

**COURSE DATA****DATA SUBJECT****Code:** 33241**Name:** Movement education**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**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	2	First quarter, Second quarter
1331 - Degree in Physical Activity and Sport Sciences (Ont)	Facultat de Ciències de l'Activitat Física i Esports	2	Second quarter

**SUBJECT-MATTER**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1312 - Degree in Physical Activity and Sport Sciences	Education	BASIC
1331 - Degree in Physical Activity and Sport Sciences (Ont)	Educación	BASIC

**COORDINATION**

GIL QUINTANA JAVIER

**SUMMARY**

Education is one of the main academic and professional fields of the Sciences of Physical Activity and Sport. The subject of Education of movement is a matter of basic education that is considered as a general introduction to the educational character of the movement. It aims to contribute to developing a series of competences that allow students to know and reflect on the fundamentals of the movement and the educational implications of their teaching and learning, which serve as a basis for grounded and achievable educational proposals. The contents of the subject start from a conceptual introduction, to later occupy the development of aspects related to the educational dimension of the movement, such as rationality, the teaching-learning process, the curriculum, ideology, innovation, change or ethics. The learning and apprenticeship assessment methodology seeks to encourage the active and continuous participation of students in the different elements that make up the subject in order to promote the significance of their learning. Understanding and reflecting on these questions is fundamental to thinking, criticizing and orienting professional practices in the different fields in which the educational dimension of physical activity and sport is specified.



## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

None

## COMPETENCES / LEARNING OUTCOMES

### 1312 - Degree in Physical Activity and Sport Sciences

Analyse, synthesise and produce written and oral texts.

Analyse (in)equality in relationships in physical activity and sport and know strategies to improve it.

Analyse the characteristics of professions and apply them to the field of physical activity and sport.

Engage in complementary activities to improve generic and cross-disciplinary competences.

Know and understand the aesthetic and artistic criteria of movement and their role in the education of movement.

Know and understand the general functions of education and the fundamentals of movement education.

Know and understand the main elements involved in education and teaching.

Know the basic ethical principles and codes, as well as their application to professional situations of physical activity and sport.

Learn how to use information and communication technologies (ICT).

### 1331 - Degree in Physical Activity and Sport Sciences (Ont)

Analyse, synthesise and produce written and oral texts.

Analyse (in)equality in relationships in physical activity and sport and know strategies to improve it.

Analyse the characteristics of professions and apply them to the field of physical activity and sport.

Engage in complementary activities to improve generic and cross-disciplinary competences.

Know and understand the aesthetic and artistic criteria of movement and their role in the education of movement.

Know and understand the general functions of education and the fundamentals of movement education.

Know and understand the main elements involved in education and teaching.



Know the basic ethical principles and codes, as well as their application to professional situations of physical activity and sport.

Learn how to use information and communication technologies (ICT).

## DESCRIPTION OF CONTENTS

### 1. Movement. Conceptual introduction

- 1.1 Conceptions of body
- 1.2 Conceptions of movement
- 1.3. Conceptions of motor conduct
- 1.4 Educational consequences of body, movement and motor conduct conceptions

### 2. Education. Coceptual introduction

- 2.1 Educationas teachingandlearning procedures
- 2.2 The education systemandschool functions
- 2.3 Conceptions of educators
- 2.4 Non-formal educationandinformal education

### 3. Educational arguments for movement

- 3.1 Precedents
- 3.2 The utilitarian justification
- 3.3 The rationale justification
- 3.4 The non-education dimension of movement

### 4. Education, movement and ideology

- 4.1 Introduction: the concept of ideology and its relation to movement education
- 4.2 Ideologies in the education of movement

### 5. Education, change and ethics

- 5.1 Introduction: innovation and change. Similarities and differences
- 5.2 Levels of educational change
- 5.3 Attitudes of educators facing educational change
- 5.4 Orientate and manage educational change



- 5.5 Functional conception: The ethics of principles
- 5.6 Relational conception: The ethics of care
- 5.7 Deontology codes

## 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	40,00
Preparation of lessons	30,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

Several methodological strategies are to be combined for the development of the subject:

- Teacher presentations or lectures with technological support as an introduction to some issues.
- Analysis and discussion of written texts and audiovisual documents for discussion in small and large groups.
- Collaborative work with 'expert groups' and 'jigsaw groups'.
- Preparation of written and audiovisual presentations by students.
- Participation in activities outside the classroom.
- Role playing.

## EVALUATION

For **continuous assessments** (1<sup>st</sup> convocatoria) students may choose between two options:

### A) Continuous assessment shall address:

**100 %** of the grade will be obtained through the evaluation of individual activities and / or group related to



the contents

developed in the subject, among which are: papers, presentations and exhibitions of students, text commentaries, debates, seminars, simulations and written tests. The specific activities, their implementation deadlines and procedures and evaluation criteria will be detailed during the course.

Students shall also fulfil a personal development of the subjects by an individual and / or group blog or class diary.

**In order to be follow continuous assessment a minimum of 80% of attendance to theoretical and practical lessons is required.**

**B) Final assessment will consist of:**

**100 % of marks will be obtained by a final exam:**

**For extraordinary assessment (2<sup>nd</sup> ¿convocatoria¿) students can only take option B) (final assessment).**

## REFERENCES

### Basic references

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- Kirk, D. (1990) Educación física y currículum. València: Universitat de València,
- Parlebas, P. (2001). Juegos, deporte y sociedades. Léxico de praxiología motriz. Badalona, España: Paidotribo.
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### Complementary references

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- López, V.; Monjas, R. y Fraile, A. (2003) (coords.) Los últimos diez años de la educación física escolar. Universidad de Valladolid. Valladolid.
- Lundgren, U.P. (1992) Teoría del currículum y escolarización. Morata. Madrid.
- Pennac, D. (2008). Mal de escuela. Madrid: Mondadori.
- Scraton, S. (1995) Educación física de las niñas: un enfoque feminista. Morata, Madrid
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