

1. OVERVIEW

Subject area	School Physical Education
Degree	Bachelor's Degree in Exercise and Sport Sciences
School/Faculty	Faculty of Exercise and Sport Sciences and Physiotherapy
Year	3rd
ECTS	6 ECTS
Type	Compulsory
Language/s	Spanish/English
Delivery Mode	On campus/Blended
Semester	S5 - S6
Academic year	2024/2025
Coordinating professor	Daniel Mendoza Castejón

2. INTRODUCTION

This subject will provide students with knowledge about the teaching of physical education in the context of formal secondary and post-16 education.

Physical education teaching is the most traditional career path within the exercise and sport sciences profession. The degree was initially designed for this purpose, but gradually evolved and came to include new professional areas. This extensive background in teacher training for physical education is undeniable and is a big part of the degree programme.

The subject area provides the foundations for working as a PE teacher in Spain, although nowadays students need to complement this training with a specific Master's degree to work in this profession.

The subject area in its current form, and as a continuation of the subject area "Teaching" (which students must pass in order to study "Physical Education in Schools"), focuses on teaching/learning processes in schools, specifically on teaching in the curricular area established by the education system.

Students will develop the necessary knowledge, approaches and understanding of key concepts related to physical education in school settings.

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 studies with a high degree of independence.

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

- CT6 - Oral or written communication: Ability to communicate and gather information, ideas, opinions and viewpoints to understand and be able to act, spoken through words or gestures or written through words and/or graphic elements.
- CT8 - Information management: Ability to seek, choose, analyse and integrate information from diverse sources.
- CT12 Critical reasoning: Ability to analyse an idea, occurrence or situation from different perspectives and adopt a personal viewpoint based on scientific rigour and objective reasoning, rather than intuition.
- CT17 - Teamwork: Ability to integrate and collaborate actively with other people, departments and/or organisations to reach common goals.
- CT18 - Use of information and communication technology (ICT): Ability to effectively use information and communication technology as a tool for finding, processing and storing information, and for developing communication skills.

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

- CE1 - Ability to design, develop and assess teaching/learning processes related to physical activity and sport, considering the individual characteristics and contexts of the people involved and adhering to the necessary educational, technical and curricular principles.
- CE2 - Ability to transmit attitudes and values in professional practice in all areas of physical activity and sport, helping to create a better society.
- CE5 - Ability to identify inappropriate practices that pose a risk to health in order to prevent and correct them in different groups of people.
- CE6 - Ability to assess levels of physical fitness and motor skills, prescribing and planning health-orientated physical exercises in different age groups.
- CE7 - Ability to promote and assess long-lasting and autonomous habits of health-orientated physical activity and sport.

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

- RA1: To understand key concepts related to the education system and physical education in schools.
- RA2: To implement contextualised programmes in secondary and post-16 education.
- RA3: To develop teaching moments applied to physical education in schools.

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

Skills	Learning outcomes
CB2, CB3 CT6, CT8, CT12, CT17, CT18 CE2, CE6	RA1: To understand fundamental concepts related to the education system and physical education in schools.
CB2, CB3 CT6, CT8, CT17, CT18 CE1, CE6, CE7	RA2: To implement contextualised programmes in secondary and post-16 education.
CB5 CT6, CT8, CT17, CT18 CE2, CE3, CE7	RA3: To develop teaching moments applied to physical education in schools.

4. CONTENTS

This subject will provide students with the knowledge, skills and resources needed to become a highly skilled PE teacher in secondary and post-16 education.

It offers an introduction to the professional reality of teaching PE, covering details of the education community, the Education Act and the curriculum. Students will learn to manage the different elements of the curriculum and to plan lessons for all year groups in this stage of education.

There is a special focus on topics such as innovation in education and other topics which, due to changes and developments in the education community, need to be reviewed, analysed and addressed.

The main content areas will focus on:

- The education system as the context for PE in schools.
- The PE curriculum.
- Curriculum planning: Teaching units and sessions.
- PE teaching and assessment.
- Inclusive PE.
- Co-education and values education through PE.
- Sport in the context of PE.
- Research in education.
- Interdisciplinary teaching
- Use of technology in education and AIs

The subject is organised into learning units (UA, by their Spanish acronym), which, in turn, are divided into different interrelated topics. The learning units are structured to allow students to gradually increase their understanding of the subject.

- **LEARNING UNIT 1. The education system.**
 - Evolution of Spain's education system.
 - The area of physical education.
 - Key elements of the PE curriculum in secondary and post-16 education.
- **UA 2. Planning, teaching and assessing PE: Teaching units and sessions.**
 - Key elements of lesson planning.
 - Teaching units and sessions.

- Structure of a PE session.
- **LEARNING UNIT 3. Pedagogical elements and new methodology trends.**
- Inclusive PE.
- Co-education.
- Interdisciplinary approach.
- Values education.
- Modified games.
- New technology in the PE classroom.
- Bilingualism.
- Innovation, new trends and approaches (service-learning projects, gamification, etc.)

5. TEACHING/LEARNING METHODS

The types of teaching-learning methods are as follows:

- Lectures.
- Collaborative learning
- Problem-based learning
- Simulation environments.

6. LEARNING ACTIVITIES

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

On campus:

Learning activity	Number of hours
Debates and discussions	8 h
Case studies	20 h
Reports and written work	26 h
Design of strategies, procedures and intervention plans	45 h
Tutorials	8 h
Lectures	15 h
Asynchronous lectures	8 h
Formative assessment (feedback from completed tests)	20 h
TOTAL	150 hours

Blended learning:

Learning activity	Number of hours
Reports and written work	26 h
Debates and discussions through online seminars	8 h
Formative assessment (feedback on assessment tests)	20 h
Online tutorials	8 h
Synchronous online lectures	15 h
Asynchronous online lectures	8 h
Case studies	20 h
Design of strategies, procedures and intervention plans	45 h
TOTAL	150 hours

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 theory exams*	20% (20%–30%)
Learning portfolio*	30% (30%–40%)
Strategy design projects and intervention plans	10% (10%–20%)
Participation in classroom activities.	40% (40%–50%)

Online:

Assessment system	Weighting
On-campus theory exams*	20% (20%–30%)
Learning portfolio*	30% (30%–40%)
Strategy design projects and intervention plans	10% (10%–20%)
Participation in classroom activities.	40% (40%–50%)

On the Virtual Campus, when you open the subject area, you'll find details of your assessment activities, including the submission dates and assessment procedures for each activity.

7.1. Ordinary exam period

To pass the subject area in the ordinary exam period you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

Given the importance of some of the subject area's essential concepts and content, in order to apply the weighted average, **a minimum grade of 5.0 is required in all assessable tasks marked with an (*), meaning any elements that do not meet this requirement will not be included in the weighted average. As such, even if the overall average grade for the subject area is higher than 5.0, students will receive a 4 until the corresponding compulsory activity has been retaken.**

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 continuous assessment and their grade for the subject area will be based on the grades obtained to date in the ordinary exam period. In addition, students must attend all practical classes (application of sessions/exercises that provide examples of the content in sports spaces) delivered by either the teacher or the students. **Failure to attend one of these sessions will result in the grade for this session being removed from the weighting of the corresponding assessable task. Likewise, non-active or disinterested participation in practical classes of this nature will have a negative effect on the student's grade for the activity.**

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 ordinary exam period you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

As stated above, due to the importance of some of the subject area's essential concepts and content, in order to apply the weighted average, **a minimum grade of 5.0 is required in all assessable tasks marked with an (*), meaning that any elements which do not meet this criteria will not be included in the weighted average. As such, even if the overall average grade for the subject area is higher than 5.0, students will receive the grade achieved in the failed compulsory activity.**

Activities that were not passed or not submitted in the ordinary exam period must be submitted after receiving the corresponding corrections and feedback from the teacher, always following the instructions published on the virtual campus.

8. TIMELINE

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

Assessable tasks	Date
Classroom-based learning activities	All semester
Submit lesson plans and related practical sessions	Weeks 8-11

Pedagogical research project and design of associated teaching actions. Related practical activities	Weeks 13–15
Objective knowledge test	Weeks 16–17

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 reference material for the subject area is as follows:

Cañizares, J.M., y Carbonero, C. (2016). *Programación Didáctica LOMCE en Educación Física: guía para su realización y defensa*. Wanceulen.

Moya, J., y Luengo, F. (2021) *Educación para el siglo XXI. Reformas y mejoras de la LOMLOE: de la norma al aula*. Anaya.

Piqueres, M. (2022) *Evaluar competencias clave y sus descriptores operativos. lomloe: metodologías activas. Agenda 2030.ODS*. Independiente

Recommended bibliography:

Álvarez, J.M. (2000) *Evaluar para aprender, examinar para excluir*. Madrid: Morata.

Armstrong, T. (2015) *Inteligencias múltiples en el aula*. Barcelona: Paidós.

Bergman, J., y Sams, A. (2014) *Dale la vuelta a tu clase*. Madrid: Ediciones SM.

Blázquez, D., y Sebastián, E. M^a: (2009): *Enseñar por competencias en Educación Física*. Barcelona: Inde.

Blázquez, D. (1990): *Evaluar en Educación Física*. Barcelona: Inde.

Blázquez, D. (Coord.) (2017): *Métodos de enseñanza en educación física*. Barcelona: Inde.

Calzada, A. (2002). *Educación secundaria: Educación física*. Madrid: Gymnos.

Cañizares, J.M., y Carbonero, C. (2016). *Programación Didáctica LOMCE en Educación Física: guía para su realización y defensa*. Sevilla: Wanceulen.

Castejón, F.J. (1996). *Evaluación de /a Educación Física por indicadores educativos*. Sevilla: Wanceulen.

Contreras, O. y Gutiérrez, D. (2017) *El Aprendizaje Basado en Proyectos en Educación Física*. Barcelona: Inde.

Delgado, M.A. (1991): *Los estilos de enseñanza en Educación Física*. Granada: ICE Universidad.

Fernández, J.M. (2005): La autoevaluación como práctica promotora de la democracia y la dignidad. En Sicilia, A. y Fernández-Balboa, J.M. (coords.) *La otra cara de la educación física: la educación física desde una perspectiva crítica*. Barcelona: Inde.

Fernández, J.A. (2017) *A propósito de una ley. Reflexiones sobre la educación y la escuela*. Sevilla: Caligrama.

Fernández, J.C. (1997) *Los materiales didácticos de educación física*. Sevilla: Wanceulen.

Fraile, A. (2006) Cambios en el aula universitaria ante los nuevos retos europeos. En *Tándem*, 20 (57-72). Barcelona: Graó.

- Galano, C. (2001) *Unidades didácticas para secundaria XII: juegos de opción: aprendamos a luchar, aprendamos a jugar a bádminton, aprendamos a jugar con el frisbee*. Zaragoza: Inde Publicaciones.
- Gerver R. (2012) *Crear hoy la escuela del mañana. La educación y el futuro de nuestros hijos*. Madrid: Ediciones SM.
- Hernández, J.L., y Velázquez, R. (coords.) (2004) *La evaluación en educación física. Investigación y práctica en el ámbito escolar*. Barcelona: Graó.
- Ibarrola, B. (2013) *Aprendizaje Emocionante*. Madrid: Ediciones SM.
- Johnson, D.W., y Johnson, R.T. (2014) *La evaluación en el aprendizaje cooperativo*. Madrid: Ediciones SM.
- López, C., y Valls, C. (2013) *Coaching educativo*. Madrid: Ediciones SM.
- López, V.M. (2004): La participación del alumnado en los procesos evaluativos: la autoevaluación y la evaluación compartida en educación física. En Fraile, A. *Didáctica de la Educación Física: una perspectiva crítica y transversal*. Madrid: Ed. Biblioteca Nueva.
- López, V.M. (coord.) *Evaluación Formativa y Compartida en Docencia Universitaria: propuestas, técnicas, instrumentos y experiencias*. Madrid: Narcea.
- Mañeru, A., y Rubio, E. (1992): *Transversales. Educación para la Igualdad de oportunidades de ambos sexos*. Madrid: Ministerio de Educación y Ciencia.
- Mosston, M., y Ashworth, S. (1993): *La enseñanza de la Educación Física. La reforma de los estilos de enseñanza*. Barcelona: Hispano Europea.
- Navarro, D., Collado, J.A. y Pellicer, I. (2020): *Modelos pedagógicos en educación física*. Leipzig, Amazon Distributions.
- Piéron, M. (1999): *Para una enseñanza eficaz de las actividades físico-deportivas*. Barcelona: Inde.
- Prieto, M.D., y Ballester, P. (2003). *Las inteligencias múltiples: diferentes formas de enseñar y aprender*. Madrid: Pirámide.
- Sánchez, F. (1996): *Bases para una Didáctica de la Educación Física y el Deporte*. Madrid: Gymnos. 3ª ed.
- Sánchez, F. (2000): El desarrollo de las Unidades Didácticas y las sesiones de trabajo en la Educación Física escolar, en Cardona, J. (Dir.), *Modelos de innovación educativa en la Educación Física*. Madrid: U.N.E.D., 329-366.
- Seners, P. (2001). *La lección de educación Física*. Zaragoza: Inde
- Sicilia, A., y Delgado, M. A. (2002) *Educación Física y estilos de enseñanza*. Barcelona: Inde.
- Siedentop, D. (1998): *Aprender a enseñar la Educación Física*. Barcelona: Inde.
- Swartz, R., Costa, A., Beyer, B., Reagan, R., y Kallick, B. (2013) *El aprendizaje basado en el pensamiento*. Madrid: Ediciones SM.
- Vázquez, B., y Álvarez, G. (Coord.) y col. (1996) *Guía para una Educación Física no sexista*. Madrid: Ministerio de Educación, Ciencia y Deporte.

Vázquez, B., Fernández, E., Ferro, S., y cols. (2000) *Educación Física y género. Modelo para la observación y el análisis del comportamiento del alumnado y del profesorado*. Madrid: Gymnos.

Zariquiey, F. (2016) *Cooperar para aprender. Transformar el aula en una red de aprendizaje cooperativo*. Madrid: SM.

10. DIVERSITY AWARENESS 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.