

Academic Year/course: 2022/23

63146 - Sports education and quality of life

Syllabus Information

Academic Year: 2022/23

Subject: 63146 - Sports education and quality of life

Faculty / School: 107 - Facultad de Educación

Degree: 330 - Complementos de formación Máster/Doctorado
573 - Master's in Lifelong Learning: Introduction to Research

ECTS: 3.0

Year: 573 - Master's in Lifelong Learning: Introduction to Research: 1
330 - Complementos de formación Máster/Doctorado: XX

Semester: Second semester

Subject Type: 330 - ENG/Complementos de Formación
573 - Optional

Module:

1. General information

1.1. Aims of the course

This subject aims to develop and publicize scientific knowledge that has to contribute to the modification of strategies aimed at developing policies linked to improving people's quality of life.

Inquiry about the promotion of health and physical activity is essential, with Physical Education at school being an especially key opportunity for the promotion of healthy habits.

This subject aims to provide students with the fundamental bases for the development of strategies and intervention programs related to the promotion of physical activity from the educational and community context, contributing at the same time to the achievement of sustainable development objectives. The development of this subject is based on the World Action Plan for Physical Activity 2018-2030 (WHO, 2018), which is why it seeks to ensure that students commit to creating active societies, environments, systems and people, and at the same time accelerate the application of the SDGs, becoming drivers of change in educational research. A reference space for agents of change interested in contributing to the achievement of the SDGs through physical activity. This subject seeks to represent, promote, value and evaluate the commitment of university students towards the creation of societies, environments, people and active systems. At the same time, in each course, the intention is to continue working as a network, and to function as an observatory seeking synergies with other educational innovation projects at the university, with educational centers, and with educational, health and social foundations, institutions and organizations.

1.2. Context and importance of this course in the degree

This subject is included in the Optional Module: Research Areas, where it aims to give specific training to students most interested in research carried out in the field of promoting physical activity, Physical Education and quality of life.

1.3. Recommendations to take this course

There are no specific recommendations.

2. Learning goals

2.1. Competences

CE01? Understand the epistemological foundations of scientific knowledge in a way that leads to the explanation of one's own worldview as a researcher.

CE 02 - Use theoretical knowledge related to educational research in its different fields to analyze different investigations, identifying the relevant elements related to the methodology used in them

CE15- Identify emerging problems in specific research fields and design research or interventions facing the most relevant tasks derived from them.

CE17- Identify the social and motivational factors that influence the practice of physical activity and know / plan interventions in the educational context for the development and improvement of healthy habits in the population

2.2. Learning goals

It identifies the different phases that make up an investigation on the promotion of physical activity and links it with theories, models and variables of influence.

Identify the different factors that influence the practice of physical activity and sedentary behaviors in children, adolescents and adults.

It identifies cognitive, emotional and motivational variables that influence adherence to the practice of physical activity in educational contexts.

It critically evaluates different intervention possibilities to improve the levels of habitual physical activity in children and adolescents within different contexts of school, extracurricular and community intervention.

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

Continuous/formative evaluation test with the following parts:

E01 - Oral or written exam: 30%. There will be a theoretical-practical test with questions of different types where students demonstrate the knowledge, skills and attitudes acquired.

E03 - Analysis work, case resolution and methodological development related to the contents of the subject: 70%.

Throughout the subject, different specific training experiences will be carried out where the theoretical contents will be integrated with practical applications and proposals and designs by the students.

It will be necessary to pass both parts of the evaluation test separately with a minimum of 5 points each.

Global evaluation test with the following parts:

E01 - Oral or written exam: 100%. There will be a theoretical-practical test with questions of different types where students demonstrate the knowledge, skills and attitudes acquired.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The teaching-learning activities programmed for this subject are based on the following methodologies:

M01 - Presentation of content by the teacher and collaborators.

M02 - Review / analysis of reports, resources, programs, etc.

M03 - Elaboration of projects and / or works with real contexts.

M04 - Discussion groups with students and collaborators of the subject.

4.3. Syllabus

I.- GENERALITIES. REFERENCE CONCEPTS

Health education, promotion of physical activity and quality of life. Theories and models. Phases of research for the promotion of physical activity.

Global Action Plan for Physical Activity 2018-2030: creation of active societies, environments, people and systems. 2030 Agenda and Sustainable Development Goals.

II.- ANALYSIS OF THE FACTORS THAT INFLUENCE THE PRACTICE OF PHYSICAL ACTIVITY

The measurement of physical activity and quality of life and main methodological alternatives.

Habitual levels and patterns of physical activity and sedentary activity.

Levels of compliance with the recommendations for the practice of physical activity.

Influences for the practice of physical activity. Reference models: self-determination theory, health assets model, social-ecological model and other social cognitive theories that explain the behavior of physical activity in childhood and adolescence.

Disadvantaged or priority populations.

The cross-cultural perspective.

III.- INTERVENTIONS FOR THE PROMOTION OF PHYSICAL ACTIVITY.

Physical Education as an agent for promoting physical activity.

The relevance of the school in promoting physical activity.

Review of intervention projects: social-ecological model and effective intervention strategies in the school and community environment.

4.4. Course planning and calendar

Depending on the established academic calendar and the scheduled timetables, the specific calendar of the subject will be carried out, with the distribution of sessions and delivery of the learning evidences.

4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=63146>