

## 26307 - Teaching-learning processes in physical activity and sport

### Syllabus Information

**Academic year:** 2024/25

**Subject:** 26307 - Teaching-learning processes in physical activity and sport

**Faculty / School:** 229 - Facultad de Ciencias de la Salud y del Deporte

**Degree:** 295 - Degree in Physical Activity and Sports Science

**ECTS:** 6.0

**Year:** 1

**Semester:** Second semester

**Subject type:** Basic Education

**Module:**

### 1. General information

The main objective of the subject is to develop the critical and coherent sense of the students with respect to the pedagogical aspects of the teaching-learning processes of physical-sports and artistic activities in any context in which they are developed (physical education, basic sport, performance sport, sport for all)

It contributes to two of the goals set by the 2030 Agenda, namely SDG 4 on quality education and SDG 5 on gender equality

### 2. Learning results

To analyse sport initiation activities, identifying the internal logic of the observed motor situations, assessing the pedagogical model on which it is based and making value judgments from the paradigmatic approaches studied in the subject

To elaborate a project in which teaching-learning situations of a given domain are designed, applied to a group of practitioners, and present an analysis and reflection on their own teaching intervention.

To explain, analyse and evaluate orally relevant and current theoretical information gathered on teaching and learning processes

### 3. Syllabus

#### LEARNING IN SPORTS INITIATION.

Topic 1: Sport initiation models

Topic 2: The rules of action in sports initiation

Topic 3: Warming up and stretching

Topic 4: Decalogue for physical activity professionals.

#### TEACHING-LEARNING PROCESSES IN PA AND SPORT AND THE IMPLICATIONS FOR THE TEACHER AND TRAINER

Topic 5: Perceptual factors and their professional attention

Topic 6: Cognitive and affective factors and their professional attention

Topic 7: Motor and relational factors and their professional attention

#### THEORETICAL BASES FOR BETTER TEACHING PHYSICAL ACTIVITIES AND SPORTS

Topic 8: Intervention processes

Topic 9: Pedagogical basis for better teaching of PAS

Topic 10: Psychological basis for better teaching of PAS

#### LEARNING THE BASICS FOR ANALYZING ARTISTIC PHYSICAL-SPORTS AND EXPRESSIVE SPORTS ACTIVITIES

Topic 11: Basis for the analysis of PAS

#### EDUCATION AND PHYSICAL-SPORTS ACTIVITY

Topic 12: Physical Activity and Education

Topic 13: Physical education and sport in the educational and sports system

#### EVOLUTION OF PHYSICAL-SPORTS ACTIVITIES

Topic 14: Evolution of physical education and sport and trends

## 4. Academic activities

Seminars (10h face-to-face + 15h non-face-to-face): they lay the foundations for the achievement of adequate basic professional teaching competences

Practices (20h face-to-face + 30h non-face-to-face): it consists of a set of sessions in which the participants will experience practical situations based on the experience and implementation of teaching-learning processes of physical-sports activities of the different action domains

Theoretical sessions (30h face-to-face + 45h non-face-to-face): theoretical bases and evidences will be established focused on the syllabus

## 5. Assessment system

FORMATIVE AND CONTINUOUS EVALUATION:

Evidence 1 (5%): Digital competence course.

- Correction in the competency course tests.
- Participation in the forum
- Relevance and originality in the content of the forum.

Evidence 2 (10%): Oral and audiovisual presentation on sports initiation work.

- Correct interrelation and connection of arguments in the concept map.
- Adequacy, relevance, and richness of content
- Correct use of the non-verbal and audiovisual language.
- Fluency and correctness in oral expression
- Correction of the formal aspects in an oral presentation and capturing the attention of the group and adjusting to the stipulated time.

Evidence 3 (60%): Design, intervention and self-assessment of teaching-learning situation sheet.

- Correct level of academic work.
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- Correction of contributions to the learning situation sheet.
- Correct level of teaching competence.
- Adequately justified personal assessment of the intervention itself.

Evidence 4 (25%). Case analysis.

GLOBAL TEST AND SECOND CALL

Theoretical-practical exam (100%), short and essay questions. Oral presentation of the development question.