



Universitat de Lleida

DEGREE CURRICULUM  
**TEACHING AND LEARNING -  
PHYSICAL EDUCATION**

Coordination: LORENTE CATALÁN, ELOISA

Academic year 2020-21

Subject's general information

<b>Subject name</b>	TEACHING AND LEARNING - PHYSICAL EDUCATION			
<b>Code</b>	14304			
<b>Semester</b>	ANUAL CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Master's Degree in Secondary Education Teacher, Training and Language Teaching	1	OPTIONAL	Attendance-based
<b>Course number of credits (ECTS)</b>	12			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	2		10
	<b>Number of groups</b>	2		2
<b>Coordination</b>	LORENTE CATALÁN, ELOISA			
<b>Department</b>	k			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
CHALONS FONT, ANNA	ana.chalons@udl.cat	11	
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PLANAS ANZANO, ANTONI	tplanas@inefc.es	2	
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TORRENTS MARTÍN, CARLOTA	ctorrents@inefc.es	3	

## Learning objectives

1. Defend the formative value of Physical Education with solid and well founded arguments.
2. Critically analyze the context of the current PE.
3. Identify different PE pedagogical models.
4. Know the procedure to access the profession of Physical Education teacher.
5. Identify the organization and functions of the EF department.
6. Design PE programmes in compulsory and non compulsory education according to the indications given in the master.
7. Defend a didactic program in a mock opposition.
9. Manage a Physical Education session where the objectives and the programmed competencies are developed.
9. Evaluate the competencies and objectives of the ESO, Baccalaureate and Professional Modules using instruments that guarantee the quality and rigor of the information.
10. Reflect to innovate in the teaching of Physical Education.

## Subject contents

1. The formative value of Physical Education in today's society.
2. The current context of Physical Education. Various problems. The status of PE.

3. The Department of PE: functions and competencies. The role of the PE teacher within the department.
4. Curriculum theories and models in PE
5. The design of the PE curriculum: from stage programming to classroom programming.
6. The evaluation of School Physical Education.
7. The Physical Education session: need for a specific didactic. Preparation and organization of the session.
8. The regulation of the session: reflective practice.
9. Management of the interaction between teachers and students
10. Teaching styles and learning strategies in School Physical Education
11. Application of ICT to School Physical Education.