

## SUBJECT TEACHING GUIDE

### G308 - Teaching Physical Education in Primary Education

#### Double Degree in Teaching in Early Childhood Education and Primary Education Degree in Primary Education Teaching

Academic year 2022-2023

1. IDENTIFYING DATA					
Degree	Double Degree in Teaching in Early Childhood Education and Primary Education			Type and Year	Compulsory. Year 1 Compulsory. Year 1
Faculty	School of Teacher Training				
Discipline	Subject Area: Teaching and Learning of Physical Education Module: Training in Teaching and the Discipline				
Course unit title and code	G308 - Teaching Physical Education in Primary Education				
Number of ECTS credits allocated	6	Term	Semester based (2)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

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### 3.1 LEARNING OUTCOMES

- To know the conception of Physical Education from a historical perspective and the role it currently plays in the social framework as a cultural and educational reference, critically recognizing their educational value.
- To design activities and motor games that develop progressively and optimized the basic skills , the specific skills and the physical condition of their future students.
- To plan physical activities, cooperative and inclusive games that promote values contrary to the violence, prejudice of any kind and sexist stereotypes.
- To design a range of safe activities and with minimal environmental impact that may develop in the natural environment .
- To prepare didactical units and/or sessions within PE subject, linked to the four main areas in the Primary Education curriculum.
- To understand and apply correctly methodological resources and assessment criteria to the Physical Education subject in Primary Education.
- To show attitudes to work individually and in collaboration with other colleagues , becoming aware of the importance of cooperation and personal effort to develop common work projects .
- To consult, analyze, select and compare the main academic/scientific sources of information (documentary and bibliographic) and to use them to prepare information and documents about topics related to the PE subject in Primary Education.

### 4. OBJECTIVES

- Introduce the fundamental grounds for the proper exercise of teaching in the various fields of physical activity and sport.
- Be able to develop the Physical Education programming in the Primary Education.
- Have a mastery of the different body practices for the development of motor skills and abilities in students .
- Help students to develop educational purposes for Primary Education: socialization, autonomy, basic instrumental learning, improving expressive, cognitive, communicative, playful and movement possibilities.
- Analyze the evolution of motor development by focusing on the aspects of greatest interest to the Physical Education teachers and affecting the stage from 6 to 12 years, corresponding to Primary Education.
- Understand the individual's interaction with his environment, revealed through their behavior, product of a learning successions that are acquired and perfected throughout his life.
- Know the child's environment, from the point of view of development and learning, and to identify possible educational interventions.
- Be able to making decision in teaching, in terms of selection and sequence of contents and the design of teaching-learning progressions, always bearing in mind the characteristics of the evolutionary moment of student and how they learn and favouring elements of that learning.

## 6. COURSE ORGANIZATION

### CONTENTS

1	Physical Education Teaching: Pedagogical Models.
2	Physical Education Curriculum in Primary Education: Objectives. Contents. Methodology. Evaluation.
3	Physical Education planning in Primary Education. Teaching Unit. Session. Materials and resources.
4	Games and sports in Primary Education stage.
5	Physical activities in the natural environment.
6	Popular games and traditional sports.
7	Inclusive Physical Education.
8	Growth and development in school years.
9	Perceptual skills, basic and specific motor skills and abilities.
10	Teaching practices.

## 7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Exam. 40% final assessment/qualification. Minimum grade for passing: 5 Official date: end of the semester (June)	Written exam	Yes	Yes	40,00
Works. 30% final assessment/qualification. Minimum grade for passing: 5 Date: throughout the semester	Work	No	Yes	30,00
Practical session. 30% final assessment/qualification. Minimum grade for passing: 5 Date: throughout the semester	Others	No	Yes	30,00

**TOTAL** 100,00

### Observations

It will be necessary to pass each of the parts of the evaluation in order to have a favorable grade in the subject. As this is a subject in which practical experience and interaction with classmates are vital for a correct learning process, students have to attend all the practical sessions (which represent approximately 50% of the total presence of The subject).

When the course is not passed because the minimum grade has not been achieved in some of the assessment parts, the quantitative final grade of the course will be the lowest score between 4,9 and the weighted average of all assessment tests.

### ORTHOGRAPHY

University students should have dominated language skills regarding their oral and written expression. It is essential and mandatory orthographic correction (spelling, accents and punctuation), grammatical and lexical in the academic works and exam within the subject, as an essential condition to pass the subject.

### PLAGIARISM

Regarding the fraudulent performance (plagiarism) of the evaluation tests, the qualification will be adjusted to what is established in article 32 of the Regulation of the evaluation processes at the University of Cantabria: "Fraudulent performance of the tests or evaluation activities will directly lead to a failing grade of '0' in the subject in the corresponding call, thus invalidating any grade obtained in all the evaluation activities for the extraordinary call".

### CITATION RULES

The Faculty of Education assumes APA standards as citation criterion for all academic works. Because these standards have different editions, as initial reference will be used the document exhibited in the Library of the University of Cantabria, referred to in the following link: <https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28>

### Observations for part-time students

Since practical experience and interaction among students are essential for a right learning process within this course, part-time students have to come to at least 50% of all practical lessons (representing approximately 50% of total lessons) for benefit from continuous evaluation. Moreover, they must pass the final written exam and carry out a work related to the practical part of the course.

Nevertheless, part-time students should arrange an appointment with the teacher within the first three weeks of the course's starting date for explaining their situation and making known to the teacher.

## 8. BIBLIOGRAPHY AND TEACHING MATERIALS

### BASIC

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- Barrionuevo Vallejo, S. (2019). *La enseñanza comprensiva de los deportes alternativos a través del aprendizaje cooperativo*. Sevilla: Wanceulen.
- Blázquez Sánchez, D. (coord.). (2016). *Métodos de enseñanza en educación física: Enfoques innovadores para la enseñanza de competencias*. Barcelona: INDE.
- Collado Martínez, J. A. (2018). *Neurociencia, deporte y educación*. Sevilla: Wanceulen.
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- Fernández Bustos, J. G. (2018). *Didáctica de la educación física para bachillerato basada en modelos*. Madrid: Síntesis.
- Fernández-Río, J., & Velázquez Callado, C. (2005). *Desafíos físicos cooperativos*. Sevilla: Wanceulen.
- Fraile Aranda, A.; López Pastor, V. M.; Ruiz Omeñaca, J. V. y Velázquez Callado, C. (2008) (Coords.). *La resolución de conflictos en y a través de la educación física*. Barcelona: Graó.
- García López, L. M., & Gutiérrez Díaz del Campo, D. (2017). *Aprendiendo a enseñar deporte: modelos de enseñanza comprensiva y educación deportiva*. Barcelona: INDE.
- García Manso, J. M. (1996). *Bases teóricas del entrenamiento deportivo: principios y aplicaciones*. Madrid: Gymnos.
- Hernández Fernández, A. (2008). *Psicomotricidad. Fundamentación teórica y orientaciones prácticas*. Santander: Ediciones de la Universidad de Cantabria.
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- Jiménez García, M. L. (2018). *Programación integrada para Primaria. Unidades didácticas para Educación Física*. Barcelona: INDE.
- López Pastor, V.M. (2009) (Coord.). *Evaluación formativa y compartida en Educación Superior: propuestas, técnicas, instrumentos y experiencias*. Madrid: Narcea.
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- Mazón, V. (2001) (Coord.). *Programación de la Educación Física en Primaria*. Barcelona: INDE.
- Méndez Giménez, A., & Fernández-Río, J. (2011). *Modelos actuales de iniciación deportiva: unidades didácticas sobre deportes de invasión*. Sevilla: Wanceulen.
- Méndez Giménez, A., & Fernández-Río, J. (2011). *Modelos actuales de iniciación deportiva: unidades didácticas sobre juegos y deportes de cancha dividida*. Sevilla: Wanceulen.
- Moreno Palos, C. (1992). *Juegos y deportes tradicionales en España*. Madrid: Alianza.
- Navarro Adelantado, V. (2002). *El afán de jugar: teoría y práctica de los juegos motores*. Barcelona: INDE.
- Navarro Ardoy, D., Collado Martínez, J. Á., & Pellicer Royo, I. (2020). *Modelos pedagógicos en Educación Física*. s.l.: Autor Editor.
- Pérez Pueyo, A. y López Pastor, V.M. (2017) (Coord.). *Buenas prácticas docentes. Evaluación formativa y compartida en educación: experiencias de éxito en todas las etapas educativas*. León: Servicio de Publicaciones Universidad de León.
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- Sánchez Bañuelos, F. (2003) (Coord.). *Didáctica de la Educación Física*. Ed. Madrid: Prentice Hall.
- Sanz Rivas, D., & Reina Vaíllo, R. (2018). *Actividades físicas y deportes adaptados para personas con discapacidad*. Badalona: Paidotribo.
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- Zagalaz Sánchez, M. L., Cachón, J., & Lara, A. (2014). *Fundamentos de la programación de Educación Física en Primaria*. Madrid: Síntesis.

