

26322 - Design and Evaluation in Teaching Physical Activity and Sports

Syllabus Information

Academic year: 2024/25

Subject: 26322 - Design and Evaluation in Teaching Physical Activity and Sports

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 subject aims to:

1. To provide, in the field of teaching of physical activities and sports, sufficient critical, analytical and applied skills to ensure a smooth transition from theory to practice.
2. To instill in students the maintenance of a critical but flexible attitude in the teaching of physical activity and sports.
3. To offer training in resources and techniques that will enable the student to practice professionally in the diverse conditions that they may encounter, both in the interaction with his/her students and in the moments before and after the direct teaching action.

In a cross-cutting manner, it contributes to three of the goals established by the 2030 Agenda. Specifically, SDG 4 dedicated to quality education and SDG 5 on gender equality and SDG 10 on reducing inequalities.

2. Learning results

In order to pass this subject, the following results must be demonstrated:

1. Identifies and explains the concepts and procedures used in programming and evaluation in the teaching and improvement of physical activities.
2. Identifies and evaluates motor behaviors, teaching behaviors and physical activity programs.
3. Develops individually and in groups programs of physical activities applied to different professional contexts.
4. Maintains a reflective and critical attitude towards approaches and productions related to the programming and evaluation of physical activities.

3. Syllabus

Block I: Conceptual bases of teaching physical activities and sports:

- Unit 1: Conceptual basis.

Block II: Planning and programming of the teaching of physical activities and sports:

- Unit 2: Planning and scheduling.
- Unit 3: Diagnostic evaluation.
- Unit 4: Design of teaching-learning units

Block III: Programming references and components:

- Unit 5: Goals.

- Unit 6: Contents.
- Unit 7: Methodology
- Unit 8: Attention to diversity.

Block IV. Levels of concreteness and expression of programming.

- Unit 9: Levels of concreteness

Block V: Evaluation in teaching and improvement of physical activities and sports:

- Unit 10: The purpose of the evaluation

Block VI: Evaluation process in the teaching of physical activities and sports:

- Unit 11: Models, means and instruments.
- Unit 12: The evaluation technique

Block VII: Utility and use of evaluation in teaching and improvement of physical activities and sports.

- Topic 13: Decisions after evaluation.
- Topic 14: Purpose of the evaluation.

4. Academic activities

The central core of the course is the elaboration of the Project, which is carried out jointly with the subject Teaching action in physical activities and sports. It is elaborated and implemented in the set of activities of the subject.

The distribution of hours in the different activities will be as follows:

- Theoretical presentation in a large group (30 classroom hours and 20 non-classroom hours).
- Internships and problem solving and case studies (20 on-site and 30 off-site)
- Theoretical-practical seminars in small groups (10h face-to-face and 40h non-face-to-face)
- Tutorials (2 hours minimum per group)

5. Assessment system

Continuous and formative assessment

Written test (20%): short questions on contents covered throughout the subject. Assessment criteria:

- Clarity, precision and richness of arguments.

Case resolution (25%): analysis and reflection on practical issues. Assessment criteria:

- Clarity and correctness in the identification of required aspects.
- Adequacy of formal aspects.

Project (35%): programming, implementation, public exhibition and defense of a teaching-learning unit.

Assessment criteria:

- Correction of the formal structure of the programs.
- Coherence, adequacy, correct presentation and defense of the programs prepared.

Annex project (10%): group minutes including attendance and contributions to the group (high, normal, low), materials produced and bibliography used with review. Assessment criteria:

- Richness of contributions to the group.
- Correctness and respect for commitment in group work.

Tutorials (10%): attitudinal competence. Assessment criteria:

- Reflection volume.
- Argumentative richness in the expression of their attitudes towards approaches and productions

Global test and second call

Written test (25%): short questions on contents covered throughout the subject. Assessment criteria:

- Clarity, precision and richness of arguments.

Case resolution (40%): analysis and production of practical questions. Assessment criteria:

- Clarity and correctness in the identification of required aspects.
- Adequacy of formal aspects.

Project (35%): writing and defense of one or several sections of the program. Assessment criteria:

- Correction of the formal structure of the programming carried out.
- Coherence, adequacy, correct presentation and defense of the programs prepared.

6. Sustainable Development Goals

4 - Quality Education
 5 - Gender Equality
 10 - Reduction of Inequalities