

1. BASIC INFORMATION

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| Course | School Physical Education |
| Degree program | Bachelor's Degree in Exercise and Sport Sciences |
| School | Faculty of Medicine, Health and Sports. |
| Year | 3rd |
| ECTS | 6 ECTS |
| Credit type | Compulsory |
| Language(s) | Spanish/English |
| Delivery mode | On campus/Blended |
| Semester | S5 - S6 |
| Academic year | 2025/2026 |
| Coordinating professor | Daniel Mendoza Castejón |

2. PRESENTATION

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. COMPETENCIES AND LEARNING OUTCOMES

Core competencies (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 the relationship between the competencies developed during the course and the learning outcomes pursued:

| 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. CONTENT

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 METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

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

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

| 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 |

Virtual mode:

| 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

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

| 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%) |

Virtual mode:

| 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%) |

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you must complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First 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. Second 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.

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. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

| 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 |

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

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10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION 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 mean 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 opportunity 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. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.