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TEACHING GUIDE
INTRODUCTION TO PHYSICAL EDUCATION

GRADO EN EDUCACIÓN PRIMARIA (INGLÉS)

ACADEMIC YEAR 2022-23

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I.-Subject Identification	
Type	OBLIGATORIA
Teaching period	2 course, 1Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation
<p>The objective of this subject is to introduce the future graduate to some basic knowledge and minimum tools of a subject as significant and important as Physical Education.</p> <p>The human being requires movement to carry out activities, therefore it is necessary to develop it both physically and emotionally.</p> <p>intellectually to achieve a comprehensive education. Through the subject of Introduction to Physical Education, the future graduate will obtain some basic notions that will introduce him to know how to act as a mediator so that all physical activity that carried out is significant and stimulates the development potential of each of the future students.</p> <p>All these contents will be deepened in the four optional subjects corresponding to the mention of Education Physical.</p> <p>For the correct follow-up of the subject, it is recommended to have a computer device (computer, tablet...) with camera and microphone, as well as internet connection.</p>

III.-Competences
Generic competences
<p>CGI01. Capacity for analysis and synthesis CGI02. Organizational and planning capacity CGI03. Oral and written communication in the mother tongue CGI08. Decision-making CGP01. Teamwork. CGP03. Skills in interpersonal relationships CGP04. Recognition of diversity and multiculturalism CGS06. Adaptation to new situations CG01. Acquire and understand the necessary knowledge of the different areas of study that make up the title in such a way that they train for the profession of Teacher in Primary Education. CG05. Acquire the necessary learning skills to expand their studies autonomously.</p>
Specific competences

CE01. Ability to understand the complexity of educational processes in general and the teaching - learning in particular , especially those relating to the period from 6 to 12 years (Primary Education) .

CE02 . Knowledge of contents to be taught, understanding their epistemological singularity and the specificity of their didactics.

CE06 . Design and development of educational projects and programming units for adapting the curriculum to the sociocultural context .

E01 . Know the different curricular areas of Primary Education (especially the subject that concerns us) with all the elements of the Teaching/Learning process and the interdisciplinary relationship between the areas.

E02 . Effectively address learning situations (in design, development and evaluation) between the ages of 6 and 12, from a globalizing and integrating perspective of the different cognitive, emotional, motor, linguistic and self-regulatory dimensions. (Globalizing perspective)

E04 . Design and apply and evaluate didactic actions aimed at the development of physical, cognitive, socio-affective, motor and linguistic capacities, knowing the biological, psychological, social and creative factors that determine learning. (Early learning perspective and playful methodology).

E06 . Detect possible difficulties that students may present and develop didactic strategies and curricular adaptations promoting the educational and social inclusion of students. Promote a climate of coexistence in the classroom and resolve conflicts that may arise peacefully. (Perspective of Attention to Diversity)

E12. Encourage and facilitate the acquisition of healthy habits in relation to hygiene, health and food. (On health and hygiene)

E15. Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.

E20. Use play, physical activity and sports initiation as a didactic resource and as teaching content.

E21. Understand the biological and physiological foundations of the human body, as well as the processes of adaptation to physical exercise, and its relationship with health, hygiene and food.

E22. Use Physical Education as an education tool in social values: equality, tolerance, solidarity

IV.-Contents**IV.A.-Syllabus****Theoretical class contents.**

Thematic Block.	Unit.	Contents.
I.- Approach to Physical Education	Unit 1: Introduction to physical education.	General concepts Taxonomies of the movement. Body and movement. Relevance of PE Relationship with the competencies. Relationship with other areas.
II.-Approach to the teaching-learning process in Physical Education. The curriculum in P.E.	Unit 2. Objectives. Unit 3. Contents	Usefulness. Types. Approach to Contents in Primary Education.
	Unit 4. Methodology	Clarification of concepts. Teaching styles. Educational interactions.
	Unit 5. Assessment	Types of assessment
	Unit 6. Planning and programming.	Need for planning. Basic criteria programming. Structure of a session and of an activity
III. -Physical Education in Primary Education.	Unit 7. Pupils in Primary Education.	Motor development.. Motor and social characteristics.
	Unit 8. Motor competences.	Perceptual-motor skills. Physical abilities. Sports initiation. Body expression.
	Unit 9. Play	Concept. History. Characteristics. Classifications
	Unit 10. Attention to diversity.	General guidelines for dealing with diversity: age, gender, skill level, disability.
	Unit 11. Teaching values through physical education	Teaching Personal and Social Responsibility (TPSR) Cooperative methodology.

Practical class contents.

Thematic blocks	Contents
Perceptual-motor skills	Body perception, balance and laterality, spatial-temporal perception and basic motor skills Practical activities
Physical Abilities	Endurance, strength, flexibility and speed. Practical activities
Sports initiation	Individual and team sports with and without opposition. Practical activities
Body expression	Imitative, expressive, creative and interpretative movement Practical activities

Seminar contents.

"Adapted physical education" (sensory, motor and cognitive impairments)

"Teaching values" (respect, responsibility...)

IV.B.-Training activities

Type	Title
Others	Group and individual exhibition of one of the contents of the practical classes
Others	Group work of each of the four contents of the practical classes
Others	Final written test of practical application in which they will enter all the practical theoretical content taught during the lessons.
Practical / Problem solving	Individual practical test where the student will simulate being teacher and present an activity to their peers that they will pretend to be elementary school students. In this test, will verify that the student has acquired the competencies and abilities necessary to perform the role of teacher.

V.-Student workload		
Lecture classes	29	
Practical classes/problem-solving, case studies, etc.	29	
Practical sessions in technological laboratories, hospitals, etc.	0	
Tests	2	
Academic tutorials	9	
Related activities: conferences, seminars, etc.	9	
Preparation of lecture classes	18	
Preparation of practical classes, problem-solving, case studies, etc.	52	
Test preparation	32	
Total student workload	180	
VI.-Methodology and academic programme		
Type	Period	Content
Academic Tutorials	Week 1 to Week 15	[AD] Tutorials will be carried out upon request via e-mail through the institutional email
Theory classes	Week 1 to Week 15	[AD] Master classes of theoretical and practical exposition. You can ask questions, introduce practical activities, solve doubts, make presentations and cause individual or group discussion
Work placements	Week 1 to Week 15	[AP] The first weeks the teacher will practice the practical contents. In the last weeks the practices will be carried out by the students. [PC]
Seminars	Week 1 to Week 15	[AP] Students can attend face-to-face seminars during the school term. The dates of these seminars will be communicated by the teacher in advance.

VII.-Assessment methods

VII.A.-Assessment weighting

Continuous ordinary assessment:

The distribution and characteristics of the assessment tests are those described below. Only in exceptional case and for special reasons may the teacher add changes to the Guide. These changes will require the prior consultation with the Subject Head and the prior and explicit authorisation of the Degree Programme Coordinator, who will notify the Vice-Rector's office in charge of Academic Affairs of the modifications made. In any case, the changes proposed must take into account the stipulations of the verified report. In order for these changes to take effect, they must be duly communicated at the start of the course to the students using Aula Virtual.

The combination of activities that are not re-assessable cannot exceed 50% of the subject grade and, in general, cannot have a minimum grade (except for the case of laboratory or clinical work placements, where duly justified), and tests which exceed 60% of the subject weighting cannot be added.

Extraordinary assessment: Students who do not manage to pass the ordinary assessment, or who did not attend, will be subject to completion of an extraordinary assessment to verify their acquisition of the skills established in the guide, only for activities that are re-assessable.

Description of the tests for assessment and their weights.

Continuous ordinary evaluation:

The distribution and characteristics of the evaluation tests are described below. Only in cases exceptional and especially motivated, the teacher may incorporate adaptations in the Guide. Such changes will require after consulting the Head of the Subject, the prior and express authorization of the Degree Coordinator, who will notify the Vice-rectorate with competences in matters of Academic Planning the modification made. In any case, the proposed modifications must comply with what is established in the verified report. For such changes to be effective, they must be duly communicated to the students at the beginning of the course through the Virtual Classroom. The sum of non-revaluable activities may not exceed 50% of the course grade and, in general, may not have minimum mark (except in the case of laboratory practices or clinical practices, when duly justified), avoiding incorporating tests that exceed 60% of the weighting of the subject.

Extraordinary evaluation: Students who do not manage to pass the ordinary evaluation, or have not presented themselves, will be object of carrying out an extraordinary evaluation to verify the acquisition of the competences established in the guide, only of the revaluable evaluation activities.

Description of the evaluation tests and their weighting

EVALUABLE ACTIVITIES:

1. Practical application exam (final written test): 30% of the final grade (reassessable):

It will consist of an exam with a series of questions that can be multiple choice, short questions, true or false, to develop, etc. In this test, it will be verified that the student has acquired the necessary skills and abilities to assimilate the contents of the subject. All the theoretical-practical contents of the subject will be likely to be evaluated in this test.

2. Practical activity (individual exhibition): 40% of the final grade (NOT reassessable with a minimum score):

It will be carried out during the period of face-to-face classes and its completion is mandatory. The student will pretend to be a teacher and present an activity to his classmates who will pretend to be primary school students. This test will verify that the student has acquired the skills and abilities necessary to play the role of teacher.

3. Sessions (group work): 10% of the final grade (reassessable):

Each subgroup must prepare a session for each block of practical content (4 sessions in total). In these works, it will be verified that the students have acquired the necessary skills and abilities to develop activities with which to influence the integral development of the child.

4. Oral presentation (group and individual presentation): 20% of the final grade (reassessable):

Each subgroup must make an oral presentation on one of the contents of the practical block. In this test, it will be verified that the student has acquired the necessary skills and abilities to exhibit in public and orally communicate some of the contents of the subject.

CALLS:

The student will have the right to two calls per course to pass the subject, the first being the ordinary call. In case of not passing the subject in ordinary call, he will have the right to pass the subject in extraordinary call. **IN BOTH CASES, YOU MUST CARRY OUT THE PRACTICAL ACTIVITY DURING THE PRESENTIAL CLASSES or, otherwise, you will not be able to pass the subject.**

To pass the course, the student must:

•Carry out the practical activity during the face-to-face classes.

•Obtain at least 50% of the score in each of the four evaluable activities.

•In the event that there are several parts in the practical application exam (final written test), obtain at least 40% of the score in each part and add between all the parts at least 50% of the total.

The teaching staff reserves the right to be able to assess the student's attitude, involvement and motivation towards the subject, being able to get up to 1 extra point. This assessment will always be positive; In no case can you lower the score obtained. Likewise, the teaching staff is not obliged to exercise said assessment.

VII.B. Assessment of students with an academic exemption

Student who wish to opt for this assessment will have to get an academic exemption for the subject, which they will have to request from the Dean or Director of the Centre which teaches their course. An academic exemption may be granted where the subjects own characteristics allow for it.

Subject with the possibility of an exemption: Yes

VII.C. Review of assessment tests

In accordance with the exam appeal regulations of the Universidad Rey Juan Carlos.

VII.D.-Students with a disability or special educational needs

Curricular adaptations for students with a disability or special educational needs will be determined by the Disabled Students Support Department, in accordance with the regulations governing the Disabled Students Support service, approved by the Universidad Rey Juan Carlos Council, in order to guarantee equal opportunities, inclusive treatment, universal accessibility and a greater guarantee of academic success.

For this purpose, this Department will have to issue a curricular adaptation report, therefore students with disabilities or special educational needs must contact the Department to analyse the different alternatives together.

VII.E.-Academic behaviour, academic integrity and honesty

The Universidad Rey Juan Carlos is completely committed to the highest standards of academic integrity and honesty. Therefore, studying at the URJC means you accept and agree to the academic integrity and honesty values described in the University's Code of Ethics. In order to monitor this procedure, the University has Regulations on academic behaviour at the Universidad Rey Juan Carlos and uses different tools (anti-plagiarism, supervision?) which provides a collective assurance that these essential values are completely developed

VII.-Bibliography	
Referecence Generic	
<p>* Cratty, B. (1982). "Desarrollo perceptual y motor en los niños".Paidos. Buenos Aires.</p> <p>* Díaz, J. (2005): La evaluación formativa como instrumento de aprendizaje en Educación Física. Ed. INDE. Barcelona.</p> <p>* Díaz Lucea, J. (1999). La enseñanza y el aprendizaje de habilidades y destrezas motrices básicas</p> <p>* Delgado, M.A. y Sicilia, A. (2002): Educación física y estilos de enseñanza. Inde. Barcelona</p> <p>* Escriba, A. (1998) Los juegos sensoriales y psicomotrices en la Educación Física. Ed. Gymnos. Madrid.</p> <p>* Guilmain, E. y G. (1981): Evolución psicomotriz desde el nacimiento hasta los 12 años. Editorial Médica y Técnica. Barcelona.</p> <p>* Jordi, C.; Rius, J. Ejercicios y juegos con material alternativo. Editorial Paidotribo. Barcelona, (1992).</p> <p>* Mendez Jimenez (1996) Los juegos en el curriculum de la Educación física. Barcelona. Paidotribo.</p> <p>* Mosston M., Ashworth, S. (1993): La enseñanza de la educación física. La reforma de los estilos de enseñanza. Hispano Europea. Barcelona.</p> <p>* Ruiz Perez, L. M. (1994). Desarrollo motor y actividades físicas. Gymnos: Madrid.</p> <p>* Sánchez Bañuelos, F. (1984): Bases para una didáctica de la educación física y el deporte. Ed. Gymnos. Madrid.</p> <p>* Vázquez Gómez, B. (1989).- La educación física en la educación básica.- Madrid. Gymnos.</p>	
Reference literature	
<p>*Fernandez-Río, J., Calderón , A., Hortiguela Alcalá, D., Pérez-Pueyo, A. y Aznar Cebamanos, M. (2016). Modelos pedagógicos en educación física: consideraciones teórico-prácticas para docentes. Revista Española de Educación Física y Deportes, 413,55-75</p> <p>Páginas web interesantes:</p> <p>www.consejo-colef.es</p> <p>www.efdeportes.com/</p> <p>www.revista-apunts.com/</p>	

IX.-Lecturers/Teachers/Professors	
Lecturer/teacher/professor´s name	ADRIAN SOLERA ALFONSO
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Department/field	Fisioterapia, Terapia Ocupacional, Rehabilitación y Medicina Física
Category	Profesor/a Asociado/a
Subject Coordinator	Yes
Academic tutorial timetable	Para consultar las tutorias póngase en contacto con el/la profesor/-a a través de correo electrónico
Nº of Quinquenios	0
Nº of Sexenio	0
Nº period for technology transfer	0
Stretch Docentia	0
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Category	Profesor/a Asociado/a
Academic qualifications	Doctor
Subject Coordinator	No
Academic tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/-a a través de correo electrónico
Nº of Quinquenios	0
Nº of Sexenio	0
Nº period for technology transfer	0
Stretch Docentia	1
Lecturer/teacher/professor´s name	
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Department/field	Fisioterapia, Terapia Ocupacional, Rehabilitación y Medicina Física
Category	Profesor/a Colaborador/a
Academic qualifications	Doctor
Subject Coordinator	No
Academic tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/-a a través de correo electrónico
Nº of Quinquenios	2
Nº of Sexenio	0
Nº period for technology transfer	0
Stretch Docentia	2