



DEGREE CURRICULUM

COMPLEMENTS FOR TRAINING - PHYSICAL EDUCATION

Coordination: LAVEGA BURGUES, PERE

Academic year 2021-22

COMPLEMENTS FOR TRAINING - PHYSICAL EDUCATION 2021-22

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	Blended learning
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	k			
Teaching load distribution between lectures and independent student work	200 hours = 32 hours face-to-face and 12 hours online and 156 hours of independent work.			
Important information on data processing	Consult this link for more information.			
Language	Catalan			
Distribution of credits	5 theoretical credits of the subject 1 inter-subject theoretical-practical credit 2 practical credits			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
FILLAT PRAT, ANNA	anna.fillat@udl.cat	3	
LAVEGA BURGUES, PERE	plavega@inefc.es	3	
ORMO RIBES, ENRIC	eormo@inefc.es	,5	
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RODRÍGUEZ ARREGUÍ, ROSA MARÍA	rrodriguez@inefc.es	3	
ROURE NIUBO, MONTSERRAT	montse.roure@udl.cat	6	

Learning objectives

OBJECTIVES

- O1 Identify contexts and situations where EF can play an important role in physical, social and cultural well-being education (E1)
- O2 Analyze the contributions of Physical Education in the development and maintenance of healthy and physically active lifestyles (E1, E2)
- O3 Identify contexts, processes and strategies to promote from the EF actions of interpersonal dialogue and teamwork with the use of ICT and TAC (E1, E2, E3)
- O4 Identify contexts and intervention strategies in EF that contribute to an inclusive school (E1, E2)
- O5 Use strategies for the transformation of motor conflicts that occur in the classes of EF (social welfare) (E1, E2)
- O6 Propose intervention strategies for attention to diversity (social welfare) (E2)

Competences

SPECIFIC COMPETENCES

- (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) Knowing contexts and situations in which the different curricular contents are used or applied. In vocational training, knowledge of the evolution of the world of work, the interaction between society, work and quality of life, as well as the need to acquire the appropriate training to adapt to the changes and transformations that professions may require. In the case of psycho-pedagogical and vocational guidance, to know the processes and resources for the prevention of learning and coexistence problems, the processes of evaluation and academic and vocational guidance.

GENERIC COMPETENCES

- (G2) 1. Oral and 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

Subject contents

CONTENTS

- C1 Ideology and scientific criteria in EF Towards an EF of well-being based on scientific evidence
- C2 Physical Wellness. Building healthy lifestyles in contemporary society through EF
- C3 Sociocultural Welfare. Strategies for educating in cultural diversity. The local and global perspective through traditional EF games
- C4 Relational Well-being.
 - C4.1 Cooperation and teamwork in EF. Strategies and resources
 - C4.2 The transformation of motor conflicts in physical education sessions. Strategies and resources
 - C4.3 Strategies for student inclusion through EF. Treatment of specific educational needs.

Methodology

- The subject promotes the prominence of students in their learning process. To achieve this, face-to-face activities and online guided work activities are designed both synchronously and asynchronously.

There will be basic material of the different contents of the subject that will be posted on the Virtual Campus

The methodology during the face-to-face classes will be eminently active and participatory. A group of varied activities will be used: presentation of the teaching staff of the key aspects of the contents of the subject; reflections on the life and attitude of students towards people as students and as teachers, debate, exhibition of works; practice on the resources and strategies to be used.

The tasks of autonomous work (non-face-to-face) of the subject will consist of solving problems or topics covered in the face-to-face classes and also related to the three assessment activities. Asynchronous actions will also be carried out, consisting of consulting documents, solving problems or reflecting on small groups of activities that will be placed on the virtual platform.

SUMMARY OF LEARNING ACTIVITIES TO BE CARRIED OUT AUTONOMOUSLY AND DIRECTED	ESTIMATION OF DEDICATION IN HOURS
Search and read specialized bibliography to specify the case to be solved	8
Elaboration, exhibition and defense of works: In group elaborate an observation sheet	8
Awareness: game practice, presentation of resources, project	8
Elaboration of the conceptual map related to the case study or Mooc course on the use of the game in coexistence	20
Analyze a case of intervention in an educational center	20
Assessment of an educational intervention	20
Active participation in the activities of functional diversity of the subject	8
Active participation in obtaining and subsequent interpretation of data from a physical education session in an institute for further analysis.	8
Active participation in the debate on inclusive schooling through a forum or chat. - Work in groups on supports	8
Analysis of websites of different institutions and elaborate a group presentation, on the different resources that can contribute to us to favor the inclusion in the sessions EF - Resolution of real cases of inclusion in groups of work, from different readings of specialized bibliography	8
Listening and active participation during the presentation of teachers to intervene in the face of confinement, in project work, in the job market	10
Listen to the information for the design, application and evaluation of the session for the next week in high school taking into account the didactic communication (teaching and affective) and empathy during the development of the learning criteria	4
During the session in high school: applies the session, heteroevaluates the development of learning of high school students and self-evaluates their didactic communication and empathy. After the session in high school: conducts the self-assessment and co-assessment of the previous session concerning sought-after learning	8
Use of resources and TAC tools, based on problem situations, to encourage teamwork in EF	8

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Analysis of websites of different institutions and elaborate a group presentation, on the different resources that can contribute us to favor the inclusion in the sessions EF - Resolution of real cases of inclusion in groups of work, from different

8

TOTAL

154

Development plan

DEVELOPMENT PLAN Groups 1 and 2

SESSION	PROFESSOR	LEARNING OBJECTIVES / CONTENTS	TEACHING TASKS	STUDEN
Week 1				
<p>October 14, 2021</p> <p>Group 1</p> <p>9.00-11.00</p> <p>Online</p>	Pere Lavega	<p>Students will know the approach of the subject, the training activities proposed and the evaluation criteria. identify what it means to promote physical education (EF) based on scientific evidence. You will learn to relate EF to well-being in its different dimensions.</p>	<p>Describe the scenario</p> <p>Work with students on the plan to follow. Case planning and needs detection i</p> <p>resources,</p> <p>Powerpoint presentation</p> <p>Conduct reflection and start asking questions</p>	<p>Search e speci bibliograph the case th sol</p> <p>Elaboration and defens In group to conceptual most outsta explaine sess</p>
<p>October 13, 2021</p> <p>Group 2</p> <p>9.00-11.00</p> <p>Online</p>		<p>The ideology and criteria established by the current EF secondary school curriculum will be critically analyzed.</p>		
<p>October 14, 2021</p> <p>Group 1</p> <p>11.30 -13.30</p> <p>Online</p>	Pere Lavega	<p>Students will learn about different tools to assess the relational and emotional well-being of high school and high school students.</p>	<p>Conducts the search and reading of documentation and presents criteria for its analysis.</p>	<p>Search e speci bibliograph the case th sol</p> <p>Elaboration and defens In group el observat</p>
<p>October 13, 2021</p> <p>Group 2</p> <p>11.30 -13.30</p> <p>Online</p>		<p>You will learn to contextualize the use of these instruments in the context of European educational projects.</p> <p>It will prepare the observation of these instruments in high school students.</p>		

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Week 2				
SESSION	PROFESSOR	LEARNING OBJECTIVES / CONTENTS	TEACHING TASKS	STUDENT T
<p>Group 1</p> <p>October 21</p> <p>9: 00-11: 00</p>	Montse Roure	<p>Be a teacher today! Time to reinvent yourself.</p> <p>Analysis of the current situation in secondary schools. The day to day of Physical Education in high school.</p>	<p>Presentation of the teacher's experience.</p> <p>Presentation of different topics for reflection and debate.</p>	<p>Listening and participation d</p> <p>various reflection for the deb</p>
<p>Group 2</p> <p>October 20</p> <p>9: 00-11: 00</p>				
<p>Group 1</p> <p>October 21</p> <p>11: 30-13: 30</p>	Montse Roure	<p>The EF from the Confinement: The students will know different teaching experiences developed in Secondary as a result of the social confinement during the third term of the course 2019-2020 and adaptations during the course 2020-2021</p>	<p>The person in charge will present the presentations of different teachers towards their teaching experiences derived from confinement and will coordinate the reflection of the students.</p>	<p>Listening and participation d</p> <p>presentation of th</p> <p>Contributions to t</p>
<p>Group 2</p> <p>October 20</p> <p>11: 30-13: 30</p>				

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Week 3				
SESSION	PROFESSOR	LEARNING OBJECTIVES / CONTENTS	TEACHING TASKS	STUDENT TASKS
<p>Group 1</p> <p>October 28</p> <p>9: 00-11: 00</p> <p>(8.30-9.35 observation; 9.45-11: 00 classroom)</p> <p>Group 2</p> <p>October 27</p> <p>9: 00-11: 00</p> <p>(8.30-9.35 observation; 9.45-11: 00 classroom)</p>	<p>Pere Lavega</p> <p>Montse Roure</p>	<p>Relational and affective well-being. You will learn to observe different aspects related to the intervention of students in a physical education class, using the instruments developed in the previous session.</p>	<p>It conducts the observation, distributing functions during the data recording process.</p>	<p>Active participation obtaining data for analysis</p>
<p>Group 1</p> <p>October 28</p> <p>11.30-13.30</p> <p>(11.30-13.00)</p> <p>Group 2</p> <p>October 27</p> <p>11.30-13.30</p> <p>(11.30-13.00)</p>	<p>Pere Lavega</p> <p>Montse Roure</p>	<p>Students will receive information for the identification and transformation of conflicts in physical education classes</p>	<p>The teachers will present the framework and guidelines to the master's degree students in order to help them become aware of what it means to apply this approach.</p>	<p>Search and read scientific bibliography to support the case they have</p>

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Week 4				
SESSION	PROFESSOR	LEARNING OBJECTIVES / CONTENTS	TEACHING TASKS	STUDENT T
<p>Group 1</p> <p>November 4th</p> <p>9: 00-11: 00</p> <p>(8.30-9.35 observation; 9.45-11: 00 classroom)</p> <p>Group 2</p> <p>November 3</p> <p>9: 00-11: 00</p> <p>(8.30-9.35 observation; 9.45-11: 00 classroom)</p>	<p>Pere Lavega</p> <p>Montse Roure</p>	<p>Relational and affective well-being. You will learn to analyze different aspects related to the intervention of students in a physical education class, after having obtained data using the instruments applied in the previous session.</p>	<p>Conducts the observation, distributing functions during the data interpretation process.</p>	<p>Active participat interpreta</p>
<p>Group 1</p> <p>November 4th</p> <p>11.30-13.30</p> <p>(11.30-13.00)</p> <p>November 3</p> <p>October 20</p> <p>11.30-13.30</p> <p>(11.30-13.00)</p>	<p>Pere Lavega</p> <p>Montse Roure</p>	<p>Relational and affective well-being. You will learn to analyze different aspects related to the intervention of students in a physical education class, after having obtained data using the instruments applied in the previous session.</p>	<p>Conducts the observation, distributing functions during the data interpretation process.</p>	<p>Active participat interpreta</p>

Week 5				
SESSION	PROFESSOR	LEARNING OBJECTIVES / CONTENTS	TEACHING TASKS	STUDENT T
<p>Group 1</p> <p>November 11th</p> <p>9: 00-11: 00</p> <p>11: 30-13: 30</p> <p>Group 2</p> <p>November 10</p> <p>9: 00-11: 00</p> <p>11: 30-13: 30</p>	<p>Rosa Rodríguez</p>	<p>Physical Wellness. The high school curriculum from the perspective of building healthy lifestyles.</p> <p>Students will know health-related variables in the curriculum of high school from a health-seeking perspective.</p>	<p>Conducts the search and reading of curricular documentation and presents criteria for its analysis.</p>	<p>Search and read the curriculum of health iss</p> <p>Presentation of t the analysis curriculum of the Physical Educat vision of consti integral he</p>
Weeks 6, 7 and 8				
First Practicum Period				

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Week 9				
SESSION	PROFESSOR	LEARNING OBJECTIVES / CONTENTS	TEACHING TASKS	STUDENT TASKS
Group 1 December 9th 9: 00-11: 00	Montse Roure	Project work: authentic learning. Which are? Students will know a real experience of Work by Projects in the ESO of an institute of Lleida. And the contribution of Physical Education to these projects.	The teacher will present to the students the development of the projects in an institute, from their beginnings to the current course.	Listening and active participation during various reflections and for the debate.
Group 2 December 15th 9: 00-11: 00		Reflect on globalizing methodologies that favor competence-based learning.		
Group 1 December 9th 11: 30-13: 30	Montse Roure	Project work: authentic learning. Which are? Students will know a real experience of Work by Projects in the ESO of an institute of Lleida. And the contribution of Physical Education to these projects.	He will present the work to be done by the students and will moderate the debate.	Reflection in group of people on the topic.
Group 2 December 15th 11: 30-13: 30		Reflect on globalizing methodologies that favor competence-based learning.		

Week 10				
SESSION	PROFESSOR	LEARNING OBJECTIVES / CONTENTS	TEACHING TASKS	STUDENT TASKS
Group 1 December 16, 2021 9: 00-11: 00 11.30 -13.30 (online)	Anna Fillat	Relational Welfare. Students will learn strategies for student inclusion through EF	Presents an audiovisual support document and leads the students' debate through questions towards reflection from different roles.	-Observation and analysis of a documentary, and a question proposed by the teacher.
Group 2 December 22, 2021 9: 00-11: 00 11.30 -13.30 (online)		Students will become familiar with awareness of people with disabilities in accordance with existing regulations.		- Participate actively in the debate on the documentary - Personal reflection on personal attitudes as students, teachers and people.

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Week 11				
SESSION	PROFESSOR	LEARNING OBJECTIVES / CONTENTS	TEACHING TASKS	STUDENT T
<p>Group 1</p> <p>January 13, 2022</p> <p>9: 00-11: 00</p> <p>Pavilion</p> <p>11.30 -13.30</p> <p>Classroom</p>	Anna Fillat	<p>Relational Welfare. Students will learn strategies to introduce adaptations in EF sessions to students with functional diversity</p>	<p>The teacher will present different game situations and strategies to encourage the adaptation of activities to people with functional diversity.</p> <p>The teacher will propose a reflection on each of the situations raised</p>	<p>- The student participate in game</p> <p>- Verbal and / or w the exp liv</p>
<p>Group 2</p> <p>January 12, 2022</p> <p>9: 00-11: 00</p> <p>Pavilion</p> <p>11.30 -13.30</p> <p>Classroom</p>		<p>Students will become familiar with awareness of people with disabilities</p>	<p>The teacher presented an awareness project.</p>	<p>- Listening a participation whi expla</p>

Week 12				
SESSION	PROFESSOR	LEARNING OBJECTIVES / CONTENTS	TEACHING TASKS	STUDENT T
<p>Group 1</p> <p>January 19, 2022</p> <p>9.00-11.00</p> <p>11.30-13.30</p>	Anna Fillat	<p>Students will learn strategies for student inclusion through EF.</p> <p>You will also know the external resources in the classrooms, to encourage inclusion.</p>	<p>The teacher will present different resources so that all students can carry out the EF session</p>	<p>- Listening and participation v teacher exp</p>
<p>Group 2</p> <p>January 20, 2022</p> <p>9.00-11.00</p> <p>11.30-13.30</p>			<p>The teacher will guide the students towards the resolution of real cases of inclusion using different sources of consultation.</p>	<p>-Resolution of re inclusion in wor from different re specialized bib</p>

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Week 13				
SESSION	PROFESSOR	LEARNING OBJECTIVES / CONTENTS	TEACHING TASKS	STUDENT TASKS
Group 1 January 26, 2022 9.00-11.00 11.30-13.30	Rosa Rodríguez	Didactic Communication during the guide for the Pursued Learning.	During the session, the teacher conducts the observation, self-assessment and co-assessment of the session recorded in the Practicum center both in terms of didactic communication and empathy and learning developed by high school students.	Heteroevaluates the development of learning of high school students and self-evaluates the didactic communication and empathy in relation to the learning sought according to the theoretical framework of the last days.
Group 2 January 27, 2022 9.00-11.00 11.30-13.30		You will learn to evaluate by making proposals for improvement related to aspects related to the ecology of EF and its didactic communication and empathy in a real physical education class in which the development of EF learning is sought. using the framework and criteria presented in the previous online session		

Week 14				
SESSION	PROFESSOR	LEARNING OBJECTIVES / CONTENTS	TEACHING TASKS	STUDENT TASKS
Group 1 February 3, 2022 9.00-11.00 11.30-13.30 Online	Enric Ormo, Queralt Prat	Workshop: Relational Well-being. Students will learn resources for cooperative work through TACs	Description of the scenario. Work with students on the plan to follow. Presentation of problem situations and detection of needs	Use of resources and TAC to work based on problem situations encourage teamwork in
Group 2 February 2, 2022 9.00-11.00 11.30-13.30 Online				

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Week 15				
SESSION	PROFESSOR	LEARNING OBJECTIVES / CONTENTS	TEACHING TASKS	STUDENTS
<p>Group 1</p> <p>February 10, 2022</p> <p>9.00-11.00</p>	Montse Roure	<p>"Job board"</p> <p>Students will know the platform and the operation related to its incorporation into the job market of the Department of Education in order to begin to be part of the teaching staff.</p>	Talk on the requirements and operation of the teaching job market by a union delegate of the Federation of Education of CCOO. The website of the Department of Education and a round of questions will open. Then, videos will be projected on the experience of different secondary school teachers in their first day of work and afterwards, the teacher will moderate a colloquium with the students.	Listening participation in the presentation of the delegate of the Federation of Education. Participation in the questions in the school colloquium.
<p>Group 2</p> <p>February 9, 2022</p> <p>9.00-11.00</p>		<p>"My 1st day at the center"</p> <p>Students will learn about different experiences of teachers when joining the first high school they worked with, with the intention that students can get an idea of the reality they may encounter.</p>		
<p>February 10, 2022</p> <p>11.30am to 1.30pm</p> <p>Group 2</p> <p>February 9, 2022</p> <p>11.30am to 1.30pm</p>	Montse Roure	"Let's recap." Students will review the content given in the subject of Complements and highlight the strengths and aspects to be improved.	The teacher will present the route taken in the subject of Complements and will promote the participation of students in the critical assessment of the subject.	Listening participation in the presentation

Evaluation

EVALUATION

The assessment will focus on the acquisition of specific and general competencies 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 continuous needs of adaptation, more or less extreme, to which it has been to deal with: spaces for classes, meteorology, students who cannot or do not want to do physical activity, situation of confinement of students and / or groups, adequacy of the material, conflicts, etc.

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

The script to follow will be as follows:

1. **Context.** Brief description of the characteristics of the center: number of teachers, lines, ratio, spaces used, etc.
2. **Adaptation situations in the EF.** Description and assessment of which are the situations that require an adaptation in the subject of Physical Education. Which parts of the subject are affected. Check if they have been able to contemplate previously in the programming.
3. **Actions carried out by the teaching staff and the Institute.** Identification of the main measures adopted and assess whether the problem can be solved or not.
4. **Activities carried out by students.** Description of how they affect the adaptations required to the activities carried out by the students and / or to the achievement of the competitions.
5. **Future approach:** Explain if there is an action plan planned to solve the problem and in any case, make a reasoned proposal for improvement.

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) Know contexts and situations in which the different curricular contents are used or applied. In vocational training, knowledge of the evolution of the world of work, the interaction between society, work and quality of life, as well as the need to acquire the appropriate training to adapt to the changes and transformations that professions may require. In the case of psycho-pedagogical and vocational guidance, to know the processes and resources for the prevention of learning and coexistence problems, the processes of evaluation and academic and vocational 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 30%

Maximum delivery date: December 3, 2021 on the virtual platform. The qualification of this evidence will be published until December 23, 2021. If suspended, it may be resubmitted until January 10, 2022, incorporating the considerations provided by the faculty.

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. Presents the key and central facts of each section with a clear and comprehensible structure and relates different knowledge to respond to the demands of the case (2 points for each of the sections)

2. It is a correction requirement to present the document in an orderly manner and respecting the formal aspects.

EVALUATION EVIDENCE 2: EVALUATION OF AN EDUCATIONAL INTERVENTION

Description of the evidence:

Analysis of one of the educational interventions observed during the first internship period.

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

The script to follow will be as followst:

1. **Context.**

- Brief description of the topic Gender equity and its hypothetical relationship with the context and characteristics of a group-class practice center.
- Introduce the target group very briefly.
- Describe the teaching unit being worked on.

1. **Development of the topic.** Description of the key aspects of the topic treated with bibliographic support. The topic will be specified in the observation of the following aspects of the gender perspective (it can be specified in one aspect or analyze all three):

- a. The language used by the teacher: stereotypes, interactions, etc.
- b. The proposed activities: type, degree of participation, etc.
- c. The organization of the session: work groups, spaces, material, etc.

1. **Observation of the educational intervention.** Reasoned description of the observation phase of the intervention in the secondary education center. Explanation of the procedure followed in the observation:

- a. Description of the learning situation performed (game, sport or motor task performed)
- b. Description of the procedures used to obtain the data: objectives, instruments, etc.

1. **Diagnosis of educational intervention.** Interpretation of the data and reasonably assess which aspects are subject to improvement and

why.

1. **Suggestions for improvement:** make reasoned and substantiated proposals with some source of contrasted consultation.
1. **Final reflections or conclusions:** final assessment of the evidence, relating different knowledge.
1. **Applications for future actions as an EF teacher.** Reasoned description of the transfer of experience gained in the professional practice of the Physical Education teacher.

1. Bibliographic references

Bibliographic citations of the reference sources used will be incorporated.

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) Know contexts and situations in which the different curricular contents are used or applied. In vocational training, knowledge of the evolution of the world of work, the interaction between society, work and quality of life, as well as the need to acquire the appropriate training to adapt to the changes and transformations that professions may require. In the case of psycho-pedagogical and vocational guidance, to know the processes and resources for the prevention of learning and coexistence problems, the processes of evaluation and academic and vocational guidance. (G2). Oral and written communication

(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 30%

Maximum delivery date: The delivery date is December 23, 2021 on the virtual platform. The rating of this evidence will be published until January 28, 2022.

In the event of suspension, it may be resubmitted until February 4, 2022, incorporating the considerations provided by the faculty.

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 1 point).
2. Describe the context and provide sufficient bibliographic information for the development of the evidence. (up to 2 points)
3. Makes a coherent and substantiated approach to the process of observing the educational intervention. (up to 2 points).
4. Relate different knowledge to respond to the demands of the case (up to 2 points)
5. They make reasoned and reasoned action decisions with some source of contrasted consultation (up to 2 points)
6. 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 play.

The course is 100% online, free. The access code will be provided. 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.

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) Know contexts and situations in which the different curricular contents are used or applied. In vocational training, knowledge of the evolution of the world of work, the interaction between society, work and quality of life, as well as the need to acquire the appropriate training to adapt to the changes and transformations that professions may require. In the case of psycho-pedagogical and vocational guidance, to know the processes and resources for the prevention of learning and coexistence problems, the processes of evaluation and academic and vocational guidance. (G2). Oral and written communication

(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, 2022 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 (January 7, 2022) 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.

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

COMPLEMENTS FOR TRAINING - PHYSICAL EDUCATION 2021-22

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) Know contexts and situations in which the different curricular contents are used or applied. In vocational training, knowledge of the evolution of the world of work, the interaction between society, work and quality of life, as well as the need to acquire the appropriate training to adapt to the changes and transformations that professions may require. In the case of psycho-pedagogical and vocational guidance, to know the processes and resources for the prevention of learning and coexistence problems, the processes of evaluation and academic and vocational guidance. (G2). Oral and written communication

(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 3/12/2021 Qualification Date: until 12/23/2021 Recovery Date: until 10/01/2022	30%
Evidence 2. Assessment of an educational intervention	Delivery Date: until 12/23/2021 Qualification date: until 28/01/2022 Recovery Date: until 04/02/2022	30%
Evidence 3. Concept Map or MOOC Course Game and coexistence	Delivery Date: Option 1 concept map until 15/02/2022; Option 2 (online course) from 10/12/2021 to 12/4/2021 Qualification Date: until 1/03/2022	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 2021; 20 and 21 January 2022) Qualification Date: until 29/01/2022	20%

(If the assignments 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 NOTE is the result of the average of all the evidences. The subject is passed if the average of the mark of the four evaluation evidences is equal or superior to 5. The evidences 1 and 2 that have recovery will have to surpass with a note equal or upper to 5 to do average . Evidence 3 and 4 that has no recovery must have a minimum grade of 3 points. The delivery of each 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 3/12/2021

Qualification Date: until 12/23/2021

Evidence 2. Assessment of an educational intervention 20%

See the description of evidence 1 explained above.

Delivery Date: until 12/23/2021

Qualification date: until 28/01/2022

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 15/02/2022;

Option 2 (online course)) from 12/10/2021 to 4/12/2021.

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

Delivery Date: until 21/01/2022

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. You must consult a minimum of 10 scientific articles on the subject. 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 what would be the indicators that would be considered to evaluate the case and know if the problem has been solved satisfactorily or if the challenge has been met. It is important to do self-criticism, 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.

COMPLEMENTS FOR TRAINING - PHYSICAL EDUCATION 2021-22

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) Know contexts and situations in which the different curricular contents are used or applied. In vocational training, knowledge of the evolution of the world of work, the interaction between society, work and quality of life, as well as the need to acquire the appropriate training to adapt to the changes and transformations that professions may require. In the case of psycho-pedagogical and vocational guidance, to know the processes and resources for the prevention of learning and coexistence problems, the processes of evaluation and academic and vocational guidance. (G2). Oral and written communication

(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 in the subject

It will take place during the fortnight from 15 to 26 February 2022.

The final grade will be the average of the grade obtained in the five evidences. 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) Know contexts and situations in which the different curricular contents are used or applied. In vocational training, knowledge of the evolution of the world of work, the interaction between society, work and quality of life, as well as the need to acquire the appropriate training to adapt to the changes and transformations that professions may require. In the case of psycho-pedagogical and vocational guidance, to know the processes and resources for the prevention of learning and coexistence problems, the processes of evaluation and academic and vocational guidance. (G2). Oral and written communication

(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 cited correctly.

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. Educational intervention based on Reflection in action	Delivery Date: until 3/12/2021	20%
Evidence 2. Assessment of a hypothetical educational intervention	Delivery Date: until 12/23/2021	20%

Evidence 3. Concept Map or MOOC Course Game and coexistence	Delivery Date: Option 1 concept map until 15/02/2022; Option 2 (online course) from 10/12/2021 to 12/4/2022	10%
Evidence 4. Resolution of a case of educational need	Until 21/01/2022	25%
Evidence 5. Face-to-face exam	Date of realization: The fortnight from 15 to 26 February 2022	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.

Bibliography

EVALUATION

The assessment will focus on the acquisition of specific and general competencies 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 continuous needs of adaptation, more or less extreme, to which it has been to deal with: spaces for classes, meteorology, students who cannot or do not want to do physical activity, situation of confinement of students and / or groups, adequacy of the material, conflicts, etc.

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

The script to follow will be as follows:

1. **Context.** Brief description of the characteristics of the center: number of teachers, lines, ratio, spaces used, etc.
2. **Adaptation situations in the EF.** Description and assessment of which are the situations that require an adaptation in the subject of Physical Education. Which parts of the subject are affected. Check if they have been able to contemplate previously in the programming.
3. **Actions carried out by the teaching staff and the Institute.** Identification of the main measures adopted and assess whether the problem can be solved or not.
4. **Activities carried out by students.** Description of how they affect the adaptations required to the activities carried out by the students and / or to the achievement of the competitions.
5. **Future approach:** Explain if there is an action plan planned to solve the problem and in any case, make a reasoned proposal for improvement.

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 30%

Maximum delivery date: December 3, 2021 on the virtual platform. The qualification of this evidence will be published until December 23, 2021. If suspended, it may be resubmitted until January 10, 2022, incorporating the considerations provided by the faculty.

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. Presents the key and central facts of each section with a clear and comprehensible structure and relates different knowledge to respond to the demands of the case (2 points for each of the sections)
2. It is a correction requirement to present the document in an orderly manner and respecting the formal aspects.

EVALUATION EVIDENCE 2: EVALUATION OF AN EDUCATIONAL INTERVENTION

Description of the evidence:

Analysis of one of the educational interventions observed during the first internship period.

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

The script to follow will be as followst:

1. **Context.**

- Brief description of the topic Gender equity and its hypothetical relationship with the context and characteristics of a group-class practice center.
- Introduce the target group very briefly.
- Describe the teaching unit being worked on.

1. **Development of the topic.** Description of the key aspects of the topic treated with bibliographic support. The topic will be specified in the observation of the following aspects of the gender perspective (it can be specified in one aspect or analyze all three):
 - a. The language used by the teacher: stereotypes, interactions, etc.
 - b. The proposed activities: type, degree of participation, etc.
 - c. The organization of the session: work groups, spaces, material, etc.

1. **Observation of the educational intervention.** Reasoned description of the observation phase of the intervention in the secondary education center. Explanation of the procedure followed in the observation:
 - a. Description of the learning situation performed (game, sport or motor task performed)
 - b. Description of the procedures used to obtain the data: objectives, instruments, etc.

1. **Diagnosis of educational intervention.** Interpretation of the data and reasonably assess which aspects are subject to improvement and why.

1. **Suggestions for improvement:** make reasoned and substantiated proposals with some source of contrasted consultation.

1. **Final reflections or conclusions:** final assessment of the evidence, relating different knowledge.

1. **Applications for future actions as an EF teacher.** Reasoned description of the transfer of experience gained in the professional practice of the Physical Education teacher.

1. **Bibliographic references**

Bibliographic citations of the reference sources used will be incorporated.

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 30%

Maximum delivery date: The delivery date is December 23, 2021 on the virtual platform. The rating of this evidence will be published until January 28, 2022.

In the event of suspension, it may be resubmitted until February 4, 2022, incorporating the considerations provided by the faculty.

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 1 point).
2. Describe the context and provide sufficient bibliographic information for the development of the evidence. (up to 2 points)
3. Makes a coherent and substantiated approach to the process of observing the educational intervention. (up to 2 points).
4. Relate different knowledge to respond to the demands of the case (up to 2 points)
5. They make reasoned and reasoned action decisions with some source of contrasted consultation (up to 2 points)
6. 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 play.

The course is 100% online, free. The access code will be provided. 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.

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, 2022 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 (January 7, 2022) 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 3/12/2021 Qualification Date: until 12/23/2021 Recovery Date: until 10/01/2022	30%
Evidence 2. Assessment of an educational intervention	Delivery Date: until 12/23/2021 Qualification date: until 28/01/2022 Recovery Date: until 04/02/2022	30%
Evidence 3. Concept Map or MOOC Course Game and coexistence	Delivery Date: Option 1 concept map until 15/02/2022; Option 2 (online course) from 10/12/2021 to 12/4/2021 Qualification Date: until 1/03/2022	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 2021; 20 and 21 January 2022) Qualification Date: until 29/01/2022	20%

(If the assignments 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 NOTE is the result of the average of all the evidences. The subject is passed if the average of the mark of the four evaluation evidences is equal or superior to 5. The evidences 1 and 2 that have recovery will have to surpass with a note equal or upper to 5 to do average . Evidence 3 and 4 that has no recovery must have a minimum grade of 3 points. The delivery of each 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 3/12/2021

Qualification Date: until 12/23/2021

Evidence 2. Assessment of an educational intervention

20%

See the description of evidence 1 explained above.

Delivery Date: until 12/23/2021

Qualification date: until 28/01/2022

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 15/02/2022;

Option 2 (online course)) from 12/10/2021 to 4/12/2021.

Evidence 4. Resolution of a case of educational need

25%

Delivery Date: until 21/01/2022

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. You must consult a minimum of 10 scientific articles on the subject. 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 what would be the indicators that would be considered to evaluate the case and know if the problem has been solved satisfactorily or if the challenge has been met. It is important to do self-criticism, 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 in the subject

It will take place during the fortnight from 15 to 26 February 2022.

The final grade will be the average of the grade obtained in the five evidences. 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 cited correctly.

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. Educational intervention based on Reflection in action	Delivery Date: until 3/12/2021	20%
Evidence 2. Assessment of a hypothetical educational intervention	Delivery Date: until 12/23/2021	20%

Evidence 3. Concept Map or MOOC Course Game and coexistence	Delivery Date: Option 1 concept map until 15/02/2022; Option 2 (online course) from 10/12/2021 to 12/4/2022	10%
Evidence 4. Resolution of a case of educational need	Until 21/01/2022	25%
Evidence 5. Face-to-face exam	Date of realization: The fortnight from 15 to 26 February 2022	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.