

SYLLABUS

Academic year: 2021/2022

Subject identification and characteristics			
Code	501633 (FE) 501682 (FFP) 502868 (B) (FFP) 502049 (CUSA)	ECTS Credits	6,0
Spanish denomination	La Educación Física en la Educación Primaria		
English denomination	Physical Education in Primary School		
Degree	BA in Primary Education		
College	Teacher Training College		
Semester	6th	Type	Compulsory
Module	Didactic - disciplinary		
Subject matter	Physical Education teaching and learning		
Faculty			
Name	Office	E-mail	Website
TEACHER TRAINING COLLEGE			
Miguel Madruga Vicente	1501.2-16	miquelmadruga@unex.es	
Knowledge area	Didactics of Body Expression		
Department	Didactics of Musical, Plastic and Body Expression		
Teacher coordinator (if more than one)	Miguel Madruga Vicente		
Competences			
General competences			
CG1: To know all curriculum areas of Primary School, the multidisciplinary relationship between them, evaluation criteria and the group of didactic knowledge about teaching procedures and corresponding learnings.			
CG10: To reflect on classroom activities to innovate and improve the teaching practice. To acquire habits and skills for cooperative and autonomous learning and promote this among the students.			
CG11. To be familiar with and applying information and communication technologies in the classroom. To selectively distinguish audiovisual information that contributes to learning, civic formation and cultural richness.			
CG2: To design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and staff of the centre.			
CG4 – To design and to regulate learning spaces in contexts of diversity that address gender equality, equity and respect for human rights that conform the values of citizenship education.			
GC7 - Collaborate with the different sectors of the educational community and the social environment. Assume the educational dimension of the teaching function and promote democratic education for active citizenship.			
CG8: To maintain a critic and autonomous relationship regarding to the knowledges, the values, and private and public social institutions.			

Código Seguro De Verificación	eI/UQfh3IaK/F0ypFfi4Zw==	Estado	Fecha y hora
Firmado Por	Francisco Miguel Leo Marcos	Firmado	03/11/2022 09:13:18
Observaciones		Página	1/8
Url De Verificación	https://uex09.unex.es/vfirma/code/eI/UQfh3IaK/F0ypFfi4Zw==		
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CG9: To value the individual and group responsibility to achieve a sustainable future.

Basic competences

CB1 - Students have demonstrated to achieve and understand knowledge in an area of study that departs from the base of general secondary education, and is usually found at a level that, although is supported by advanced textbooks, also includes some issues that imply knowledge originating at the forefront of their study field.

CB2 - Students know how to apply their knowledge to their work or vocation in a professional way and have the skills that are usually demonstrated through the elaboration and defence of arguments and the resolution of problems within their area of study

CB3 - Students are able to gather and interpret relevant data (usually within their area of study) to give opinions that include a reflection on relevant issues of a social, scientific or ethical nature

CB4 - Students are able to transmit information, ideas, problems and solutions to a specialized and non-specialized audience

CB5 - Students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

Transversal competences

CT1.1: To present ideas, problems and solutions, in a logical way, structured either oral or in writing in the C1 level of English Language, according to the Common European Framework of Reference for Languages.

CT1 – To Know how to transmit information, ideas, problems and solutions to a specialized and non-specialized audience.

CT1.2 – To present ideas, problems and solutions publicly, in a logical, structured manner, both orally and in writing, according to level B1, in one or more foreign languages, in accordance with the Common European Framework of Reference for Languages

CT1.3: To use new Information Technologies as a tool intellectual work and as an essential element to inform, to learn and to communicate.

CT1.4 – To manage and use social and interpersonal skills in relationships with other people and work in multidisciplinary groups in a cooperative way.

CT2 – To know how to apply the learning skills necessary to undertake further studies with a high degree of autonomy.

CT2.1 – To know how to apply the learning skills necessary to undertake further studies with a high degree of autonomy.

CT2.3 – To update knowledge in the socio-educational field through research and know how to analyze future trends.

CT2.4 – To maintain an attitude of innovation and creativity in the exercise of their profession.

CT3: To acquire and state an ethic compromise in his professional configuration, a compromise that should empower a comprehensive education, with critical and responsible attitudes; guaranteeing the effective equality between men and women, equal opportunities, universal accessibility for people with disabilities and the values of a culture of peace and democratic values.

CT3.1: To understand the evolutionary character and plurality of contemporary societies and to develop attitudes of respect, tolerance and solidarity toward the different social and cultural groups.

CT3.2: To understand and practise the values in democratic societies such as tolerance, solidarity, justice and not violence, freedom, joint responsibility and equality, and, in general to use systems of values such as the Declaration of Human Rights.

CT3.3: To be aware of the right to equal behaviours and opportunities between men and women and to apply measures that remove barriers to effective equality between men and women and to promote full equality between them.

CT3.4: To be aware of the right to equal opportunities for people with disability and

Código Seguro De Verificación	eI/UQfh3IaK/F0ypFfi4Zw==	Estado	Fecha y hora
Firmado Por	Francisco Miguel Leo Marcos	Firmado	03/11/2022 09:13:18
Observaciones		Página	2/8
Uri De Verificación	https://uex09.unex.es/vfirma/code/eI/UQfh3IaK/F0ypFfi4Zw==		
Normativa	Este informe tiene carácter de copia electrónica auténtica con validez y eficacia administrativa de ORIGINAL (art. 27 Ley 39/2015).		



implement measures aimed on avoiding and compensating for the disadvantages of a person with a disability to participate fully in political, economic, cultural and social life.
 CT3.5: To promote and encourage the values of a culture of peace.
 CT3.6: To think critically and logically about the need of eliminate all forms of direct or indirect discrimination, racial discrimination in particular, discrimination against women, discrimination based on sexual orientation or disability.

Specific competences

CE13 - Promote cooperative work and individual work and effort.
 CE17 - Knowing and applying innovative experiences in primary education.
 CE46. To speak, to read and write either correctly or properly in the official languages of the current autonomous region.
 CE57. To understand the basic principles that contribute to the cultural, personal and social education from the Physical Education perspective
 CE58. To know the Physical Education curriculum
 CE59. To acquire resources to promote lifelong participation in physical activities in and outside the classroom.
 CE60. To develop and evaluate curriculum content through appropriate teaching resources and promote students' acquisition of competences (Physical Education)
 CE65 - Participate in the teaching activity and learn to know how to do, acting and reflecting from practice.

Themes and contents

Brief description of contents

- Conceptualization of Physical Education. The Official Curriculum of Physical Education in Primary Education. Objectives, contents and curricular guidelines for the development of Physical Education.
- Introduction to teaching methods and strategies for the development of the contents of Physical Education in Primary.
- Content development from an interdisciplinary perspective and from the transversal areas in Physical Education.
- Use of information and communication technologies for the design of curricular materials.

Subject units

Unit 1: Conceptualization of Physical Education

Contents of the Unit:

- Previous ideas about Physical Education, its history and inclusion as educational subject. Differentiation among PE, Sport and Physical Activity and other related contents. Strategies for exploring zones of proximal development in relation to the design and curriculum of Physical Education

Description of practical activities of Unit 1: Reflection and discussion activities on concepts related to the FE and identification of past and present events influencing the FE.

Unit 2: The Official Physical Education Curriculum in Primary Education and the curricular elements.

Contents of the Unit:

- Analysis of the Area of Knowledge of PE in Spanish educational laws. The role of PE in the context of the Official Primary Education Curriculum.
- Detailed analysis of the particular curricular prescriptions for PE in the primary stage.

Description of the practical activities of Unit 2: Didactic activities to develop the elements of the Physical Education curriculum in Primary Education.

Unit 4: The pupil as the main actor in the teaching-learning process in Physical

Código Seguro De Verificación	eI/UQfh3IaK/F0ypFfi4Zw==	Estado	Fecha y hora
Firmado Por	Francisco Miguel Leo Marcos	Firmado	03/11/2022 09:13:18
Observaciones		Página	3/8
Uri De Verificación	https://uex09.unex.es/vfirma/code/eI/UQfh3IaK/F0ypFfi4Zw==		
Normativa	Este informe tiene carácter de copia electrónica auténtica con validez y eficacia administrativa de ORIGINAL (art. 27 Ley 39/2015).		



Education in Primary Education.

Contents of the Unit:

- Teaching proposals that encourage student participation, cooperation, reflection and creativity in Physical Education.

Description of the practical activities of Unit 3: Teaching activities to promote the active participation of pupils in PE in Primary Education.

Unit 4: Introduction to the Didactic of Physical Education in Primary School.

Contents of the Unit:

- Teaching and Learning contents of PE in Primary School.

Description of the practical activities of Unit 4: Didactic activities oriented to experiment with different teaching methodologies

Unit 5: A multidisciplinary perspective of Physical Education in Primary School

Contents of the Unit:

- The area of knowledge of Physical Education related to the General Objectives of Stage and of the Basic Competences. Interdisciplinary.

Description of the practical activities of Unit 5: Posing didactic proposals from an interdisciplinary perspective

Unit 6: Using of information and communication technologies for the Didactic of Physical Education in Primary Teaching.

Contents of the Unit:

- The ICT as Basic competencies, resource and methodological support.

Description of the practical activities of Unit 6: Using ICT-based resources for the development of teaching in PE.

Training activities

Student working hours per unit		Theoretical hours	Practical activities				Monitoring	Not attendance
Unit	Total	LG			SEM	ST	PS	
1	6,5	1,5			0	0	5	
2	14,5	4,5			0	0	10	
3	60,5	20,5			8	0	30	
4	54,5	13,5			6	0	35	
5	7,5	1,5			1	0	5	
6	6,5	1,5			0	0	5	
Global Evaluation	150	45			15	0	90	

LG: Large group (100 students).

CPH: Seminar/Laboratory (hospital internship) (7 students)

LAB: Laboratory or field internship (15 students)

COM; Language laboratory or ICT room internship (30 students)

SEM: problem classrooms, seminars or case studies (40 students)

ST: Scheduled Tutorial (teacher monitoring, ECTS tutorials).

PS: Personal study, individual or team projects and readings from bibliography

Teaching Methodologies

1. Speaking explanation. Teaching exposition. Large group lessons aimed to the exposition of different contents and procedures associated to the subject, supported by audiovisual and bibliographic materials.
2. Reflective teaching
3. Project-based learning
4. Discussion and debate. Discussion sessions and open dialogues that allow forming new learnings based on previous knowledge and experiences.

Código Seguro De Verificación	eI/UQfh3IaK/F0ypFfi4Zw==	Estado	Fecha y hora
Firmado Por	Francisco Miguel Leo Marcos	Firmado	03/11/2022 09:13:18
Observaciones		Página	4/8
Uri De Verificación	https://uex09.unex.es/vfirma/code/eI/UQfh3IaK/F0ypFfi4Zw==		
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5. Watch audiovisual materials (documentaries, films, etc.), discussion and debate about it.
6. Exposition of work carried out in autonomous way. This activity is programmed for students to explain and present the works and materials carried out in autonomous way.
7. Fulfillment exams. This activity is aimed to assess learning results of the students related to objectives and competences that are planned in the syllabus of the subjects.
8. Practical applications and experiences. This activity, supplementary to the previous one is aimed on simulation and practise of strategies and techniques presented by specialists and professionals (presentation of psychopedagogical reports, curricular adaptations of different types, analysis of social contexts), discussion and analysis of scientific-technical documentaries.

Learning results

- Comprehensive knowledge of Official Curriculum of Physical Education in Primary School, moreover about teaching methods and strategies to develop contents of Physical Education in Primary.
- To know how to use ICT to design curricular materials.
- The student must be capable to write, speak and explain correctly. The spelling and expression errors in the writing of the exam and the various works will be upon punishment, and may be sufficient reason to fail the subject.

Evaluation system

Evaluation criteria:

- i. Understanding of the concepts and procedures about the syllabus and de application of them to solve problems, and as an analysis tool in the Physical Education context.
- ii. Student's capacity to make relationships and to integrate different materials and contents carried out in a Physical Education lesson.
- iii. To show oral speaking and written strategies along the monographic works and oral explanations
- iv. Use correctly and properly the oral and written expression during the development of activities performed in the subject
- v. Active participation in all kind of lessons in the subject

The evaluation of this course is regulated by the Evaluation Regulations for Official Degree and Master's Degrees of the University of Extremadura (DOE 212, November 3, 2020).

The course presents two evaluation modalities for all calls:

- a) Continuous Evaluation.
- b) Global Evaluation

Whatever the modality chosen by the students, it is guaranteed that they can achieve the maximum grade "Outstanding-10".

Código Seguro De Verificación	eI/UQfh3IaK/F0ypFfi4Zw==	Estado	Fecha y hora
Firmado Por	Francisco Miguel Leo Marcos	Firmado	03/11/2022 09:13:18
Observaciones		Página	5/8
Uri De Verificación	https://uex09.unex.es/vfirma/code/eI/UQfh3IaK/F0ypFfi4Zw==		
Normativa	Este informe tiene carácter de copia electrónica auténtica con validez y eficacia administrativa de ORIGINAL (art. 27 Ley 39/2015).		



Evaluation activities and instruments:

Continuous evaluation:

1. In this subject a continuous evaluation system will be used which will consider the attendance and active participation in the theoretical-practical classes and seminars, the elaboration of works, the expositions in class and other type of final tests. In this sense, the minimum weighting shown in parentheses of the following evaluation instruments will be guaranteed in the final grade:

- a. Daily attendance and active participation in class, completion of assignments and oral presentations (40%).
- b. Final exams (60%).
- c. To pass the course it is necessary to pass (grade no lower than 5) all parts.

In the modality of continuous evaluation, recoverable and non-recoverable evaluation activities may be established. A recoverable activity is understood as that which, having been held during the course of the semester of teaching of the subject, entitles the student to re-evaluate before the final grade of the same. In contrast to the previous one, a non-recoverable activity is understood as that which, once carried out, preserves the grade obtained, which will be applied, with the appropriate weighting, for the calculation of the student's final grade in the corresponding call of the subject.

The recoverable or non-recoverable nature of a continuous assessment activity must be established specifically for each call in the teaching plan of the subject.

Global evaluation:

A final test consisting of a test of open questions or another type of test of a similar nature on theoretical-practical contents of the subject will be held for those students who cannot undergo the continuous evaluation specified in point 1.

The choice of the global or continuous evaluation modality corresponds to the students, who will be able to carry it out, during the deadlines established later in this same article, for each of the calls (ordinary and extraordinary) of each subject.

The deadlines for choosing the global modality will be as follows:

- For subjects taught in the first semester, during the first quarter of the period in which they are taught.
- For courses taught in the second semester, during the first quarter of the teaching period or until the last day of the extended enrollment period if it ends after that period.

For this purpose, the faculty will manage these requests through a specific space created for this purpose in the Virtual Campus. In the absence of an express request by the student, the assigned modality will be that of continuous evaluation.

"In the absence of express request by the student, the assigned modality will be that of continuous evaluation. The choice of the global evaluation modality implies the waiver of the right to continue evaluating the remaining activities of the continuous evaluation

Código Seguro De Verificación	eI/UQfh3IaK/F0ypFfi4Zw==	Estado	Fecha y hora
Firmado Por	Francisco Miguel Leo Marcos	Firmado	03/11/2022 09:13:18
Observaciones		Página	6/8
Uri De Verificación	https://uex09.unex.es/vfirma/code/eI/UQfh3IaK/F0ypFfi4Zw==		
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modality and the grade obtained up to that moment in any of those that have already been held.

The current grading system will be applied each time; now, the one in RD 1125/2003, article 5. The results obtained by the student in each of the subjects of the curriculum will be graded according to a numerical scale from 0 to 10, with one decimal, which may be added the corresponding qualitative rating: 0 4.9 : D grade, 5.0 to 6.9: C grade, 7.0 to 8.9: B grade, 9.0 - 10: A grade. The mention "with distinction" may be awarded to students who have achieved a score equal to or above 9.0. Its number will not exceed 5% of the students enrolled in a course in the corresponding academic year, unless the number of students enrolled is less than 20, in which case there would only be one mention. Qualitative marks are allowed to complete the final mark.

Bibliography (basic and supplementary)

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Supplementary bibliography:

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Código Seguro De Verificación	eI/UQfh3IaK/F0ypFfi4Zw==	Estado	Fecha y hora
Firmado Por	Francisco Miguel Leo Marcos	Firmado	03/11/2022 09:13:18
Observaciones		Página	7/8
Url De Verificación	https://uex09.unex.es/vfirma/code/eI/UQfh3IaK/F0ypFfi4Zw==		
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Other resources and didactic complementary material

Open Access Digital Journals:

- Agora para la educación física y el deporte. <http://www5.uva.es/agora/>
- Apunts: Educación Física y Deportes. <http://www.revista-apunts.com>
- Cultura, Ciencia y Deporte. <http://www.ucam.edu/ccd/>
- <https://www.educarex.es>

Código Seguro De Verificación	eI/UQfh3IaK/F0ypFfi4Zw==	Estado	Fecha y hora
Firmado Por	Francisco Miguel Leo Marcos	Firmado	03/11/2022 09:13:18
Observaciones		Página	8/8
Uri De Verificación	https://uex09.unex.es/vfirma/code/eI/UQfh3IaK/F0ypFfi4Zw==		
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