



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	(*)Grao en Ciencias da Actividade Física e do Deporte			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	3rd	1st
Teaching language	Galician			
Department	Special Didactics			
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 board the main elements of the system that constitutes an educational programming.</p> <p>The subject centers in the most instructive dimension of the processes of T-L.</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.

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

Conceptualize a programming systemic, 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 programming 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 systemic and articulated in level of concretion.	B15 B21
Select, secuenciar and explicitar contents stop a programming of systemic 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.	<p>Part III. Principles, objectives, responsibilities and objectives in the process of E-A through the motor expressions.</p> <p>5. Types of goals.</p> <p>6. Tasks for teachers linked to the objectives.</p> <p>7. taxonomies goals.</p> <p>Part IV. Contained in the e-A in physical activity and sport.</p> <p>8. The contents. Content types.</p> <p>8.1. The contents in education through the motor.</p> <p>8.2. Abstract content or epistemological. Taxonomies.</p> <p>8.3. Contents psycho. Taxonomies.</p> <p>9. Tasks for teachers linked to the contents.</p> <p>Part V: Methodology and Process-A in physical activity and sport.</p> <p>10. Concepts and elements.</p> <p>11. Methods practice.</p> <p>12. Methods of organization gives session.</p> <p>13. Methods for spatial and material organization.</p> <p>14. Methods for a training and distribution groups.</p> <p>15. Methods discipline.</p>
6. The task of teaching.	<p>16. Activities of teaching and learning.</p> <p>16.1. The task of teaching.</p> <p>16.2. Method of presentation of the task.</p> <p>16.3. Formulation of tasks.</p> <p>16.4. Didactic analysis of the motor tasks.</p>
7. Skills / teacher in the processes of teaching and learning through physical activity and sport.	<p>Part VI. Skills of teachers in the processes of E-A in physical activity and sport.</p> <p>17. Methods for communication.</p> <p>17.1. Communication skills.</p> <p>17.2. Feedback.</p> <p>18. Strategies for communication without gender bias and non-sexist.</p>

Planning			
	Class hours	Hours outside the classroom	Total hours
Lecturing	10	30	40
Problem solving	10	10	20
Supervised work	1	15	16
Group tutoring	3	21	24
Case studies	12	0	12
Laboratory practices	13	13	26
Laboratory practice	2	6	8
Case studies	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 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"> - Approach objectives. The correction will take place in the classroom or tutoring. - Development of an abstract matrix develop content for that case. The correction will take place in the classroom or tutoring. - Writing content for the proposed educational psychology course. The correction will take place in the classroom or tutoring. - Design appropriate to the course tasks. - 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. - 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.
Supervised work	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.
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.
Laboratory practices	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

Methodologies	Description
Supervised work	Supervision, discussion and correction of the tutored work

Assessment

	Description	Qualification	Training and Learning Results
Supervised 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 .	30	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 . - Students must attend tutorials with control tasks undertaken that are specified in the script work . - Only if the students qualify to attend.	10	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.	5	

Laboratory practices	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 and C. -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
Laboratory practice	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.	10	B11 B23 B26
Case studies	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 surpass the subject is indispensable:

- Achieve a minimum qualification of 5 points.
- Realize the methodology of tutored work.
- Realize the laboratory practice.
- Obtain a minimum qualification of 1,5 points in the study of cases/analysis of situations.

The works, to be evaluated, will owe to be delivered strictly in the dates determined by the professor.

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, will owe by mail electronic copy and n the postbox of the faculty.

Of pupils had not surpassed the subject in the first announcement, the no purchased competitions will be evaluated in the announcement of July.

In the corresponding announcements it same study academic, will keep the qualifications obtained pole students. It Will be necessary to repeat the necessary methodologies to achieve a minimum of 5 points.

The tutorial are face to face.

The students "No assistant"will owe to realize a didactic intervention and surpass the methodologies of: Tutored Work; Study of cases/analysis of situations; laboratory practices.

The official dates of the examinations can be consulted in the web of the faculty in 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 laEducación Física I. Una perspectiva constructivista moderada. Funciones de impartición.**, 1ª ed., Paidós, 2001

Galera, A., **Manual de didáctica de laEducación 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.**, 1ª ed., Barcelona, 2001

Complementary Bibliography

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
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- González Arévalo, C., **I proceso de programación en la enseñanza de la actividad física y el deporte.**, 2005
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- 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
- Sicilia Camacho, A., **La investigación de los estilos de enseñanza en la educación física. Un viejo tema para un nuevo siglo.**, 1ª ed., Cádiz, 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.**, 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: 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 .