



IDENTIFYING DATA

Physical education as a means of interdisciplinarity

Subject	Physical education as a means of interdisciplinarity			
Code	P02G120V01941			
Study programme	Grado en Educación Primaria			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Optional	3rd	2nd
Teaching language	Spanish Galician			
Department				
Coordinator	Vila Suarez, Maria Elena			
Lecturers	Varela Martínez, Silvia Vila Suarez, Maria Elena			
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General description	Subject focused on working on different contents of the Early Childhood Education degree through motor skills. By virtue of the approval of the Teaching Innovation Projects in Centers of the University of Vigo where 5 subjects of the titles of Early Childhood Education and Primary Education and students of different courses, this subject intends an interdisciplinary planning that allows students to experience a methodological change that facilitates learning by competencies to adapt to a constantly changing society. The objective of this project is to analyze the possibility of establishing a specific curricular structure in the curriculum of infant and primary education teachers through a pilot experience that allows observing the feasibility of the new educational planning, linking the design of the curriculum in the different disciplines. This structure tries to convert the educational process into a functional learning, in such a way that the future The teacher worked with an interdisciplinary methodology that should then be applied in the classroom.			

Training and Learning Results

Code	
A1	Students will have shown they have sufficient knowledge and understanding of an area of study, starting after completion of general secondary education, and normally reaching a level of proficiency that, being mostly based on advanced textbooks, will also include familiarity with some cutting-edge developments within the relevant field of study.
A2	Students will be able to apply their knowledge and skills in their professional practice or vocation and they will show they have the required expertise through the construction and discussion of arguments and the resolution of problems within the relevant area of study.
A3	Students will be able to gather and interpret relevant data (normally within their field of study) that will allow them to have a reflection-based considered opinion on important issues of social, scientific and ethical nature.
A4	Students will be able to present information, ideas, problems and solutions both to specialist and non-specialist audiences.
A5	Students will acquire the learning skills that are required to pursue further studies with a high degree of independence.
B1	To know the curricular areas of Primary Education, the interdisciplinary relationships between them, the assessment criteria and the body of pedagogical knowledge about their respective teaching and learning procedures.
B2	To design, plan and assess learning and teaching processes, both individually and working with other teachers and professionals from the school.
B4	To design and regulate teaching spaces in contexts of diversity, paying attention to gender equality, fairness and respect for human rights as central values in the education of the citizenry.
B5	To promote respectful coexistence within and outside the classroom, sort out problems of discipline and contribute to the peaceful resolution of conflicts. To stimulate and appreciate students' perseverance and personal discipline.
B8	To uphold a critical, independent attitude with regard to all forms of knowledge and all values and to every public and private social institution.
B10	To reflect on classroom practices with the aim of innovating and improving teaching. To acquire habits and skills for independent and cooperative learning and to promote it among students.

B11	To know and use information and communication technologies in the classroom. To develop the discerning capacity to select the kind of audiovisual information that contributes to learning, civic education and cultural enrichment.
B12	To understand the function, possibilities and limits of education in present-day society and the fundamental competences impinging on primary education schools and their professionals. To know models of quality improvement that can be applied in schools.
C57	To understand the principles contributing to people's cultural, personal and social training from the perspective of physical education.
C58	To know the school curriculum of physical education.
C59	To acquire resources to promote participation throughout people's lives in sport activities inside and outside the school.
C60	To develop and evaluate curricular contents through use of appropriate teaching resources to promote the acquisition of the relevant competencies by students.
C61	To acquire practical knowledge about the classroom and its management.
D1	Analysis and synthesis skills.
D2	Organization and planning skills.
D6	Information-management skills.
D7	Problem resolution.
D8	Decision-making skills.
D9	Teamwork skills.
D10	Interdisciplinary teamwork skills.
D12	Interpersonal relations skills.
D14	Critical-thinking skills.
D15	Ethical commitment.
D16	Independent-learning skills.
D17	Ability to adapt to new situations.
D18	Creativity.
D19	Leadership skills.
D21	Entrepreneurship skills.
D22	Striving for quality.

Expected results from this subject

Expected results from this subject	Training and Learning Results			
Know promote the acquisition of habits around the autonomy and relation *interdisciplinar of the phenomena *motrices.	A1	B2	C57	D1
	A2	B5	C58	D2
	A4	B11	C60	D6
		B12	C61	D7
				D8
				D10
				D14
				D15
				D16
				D17
Be able to create, select and evaluate physical tasks-*motrices and promote the learning through activities with sense and relation *interdisciplinar.				D18
				D21
	A1	B1	C58	D1
	A2	B2	C59	D2
	A3	B4	C60	D7
		B10		D8
				D12
				D14
				D15
				D16
				D18
				D19
				D21
				D22

Design physical activities, *lúdicas and *motrices *interdisciplinares directed to the development of the skills *motrices safe and healthy.	A1	B2	C57	D1
	A4	B4	C58	D2
		B5	C60	D8
		B10	C61	D9
				D10
				D12
				D14
				D15
				D16
				D17
				D18
				D21
				D22
Be able to create and keep lines and bows of communication coordinated with the families for *incidir more effectively in the educational processes interdisciplinary referred to the game and movement.	A3	B4	C57	D6
	A5	B5	C58	D7
		B8		D10
		B12		D12
				D14
				D15
				D17
				D19
				D21
				D22

Contents

Topic

SECTION 1. Motricity as a tool and interdisciplinary nexus.

Introduction and concepts. Complexity. Physical education and movement.

Interdisciplinarity. Transfer and comprehensive approach.

Areas of experience in elementary education. Areas and its relationship to E. F.

SECTION 2. Methodology for integrating interdisciplinary drive contents.

Programming E.F. means and methods.

The E. F. in the primary curriculum. Education Project and Curriculum Project.

The active role of the student in the interdisciplinary learning.

Files directory. Psychomotor, E. Play in primary and Pre-sport.

SECTION 3. Interdisciplinary physical activities. Proposals and practical resources

Interdisciplinary activities. Working with projects.

Cross-Cutting Themes in Elementary Education.

Proposals and practical resources.

Planning

	Class hours	Hours outside the classroom	Total hours
Introductory activities	2	0	2
Lecturing	20	25	45
Autonomous problem solving	1	20	21
Practices through ICT	2.5	0	2.5
Scientific events	2	2	4
Seminars	9	7.5	16.5
Project based learning	10	40	50
Systematic observation	0	1	1
Problem and/or exercise solving	4	0	4
Project	2	2	4

*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	In the first days of class will explain the program of the matter.

Lecturing	The masterclass will be used for the explanation of the theoretical contents. It constitutes the face-to-face activity in the classroom by means of the use of personal and audiovisual means. These lessons structure in four parts: introduction, development, conclusions and discussion explain and clear the key concepts, so much theoretical how practical. The sessions *magistrales will make with all the group class so that the students dominate the principles and concepts worked and purchase an argumentative culture that will help him to resolve the theoretical parts of the project.
Autonomous problem solving	Autonomous individual work
Practices through ICT	Research and practises with resources TIC
Scientific events	The students will be able to approach documentation of other educational events that take place in the faculty, university or in the immediate social context whenever they help to the successful development of the matter and the assimilation and command of the contents.
Seminars	It will organise a monographic seminar on a subject of actuality and always related with a subject of the matter to facilitate the understanding of the content and the **interdisciplinariadade that gives in the didactic field given the complexity of the educational fact.
Project based learning	It will use how basic methodology the Learning Based in Projects or *Project *Based *Learning (*PBL) or the learning in service. It treats of a didactic methodology that uses active methodologies and *colaborativas whose aim is that the students reach the command of some contents by means of the realisation of a project. Following to Edwards (2000) the process to carry out the *design by projects is the following: * Planning of the investigation * Selection of the subject * Collected of the information * Application * Analysis of data * Inform * Follow-up and evaluation. The project will consist in the preparation of an integrated didactic unit that will make in group to the long of the course. Each element *curricular of this unit will have a theoretical section of foundation and analysis that will make through documentary and bibliographic queries and also a section of design *curricular. The different phases of the project will concretise in a product written in the computer to incorporate in the platform. The professor will offer possible thematic for the didactic unit. The preparation of the project will have several phases that coincide with the *design of the elements *curriculares of a didactic unit. To develop the project the students will take into account the theoretical explanations of the professor and the work in team with the mates where will make a feedback of the process to correct the before possible the possible errors in the development of the project, and the experience of the mates of other courses what will allow a *coevaluación of the process. They will use different didactic strategies, like the *gamificación, cooperative technicians or the classroom invested and resources and own materials of each discipline. In the development of the project fulfil a fundamental paper the virtual surroundings of learning that in this case will come developed through the platform (*MOOVI).

Personalized assistance

Methodologies	Description
Lecturing	Oral exhibition with audiovisual support of the contents of the matter object of study, theoretical bases and/or guidelines of the work, exercise or project to develop by the student.
Practices through ICT	Use of computer resources for the research of information on different subjects
Scientific events	The students will be able to approach documentation of other educational events that take place in the faculty, university or in the immediate social context whenever they help to the successful development of the matter and the assimilation and command of the contents.
Seminars	It will organise a monographic seminar on a subject of actuality and always related with a subject of the matter to facilitate the understanding of the content and the **interdisciplinariadade that gives in the didactic field given the complexity of the educational fact

Project based learning

It will use how basic methodology the Learning Based in Projects or *Project *Based *Learning(*PBL) or the learning in service. It treats of a didactic methodology that uses active methodologies and *colaborativas whose aim is that the students reach the command of some contents by means of the realisation of a project. Following to Edwards (2000) the process to carry out the *design by projects is the following: * Planning of the investigation * Selection of the subject * Collected of the information * Application * Analysis of data * Inform * Follow-up and evaluation. The project will consist in the preparation of an integrated didactic unit that will make in group to the long of the course. Each element *curricular of this unit will have a theoretical section of foundation and analysis that will make through documentary and bibliographic queries and also a section of design *curricular. The different phases of the project will concretise in a product written in the computer to incorporate in the platform. The professor will offer possible thematic for the didactic unit. The preparation of the project will have several phases that coincide with the *design of the elements *curriculares of a didactic unit. To develop the project the students will take into account the theoretical explanations of the professor and the work in team with the mates where will make a feedback of the process to correct the before possible the possible errors in the development of the project, and the experience of themates of other courses what will allow a *coevaluación of the process. They will use different didactic strategies, like the *gamificación, cooperative technicians or the classroom invested and resources and own materials of each discipline. In the development of the project fulfil a fundamental paper the virtual surroundings of learning that in this case will come developed through the platform (*MOOVI).

Tests	Description
Project	The project will consist in the preparation of a didactic unit *interdisciplinar that will make of way *grupal.

Assessment						
	Description	Qualification	Training and Learning Results			
Autonomous problem solving	Individual tasks.	20	A2 A3 A4	B8 B10 B12	C60	D1 D6 D7 D8 D14 D15 D16 D17 D18
Systematic observation	Qualification of assistance, participation and results	10	A2 A3	B5 B10	C61	D1 D6 D14 D21
Problem and/or exercise solving	Final examination of the matter. In shape mixed, test, questions and supposed exercises.	30	A1 A3 A4	B1 B2 B11	C57 C61	D6 D16 D17 D18
Project	The final project will consist in the presentation of a didactic unit *interdisciplinar. It will present the day that in accordance with the professor.	40	A2 A3 A4 A5	B1 B2 B4 B10 B11 B12	C57 C58	D1 D2 D6 D7 D8 D14 D15

Other comments on the Evaluation

In the continuous evaluation it is necessary to obtain a 5 of no exam in the didactic unit (UDI) to be able to add two different sections to the grade. To be eligible for this evaluation it is necessary to have an attendance of more than 80%.

For a global evaluation it will be necessary to take two tests, an exam and to present a UDI. In both tests a 5 out of 10 must be reached to pass the course.

Non-attendees will have to do the exercises proposed in class in coordination with the teacher of the subject.

In the case of not passing the subject in the first call, the competences not acquired will be evaluated in the following call. Only the grade of the part passed will be kept for the second call of the same academic year.

For the extraordinary call, there will be an exam worth 100% of the grade.

The details of the two exams can be consulted on the website of the Faculty of Education and Sports Sciences at the following link:

<http://fcced.uvigo.es/es/docencia/examenes/>

The dates of the exams can be consulted on the website of the Faculty of Education and Sports Sciences, at the following link: <http://fcced.uvigo.es/gl/>

Sources of information

Basic Bibliography

DÍEZ NAVARRO, M.C., **Proyectando otra escuela. Trabajando por Proyectos en la Educación Infantil**, De la Torre, 1996

Gil, P., **Metodología de la Educación Física en Educación Infantil.**, Wanceulen, 2004

IBÁÑEZ SANDÍN, C., **El proyecto de educación infantil y su práctica en el aula**, La Muralla, 1992

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ZABALA, A., **Enfoque globalizador y pensamiento complejo: una respuesta para la comprensión e intervención en la realidad.**, Graó, 1999

Complementary Bibliography

Alvariñas-Villaverde, M., Pino-Juste, M. y Portela-Pino, I., **Neuroeducación o las nuevas coordenadas del éxito educativo. En M. A. Santos, A. Valle y M. Lorenzo (Eds.). Éxito Educativo: Claves de Construcción y Desarrollo (pp. 151-172).**, Tirant lo Blanch., 2019

Fernández March, A., **Metodologías activas para la formación de competencias**, Educatio siglo XXI, 24, 35-56., 2006

Pino-Juste, M., **Principios y estrategias metodológicas en el diseño de programas educativos en el ámbito escolar. En A. Carneiro y A. Díaz. Avances en ciencias de la educación y del desarrollo (pp. 90-96).**, Asociación Española de Psicología Conductual., 2018

Pino-Juste, M., **Metodologías activas como clave en los procesos de innovación en la escuela. En M. A. Santos et al. Éxito Educativo: Claves de Construcción y Desarrollo (pp. 129-150).**, Tirant lo Blanch, 2019

Recommendations

Subjects that continue the syllabus

Physical activity and diversity in early childhood education/P02G110V01929

Play in early childhood education/P02G110V01912

Subjects that are recommended to be taken simultaneously

Safety and healthy habits through physical education/P02G110V01925

Subjects that it is recommended to have taken before

Education: Motor development/P02G110V01202

Education: Design and development of the early childhood education curriculum/P02G110V01102

Physical activity and diversity in early childhood education/P02G110V01929