

COURSE PROGRAM

Academic Year: 2025/2026

Identification and characteristics of the course			
Code	500284	ECTS Credits 6	
Course name (English)	Didactics of Physical Education and Sport		
Course name (Spanish)	Didáctica de la Educación Física y del Deporte		
Degree programs	Degree in science of physical activity and sport		
Faculty/School	Faculty of Sport Science		
Semester	6º	Type of course	Obligatory
Module	Teaching of Physical Activity and Sport		
Matter	Physical Education		
Lecturer/s			
Name	Office	E-mail	Web page
Santos Villafaina Domínguez	411	svillafaina@unex.es	
Subject Area	Physical and Sports Education		
Department	Didactics of Musical, Visual, and Body Expression		
Coordinating Lecturer (If more than one)	Santos Villafaina Domínguez		
Competencies /Learning Outcomes			
BASIC COMPETENCIES			
CB1 – Students must demonstrate knowledge and understanding in their field of study, building on secondary education and reaching a level supported by advanced textbooks, including cutting-edge insights from Didactics of Physical Activity.			
CB2 – Students must apply their knowledge professionally, demonstrating skills through developing arguments, problem-solving, and defending ideas within Didactics of Physical Activity.			
CB4 – Students must communicate information, ideas, and solutions effectively to both specialized and non-specialized audiences.			
CB5 – Students must develop the learning skills required for further study with a high degree of autonomy.			
TRANSVERSAL COMPETENCIES			
CT4 – Develop competencies for adapting to new situations, problem-solving, and autonomous learning.			
CT5 – Cultivate habits of excellence and quality in professional practice.			
SPECIFIC COMPETENCIES			
CE13 – Plan, develop, and evaluate physical-sports activity programs.			
CE15 – Select and appropriately use sports equipment and materials for each			

activity. type.
CE23 – Analyze the structure of a motor task and design new motor tasks based on sports teaching models .
CE24 – Design Physical Education lesson plans/units and create evaluation tools tailored to different content areas.
...
Contents
Course outline
Pedagogical phases in Physical Education classes, current legislation, neuroscientific foundations of learning, learning theories, pedagogical models, and teaching skills.
Course syllabus
Module 1. Analysis of the Current State of Sports and Physical Education Teaching
Name of lesson 1: Analysis of the Current State of Sports and Physical Education Teaching Contents: 1.1 Current Perspective on Sports and Physical Education Teaching. 1.2 Pre-Service Teachers' Prior Knowledge: Current Legislation, Physical Education Conception, and Class Phases. 1.3 Reconstruction of Previous Conceptions About Physical Education. Description of the practical activities of lesson 1: Pre-lecture document analysis, Oral presentations by professor followed by discussions and debates on Physical Education (with potential international student participation), Task design workshops, Motor skill practice sessions, Classroom teaching interventions and their analysis
Module 2. How Do Human Beings Learn?
Name of lesson 2: How do human beings learn? Contents: 2.1 Knowledge About the Subject 2.2 Neuroscientific Foundations of Learning 2.3 Learning Theories 2.4 Constructivism in Physical Education Description of the practical activities of lesson 2: Pre-lecture document analysis, Professor's oral presentation followed by document-based discussions and debates, Task design workshops, Motor skill practice sessions and Classroom teaching interventions and their analysis. Name of lesson 3: Pedagogical Models in Physical Education and Sports Teaching Contents: 3.1 Prior Knowledge 3.2 Conceptual Clarification: Differences Between Models, Styles, and Strategies. 3.3 Understanding Pedagogical Models 3.4 Types of Pedagogical Models Description of the practical activities of lesson 3: Pre-session document analysis, Lecturer presentation followed by guided discussions, Critical debate on assigned

readings, Teaching task design workshops, Applied movement practice sessions, Classroom teaching implementations with reflective analysis.

Module 3. Organizational and Classroom Management Teaching Skills

Name of lesson 4: Organizational and Classroom Management Teaching Skills

Contents:

- 4.1 Prior Knowledge
- 4.2 Verbal and Non-Verbal Communication
- 4.3 Classroom Climate
- 4.4 Initial Instruction
- 4.5 Feedback Techniques

Description of the practical activities of lesson 4: Movement practice sessions, Classroom teaching implementations, Scientific literature analysis, Problem-solving exercises, Instructional task design, Facilitated debates.

Name of lesson 5: Analysis and Reflection on Teaching Practice

Contents:

- 5.1 What We Did and Why We Did It

Description of the practical activities of lesson 5: Video analysis of practical teaching sessions, Pre-, during-, and post-activity reflections on movement tasks, Structured debates, Scientific document analysis, Lesson plan redesign.

Educational activities								
Student workload in hours by lesson		Lectures	Practical activities				Monitoring activity	Homework
Lesson	Total	L	HI	LAB	COM	SEM	SGT	PS
1	30	8				3	1	15
2	28	10				3	1	13
3	25	10				3	1	13
4	25	7				3	1	14
5	30	7				3	1	20
Assessment **	12	3						10
TOTAL	150	45				15	5	85
L: Lectures (85 students) HI: Hospital internships (7 students) LAB: Laboratory or field practices (15 students) COM: Computer room or language laboratory practices (20 students) SEM: Problem classes or seminars or case studies (40 students) SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials) PS: Personal study, individual or group work and reading of bibliography								
Teaching Methodologies								
This third-year course carries 6 ECTS credits, delivered as a semester-long program with 4 weekly contact hours. The workload is organized as follows: Weekly Structure: 3 large-group sessions (lectures or group work)								

** Indicate the total number of evaluation hours of this subject.

- 1 seminar session in small groups (students divided into 3 groups as determined by the institution) for:
 - Delivering sample physical education lessons or training sessions
 - Subsequent reflection and analysis

Methodological Approach:

The teaching-learning process follows constructivist learning theory, adapting to students' interests and needs. Therefore:

- This syllabus content is preliminary and may be modified/prioritized accordingly
- The course's theoretical-practical nature requires active, autonomous student work both in and outside class, particularly in:
 - Document research for applied projects
 - Self-directed learning

Teaching-Learning Activities:

1. Classroom Activities
 - Content lectures
 - Document-based classwork
 - Guided debates and discussion techniques
 - International student discussion forums
2. Sports facilities Activities
 - Simulated teaching practice
 - Analysis of teaching simulations

Learning outcomes

- Students will analyze teaching competencies and propose alternative instructional approaches for effective physical education delivery.
- Students will examine motor task structures and create new motor tasks aligned with both technical and tactical sport teaching models (e.g., Traditional vs. Teaching Games for Understanding approaches).
- Students will demonstrate understanding of Physical Education teaching methodologies and styles by designing lesson plans that apply various methodological frameworks.

Assessment systems

OPTION A - Continuous Evaluation			
INSTRUMENTS	ACTIVITIES	%	COMPETENCIES
EXAM	Oral or written test covering course content (Recoverable activity - Can be retaken in extraordinary assessment)	60	CB1, CB2, CB4, CB5, CE23, CE24
REFLECTIVE DIARY	Diary analyzing seminar sessions, connecting theory and practice, identifying strengths/weaknesses, and reconsidering peers' work (Non-recoverable - Grade from ordinary assessment maintained)	20	CB1, CB4, CG9, CG10, CT4, CT5, CE13, CE23
ATTENDANCE & PARTICIPATION	Design, tutorial supervision (via ECTS tutoring), and seminar presentation of a lesson/session, including critical reconsideration of implementations (Non-recoverable -	20	CB1, CB4, CG9, CG10, CT4, CT5, CE15

	Grade from ordinary assessment maintained)		
OPTION B - Alternative Final Assessment			
FINAL EXAM	Comprehensive oral/written test covering theoretical and practical course content	100	CB1, CB2, CB4, CB5, CG9, CG10, CT4, CT5, CE13, CE15, CE23, CE25

Assessment Regulations (UEx Standards)

1. Option Selection:
 - o Students must submit a signed written declaration of their chosen assessment method within the first 4 weeks (first 1/3 of semester), citing personal/professional circumstances.
 - o Default assignment: Option A (Continuous Evaluation) for non-responsive students.
2. Continuous Evaluation Requirements:
 - o Minimum score of 5/10 on the final exam to calculate weighted average with other components.
3. Retake Procedures:
 - o Students failing ordinary assessment may retain non-recoverable activity grades for extraordinary assessment if communicated during exam review period. Otherwise, Option B applies.
4. Option Change Window:
 - o First-semester courses: 4-week period at start of second semester.
 - o Second-semester courses: 7 calendar days from June ordinary exam review date.
 - o Non-response = Maintain previous assessment method.
5. Exceptional Circumstances:
 - o Documented health-related absences may warrant assessment adaptations per the Student Support Unit's recommendations.

Bibliography (basic and complementary)

BASIC REFERENCES

- *Alba Pastor, C. (2019). Diseño Universal para el Aprendizaje: un modelo teórico-práctico para una educación inclusiva de calidad. Participación educativa.
- Decreto 110/2022, de 22 de agosto, por el que se establecen la ordenación y el currículo de la Educación Secundaria Obligatoria para la Comunidad Autónoma de Extremadura.
- Blázquez, D. (2013). Diez competencias docentes para ser mejor profesor de Educación Física. Barcelona: INDE.
- García-González, L., Abós, A., y Sevil-Serrano, J. (2020). Acción docente en Educación Física y actividades físico-deportivas. Teoría basada en evidencias científicas. Zaragoza: Pressas Editoriales de Zaragoza.
- Incorpora, G., Álvarez, L. M., Calle, N. B., Monge, A. G., Barbero, J. I., Vaca, M., ... y Campazas, H. R. (2009). Una perspectiva escolar sobre la Educación Física: buscando procesos y entornos educadores. La Educación Física y el deporte en la edad escolar: el giro reflexivo en la enseñanza, 137-167.
- Krakauer, J. W., Hadjiosif, A. M., Xu, J., Wong, A. L., y Haith, A. M. (2019). Motor learning. Compr Physiol, 9(2), 613-663.
- López Pastor, V., García-Peñuela, A., López Pastor, E., Monjas Aguado, R., Pérez Brunicardi, D., y

Rueda Cayón, M. (2001) La sesión en Educación Física: los diferentes modelos y los planteamientos educativos que subyacen. En E.F.Deportes.com. Año 7 nº 43. Disponible en <http://www.efdeportes.com/efd43/sesion.htm>.

Marchesi, Á., & Martín, E. (1998). *Calidad de la enseñanza en tiempos de cambio*. Madrid: Alianza.

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Stern, E. (2017). Individual differences in the learning potential of human beings. *npj Science of Learning*, 2(1), 2.

COMPLEMENTARY REFERENCES

Bernstein, N. A. (2014). *Dexterity and its development*. Psychology Press.

Fernández-Río, J., Hortigüela, D., y Perez-Pueyo, A. (2018). Revisando los modelos pedagógicos en educación física. Ideas clave para incorporarlos al aula. *Revista Española de Educación Física y Deportes* (423), 57-80.

Pastor, V. M. L., Brunicardi, D. P., Arribas, J. C. M., & Aguado, R. M. (2016). Los retos de la Educación Física en el Siglo XXI. Retos. Nuevas tendencias en Educación Física, deporte y recreación, (29), 182-187.

*Sagüillo, M. (2005). La lección de EF en Primaria: el fruto de un proceso de formación permanente. En Bores, N. (Coord.). *La Lección de Educación Física en el Tratamiento Pedagógico de lo Corporal*. INDE. Barcelona.

Other resources and complementary educational materials

The course will utilize the University of Extremadura's virtual learning environment for all student activities. The platform will host essential course materials (with preference given to scientific articles) along with all documents needed for the practical activities conducted in both small-group seminars and large-group sessions.

Observations

Adaptation to Royal Decree 822/2021

Form 12A: Alignment with RD 822/2021 and SDGs

This document outlines the course's compliance with Royal Decree 822/2021, particularly its connection to the United Nations Sustainable Development Goals (SDGs) through the following linkages:

1. Competency-SDG Alignment

- **CB1:** Contributes to **SDG 4** (Quality Education) – *Democratic and inclusive education*
- **CB2:** Contributes to **SDG 4** (Quality Education) – *Democratic and inclusive education*
- **CB3:** Contributes to **SDG 4** (Quality Education) – *Democratic and inclusive education*
- **CB4:** Contributes to **SDG 4** (Quality Education) – *Democratic and inclusive education*
- **CB5:** Contributes to **SDG 4** (Quality Education) – *Democratic and inclusive education*
- **CG9:** Supports **SDG 10** (Reduced Inequalities) and **SDG 5** (Gender Equality)
- **CG10:** Advances **SDG 4** (Quality Education) and **SDG 3** (Good Health and Well-being)
- **CG13:** Promotes **SDG 4** (Quality Education) and **SDG 3** (Good Health and Well-being)