



## IDENTIFYING DATA

### Didactics of teaching-learning processes in physical activity & sports 1

Subject	Didactics of teaching-learning processes in physical activity & sports 1			
Code	P02G050V01501			
Study programme	(*)Grao en Ciencias da Actividade Física e do Deporte			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	3rd	1st
Teaching language	Spanish Galician			
Department				
Coordinator	Rey Cao, Ana Isabel			
Lecturers	González Palomares, Alba Rey Cao, Ana Isabel			
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General description	<p>(*)A didáctica é o ramo das Ciencias da Educación que ten por obxecto a optimización do proceso ensino-aprendizaxe (E-A) en prol do perfeccionamiento do Ser Humano.</p> <p>O obxectivo fundamental desta materia é facilitar ao alumnado os coñecementos básicos para desenvolver con rigor didáctico a programación dun proceso de ensino-aprendizaxe a través das expresións motrices.</p> <p>A Didáctica é un contido transversal indispensable para a práctica profesional dos graduados en Ciencias da Actividade Física e o Deporte. Está presente en todo proceso de E-A, con independencia do ámbito onde se desenvolva: rendemento deportivo, ocio, educación ou saúde.</p> <p>Nesta aproximación inicial (no segundo cuadrimestre do mesmo curso impártese Didáctica dos procesos de ensino-aprendizaxe na actividade física e o deporte II) abórdanse os principais elementos do sistema que constitúe unha programación educativa. A materia aporta as ferramentas coas que posteriormente poder adaptarse a calquer proceso de ensino-aprendizaxe en contextos non formais (docencia en actividades extraescolares, escolas deportivas, asociacións, centros socioculturais, academias, etc.) e formais (educación física escolar).</p> <p>A materia céntrase na dimensión máis instructiva dos procesos de E-A, no deseño e orquestación das tarefas de E-A para a optimización da presentación dos contidos en coherencia coas competencias, obxectivos; e os métodos de control da disciplina, espacio e comunicación.</p>			

## Competencies

Code	
A1	(*)Capacidade para deseñar, desenvolver e avaliar os procesos de ensino-aprendizaxe relativos á actividade física e ao deporte con atención ás características individuais e contextuais das persoas
A22	(*)Capacidade para coñecer e aplicar o marco xurídico do ámbito profesional
B2	(*)Coñecemento e comprensión da literatura científica do ámbito da actividade física e o deporte
B4	(*)Coñecemento e comprensión dos factores comportamentais e sociais que condicionan a práctica da actividade física e o deporte
B11	(*)Coñecemento e comprensión dos principios éticos necesarios para o correcto exercicio profesional
B12	(*)Aplicación das tecnoloxías da información e comunicación (TIC) ao ámbito das Ciencias da Actividade Física e do Deporte
B13	(*)Hábitos de excelencia e calidade no exercicio profesional
B24	(*)Actuación dentro dos principios éticos necesarios para o correcto exercicio profesional
B25	(*)Habilidade de liderado, capacidade de relación interpersoal e traballo en equipo

## Learning aims

Expected results from this subject	Training and Learning Results
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Capacity to design, develop and evaluate the processes of teaching-relative learning to the physical activity and when depositing you with attention to the individual and contextual characteristics of the people. A1

- Plan with coherence educational interventions through the motricity
- Know and develop the didactic methods in the processes of And-IT through the motricity.
- Select and formulate objectives and contents correctly.
- Apply the didactic methods correctly, adapted to the principles, aims, objective, competitions and contents.
- Design sessions through the motricity realizing an election and sistematization felicitous of the didactic elements.

Knowledge and understanding of the scientific literature of the field of the physical activity and the sport. B2

- Learn the concepts that allow to substantiate the didactic practice of systematic form.

Knowledge and understanding of the conductual and social factors that condition the practice of the physical activity and the sport. B4

- Comprise the interaction go in the elements of the didactic act and his repercussion in the teaching-learning through the motricity.

Skill of leadership, capacity of relation interpersonal and work in team. B25

- Develop behavior of participation and collaboration in the teaching function.

Frocks of excellence and quality in the professional exercise. B13

- Reflect previously to the design of sessions how strategy to catch up with coherence in the intervention.

Knowledge and understanding of the necessary ethical principles stop the correct professional exercise B11

Application of the technologies of the information and communication (TIC) to the field of the Sciences of the Physical Activity and when Depositing you B12

Performance inside the necessary ethical principles stop the correct professional exercise B24

Capacity to know and apply the juridical frame of the professional field A22

## Contents

### Topic

I. Conceptualization. Exposure of basic conceptual aspects stop the undstanding of the Didactic intervention in the processes of T-L through the physical activity and when depositing you.	1. The didactic.1.1. Definition.1.2. Object, functions and classes of didactic.1.3. Didactic and curriculum.
II. Principles, competitions and objective of the didactic intervention in the processes of teaching-learning through the physical activity and when depositing you. Exhibition of the different types of didactic aims and competitions. Concept and formulation applied to the processes of T-L in the physical activity and the sport.	4. The competences in physical education.5. The didactic aims. Type of aims 5.1. Criterion didactic model 5.2. Criterion level of concretion. 5.3. Criterion field of the behavior.6. Tasks of the teacher about the objective and competitions 6.1. Roads of access to the concretion of the objective. 6.2. The formulation of aims. 6.3. Taxonomys
III. Contents in the processes of T-L in the physical activity. Exhibition of the concept of content, taxonomy and development and formulation of contents.	7. The contents. Type of contents 7.1. The contents in the education through the motricity 7.2. Abstract or epistemological contents. Taxonomy. 7.3. Psycho pedagogycal contents . Taxonomy.
IV. The methods in the didactic of the processes of T-L in the physical activity and the sport. Exhibition of the methods and didactic strategies in the processes of T-L in the physical activity and of the sport.	9. Methodology of the didactic intervention. 9.1. Concepts and elements. 9.2. The didactic strategies. 9.3. Styles vs methods of teaching.10. Activities of teaching-learning 10.1. The task. 10.2. Method of presentation in the task. 10.3. Formulation of motor tasks. 10.4. Didactic analysis of motor tasks.

## Planning

	Class hours	Hours outside the classroom	Total hours
Troubleshooting and / or exercises	36	36	72
Master Session	22	11	33
Tutored works	1	10	11
Laboratory practises	14	0	14
Group tutoring	3	6	9
Introductory activities	3	0	3

Practical tests, real task execution and / or simulated.	1	3	4
Case studies / analysis of situations	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
Troubleshooting and / or exercises	<p>Individual work and groupal of resolution of tasks. The professor presents and exemplifies the task and the students resolves and poses doubt. In base it a practical supposition wherein specifies a context, collective, and length of an activity, the students will realize a fragment of the programming, specifying the following elements:</p> <ul style="list-style-type: none"> <li>- Formulation of objectives. The correction will realize in the classroom or titorized.</li> <li>- Manufacture of an abstract matrix of contents that would develop stop this case. The correction will realize in the classroom or titorized.</li> <li>- Formulation of contents psicho-pedagogical stop the supposition posed. The correction will realize in the classroom or titorized</li> <li>- Design of suitable tasks to the suppouses.</li> </ul> <p>*Explanation off tasks. In base the a series of criteria by the objective □professor, contents, collective, method, etc. With correction didactic tasks. The correction will realize in the classroom or titorized</p> <ul style="list-style-type: none"> <li>- Manufacture of a progression of tasks stop the learning of a driving skill. In base the a series of criteria by the objective □professor, contents, characteristic students/them, method, etc.□ With correction the felicitous didactic tasks stop the learning of the skill specified. They Will use how criteria to realize the progression the channels decision or execution. The correction will realize in the classroom or titorized</li> </ul>
Master Session	Master sessions in that explain the theoretical bases. The students assimilates and takes aim. It poses doubt and complementary questions.
Tutored works	<ul style="list-style-type: none"> <li>- Design and development of a didactic intervention through the physical activity and the sport. Application of microteaching. Each group of three people (or two, if like this indicates it the professor) will develop a session with the basic characteristics determined in the option that was him assigned. In each of them boards specifically a didactic method. Taking how base this didactic element the group will owe to design the rest of didactic elements for this session. This session will owe to be imparted to the his mates and mates in the practical classrooms. It IS obligation of the students kept informed of the possible modifications in the calendar of practices. It IS mandatory to realize a minimum of two *titorías before the realization of the session. One of them will be in hour of kind.</li> </ul>
Laboratory practises	In the classrooms of laboratory will experience the driving tasks proposals and the realization of a teaching intervention. Participation in a microteaching. The methods developed will be direct control, assignment of tasks, microteaching, reciprocal teaching-small groups, modular teaching, resolution of problems, guided knowledge and participation in groups(stop the reflections-analysis of the final of the session).
Group tutoring	The students presents the development of their tutoring works in a minimum of three tutories.
Introductory activities	<ul style="list-style-type: none"> <li>- Explanation of the function of the contents: *Faitic, tutories, evaluation, etc.</li> <li>- Informal evaluation of previous knowledges.</li> </ul>

## Personalized attention

### Methodologies Description

Tutored works	Supervision and discussion about development task at group tutorial. Correction customized of the exercises. Didactic review of evaluation proofs.
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## Assessment

	Description	Qualification
Tutored works	<p>*Microensino: Programming and development of a didactic intervention through the physical activity and the sport.</p> <p>The criteria are:</p> <ul style="list-style-type: none"> <li>- Deliver the draft of the session and the final memory in the term established.</li> <li>- Develop the work fulfilling the formal requirements and of content demanded.</li> <li>- Carry to the practical the session designed.</li> <li>- Assist the two *titorías stop the previous review of the session, and the kind where explains the corresponding method the this session.</li> <li>- Design and *explicitar tasks fulfilling the criteria requested (application of specific methods).</li> <li>- Mandatory stop all the students.</li> </ul>	30

Laboratory practises	Control of the participation in the kind of laboratory. - Assist and take part active and critically in the *microensino with one minimum of 80% of the practices of the hours of the groups *B. - The assistance to more of a 80% of the *docencia of classroom of credits *B and *C will exempt of the realization of the practical examination final. - This criterion is not of forced fulfilment to surpass the subject, since the students that surpass 20% of fouts will be able to access the final evaluation by means of join proof of the credits of laboratory. - *Calificación Of apt/it or no apt /it	10
Group tutoring	Assistance in group the *titorías stop the supervision and discussion of the work *tutelado. - The students owes to assist the *titorías with the tasks of control realized that *explicitan in the script of the work. - Only it will qualify to the students that assist.	20
Practical tests, real task execution and / or simulated.	Development of a didactic intervention in group. The students will assume the *docencia of one minimum of an activity of teaching-learning. The criteria are: - Organize the phase *pre-active. - Manage properly the material and space resources during the development of the session. - *Implementar Strategies of discipline and passive participation. - Develop the phase *reflexiva with didactic criteria. - Adopt a positive teaching attitude.	10
Case studies / analysis of situations	Oral defence of the work writing. The students *respostará the questions realized by the professor envelope to the programming of the session developed in the work *tutelado.  In specific cases, by means of previous negotiation with the professor, this tool of evaluation will be able to be *sustituída by an examination developmental writing.	30

### Other comments on the Evaluation

To surpass the \*asignatura is indispensable:

- Achieve a \*calificación minimum of 5 points.
- Obtain a \*calificación minimum of 1,5 points in the methodology of work \*tutelado.
- Realize the practical proof, of execution of real tasks.
- Obtain a minimum qualification of 1,5 points in the study of cases/analysis of situations.

In the corresponding announcements it @un mesmo study academic, \*conservan the qualifications obtained pole students. It Will be necessary to repeat the necessary methodologies to achieve the three previously mentioned criteria.

The works to be evaluated owe to be delivered strictly in the dates determined by the professor, that will be communicated together with the proposal of the same.

The delivery of the works will be in format paper, the exception of those cases in the that specify the contestant. When the work no deliver personally to the professor, owes \*adxuntarse a by mail electronic copy \*simultáneamente his delivery in the postbox of the faculty.

### Sources of information

### Recommendations

#### Subjects that continue the syllabus

Didactics of teaching-learning processes in physical activity & sports 2/P02G050V01603

#### Subjects that it is recommended to have taken before

Education: Motor control & learning in physical education and sports/P02G050V01102

Education: Pedagogy of physical education & sports/P02G050V01103

Fundaments of motor functions/P02G050V01204

Motor play/P02G050V01105

Sociology: Sociology & history of physical activity & sports/P02G050V01203

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

Body expression & dance/P02G050V01402