



## IDENTIFYING DATA

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

|                   |  |           |      |            |
|-------------------|--|-----------|------|------------|
| Subject           | Teaching of the teaching-learning processes in physical activity and sport I |           |      |            |
| 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<br>Galician  |           |      |            |
| Department        |  |           |      |            |
| Coordinator       | Rey Cao, Ana Isabel  |           |      |            |
| Lecturers         | Rey Cao, Ana Isabel  |           |      |            |
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## Web

|                     |   |
|---------------------|---|
| General description | <p>The didactic is the bouquet of the Sciences of the Education that has by object to the process teaching-learning (T-L).</p> <p>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.</p> <p>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.</p> <p>In this initial approximation (in the second *cuadrimestre of the even course imparts Didactic of the processes of teaching-learning in the physical activity and the deposed II) board the main elements of the system that constitutes an educational programming. The subject *aporta the tools with the that later power adapted the *calquer process of teaching-learning in contexts no formal (*docencia in activities *extraescolares, sportive schools, associations, centres *socioculturais, academies, etc.) And formal (physical education pupil).</p> <p>The subject centers in the most instructive dimension of the processes of And-IT, in the design and *orquestación of the tasks of And-stops IT the *optimización of the presentation of the contained in coherence with the competitions, objectives; and the methods of control of the discipline, space and communication.</p> |
|---------------------|---|

## Competencies

|      |   |
|------|---|
| 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.   |

- C1 Aptitude to design, to develop and evaluate the processes of education - learning relative to the physical activity and the sport with attention to the individual and contextual characteristics of the persons.
- C2 Aptitude to promote and evaluate the formation of lasting and autonomous habits of practice of physical activity and sport between the school population
- C3 Aptitude to apply the physiological and biomechanical skills, comportamentales and social, in the offer of tasks in the processes of education - learning across the physical activity and sport.
- C4 Aptitude to identify the risks that stem for the health of the students due to the practice of inadequate physical activities .
- C5 Aptitude to plan, to develop and evaluate the accomplishment of programs of sport and physical school activity
- C6 Aptitude to select and to be able to use the material and sports equipment adapted for every type of activity in the processes of education learning across the physical activity and sport.

### Learning outcomes

| 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   | C1                               |
| Conceptualize a programming systemic, the fundamental didactic models and the elements that constitute the ecology of the processes of teaching-learning.           | B1<br>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<br>B13                                    |                                  |
| Comprise that the reflection that accompanies to the programming answers it a basic aspect of the professional deontology.  | B11<br>B13                                    |                                  |
| Select, secuenciar and express objective stop a programming of form systemic and articulated in level of concrecion.  | B15<br>B21                                    | C1<br>C5                         |
| Select, secuenciar and explicitar contents stop a programming of sistemic form and articulated in levels of analysis epistemology and psicopedagogic.               | B15<br>B16<br>B21                             | C1<br>C2<br>C5                   |
| Select and apply the methods and didactic techniques more chords to the objective, contents, didactic model and strategy selected in the programming.               | B13<br>B15<br>B16<br>B18<br>B20<br>B21<br>B23 | C1<br>C2<br>C3<br>C4<br>C5<br>C6 |
| Design sessions through the motricity realizing an election and ordinationof the didactic elements.   | B15<br>B16<br>B18<br>B20<br>B21<br>B23<br>B26 | C1<br>C2<br>C3<br>C4<br>C5<br>C6 |
| Design tasks chords to the objective and contents.  | B15<br>B18<br>B20<br>B23<br>B26               | C3<br>C4<br>C6                   |
| Realize in team a complete didactic programming stop a concrete intervention.   | B2  | C1                               |
| Develop a didactic intervention in a context facilitated, rendering special attention to the communicative skills.  | B12<br>B13                                    | C2<br>C3                         |
| Accept the external evaluations and employ the how axes of reflection on it self didactic competition.  | B25<br>B26                                    | C4<br>C5                         |
| Be autocrítico/it with the didactic skills.   |   | C6                               |
| 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

I. Conceptualization. Exposure of basic conceptual aspects stop the undstanding of the didactic. 1. The didactic.1.1. Definition.1.2. Object, functions and classes of didactic.1.3. Didactic and curriculum.

Didactic intervention in the processes of T-L through the physical activity and when deposing you.

II. The programming in the processes of T-L in the physical activity and the sport.

Brief description of the contained: 2. Basic elements in the programming of the processes of teaching learning through the physical activity and the sport. 3. The coherence in the didactic programming. 4. Programming of the processes of teaching-learning through the physical activity and the sport in the third level of concretion or programming cut it. The units of programming.

3. Ecological conception of the processes of T-L in the physical activity and the sport.  
4. The didactic programming.  
4.1. Concept of programming.  
4.2. Models of programming.  
4.3. Characteristics of the programming.  
4.4. Componentes of the programming.

III. Principles, aims, competitions and objective in the processes of T-L through the driving expressions.

5. Types of objectives.  
6. Tasks of the teaching staff around objectives.

Brief description of the contained: 5. Models stop the intervention through the physical activity and the sport in the present elements in the third level of concretion or programming cut it: types of didactic objectives and competitions.

7. Taxonomías of objectives.

IV. Contents in the processes of T-L in the physical activity and when depositing you.

8. The contents. Types of contents.  
8.1. The contents in the education through the motricity.  
8.2. Abstract contents, epistemology contents. Taxonomy.  
8.3. Contents psicopedagocic. Taxonomy.

Brief description of the contained: 5. Models stop the intervention through the physical activity and the sport in the present elements in the third level of concretion or programming cut it: the contents.

9. Tasks of the teaching staff.

V. Methodology of the processes of T-L in the physical activity and the sport.

10. Concepts and elements.

Brief description of the contained: 5. Strategies and didactic methods stop the intervention through the physical activity and the sport in the present elements in the third level of concretion or programming cut it term.

11. Activities of teaching-learning.  
11.1. The didactic task.  
11.2. Method of presentation of the task.  
11.3. Formulation of tasks.  
11.4. Didactic analysis of the driving tasks.

6. The didactic task.

12. Methods of practice.

13. Methods stop the organisation of the session.

14. Methods stop the space and material organisation.

15. Methods stop the training and distribution of groups.

16. Methods stop the management of the discipline.

VI. Skills of the teaching staff in the processes of T-L in the physical activity and the sport.

17. Communication methods.  
17.1. Skills of communication.  
17.2. Feedback.

Brief description of the contained: 7. Skills of the/the teachers in the processes of teaching-learning through the physical activity and the sport.

## 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.

| <b>Methodologies</b>               |  |
|------------------------------------|--|
|                                    | 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 threee 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**

| <b>Methodologies</b> | <b>Description</b>   |
|----------------------|--|
| Tutored works        | Supervision and discussion about development task at group tutorial. Correction customized of the exercises. Didactic review of evaluation proofs. |

## **Assessment**

|               | Description  | Qualification | Training and Learning Results    |
|---------------|--|---------------|----------------------------------|
| Tutored works | <p>*Microensino: Programming and development of a didactic intervention through the physical activity and the sport. 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            | C1<br>C2<br>C3<br>C4<br>C5<br>C6 |

|  |  |    |  |
|--|--|----|--|
| Laboratory practises                                     | Control of the participation in the kind of laboratory.<br>-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.<br>-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.<br>-This criterion is not of forced fulfilment to surpass the subject, since the students that surpass 20% of fouls will be able to access the final evaluation by means of join proof of the credits of laboratory.<br>- *Calificación Of apt/it or no apt /it | 10 | B13<br>B15<br>B16<br>B18<br>B20<br>B21<br>B23<br>B25 |
| Group tutoring   | Assistance in group the *titorías stop the supervision and discussion of the work *tutelado.<br>- The students owes to assist the *titorías with the tasks of control realized that *explicitan in the script of the work.<br>- Only it will qualify to the students that assist.  | 20 | B2<br>B11<br>B12<br>B25<br>B26                       |
| 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.<br>The criteria are:<br>- Organize the phase *pre-active.<br>- Manage properly the material and space resources during the development of the session.<br>- *Implementar Strategies of discipline and passive participation.<br>- Develop the phase *reflexiva with didactic criteria.<br>- Adopt a positive teaching attitude.  | 10 | B11 C1<br>B26 C2<br>C3<br>C4<br>C5<br>C6             |
| 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.<br><br>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 | B1 C1<br>B2  |

### 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

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## Recommendations

### Subjects that continue the syllabus

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

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

Education: Motor control and learning in physical education and sport/P02G050V01102

Education: Physical education and sport pedagogy/P02G050V01103

Basics of motor skills/P02G050V01204

Gross motor games/P02G050V01105

Sociology: Sociology and history of physical activity and sport/P02G050V01203

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

Free body expression and dance/P02G050V01402

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### Other comments

It recommends:

The assistance of continuous.

The realization of the activities of continuous evaluation.

Pay attention to the timing of the activities and works of the course.

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