



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1160201 **Name:** Learning, Motor Development and Curriculum

Credits: 6,00 **ECTS Year:** 2 **Semester:** 1

Module: Teaching and learning of Physical Education

Subject Matter: Physical Education and its Didactics **Type:** Compulsory

Field of knowledge: Social and legal sciences

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: English, Spanish

Lecturer/-s:



Module organization

Teaching and learning of Physical Education

Subject Matter	ECTS	Subject	ECTS	Year/semester
Physical Education and its Didactics	6,00	Learning, Motor Development and Curriculum	6,00	2/1

Recommended knowledge

No recommended knowledge required.

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The students demonstrate knowledge of the structure and functioning of the human body through a written test and/or solving practical cases and/or oral presentation
- R2 The students design programming units, individually or in groups, taking into account the quantitative component of movement, expressed through basic physical capacities
- R3 The students present a theoretical-practical case that demonstrates mastery of the theoretical-practical contents of the subject, as well as group management and dynamics



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG1	Understand the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, and the body of didactic knowledge around the respective teaching and learning procedures.		X		
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.		X		
CG4	Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education.				X
CG10	Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.				X

SPECIFIC		Weighting			
		1	2	3	4
CE51	Develop and evaluate curriculum content using appropriate didactic resources and promote the corresponding competencies in students.				X
CE56	Understand the principles contributing to cultural, personal, and social formation through physical education.				X
CE57	Know the school curriculum of physical education.				X
CE58	Know the school curriculum of physical education.				X



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R2, R3	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R2, R3	20,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1, R2	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3	20,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3	40,00%	Written tests: Objective tests with short and extended responses.

Observations

The evaluation includes several well-differentiated instruments. The final grade will be the weighted average of the results obtained in each of them, as long as all have passed with a grade of at least 5. All works will have execution and due dates. All oral and written production of students will be evaluated at the formal level according to the document "Level C1 (Common European Framework of Reference for Languages) in the Teaching Degrees in Early Childhood and Primary Education". The defenses of the practical assumptions can be recorded in video format.

Criteria for granting a grade of A with honors: The grade can be granted to those students who have attained a grade of 9,5 (1 per 20 students). In case of two identical marks, it will be taken into consideration the results in the other assessment tools in order of percentage.

Single evaluation: Exceptionally, those students who, with justified and proven situations, cannot carry out to the continuous evaluation system and request it within the first month of each semester to their professor, might be eligible for this evaluation system. In order to obtain the average grade, both parts must be passed with at least 5 points. In this case, the evaluation will be as follows: - 60%.

Solution of practical cases: Execution tests of real and/or simulated tasks and oral presentation of group and individual work (oral, written, individual, group). Oral tests (individual, group, presentation



of topics-works). - 40%. Written tests: short-answer objective tests, developmental.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	40,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R2, R3	10,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
R2, R3	20,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R1, R2	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3	20,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).

Observations

The evaluation includes several well-differentiated instruments. The final grade will be the weighted average of the results obtained in each of them, as long as all have passed with a grade of at least 5. All works will have execution and due dates. All oral and written production of students will be evaluated at the formal level according to the document "Level C1 (Common European Framework of Reference for Languages) in the Teaching Degrees in Early Childhood and Primary Education". The defenses of the practical assumptions can be recorded in video format. Criteria for granting a grade of A with honors: The grade can be granted to those students who have attained a grade of 9,5 (1 per 20 students). In case of two identical marks, it will be taken into consideration the results in the other assessment tools in order of percentage.

Single evaluation: Exceptionally, those students who, with justified and proven situations, cannot carry out to the continuous evaluation system and request it within the first month of each semester to their professor, might be eligible for this evaluation system. In order to obtain the average grade, both parts must be passed with at least 5 points. In this case, the evaluation will be as follows: - 60%.
Solution of practical cases: Execution tests of real and/or simulated tasks and oral presentation of group and individual work (oral, written, individual, group). Oral tests (individual, group, presentation of topics-works). - 40%. Written tests: short-answer objective tests, developmental.



CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	Participatory Master Class
M3	Project-based Learning
M4	Learning Contracts
M5	Seminar Work
M7	Cooperative/Collaborative Work
M9	Group and Individual Tutoring
M10	Individual Tutoring
M11	Participatory Master Class
M13	Seminar Work
M15	Project-based Learning



- M16 Learning Contracts
- M18 Cooperative/Collaborative Work
- M19 Individual Tutoring
- M20 Group and Individual Tutoring





IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical Class M1, M5, M7, M9	R1, R2	20,00	0,80
Practical Class M5, M7, M9	R1, R2, R3	35,00	1,40
Tutoring M5, M9, M10	R1, R2, R3	2,00	0,08
Evaluation M9, M10	R1, R2, R3	3,00	0,12
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M5, M7, M9	R1, R2, R3	60,00	2,40
Individual work M5, M7, M9, M10	R1, R2, R3	30,00	1,20
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11, M18, M19, M20	R1, R2	16,00	0,64
Practical class (e-learning mode) M13, M19, M20	R1, R2, R3	35,00	1,40
Seminar (e-learning mode) M13, M19, M20	R1, R2, R3	4,00	0,16
Individual tutoring (e-learning mode) M19	R1, R2, R3	2,00	0,08
Evaluation (e-learning mode) M13	R1, R2, R3	3,00	0,12
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M19	R1, R2, R3	30,00	1,20
Group Work (e-learning mode) M18, M20	R1, R2, R3	60,00	2,40
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1. FUNDAMENTALS OF PHYSICAL EDUCATION	- Physical Education historic evolution. Physical Education actual currents.
2. MOTOR DEVELOPMENT'S BASIC FUNDAMENTALS	- Motor development concepts, principles and factors.- Motor development explanatory models.- Physiological fundamentals and mechanisms in motor control.- Motor development during childhood and adolescence.
3. MOTOR LEARNING'S BASIC CONCEPTS	- Motor learning: concepts and characteristics.- Motor learning theoretical models.- Factors influencing in the motor learning.
4. CURRICULUM: Physical Education (Primary Education)	- Evolution of Physical Education as a subject in the Spanish Educational System.- Curriculum elements in Physical Education: goals, contents and evaluation.- Physical Education curriculum's contribution to the basic skills.



Temporary organization of learning:

Block of content	Number of sessions	Hours
1. FUNDAMENTALS OF PHYSICAL EDUCATION	3,00	6,00
2. MOTOR DEVELOPMENT'S BASIC FUNDAMENTALS	13,00	26,00
3. MOTOR LEARNING'S BASIC CONCEPTS	7,00	14,00
4. CURRICULUM: Physical Education (Primary Education)	7,00	14,00

References

- Batalla, A. (2000). *Habilidades motrices*. Barcelona. Castañer, M. y Camerino, O. (2001). *La educación física en la enseñanza primaria*. Inde. Cratty, B.J. (1979). *Motricidad y Psiquismo en la educación y el deporte*. Miñón, Cratty, B. (1982). *Desarrollo perceptual y motor en los niños*. Paidós. Contreras Jordán, R. (1998). *Didáctica de la Educación Física, un enfoque constructivista*. Inde. Da Fonseca, V. (1998). *Ontogénesis de la motricidad*. Núñez. Díaz Lucea, J. (2007). *La enseñanza y aprendizaje de las habilidades y destrezas motrices básicas*. Inde. Famose, J. P. (1990). *Aprendizaje motor y dificultad de la tarea*. Paidotribo. Famose, J. (1998). *Cognición y rendimiento motor*. INDE. Gessel, A. (1981). *El niño de 1 a 4 años*. Paidós. Granda, J. y Alemany, I. (2002). *Manual de aprendizaje y desarrollo motor: una perspectiva educativa*. Paidós.
- Kahle, W. (1999). *Atlas de anatomía. Sistema nervioso y órganos de los sentidos*. Barcelona. Jiménez Ortega, J.; González Torres, J. (1998). *Psicomotricidad y educación física*. Visor.
- Le Boulch, J. (1978). *Hacia una ciencia del movimiento humano*. Paidós. López Rodríguez, J. (2000). *Historia del deporte*. INDE.
- Oña, A. (1994). *Comportamiento motor. Bases psicológicas del movimiento humano*. Universidad de Granada.
- Rigal R. (1987). *Motricidad Humana*. Pila Teleña. Ruiz Pérez, L.M. (1994). *Desarrollo Motor y Actividades Físicas*. Gymnos. Ruiz Pérez, L.M. (1997). *Deporte y Aprendizaje*. Visor.
- Ruiz Pérez, L.M. (1995). *Competencia motriz*. Gymnos. Ruiz Pérez, L.M. (2001). *Desarrollo, comportamiento motor y deporte*. Síntesis.