

63282 - Disciplinary Content of Physical Education

Syllabus Information

Academic year: 2024/25

Subject: 63282 - Disciplinary Content of Physical Education

Faculty / School: 202 - Facultad de Ciencias Humanas y de la Educación

Degree: 584 - Master's Degree in Teaching Compulsory Secondary Education

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ECTS: 6.0

Year: 1

Semester: Second semester

Subject type: Optional

Module:

1. General information

The purpose of this subject is to provide students with an in-depth knowledge of the contents that form the backbone of the curricula of the Physical Education subject in ESO and Bachillerato, as well as those of the different degrees of Professional Training of the Physical and Sports Activities family and of the Sports Education of Special Regime. Both contexts shape the professional teaching practice of every graduate in Physical Activity and Sport Sciences.

Regardless of the existence of other curricular sources, content continues to be an important reference in curriculum design. Therefore, it is important that the students of the subject know how to recognize the nature and organization of the curricular contents, so that they can identify them and deal with them in an adequate way in order to incorporate them in their future teaching programs.

2. Learning results

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

Identifies, in a reflexive and critical way, the presence and transcendence of the object of study of Physical Education, analysing its most significant manifestations, as well as the general lines of its evolution throughout history and recent developments

Establishes the differences between cultural object and teaching object in the field of human motor skills, recognizing the need for selection to move from the former to the latter and identifying the procedures used for such selection. For this purpose, they analyse the different nature of these procedures and assesses their adequacy and relevance in relation to Physical Education.

Organizes the object of teaching Physical Education in a way that is appropriate and allows an adequate development of the teaching-learning process

Access efficiently the available sources of information in order to update the knowledge related to the contents of Physical Education, selecting the most appropriate and in accordance with the needs that may arise in each case.

3. Syllabus

MODULE 1: Physical Education as an object of study in ESO and Baccalaureate

- TOPIC 1: Regulatory aspects in Physical Education. Operation of secondary education centers.
- TOPIC 2: Fundamentals of PE in LOMLOE: the stages of ESO and Baccalaureate. Didactic guidelines

MODULE 2. Pedagogy of motor behaviors:

- Topic 3. Physical Education as a pedagogy of motor behaviors
- Topic 4. Pedagogy of motor behaviors and motor praxiology
- Topic 5. A new paradigm in Physical Education. The domains of motor action
- Topic 6. Values and domains of motor action

MODULE 3. Objective evaluation in Physical Education

- TOPIC 7: Evaluation in Physical Education: how, when and why?
- TOPIC 8: Objective evaluation in Physical Education
- TOPIC 9: The types and moments of evaluation in Physical Education
- TOPIC 10: Evaluation instruments in Physical Education

MODULE 4: Disciplinary content workshops Physical education

- TOPIC 11: transversal activities block 2 and 3

MODULE 5: Physical Education in professional contexts

- Topic 12: The professional family of Physical and Sports Activities.
- Topic 13: Special Regime Sports Instructions.
- Topic 14: The national catalog of Professional Qualifications.
- Topic 15: Secondary school competitive examination processes.

4. Academic activities

- Search and use of documentary sources: Location of references, historical reviews, identification of contexts and situations in which the various curricular contents are used or applied, and exploration of spaces and initiatives for updating contents.
- Critical reflection seminars: Critical analysis of situations, references and procedures that can be taken into account for the identification of cultural objects, their transformation into objects of competences for the critical analysis of situations, references and procedures that can be taken into account for the identification of cultural objects, their transformation into objects of teaching and their transformation into contents.
- Case analysis: It is characterized by requiring a search and inquiry process, as well as the systematic analysis of one or several cases. .

5. Assessment system

There are two modalities for grading the subject: continuous assessment and global assessment, both available to students, in accordance with current regulations. The student who does not opt for continuous evaluation, who does not pass the subject through this procedure or who would like to improve his or her grade, will have the right to take the global test, prevailing, in any case, the best of the grades obtained (article 9.3. of the Regulation of Learning assessment Standards of the University of Zaragoza).

Naturally, in order for students to be eligible for the continuous assessment modality, they must demonstrate a sufficiently extensive presence in the subject, which amounts to 80% of class hours, as well as evident participation in debates and sharing, which will be estimated by the teaching staff throughout the course. If any of these two requirements are not met, students must use the global assessment modality.

From the subject, the continuous assessment modality is recommended since it applies formative and shared assessment procedures that, as has been well demonstrated through numerous experiences, constitute a notably more interesting form of work for learning, since they are supported in the conscious and significant participation of the student in his own training, understood, this training, both from an individual perspective and directed to the community. If all this is true in general, it is even more true when it comes to teacher training, since one of the competencies that must be developed with special attention is aimed at training as an evaluator.

Continuous assessment:

o assessment instrument 1: assessment process (50%)

Design and implementation of a procedure and its assessment instruments in Physical Education. Students must propose and apply in a class session a complete assessment process using basic knowledge of Physical Education, contextualizing a teaching unit for an ESO or Baccalaureate course. Special attention is expected to the formative nature of the assessment and its connection with the selected assessment criteria.

o assessment instrument 2: weekly evidence (50%)

The students, individually or organized in work groups depending on the task, must carry out different activities related to the contents developed in the subject.

Overall assessment:

- Instrument 1: assessment process (40%)

Design and defense of a procedure and its assessment instruments in Education. Students must design and defend a complete assessment process where the basic knowledge of Physical Education is used. It will be done before the subject's teaching staff on the day of the official exam call. Special attention is expected to the formative nature of the assessment and its connection with the selected assessment criteria.

- Instrument 2: weekly evidence (30%)

Students, individually, must carry out different activities related to the contents developed in the subject, based on the bibliography recommended in each session and class work documents.

- Instrument 3: test theoretical-practical knowledge (30%)

Students must solve a series of questions related to the content taught in the subject. This test may include viewing videos and reading different publications worked on during class sessions. It will be carried out before the teaching staff of the subject on the day of the official exam call.

To pass the subject, in any of its assessment options, students must obtain a grade equal to or greater than five in all assessment activities.

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

For more detailed knowledge about plagiarism and its consequences, consult: <https://biblioteca.unizar.es/propiedad-intelectual/propiedad-intelectual-plagio#Que>

6. Sustainable Development Goals

- 3 - Good Health & Well-Being
- 4 - Quality Education
- 5 - Gender Equality