



Physical Education  
and its Didactics  
**Grado en Educación  
Primaria**



UNIVERSIDAD  
**NEBRIJA**

## TEACHING GUIDE

**Subject:** Physical Education and its Didactics

**Degree:** Degree in Primary Education

**Character:** Mandatory

**Language:** Spanish/English

**Modality:** Classroom / Distance

**Credits:** 6

**Course:** 3rd

**Semester:** 6th

**Teachers / Teaching Staff:** Dr. Mr. Oscar Leon Diaz; Dr. Mr. Ricardo Manuel Santos Labrador; Dr. Mrs. Carmen Boquete Pumar; Dr. Mrs. Esmeralda Guillen Tortajada

### 1. COMPETENCES AND LEARNING OUTCOMES

#### 1.1. Competencies

##### Basic skills

**CB1** Students are able to possess and understand the knowledge in an area of study that is based on general secondary education, and is usually found at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.

**CB2** Students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and the resolution of problems within their area of study.

**CB3** Students should have the ability to gather and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.

**CB4** Students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.

**CB5** Students have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

##### General skills

**CG1** Ability to use skills specific to intellectual work (understand, synthesize, outline, explain, present, organize).

**CG3** Ability to manage information.

**CG4** Ability to clearly present, orally and in writing, complex problems and projects within their field of study.

**CG5** Ability for learning and independent work.

**CG6** Ability to work in a team, integrate into multidisciplinary groups and collaborate with professionals from other fields.

**CG7** Ability for self-initiative, self-motivation and perseverance.

**CG8** Heuristic and speculative ability to solve problems in a creative and innovative way.

**CG9** Ability to carry out new projects and action strategies in real situations and in various areas of application, from a humanistic perspective.

**CG10** Ability for interpersonal communication, awareness of one's own capabilities and resources.

**CG11** Ability to adapt to new situations.

**CG12** Ability to recognize diversity and respect multiculturalism.

**CG15** Ability to acquire and fulfill a professional ethical commitment.

**CG16** Ability to integrate, through critical reflection, what has been learned in its theoretical and practical dimensions and apply it to mediation in intercultural conflicts and multilingual spaces.

**CG18** Ability to use self-assessment and peer-assessment.

**CG19** Have the necessary training base to continue postgraduate studies (Master's degree), nationally or internationally.

**CG20** Knowledge and respect for fundamental rights and equality between men and women.

**CG21** Respect for the principles of equal opportunities, non-discrimination and universal accessibility for people with disabilities.

#### Specific skills

**CEC1** Know the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria and the body of didactic knowledge around the respective teaching and learning procedures.

**CEC2** Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals at the center.

**CEC16** Acquire habits and skills for autonomous and cooperative learning and promote it among students.

**CEC18** Selectively discern audiovisual information that contributes to learning, civic education and cultural wealth.

**CEM52** Understand the principles that contribute to cultural, personal and social development through physical education.

**CEM53** Know the school curriculum for physical education.

**CEM54** Acquire resources to encourage lifelong participation in sports activities inside and outside of school.

**CEM66** Develop and evaluate curriculum content using appropriate teaching resources and promote corresponding competencies in students.

### **1.2. Learning outcomes**

Upon completion of this subject, the student must:

- Be able to value and make understood the principles with which Physical Education contributes to the cultural, personal and social development of the individual.
- Know the school curriculum of Physical Education.
- Knowing the motivations and social contexts of students.
- Know how to encourage participation in sports activities inside and outside of school.
- Be able to communicate the importance of participation in sports activities not only at school but throughout life.
- Be able to identify learning difficulties related to the practice of sport and know how to treat them.

## **2. CONTENTS**

### **2.1. Prerequisites**

None.

### **2.2. Description of contents**

- Physical Education in Primary Education
- Concepts and characteristics
- Perspectives and patterns for physical education teaching
- Physical Education evaluation criteria
- Teaching approach in the following areas:
  - o The body, image and perception. Body knowledge and control. Exploration and discrimination of sensations
  - o Motor skills. Conditioning factors of human motor development in Primary Education
  - o Expressive-artistic physical activities. body language
  - o Physical activity and health. Lifelong postural and physical activity habits. Physical activities in a natural environment

- Games and sports. Individual and collective sports. Values education in Physical Education
- The evaluation of Physical Education in Primary Education

### 2.3. Training activities

On-site modality:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF1.Synchronous theoretical classes	17	100%
AF3. Practical classes. Seminars and workshops	22	100%
AF4. Tutorials	14	100%
AF5. Working in small groups	7	100%
AF6. Individual study and independent work	85	0%
AF7 Assessment Activities	5	100%
<b>TOTAL NUMBER OF HOURS</b>	<b>150</b>	

Distance modality:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF2. Asynchronous theoretical classes.	10	0%
AF3. Practical classes. Seminars and workshops	22	100%
AF 4 Tutorials	12	0%
AF6. Individual study and independent work	104	0%
AF7 Assessment Activities	2	100%
<b>TOTAL NUMBER OF HOURS</b>	<b>150</b>	

### 2.4. Teaching methodologies

The teaching staff may choose between one or more of the following methodologies detailed in the verified degree report:

Code	Teaching methodologies	Description
MD1	Expository method. Master class	Structured presentation of the topic by the teacher in order to provide information to students, transmit knowledge and activate cognitive processes. Active student participation is encouraged through debate activities, case discussions, questions and presentations.
MD2	Individual study	Independent and reflective work by the student, in order to deepen the acquisition of associated skills (preparation of classes and exams; use of information sources; completion of assignments, presentations; use of ICT; participation in discussion forums, etc.)
MD3	Collaborative learning	Develop active and meaningful learning in a cooperative manner.
MD4	Troubleshooting	Active methodology that allows you to exercise, rehearse and put into practice previous knowledge.
MD5	Case study	Analysis of a real or simulated case with the aim of understanding it, interpreting it, solving it, generating hypotheses, contrasting data, reflecting, completing knowledge, etc.
MD6	Project-oriented learning	Carry out a project to solve a problem and apply acquired skills and knowledge.
MD7	Tutoring (individual and/or group)	Methodology based on the teacher as a guide for student learning. In person or through the use of technological tools such as forums, email or videoconferences.
MD8	Apprenticeship contract	Develop autonomous learning.
MD9	Self-assessment	Assessment of one's own knowledge, skills and acquisition of competencies.
MD10	Heteroassessment	Student evaluation by the teacher

### 3. EVALUATION SYSTEM

#### 3.1. Grading system

The final grading system will be expressed numerically, in accordance with the provisions of art. 5 of Royal Decree 1125/2003, of 5 September (BOE, 18 September), which establishes the European Credit System and the Grading System for official university degrees and their validity throughout the national territory.

- 0 - 4.9 Fail (SS)
- 5.0 - 6.9 Pass (AP)
- 7.0 - 8.9 Excellent (NT)
- 9.0 - 10 Outstanding (SB)

The mention of "matricula de honor" may be awarded to students who have obtained a grade equal to or greater than 9.0.

The number of honorary matriculation awards may not exceed 5% of the students enrolled in a subject in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one Honors may be awarded.

### 3.2. Evaluation criteria

#### Ordinary call

Modality: On-site

Evaluation systems	Percentage
Partial evaluation	20%
Activities	20%
Stake	10%
Final exam	50%

Modality: Distance

Evaluation systems	Percentage
Activities	30%
Stake	10%
Final exam	60%

#### Extraordinary call

Modality: On-site

Evaluation systems	Percentage
Activities	40%
Final exam	60%

Modality: Distance

Evaluation systems	Percentage
Activities	40%
Final exam	60%

### 3.3. Restrictions

#### Minimum rating

In order to average t h e above weightings, it is necessary to obtain at least a grade of 5 in the final test.

#### Attendance

The student who, without justification, fails to attend more than 25 % of the classes may be deprived of the right to take the exam in the ordinary call.

#### Writing rules

Special attention will be paid to the presentation and content of written assignments, practical exercises and projects, as well as to exams, taking into account grammar and spelling. Failure to comply with the minimum acceptable standards may result in points being deducted from the assignment.

### 3.4. Warning about plagiarism

The Universidad Antonio de Nebrija will not tolerate plagiarism or copying under any circumstances. It will be considered plagiarism the reproduction of paragraphs from texts other

than the student's audit (Internet, books, articles, papers of colleagues...), when the original source is not cited. *The use of quotations cannot be indiscriminate. Plagiarism is a crime.*

If this type of practice is detected, it will be considered a Serious Misconduct and the sanction foreseen in the Student Regulations may be applied.

#### 4. LITERATURE

##### Basic bibliography

Álvaro Sánchez Herrera, Jana Gallardo-Pérez and Higinio González-García. "The development of peer leadership in physical education: opportunities in the LOMLOE". (pp. 5 to 9). *EmásF, Digital Journal of Physical Education*, 15 (86).

Cruz, AA, Magdaleno, AR, Martínez, JLS, Castillo, A., Ruiz, JM, and Castillo, LA (2024).

Díaz, JCM (2022). Physical education in the LOMLOE. *EmásF: digital journal of physical education*, (78), 74-95.

Pérez-Pueyo, Á., Alcalá, DH, Berrocal, OC, Bernardino, CH, & Álvarez, IH (2022). Analysis and reflection on the new physical education curriculum. *Spanish Journal of Physical Education and Sports*, (463 (3)).

##### Recommended bibliography

Delgado, M.A., Sicilia, A. (2002). *Physical Education and teaching styles* . INDE.

Gil, PA (2001). *Teaching methodology of physical and sports activities* . Vipren

Pangranzi, R.P. and Bieghle A. (2015). *Dynamic Physical Education for Elementary School Children*. New York: Macmillan Publishing Company.

#### 5. TEACHING STAFF DATA

You can consult the teachers' email and the academic and professional profile of the teaching team at <https://www.nebrija.com/carreras-universitarias/grado-educacion-primaria/#masInfo#profesores>