Educación Física*. Barcelona: INDE, D.L.
- Curto, C. (2009). *Experiencias con éxito de aprendizaje cooperativo en educación física*. Barcelona: INDE, D.L.
- Cutrera, J.C. (1997). *Recreación: fundamentos, didáctica y recursos*. Buenos Aires: Stadium.
- Dechavanne, N. (1991). *El animador de las actividades fisicodeportivas para todos* (1ª ed.). Barcelona Madrid: Paidós Ibérica Centro de Publicaciones del Ministerio de Educación y Ciencia.
- Delgado, M.A. (1991). *Los estilos de enseñanza en la educación física*. Granada: Universidad, D.L.
- Delgado, M.A., y Sicilia, A. (2002). *Educación física y estilos de enseñanza: análisis de la participación del alumnado desde un modelo socio-cultural del conocimiento escolar*. Barcelona: INDE.
- Delgado, M.A. (1997). *Formación y actualización del profesorado de educación física y del entrenador deportivo: experiencias en formación inicial y permanente*. Sevilla: Wanceulen.
- Devís, J., y Peiró, C. (1997). *Nuevas perspectivas curriculares en educación física: la salud y los juegos modificados* (2ª ed.). Barcelona: INDE, D.L.
- Fernández, E., Zagalaz, M.L. y Cecchini, J.A., (2002). *Didáctica de la educación física en la educación primaria*. Madrid: Síntesis.
- Fernández, J.C., Ruiz, M., y Fuster, M. (1997). *Los materiales didácticos de educación física* (1ª ed.). Sevilla: Wanceulen, D.L.
- Florence, J., Carlier, G., y Brunelle, J. (2002). *Enseñar educación física en Secundaria: motivación, organización y control*. Barcelona: INDE, D.L.

- Fraille, A. (2004). *Didáctica de la educación física: una perspectiva crítica y transversal*. Madrid: Biblioteca nueva.
- Galera, A.D. (2001). *Manual de didáctica de la educación física: una perspectiva constructivista integradora*. Barcelona: Paidós.
- Gallardo, P., y Mendoza, A. (2010). *Didáctica de la actividad física y deportiva: metodología, estilos de enseñanza, programación y evaluación*. Sevilla: Wanceulen.
- Gil Morales, P.A. (2007). *Metodología didáctica de las actividades físicas y deportivas: manual para la enseñanza y animación deportiva*. Sevilla: Wanceulen.
- González, C., Monguillot, M., y Zurita, C. (2014). *Una educación física para la vida: recursos prácticos para un aprendizaje funcional*. Barcelona: INDE, D.L.
- Guillen del Castillo, M. (1998). *Curso de actualización en didáctica y educación físico-deportiva para postgraduados universitarios*. Córdoba: Obra Social y Cultural de CajaSur Instituto Andaluz del Deporte, D.L.
- Jiménez, P.J., y Castejón, F.J. (2008). *Manual de estrategias de intervención en actividad física, deporte y valores*. Madrid: Síntesis, D.L.
- Learreta, B., Sierra, M.A., y Ruano, K. (2006). *Didáctica de la expresión corporal: talleres monográficos*. Barcelona: Inde.
- López, V.M. (1999). *Prácticas de evaluación en educación física: estudio de casos en primaria, secundaria y formación de profesorado*. Valladolid: Universidad, Secretariado de Publicaciones e Intercambio Editorial, D.L.
- López, V.M., Monjas, R., y Pérez, D. (2003). *Buscando alternativas a la forma de entender y practicar la educación física escolar*. Zaragoza: INDE, D.L.
- Lucas, J.M. (2001). *Manual de didáctica de la educación física*. Alcalá de Henares: Universidad, Servicio de Publicaciones.
- Marqués, J.L. (1997). *Iniciación a juegos y deportes alternativos: actividades de educación física*. Madrid: Escuela Española, D.L.
- Moral, C. (2010). *Didáctica: teoría y práctica de la enseñanza* (2ª ed.). Madrid: Piramide, D.L.
- Muska Mosston, S. (1993). *La enseñanza de la educación física: la reforma de los estilos de enseñanza*. Barcelona: Hispano Europea, D.L.
- Ortí, J. (2004). *La animación deportiva, el juego y los deportes alternativos*. Barcelona: INDE, D.L.
- Ortiz, M.M. (2002). *Expresión corporal: una propuesta didáctica para el profesorado de educación física*. Granada: Grupo Editorial Universitario.
- Pieron, M. (1988). *Didáctica de las actividades físicas y deportivas*. Madrid: Gymnos, D.L.
- Pieron, M. (1999). *Para una enseñanza eficaz de las actividades físico-deportivas*. Zaragoza: INDE.
- Pinos, M. (1997). *Actividades físico deportivas en la naturaleza para niños y jóvenes*. Madrid: Gymnos, D.L.

- Rieder, H., Fischer, G., y Siso, M.J. (1990). *Aprendizaje deportivo: metodología y didáctica*. Barcelona: Martínez Roca, D.L.
- Riera, J. (1994). *Fundamentos del aprendizaje de la técnica y la táctica deportivas* (2ª ed.). Barcelona: INDE.
- Romero, C., Linares, D., y Torre, E. (1996). *Estrategias metodológicas para el aprendizaje de los contenidos de la educación física escolar*. Granada: PROMECO.
- Sánchez Bañuelos, F. (1992). *Bases para una didáctica de la educación física y el deporte* (2ª ed.). Madrid: Gymnos, D.L.
- Sánchez Bañuelos, F. (2003). *Didáctica de la Educación Física para Primaria*. Madrid: Prentice Hall, cop.
- Seners, P. (2001). *Didáctica del atletismo*. Barcelona: INDE.
- Sicilia, A. (2001). *La investigación de los estilos de enseñanza en la educación física: un viejo tema para un nuevo siglo*. Madrid: Wanceulen, D.L.
- Sicilia, A. (2003). *La otra cara de la enseñanza: la educación física desde una perspectiva crítica*. Barcelona: INDE, D.L.
- Siedentop, D. (2008). *Aprender a enseñar la educación física* (2ª ed.). Barcelona: INDE.
- Solana, A.M. (2007). *Aprendizaje cooperativo en las clases de educación física*. Sevilla: Wanceulen.
- Target, C., y Cathelineau, J. (2002). *Cómo se enseñan los deportes* (1ª ed.). Zaragoza: INDE Publicaciones.
- Timón, L.M., Hormigo, F., y Arráez, A. (2010). *La construcción de materiales en educación física: contribuciones educativas de dichos materiales en el proceso educativo*. Sevilla: Wanceulen.
- Vázquez, B. (2001). *Bases educativas de la actividad física y el deporte*. Madrid: Síntesis, D.L.
- Velázquez, C. (2010). *Aprendizaje cooperativo en Educación Física: fundamentos y aplicaciones*. Barcelona: INDE, D.L.
- Villada, P., y Vizquete, M. (2002). *Los fundamentos teórico-didácticos de la educación física*. Madrid: Ministerio de Educación, Cultura y Deporte, Subdirección General de Información y Publicaciones, D.L.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.

3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. STUDENT SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.