



IDENTIFYING DATA

Teaching of the teaching-learning processes in physical activity and sport 1

Subject	Teaching of the teaching-learning processes in physical activity and sport 1			
Code	P02G050V01501			
Study programme	Grado en Ciencias de la Actividad Física y del Deporte			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	3rd	1st
Teaching language	Galician			
Department				
Coordinator	Rey Cao, Ana Isabel			
Lecturers	Rey Cao, Ana Isabel			
E-mail	anacao@uvigo.gal			
Web				
General description	The didactic is the bouquet of the Sciences of the Education that has by object to the process teaching-learning (T-L). The fundamental objective of this subject is facilitated to the students the basic knowledges to develop with didactic rigour the programming of one process of teaching-learning through the driving expressions. The Didactic is an indispensable transversal content stop the professional practice of the graduated in Sciences of the Physical Activity and the Sport. It is present in all process of T-L, with independence of the field where develop : sportive performance, leiruse, education or health. In this initial approximation board the main elements of the system that constitutes an educational programming. The subject centers in the most instructive dimension of the processes of T-L. Reflective practice and collaborative work are the transversal axes of the subject.			

Training and Learning Results

Code	
B1	Conceptualization and identification of the object of study of the Sciences of the Physical Activity and the Sport.
B2	Knowledge and comprehension of the scientific literature of the area of the physical activity and the sport.
B11	Knowledge and comprehension of the ethical beginning necessary for the correct professional exercise.
B12	Application of the technologies of the information and communication (TIC) to the area of the Sciences of the Physical Activity and of the Sport.
B13	Habits of excellence and quality in the professional exercise.
B15	Aptitude to design, to develop and evaluate the processes of education - learning relative to the physical activity and of the sport, with attention to the individual and contextual characteristics of the persons.
B16	Aptitude to promote and evaluate the formation of lasting and autonomous habits of practice of the physical activity and of the sport.
B18	Aptitude to apply the physiological beginning, biomechanics, behavioral and social, to the different fields of the physical activity and the sport.
B20	Aptitude to identify the risks that stem for the health of the practice of physical inadequate activities.
B21	Aptitude to plan, to develop and control the accomplishment of programs of sport activities.
B23	Aptitude to select and to be able to use the material and sports equipment adapted for every type of activity.
B25	Skill of leadership, capacity of interpersonal relation and teamwork.
B26	Adjustment to new situations, the resolution of problems and the autonomous learning.

Expected results from this subject

Expected results from this subject	Training and Learning Results
------------------------------------	-------------------------------

Identify the different elements of the didactic act, as if it articulates the witnesses in the programming and understand the relation that exists go in they.	B15
Conceptualice a programming sistemic, the fundamental didactic models and the elements that constitute the ecology of the processes of teaching-learning.	B1 B2
Use the platform of teledocencia to supervise the teaching guide, the script of the work and realize the registration stop the work by projects/microteaching	B12
Employ the web 2.0 to evaluate the processes of T-L developed in the classroom.	
Assimilate that the realization of a good programation is a fundamental factor stop a good professional of the physical activity and the sport.	B11 B13
Comprise that the reflection that accompanies to the programming answers it a basic aspect of the professional deontology.	B11 B13
Select, secuenciar and express objective stop a programming of form sistemic and articulated in level of concrecion.	B15 B21
Select, secuenciar and explicitar contents stop a programming of sistemic form and articulated in levels of analysis epistemology and psicopedagogic.	B15 B16 B21
Select and apply the methods and didactic techniques more chords to the objective, contents, didactic model and strategy selected in the programming.	B13 B15 B16 B18 B20 B21 B23
Design sessions through the motricity realizing an election and ordinationof the didactic elements.	B15 B16 B18 B20 B21 B23 B26
Design tasks chords to the objective and contents.	B15 B18 B20 B23 B26
Realize in team a complete didactic programming stop a concrete intervention.	B2
Develop a didactic intervention in a context facilitated, rendering special attention to the communicative skills.	B12 B13
Accept the external evaluations and employ the how axes of reflection on it self didactic competition.	B25 B26
Be autocrítico/it with the didactic skills.	
Develop the capacity of didactic evaluation observing the development of the elements of the communicative act in the praxis of the processes of teaching-learning.	
Analyze the programming developed evaluating the strategic coherence.	

Contents

Topic	
1. Theoretical foundation of the Didactics of the teaching-learning processes through physical activity and sport.	1.1. The didactics. 1.2. The teaching-learning processes through physical activity and sport.
2. Basic elements in the programming of the teaching-learning processes through physical activity and sport.	2.1. Programming concept. 2.2. Programming models.
3. The coherence in the didactic programming.	2.3. Programming features.
4. Programming of the teaching-learning processes through physical activity and sport in the third level of specification or short-term programming. The programming units.	2.4. Components of programming. 3.1. Ecological conception of E-A processes in physical activity and sport. 4.1. Short-term programming.

5. Models for intervention through physical activity and sport in the elements present in the third level of specificity or short-term programming.	5.1. Types of objectives. 5.1.1. Tasks of the teaching staff linked to the objectives. 5.2. The content. Types of content. 5.2.1. Contents in education through motor skills. 5.2.1.1. Abstract or epistemologic content. 5.2.1.2. Psychopedagogical content. 5.2.2. Tasks of the teaching staff linked to the content. 5.3. Methodology of E-A processes in physical activity and sport. 5.3.1. Concepts and elements. 5.3.2. Practice methods. 5.3.3. Methods for organizing the session. 5.3.4. Methods for spatial and material organization. 5.3.5. Methods for the formation and distribution of groups. 5.4. Discipline management methods.
6. The didactic task.	6.1. The didactic task. 6.2. Method of presentation of the task. 6.3. Formulation of tasks. 6.4. Didactic analysis of the driving tasks.
7. Skills of the/the @docente in the processes of teaching-learning through the physical activity and the sport.	7.1. Reflexive practice. 7.2. Collaborative learning. 7.3. Skills of communication. 7.4. Feedback.

Planning

	Class hours	Hours outside the classroom	Total hours
Lecturing	10	20	30
Problem solving	10	10	20
Mentored work	1	12	13
Seminars	3	21	24
Case studies	12	0	12
Workshops	2	6	8
Laboratory practical	13	13	26
Collaborative Learning	2	11	13
Oral exam	1	3	4

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

	Description
Lecturing	Master sessions in that explain the theoretical bases. The students assimilates and takes aim. It poses doubt and complementary questions.
Problem solving	Individual and group work of task resolution in classes C. The teacher presents and exemplifies the task and the students solve and expose doubts.
Mentored work	Students design, teach and analyze different teaching methods and tasks. Design and development of a didactic intervention through physical activity and sport. Micro-teaching application. Each group will develop a session according to the basic characteristics determined in the option assigned to it. In each of them a didactic method is specifically addressed. This session should be taught to your classmates in the practical classrooms. Students are obliged to keep informed of possible changes in the practice calendar. It is mandatory to do a minimum of two tutorials (seminar) before the session. One of them will be in class time.
Seminars	The students presents the development of their tutoring works in a minimum of threee tutories.
Case studies	Didactic analysis and discussion of the practical session realized in the kind laboratory realized in practice B. The students will owe to take part actively and realize the entrusted tasks.

Workshops	Teaching intervention. The students give a session to a group of students / those that were programmed in the supervised work and in the seminars. The session is evaluated by themselves, their classmates and the teacher. Synchronous and diachronic observation tools are used through audiovisual recording.
Laboratory practical	In the laboratory classrooms the proposed motor interventions are experimented. Participation in micro-education and reflection-analysis at the end of the session.
Collaborative Learning	The students will design a collaborative programming. This process of collaborative work will be documented in one daily individual and with the register of the meetings of work developed.

Personalized assistance

Methodologies	Description
Mentored work	Supervision, discussion and correction of the tutored work
Workshops	Supervision and evaluation of the teaching intervention.
Collaborative Learning	

Assessment

	Description	Qualification	Training and Learning Results
Mentored work	Microteaching programming and development of an educational intervention through physical activity and sport. The criteria are : - Deliver the draft of the session and the final report by the deadline set . - Develop a work meeting the formal requirements and content required . - Bring the practice session designed . - To attend two sessions for prior review of the session , and the class that explains the method corresponding to that session . - Design and explain tasks meeting the required criteria (application specific methods) . - Required for all students .	20	B1 B2 B11 B12 B13 B15 B16 B18 B20 B21 B23 B25 B26
Seminars	Support group tutorials for the supervision and discussion of labor ward . - Students must attend tutorials with control tasks undertaken that are specified in the script work . - Only if the students qualify to attend.	05	B2 B11 B12 B25 B26
Case studies	Assistance and active participation in the reflection and didactic analysis that will realize in the the practical session developed in the B class. Execution and delivery of the tasks proposed.	10	B12 B13 B15 B20 B25 B26
Workshops	Development of a didactic intervention in group. Students will assume the teaching of a minimum of one teaching-learning activity. The criteria are: - Organize the pre-active phase. - Properly manage material and spatial resources during the development of the session. - Implement discipline strategies and passive participation. - Develop the reflective phase with didactic criteria. - Adopt a positive teaching attitude. - Organize and develop the post-active phase together with the students (reflection and analysis of the session).	5	B11 B23 B25 B26
Collaborative Learning	Daily Collaborative learning process. Register and delivery of the sessions of grupal work developed.	20	B12 B13 B15 B25 B26

Oral exam	Oral defense of written work. The students will answer the questions made by the teacher about the scheduling of the session developed in the supervised work.	40	B1 B2 B11 B13 B15 B16 B18 B20 B21 B23 B26
	In specific cases, by prior negotiation with the teacher, this assessment tool may be replaced by a written development exam.		

Other comments on the Evaluation

In order to be able to access the continuous assessment modality, it is necessary to develop all the tests explained above (supervised work, seminar, case study, workshops, collaborative learning and oral exam). Students who do not develop these methods will not be able to access the continuous assessment. In these cases you will only be eligible for the global assessment. **Continuous assessment system (the methodologies detailed in the teaching guide): - The works will have to deliver in the dates determined by the professor. - In case of not passing the subject in the first call, the competences not acquired will be evaluated in the call of June / July. The qualifications obtained in the passed assessment tools will be kept in the calls corresponding to the same academic year. It will be necessary to repeat the necessary tools to get a minimum of 5 points. - There is no possibility of keeping parts of the subject approved from previous academic years. - Students who are in special and / or justified circumstances for which they cannot perform any of the assessment tools, must communicate at the beginning of the course in order to adapt the assessment to their case. In the event of the exceptional circumstance during the course, you must communicate at least two months before the official date of the exam. - The same criteria will be maintained for approval in successive calls.**

Overall evaluation: - Students who have not opted for continuous assessment, will make a global assessment on the official dates.

- The tests will be a written exam on the contents of the subject (70%), and the delivery of a programming assignment (30%). The programming work will include the design and practical development of a minimum of three practice sessions of physical-sports activity. The didactic interventions must be accompanied by an audiovisual recording of them.

- The official dates of the exams can be consulted on the faculty website at the link
<http://fcced.uvigo.es/es/docencia/examenes/>

Sources of information

Basic Bibliography

Florence, J., Brunelle, J. & Carlier, G., **Enseñar Educación Física en Secundaria. Motivación, organización y control.**, 1ª ed., Inde, 2000

Galera, A., **Manual de didáctica de la Educación Física I. Una perspectiva constructivista moderada. Funciones de impartición.**, 1ª ed., Paidós, 2001

Galera, A., **Manual de didáctica de la Educación Física II. Una perspectiva constructivista moderada. Funciones de programación.**, 1ª ed., Paidós, 2001

Rey Cao, Ana, **Didáctica de los procesos de enseñanza-aprendizaje en la actividad física y el deporte I. Apuntes de la asignatura.**, Pontevedra, 2017

Seners, P., **La lección de Educación Física. Inde.**, 1ª ed., Inde, 2001

Complementary Bibliography

Aggerholm, K.; Standal, O.; Barker, D.M. & Larson, H., **On practising in physical education: outline for a pedagogical model. Physical Education and Sport Pedagogy**, 23, 2, 197-208, 2017

Barker, D.M.; Aggerholm, K.; Standal, O. & Larsson., **Developing the practising model in physical education: an expository outline focusing on movement capability. Physical Education and Sport Pedagogy**, 23(2), 197-209, 2018

Blández Ángel, Julia, **Programación de unidades didácticas según Ambientes de aprendizaje.**, 1ª ed., Inde, 2000

Palao Andrés, J. M. y Ortega Toro, E., **Formas de organización en educación física.**, 1ª ed., Diego Marín, 2009

Contreras, Onofre, **Didáctica de la Educación Física. Un enfoque constructivista.**, 1ª ed., Inde, 1998

Devís Devís, J. & Peiró Velert, C., **Nuevas perspectivas curriculares en Educación Física: la salud y los juegos modificados.**, 1ª ed., Inde, 1992

Famose, J.P., **Aprendizaje motor y dificultad de la tarea.**, 1ª ed., Paidotribo, 1992

Fraile Aranda, A. (coord.), **Didáctica de la educación física: una perspectiva crítica y transversal.**, 1ª ed., Biblioteca Nueva, 2004

Gallego, J.L. y Salvador, F., **Metodología de la acción didáctica en Medina y Salvador (coord), Didáctica General (pp.157-181).**, 1ª ed., Pearson, 2005

González Arévalo, C., **El proceso de programación en la enseñanza de la actividad física y el deporte. Apunts, 80, 20-28, 2005**

González Arévalo, C. & Lleixà Arribas, T. (coords.), **Didáctica de la Educación física. Ministerio de Educación, Instituto de Formación del Profesorado, Investigación e Innovación Educativa**, 1ª ed., Graó, 2010

López Pastor, V.(Coord.), **La sesión en Educación Física: los diferentes modelos y los planteamientos educativos que subyacen.**, 2001

Mosston, M., y Ashworth, S., **La enseñanza de la educación física. La reforma de los estilos de enseñanza.**, 1ª ed., Barcelona, 1993

Pedraza Gómez, Z., **De la educación física y el uso de sí: ejercicios estético-políticos de la cultura somática moderna**, 14(2), Movimiento, 2008

Pérez, A.I. & Gimeno, J., **Pensamiento y acción en el profesor: de los estudios sobre la planificación al pensamiento práctico. Infancia y aprendizaje, 42, 37-63,**

Pérez-Pueyo, A.; Hortigüela-Alcalá, D., Fernández-Río, J., **Los modelos pedagógicos en educación física: qué, cómo, por qué y para qué**, Universidad de León, 2021

Sicilia Camacho, A., **La investigación de los estilos de enseñanza en la educación física. Un viejo tema para un nuevo siglo. Sevilla.**, 1ª ed., Wanceulen, 2001

Sicilia, A.; Sáenz-López, P.; Manzano, J.I. y Delgado, M.A., **El desarrollo curricular de la Educación Física en Primaria y Secundaria: un análisis desde la perspectiva del profesorado. Apunts: Educación física y deportes, 98, 23-32, 2009**

Recommendations

Subjects that continue the syllabus

Teaching of the teaching-learning processes in physical activity and sport 2/P02G050V01603

Subjects that it is recommended to have taken before

Education: Epistemology of physical activity, sport and physical education science/P02G050V01301

Free body expression and dance/P02G050V01402

Other comments

Recommended:

Attending continuously the classes.

The completion of the ongoing evaluation activities .

Paying attention to the timing of the activities and course work .
