



## 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 Galician			
Department				
Coordinator	Rey Cao, Ana Isabel			
Lecturers	Rey Cao, Ana Isabel			
E-mail	anacao@uvigo.es			

#### 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.

<b>Learning outcomes</b>	
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 Foundations of Teaching the processes of teaching and learning through physical activity and sport.	Part I. Conceptual aspects of educational processes E-A in physical activity and sport.  1. A didactic. 1.1. Historical context. 1.2. Definition. 1.3. Object and functions of teaching methods. 1.4. Teaching and curriculum.  2. The process of teaching and learning through physical activity and sport. 2.1. Delimitation and epistemology of the concept.

2. Basic elements in the programming of the teaching-learning processes through physical activity and sport.	Part II. The programming in the process of E-A in physical activity and sport.
3. Consistency in the teaching program.	3. Conception of ecological processes and the A-physical activity and sport.
4. Programming of the processes of teaching and learning through physical activity and sport in the third level of specificity or short-term programming. The programming units.	4. The teaching program. 4.1. Programming concept. 4.2. Programming models. 4.3. Features of the program. 4.4. Components of the program.
5. Models for intervention through physical activity and sport in the elements present in the third level of specificity or short-term programming.	Part III. Principles, objectives, responsibilities and objectives in the process of E-A through the motor expressions.  5. Types of goals.  6. Tasks for teachers linked to the objectives.  7. taxonomies goals. Part IV. Contained in the e-A in physical activity and sport.  8. The contents. Content types. 8.1. The contents in education through the motor. 8.2. Abstract content or epistemological. Taxonomies. 8.3. Contents psycho. Taxonomies.  9. Tasks for teachers linked to the contents.
6. The task of teaching.	Part V: Methodology and Process-A in physical activity and sport.  10. Concepts and elements.  11. Activities of teaching and learning. 11.1. The task of teaching. 11.2. Method of presentation of the task. 11.3. Formulation of tasks. 11.4. Didactic analysis of the motor tasks. 12. Methods practice.  13. Methods of organization gives session.  14. Methods for spatial and material organization.  15. Methods for a training and distribution groups.  16. Methods discipline.
7. Skills / teacher in the processes of teaching and learning through physical activity and sport.	Part VI. Skills of teachers in the processes of E-A in physical activity and sport.  17. Methods for communication. 17.1. Communication skills. 17.2. Feedback. 18. Strategies for communication without prejudices of gender and non-sexist.

<b>Planning</b>			
	Class hours	Hours outside the classroom	Total hours
Master Session	22	11	33
Troubleshooting and / or exercises	36	36	72
Tutored works	1	12	13
Group tutoring	3	7	10
Laboratory practises	14	0	14
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
Master Session	Master sessions in that explain the theoretical bases. The students assimilates and takes aim. It poses doubt and complementary questions.
Troubleshooting and / or exercises	individual and group work solving tasks. The teacher presents and exemplifies the task and students solve and raises doubts. Based on a case study in which a context, collective, and duration of a specified activity, students will perform a fragment of programming, specifying the following: <ul style="list-style-type: none"> <li>- Approach objectives. The correction will take place in the classroom or tutoring.</li> <li>- Development of an abstract matrix develop content for that case. The correction will take place in the classroom or tutoring.</li> <li>- Writing content for the proposed educational psychology course. The correction will take place in the classroom or tutoring.</li> <li>- Design appropriate to the course tasks.</li> <li>- Explication of tasks. Based on a series of explicit by -objectives, content, collective, method, etc., correction explicit criteria professor teaching tasks. The correction will take place in the classroom or tutoring.</li> <li>- Develop a progression of tasks for learning a motor skill. Based on a series of explicit by - objectives teacher, contents, characteristics of the alumni / ae, method, etc. criteria; correction explicit didactic learning tasks appropriate for the specified skill. They will be used as criteria for the progression perceptive and decisional execution channels. The correction will take place in the classroom or tutoring.</li> </ul>
Tutored works	Design and development of an educational intervention through physical activity and sport. Microensinanza application . Each group of three ( or two , if instructed by the teacher ) held a session according to the basic characteristics identified in the option that is assigned . In each didactic method it is specifically addressed . Based didactic element that the group will design the rest of didactic elements to form their session. This session must be given to their peers in classrooms practices . It is the duty of students to stay informed of any changes in the schedule of practices. Is mandatory at least two tutorials before conducting the session. One will be in class time.
Group tutoring	The students presents the development of their tutoring works in a minimum of threee tutories.
Laboratory practises	In class laboratory experiments the motor tasks and proposals to hold a teaching intervention . Participation in a micro-teaching . The methods developed will be direct control , assignment of tasks , micro-teaching - reciprocal teaching small groups , modular teaching , problem solving , guided discovery and group participations ( for reflections - analysis of the final session ) .

### **Personalized attention**

<b>Methodologies</b>	<b>Description</b>
Tutored works	Supervision, discussion and correction of the tutored work

### **Assessment**

	Description	Qualification	Training and Learning Results
Tutored works	Microteaching programming and development of an educational intervention through physical activity and sport. The criteria are : <ul style="list-style-type: none"> <li>- Deliver the draft of the session and the final report by the deadline set .</li> <li>- Develop a work meeting the formal requirements and content required .</li> <li>- Bring the practice session designed .</li> <li>- To attend two sessions for prior review of the session , and the class that explains the method corresponding to that session .</li> <li>- Design and explain tasks meeting the required criteria ( application specific methods ) .</li> <li>- Required for all students .</li> </ul>	35	B1 B2 B11 B12 B13 B15 B16 B18 B20 B21 B23 B25 B26
Group tutoring	Support group tutorials for the supervision and discussion of labor ward . <ul style="list-style-type: none"> <li>- Students must attend tutorials with control tasks undertaken that are specified in the script work .</li> <li>- Only if the students qualify to attend.</li> </ul>	15	B2 B11 B12 B25 B26

Laboratory practises	Control of class laboratory participation. -Attend And participate actively and critically in Microteaching with a minimum of 80% of the hours of practice groups B. -The Assistance to more than 80% of the teaching of class B and C loans exempt from the realization of the final practical examination . -This Criterion is not mandatory to pass the course , since students who exceed 20 % of faults can access through a final evaluation of the test laboratory credits . Pass mark/or the unfit	5	B13 B15 B16 B18 B20 B21 B23 B25
Practical tests, real task execution and / or simulated.	Development of an educational intervention group . Students assume the teaching of at least one activity of teaching and learning. The criteria are: - Organize the pre- active phase . - Properly manage resources and space for the development of the session . - Implement strategies of discipline and passive participation. - Develop reflective phase with didactic criteria. - To adopt a positive teaching.	5	B11 B23 B26
Case studies / analysis of situations	Oral defense of the written work . Students answer the questions made by the teacher on the schedule of the session developed in supervised work.  In specific cases , by previous negotiation with the teacher , this assessment tool can be replaced by a written exam development.	40	B1 B2

### Other comments on the Evaluation

To pass the course is essential:

- Achieve a minimum score of 5 points.
- Perform the methodology of supervised work.
- Perform the practical test, the real task execution.
- Obtain a minimum of 1.5 points in the case study / analysis of situations.

The grants awarded to the same academic year, preserved the qualifications obtained by students. You need to repeat the methodologies necessary to achieve the three above mentioned criteria. The work to be evaluated must be delivered strictly on the dates determined by the teacher, which will be communicated along with the proposal of the same.

The delivery of the works will be on paper, except those cases where otherwise specified. When the work is not delivered personally to the teacher, should adxuntarse an email copy simultaneously delivery mailbox in college. Students who do not attend classes must also hold a teaching input that meets the conditions specified in supervised work.

### Sources of information

- Blández Ángel, J. (2000). Programación de unidades didácticas según Ambientes de aprendizaje. Barcelona: Inde
- Palao Andrés, J. M. y Ortega Toro, E. (2009). *Formas de organización en educación física*. Murcia: Diego Marín.
- Contreras, O.R. (1998). *Didáctica de la Educación Física. Un enfoque constructivista*. Barcelona: Inde.
- Devís Devís, J. & Peiró Velert, C. (1992): *Nuevas perspectivas curriculares en Educación Física: la salud y los juegos modificados*. Barcelona: Inde.
- Famose, J.P. (1992). *Aprendizaje motor y dificultad de la tarea*. Barcelona: Paidotribo.
- Florence, J., Brunelle, J. & Carlier, G. (2000). *Enseñar Educación Física en Secundaria. Motivación, organización y control*. Barcelona: Inde
- Fraile Aranda, A. (coord.) (2004). *Didáctica de la educación física: una perspectiva crítica y transversal*. Madrid: Biblioteca Nueva.
- Galera, A. (2001). *Manual de didáctica de la Educación Física I. Una perspectiva constructivista moderada. Funciones de impartición*. Barcelona: Paidós.
- Galera, A. (2001). *Manual de didáctica de la Educación Física II. Una perspectiva constructivista moderada. Funciones de programación*. Barcelona: Paidós.
- Gallego, J.L. y Salvador, F. (2005). Metodología de la acción didáctica en Medina y Salvador (coord), *Didáctica General*

(pp.157-181). Madrid: Pearson.

González Arévalo, C. (2005). El proceso de programación en la enseñanza de la actividad física y el deporte. *Apunts. Educación Física y Deporte*, 80, 20-26.

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

López Pastor, V. (Coord.) (2001). La sesión en Educación Física: los diferentes modelos y los planteamientos educativos que subyacen. *Revista digital Educación física y deportes, año 7*, 43. Recuperado de <http://www.efdeportes.com/efd43/sesion.htm>

López Pastor, V., Monjas Aguado, R., y Pérez Brunicardi, D. (2003). *Buscando alternativas a la forma de entender y practicar la educación física escolar*. Barcelona: Inde.

Mosston, M., y Ashworth, S. (1993). *La enseñanza de la educación física. La reforma de los estilos de enseñanza*. Barcelona: Hispano Europea.

Moreno-Murcia, J. A., Huéscar, E., Peco, N., Alarcón, E., y Cervelló, E. (2013). Relación del feed-back y las barreras de comunicación del docente con la motivación intrínseca de estudiantes adolescentes de educación física. *Anales de psicología*, 29(1), 257-263. doi:10.6018/analesps.29.1.161881

Seners, P. (2001). *La lección de Educación Física*. Barcelona. Inde.

Sicilia Camacho, A. (2001). *La investigación de los estilos de enseñanza en la educación física. Un viejo tema para un nuevo siglo*. Cádiz: Wanceulen.

Sicilia Camacho, A. (2004). La interacción didáctica en educación. En A. Fraile (coord.), *Didáctica de la Educación Física. Una perspectiva crítica y transversal* (pp. 237-263). Madrid: Biblioteca Nueva.

Sicilia, A.; Sáenz-López, P.; Manzano, J.I. y Delgado, M.A. (2009). 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.

Vicente Pedraz, M. (2007). El cuerpo sin escuela: proyecto de supresión de la educación física escolar y qué hacer con su detritus. *Ágora para la educación física y el deporte*, 4-5, 57-90. Recuperado de [http://www5.uva.es/agora/revista/4/agora4-5\\_.pedraz\\_4.pdf](http://www5.uva.es/agora/revista/4/agora4-5_.pedraz_4.pdf)

Vázquez Gómez, B. (2001). Los fundamentos de la educación física. En B. Vázquez (coord.), *Bases educativas de la actividad física y el deporte* (pp.69-84). Madrid: Síntesis.

---

## **Recommendations**

### **Subjects that continue the syllabus**

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

---

### **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

---

### **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 .

---