



Universitat de Lleida

DEGREE CURRICULUM  
**CONTENTS INHERENT TO  
PHYSICAL EDUCATION I**

Coordination: REVERTER MASIÀ, JOAQUIN

Academic year 2020-21

## Subject's general information

<b>Subject name</b>	CONTENTS INHERENT TO PHYSICAL EDUCATION I			
<b>Code</b>	100828			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Primary Training	4	OPTIONAL	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	5	OPTIONAL	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	5	OPTIONAL	Attendance-based
<b>Course number of credits (ECTS)</b>	9			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	2.7		6.3
	<b>Number of groups</b>	2		2
<b>Coordination</b>	REVERTER MASIÀ, JOAQUIN			
<b>Department</b>	SPECIAL DIDACTICS			
<b>Teaching load distribution between lectures and independent student work</b>	Physical and Health Condition: 1 credit (25h ECTS) - 4.5 credits (113h). - 68 non-contact hours (60%) - 45 hours in person / virtual (40%)  Introduction to sports: 1 credit (25h ECTS) - 4.5 credits (113h).			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Catalan, Spanish, English			
<b>Distribution of credits</b>	Physical Condition and Health: 4.5 credits (113h).			
	Introduction to sports: 4.5 credits (113h).			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
PAREJA LOPEZ, FRANCISCO JAVIER	francisco.pareja@udl.cat	8,6	
REVERTER MASIÀ, JOAQUIN	joaquim.reverter@udl.cat	2	
RIBERA NEBOT, DAVID	david.riberanebot@udl.cat	7,4	

## Subject's extra information

Professor Mention in Physical Education: The profile of the Teacher-Specialist training is based on three basic dimensions: training that must provide broad scientific and cultural knowledge, educational training and professional training. The meaning of the Teacher-Specialist training is related to the functions, activities and tasks to be performed in the exercise of the profession. Initial training must enable the future teacher to know: teach, supervise, supervise, organize collaboratively, update professionally and cultivate as people.

## Learning objectives

1. Know how to apply the contents that make up the subject of Physical Education.
2. Possess the ability to carry out leisure, health or sports programs in the extracurricular setting.
3. Know how to analyze the possibilities offered by the realization of healthy lifestyles, as well as the drawbacks of not following these instructions.
4. Know how to analyze and put into practice the contents of the Physical Education for Primary area (period: 6-12 years).
5. Know the different methodologies to be carried out, having the ability to choose the best one according to the characteristics of the group of students and the center educational.

## Competences

Generals;

That students know how to apply their knowledge to their work or vocation in a professional way and possess the competences that

They are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.

That students have the ability to collect and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.

Design and regulate learning spaces in contexts of diversity and that address gender equality, equity and respect for human rights that conform the values of citizen training

- You specify:

Provide, implement and evaluate resources and instruments for innovation in physical education.

Analyze the influence of physical activity, health, games, sports and body expression, from a social point of view, creating a critical and reflective opinion.

Know the bases and possibilities of the different contents of Physical Education as educational means.

- Extrategic:

Organize and design tasks for the implementation of Physical Education didactic units

Know, be able and have the will to introduce different pedagogical innovations in the field of Physical Education.

## Subject contents

Thematic unit 1: "Health promotion in the school environment: Theoretical framework".

Thematic unit 2: "Promotion of Physical Activity in the school environment".

Thematic unit 3: "Promotion of healthy eating in the school environment".

Thematic unit 4: "Fundamentals of Motor Education"

Thematic unit 5: "Coordination"

Thematic unit 6: "Basic motor skills and their application to sports initiation"

Thematic unit 7: "Team sports"

## Methodology

The working methodology will be based on the "Flipped Classroom" and problem solving. Basically, it involves assigning students the least active tasks at home and reserving activities that require more participation and interaction for classroom work. The "Flipper Classroom" is a methodology that was created to facilitate attention to diversity and promote competence work. The main objectives achieved with this learning methodology are: To significantly improve the work environment in the classroom. Improve educational care for each student, based on their abilities, their learning style, etc. Turn the classroom into an active workspace for everyone. Promote creativity and critical thinking.

## Development plan

Week 1	Theory to the classroom (4 hours): Health promotion in the school environment	Virtual Classes: reflections videos

2	Promotion of Physical Activity in the school environment (4 hours)	Virtual Classes: reflections and analysis of visual documents
3	Promotion of Physical Activity in the environment of the school (4 hours)	Virtual Classes: project analysis
4	Promotion of healthy eating in the school environment (4 hours)	Virtual Classes: article analysis
5	Fundamentals of Motor Education (4 hours)	Virtual Classes: reflections and analysis of visual documents
6	Fundamentals of Motor Education (4 hours))	Virtual Classes: article analysis
7	Basic motricity and seva applied to the Sport Initiation (4 hours)	Virtual Classes: article analysis
8	Basic motricity (4 hours)	Virtual Classes: article analysis
9	Sport initiation (4 hours)	Virtual Classes: reflections and analysis of visual documents
10	General dynamic coordination (4 hours)	Virtual Classes: reflections and analysis of visual documents
11	Specific dynamic coordination (4 hours)	Virtual Classes: reflections and analysis of visual documents
12	Collective sports (4 hours)	Virtual Classes: reflections and analysis of visual documents
13	Collective sports (4 hours)	Virtual Classes: reflections and analysis of visual documents

## Evaluation

- Written test: 20%
- Individual work: 25%
- Group work: 10%
- Oral presentations and analysis and reflections: 15%
- Practical aptitude analysis of the specific content: 30%

ALTERNATIVE EVALUATION (According to article 1.5 of the ADDITIONAL RULES OF THE FEPTS TO THE REGULATION OF THE EVALUATION AND THE QUALIFICATION OF THE TEACHING IN THE DEGREES AND MASTERS AT THE UdL)

The student who opts for this evaluation will have to do:

TEST1 and TEST2 (the same days as the rest of the groups) 22% + 22%

Didactic Unit (deliver it on the date established by the rest of the groups) 28%

Development of a topic (agree the delivery date with the teachers) 28%

THE DELIVERY OF THE ACTIVITIES WILL BE CARRIED OUT VIA VIRTUAL CAMPUS SAKAI and AI ACTIVITIES SECTION. NO WORK WILL BE ACCEPTED OUTSIDE THIS SECTION OF SAKAI.

ALL PAPERS WILL HAVE TO BE DELIVERED VIA ONLINE AND THE FILE WILL BE IDENTIFIED WITH THE NAME AND SURNAMES OF THE AUTHOR OR AUTHORS. Exercises that are not elaboration will not be accepted

own: the reference bibliography, both published by traditional methods and accessible through

from the internet, it must serve as a base and not be copied literally, it must also be punctually and conveniently referenced.

## Bibliography

Bibliografía Básica Batalla Flores, Albert. "Habilidades motrices". Barcelona Inde Publicaciones 2000. Díaz Lucea, Jordi. "Enseñanza y aprendizaje de las habilidades y destrezas motrices básicas". Barcelona Inde Publicaciones 1999. Haywood, Kathleen M. Getchell, Nancy. "Life span motor development". Champaign (IL) Human Kinetics [2005]. Izquierdo Redín, Mikel. "Biomecánica y bases neuromusculares de la actividad física y el deporte". Madrid, etc. Médica Panamericana D.L. 2008. Nordin, Margareta. Frankel, Victor H. (Victor Hirsch) 1925- / Forssén, Katja. "Biomecánica básica del sistema musculoesquelético". Madrid [etc.] McGraw-Hill. Interamericana 2004. Seirul-lo Vargas, F. (2004-2005). Motricidad Básica y su Aplicación a la Iniciación Deportiva. Documento INEFC de Barcelona. Fundamentos de Francisco Seirul-lo Vargas para la Educación Motriz.

([http://www.iniciaciondeportiva.com/doc/motribasic\\_inicdep\\_seirul-lo.pdf](http://www.iniciaciondeportiva.com/doc/motribasic_inicdep_seirul-lo.pdf)) Casajús, José Antonio, and Germán Vicente-Rodríguez. "Ejercicio físico y salud en poblaciones especiales. Exernet." *Colección ICD* (2011): 2172-2161.

del Olmo, M. Á. F. (2012). *Neurofisiología aplicada a la actividad física*. Síntesis.

## WEB

<http://www.educacionmotriz.org/>