

## 1. BASIC INFORMATION

Course	School Physical Education
Degree program	Bachelor's Degree in Exercise and Sport Sciences
School	Faculty of Exercise and Sport Sciences and Physiotherapy
Year	3rd
ECTS	6 ECTS
Credit type	Compulsory
Language(s)	Spanish/English
Delivery mode	On campus/Online
Semester	S5
Academic year	2026-2027
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. LEARNING OUTCOMES

#### Knowledge

##### KNOWLEDGE

KNO2. Describes how to design a teaching/learning process related to physical activity and sport, based on the individual and contextual characteristics of people and educational, technical and ethical principles.

- Identifies the features of the age-related stages of education at which PE teachers (with a degree in Physical Activity and Sports Sciences) may intervene.
- Compares the evolution of the subject of Physical Education within the history of Spanish education, with the changing profile of the Physical Education teacher.
- Summarises the pedagogical elements commonly used in Physical Education classrooms, based on conceptual aspects and didactic principles.

##### SKILLS

SKO2. Designates exercise-related tasks, progress indicators and strategies to promote health and sports performance based on individual variables and environmental conditions.

- Designs context-based syllabuses for secondary and Bachillerato [non-compulsory post-secondary education] students in accordance with the core curriculum requirements established by applicable regulations.
- Organises Physical Education sessions for the different stages of education and educational settings proposed.
- Develops pedagogical elements and new classroom guidelines in the context of teaching PE at school.

##### COMPETENCIES

COMP1. Effectively describe, formulate and apply the procedures, strategies, activities, resources, techniques and methods involved in the teaching/learning process, while developing comprehensive programmes for the entire professional sport and physical activity sector (formal and informal physical education and sports instruction; physical and sports training; health-focused exercise; physical activity and sports management).

COMP3. Communicate and interact appropriately and effectively in various contexts related to physical activity and sport, while consciously, naturally and continuously drawing on teaching skills.

COMP14. Stress the importance of educating, disseminating information and providing ongoing guidance to people and leaders in relation to the benefits, significance, characteristics and positive effects of engaging regularly in physical activities, sports and exercise; the risks and injuries to which inappropriate practices may give rise; and the factors and criteria of appropriate practices, as well as information, guidance and advice in relation to opportunities to engage in appropriate physical activities and sports in their environment, in any professional sector.

COMP37. Strategic communication. Transmit messages (ideas, concepts, feelings, arguments), both orally and written, strategically aligning the interests of the different stakeholders involved in the communication in the academic and professional environment.

COMP40. Teamwork. Cooperate with others in shared academic or professional objectives, participating actively, empathically and exercising active listening and respect for all members.

COMP43. Ethical-social competence. Show ethical behavior and social commitment in performance of professional activities, as well as sensitivity to inequality and diversity.

## 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 Spanish education system
- PE within the education system
- The syllabus
- Physical education sessions
- Pedagogical elements applied to PE I
- Pedagogical elements applied to PE II and new trends

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.

LEARNING UNIT 2. Planning, teaching and assessing PE: Teaching units and sessions.

- Key elements of lesson planning.
- Teaching units and sessions. 4
- 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:

The types of teaching-learning methods are as follows:

- Lectures.
- Projects-based learning (PBL)
- 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
Lectures	12
Asynchronous lectures	56
Debates and discussions	8
Reports and written work	18
Practical implementation classes	22
Oral presentations	4
Design of strategies, procedures and intervention plans	16
Tutorials	12
On-campus assessment tests	2
<b>TOTAL</b>	<b>150 h</b>

### Online mode:

Learning activity	Number of hours
Synchronous online lectures	10
Synchronous online practical implementation classes	20
Reports and written work	22

Oral presentations	4
Design of strategies, procedures and intervention plans	16
Asynchronous lectures	56
Online Tutorials	12
Virtual Forums	8
On-campus assessment tests	2
<b>TOTAL</b>	<b>150 h</b>

## 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	Weight
On-campus theory exams*	40% (40-50%)
Design of strategies, procedures and intervention plans*	40% (35-45%)
Reports and written work	10% (5-10%)
Oral presentations	10% (5-10%)

### Online mode:

Assessment system	Weight
On-campus theory exams*	40% (40-50%)
Design of strategies, procedures and intervention plans*	40% (35-45%)
Reports and written work	10% (5-10%)
Oral presentations	10% (5-10%)

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to 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 these 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 activities	Deadline
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 12-15
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

The main reference work for this subject is:

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## 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](mailto: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.