

## 63284 - Design of Learning Activities for Physical Education

### Syllabus Information

**Academic year:** 2024/25

**Subject:** 63284 - Design of Learning Activities for 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:** 8.0

**Year:** 1

**Semester:** Second semester

**Subject type:** Optional

**Module:**

### 1. General information

Learning activities constitute the last level of concretion of the teaching-learning process in any subject. It could be said that this is the link that puts the trainee in contact with programming. The activities are what the student does to learn something (understood in the broadest sense).

Consequently, the subject "Design of learning activities in physical education" should be oriented towards a procedural and knowledge-application orientation, without this being detrimental to a solid treatment on the conceptualization of learning activities, their systematization and the corresponding theoretical study.

The subject assumes the responsibility of assisting the student in dealing with the learning activities that they must present to their students, making sure that at the end of the subject they will have acquired a sufficient degree of competence in this treatment, understood in its complete process, i.e., from the identification and design of an activity to the verification of the learning results that its application has achieved in the learner

For this reason, the subject addresses the development of a conceptual framework to support the understanding of daily teaching interaction, as well as the foresight, implementation and evaluation of teaching processes in the short and medium term.

The subject and its expected results respond to the following approaches and objectives:

1. To enable students to acquire competence in the design, management and development of learning activities in physical Education subjects.
2. To enable students to develop environments and resources necessary for student work.

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; Goal 3: Health and wellness.

### 2. Learning results

In order to pass this subject, the students shall demonstrate they has acquired the following results:

1. Identifies, designs, adapts and manages activities for learning in Physical Education, in any of its expressions.
2. Constructs short-term curricular designs (Didactic Units) adapted to any type of situation of Physical Education, while being able to analyse Didactic Units in a critical, reasoned and constructive way.
3. It evaluates the behaviours of the students to whom learning activities are applied, determining the cause-effect relationship, referring to both results and processes.

Importance of learning results:

1. Together with the rest of the subjects, they enable the student to exercise the teaching function in the field of ESO, Bachillerato, Professional Training and Sports Education with guarantees of being able to propose different didactic and methodological solutions, contextualized to the corresponding centre and classroom, proposing appropriate measures to address the diversity of secondary school students.
2. They help the student to identify concrete teaching situations, to interpret their particularity and to develop in them the learning activities that are best suited to them, taking into account the designs of the corresponding curricula, and the didactic

orientations that have been established.

3. They provide in-depth knowledge of the constituent elements of a short-term program (didactic unit, session, learning situation, task, etc.), as well as the existing relationships between them, enabling both the analysis of their designs and the design of quality programs.

### 3. Syllabus

**Module 1:** Problem solving in motor situations:

- Topic 1. Individual motor actions
- Topic 2. Opposition motor actions
- Topic 3. Cooperation motor actions
- Topic 4. Motor actions collaboration opposition.
- Topic 5. Motor actions in the natural environment
- Topic 6. Artistically expressive motor actions.

**Module II:** Teaching intervention

- Topic 7. Teaching intervention by action domains.

**Module III:** Design of Teaching Units

- Topic 8: Preparation and review of Teaching Units

### 4. Academic activities

- Theoretical sessions: one session per week, with a duration of three hours, according to the schedule established by the Dean's Office of the Faculty of Humanities and Education. In these sessions, active methodologies will be used through brief presentations and discussions based on the materials that, periodically, teachers and students will deposit in the Moodle platform.
- Theoretical-practical sessions: two sessions per week, with a duration of two hours each, according to the schedule established by the Dean's Office of the Faculty of Humanities and Education.
- Production of works.

### 5. Assessment system

There are two modalities for the grading of the subject: the CONTINUOUS EVALUATION and GLOBAL TEST, both available to students, in accordance with current regulations: Students who do not opt for continuous assessment, do not pass the subject by this method or who would like to improve their grade, are entitled to take the global test, according to the Regulations of the Learning Assessment Standards of the University of Zaragoza.

In order for the student to be eligible for the Continuous Assessment modality, they must demonstrate a sufficiently large attendance to the sessions, which is estimated at 80% of the class sessions, as well as an evident participation in the debates and discussions, which will be estimated by the teacher, throughout the term. If either of these two requirements is not met, the student must use the Global test modality.

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

The student must demonstrate that they has achieved the intended learning results through the following assessment activities:

#### CONTINUOUS ASSESSMENT

- Didactic portfolio: Learning units, implementation and analysis of learning situations implemented in the subject (70%)
- Portfolio of evidence of learning (30%)

#### OVERALL ASSESSMENT

- Didactic portfolio: Didactic Units (60%)
- Written procedural test based on the implementation on the design and organization of learning activities i in PE (40%).

Second and subsequent calls, including the fifth and sixth: they coincide in format and criteria with the global test described above, and will be carried out on the official day of each call.

Finally, it must be taken into account that the Regulations 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 Regulations of the Rules of Learning Assessment in relation to irregular practices other than academic fraud.