

**COURSE DATA****DATA SUBJECT**

**Code:** 33220  
**Name:** Methodology of teaching physical activity and sport  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

**STUDY (S)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1312 - Degree in Physical Activity and Sport Sciences	Facultat de Ciències de l'Activitat Física i Esports	3	First quarter
1331 - Degree in Physical Activity and Sport Sciences (Ont)	Facultat de Ciències de l'Activitat Física i Esports	3	First quarter

**SUBJECT-MATTER**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1312 - Degree in Physical Activity and Sport Sciences	Methodology of teaching physical activity and sport	COMPULSORY
1331 - Degree in Physical Activity and Sport Sciences (Ont)	Metodología de la enseñanza de la actividad física y el deporte	COMPULSORY

**COORDINATION**

PRIEGO QUESADA JOSE IGNACIO

**SUMMARY**

The subject Methodology of teaching physical activity and sport provides a set of guidelines for teaching activities. In the course aspects that must be taken into account when teaching a session of physical and sporting activities are discussed, as are the organization and structure of the session, strategies and teaching styles more appropriate to the context and purposes established, and ethical and ideological issues related to the teaching of physical and sports activities.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.

**OTHER REQUIREMENTS**



Prior to this course students have taken two basic core subjects such as "The educational games and sports initiation" and "Education movement." In 3rd course, after performing the current subject, students also they have the compulsory subject "Planning and evaluation of physical and sports activities".

## COMPETENCES / LEARNING OUTCOMES

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Analyse the different methodological elements to be taken into account in the teaching-learning process of physical and sports activities.

Apply information and communication technologies (ICTs) in the field of physical activity and sport sciences.

Apply the principles of fundamental rights, gender equality, equal opportunities, universal accessibility for people with disabilities, solidarity, environmental protection, the culture of peace and democratic values.

Be able to select and use the physical-sports materials and equipment suited to each type of activity and population according to methodological criteria.

Develop capacities to act under the ethical principles required for proper professional practice relating to teaching physical activity and sport.

Develop habits of professional excellence and quality.

Develop social and personal skills related to autonomy, reflective attitude and teamwork.

Develop the practice of the teaching-learning process of physical activity and sport, taking into account the objectives set, the context in which these are practised, the availability of resources and the characteristics of participants, knowing how to control risks and safety.

Know and understand the conceptual aspects and methodological bases of the teaching-learning process of physical activity and sport.

Use information and communication technology (ICT) during the course of study.

## DESCRIPTION OF CONTENTS

### 1. Conceptual approach to the methodology of teaching

What is the methodology of teaching? Deductive and inductive method. Methodological strategy. Teaching technique. Strategy in practice. Teaching style

Definition of motor task. Motor tasks and practical knowledge. Motor execution model. The mechanisms of



## 2. Didactic analysis of motor tasks

perception, decision and execution and the complexity of motor tasks

## 3. Structural and organizational aspects of a session

Structure and time management: parts of a session, time management and session routines. Organizational and control aspects related to: participants, material resources and audiovisual media, and space. Control of risk and safety in motor tasks.

## 4. Strategies in practice

Analytics: pure, sequential, progressive, progressive inverse and pure progressive. Global: pure, polarizing the attention and with modification of the real situation.

Mixed: several combinations between global and analytical.

## 5. Teaching styles based on the techniques of:

Teacher-centred: command style, assignment of tasks, reciprocal teaching, self-check and inclusion style.

Student-centred: guided discovery, convergent discovery, divergent production, learner designed, learner initiated, self teach style.

## 6. Feedback during the teaching process.

Definition. Types. How and when to do it. Experience and feedback

## 7. Ethical aspects related to the process of teaching physical activity and sports

Gender and sport. Populations with special needs.

### WORKLOAD

#### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	45,00
Classroom practices	15,00
<b>Total hours</b>	<b>60,00</b>

#### NON PRESENCIAL ACTIVITIES



Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	30,00
Preparation of lessons	30,00
Preparation for assessment activities	10,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

The development of the subject around two theoretical sessions lasting an hour and a half and a practical one-hour session a week is structured. In the theoretical sessions, the teacher will use as a teaching strategy the lecture, because it is a way to directly offer the theoretical contents of the subject that requires little investment of time teaching compared to other techniques. However, this technique does not include the development of a series of procedural skills and attitudes of university work included in the powers referred to in this guide. For this reason, the lecture will be open to the participation of students character and it will be combined with the activities performed by students in-class.

On the other hand, the practical sessions students will apply theoretical knowledge to the demands of activities and purposes specified by the teacher. Some activities by the teacher will be addressed, while others will be raised by working in small groups. The practical sessions are formed as a meeting point between students and teacher, and require commitment and self-employment continued beyond the classroom context, to monitor the practical sessions.

In addition to these strategies, directly linked to the development of the actual classes of the subject, others are also used as autonomous group work, compulsory reading the book mentioned in the bibliography of reference, individual to achieve the contents of the subject study tutorials to guide particularly learning students.

Apart from these methodological strategies, the teacher will provide bibliographic material of each topic posted on the Virtual Classroom of the subject.

## EVALUATION

In the ordinary calls, the final grade of the subject will be obtained from one of the following possibilities (as the student chooses):

a) A summative evaluation, which will consist of three parts:

- 60% participation in the activities and development of the classes, both theoretical and practical;
- 30% final exam of the content of the subject
- 10% exam of the compulsory reading books on teaching styles and pedagogical models.

b) A final evaluation:

- 50% Exam of the contents of the subject.



- 30% reading book exam and teaching styles.
- 20% Examination of the practical content.

In the extraordinary calls only the option b) can be made.

Students who do not attend more than 80% of the practical sessions and / or who have not carried out the development of a practical session will not be able to carry out continuous evaluation and must be evaluated by final evaluation.

In the summative evaluation system it will be necessary to obtain at least a 5 in both the theoretical exam and the reading books exam.

## REFERENCES

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