

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

Code: 33670
Name: Teaching physical education
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1339 - Grado en Maestro/a Educación Primaria	Facultat de Formació del Professorat	4	

SUBJECT-MATTER

Degree	Subject-matter	Character
1339 - Grado en Maestro/a Educación Primaria	Specialist in inclusive education	ELECTIVES

COORDINATION

DIAZ BARAHONA JOSE

SUMMARY

The subject "Didactics of Physical Education" is one of the five courses within the Physical Education specialization offered by the University of Valencia in the Bachelor's Degree in Primary Education Teaching. It serves as a pathway for students to delve deeper into the field of teaching school-based Physical Education.

This subject expands upon the knowledge introduced in the course "Didactics of Physical Education for Primary Education" regarding the design, development, and critical evaluation of the curriculum. It incorporates new approaches to teaching physical education in schools, concerning foundational principles and didactic skills for the teaching and learning of Physical Education.

The subject is primarily dedicated to: a) Theoretical-practical knowledge of physical education in the primary education curriculum, b) Design and teaching-learning processes of physical education, c) Evaluation of the physical education curriculum in primary education.

This subject contributes to the development of the Sustainable Development Goals (SDGs), especially in relation to quality education (SDG 4), gender equality (SDG 5), and the reduction of inequalities (SDG 10), by promoting teacher training committed to inclusion and equity.



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

1339 - Grado en Maestro/a Educación Primaria

Obligation to take the subject(s) simultaneously

33666 - Teaching physical education for health

33667 - Teaching basic perception and motor skills

33668 - Teaching expressive physical activities

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

1305 -

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.

1339 - Grado en Maestro/a Educación Primaria

Acquire introductory knowledge of research methods.

Adopt a self-critical attitude towards teaching and learning processes, reflecting on lived experiences.

Apply basic educational research methodologies and techniques, and be able to design innovation projects with appropriate evaluation indicators.

Assume the deontological dimension inherent to a physical education professional and incorporate the ethical principles that guide teaching practice.

Commit to professional teaching development and lifelong learning adapted to scientific, pedagogical and social changes.

Communicate effectively, both orally and in writing, in the official languages of the autonomous community.



Critically analyse and incorporate the most relevant contemporary social issues affecting family and school education, including the social and educational impact of audiovisual media and screens, multiculturalism and interculturality, and social inclusion.

Demonstrate the ability to prevent, identify and respond to sexual violence within educational settings, in accordance with Organic Law 10/2022.

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

Design and manage learning environments in diverse physical education contexts, with particular attention to gender differences.

Develop and evaluate curriculum content using appropriate teaching resources and promote the corresponding competencies among pupils.

Encourage lifelong participation in physical and sporting activities both inside and outside school.

Identify and remove barriers to the inclusion of pupils with different abilities and learning rates.

Promote cooperative work as well as individual effort and achievement.

Promote teachers' professional development and lifelong learning.

Recognise the identity of each educational stage and its cognitive, psychomotor, communicative, social and emotional characteristics.

Understand and use information-search strategies and techniques as tools for professional development, as well as ICT in physical education and the promotion of physical activity.

Understand human movement and physical and sporting activities as sociocultural phenomena.

Understand that systematic observation is a fundamental tool for reflecting on practice and reality, and contribute to innovation and improvement in education.

Understand the official physical education curriculum in primary education.

Understand the processes of interaction and communication in the classroom.

Understand the theoretical and practical foundations of human movement and physical activity.

Use information and communication technologies confidently as standard professional tools.

Value and be able to work cooperatively as a condition for improving professional practice.

Work effectively as part of a multidisciplinary team, both within and outside the educational setting, to support each pupil, plan learning sequences and organise classroom and play-based learning environments.



DESCRIPTION OF CONTENTS

1. Foundations of Physical Education Didactics.

- a. Objectives and purposes of PE.
- b. The educational curriculum and its critical analysis.
- c. PE in the competency framework: Contribution of PE to the development of Key Competencies.
- 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 Co-education and education for coexistence and sustainability.

3. Methodology: Competency-based Physical Education and the influence of emerging pedagogies.



- a. Competency-based PE teaching-learning.
- b. Teaching-learning styles and pedagogical models in PE.
- c. Introduction to emerging pedagogies supported by ICT (MOOC, PBL, Flipped Classroom).
- d. Teaching programming and planning in Physical Education.

4. Design of the Annual Programming (AP):

A1) The contextual framework as the basis for didactic programming in physical education: the regulatory, school, and personal framework.

A2) The curricular framework of the AP. Development of basic curricular axes: competencies, stage objectives, basic knowledge, methodology, inclusion and attention to diversity, and evaluation.

Minor programming units integrated into the AP:

B1) Learning Situations and sessions.

5. Evaluation in Physical Education.

- a. Concept, procedures, tools, and purpose of evaluation in PE.
- b. Immediate response systems in the classroom (IRS) and ICT-supported evaluation.
- c. Democratic and participatory evaluation of learning, teaching, and educational programming.

6. Integration of ICT and AI in teaching, learning, and research in Physical Education.

- a. Development of Teacher and Student Digital Competence in PE for learning, teaching, and research.
- b. Ethical, responsible, and critical use of ICT and Artificial Intelligence in PE.



- c. Foundations: Critical integration of Artificial Intelligence in teaching-learning.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	10,00
Individual or group project	20,00
Independent study and work	90,00
Preparation of lessons	20,00
Preparation for assessment activities	30,00
Resolution of case studies	20,00
Total hours	190,00

TEACHING METHODOLOGY

eaching-learning strategies used

Guided theoretical-practical sessions with "flipped classroom" techniques, where readings or videos on each topic are analyzed, and learning is undertaken actively and practically through group and cooperative activities (simulations, role-playing, case studies, problem-solving, group reflection-discussion, etc.). Traditional teaching techniques (e.g., master classes) may also be used when the content and learning context require it.

Other teaching techniques and/or dynamics to be used may include: a) Cooperative learning: to generate knowledge in an active, social, and responsible way and learn to work as a team; b) Autonomous learning: through Autonomous Learning Projects where students choose a topic to research, generate knowledge, and share it through presentations.



Tutoring

Academic tutorials, both individual and collective, face-to-face and virtual, are important to facilitate and guide student learning.

Autonomy and Information Management Competence (IMC) to generate knowledge

- Virtual and asynchronous self-learning will be encouraged to stimulate the students' intellectual autonomy and the connection with new ways of producing academic knowledge.
- Competence in Information Management (IMC) applied to carrying out academic work will be promoted.
- The construction of personal learning environments (PLE) will be encouraged as basic student skills.

EVALUATION

Nature of the evaluation

The general grading system will follow the regulations of the University of Valencia approved by the Governing Council on May 30, 2017. ACGUV108/2017.

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



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

Evaluation and grading criteria

The evaluation will be carried out through the presentation, defense, and completion of different individual and/or group classroom tasks and activities.

The final grade of the subject will be obtained through the weighted average of all grades obtained, namely:

1.1. Design, development, and oral presentation of individual and/or group work (SE5) will account for between 40% and 70% of the course grade. In theoretical or theoretical-practical work, the following will be valued: coherence, relevance, personal and group contributions, reflective and critical capacity, innovation, applicability and realism, and the quality and adequacy of the bibliographic and/or digital sources consulted. In presentations, the following will be valued: coherence, relevance, organization, ease of communication, adequacy, originality, and the didactic and technological resources used.

1.2. Periodic monitoring of student progress (SE1) will account for between 10% and 20% of the course grade. It may include questionnaires, classroom activities, voluntary activities, etc., as well as individual and collective tutorials.

1.3. Written test(s) (SE4) on the theoretical-practical contents of the subject, which will account for between 30% and 60% of the course grade.

Individual and group participation and involvement of students will be valued, both in the classroom and in activities and tasks carried out outside of it.

Ethical aspects of the evaluation

- The submission of classroom work and/or activities that are late or do not comply with the established protocol will be subject to a weighted reduction in the grade.



- Plagiarism, copying on exams, or inappropriate use of Artificial Intelligence tools will be penalized by applying the criteria of Article 15 of the Evaluation and Grading Regulations of the University of Valencia. Knowledge and observance of the indications contained in the "Action guide for the responsible use of artificial intelligence (AI) in teaching and evaluation activities at the University of Valencia in the Faculty of Teacher Training" are also promoted; available at: https://www.uv.es/magisdire/Calidad/Guia_actuacio_IA_UV_FFP.pdf
- Students hold the intellectual property of their work, and for the teaching staff to reproduce it, they must have the knowledge and consent of the students and comply with institutional regulations.

Continuous evaluation activities

- **Minimum requirements:** To be eligible for continuous evaluation, attendance and participation in practical sessions must be at least 80%, and the inability to attend the remaining sessions must be adequately justified due to force majeure.
- Students must carry out those activities provided for in the continuous evaluation, which account for 100% of the subject's grade. In general, mandatory activities are established, such as group and individual work to develop and present a didactic proposal on the contents of the subject, along with other voluntary ones.
- A minimum grade may be required in some of the sections or work of the evaluation so that it can be averaged with the rest of the grades.
- The teaching staff will reserve time in the last face-to-face sessions of the subject for students to complete the institutional teaching evaluation surveys.
- Students who do not pass the subject in the first examination session will have the option to take the second session following the same guidelines proposed in this guide.

Non-continuous evaluation

Students who do not comply with or pass the dynamics established for continuous evaluation may take a written test on the theoretical-practical contents of the entire subject. In this case, students may be asked to perform additional classroom tasks considered to be of fundamental formative nature (e.g., assignments, Design of Programming units: Learning Situations, Classroom Programming, etc.).



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