



COURSE DATA

DATA SUBJECT

Code: 43476
Name: Research in didactics of physical education
Cycle: Master's Degree / Doctorate
ECTS Credits: 14
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2157 - Master's degree in Research in Subject Didactics	Facultat de Formació del Professorat	1	First quarter
3112 - PhD in Specific Didactics	Escola de Doctorat		
3112 - PhD in Specific Didactics	Escola de Doctorat		

SUBJECT-MATTER

Degree	Subject-matter	Character
2157 - Master's degree in Research in Subject Didactics	Research in didactics of physical education	ELECTIVES
3112 - PhD in Specific Didactics		
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COORDINATION

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SUMMARY

This subject aims to make researchers in education aware of the main lines of research that are being carried out in the field of the Didactics of Physical Education. Likewise, the educational objectives of this subject and its contents aim to place students in the present moment of the research so that, as a result of this knowledge, they can contribute to covering needs or specific gaps in this discipline with their own research. On the other hand, this subject introduces students to the design and development of research projects in the field of the teaching/learning of Physical Education and Teacher Training. With the achievement of the objectives and competencies of this subject, students will be in a position to begin a research project in any of the lines of research studied.

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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Analyse and evaluate research projects on a topic of current interest in Specific Didactics in order to fully or partially replicate them.

Analyse and synthesise the main current research agendas in Specific Didactics.

Apply the cognitive, metacognitive and social skills necessary for the performance as a member of the research community of Specific Didactics.

Be able to design and develop research projects in educational classroom contexts related to Specific Didactics.

Communicate, exchange and transfer the results of one's own research with other actors in the education system, for the benefit of society.

Conduct quality research in the scientific field of Specific Didactics using the methodologies, techniques and procedures of this discipline.

Create spaces for research and learning with special attention to equity, emotional and values education, equal rights and opportunities between men and women, citizenship training and respect for human rights that facilitate life in society, decision-making and the construction of a sustainable future.

Critically analyse, from the point of view of research in Specific Didactics, the performance of teaching, good practice and guidance using quality indicators.

Decide, with objective criteria, which methodological paradigm quantitative, qualitative or mixed best fits the objectives of your own research.

Engage in research tasks within scientific groups, showing capacity for learning, collaboration, initiative and communication.

Generate a scientific report in which the results of the research work carried out are publicly presented to members of the research community of Specific Didactics.

Identify, analyse and evaluate national or international research publications in the field of Specific Didactics.

Integrate ethical values and responsibility associated with research tasks into one's own research.

Submit one's own research in a rigorous manner that is appropriate to the context or means of communication of the presentation (scientific or informative publication, congress, course aimed at researchers or teachers, etc.), respecting the criteria of quality and validity.



Synthesise the knowledge provided by the most important research lines in Specific Didactics.

Use a computer programme for the appropriate processing of data obtained in a research.

DESCRIPTION OF CONTENTS

1. Perspectives & approaches on research methodology in PE

- 1.1. Metodologies of educational research in Didactics of Physical Education.
- 1.2. The research problem in Didactics of Physical Education.
- 1.3. Criteria of quality and ethical issues in scientific research.

2. Quantitative Research Methods

- 2.1. Introduction.
- 2.2. The research problem in quantitative research in Physical Education Didactics.
- 2.3. The process of quantitative research in Physical Education Didactics.

- Research designs in quantitative research
- Instruments and sources of data collection and quantitative data analysis

3. Qualitative Research Methods

- 3.1. Introduction.
- 3.2. The research problem in qualitative research in Physical Education Didactics.
- 3.3. The process of qualitative research in Physical Education Didactics.

- Research designs in qualitative research
- Sources of Data Collection and Qualitative Data Analysis

4. Bibliographic research, bibliographic management tools and types of scientific documents in Physical Education Didactics

- 4.1. Criteria for searching, updating and organising scientific information

- Databases in education and the impact indices of publications. Knowledge and critical analysis of their operation.



- Scientific journals in education and Physical Education Didactics: monitoring and updating of search strategies.
- Bibliographic managers: personalized and shared databases.
- Scientific networks and science in scientific social networks

4.2. Scientific works in Physical Education Didactics..

- Analysis of the structure of the different types of research articles: systematic review studies, meta-analysis, case studies, narrative research.
- Editorials and popular and opinion articles.
- Writing in research.
- Research ethics.
- Knowledge transfer

5. Research in Physical Education Didactics and Epistemology of PE. Update and deepening in the main lines and areas of Research

- 5.1. The Teaching-Learning process. Pedagogical Models.
- 5.2. Research on evaluation in Physical Education.
- 5.3. Critical Pedagogy and Physical Education.
- 5.4. Research on Physical Education Teacher Education.
- 5.5. Cross-disciplines contributions to research in Didactics of Physical Education.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	84,00
Total hours	84,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	10,00
Individual or group project	160,00
Independent study and work	28,00
Preparation of lessons	48,00
Preparation for assessment activities	20,00
Resolution of case studies	0,00
Total hours	266,00

TEACHING METHODOLOGY



Various methodologies for teaching and the work produced by students will be applied, depending on the type of activity to be carried out, thus the 84 face-to-face hours (called 'theoretical classes') include these different methodologies

- Lectures with content and themes presentation carried out by the teacher introducing. at the same time, students' participation through active methodologies.
- Classes where students make presentations, individually or in group, sharing their work and afterwards a debate and interaction forum is established (usually in seminars).
- Classes with academic debate based on readings agreed upon as relevant and interesting, reflecting current trends in Didactics of Physical education research.
- Supervised or independent work, individually or in small groups, to carry out projects, prepare materials, analysis of classroom situations involving problem solving based on practical activities, search for information, etc. (usually as off-site activities).
- Supervised or independent individual study time (usually to prepare papers or assessment tests).
- One-on-one meetings with teaching staff to track the student's progress (during tutorials).

EVALUATION

Assessment will be continuous and based on the evaluation of evidence of learning, which may be collected by one or more of the following means:

Systematic monitoring of student progress in both theory classes and seminars as well as in tutorials.

Assessment of the required assignments (analysis or design of a research project in one of the lines of research that the programme offers; State of the art in research in some of the main lines of research in Physical education).

Assessment of individual and group participation in the activities carried out during the theory classes and seminars (presentations of the assignments themselves, participation in discussions, etc.)

Taking evaluation tests designed to assess the student's competencies in the subject.

Students who follow up the daily classroom activities will be eligible for continuous evaluation as long as their attendance exceeds 80% of the sessions.

In the case of not following the daily activities, the students will pass to a final evaluation modality that will



involve the delivery of the work assigned to the rest of the students, but carried out individually and/or a written test on the totality of the contents taught.

In the continuous evaluation modality, the evaluation will consist of:

- Participation in class and other activities (conferences, seminars, etc.): up to 30% of the final grade.
- Presentation of individual or small group work: up to 70% of the final grade.
- Final individual oral or written test: up to 70%.

The total of the 3 forms of evaluation must add up to exactly 100%.

Plagiarism or the improper use of artificial intelligence tools may be sanctioned in accordance with article 15 of the University of Valencia's assessment and qualification regulations.

REFERENCES

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