

68510 - Curriculum design for specialised subjects: Physical Education

Información del Plan Docente

Academic Year	2016/17
Academic center	202 - Facultad de Ciencias Humanas y de la Educación
Degree	415 - Master's in Teacher Training for Obligatory Secondary Education, Sixth Form, Professional Training and Language, Arts and Sports Teaching 366 - University Master's in Secondary School / Professional Development and Sports Teaching: Physical Education
ECTS	3.0
Course	---
Period	Indeterminate
Subject Type	Compulsory
Module	---

1. Basic info

1.1. Recommendations to take this course

1.2. Activities and key dates for the course

2. Initiation

2.1. Learning outcomes that define the subject

1:

Students will be able to identify and correctly position different constituent elements of curriculum design (objectives, content, evaluation criteria, methodological guidelines) in medium-term syllabus.

2:

Students will be able to analyze in a critical, reasoned and constructive way, medium and long term curriculum designs.

3:

Students will be able to pose, define and set curriculum design (medium term) for physical education subjects from different educational guidelines, with particular attention to the perspective of training based on competences.

2.2. Introduction

This course provides a start-point framework for empowering students to design teaching processes in the field of Physical Education through medium-term syllabus, concretely the annual or didactic syllabus. This course will also be focused on a didactic approach based on competences.

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This subject pretends to complete students learning process, trying to clearly recognize the curricular dimension in the teaching process of Physical Education. This educational approach will bring the students to a useful, critical and rigorous perspective of the PE curriculum.

Similarly, this subject assumes the responsibility to assist students in developing a sufficiently contextualized annual syllabus: in relation to basic subjects, particularly with that one is called "Fundamentals of the teaching-learning process" and with "Practicum I" when students go to some high school.

3.Context and competences

3.1.Goals

3.2.Context and meaning of the subject in the degree

3.3.Competences

3.4.Importance of learning outcomes

4.Evaluation

5.Activities and resources

5.1.General methodological presentation

5.2.Learning activities

5.3.Program

1. Immediate and present History of Physical Education curriculum.
2. Physical Education in Secondary Education.
 - 2.1. The connection with the previous st>= Physical Education in Primary Education.
 - 2.2. Physical Education in Secondary Education.
 - 2.3. Physical Education in High school.
 - 2.4. Physical Education in Vocational Training.
 - 2.5. Physical Education in Special Education System.
3. The educational proposals.

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3.1. Programming: different levels of specificity.

3.2. The medium-term syllabus: cycles and courses.

3.3. Constituent elements of programming: definition, selection and specification.

3.4. The internal consistency as a point of quality in programming: the relationship between the elements of a syllabus.

3.5. The syllabus as a contextualized and explicit point of reference.

3.6. Technology in programming resources.

3.7. Interdisciplinary projects.

5.4.Planning and scheduling

5.5.Bibliography and recommended resources