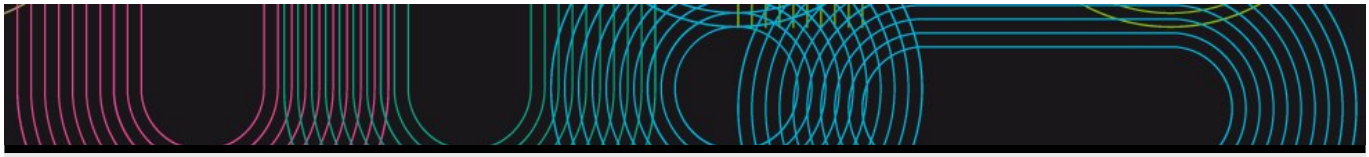

IDENTIFYING DATA				
Work for physical education projects				
Subject	Work for physical education projects			
Code	P02M178V01207			
Study programme	Máster Universitario en Investigación e Innovación en Didácticas Específicas para Educación Infantil y Primaria			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	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.			

Training and Learning Results	
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

Expected results from this subject	
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	
Theoretical framework of project-based learning	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.

Continuous evaluation: 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.

Global evaluation: NON-ATTENDING STUDENTS (attend less than 80% 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

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

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Recommendations