

**COURSE DATA****DATA SUBJECT****Code:** 40505**Name:** Complements for disciplinary instruction of the speciality of physical education**Cycle:** Master's Degree**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2024 - Master's Degree in Secondary Education	Facultat de Formació del Professorat	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2024 - Master's Degree in Secondary Education	Additional training for the speciality of physical education	ELECTIVES

COORDINATION

MONFORT PAÑEGO MANUEL

SUMMARY

The subject "Add-disciplinary training in the specialty of physical education" is one of four specific subjects taught in the curriculum of the Master.

Given that the graduates of Science in Physical Education and Sports are the leading candidates to take the Master training secondary school teachers, this stuff is intended to supplement the training needs on historical (past trends and approaches to teaching physical education), ethical (professional ethics) and sociological (professional), physical Education with emphasis on their implications for teachers and secondary school curriculum, school and vocational training.

It aims to provide the future high school teacher in knowledge updating to let you know and contextualize the reality of physical education and the teaching profession, and to intervene from Physical Education in the educational and professional aware of their practices, reflective, innovative and effective.

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

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

OTHER REQUIREMENTS



There are no prerequisites.

COMPETENCES / LEARNING OUTCOMES

2024 - Master's Degree in Secondary Education

Adquirir estrategias para estimular el esfuerzo del estudiante y promover su capacidad para aprender por sí mismo y con otros, y desarrollar habilidades de pensamiento y de decisión que faciliten la autonomía, la confianza e iniciativa personales.

Adquirir los conocimientos y estrategias para poder programar las áreas, materias y módulos que tengan encomendados.

Buscar, obtener, procesar y comunicar información (oral, impresa, audiovisual, digital o multimedia), transformarla en conocimiento y aplicarla en los procesos de enseñanza y aprendizaje en las materias propias de la especialización cursada.

Conocer las estrategias y programas generales de orientación educativa, académica y profesional del alumnado.

Conocer los contenidos curriculares de las materias relativas a la especialización docente correspondiente, así como el cuerpo de conocimientos didácticos en torno a los procesos de enseñanza y aprendizaje respectivos. Para la formación profesional se incluirá el conocimiento de las respectivas profesiones.

Conocer los procedimientos de tutoría del alumnado, dirección y orientación de su aprendizaje y apoyo en su proceso educativo.

Conocer y analizar las características históricas de la profesión docente, su situación actual, perspectivas e interrelación con la realidad social de cada época.

Diseñar y desarrollar espacios de aprendizaje con especial atención a la equidad, la educación emocional y en valores, la igualdad de derechos y oportunidades entre hombres y mujeres, la formación ciudadana y el respeto de los derechos humanos que faciliten la vida en sociedad, la toma de decisiones y la construcción de un futuro sostenible

Diseñar y realizar actividades formales y no formales que contribuyan a hacer del centro un lugar de participación y cultura en el entorno donde esté ubicado; desarrollar las funciones de tutoría y de orientación del alumnado de la etapa o área correspondiente, de manera colaborativa y coordinada; participar en la evaluación, investigación y la innovación de los procesos de enseñanza y aprendizaje.

Informar y asesorar a las familias acerca del proceso de enseñanza y aprendizaje y sobre la orientación personal, académica y profesional de sus hijos.

It generates innovative and competitive proposals in professional activity and in educational research.

It is effective to communicate in both verbal and nonverbal terms.

Make effective and integrated use of information and communication technologies.

Planificar, desarrollar y evaluar el proceso de enseñanza y aprendizaje potenciando procesos educativos



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que faciliten la adquisición de las competencias propias de las respectivas enseñanzas, atendiendo al nivel y formación previa de los/as estudiantes así como la orientación de los mismos, tanto individualmente como en colaboración con otros docentes y profesionales del centro.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Working in team and team, and developing attitudes of participation and collaboration as an active member of the educational community.

DESCRIPTION OF CONTENTS

1. History and epistemology of Physical Education and its contents.

2. The construction of knowledge in physical education and its relation to the processes of teaching and learning. Examples of knowledge in the frontiers of knowledge.

3. The Physical Education curriculum in secondary education. Cultural and educational value of physical education.

4. Deepening and reformulation of Physical Education content in the context of the curriculum of secondary education, providing for their interest and relevance and implications in different areas.

5. Mainstreaming in Physical Education



6. Teaching Physical Education and its implications for social and cultural construction. Its value and application in everyday situations.

7. The profession of Physical Education in secondary education. Applied professional ethics.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	48,00
Total hours	48,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	52,00
Independent study and work	10,00
Preparation of lessons	20,00
Preparation for assessment activities	20,00
Resolution of case studies	0,00
Total hours	102,00

TEACHING METHODOLOGY

In-person theoretical-practical classes will cover the course content, involve discussions, and include activities utilizing various teaching resources: lectures, seminars, workshops, presentations, problem-based learning, cooperative learning, analysis of best practices, etc.

Group work is intended to promote cooperative learning and reinforce individual learning. The defense of these works can be done individually or collectively, and it can be presented to the entire class in the classroom or in tutorials and seminars with smaller audiences.

Individual and group tutorials should serve as a means to coordinate students in individual and group tasks, as well as to evaluate both individual progress and the activities and teaching methodology.

Oral and written tests will be used to assess theoretical-practical content, self-assessment, and the presentation of individual and group work.

Study, completion of tasks and individual work, as well as cooperative work, will be aimed at preparing for



theoretical-practical classes, individual and group work, and the oral and written tests that may be conducted to evaluate the acquisition of individual learning.

EVALUATION

The evaluation will be continuous and comprehensive, having a guiding and formative character, and must analyze both individual and collective learning processes. The grade, the ultimate representation of the evaluation process, should reflect individual learning, understood not only as the acquisition of knowledge but as a process fundamentally related to intellectual and personal changes in students when encountering new situations that require developing new comprehension and reasoning abilities.

The information to evidence learning will be collected primarily through: periodic monitoring of student progress, including the evaluation of assigned work and the assessment of individual and group participation, both in and out of the classroom, as well as oral and written tests:

- Periodic monitoring of student progress, both in the classroom and in individual and group tutorials. 20%
- Evaluation of assigned work, including analysis and assessment of observations on work done by others. 20%
- Assessment of individual and group participation, both in the classroom and in tasks carried out outside of it. 20%
- Oral and written tests. 40%

Essential requirements:

Attendance and participation in face-to-face sessions and completion of all readings and activities proposed for class development. The master's program regulations determine its face-to-face nature, therefore attendance to classes and other teaching activities scheduled in this subject is mandatory according to the terms indicated in the Evaluation and Grading Regulations of the University of Valencia for Undergraduate and Master's Degrees. Thus, to be eligible for continuous evaluation, attendance at practical classes must be at least 80% of the total credits. In any case, the current evaluation and grading regulations approved by the Governing Council of the University of Valencia ACGUV 108/2017 will be applied.

Plagiarism or the improper use of artificial intelligence tools may be sanctioned in accordance with article 15 of the evaluation and grading regulations of the University of Valencia.

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