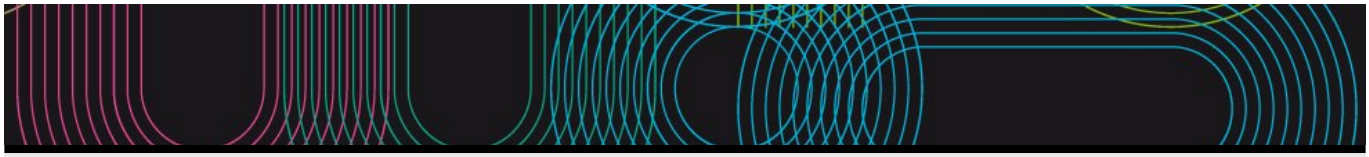

IDENTIFYING DATA				
Work for physical education projects				
Subject	Work for physical education projects			
Code	P02M178V01207			
Study programme	(*)Máster Universitario en Investigación e Innovación en Didácticas Específicas para Educación Infantil e Primaria			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	3	Optional	1st	2nd
Teaching language	Spanish Galician			
Department				
Coordinator	Alonso Fernández, Diego			
Lecturers	Alonso Fernández, Diego			
E-mail	diego_alonso@uvigo.es			
Web				
General description	The course aims to introduce students to the contents of the area of Physical Education and its correct design and planning.			

Skills	
Code	
A1	Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context
A3	Be able to integrate ones own knowledge and face the complexity of making judgements on the basis of incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of ones knowledge and judgements
A4	Know how to communicate ones own conclusions and the ultimate knowledge and reasons behind them to specialised and non-specialised audiences in a clear and unambiguous manner
A5	Possess the learning skills that will enable one to continue studying in a largely self-directed or autonomous manner
B6	Assess critically the available knowledge, technology and information to solve the problems faced
B8	Appreciate the importance of research, innovation and technological development in the socio-economic and cultural progress of society
C7	Ability to apply theoretical knowledge in specific didactics to research, innovation and evaluation
C8	Ability to defend and justify both orally and in writing the research and/or innovation work carried out, using audiovisual support tools when necessary
C10	Conocer los fundamentos teóricos que sustentan la investigación e innovación en el ámbito de las Didácticas Específicas
C13	Analyze and assess critically researches and innovation projects in specific disciplinary areas
C15	Identify quality and control criteria both in research and in teaching practice, fostering a critical, reflective and innovative attitude
C16	Design, justify, organise and assess proposals for research and innovation in the field of Specific Didactics
C17	Select, adapt and apply ICT materials and resources and of other kinds to improve teaching and learning in the different discipline areas
C18	Acknowledge research and innovation applied to the education sciences as a permanent tool for educational and social innovation and improvement
D2	Ability to adapt to new situations
D3	Work independently and proactively
D4	Work collaboratively
D5	Organizational and planning skills in disciplinary and interdisciplinary educational fields
D6	Ability to innovate (creativity) within school and non-school educational contexts

D8	Ability to communicate with peers, the educational community and society in general in ones areas of knowledge
D10	Ability to update knowledge, methodologies and strategies in teaching practice

Learning outcomes	
Expected results from this subject	Training and Learning Results
New	C10 D10
New	A1 C17 C18
New	B6 B8 C7 D6 D10
New	A3 A5 C13 C15 D8
New	A4 C8 C16 D2 D3 D4 D5

Contents	
Topic	
I mark theorist of the learning by projects:	Historical framework of project-based learning, main drivers of project-based learning, basic theoretical foundations, elements and phases to be taken into account for project-based learning, advantages and disadvantages of working by projects.
Project work and the curriculum of Early Childhood Education and Physical Education in Primary Education:	Analysis of both curricula and proposals to work by projects in this area in the school environment. Integrated curriculum and Physical Education.
Project-based learning integrating motor skills in Early Childhood Education and Physical Education in Primary Education:	Presentation, search and critical analysis of project-based learning experiences in Physical Education.
Design of project-based learning proposals through motor skills in Early Childhood Education and Physical Education in Primary Education in school and non-school contexts:	Design and justification of project-based learning proposals through motor contents in Early Childhood Education and in Physical Education in Primary Education and for other non-school contexts.

Planning			
	Class hours	Hours outside the classroom	Total hours
Introductory activities	1	5	6
Research based methodologies	1	8	9
Collaborative Learning	4	20	24
Discussion Forum	2	5	7
Presentation	4	2	6
Lecturing	1	0	1
Mentored work	2	20	22
*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.			

Methodologies	
	Description
Introductory activities	Know the competitions, interests and motivations that possesses the students.
Research based methodologies	Utilisation of audiovisual documents and/or bibliographic notable.
Collaborative Learning	Organisation of the class in small groups in which the students works jointly in the resolution of tasks assigned.

Discussion Forum	The members of a group argue of free form, informal and spontaneous on a subject.
Presentation	Verbal exposition through which students and teachers interact.
Lecturing	Oral exhibition complemented with the use of audiovisual means and the introduction of some questions headed to the students, with the purpose to transmit knowledges and facilitate the learning.
Mentored work	Autonomous learning under the guidance of the faculty.

Personalized assistance

Methodologies	Description
Collaborative Learning	Class organization in small groups in which students work together in the resolution of assigned tasks. In the theoretical and practical classroom or during tutoring hours or by telematic means in the remote campus, the MOOVI platform or e-mail with previous arrangement.
Mentored work	autonomous learning under the guidance of the faculty. In the theoretical and practical classroom or during tutoring hours or by telematic means in the remote campus, the MOOVI platform or e-mail with previous arrangement.
Introductory activities	to know the competences, interests and motivations of the students. In the theoretical classroom or by telematic means on the remote campus, the MOOVI platform or e-mail by prior arrangement.

Assessment

	Description	Qualification	Training and Learning Results			
Collaborative Learning	Work in small groups that will design and will schedule a project linked to the physical activity.	30	A1 A3 A4 A5	B6 B8	C7 C8 C10 C13 C15 C16 C17 C18	D2 D3 D4 D5 D6 D8 D10
Presentation	Presentation and defence of the proposal elaborated by each group of work.	30	A1 A3 A4 A5	B6 B8	C7 C8 C10 C13 C15 C16 C17 C18	D2 D3 D4 D5 D6 D8 D10
Mentored work	Elaboration of a group work for a previously agreed context.	40	A5	B6	C7 C8 C10 C13 C17 C18	D2 D3 D5 D6 D10

Other comments on the Evaluation

Students must pass the different tests to pass the subject.
ASSISTANT STUDENTS (attend at least 80% of the proposed sessions):
A group project related to physical activity will be designed, planned and executed by the students themselves with the help and supervision of the teacher. The evaluation will be in charge of the student, the group and the teacher.
NON-ATTENDING STUDENTS (do not attend more than 20% of the proposed sessions):
The student must pass a single exam in which he/she will have to demonstrate the theoretical and practical skills covered in the subject. A minimum score of 5 is required to pass the test.
SECOND CALL:
If the student does not pass the subject in the first exam, the competences not acquired will be evaluated in the July exam after consultation with the teacher.
The official exam dates can be consulted on the faculty's website at: http://dides.webs.uvigo.es

Sources of information

Basic Bibliography

CONTRERAS, O; GUTIÉRREZ, D. (COORDS), **El aprendizaje basado en proyectos en Educación Física**, Inde, 2017

Complementary Bibliography

MONGUILLOT, M. y cols., **Play the Game: gamificación y hábitos saludables en educación física**, 119(1), 2015

GONZÁLEZ ARÉVALO, C.; MONGUILLOT, M.; ZURITA, C., **Una educación física para la vida: Recursos prácticos para un aprendizaje funcional.**, Paidotribo, 2014

GARCÍA, R., **Enseñar y aprender en educación infantil a través de proyectos**, Universidad de Cantabria, 2013
VERGARA, J.J., **Aprendo porque quiero. El aprendizaje basado en proyectos (ABP) paso a paso.**, SM, 2015
Hastie et al., **Health-Related Fitness Knowledge Development Through Project-Based Learning**, http://dx.doi.org/10.1123/jtpe.2016-0151, Journal of Teaching in Physical Education, 2017
Leon-Diaz et al., **Análisis de la investigación sobre Aprendizaje basado en Proyectos en Educación Física**, http://dx.doi.org/10.6018/reifop.21.2.323241, Revista Electrónica Interuniversitaria de Formació, 2018
Lizalde et al., **Cooperative Learning Projects in the Primary Education Teaching Degree Module of Physical Education**, Retos, 2019
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Alfonzo et al., **ESTRATEGIAS DIDÁCTICAS PARA LA EFECTIVIDAD DE LA EDUCACIÓN FÍSICA: UN RETO EN TIEMPOS DE CONFINAMIENTO.**, https://orcid.org/0000-0001-7907-1845, Revista Electrónica Formación y Calidad Educativa, 2020

Recommendations

Contingency plan

Description

=== EXCEPTIONAL MEASURES PLANNED ===
In view of the uncertain and unpredictable evolution of the health alert caused by COVID-19, the University of Vigo establishes an extraordinary planning that will be activated at the moment when the administrations and the institution itself determine it, taking into account safety, health and responsibility criteria, and guaranteeing the teaching in a non-presential or partially presential scenario. These already planned measures guarantee, when required, the development of teaching in a more agile and efficient way by being known in advance (or well in advance) by students and faculty through the standardized and institutionalized tool of the teaching guides.

=== ADAPTATION OF METHODOLOGIES ===
* Teaching methodologies that are maintained
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* Teaching methodologies that are modified
Introductory activities, discussion forums and lectures: If the teaching is not face-to-face, the teaching activity will be developed through the Remote Campus and the Faitic teledocency platform.
Collaborative learning, research-based methodologies, tutored work and presentation: will be replaced by assignments that the student can develop and deliver in the virtual modality.

* Non-presential mechanism of attention to students (tutorials).
In all the proposed methodologies the personalized attention of the students will be carried out through the virtual office of the Remote Campus and e-mails by previous arrangement with the teacher.

* Modifications of the contents to be taught
Without modification.

* Additional bibliography to facilitate self-learning.
No modification.

* Other modifications
No change.

=== ADAPTATION OF THE EVALUATION ===

In the case of non-classroom teaching, there will be the possibility of following itinerary A or itinerary B.

ITINERARY A. Continuous evaluation of theoretical and practical part.
It will be those students who:

a) Has attended at least 80% of the theoretical classes (master class).
b) And also performs and presents in due time and form at least 80% of the activities that will replace the practical classes.
IF ANY OF THESE TWO REQUIREMENTS ARE NOT FULFILLED, one passes directly to itinerary B.

Grading criteria:

a) The attendance to the theoretical class and the resolution of proposed tasks in an autonomous way will have a valuation of 65%.
b) The final presentation of the project created by the students will have an evaluation of 35%.

ITINERARY B. NON-continuous evaluation. For those students who do not fulfill the continuous evaluation criteria.

- Evaluation of the theoretical part (50% of the final grade). The student will have to obtain a five out of ten in the exam type test and/or short questions.
- Evaluation of the practical part (50% of the final grade). The student will have to obtain a five out of ten in the exam. The practical exam will be a test of questions to be developed on the practical contents of the subject.