



IDENTIFYING DATA

Education: Physical education and sport pedagogy

Subject	Education: Physical education and sport pedagogy			
Code	P02G050V01103			
Study programme	(*)Grao en Ciencias da Actividade Física e do Deporte			
Descriptors	ECTS Credits 6	Choose Basic education	Year 1st	Quadmester 1st
Teaching language	Spanish Galician			
Department				
Coordinator	Soto Carballo, Jorge Genaro			
Lecturers	Soto Carballo, Jorge Genaro			
E-mail	hesoto@uvigo.es			
Web				
General description				

Competencies

Code	
A1	(*)Que os estudantes demostran posuír e comprender coñecementos nunha área de estudo que parte da base da educación secundaria xeral e adoita atoparse a un nivel que, malia se apoiar en libros de texto avanzados, inclúe tamén algúns aspectos que implican coñecementos procedentes da vangarda do seu campo de estudo.
A2	
A3	(*)Que os estudantes teñan a capacidade de reunir e interpretar datos relevantes (normalmente dentro da súa área de estudo) para emitir xuízos que inclúan unha reflexión sobre temas relevantes de índole social, científica ou ética.
A4	(*)Que os estudantes poidan transmitir información, ideas, problemas e solución a un público tanto especializado coma non especializado.
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.
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.
B26	Adjustment to new situations, the resolution of problems and the autonomous learning.
C24	Aptitude to design, to develop and evaluate the processes of education - learning relative to the physical - sports recreative activity, with attention to the individual and contextual characteristics of the persons
D1	
D2	
D3	

Learning outcomes

Expected results from this subject	Training and Learning Results			
Capacity to design, develop and evaluate the processes of education-relative learning to the physical activity and to the sport with attention to the individual and contextual characteristics of the people.	A1	B2	C24	D1
	A2	B11		D2
	A3	B12		D3
		B26		

Capacity to schedule, develop and evaluate the realisation of programs of sport and school physical activity.	A1 A2	B2 B12 B15 B16 B26	C24	D1 D2 D3
Capacity to know and comprise the foundations of the sport and of the physical activity.	A1 A2 A3 A4	B2 B11 B12 B15 B16	C24	D1 D2 D3
Capacity to promote and evaluate the training of habits *perdurables and autonomous of practice of physical activity and sport between the school population	A2	B2 B12 B15 B16	C24	D1 D2 D3

Contents

Topic	
THEMATIC BLOCK I: The Pedagogy of the Physical Education and of the Sport. Concept and relations with other areas of knowledge.	Subject 1. The Sciences of the Physical Activity and of the Sport like field Education and of the Sport. Concept and relations of knowledge. Subject 2. The Pedagogy of the Physical Education and of the Sport.
THEMATIC BLOCK II: The Education.	Subject 3. Concept and characteristic of the education. Subject 4. Dimensions and pillars of the education. Subject 5. The formal education, no formal and informal. Subject 6. The legal frame of the education.
THEMATIC BLOCK III: To Physical Education.	Subject 7. Concept of Physical Education. Subject 8. The foundations of the Physical Education: the body and the movement. Subject 9: The pedagogical appearances of the Physical Education. Subject 10. The educational function in the physical education
THEMATIC BLOCK IV. Pedagogy of the values and his implantation in the physical and sportive activity.	Subject 11. The values in the education. Conceptual frame and initial considerations. Subject 12. The Physical Education like specific context in the pedagogy of the values. Subject 13. Technicians to educate in values. His application to the Physical Education.
THEMATIC BLOCK *V: The sport and the education.	Subject 14. Concept, types of sport and guidelines for *compatibilizar the performance with the integral development of the person. Ethical in the sport Fear 15. Sport and social change in the 21st century. Subject 16. Applications *socioeducativas of the sport: tourism, health, *reinserción social, etc.

Planning

	Class hours	Hours outside the classroom	Total hours
Autonomous troubleshooting and / or exercises	7.5	11.25	18.75
Autonomous practices through ICT	0	10	10
Master Session	30	45	75
Classroom work	15	30	45

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

Methodologies

	Description
Autonomous troubleshooting and / or exercises	The professor/will offer it him to the students a collectanea of texts. The student/it, by the his band, will choose go in the texts offered. It Will consist in a critical analysis-*reflexiva related with the thematic worked inside the contained. Likewise, inside the resolution of problems and/or exercises will board the visualization of susceptible videos to enrich the subject and supplement the information and the explained that they develop in the kinds.
Autonomous practices through ICT	The students/them, with the opportune orientation of the professor/it, *afondarán in concrete questions that were not boarded rather than of a very generic way in the exhibition of this/it and that are susceptible of treatment of study resorting to the bear documentary and bibliographic *pertinentes. The student/will realize it documentary and bibliographic researches stop the senior understanding of the blocks of content. In this sense, will support in the sources and specialized databases so much of the library of the our university how of other sources found through internet.

Master Session	The lessons that conform the temario of this subject will be elaborated and presented of way expositiva to the group of kind put professor/it, that will center his exhibition, preferably, in the nuclear aspects of each didactic unit, searching offer of way condensada the essential information that enable to obtain a panoramic vision or of synthesis of each subject, delimiting the concepts, the ideas and the arguments in him involved and overlapping with the other of the program to attain an integration of the modules of content and of the structural aspects that conform the cognitive corpus of the subject.
Classroom work	The works of classroom (works monográficos) will have how committed the initiation to the investigation. These works versarán envelope a thematic previously aborted pole professor/it and related with the thematic of the blocks of content.

Personalized attention

Methodologies Description

Classroom work	The personalised attention has by aim do the follow-up of the evolution of the student/to and support his work inside the asignatura. The professor/to will tackle those appearances that require of reinforcement, advice and guide so that the student/to scope the marked aims for this matter.
----------------	--

Assessment

	Description	Qualification	Training and Learning Results		
Autonomous troubleshooting and / or exercises	The professor/to in the works on specific contents (dossier) that contribute actuality and critical reflection to the thematic, will have a maximum punctuation of the ten percent of the final note. These works will have to have some requirements of academic quality. These requirements will be tackled at the beginning of the course by the professor/to.	20	A1	B2	D1
			A2	B12	D2
				B15	D3
				B16	
				B26	
Master Session	The sessions magistrales will be evaluated by means of a proof. Said proof will evaluate the competitions purchased that include direct questions on a concrete appearance. The students/ace have to answer of direct and brief way in function of the knowledges that have on the matter.	60	A1	B12	C24
			A2	B15	D2
					D3
Classroom work	The monographic work consists in the investigation on notable appearances of the Pedagogy of the Physical Education and the sport. They will be evaluated taking into account the quality of the contributions, his format adjusted to the scientific standards, the same that the monographic exhibitions, that will be evaluated taking into account the capacity expositiva in front of the class, the content and the preparation of the pertinent materials to contribute quality to the matter.	20	A1	B12	C24
			A2	B15	D2
				B26	D3

Other comments on the Evaluation

So much the qualification of the works derived of the resolution of problems, that is to say, contents específicos (Dossier) like the qualification of the works of classroom (monographic work) done in his moment during the course, they will follow valid in the second announcement or extraordinary announcement.⁢*>

Sources of information

□ Dosil Díaz, J. (ed.) (2003): Ciencias de la actividad física y del deporte. Madrid: Síntexis □ Foro Mundial de Educación, Cultura y Deporte (2004): El Deporte: diálogo universal. Madrid: Consejo Superior de Deportes. □ Gil Roales-Nieto, J. y Delgado Noguera, M. A. (comps.) (1994): Psicología y Pedagogía de la Actividad Física y el Deporte. Madrid: Siglo XXI de España. □ Paredes Ortiz, J. (2003): Teoría del deporte. Sevilla: Editorial Wanceulen editorial deportiva. □ Piéron, M. (1988): Pedagogía de la actividad física y el deporte. Sevilla: Junta de Andalucía. □ Prat Grau, M^a. (2003): Actitudes, valores y normas en la educación física y el deporte: reflexiones y propuestas didácticas. Barcelona: INDE Publicaciones. □ Rodríguez López, J. (1995): Deporte y Ciencia: teoría de la actividad física. Barcelona: INDE Publicaciones. □ Vázquez, B. (coord..) (2001): Bases Educativas de la Actividad Física y del Deporte. Madrid: Editorial Síntexis. BIBLIOGRAFÍA COMPLEMENTARIA □ Arnold, P. J. (1990): Educación Física, movimiento y curriculum. Madrid: Morata. □ Brasileiro, M. D. S. (2007): El Deporte y el turismo de litoral: entre los cambios sociales. Granada: Universidad de Granada. □ Carranza, M. y Mora, J. M. (2003): Educación física y valores: educando en un mundo complejo. 31 propuestas para los centros escolares. Barcelona: Graó. □ Castillo Algarra, J. (2005): Deporte y reinserción penitenciaria. Madrid: Consejo Superior de Deportes. □ Denis, D. (1980): El cuerpo enseñado. Barcelona: Editorial Paidós. □ Devís Devís, J. (1996): Educación Física, deporte y curriculum: investigación y desarrollo curricular. Madrid: Visor. □ Devís Devís, J. (coord..) (2001): La Educación Física, el Deporte y la Salud en el Siglo XXI. Alcoy (Alicante): Marfil. □ Devís Devís, J. y Peiró Valert, C. (1992): Nuevas perspectivas curriculares en educación física: la salud y los juegos modificados. Barcelona: INDE Publicaciones. □ Giménez Fuentes-Guerra, F. J. et al. (2001): Educación Física y diversidad. Huelva: Universidad. □ Gorostiaga Ayestarán, E. y Ibáñez Santos, J. (1996): Deporte y Salud. Pamplona: Gobierno de Navarra. □ Izquierdo Moreno, C. (2006): El profesor y su mundo: guía para maestros y profesionales de la educación. Sevilla: MAD. □ Latiesa Rodríguez, M. Martos Fernández, P. y Paniza Prados, J. L. (2001): Deporte y cambio social en el

umbral del siglo XXI. Madrid: Librerías Deportivas Esteban Sanz. □ Mandado Vázquez, A. y Díaz, P. (2004): Deporte y Educación: pautas para hacer compatible el rendimiento y el desarrollo integral de los jóvenes deportistas. Revista de Educación, nº 335, pp. 35-44. □ McCourt, F. (2007): El profesor. Madrid: Maeva. □ Pierón, M. (2005): Para una enseñanza eficaz de las actividades físico-deportivas. Barcelona: INDE Publicaciones, 2ª edición. □ Piéron, M. (1988): Didáctica de las actividades físicas y deportivas. Madrid: Gymnos, D. L. □ Ruíz Omecaña, J. V. (2004): Pedagogía de los valores en la Educación Física. Madrid: Editorial CCS. □ Sicilia Camacho, A. y Fernández Balboa, J. M. (2005): La otra cara de la enseñanza: la educación física desde una perspectiva □ crítica. Barcelona: INDE Publicaciones. □ Solar Cubillas, L. V. (2003): Pierre de Coubertin : la dimensión pedagógica : la aportación del movimiento olímpico a las pedagogías corporales. Madrid: Gymnos. □ Trilla, J. (coord..) (2001): El legado pedagógico del siglo XX para la escuela del siglo XXI. Barcelona: Graó. □ Vázquez, B. y Álvarez Bueno, G. (1996): Guía para una educación no sexista. Madrid: Ministerio de Educación y Ciencia. □ Vicente Pedraz, M. (1988): Teoría Pedagógica de la Actividad física. Bases epistemológicas. Madrid: Gymnos, S. A. □ Zagalaz Sánchez, Mª L. (2001): Corrientes y tendencias de la Educación Física. Barcelona: INDE Publicaciones.

Recommendations
