



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				
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 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 foundation of the Didactics of the teaching-learning processes through physical activity and sport.	1.1. The didactics. 1.1.1. Historical contextualization. 1.1.2. Definition. 1.1.3. Purpose, functions and teaching classes. 1.1.4. Teaching and curriculum. 1.2. The teaching-learning processes through physical activity and sport. 1.2.1. Delimitation and epistemology of the concept.
2. Basic elements in the programming of the teaching-learning processes through physical activity and sport.	2.1. Programming concept.
3. The coherence in the didactic programming.	2.2. Programming models.
4. Programming of the teaching-learning processes through physical activity and sport in the third level of specification or short-term programming. The programming units.	2.3. Programming features. 2.4. Components of programming. 3.1. Ecological conception of E-A processes in physical activity and sport. 4.1. Short-term programming.

5. Models for intervention through physical activity and sport in the elements present in the third level of specificity or short-term programming.	643/5000 5.1. Types of objectives. 5.1.1. Tasks of the teaching staff linked to the objectives. 5.2. The content. Types of content. 5.2.1. Contents in education through motor skills. 5.2.1.1. Abstract or * epistemoxic content. 5.2.1.2. Psychopedagogical content. 5.2.2. Tasks of the teaching staff linked to the content. 5.3. Methodology of E-A processes in physical activity and sport. 5.3.1. Concepts and elements. 5.3.2. Practice methods. 5.3.3. Methods for organizing the session. 5.3.4. Methods for spatial and material organization. 5.3.5. Methods for the formation and distribution of groups. 5.4. Discipline management methods.
6. The task of teaching.	6. Teaching-learning activities. 6.1. The didactic task. 6.2. Method of presentation of the task. 6.3. Assignment of tasks. 6.4. Didactic analysis of motor tasks.
7. Skills of the teacher in the teaching-learning processes through physical activity and sport.	7. Methods for communication. 7.1. Communication skills. 7.2. Feedback. 7.3. Strategies for communication without prejudice to gender and non-sexist. 8. Reflective practice.

Planning			
	Class hours	Hours outside the classroom	Total hours
Lecturing	10	30	40
Problem solving	10	10	20
Mentored work	1	15	16
Seminars	3	21	24
Case studies	12	0	12
Workshops	2	6	8
Laboratory practical	13	13	26
Oral exam	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 of task resolution in classes C. The teacher presents and exemplifies the task and the students solve and expose doubts.
Mentored work	Students design, teach and analyze different teaching methods and tasks. Design and development of a didactic intervention through physical activity and sport. Micro-teaching application. Each group will develop a session according to the basic characteristics determined in the option assigned to it. In each of them a didactic method is specifically addressed. This session should be taught to your classmates in the practical classrooms.
Seminars	Students are obliged to keep informed of possible changes in the practice calendar. It is mandatory to do a minimum of two tutorials (seminar) before the session. One of them will be in class time.
Case studies	The students presents the development of their tutoring works in a minimum of three tutorials. 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.

Workshops	Teaching intervention. The students give a session to a group of students / those that were programmed in the supervised work and in the seminars. The session is evaluated by themselves, their classmates and the teacher. Synchronous and diachronic observation tools are used through audiovisual recording.
Laboratory practical	In the laboratory classrooms the proposed motor interventions are experimented. Participation in micro-education and reflection-analysis at the end of the session.

Personalized assistance

Methodologies	Description
Mentored work	Supervision, discussion and correction of the tutored work
Workshops	Supervision and evaluation of the teaching intervention.

Assessment

	Description	Qualification	Training and Learning Results
Mentored 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
Seminars	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	B12 B13 B15 B20 B25 B26
Workshops	Development of a didactic intervention in group. Students will assume the teaching of a minimum of one teaching-learning activity. The criteria are: - Organize the pre-active phase. - Properly manage material and spatial resources during the development of the session. - Implement discipline strategies and passive participation. - Develop the reflective phase with didactic criteria. - Adopt a positive teaching attitude. - Organize and develop the post-active phase together with the students (reflection and analysis of the session).	5	B11 B23 B25 B26
Laboratory practical	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

Oral exam	Oral defense of written work. The students will answer the questions made by the teacher about the scheduling of the session developed in the supervised work.	45	B1 B2 B11 B13 B15 B16 B18 B20 B21 B23 B26
	In specific cases, by prior negotiation with the teacher, this assessment tool may be replaced by a written development exam.		

Other comments on the Evaluation

To pass the subject it is essential:

- Achieve a minimum grade of 5 points.
- Carry out the methodology of supervised work and laboratory practice (didactic intervention).
- To obtain a minimum qualification of 2 points in the study of cases / analysis of situations. When this minimum grade is not achieved, the remaining tests will not be added to the final grade.
- The works will have to be delivered in the dates determined by the professor. The delivery of the works will be in paper format, with the exception of those cases in which the opposite is specified. When the work is not delivered in person to the teacher, a copy must be attached by e-mail at the same time as its delivery to the post office box of the faculty.
- If the subject has not been passed in the first call, the skills not acquired will be evaluated in the June / July call. In the calls corresponding to the same academic year, the qualifications obtained by the students are preserved. It will be necessary to repeat the necessary methodologies to achieve a minimum of 5 points.
- "Non-attending" students must carry out a didactic intervention that meets the conditions specified in the supervised work and pass the methodologies of: Tutored work; Case study / situation analysis; Laboratory practices.
- The official dates of the exams can be consulted on the faculty website at 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 la Educación Física I. Una perspectiva constructivista moderada. Funciones de impartición.**, 1ª ed., Paidós, 2001
- Galera, A., **Manual de didáctica de la Educación 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
- Gallego, J.L. y Salvador, F., **Metodología de la acción didáctica en Medina y Salvador (coord), Didáctica General (pp.157-181).**, 1ª ed., Pearson, 2005
- González Arévalo, C., **I proceso de programación en la enseñanza de la actividad física y el deporte.**, 2005
- González Arévalo, C. & Lleixà Arribas, T. (coords.), **Didáctica de la Educación física. Ministerio de Educación, Instituto de Formación del Profesorado, Investigación e Innovación Educativa**, 1ª ed., Graó, 2010
- 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

Pedraza Gómez, Z., **De la educación física y el uso de sí: ejercicios estético-políticos de la cultura somática moderna**, 14(2), Movimiento, 2008

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 .

Contingency plan

Description

3841/5000

=== EXCEPTIONAL MEASURES PLANNED ===

Given the uncertain and unpredictable evolution of the health alert caused by COVID-19, the University establishes extraordinary planning that will be activated at the time that the administrations and the institution itself determine it, taking into account safety, health and responsibility criteria, guaranteeing teaching in a non-presential or non-presential setting. These measures guarantee, when required, the development of teaching in a more agile and effective way through the standardized and institutionalized tool of the DOCNET teaching guides.

=== ADAPTATION OF THE METHODOLOGIES ===

A) Teaching methodologies that are modified

The same teaching methodologies will be carried out as those considered in a situation without alert but adapting them to an online modality. To this end, the Remote Campus and other tools such as Zoom, Moodle, Google Classroom, Microsoft Teams will be used in addition to Fatic (and those others that are available at the time and can be used by consensus by the students and the teacher to develop the competences and the contents of the subject).

Thus the methodologies will be:

- Master lesson. It will be done through the Remote Campus and Moodle. Documentation and didactic material available in Moodle and Claroline will be used as support for their monitoring.

- Problem resolution. It will be done through the Remote Campus and Moodle. Some deliveries may be made by email or Claroline.

- Supervised work. Students will work in groups using tools such as google drive or dropbox. In case of inability to access these resources, the work may be individual. Delivery will be online via email or teledoaching platform (Moodle or Claroline). The teaching intervention may be in online mode for classmates, in physical-physical mode for people around you with whom you have secure contact at that time. In all cases, the intervention will be recorded on video and provided to the teacher. Delivery will be online via email or teledoaching platform (Moodle or Claroline).

- Seminar. It will be done online by videoconference through the Remote Campus.

- Study of cases. It will be done online through videoconference through the Remote Campus and other platforms for online teaching such as Zoom, Moodle, Google Classroom, Microsoft Teams. The evaluation will also use tools from the Google platform, Kahoot or other similar apps.

- Obradoiro. An online teaching intervention will be carried. It could be: 1. Online through Zoom, Moodle, Google Classroom, Microsoft Teams or any other teledoaching platform that allows visual and verbal interaction of the students. Students will have to adapt their programming to a virtual context. 2. In physical presence with people around you with whom you have safe contact during that period. In this case, the intervention will be taxed and provided to the teacher.

- Laboratory practices. They will be done online through Zoom, Moodle, Google Classroom, Microsoft Teams. Some may be sent in the form of a task that the students will have to do independently and complete an assessment.

B) Non-attendance mechanism for student attention (tutorials)

The tutorials will take place across the remote campus. Office 2129

(<https://campusremotouvigo.gal/access/public/meeting/912187149>)

As an alternative, when necessary, they will be made by skype or email (anacao@uvigo.es).

The Doodle tool can be used to manage tutorials and seminars.

C) Other modifications

In the case of semi-attendance, problem solving methodologies can be carried out in a face-to-face context but modifying motor practices in such a way that interpersonal distance is respected and physical effort is very moderate. The practices will become examples of some students (who will rotate in participation) and the rest of the students will analyze them. The mode of teaching in small groups will be used.

=== ADAPTATION OF THE EVALUATION ===

The evaluation will remain the same. The different methodologies / tests will be carried out by the specified telematic means (Remote Campus, Moodle, Skype, Zoom, etc.).
