



DEGREE CURRICULUM

COMPLEMENTS FOR TRAINING - PHYSICAL EDUCATION

Coordination: LAVEGA BURGUES, PERE

Academic year 2020-21

Subject's general information

Subject name	COMPLEMENTS FOR TRAINING - PHYSICAL EDUCATION			
Code	14303			
Semester	ANUAL CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Master's Degree in Secondary Education Teacher, Training and Language Teaching	1	OPTIONAL	Attendance-based
Course number of credits (ECTS)	8			
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA	
	Number of credits	2	6	
	Number of groups	2	2	
Coordination	LAVEGA BURGUES, PERE			
Department	SPECIAL DIDACTICS			
Important information on data processing	Consult this link for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
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Learning objectives

OBJECTIVES

- O1 Identify contexts and situations where the EF can have a rol important for the education of the physical welfare, social and cultural (E1)
- O2 Analyse the aportacions of the Physical Education in the development and maintenance of healthy lifestyles and physically active.(E1,E2)
- O3 Identify contexts, processes and strategies to promote since the EF actions of interpersonal dialogue and work in team with the use of TIC and TAC (E1,E2,E3)
- O4 Identify contexts and strategies of intervention in E.F. That contribute to a inclusive school (E1,E2)
- O5 Use strategies for the transformation of conflicts engines that give in the classes of E.F (Social welfare) (E1, E2)
- O6 Propose strategies of intervention for the attention to the diversity (social welfare).(E2)

Competences

SPECIFIC COMPETENCES

- (E8) Promote actions of education in values and citizen formation
- (E13). Know the formative and cultural value, as well as the contents of the Physical Education
- (E15.1) Know contexts and situations in that they use or apply the diverse curricular contents of the Physical Education
- (E15.2) Know the processes and resources for the prevention of problems of learning and living together, the processes of evaluation and of academic and professional orientation

GENERIC COMPETENECES

- (G2) 1.Oral and written communication
- (G3). 2. Capacity of analysis and of synthesis.
- (G5). 3. Skill of management of the information.
- (G10) 4. With regard to the fundamental rights of equality between men and women, to the promotion of the Human Rights and to the own values of a culture of peace and of democratic values

Subject contents

CONTENTS

C1 Ideology and scientific criteria in PE. Towards an PE of the welfare based in scientific evidences

C2 Physical welfare. Construction of healthy lifestyles in the contemporary society through the PE.

C3 Welfare Sociocultural. Strategies to educate in cultural diversity. The local and global prospect through the traditional games in PE

C4 Relational welfare.

C4.1 The cooperation and the work in team in PE. Strategies and resources

C4.2 The transformation of the conflicts engines in the sessions of physical education. Strategies and resources

C4.3 Strategies for the inclusion of the students through the EF. Treatment of the specific educational needs.

Methodology

METHODOLOGY

- The subject promote the leadership role of the student in his/her process of learning. To achieve it is designed face-to face activities and autonomous work guided: in small group and individual.

- It will count with basic material of the different contents of the subject that will hang to the Virtual Campus

The methodology during the face-to-face classes will be active and participatory.

It will use a group of varied activities: exhibition of the teacher of the key aspects the contents of the subject; reflections on the life and attitude of the students true debate, exhibition of works; realisation of practical on the resources and strategies to employ.

The tasks of autonomous work (no face-to-face) that represent 80% of the subject will consist in resolving problems or subjects treated to the classes face-to-face and also related with the three activities of evaluation.

SUMMARIZING THE ACTIVITIES OF LEARNING TO REALISE DE AUTONOMOUS And DIRECTED LEARNING	ESTIMATE OF THE DEDICATION (IN HOURS)
Search and reading of skilled bibliography for the preparation of a short essay on the welfare in the EF	20 h
Reading skilled bibliography on different dimensions of the welfare in the EF	24 h
Vision, analysis, reflection and debate of a documentary on diversity and EF	5 h
Reading and comment of text. Of individual way, the student will realise a personal comment of an article following the guidelines given by the teacher.	5 h
Search and reading for the preparation oral exhibition on adaptations in EF	5 h
Practical reflection of games oriented to the relational welfare	20 h
Preparation of the conceptual map related with the study of case	20 h
Preparation of a short essay on a case of intervention related the welfare in the EF	20 h
Resolution of a concrete case related with the change and maintenance of a healthy lifestyle	13 h
Resolution of a concrete case related with an intervention of the EF oriented any the welfare	12 h
Identification of situations of game related with the transformation of possible conflicts	2 h
Utilisation of a methodology of cooperative work employing the video to integrate in systems of communication and learning	2 h
Preparation of a video related with the methodology of learning based in problems in cooperative work	6h
TOTAL	154 h

Development plan

DEVELOPMENT PLAN Groups 1 and 2

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SESSION	TEACHER	OBJECTIVES / LEARNING CONTENTS	TEACHER TASKS	STUDENT TASKS
Week 1				
October 14, 2020 group 1 09: 00-11: 00 master room PRESENTIAL	Pere Lavega	The students will know the approach of the subject, the training activities proposed and the evaluation criteria. identify what it means to promote evidence-based physical education (PE). You will learn to relate PE to well-being in its different dimensions.	Describe the setting Work with the students on the plan to follow. Case planning and detection of needs and resources,	Search and reading specialized bibliography to specify the case they have to solve. Preparation, presentation and defense of works:
October 15, 2020 group 2 09: 00-11: 00 master room PRESENTIAL		The ideology and criteria established in the current PE curriculum in secondary school will be critically analyzed.	Power Point presentation Conduct reflection and initiate questions	Group elaborate a conceptual map of the most outstanding units explained in the session.

week 2				
SESSION	TEACHER	OBJECTIVES / LEARNING CONTENTS	TEACHER TASKS	STUDENT TASKS
October 21, 2020 group 2 09: 00-11: 00 Synchronous online 30.11 -13.30 online Asynchronous	Pere Lavega	The students will know the approach of an official PE curriculum based on the education of motor behaviors.	It conducts search and reading of documentation and presents criteria for its analysis.	Search and reading specialized bibliography to specify the case they have to solve.
October 22, 2020 group 1 09: 00-11: 00 Synchronous online 30.11 -13.30 online Asynchronous		Didactic strategies to innovate in physical education through European project strategies with the participation of institutes.		
week 3				
SESSION	TEACHER	OBJECTIVES / LEARNING CONTENTS	TEACHER TASKS	STUDENT TASKS

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October 28, 2020		week 2		
SESSION	TEACHER	OBJECTIVES / LEARNING CONTENTS	TEACHER TASKS	STUDENT TASKS
<p>09:00-11:00 October 21, 2020 master room group 2 PRESENTIAL 09:00-11:00</p> <p>Synchronous online October 29, 2020 30.11 -13.30 group 2 online Asynchronous 09:00-11:00</p> <p>master room October 22, 2020 PRESENTIAL group 1 09:00-11:00</p> <p>Synchronous online October 28, 2020 online Asynchronous 09:00-11:00 on-line</p>	<p>Pere Lavega</p> <p>Pere Lavega</p>	<p>Students will receive information for the identification and transformation of an official PE curriculum based on the education of motor behaviors. of conflicts in physical education classes</p> <p>Didactic strategies to innovate in physical education through European project strategies with the participation of institutes.</p>	<p>Teachers will present the framework and guidelines to master students to help them become aware of what it means to apply this approach.</p> <p>It conducts search and reading of documentation and presents criteria for its analysis.</p>	<p>Active participation obtaining and subsequent interpretation of data physical education sessions an institute for subsequent analysis. Search and reading specialized bibliography specify the case they solve.</p>
synchronous		week 3		
<p>11:30-13:30 SESSION asynchronous online</p> <p>October 29, 2020 group 1 09:00-11:00 on-line synchronous 11:30-13:30 asynchronous online</p>	<p>Estel Gatell</p>	<p>OBJECTIVES / LEARNING CONTENTS "The teacher must reinvent himself". The students will know different teaching experiences developed in Secondary as a consequence of the social confinement during the last semester of the previous school year.</p>	<p>TEACHER TASKS The teachers will moderate the presentations of different teachers towards the teaching experiences derived from confinement and will coordinate the reflection on the asynchronous online intervention</p>	<p>STUDENT TASKS Listening and active participation during presentation of the teachers intervene in the content</p>
		week 4		
<p>October 28, 2020 SESSION group 1 November 4, 2020 09:00-11:00 master room PRESENTIAL 30.11 -13.30 master room October 29, 2020 PRESENTIAL group 2 09:00-11:00 November 05, 2020 master room PRESENTIAL 09:00-11:00 30.11 -13.30 master room October 28, 2020 PRESENTIAL group 2 09:00-11:00</p>	<p>Pere Lavega</p> <p>Pere Lavega</p>	<p>Students will receive information for the identification and transformation of an official PE curriculum based on the education of motor behaviors. of conflicts in physical education classes</p> <p>Students will be able to observe and analyze different aspects related to the education of motor conducts based on the intervention of the students in a physical education class.</p>	<p>Teachers will present the framework and guidelines to master students to help them become aware of what it means to apply this approach. The teachers will present the framework and guidelines to master students to help them become aware of the relational well-being that can be triggered in PE sessions</p>	<p>Active participation obtaining and subsequent interpretation of data physical education sessions an institute for subsequent analysis. Search and reading specialized bibliography specify the case they solve.</p>

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November 4, 2020		week 2		
SESSION	TEACHER	OBJECTIVES / LEARNING CONTENTS	TEACHER TASKS	STUDENT TASKS
09:00-11:00 October 21, 2020 Synchronous online group 2 30.11 -13.30 09:00-11:00 online Asynchronous Synchronous online November 05, 2020 30.11 -13.30 group 1 online Asynchronous 09:00-11:00 Synchronous online October 22, 2020 30.11 -13.30 group 1 online Asynchronous 09:00-11:00 Synchronous online 30.11 -13.30 SESSION online Asynchronous November 11, 2020 group 1	Pere Lavega Anna Fillat	Relational Well-being. The students will have an X-ray of the current situation regarding students with SEN. Inclusion decree and inclusive school the education of behavior. Didactic strategies to innovate in physical education through European project strategies with the participation of institutes.	The teacher will make a presentation on the map of the inclusive school and the supports of the inclusion decree. The teacher will present a group work on the supports that students with SEN should receive. It conducts search and reading of documentation and presents criteria for its analysis.	- Active participation debate on the inclusion through a forum - Work in groups supports Search and reading specialized bibliography specify the case they solve.
09:00-11:00		week 5		
face-to-face SESSION PRESENIAL	TEACHER	OBJECTIVES / LEARNING CONTENTS	TEACHER TASKS	STUDENT TASKS
November 12, 2020 group 2 09:00-11:00 face-to-face PRESENIAL	Anna Fillat	You will also learn about external resources in classrooms, to promote inclusion.	The teacher will present different resources so that all students can carry out the PE session The teacher will guide the students towards solving real cases of inclusion using different sources of consultation.	- Listen and active participation while they explains. -Resolution of real cases of inclusion in work groups different reading specialized bibliography
November 11, 2020 group 2 09:00-11:00				- Listen and active participation while they explains.
October 28, 2020 Synchronous online group 1 11.30 -13.30 09:00-11:00 online Asynchronous master room PRESENIAL November 12, 2020 group 1 October 29, 2020 09:00-11:00 group 2 Synchronous online 09:00-11:00 11.30 -13.30 master room online Asynchronous PRESENIAL	Rosa Rodriguez Pere Lavega	Synchronous (9 am-11am) The students will learn different aspects of the final master's thesis and practices and the intervention related to adolescence. Asynchronous (11:30 am-1:00pm) Students will receive information for the individualized systems formulation of conflicts in physical education classes	The teacher will present different resources related to the master's degree and the 'EF Teachers will present the framework and guidelines to master students to help them become aware of what it means to apply this approach.	Active participation obtaining and subsequent interpretation of data physical education search an institute for subsequent analysis documentaries and in relation to questions
		Weeks 6 and 7 First Period of Practicum		
October 28, 2020 group 2 09:00-11:00				

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week 8

SESSION	TEACHER	OBJECTIVES / LEARNING CONTENTS	TEACHER TASKS	STUDENT TASKS
<p>December 2, 2020 group 2 09:00-11:00 Synchronous online 11.30 -13.30 online Asynchronous</p>	Rosa Rodríguez	<p>Didactic Communication during the guide through the Pursued Learning.</p> <p>The asynchronous session must take place before the Synchronous session today at 9 am .. In this asynchronous session, students will be asked to analyze the affective communication between teacher and secondary school students of a session recorded during the previous practice period according to their criteria</p>	<p>The teachers will present the master's degree students the framework and guidelines to help them accompany secondary school students and training cycles and become aware of their didactic communication and empathy with them</p>	<p>Analyze the Practice session according to and professional criteria didactic communication</p> <p>Listen to the information the ecology of PE and communication (teacher affective) and empathy the development learning criteria</p>
<p>December 3, 2020 group 1 09:00-11:00 Synchronous online 11.30 -13.30 online Asynchronous</p>		<p>In the synchronous session, the students will become aware of the variables to take into account in relation to affective communication and empathy</p> <p>You will also receive information on the reference framework (PE ecology) to accompany secondary school students and training cycles in the learning process, taking special care of didactic communication and empathy in the development of the learning pursued.</p>		

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week 9				
SESSION	TEACHER	OBJECTIVES / LEARNING CONTENTS	TEACHER TASKS	STUDENT TASKS
<p>December 09 2020 group 1 11.30 -13.30 master room PRESENTIAL</p> <p>December 10, 2020 group 2 11.30 -13.30 master room PRESENTIAL</p>	<p>Rosa Rodríguez & Estel Gatell</p>	<p>Didactic Communication during the guide through the Pursued Learning.</p> <p>You will learn to evaluate, making proposals for improvement related to aspects related to PE ecology and its didactic communication and empathy in a real physical education class in which PE learning development is sought, using the framework and criteria presented. in the previous online session</p>	<p>During the session, the teacher conducts the observation, self-evaluation and co-evaluation of the recorded session in the Practicum center, both at the level of didactic communication and empathy as well as the learning developed by secondary school students.</p>	<p>Hetero-evaluates the learning development of secondary school students and self-evaluates their didactic communication and empathy in relation to the learning sought according to the theories of the last days.</p>
<p>December 09, 2020 group 1 9.00-11.00 master room PRESENTIAL</p> <p>December 10, 2020 group 2 9.00-11.00 master room PRESENTIAL</p>	<p>Enric Ormo, Queralt Prat</p>	<p>Workshop: Relational Wellbeing. Students will learn resources for cooperative work through TAC</p>	<p>Description of the scenario. Work with the students on the plan to follow. Presentation of problem situations and detection of needs</p>	<p>Use of TAC resources and tools, based on problem situations to promote teamwork in the classroom.</p>
<p>December 10, 2020 group 2 09: 00-11: 00 Synchronous online 11.30 -13.30 online Asynchronous</p> <p>December 11, 2020 group 1 09: 00-11: 00 Synchronous online 11.30 -13.30 online Asynchronous</p>	<p>Estel Gatell</p>	<p>"Project work at the Màrius Torres de Lleida Institute"</p> <p>The students will know different experiences of Work for Teaching Projects that contemplate PE developed in a secondary school in ESO groups.</p>	<p>The teacher will present different teaching projects to different academic courses of ESO.</p>	<p>Listen and active participation during the presentation of the teacher.</p>

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week 10				
SESSION	TEACHER	OBJECTIVES / LEARNING CONTENTS	TEACHER TASKS	STUDENT TASKS
December 16, 2020 group 1 09:00-11:00 Synchronous online 11.30 -13.30 online Asynchronous	Enric Ormo, Queralt Prat	Workshop: Relational Wellbeing. Students will learn resources for cooperative work through TAC	Description of the scenario. Work with the students on the plan to follow. Presentation of problem situations and detection of needs	Use of TAC resources and tools, based on problem situations, promote teamwork in
December 17, 2020 group 2 09:00-11:00 Synchronous online 11.30 -13.30 online Asynchronous				

week 11				
SESSION	TEACHER	OBJECTIVES / LEARNING CONTENTS	TEACHER TASKS	STUDENT TASKS
January 20 2021 group 1 09:00 -13.30 Master room and Pavilion PRESENTIAL	Anna Fillat	Relational Well-being. Students will learn strategies to introduce adaptations in PE sessions to students with functional diversity The students will become familiar with the awareness of people with disabilities	The teacher will present different game situations and strategies to favor the adaptation of activities to people with functional diversity. The teacher will propose a reflection on each of the situations raised The teacher presented an awareness project.	- The student will actively in aware - Verbal and / or the exp liv - Listen and participation when expla
January 21st 2021 group 2 09:00 -13.30 Master room and Pavilion PRESENTIAL				

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week 12				
SESSION	TEACHER	OBJECTIVES / LEARNING CONTENTS	TEACHER TASKS	STUDENT TASKS
January 27th 2021 group 1 9am to 11am From 11.30 to 13.30 Masters room PRESENTIAL	Estel Gatell	"Job Bank" The students will know the platform and the operation related to their incorporation into the job market of the Department of Education in order to become part of the teaching staff.	Talk about the requirements and operation of the Teacher Job Bank by a union delegate from the CCOO Education Federation. The website of the Teaching Department and a question time will be opened. Next, videos will be projected on the experience of different secondary school teachers on their first day of work and afterwards, the teacher will moderate a discussion with the students.	Listening and active participation during the presentation of the videos of the CCOO Education Federation. Actively participate in the question time and post-screening comments.
January 28 2021 group 2 9am to 11am From 11.30 to 13.30 Masters room PRESENTIAL		"My 1st day in the center" The students will learn about different experiences of teachers in joining the first secondary school they worked with, with the intention that the students can get an idea of the reality they may encounter.		

week 13				
SESSION	TEACHER	OBJECTIVES / LEARNING CONTENTS	TEACHER TASKS	STUDENT TASKS
February 3, 2022 group 1 11.30 a.m. to 1.30 p.m. master room PRESENTIAL	Estel Gatell	"Let's recap." Students will review the content given to the Complements subject and will highlight the strengths and areas for improvement.	The teacher will present the route taken in the Complements subject and will promote the participation of the students in the critical assessment of the subject.	Listen actively during the presentation of the teacher.
February 4, 2022 group 2 11.30 a.m. to 1.30 p.m. master room PRESENTIAL				

Evaluation

EVALUATION

The assessment will focus on the acquisition of specific and general skills and will consist of the following 4 evidences:

EVALUATION EVIDENCE 1: ANALYSIS OF A CASE OF INTERVENTION IN AN EDUCATIONAL CENTER

Description of the evidence:

Analysis of the educational intervention identified in the educational center of external practices, related to the actions carried out from the area of physical education on the occasion of the situation of confinement due to the state of health alarm.

The proposed activity is a case study that must explain with a contrasted personal contribution the educational intervention analyzed.

The script to follow will be as follows:

1. **Context.** Brief description of the characteristics of the center: number of teachers, lines
2. **Impact of confinement on EF.** Description of which parts of the program of the subject of Physical Education were affected
3. **Actions carried out by the teaching staff and the Institute.** Identification of the main measures adopted.
4. **Activities carried out by students.** Description of the activities carried out by the students and technological resources used.
5. **Online monitoring of teaching-learning activities.** Description of the strategies followed to be in contact with the student in this process.
6. **Evaluation strategies** of the learning outcomes related to the competences of the subject
7. **Generated materials.** Describe if there is a repository of those that have been left for the subject.
8. **Future approach.** Explain if there is an action plan planned in case a similar situation is repeated.

The extent of this first evidence it should not be less than about 15 sheets

Skills to be assessed:

(E8) To promote actions of emotional education, in values and citizen formation

(E13). Know the formative and cultural value, as well as the contents of the Physical Education (E15.1). Know contexts and situations in which the various curricular contents of Physical Education are used or applied

(E15.2) Know the processes and resources for the prevention of learning and coexistence problems, the evaluation processes and academic and professional guidance

(G2). Oral and written communication

(G3). Ability to analyze and synthesize.

(G5). Information management skills.

(G10). Respect for the fundamental rights of equality between men and women, the promotion of human rights and the values of a culture of peace and democratic values

Score: Individual evaluation activity with a value of 20%

Maximum delivery date: December 4, 2020 on the virtual platform. The qualification of this evidence will be published until December 23, 2020. If suspended, it may be resubmitted until January 8, 2021, incorporating the considerations provided by teachers.

Works will not be accepted after these dates.

Indicators and criteria for assessing evidence 1:

The evaluation of this activity will be done according to the following criteria

1. Present the key and central facts of each section (1 point for each of the sections)
2. Present the document in an orderly manner and respecting the formal aspects (2 points).

EVALUATION EVIDENCE 2: EVALUATION OF A HYPOTHETICAL EDUCATIONAL INTERVENTION

Description of the evidence:

Analysis of one of the educational interventions developed in the subject. This analysis will correspond to the deepening of the group assessment that has been done in one of the sessions of the subject.

The proposed activity corresponds to a contrasted personal contribution in relation to one of the topics of educational intervention dealt with in the subject.

The script to follow will be as follows:

1. **Context.** Brief description of the topic covered in one of the sessions and its hypothetical relationship with the context and characteristics of

a group-class of the practice center.

2. **Development of the topic.** Description of the key aspects of the topic treated with bibliographic support.
 1. Theoretical development of the topic
 2. Way to hypothetically introduce this topic in the center and group-class of practices (if it would be carried out at some key moment of the course; if several sessions would be dedicated; methodology that would be used)
 3. Participation of students and / or teachers, according to the chosen topic
 4. Obtaining evidence. Explanation of how data on student participation or teacher intervention would be obtained to make an evaluation of the intervention.
3. **Final reflections or conclusions**
4. **Bibliographic references**

The extent of this first evidence it should not be less than about 15 sheets

Skills to be assessed:

(E8) To promote actions of education in values and citizen formation

(E13). Know the formative and cultural value, as well as the contents of the Physical Education (E15.1). Know contexts and situations in which the various curricular contents of Physical Education are used or applied

(E15.2) Know the processes and resources for the prevention of learning and coexistence problems, the evaluation processes and academic and professional guidance

(G2). Oral and written communication

(G3). Ability to analyze and synthesize.

(G5). Information management skills.

(G10). Respect for the fundamental rights of equality between men and women, the promotion of human rights and the values of a culture of peace and democratic values

Score: Individual evaluation activity with a value of 20%

Maximum delivery date: The delivery date December 18, 2020 the virtual platform. The qualification of this evidence will be published until January 22, 2021. Case of suspension may be resubmitted until February 5, 2021, incorporating the considerations provided by teachers.

Works will not be accepted after these dates.

Indicators and criteria for assessing evidence 2:

The evaluation of this activity will be done according to the following criteria

1. Follow all the proposed steps with a clear and understandable structure (up to 2 points).
2. Present the key and central facts as well as the context (up to 2 points)
3. Relate different knowledge to respond to the demands of the case (up to 2 points)
4. They make reasoned and reasoned action decisions with some source of contrasted consultation (up to 3 points)
5. Proposes the applicability for the intervention in the professional exercise (up to 1 point)

EVALUATION EVIDENCE 3: CONCEPTUAL MAP OR MOOC COURSE GAME AND COEXISTENCE I and II

Description of the evidence:

This evidence can be made following one of the following two options:

Option 1. Realization of a conceptual map on the content developed in relation to the subject: proposals to favor the practice in the classes of physical education (through the face-to-face classes and the activities of autonomous work, as well as of the information obtained by develop evidence 1 and 2).

Option 2. Completion of the free online course Learning to live together through game 1 or 2.

The course is 100% online, free and is carried out through the Miriadax platform, the result of an institutional agreement between this platform, the University of Lleida and the INEFC. The course shows an original approach, applied and based on scientific evidence that allows you to enter in a pleasant way to know the possibilities offered by the game to foster relationships.

This option is recommended, especially to students who have not completed the degree at the INEFC center in Lleida.

To access the course, you must go to the following link that will be provided in due course. There you will have to register on the Miriadax platform and register for course I or 2.

<https://miriadax.net/web/aprender-a-convivir-a-traves-del-juego-i-5-edicion-inicio>

<https://miriadax.net/web/aprender-a-convivir-a-traves-del-juego-ii-2-edicion-inicio>

Skills to be assessed:

(E8) To promote actions of emotional education, in values and citizen formation

(E13). Know the formative and cultural value, as well as the contents of the Physical Education (E15.1). Know contexts and situations in which the various curricular contents of Physical Education are used or applied

(E15.2) Know the processes and resources for the prevention of learning and coexistence problems, the evaluation processes and academic and professional guidance

(G2). Oral and written communication

(G3). Ability to analyze and synthesize.

(G5). Information management skills.

(G10). Respect for the fundamental rights of equality between men and women, the promotion of human rights and the values of a culture of peace and democratic values

Score: Individual evaluation activity with a value of 20%

Maximum delivery date: Option 1 Concept map. February 15, 2021 on the virtual platform. Works will not be accepted after these dates. Option 2. Online course until the end of the course according to deadlines announced on the Miriadax virtual platform (December 4) presenting the corresponding free certificate of completion of the course.

Indicators and criteria for assessing evidence 3:

Option 1. Concept Map. The evaluation of this activity will be done according to the following three criteria

1. Maintains a clear and understandable structure (up to 2 points)

2. Present the key and central facts as well as the context (up to 4 points)

3. Integrates and relates key conceptual units for the topic covered derived from the knowledge and information obtained with the different knowledge received in the classes, the activities of autonomous work and the actions carried out in evidences 1 and 2 (up to 4 points)

Option 2. Online course Game and coexistence.

To pass this evidence it will be necessary to obtain the certificate of participation that is obtained when the student has passed, at least, an average of 75% of the modules of the course. This average is calculated by dividing the sum of the% obtained in each of the modules, and by the number of modules in the course. The course starts on October 12 (at the time the student wishes) and has until December 3 to complete it.

EVALUATION EVIDENCE 4: Active participation in the activities of functional diversity of the subject

Description of the evidence:

This evidence consists of four activities related to four sessions of the subject

Activities	Delivery	Value
Personal reflection on awareness	Session day	5%
Inclusive school debate	Session day	5%
Universal support work	Session day	5%
File and presentation	Session day	5%

The activities will be explained and presented on the same day of each session

Score: Individual evaluation activity with a value of 20%

Skills to be assessed:

(E8) To promote actions of emotional education, in values and citizen formation

(E13). Know the formative and cultural value, as well as the contents of the Physical Education (E15.1). Know contexts and situations in which the various curricular contents of Physical Education are used or applied

(E15.2) Know the processes and resources for the prevention of learning and coexistence problems, the evaluation processes and academic and professional guidance

(G2). Oral and written communication

(G3). Ability to analyze and synthesize.

(G5). Information management skills.

Indicators and criteria for assessing evidence 4:

The evaluation of this activity will be done according to the following seven criteria

1. Follow all the proposed steps with a clear and understandable structure (up to 2 points).
2. Relate different knowledge to respond to the demands of the job (up to 2 points)
3. They make reasoned and reasoned action decisions with some proven source of consultation (up to 3 points)
4. Proposes the applicability for the intervention in the professional exercise (up to 3 points)

In all the evidences the students will introduce the following sentence in which it declares explicitly the originality of the work and the citation of all the sources and resources used.

All information and ideas in the evidence are original and have not been copied literally from any other resource. Ideas and information constructed from others have been correctly cited.

If plagiarism is detected in any of the evidences, the matter will be suspended without possibility of recovery.

Evaluation tests ordered by dates and value of each

Evidence	Dates	Value on final grade%
Evidence 1. Analysis of a case of intervention in an educational center	Delivery Date: until 4/12/2020 Qualification date: until 23/12/2020 Recovery Date: until 08/01/2021	20%
Evidence 2. Assessment of a hypothetical educational intervention	Delivery Date: until 12/18/2021 Qualification Date: until 22/01/2021 Recovery Date: until 05/02/2021	20%
Evidence 3. Concept Map or MOOC Course Game and coexistence	Delivery Date: Option 1 concept map until 15/02/2021; Option 2 (online course) from 12/10/2020 to 4/12/2020 Qualification Date: until 1/03/2021	20%
Evidence 4. Active participation in functional diversity sessions	Delivery Date: four deliveries the sessions corresponding to this part of the subject (4 and 5 November; 11 or 12 November; 20 and 21 January 2021) Qualification Date: until 29/01/2021	20%

(If the tasks are not delivered on the indicated date or the indications resulting from the procedural evaluation of the subject are ignored, it will be considered that the score will be 0 in the evaluation activity that is affected.)

The FINAL GRADE is the result of the average of all the evidences as long as each one of them with a note equal or superior to 5 is surpassed. The delivery of each one of the 4 evidences is obligatory.

ALTERNATIVE EVALUATION

People wishing to take part in this assessment must submit the corresponding application, plus the relevant documentation to the secretariat of the Faculty of Education, Psychology and Social Work, providing the relevant documentation for each case to be studied. .

The alternative assessment does not involve an alternative teaching to the face-to-face sessions that are not attended by students who take part in this type of assessment.

The group of students who take part in this assessment must complete and pass the following tests.

Evidence 1. Analysis of a case of intervention in an educational center 20%

See the description of evidence 1 explained above.

Delivery Date: until 4/12/2020

Qualification date: until 23/12/2020

Evidence 2. Assessment of an educational intervention 20%

See the description of evidence 1 explained above.

Delivery Date: until 12/18/2020

Qualification Date: until 22/01/2020

Evidence 3. Concept Map or MOOC Course Game and coexistence 10%

See the description of evidence 3 explained above.

Delivery Date: Option 1 concept map until 15/02/2021;

Option 2 (online course)) from 12/10/2020 to 4/12/2020.

Evidence 4. Resolution of a case of educational need 25%

Delivery Date: until 21/01/2021

The proposed activity is a case study focused on generating decision-making proposals. The procedure to follow will consist of the following actions:

1. The teacher will present a case of a student with educational needs from a class in a high school group.
2. Search and read specialized bibliography related to a case of identified educational need. Description of the key topics on which the bibliographic search is intended. It is necessary to identify which are the keywords or concepts on which the search is made. These first keywords or concepts must be identified from the description given in the previous point. A minimum of 10 scientific articles on the subject must be consulted. Reading these articles should lead to identifying key concepts or ideas related to the case being described. This section is basic, as it must be the basis that serves to resolve the case (task that will be done in the third part of the evidence).
3. Development of the adaptation to a didactic unit of this case of educational need.
 - Identification of the phases (actions or intervention strategies) that are proposed to be considered
 - Description of the intervention actions to be carried out in each phase or strategy to be used to resolve the case. To respond to the resolution of the case you can use the resources provided by the different teachers of this subject and also consider the key concepts and ideas that may have been identified in the essay after the bibliographic consultation.
 - Evaluation of the intervention: Describe the indicators that would be considered to evaluate the case and know if the problem has been resolved satisfactorily or if the challenge has been met. It is important to do a self-critique, identifying limitations, aspects that could be improved, other perspectives that could also be considered.

1. Bibliographic references

Bibliographic citations of localized articles will be incorporated; they will be cited according to APA regulations.

Skills to be assessed:

(E8) To promote actions of education in values and citizen formation

(E13). Know the formative and cultural value, as well as the contents of the Physical Education (E15.1). Know contexts and situations in which the various curricular contents of Physical Education are used or applied

(E15.2) Know the processes and resources for the prevention of learning and coexistence problems, the evaluation processes and academic and professional guidance

(G2). Oral and written communication

(G3). Ability to analyze and synthesize.

(G5). Information management skills.

(G10). Respect for the fundamental rights of equality between men and women, the promotion of human rights and the values of a culture of peace and democratic values

Exam: 25%

Completion of a theoretical-practical written test on the contents of the subject

It will take place during the fortnight from 15 to 26 February 2021.

The final grade will be the average of the grade obtained in the five evidences. It is a requirement that each of the tests be passed with a minimum of 5 out of 10 in order to pass the course. There is no recovery of any evidence.

Skills to be assessed:

(E8) To promote actions of education in values and citizen formation

(E13). Know the formative and cultural value, as well as the contents of the Physical Education

(E15.1) Know contexts and situations in which the diverse curricular contents of the Physical Education are used or applied

(E15.2) Know the processes and resources for the prevention of learning and coexistence problems, the evaluation processes and academic and professional guidance

(G2) 1. Written communication

(G3). 2. Capacity for analysis and synthesis.

(G5). 3. Ability to manage information.

(G10) 4. Respect for the fundamental rights of equality between men and women, the promotion of human rights and the values of a culture of peace and democratic values

In all the evidences the students will introduce the following sentence in which it declares explicitly the originality of the work and the citation of all the sources and resources used.

All information and ideas in the evidence are original and have not been copied literally from any other resource. Ideas and information constructed from others have been correctly cited.

If plagiarism is detected in any of the evidences, the matter will be suspended without possibility of recovery.

Alternative assessment tests sorted by dates indicating the value of each

Evidence	Dates	Value on final grade%
Evidence 1. Analysis of a case of intervention in an educational center	Delivery Date: until 4/12/2020	20%
Evidence 2. Assessment of a hypothetical educational intervention	Delivery Date: until 12/18/2020	20%

Evidence 4. Resolution of a case of educational need 25%

Delivery Date: until 08/01/2021

Evidence 3. Concept Map or MOOC Course Game and coexistence	Delivery Date: Option 1 concept map until 15/02/2021 ; Option 2 (online course) from 12/10/2020 to 4/12/2020	10%
Evidence 4. Resolution of a case of educational need	Until 21/01/2021	25%
Evidence 5. Face-to-face exam	Date of realization: The fortnight from the 15th to the 26th of February 2021	25%

(If the assignments are not delivered on the indicated date or the indications resulting from the alternative evaluation of the subject are ignored, it will be considered that the score will be 0 in the evaluation activity that is affected.)

The final grade is the result of the average of all the evidence as long as each of them is passed with a grade equal to or higher than 5.

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