

## 26529 - Primary School Physical Education

### Syllabus Information

**Academic year:** 2023/24

**Subject:** 26529 - Primary School Physical Education

**Faculty / School:** 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

**Degree:** 301 - Degree in Nursery School Education

302 - Degree in Nursery School Education

303 - Degree in Nursery School Education

**ECTS:** 6.0

**Year:** 3

**Semester:** Second semester

**Subject type:** Compulsory

**Module:**

### 1. General information

The subject and its expected results respond to the following approaches and goals:

-To know and understand the epistemological and psycho-pedagogical bases that support Physical Education in early childhood education and that justify its contribution to the basic competencies established in the second cycle curriculum.

-To know the different sections of the Early Childhood Education curriculum that are linked to Physical Education.

-To know the sections that make up a Physical Education classroom program and to contextualize it to a class group in a school Education class group of an educational center.

-To know different sources of information and bibliographic documentation that allow the expansion of disciplinary knowledge in Early Childhood Education.

-Contextualize and develop the essential sections of a didactic program and a classroom program for Physical Education in early childhood education.

-To plan and develop didactic units of the different motor experiences that can be carried out by the students of Infant Education.

-To elaborate teaching-learning activities for the development of the different contents of the curriculum related to Physical Education in Early Childhood Education.

-To analyze in a reflexive way the interactive decisions that the teacher must adopt during the teaching process, taking as a reference teaching intervention studies.

- Show interest in the subject as a first step to understand the contribution of the subject to the development of the basic competences.

-Show a reflective and critical attitude towards teaching practice.

These goals are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda ( ) (<https://www.un.org/sustainabledevelopment/es/>), mainly SDG 3 (Health and well-being), 4 (Quality education) And 5 (Gender equality); so that the acquisition of the learning results of the subject provides training and competence to contribute to some extent to their achievement.

### 2. Learning results

In order to pass this subject, the students shall demonstrate they has acquired the following results:

1. Collects and uses different resources related to the didactics of different physical education activities school.
2. Develops a coherent formative proposal for physical education in early childhood education, for a given course and in a given context.
3. Argues the organization of the motor situations of physical education in early childhood education, based on the criterion of the internal logic of the activities.
4. Designs learning situations adjusted to specific educational purposes in a given context.
5. Analyzes the interactive decisions that the teacher must make during teaching, taking as a reference the studies of teaching intervention.

### 3. Syllabus

Block 1. Physical Education: basic concepts and educational value in Early Childhood Education.

Block 2. Curricular design and programming of physical education in early childhood education.

Block 3. Teaching action in Physical Education in Early Childhood Education.

Block 4. Development of the contents of Physical Education in Early Childhood Education and its activities.

Block 5: Motor skills from 0 to 6 years old.

### 4. Academic activities

The subject presents different methodological strategies to develop the assigned competencies. The main characteristic of the combination of learning activities will be the search for an emancipative methodology so that the students can acquire the competences with autonomy and solvency. Different work spaces will be combined, such as the classroom, the teaching office and the sports facilities. At the same time, different strategies will be developed, such as expository sessions, active learning methodologies, elaboration of papers, oral presentation, discussion of papers, and tutorials.

The 6 ECTS of the course are organized as follows: lectures or expository and active sessions: 25 hours, practical classes: 25 hours, directed work: 50 hours, individual study: 45 hours and evaluation tests: 5 hours.

### 5. Assessment system

The student must demonstrate that he/she has achieved the expected learning outcomes through the following assessment activities. The student may choose between two ways to be evaluated and graded: a) Evaluation model A b) Evaluation model B

#### a) Evaluation Model A

Oral or written exam (30%): the evaluation test will be carried out by means of theoretical-practical questions.

Work linked to the theoretical and practical classes (40%): evaluation tests with the didactic folder of resources, through theoretical-practical questions; compilation and elaboration documents of the different situations, ideas and works expressed in the sessions work expressed in the sessions; executions and practical applications; compilation of the experiences of the sessions Academic work (30%): realization of an academic work, with obligatory tutoring for its realization, and with oral exposition or putting into practice with students if considered.

#### b) Evaluation Model B. Global evaluation.

Oral or written exam (30%): the evaluation test will be carried out by means of theoretical-practical questions, on the date determined by the dean's office for the overall evaluation.

Work related to the practical classes (40%): evaluation tests with the didactic folder of resources, by means of theoretical-practical questions; performances and practical applications.

Academic work (30%): the evaluation test will be carried out through a practical case of design of a curricular proposal (classroom programming and/or didactic unit) or with the delivery of an individual academic work and oral presentation.

In model A and B, the grades linked to the learning outcomes passed will be saved for the second call.

In order to pass the subject in both modalities, the three independent evaluation tests must be passed with a 5 independently.

Students in 5th and 6th call will be evaluated with the same evaluation system as the rest of the students, but their evaluation will be carried out by an examining board.

Finally, it must be taken into account that the Regulations of the Rules of Coexistence of the University of Zaragoza will be applicable to irregularities committed in the evaluation tests through academic fraud, as well as the application of article 30 of the Regulations of the Rules of Evaluation of Learning in relation to irregular practices other than academic fraud.