COURSE DATA

DATA SUBJECT

Code: 33670
Name: Teaching physical education
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	Specialist in physical education	ELECTIVES

COORDINATION

DIAZ BARAHONA JOSE

SUMMARY

"Physical Education Pedagogy" is one of the five subjects of the speciality of Physical Education offered by the University of Valencia in the Degree "Teacher in Primary School" as an itinerary that the students can choose in order to deep in teaching Physical Education.

In this course we deep in some of the knowledges introduced in the prior subject Physical Education Pedagogy in Primary School in relation to the design, development and evaluation of the curriculum, incorporating new approaches in teaching physical education in Elementary School.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

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Acquire introductory knowledge of research.

Acquire resources to encourage participation in physical-sports activities throughout life.

Adopt a self-critical attitude towards the teaching and learning processes, valuing the experiences lived in a reflexive way.

Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Assume the deontological dimension specific to an expert in physical education and incorporate the ethical principles to guide the teaching intervention.

Design, develop and evaluate the curriculum.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

Design and develop learning and teaching situations in contexts of diversity typical of physical education, with special attention to gender differences.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

Know and use strategies and techniques for finding information as a tool for professional development and be able to use ICTs for physical education and for promoting physical activity.

Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

Know the official curriculum of physical education in primary education.

Know the processes of interaction and communication in the classroom.

Know the theoretical and practical principles of human movement and physical activities.

Learn strategies to promote professional development and lifelong learning as a teacher.

Promote cooperative work and individual work and effort.

Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

Understand human movement and physical-sports activities as a socio-cultural phenomenon.

Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

Use information and communication technologies effectively as usual working tools.

Value cooperative work and be able to implement it as a condition for improving professional activity.

DESCRIPTION OF CONTENTS

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1. **Foundations of Physical Education Didactics**
   a) Objectives and purposes of Physical Education (PE).
   b) The educational curriculum and its critical analysis.
   c) PE within the competence-based framework: Contribution of PE to the development of Key Competences.
   d) Future challenges and roles of PE: the social and transformative dimension of physical education.

2. **Disciplinary teaching-learning variables and elements**
   a) Traditional and digital curricular materials and resources.
   b) Classroom management, climate, and discipline.
   c) Inclusive education and attention to Specific Educational Support Needs.
   d) Foundations of coeducation and education for coexistence and sustainability.

3. **Methodology: Competence-based Physical Education and the influence of emerging pedagogies**
   a) Competence-based teaching and learning in PE.
   b) Teaching-learning styles and pedagogical models in PE.
   c) Introduction to emerging pedagogies supported by ICT (MOOC, Project-Based Learning, Flipped Classroom).

4. **Programming and planning teaching in Physical Education**

A) Design of the Annual Program (AP):

- The contextual framework as a foundation for didactic programming in PE: normative, school, and personal frameworks.
- The curricular framework of the AP. Development of the core curricular elements: competences, stage objectives, core knowledge, methodology, inclusion and attention to diversity, and assessment.

B) Lower-level programmatic units integrated into the AP:

- Didactic units (or learning situations) and sessions.

5. **Assessment in Physical Education**
   a) Concept, procedures, tools, and purposes of assessment in PE.
   b) Immediate Response Systems (IRS) in the classroom and assessment supported by ICT.
   c) Democratic and participatory assessment of learning, teaching, and educational planning.

6. **Integration of ICT and mobile learning in teaching, learning, and research in Physical Education**
   a) Development of Digital Teaching and Student Competence in PE for learning, teaching, and researching.
   b) Ethical, responsible, and critical use of ICT and Artificial Intelligence in PE.
   c) Foundations: Critical integration of Artificial Intelligence in the teaching-learning process

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours

Theoretical and practical classes	60,00
Total hours	**60,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	90,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	**90,00**

TEACHING METHODOLOGY

Teaching-Learning Strategies Used

- **Guided theoretical-practical sessions using flipped classroom techniques, in which readings or videos on each topic are analyzed, and learning is approached actively and practically through group and cooperative activities (simulations, role-playing, case studies, problem-solving, group reflection-discussion, etc.). Traditional teaching techniques (e.g., lectures) may also be used when the content and learning context so require.**

- **Other teaching techniques and/or dynamics that may be employed include:**
  a) Cooperative learning: to generate knowledge in an active, social, and responsible manner, and to develop teamwork skills.
  b) Autonomous learning: through Autonomous Learning Projects, where students choose a topic to research, generate knowledge, and share it through presentations.

Tutorials

Academic tutoring¿individual and group-based, both in-person and online¿is essential to support and guide student learning processes.

Autonomy and Information Management Competence (IMC) for Knowledge Generation

- **Virtual and asynchronous self-learning will be encouraged to promote students¿**

intellectual autonomy and engagement with new forms of academic knowledge production.

- **The development of Information Management Competence (IMC) will be fostered for the completion of academic assignments.**
- **The construction of Personal Learning Environments (P**
- **LEs) will be promoted as fundamental student skills.**

EVALUATION

Nature of the Evaluation

Evaluation will be continuous and comprehensive, with a formative, guiding, and shared character. It will focus on analyzing both individual and collective learning processes, and will be based on the assessment of learning evidence.

In theoretical classes, the following will be assessed: critical handling of rigorous information, participation, didactic presentations, debates, role-playing activities, etc.
In practical classes, the following will be assessed: participation, attitude, aptitude, and any other contribution that enriches the learning dynamics.

Evaluation and Grading Criteria

Evaluation will be carried out through the submission, defense, and completion of various individual and/or group classroom tasks and activities.
The final grade for the course will be determined by the weighted average of all the grades obtained.

1.1. In theoretical or theoretical-practical assignments, the following will be assessed (among other aspects): coherence, relevance, personal and group contributions, critical and reflective capacity, innovation, applicability and realism, and the quality and adequacy of bibliographic and/or digital sources consulted.

1.2. In presentations, the following will be assessed (among other aspects): coherence, relevance,

organization, communication skills, appropriateness, originality, and the didactic and technological resources used. Sections 1.1 and 1.2 will represent between 40% and 70% of the final course grade.

1.3. One or more written exams on the theoretical and practical content of the subject will be administered, representing between 20% and 50% of the final grade.

1.4. The individual and group participation and engagement of students, both in the classroom and in activities conducted outside it, will also be assessed; this component will account for between 20% and 50% of the final grade.

In order to be eligible for continuous assessment, attendance at at least 80% of practical classes is required.

Students who do not follow the dynamics established for continuous assessment may sit for a written exam covering the theoretical and practical content of the entire course. In such cases, students may also be required to complete a supplementary classroom task considered essential for formative purposes.

A minimum grade may be required in certain components or assessment elements in order to average them with the rest.

Students who do not pass the course in the first call will have the option to resit in the second call following the same criteria outlined in this guide.

Ethical Aspects of Evaluation

- The submission of tasks and/or classroom activities after the deadline or in violation of established protocols will result in a weighted penalty on the grade.
- Plagiarism, cheating in exams, or inappropriate use of Artificial Intelligence tools will be penalized in accordance with Article 15 of the Evaluation and Grading Regulations of the University of Valencia.
- Students retain the intellectual property of their work. Faculty must obtain the knowledge and consent of students to reproduce their work, and must comply with institutional regulations.

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