

## 26656 - Competitive and Cooperative Physical Activities

### Syllabus Information

**Academic year:** 2024/25

**Subject:** 26656 - Competitive and Cooperative Physical Activities

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

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

**Degree:** 298 - Degree in Primary School Education

299 - Degree in Primary School Education

300 - Degree in Primary School Education

**ECTS:** 6.0

**Year:** 4

**Semester:** First semester

**Subject type:** Optional

**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 the treatment of physical activities of cooperation and interindividual opposition within the area of Physical Education in Primary Education. -To know different sources of information and bibliographic documentation that allow the expansion of this disciplinary content.

-To program the teaching intervention from the area of physical education in the primary stage in relation to the physical-sports activities of cooperation and interindividual opposition.

-Elaborate activities and learning situations for the development of the different contents of these activities.

-Acquire the practical resources necessary for teaching the different activities of the subject.

-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.

### 2. Learning results

In order to pass this subject, the student must demonstrate the following results:

-Collect, apply and use different resources related to the specific didactics (curricular proposals throughout the stage, learning situations, methodology and evaluation) of the different school physical education activities.

-Design learning situations adjusted to specific educational purposes in a given context for each of the activities proposed.

-To know the didactic foundations of each proposed activity in order to take them to the physical education class in primary education.

### 3. Syllabus

Due to the variability of resources in the centers of the University of Zaragoza, the program will be specified at the beginning of each one of them in the different centers. Therefore, this syllabus is indicative and is only an example.

-Introductory module to the activities

-Activities with common space and simultaneous participation, combat or fighting activities (judo, karate, fencing, etc.).

-Activities with common space and alternative participation, activities with implements.

-Collaborative activities (acrosport, synchronized sports activities, relays, combos, etc.).

-Transversal learning for teacher training (adapted physical activity, promotion of physical activity, etc.).

Throughout the different units, the work on methodological orientations and specific teaching action will be addressed, as well as a cross-cutting link with the basic knowledge of the physical education curriculum in primary school.

### 4. Academic activities

The subject presents different methodological strategies to develop the assigned competencies.

- Lecture (theoretical-expository classes, in large groups): presentation in the classroom of the fundamental concepts and development of the proposed contents. The teacher's presentations will be combined with the presentation of questions, cases and educational situations that involve the students in a process of discovery through which learning can take place. In each of the units, the teacher will inform the students of the bibliography used for its development.

- Participative group techniques: group activities in which the student assumes active participation in his or her learning, such as, but not limited to: questions and answers, debates, panel with experts, brainstorming, brainstorming, case studies, etc.
- Problem-based learning: carry out a learning project in accordance with the parameters to be defined.
- Academic activities in small groups: monitoring and control of the development of . related to the subject in any of its aspects, in small groups.
- Motor practice activities: participation in the proposals of motor action that are proposed for the development of the activities proposed.
- Non-face-to-face individual/group activities: activities aimed at learning the contents of the subject through the search, review and analysis of documents, databases, web pages, etc. that lead to the study and appropriation of said documentation and contents.

## 5. Assessment system

The student will be able to choose between two ways to be evaluated and graded: Model A or Model B.

Option Model A.

The student must show that they have achieved the expected learning outcomes by means of the following assessment activities and the fulfillment of the different assessment requirements:

Results from learning	Instrument evaluation	Assessment criteria	Description the test	Weight in the final grade
1	Educational backpack of experiences and evidence.	Collect, apply and use in 80% of the sessions of the the subeject (whether of a theoretical, practical or theoretical, practical or theoretical-practical). the evidence presented in class in class. Use in a structured and structured and complete resources related to the specific specific didactics of the different different activities of school physical education.	activities evaluation may include: -documents compilation and from elaboration from different situations, the ideas and works expressed at the sessions - executions and applications practices -compilation the experiences of the sessions	30%
2	Learning project	Design learning situations of different activities, adjusted to the curriculum and a specific context	It is about the resolution of a need or a problem of interest to an educational center. This test consists of a work plan that includes design and	40%

			execution phases, linked to the curriculum.	
2	Theoretical and practical questions	Designing learning situations of different activities, adjusted to the goal and context determined.	The following test will be performed from evaluation through tests and/or questions theoretical-practical questions, and that may be accessed at include views of videos and readings from different publications to be made on the date determined by the deaneries for the end of the evaluation continuous and/or formative.	30 %
3		To know with clarity and relevance of the didactic foundations from each activity.		

In order to pass the subject in its continuous mode, the student must pass all the evaluation tests with a 5.

Note: The grades linked to the learning outcomes passed with previously will be kept for the second call.

Option Model B.

The student must show that they have achieved the expected learning outcomes by means of the following assessment activities and the fulfillment of the different assessment requirements:

Results from learning	Instrument evaluation	Assessment criteria	Description the test	Weight in the final grade
1	Theoretical and practical questions and/or executions and applications practices	Use in a structured structured and complete the resources related to the didactics specific to the different activities in the natural environment.	may contemplate: - Evaluation through questions theoretical-practical questions on the date determined by the deaneries by the end of the evaluation.	30%

			- Executions and applications practices	
2	Learning project	Design learning situations of different activities, adjusted to the curriculum and a specific context	It is about the resolution of a need or a problem of interest to an educational center. This test consists of a work plan that includes design and execution phases, linked to the curriculum.	40%
2	Theoretical and practical questions	Designing learning situations situations of different activities, adjusted activities, adjusted to the goal and context determined.	The following test will be performed test from evaluation through tests and/or questions theoretical-practical questions, and that may be accessed at include views of videos and readings from different publications to be to be made on the date determined by the deaneries for the end of the evaluation continuous and/or formative.	30 %
3		To know with clarity and relevance of the didactic didactic foundations from each activity.		

In order to pass the subject in its formative mode, students must pass all the evaluation tests with a 5. The tests may be in person or online through a virtual platform such as Moodle or others.

The evaluation and grading of the global test, 5th and 6th summons will be governed by the same criteria and tests as the type B evaluation.

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

## 6. Sustainable Development Goals

- 3 - Good Health & Well-Being
- 4 - Quality Education