Universida_{de}Vigo

Subject Guide 2021 / 2022

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

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 nexperiences in Physical Education.
Design of project-based learning proposals through motor skills in Early Childhood Education and Physical Education in Primary Education in	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 Total hours Hours outside the classroom Introductory activities 1 6 5 Research based methodologies 1 9 8 Collaborative Learning 4 20 24 2 Discussion Forum 5

school and non-school contexts:

Presentation

Lecturing

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.

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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 email 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	Trainir	ng and L Results	-
Collaborative Learn	ingWork in small groups that will design and will schedule a project linked to the physical activity.	A A	1 B6 3 B8 4 5	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.	Δ Δ	1 B6 3 B8 4 5	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 A	.5 B6	C7 C8 C10 C13 C17	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

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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

Calvo-Varela et al., Aprendizaje-Servicio e inclusión en educación primaria. Una revisión sistemática desde la Educación Física, Retos, 2019

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

* 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.