

TEACHING GUIDE
PHYSICAL EDUCATION

GRADO EN EDUCACIÓN INFANTIL (INGLÉS)

ACADEMIC YEAR 2022-23

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I.-Subject Identification	
Type	OBLIGATORIA
Teaching period	3 course, 1Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation
<p>The purpose of "Physical Education" is to provide future graduates with tools and knowledge which assure a harmonious physical development of pre-primary school children. Human being requires movement for activities. Therefore it is necessary to develop both physical and intellectual spheres. By studying "Physical Education", future graduates will get bases to act as mediator during physical activity and to stimulate the development potential of each student.</p>

III.-Competences
Generic competences
<p>CGI1. Ability to analyse and synthesise. CGI2. Organisation and planning skills CGI3. Oral and written communication in the mother tongue CGI6. Information management skills CGP1. Teamwork CGP3. Interpersonal Relations Skills CGP4. Recognition of diversity and multiculturalism CGP5. Critical reasoning. CGS8. Leadership.</p>
Specific competences
<p>CE1. Ability to understand the complexity of educational processes in general and of teaching-learning processes in particular. CE2 Knowledge of the course contents to be taught, understanding their epistemological singularity and the specificity of their didactics. CE9 Ability to collaborate with different sectors of the educational community and with the environment. CEGEI4 Design and apply and evaluate didactic actions aimed at the development of physical, cognitive, socio-affective, motor and linguistic skills, knowing the biological, psychological, social and creative factors that determine learning. (early learning perspective and play methodology) CEGEI7 Design didactic actions related to understand the space and time in schoolchildren. (space-time perspective) CEGEI11 Designing experiences to get to know the natural world through sensory perception. (Sensorial and experiential development) CEGEI12 Encourage and facilitate the acquisition of healthy habits in relation to hygiene, health and food. (Health and hygiene) CEGEI14 Encourage the daily coexistence in the classroom and outside it, solve discipline problems and contribute to the peaceful resolution of conflicts. Stimulate and value the effort, perseverance and personal discipline in students. CEGEI15 Reflect on classroom practices in order to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students</p>

IV.-Contents

IV.A.-Syllabus

Theoretical classes contents

Thematic Unit I: physical education

Unit 1. Introduction to physical education (general concepts, body and movement, movement paradigms, taxonomies of the movement)

Thematic Unit II: physical education in the early ages of pre-primary education (3-6 years)

Unit 2. Motor development in children up to age 6 (motor behaviour, motor control, motor development and learning)

Unit 3. Perceptual skills (body perception, balance and laterality, spatial-temporal perception and basic motor skills)

Unit 4. Adapted physical education (sensory, motor impairment and cognitive impairments)

Unit 5. Teaching values (respect, responsibility...)

Thematic Unit III: the teaching-learning process in physical education in pre-primary education.

Unit 6. Play as a child physical activity (social, pedagogical and scientific bases. History, characteristics, classifications)

Unit 7. Objectives and contents (utility, types)

Unit 8. Methodology (clarification of concepts, teaching styles, educational interactions)

Unit 9. Evaluation (types of evaluation, criteria and standard)

Unit 10. Planning and programming (need for planning, basic criteria programming, structure of a session)

Practical classes contents

Thematic unit I: Body perception (body parts location, posture and correct habits, breathing mechanism, tension-relaxation and sensory discrimination)

Thematic unit II: Balance and laterality (dynamic and static balance, hand and foot laterality)

Thematic unit III: Spatial-temporal perception (spacial situation, orientation, organization and sequencing. Distances, sizes, shapes and paths. Duration and speed. Rhythm and rhythmic structures. Body expression)

Thematic unit IV: Basic motor skills (displacements, spins, jumps, launches and receptions)

Seminars Contents

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

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

IV.B.-Training activities

Type	Title
Practical / Problem solving	Skills and abilities development through practical classes with the 4 blocks of practical contents. First part of classes the teacher will perform the practice while in the second part practice will be performed by students
Others	Theoretical knowledge acquisition
Others	Academic tutorials
Others	Seminars

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	38
Preparation of practical classes, problem-solving, case studies, etc.	50
Test preparation	14
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Theory classes	Week 1 to Week 15	Development of theoretical classes face-to-face The teacher may ask questions, solve doubts, cause a individual or group discussion group activities, where students may be required to expose their conclusions.
Academic Tutorials	Week 1 to Week 15	The tutorials will be made on request through e-mail.
Other activities	Week 1 to Week 15	Development of workshops.
Seminars	Week 1 to Week 15	Students must attend a face-to-face seminars during the school period.
Work placements	Week 1 to Week 15	Development of practical classes face-to-face, where from week 1 to week 8, will be carried out by the teacher, and from week 9 to week 15, will be carried out by the students.essential.

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.

VII.A.-Weighting for the evaluation

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.

EVALUABLE ACTIVITIES:

1. Theoretical exam (final written test): 40% 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 skills and abilities necessary to assimilate the contents of the subject. All the theoretical-practical content of the subject will be likely to be evaluated in this test.

2. Practical activity (individual exhibition): 40% of the final grade (not re-assessable with a minimum score): It will be during the period of face-to-face classes and its completion is mandatory. The student will pretend to be a teacher and present a activity in front of their classmates who will pretend to be primary school students. In this test it will be verified that the student has acquired the skills and abilities necessary to perform the role of teacher.

3. Sessions (group work): 20% of the final grade (reassessable): Each subgroup must prepare a session for each practical content block (4 sessions in total). In these works it will be verified that the students have acquired the competencies and skills necessary to develop activities with which to influence the integral development of the child.

CALLS:

The student will have the right to two calls per course to pass the subject, the first being the call ordinary. In case of not passing the subject in ordinary call, he will have the right to pass the subject in call extraordinary. **IN BOTH CASES, YOU MUST CARRY**

OUT THE PRACTICAL ACTIVITY DURING THE CLASSES

PRESENTIAL 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 three assessable activities.
- In case there are several parts to the theoretical exam, obtain at least 40% of the score in each part of the exam and add 50% of the total note of the written exam.

The teaching staff reserves the right to be able to assess the attitude, involvement and motivation of the student 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

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IX.-Lecturers/Teachers/Professors

Lecturer/teacher/professor´s name	ADRIAN SOLERA ALFONSO
E-mail address	adrian.solera@urjc.es
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 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	1
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Category	
	Profesor/a Colaborador/a
Academic qualifications	
	Doctor
Subject Coordinator	
	No
Academic tutorial timetable	Para consultar las tutorias 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