

## 26318 - Teaching Methods in Physical and Sports Activities

### Syllabus Information

**Academic year:** 2024/25

**Subject:** 26318 - Teaching Methods in Physical and Sports Activities

**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:** 3

**Semester:** First semester

**Subject type:** Compulsory

**Module:**

### 1. General information

The purpose of this subject is to prepare physical activity and sport professionals to plan, develop and evaluate teaching-learning programs based on the practice of physical activity. The efficient management and direction of work sessions implemented by professionals of physical activity and sport, whatever the field of application, must necessarily be accompanied by sufficient mastery of specific knowledge, as well as a favorable attitude to carry out the functions of this management and direction of the sessions.

These approaches and goals are aligned with the following Sustainable Development Goals (SDGs) of the United Nations Agenda 2030 (<https://www.un.org/sustainabledevelopment/es/>), such that the acquisition of the subject learning results provides training and competence to contribute to some extent to their achievement: Goal 4: Quality Education.

### 2. Learning results

The student, in order to pass this subject, must demonstrate the following results...

- 1.- Identifies and defines any learning situation in the field of physical activities.
- 2.- Leads physical activity sessions in any of the professional contexts.
- 3.- Critically evaluates the convenience of the use of different paradigms and approaches used in the teaching and improvement of physical activities and maintains a consistent attitude with this evaluation.

### 3. Syllabus

#### **THEMATIC BLOCK I. INTRODUCTION TO TEACHING**

Unit 1. Introduction to the didactics of Physical Education and physical-sports activities

#### **THEMATIC BLOCK II. STYLES OF TEACHING PHYSICAL ACTIVITIES AND SPORTS** Unit 2. Teaching styles

#### **THEMATIC BLOCK III. BASIC TEACHING SKILLS IN PHYSICAL ACTIVITY AND SPORT** Unit 3.- Initial information.

Unit 4. Teacher feedback

Unit 5.- Group organization and control

Unit 6. Distribution of practice time.

#### **THEMATIC BLOCK IV. MOTIVATIONAL STRATEGIES FOR TEACHING INTERVENTION** Unit 7. Theory of Achievement Goals

Unit 8. The Self-Determination Theory.

#### **THEMATIC BLOCK V. INTRODUCTION TO PEDAGOGICAL MODELS IN THE TEACHING OF PHYSICAL ACTIVITY AND SPORT** PHYSICAL ACTIVITY AND SPORT

Unit 9.- Pedagogical models for teaching physical activities and sports.

### 4. Academic activities

Presentations and practices in large groups (15 face-to-face and 22.5 non-face-to-face hours): Class sessions consisting of lectures, analysis and discussion by teachers and students of the syllabus and intervention by students with questions related to it and problem solving.

Internships and problem solving and case studies (40 classroom hours and 60 non-classroom hours): The student performs teaching management tasks through the presentation, development and follow-up of exercises, tasks, situations and teaching

sessions of physical activities. Likewise, and by means of "pooling" procedures, the student identifies, evaluates, critically analyzes and proposes coherent alternatives. Assessment and reflection on the conditions of delivery and the strategies employed.

Theoretical-practical seminars in small groups (5 face-to-face and 7.5 non-face-to-face hours): Dedicated, essentially, to the study and analysis of cases in which the teaching action is commented, assessing the suitability and effectiveness of the decisions taken, as well as proposing, in a reasoned manner, alternatives to such action.

Identification of the elements involved in the teaching interaction: teaching styles, use and control of the material, time and spaces, group organization, control of learning and evolution of the students, influence of the organization of groupings, use of feedback, analysis of the teacher-student relationship, dynamics of reflection and discourse, identification of conflicts and definition of proposals... In the first week of the course, the teacher will communicate in writing or on Moodle the breakdown of tasks included in the evaluation and the timetable for their delivery.

## 5. Assessment system

### Continuous assessment option.

The continuous evaluation tests include four evaluation tests: application test, portfolio, group project and teaching intervention. To take advantage of this evaluation modality, students must be included in one of the groups that carry out the group project, and, in addition, attend 80% of the sessions of the subject. These tests are explained below and summarized in the following table.

Table 1. Summary of the evaluation processes for the continuous evaluation modality.

Test and procedure	Weighting of total	Description and evaluation	Breakdown of the evaluation.
1) Knowledge knowledge applied	20%	Continuous evaluation continuous evaluation, with questions of practical application and resolution of cases.	A number of multiple choice questions will be included, short answer or essay questions with a total of 10 points.
2)Portfolio or didactic folder	20%	Compilation of reports and activities	Quantity of contributions (25% of total)Quality of contributions (75%).
3)Group project	35%	Session planning and design of intervention strategies.	Intermediate deliveries with formative evaluation (33%), final delivery of the document (66%) the contributions will be taken into account on the basis of the different content blocks and the integration of strategies of each block.
4)Intervention teacher	25%	Internal and external sessions together with own evaluation report.	Internal session (50%)External session (50%)
TOTAL:	100%		

weight the final grade of the subject. In case of not passing all the tests, the average of the tests will not be calculated, and the lowest of the grades obtained in the different tests will be included in the final grade of the subject.

### Global Assessment Option.

For the global evaluation of the subject, similar tests are proposed in which in some moments modifies the weighting of the same. This global evaluation system will include those students who cannot follow the course continuously or who have missed more than 20% of the sessions of the subject

This global evaluation test also consists of a practical application test in which the student will answer in writing. They will have a section on teaching intervention where they will have to implement two sessions in two different contexts, carry out a practical evaluation exam of a real session based on a video and audio provided, and, finally, they will have to provide the design of three sessions, justifying in detail the teaching intervention strategies applied in the design based on the different contents of the subject.

Table 2. Summary of the evaluation processes for the global evaluation modality.

Test and procedure	Weighting of total	Description and evaluation	Breakdown of the evaluation.
1) Knowledge knowledge applied	20%	Continuous evaluation continuous evaluation, with questions of practical application and resolution of cases.	A number of multiple choice questions will be included, short answer or essay questions with a total of 10 points.
2)Portfolio or didactic folder	20%	Compilation of reports and activities	Quantity of contributions (25% of total)Quality of contributions (75%).
3)Group project	35%	Session planning and design of intervention strategies.	Intermediate deliveries with formative evaluation

(33%), final delivery of the document (66%) the contributions will be taken into account on the basis of the different content blocks and the integration of strategies of each block.

4) Intervention teacher 25% Internal and external sessions together with own evaluation report.

Internal session (50%) External session (50%)

TOTAL: 100%

weight the final grade of the subject. In case of not passing all the tests, the average of the tests will not be calculated, and the lowest of the grades obtained in the different tests will be included in the final grade of the subject.

## 6. Sustainable Development Goals

4 - Quality Education