

26624 - Physical Education in Primary Education

Syllabus Information

Academic year: 2023/24

Subject: 26624 - Physical Education in Primary Education

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 298 - Degree in Primary School Education

299 - Degree in Primary School Education

300 - Degree in Primary School Education

ECTS: 10.0

Year: 3

Semester: Annual

Subject type: Compulsory

Module:

1. General information

The subject is annual (10.0 ECTS) and has the following objectives:

1.- *Conceptual objectives of the subject (knowledge).*

- To know and understand the epistemological and psycho-pedagogical bases that support the area of physical education in primary education and that justify its contribution to basic competencies.

- To know the different sections of the school curriculum of physical education, differentiating between the curriculum developed by the central government and the regional ones.

- To know the sections that make up a didactic program and how the area of physical education is integrated in it, in order to articulate the overall curricular proposal of a center.

- To know the sections that make up a classroom program and contextualize it to a class group of an educational center.

- To know the factors that influence the practice of physical activity of students as well as different curricular proposals organized for the primary school stage in different real contexts that encourage student participation in different activities, connecting the school reality with the socio-cultural reality.

- To know the conceptual basis of first aid.

- To know different sources of information and bibliographic documentation that allow the expansion of disciplinary knowledge.

2.- *Procedural objectives of the subject (know-how).*

- Contextualize and develop the essential sections of a didactic program and a classroom program.

- Plan and develop didactic units of the different contents.

- Elaborate teaching-learning activities for the development of the different contents of the area.

- To plan the teaching intervention from the area of physical education in the primary school stage.

- Justify the decisions on the evaluation of basic competences at the different levels of curricular specification and apply them to the basic programming documents of a center (didactic programming, classroom programming and teaching unit).

- To design and apply a protocol for the area of physical education that makes it possible to make a judgment on the degree of acquisition of basic competencies.

- Apply the conceptual basis of first aid in classroom situations.

- To analyze in a reflexive way the interactive decisions that the teacher must adopt during the teaching process, taking as a reference teaching intervention studies.

3.- *Attitudinal objectives of the subject (being/being).*

- Show interest in the subject as a first step to understand the contribution of the subject to the development of the basic competences.

- Show a reflective and critical attitude towards teaching practice.

These approaches and goals are aligned with the following Sustainable Development Goals (SDGs) of the Agenda

2030 of the United Nations <https://www.un.org/sustainabledevelopment/es/>, in such a way that the acquisition of the learning results of the subject provides training and competence to contribute to some extent to their achievement:

- Goal 3: Health and Wellness.

Goal 4: Quality Education.

2. Learning results

1. Argues the organization of the motor situations of school physical education in a given context, based on the criterion of the internal logic of the activities. (Linked to EC 58)
2. Elaborates a coherent formative proposal in the area of school physical education for a cycle in a given context and that makes it possible to make a judgment on the degree of acquisition of the basic competences. (Linked to EC 59).
3. Identifies the factors that support the promotion of student participation in different curricular proposals, connecting the school reality with the socio-cultural reality. (Linked to EC 60).
4. Collects and uses different resources related to the specific didactics (curricular proposals throughout the stage, learning situations, methodology and evaluation) of the different activities of school physical education. (Linked with EC 61).
5. Designs learning situations adjusted to specific educational purposes in a given context. (Linked to EC 61).
6. Knows and applies the basics of first aid (Linked to EC 61).
7. It analyzes the interactive decisions that the teacher must make during teaching, taking as a reference studies of teaching intervention. (Linked to EC 61).

3. Syllabus

CE.58. Block 1. Physical Education: basic concepts and educational value in Primary Education.

CE.59. Block 2. Curricular design and programming of the area of Physical Education in Primary Education.

CE.60. Block 3. Contribution from the school context to the adherence to the practice of physical activity.

CE.61. Block 4. Development of the contents of Physical Education in Primary Education and its activities.

CE.61. Block 5. Teaching action in Physical Education.

4. Academic activities

The following table lists the competences of the degree that the subject develops, its learning outcomes and the teaching-learning activities associated with each of them.

Competencies of the title.	Learning results	Learning activities		Facilities Sports	Non-face-to-face activities face-to-face activities			
		Classroom	Seminar					
C58	1.- To argue the organization of motor situations of school physical education in a given context, based on the criterion of the internal logic of the activities.	1.- Master Class 2.- Group techniques.				6.- Non-face-to-face activities individual or group activities.		
C59	{Elaborate a coherent training proposal in the area of school physical education for a cycle in a given context and that makes it possible to make a judgment on the degree of acquisition of the basic competences.		4.- Academic activities in small groups.			6.- Non-face-to-face activities individual or group activities.		
C60	3.- Identify the factors that underpinning the promotion of student participation in	1.- Master Class 2.- Group techniques.						6.- face-to-face activities individual or group

	different curricular proposals, connecting the school reality with the socio-cultural.								acti
C61	4.- Collect different resources	1.- Master Class	4.- Activities	5.- Activities of					
Competencies of the title.	Learning results	Learning activities				Non-face-to-face activities			
		Classroom	Seminar	Facilities Sports					
	related to the specific didactics (organization throughout the stage, learning situations, methodology and evaluation) of the different activities of physical education at school.	2.- Group techniques.	small group academic	Motor Practice 2.- Group techniques participatory 7. Practical outings related to physical activities in the natural environment.		on-site individual or groups.			
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	5.- Designing learning situations adjusted to specific educational specific educational goals in a given context.			5.- Activities of Motor Practice 2.- Group techniques.			6.- Non-face-to-face activities individual or group activities.		
	6.- Knows and applies the basics of first aid	1.- Master Class 2.- Group techniques		2.- Group techniques participatory.				6.- Non-face activities individual or group activities.	
	7.- Analyze the interactive decisions that the teacher must during the teaching process based on studies of teaching intervention.	1.- Master Class 2.- Group techniques.		5.- Activities of Motor Practice 2.- Group techniques.					

5. Assessment system

The student will be able to choose between two ways to be evaluated and graded:

Option a) Formative evaluation type A. In order to be eligible for evaluation mode A, students will have to collect, apply and use in 80% of the theoretical and/or practical sessions of the subject the evidences that are presented in class.

Option b) Global evaluation type B.

Option a) Type A formative assessment.

Competencies of	Learning results	Instrument	Assessment criteria	Description of the test	Weight in th
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the title		assessment			final grade
CE 58	1.- To argue the organization of motor situations of physical education school in a context, based on from the criterion of the internal logic of the activities.	<i>Procedures written:</i> Theoretical and/or practical. Educational backpack of experiences and evidence.	1.1.- To identify the aspects that intervene in the development of motor situations. 1.2.- To relate the aspects that involved in the development of motor situations motor situations with the different domains of motoractivities. 1.3.- To present coherently the aspects involved in aspects involved in the development of motor situations in the different domains of motor action.	The evaluation test will be evaluation by means of theoretical-practical questions, on the date determined by the dean's offices for the global evaluation. and/or - The compilation of the evidence of the sessions.	
CE 59	2.- Elaborate a proposal training proposal coherent in the area of school physical education for a cycle in a	<i>Procedures written:</i> Work group academic work	2.1.- To develop a coherent coherent curriculum proposal for a context involving the second and third second and third level of concreteness concreteness. 2.2.- To justify the acquisition of the	A paper shall be completed under the conditions to be determined at the beginning of the course and shall be delivered before the end of the term, on a date publicized from the beginning of the term.	
Competencies of the title	Learning results	Instrument assessment	Assessment criteria	Description of the test	Weight in the final grade
	context context and that context and that makes it possible to judgment on the degree of acquisition of the competencies.		basic competencies based on the physical education proposal.		
CE 60	Identify the factors that support the encouragement of student participation in different curricular proposals, connecting school reality with socio-culturalreality.	<i>Procedures written:</i> Theoretical and/or practical. Educational backpack of experiences and evidence.	3.1.-Indicate the factors that influence the promotion of practice of physical activity from the physical education area, the center and the coordination with the extracurricular activities.	The evaluation test will be evaluation by means of theoretical-practical questions, on the date determined by the dean's offices for the global evaluation. and/or - The compilation of the evidence of the sessions.	10%
	4.- Collect and use different resources related to didactics. (curricular curricular proposals throughout the stage, learning situations situations, methodology and evaluation) of the different activities of physical education school.	Educational backpack of experiences and evidence	4.1.- Collect the evidence of their participation in classes (whether theoretical, practical or of theoretical, practical or theoretical-practical. 4.2.- To use in a structured and and complete way the resources related to the specific didactics specific didactics of the different activities of school physical education school.	The following tests may be performed following evaluation: -Theoretical-practical questions, on the date determined by the dean's offices for the global evaluation (for the development of this test the students may use the didactic backpack with all	
CE 61	5.- Designing learning	<i>Procedures</i>	5.1.-Design learning	the evidence/materials	

	learning situations adjusted to purposes educational purposes in a specific context.	<i>written:</i> Theoretical and practical questions. and/or didactic backpack of experiences and	situations of different activities, adjusted to the objective and determined context.	that will have been generated during the generated during the subject). - The compilation of the evidence of the sessions.			
	6.- Knows and applies the basics of first aid.	evidence.	6.1.- Identify and apply the main elements of first aid.				
	{Analyze the interactive decisions that the teacher must make during teaching with intervention studies as reference.	<i>Procedures written:</i> Theoretical and practical questions.	7.1.- Explain the relevant aspects of teaching intervention on the basis of studies. 7.2.- To identify the aspects that intervene in the teaching action in motor situations based on studies, proposing alternatives.	The evaluation test will be carried out by means of theoretical-practical questions which may include a video viewing, on the date determined by the deaneries for the global evaluation. and/or - The compilation of the			
Competencies of the title	Learning results	Instrument assessment	Assessment criteria	Description of the test			
				evidence of the sessions.			

In order to pass the course, a grade of 5 or higher must be obtained independently in the following subjects groupings of learning results.

- Learning result 1, 3, and 7 jointly and compensably.
- Learning result 2.
- Learning result 4, 5 and 6 jointly and compensably.

Note: for the second round, the grades of the groupings of learning results indicated above will be kept groupings will be kept for the second exam.

b) Type B global assessment test.

The student must show that they have achieved the expected learning results by means of the following assessment activities evaluation on the dates set by the dean's offices of the faculties:

- Learning results 1, 3 and 7 will be assessed and graded in the same way as in the type A assessment.
- Learning result 2, linked to the academic work, will be done as a group.
- Learning results 4, 5 and 6 will be evaluated through theoretical-practical questions, on the date determined by the dean's offices for the global evaluation (for the development of this test the students will be able to use the teaching backpack with all the materials that have been generated during the subject).

In order to pass the course, a grade of 5 or higher must be obtained independently in the groupings of the learning results exposed in the type A evaluation.

Global test, 5th and 6th call for papers

The evaluation and grading of the overall test, 5th and 6th rounds will be governed by the same criteria and tests as the Type B evaluation, evaluated by a panel of judges.

Finally, it must be taken into account that the Rules of Coexistence Regulations of the University of

Zaragoza to the irregularities committed in the evaluation tests through academic fraud, as well as the application of article 30 of the Regulation of Standards for the Evaluation of Learning in relation to irregular practices other than academic fraud.