

SUBJECT TEACHING GUIDE

G517 - Theoretical and Practical Foundations for the Teaching-Learning of Sports Skills
Double Degree in Teaching in Early Childhood Education and Primary Education
Degree in Early Childhood Education
Degree in Primary Education Teaching
Academic year 2023-2024

1. IDENTIFYING DATA					
Degree	Double Degree in Teaching in Early Childhood Education and Primary Education			Type and Year	Optional. Year 3 Optional. Year 3
Faculty	School of Teacher Training				
Discipline	Speciality in Physical Education Speciality in Physical Education Module: Complementary or Specialised Training				
Course unit title and code	G517 - Theoretical and Practical Foundations for the Teaching-Learning of Sports Skills				
Number of ECTS credits allocated	6	Term	Semester based (1)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. EDUCACION
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3.1 LEARNING OUTCOMES
- Elaborate sequences of exercises and activities for learning specific skills of sports.
- Select methodologies and strategies that facilitate the learning of sport skills.
- Develop proposals for inclusive and quality Physical Education, through adapted exercises of sports skills, which attend to the functional diversity of the students.
- Design effective observation tools for the evaluation of sports skills.
- Develop teaching units related to the learning of sport skills.

4. OBJECTIVES

Know the classification of sports and its characteristics.
Know developing and sequencing tasks, exercises, and activities that develop the sporting abilities of the students.
Know and apply correctly the methodologies related to the teaching of sports skills.
Know and apply systems and procedures for the evaluation of sports skills.
Plan and implement proposals for inclusive and quality Physical Education
Know and use sources of information relating to the sporting abilities and sports.
Design and plan, based on these principles, programs for the development of motor skills and sports initiation, adapted to the motor development of Primary Education students.
Know and value the consideration of sport and sports skills in the Cantabria Education curriculum and the Cantabria Sports Law.

6. COURSE ORGANIZATION

CONTENTS	
1	Pedagogical criteria applied to the teaching of sports.
2	Origin, concept and classification of sports.
3	Team sports.
4	Adversary sports.
5	Individual sports.
6	Popular and traditional sports.
7	Recreational sport.
8	Concept and stages of the sports initiation.
9	Characteristics of the child at the ages of sports initiation.
10	Methodology and models of teaching in the sports initiation.
11	Sport and sport skills in the educational curriculum of Cantabria. Law of the sport of Cantabria.

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Official exam. Final official written exam (40%) Minimum grade for passing: 5	Written exam	Yes	Yes	40,00
Works. Works (30%) Minimum grade for passing: 5	Work	No	Yes	30,00
Practical session. Sports skills. Practical session (30%) Minimum grade for passing: 5	Others	No	Yes	30,00

TOTAL	100,00
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Observations

In order to be qualified in the continuous evaluation, students have to attend to 100% of the practical sessions (which represent approximately 50% of the total presence of the subject) for continuous assessment. It will be necessary to pass each of the parts of the evaluation in order to have a favorable grade in the subject (exam, works and practical session). It will be necessary to pass with 5.00 points each of the parts of the evaluation in order to have a favorable grade in the subject.

If a student does not obtain the minimum grade required to pass an assessment test, the overall grade for the subject will be the lowest value between 4.9 and the weighted average of all the 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 who want to take advantage of the single evaluation have the obligation to pass the criterion of practical classes (assistance and active participation) which represents approximately 50% of the total attendance of the subject. In addition, they must pass the part of the exam and the work. In any case, the student must attend a tutorial with the professor in the first three weeks of the beginning of the subject in order to explain their situation and make themselves known in person.

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

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- Castanedo Alonso, J. M., & Capllonch Bujosa, M. (2022). Planificación didáctica de retos interactivos con responsabilidad compartida. *Tándem: Didáctica de la educación física*(76), 9-20.
- Castanedo Alonso, J. M. (2021). Aplicación del aprendizaje dialógico en el área de Educación Física: modelo inclusivo "Retos Interactivos con Responsabilidad Compartida". (PhD), Universitat de Barcelona, Barcelona.
- Castejón Oliva, F. J. (2010). Deporte y enseñanza comprensiva. Sevilla: Wanceulen.
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- Cavalli, D. (2008). Didáctica de los deportes de conjunto: enfoques, problemas y modelos de enseñanza. Buenos Aires: Stadium.
- Díaz Lucea, J. (1999). La enseñanza y aprendizaje de las habilidades y destrezas motrices básicas. Barcelona: INDE.
- Fernández Río, J., Calderón Luquin, A., Hortigüela Alcalá, D., Pérez Pueyo, Á., & Aznar, M. (2016). Modelos pedagógicos en Educación Física: consideraciones teórico-prácticas para docentes. *Revista Española de Educación Física y Deportes: REEFD*(413), 55-75.
- Fernández Río, J., & Méndez Giménez, A. (2016). El aprendizaje cooperativo: modelo pedagógico para educación física. *Retos: nuevas tendencias en educación física, deporte y recreación*, (29), 201-206.
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- Griffin, L. L., & Butler, J. I. (2005). *Teaching games for understanding: theory, research, and practice*. Champaign (IL): Human Kinetics.
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- Lagardera Otero, F. (2003). Introducción a la praxiología motriz. Barcelona: Paidotribo.
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- 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.
- Navarro Ardoy, D., Collado Martínez, J. Á., & Pellicer Royo, I. (2020). Modelos pedagógicos en Educación Física. s.l.: Autor Editor.
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