

Yogyakarta State University

Doctoral Program in Physical Education



ISSUES IN CONTEMPORARY PHYSICAL EDUCATION

José V. García-Jiménez (PhD)

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Before starting...

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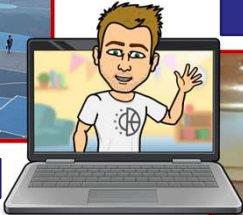
Before starting...



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My Secondary School



My University




3

Before starting...



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Dr. José Vicente García Jiménez – University of Murcia, Spain

PROFESSIONAL EXPERIENCE

- 2008 – Present: **Assistant teacher**. Faculty of Education. University of Murcia
 - Children physical training
 - Didactics of Physical Education
 - Innovation and Research in Primary Physical Education
- 2010 – Present: **Physical Education Teacher**. San Buenaventura High School. Murcia
- 2004 - 2008. **Physical trainer**. Elpozo Murcia Futsal

RESEARCH LINES

- **Physiologic answers** during physical education lessons and sport activities
- **Active Breaks** in children and adolescents
- **Physical Activity** and Academic Performance
- Obesity and intervention programs for children
- **Dehydration and fluid intake in futsal players** (Doctorate Thesis)

CV



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PLANNING



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- ❑ **20TH SEPTEMBER:** PRACTICAL STRATEGIES AND TEACHING TECHNIQUES IN PHYSICAL EDUCATION
- ❑ **27TH SEPTEMBER:** TEACHING STYLES
- ❑ **4TH OCTOBER:** INNOVATING IN PHYSICAL EDUCATION: PE PEDAGOGYC MODELS
- ❑ **11TH OCTOBER:** INNOVATING IN PHYSICAL EDUCATION: GAMIFICATION
- ❑ **18TH OCTOBER:** INNOVATING IN PHYSICAL EDUCATION: EVALUATION
- ❑ **25TH OCTOBER:** INNOVATING IN PHYSICAL EDUCATION: NEW TECHNOLOGIES AND AI.
- ❑ **1ST NOVEMBER:** RESEARCH TOPICS IN PHYSICAL EDUCATION
- ❑ **8TH NOVEMBER:** RESEARCH TOPICS IN PHYSICAL EDUCATION



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LESSON 1. PRACTICAL STRATEGIES AND TEACHING TECHNIQUES IN PE



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0. INTRODUCTION

Which are the differences according to...

- Teacher role
- Students organization
- Area and material organization



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Which are the differences according to...

- Teacher role
- Students organization
- Area and material organization



VIDEO #1

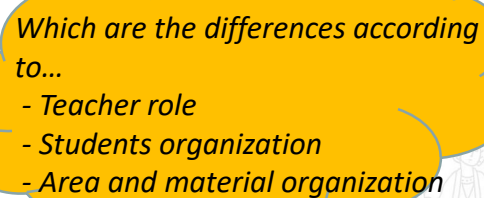


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TRABAJANDO LOS SALTOS EN EDUCACIÓN FÍSICA

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0. INTRODUCTION



So... which elements can we change in order to give the PE lesson?

←



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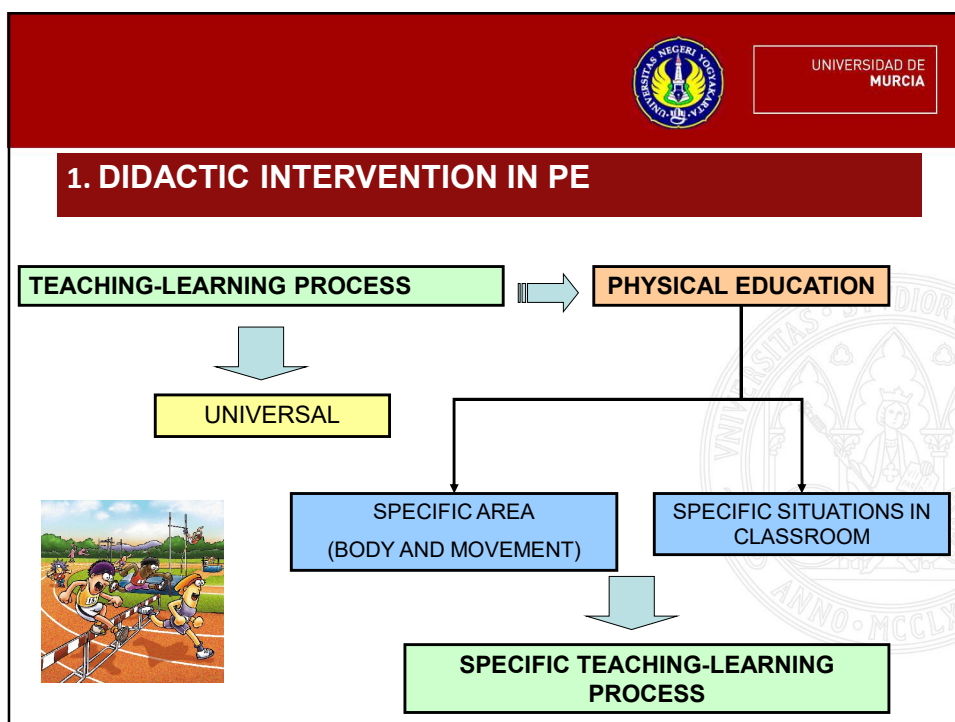
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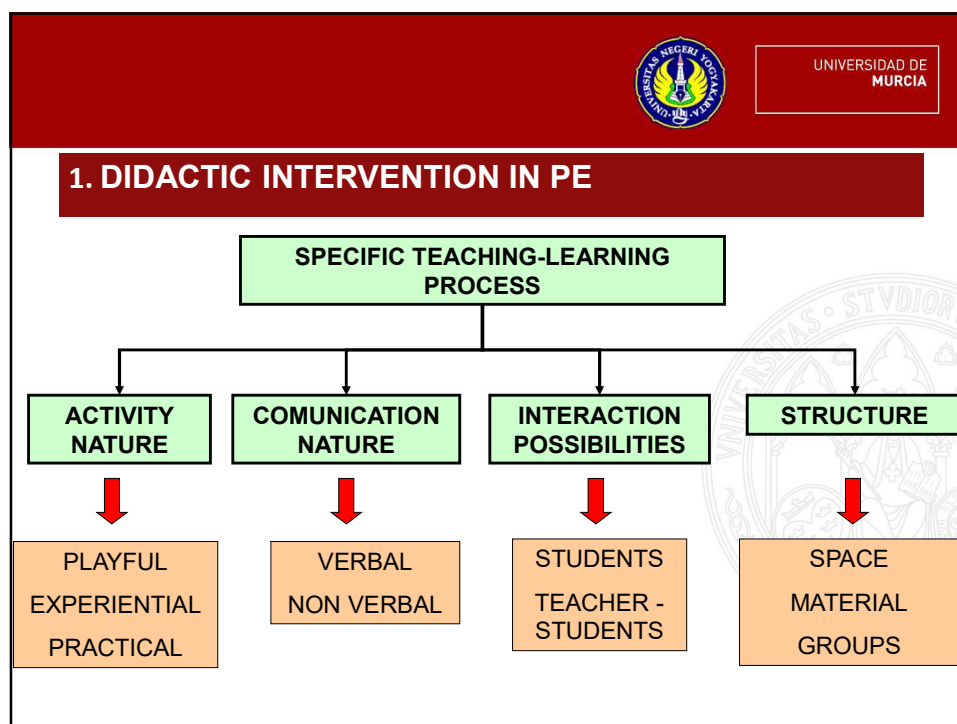


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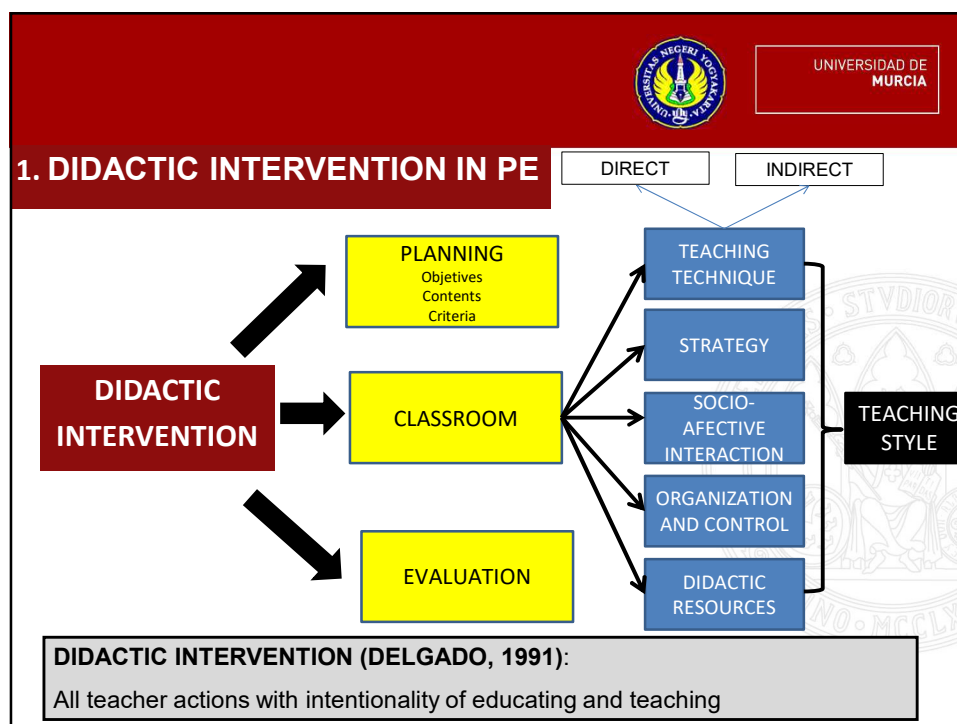
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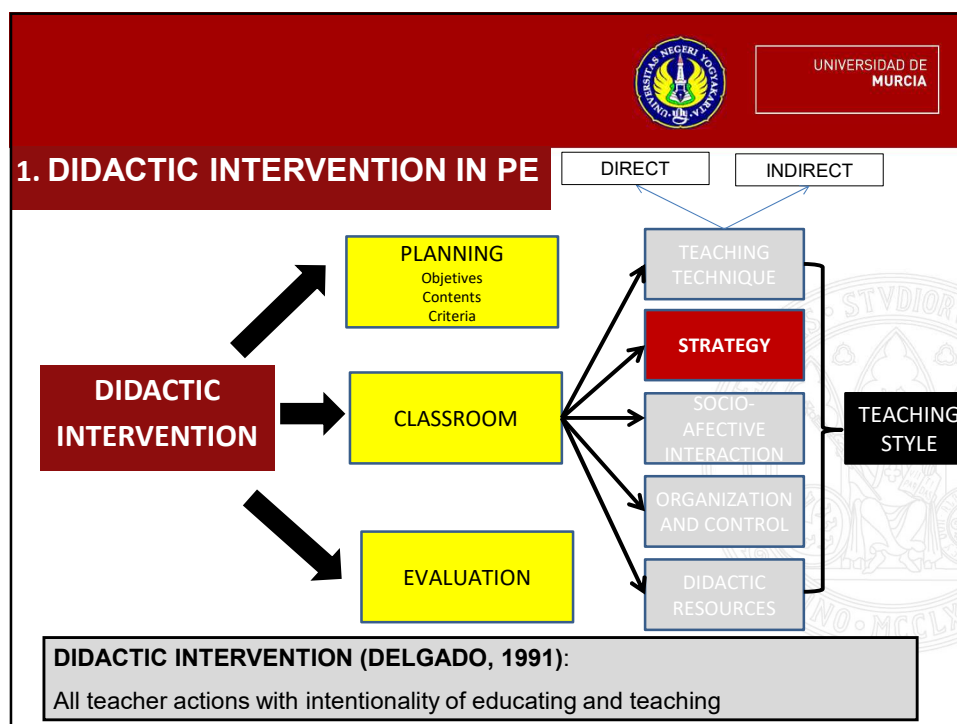
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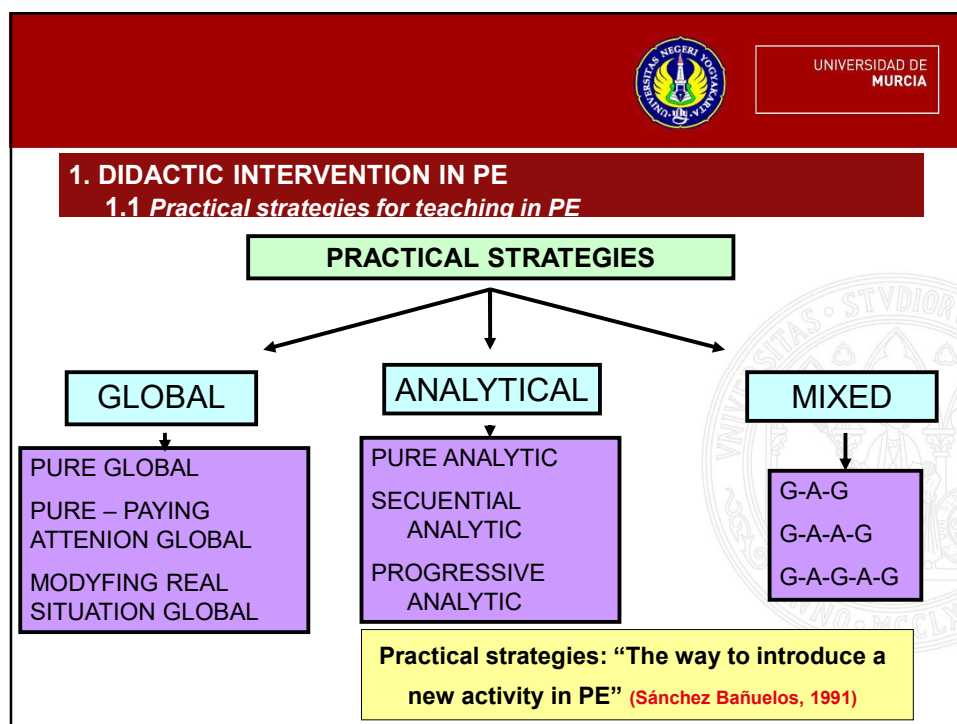
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1. DIDACTIC INTERVENTION IN PE

1.1 Practical strategies for teaching in PE

1. **Pure global**: task performance in it entirely. It is recommended for the beginning in easy tasks (motor skills). It is **not recommended** at the beginning of complex task (acrosport, long jump, etc.)



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1. DIDACTIC INTERVENTION IN PE

1.1 Practical strategies for teaching in PE

2. **Global - Paying attention**: task performance in it entirely, but we ask for student to pay attention to some specific aspect in that task (i.e. extended arm in tennis; using one leg while jumping)



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1. DIDACTIC INTERVENTION IN PE

1.1 *Practical strategies for teaching in PE*

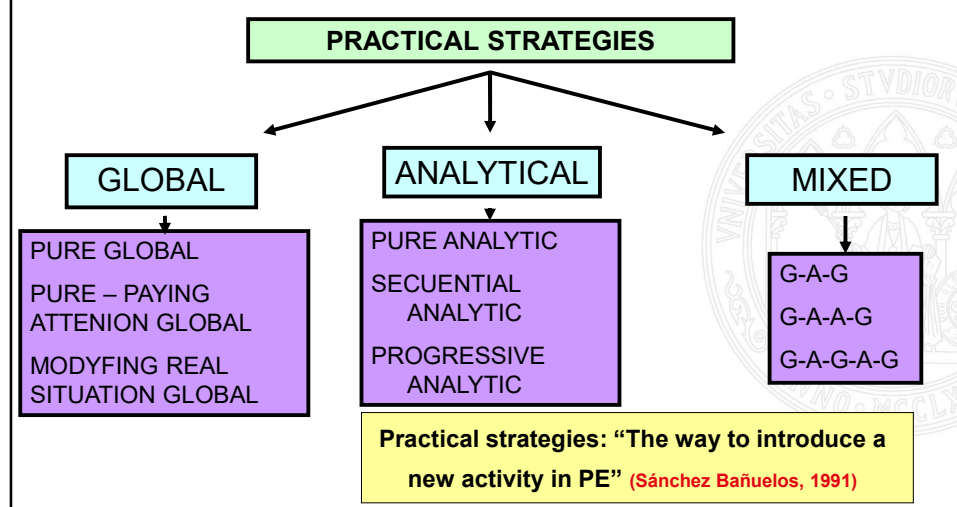
3. **Global - Modyfing real situation**: task performance in it entirely, but modyfing ejecution sitations in order to do it easier or more difficult for student (i.e. using a foam ball in volleyball).



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1. DIDACTIC INTERVENTION IN PE

1.1 *Practical strategies for teaching in PE*



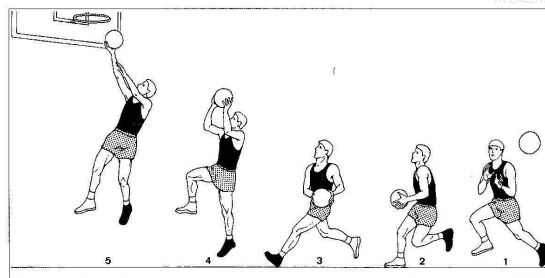
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1. DIDACTIC INTERVENTION IN PE

1.1 Practical strategies for teaching in PE

1. **PURE ANALYTICAL**: task is divided in parts, and we start practicing the most important one. Then we practice rest of the parts, for finally practice all parts together.

(i.e. A, B, C, D = B/D/A/C/A+B+C+D)



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1. DIDACTIC INTERVENTION IN PE

1.1 Practical strategies for teaching in PE

2. **SEQUENTIAL ANALYTICAL**: task is divided in parts, and we start practicing the first one. Then we keep the order for, finally, practice all together.
(i.e. A, B, C, D = A/B/C/D/A+B+C+D).

This strategy is applicable only for high organization tasks



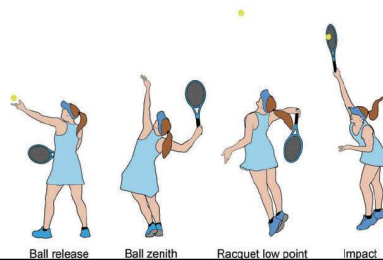
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1. DIDACTIC INTERVENTION IN PE

1.1 Practical strategies for teaching in PE

3. **PROGRESSIVE ANALYTICAL**: task is divided in parts, and we start practicing the first one. Once student control that task, we introduce the second one and, progressively all the parts in order.
I.e. A,B,C,D = A/ A+B/ A+B+C/ A+B+C+D

This strategy is applicable only for high organization tasks



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1. DIDACTIC INTERVENTION IN PE

1.1 Practical strategies for teaching in PE

MIXED PRACTICAL STRATEGIES

GLOBAL

ANALYTICAL

GLOBAL



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1. DIDACTIC INTERVENTION IN PE

1.1 *Practical strategies for teaching in PE*

	GLOBAL	ANALYTICAL	MIXED
TASK DIFFICULTY	Easy tasks	Complex tasks	Complex tasks
TASK ORGANIZATION	Low organization	High organization	Complex and high organization
AGE	All ages	From 11-12 y.o.	From 11-12 y.o.
OBJECTIVE	Physical Education	Sport training	Sport training
TEACHER TRAINNING	High knowledge	Basic knowledge	High knowledge

FACTORS FOR USING PRACTICAL STRATEGIES (Sáenz-López, 1997).

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1. DIDACTIC INTERVENTION IN PE

1.1 *Practical strategies for teaching in PE*

MARTIAL ARTS
GLOBAL OR ANALYTIC STRATEGIE?



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1. DIDACTIC INTERVENTION IN PE

1.1 Practical strategies for teaching in PE



Table 3. Results of the pre- and post-tests of the individual skills of the children of 8-9 years in both methodologies.

Tabla 3. Resultados de las evaluaciones del pre-test y post-test de las habilidades individuales de los niños de 8-9 años en ambas metodologías.

	8-9 years old category			
	Analytic		Global	
Technical skills	Pre-test	Post-test	Pre-test	Post-test
Dribbling (s)	24.53 ± 2.02	23.04 ± 1.90*	24.59 ± 2.21	22.76 ± 1.87*
Running with the ball in straight line (s)	7.04 ± 0.87	6.65 ± 0.83*	7.34 ± 0.63	6.81 ± 0.60*
Running with the ball with change direction (s)	36.20 ± 3.25	34.44 ± 2.68*	36.28 ± 3.35	33.58 ± 2.99*
Shooting the ball with right feet (points)	2.21 ± 1.95	4.50 ± 1.47*	2.12 ± 1.03	4.04 ± 0.75*
Shooting the ball with left feet (points)	0.71 ± 1.04	1.46 ± 1.02*	0.45 ± 0.58	1.20 ± 0.83*
Heading (points)	1.29 ± 0.90	2.42 ± 1.13*	1.12 ± 0.74	1.87 ± 0.79*

Mean ± standard error * Indicate significant difference between pre-test and post-test in the same method (P < 0.05).

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So... In your opinion, which are the positive/negative aspects about using global or analytical strategies?



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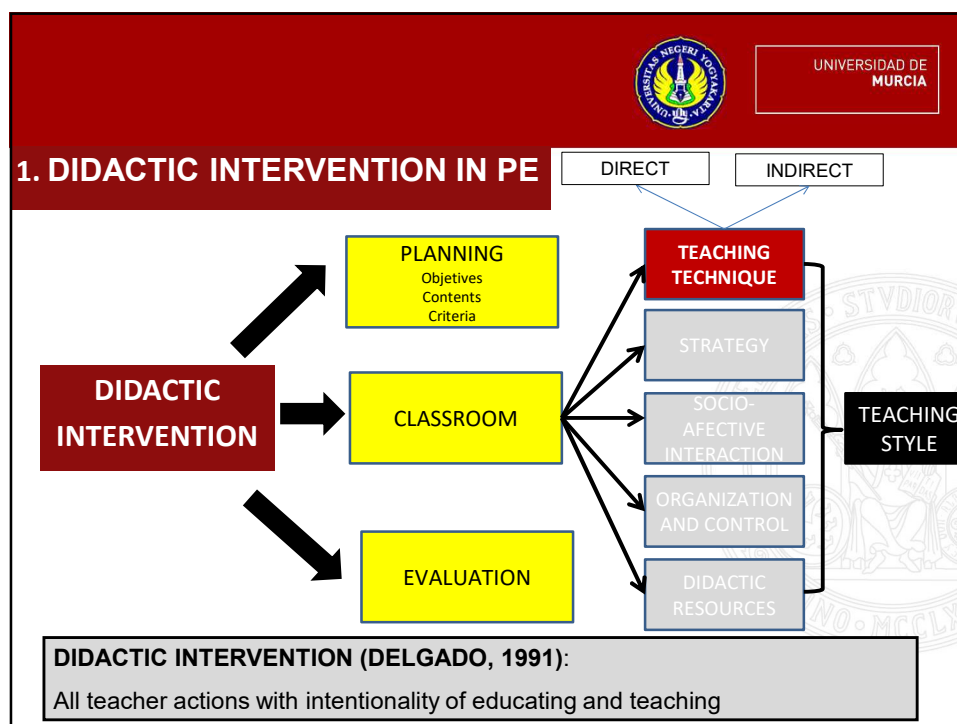
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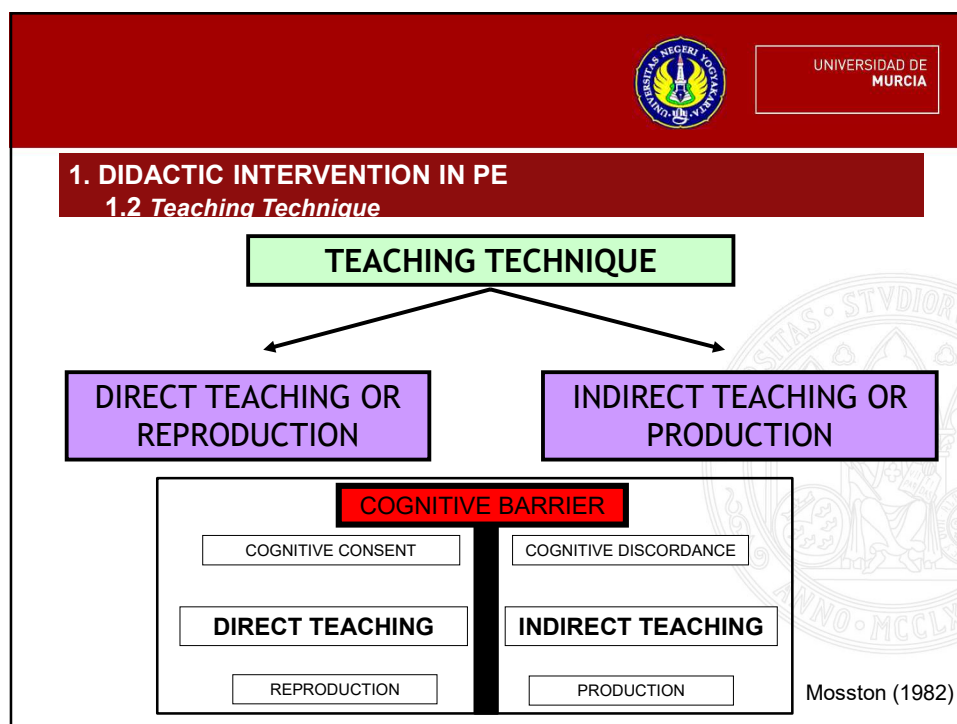
2 You can participate

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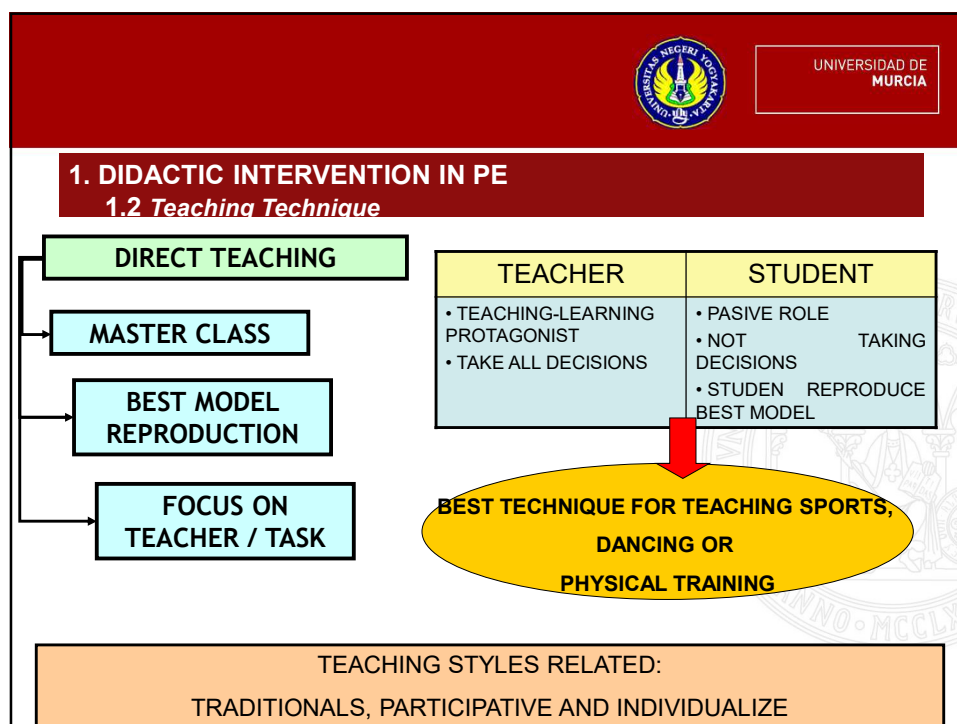
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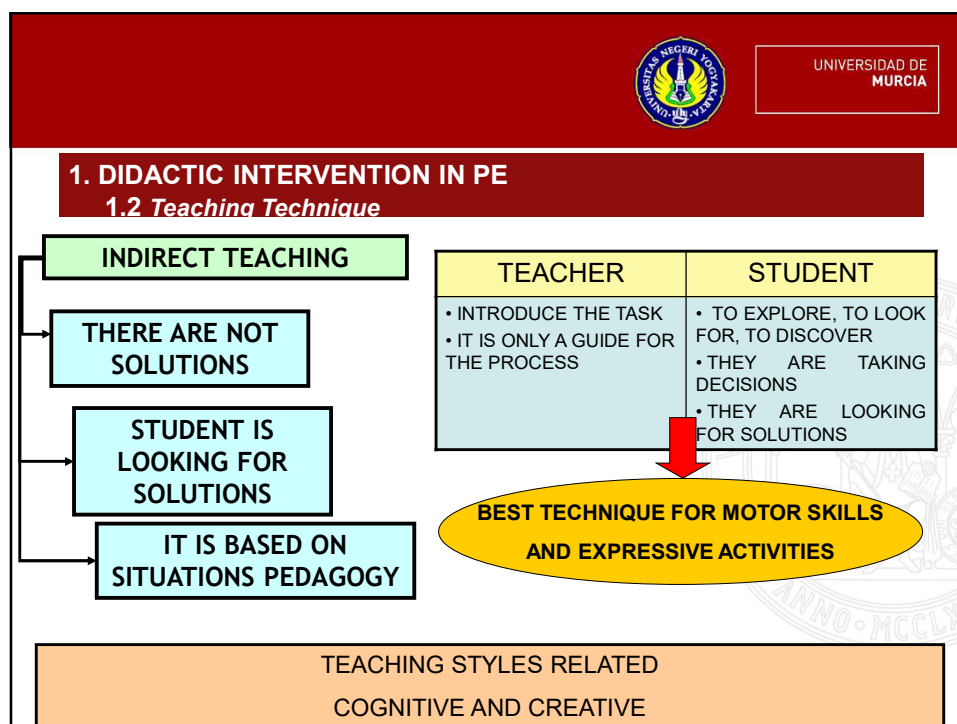
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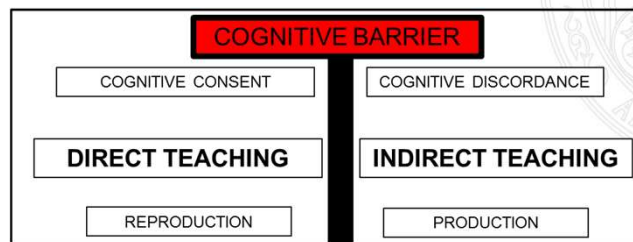
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1. DIDACTIC INTERVENTION IN PE

1.2 Teaching Technique



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1. DIDACTIC INTERVENTION IN PE

1.2 Teaching Technique

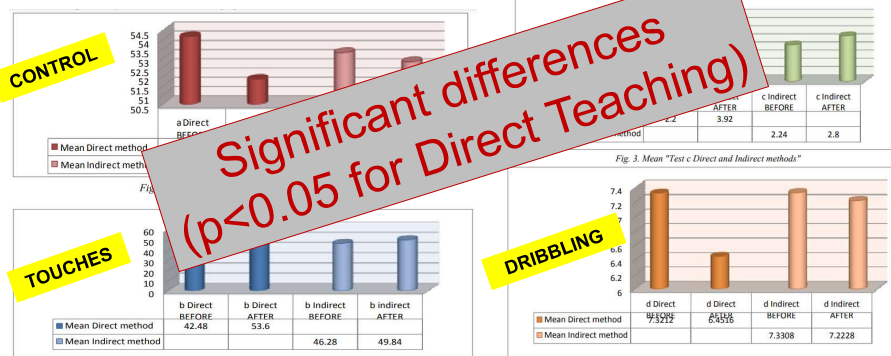
DIRECT VS INDIRECT TEACHING IN SPOR FOOTBALL

Journal of Physical Education and Sport (JPES), 14(3), Art 63, pp. 413 - 420, 2014
online ISSN: 2247 - 806X; p-ISSN: 2247 - 8051; ISSN - L - 2247 - 8051 © JPES

Original Article

The influence of direct and indirect teaching method in the development of
selected technical skills in the sport of football to children aged 12-14 years old

FANARIOTI MARIA
Department of Physical Education and Sport Science, National Pedagogical University of Athens, GREECE



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LETS VOTE!

In your opinion, which teaching technique should have more relevance in Physical Education?



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❑ 5TH NOVEMBER: PRACTICAL STRATEGIES AND TEACHING TECHNIQUES IN PHYSICAL EDUCATION

❑ 27TH SEPTEMBER: TEACHING STYLES

❑ 19TH NOVEMBER: INNOVATING IN PHYSICAL EDUCATION: PE PEDAGOGYC MODELS

❑ 26TH NOVEMBER: INNOVATING IN PHYSICAL EDUCATION: GAMIFICATION

❑ 3TH DECEMBER: INNOVATING IN PHYSICAL EDUCATION: EVALUATION

❑ 10TH DECEMBER: INNOVATING IN PHYSICAL EDUCATION: INCLUSION/ADAPTING PHYS.ED.

❑ 17TH NOVEMBER: RESEARCH TOPICS IN PHYSICAL EDUCATION



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📅 **16TH SEPTEMBER:** PRACTICAL STRATEGIES AND TEACHING TECHNIQUES IN PHYSICAL EDUCATION

📅 **20TH SEPTEMBER:** TEACHING STYLES

📅 **27TH SEPTEMBER:** INNOVATING IN PHYSICAL EDUCATION: PE PEDAGOGYC MODELS

📅 **4TH OCTOBER:** INNOVATING IN PHYSICAL EDUCATION: GAMIFICATION

📅 **11TH OCTOBER:** INNOVATING IN PHYSICAL EDUCATION: EVALUATION

📅 **18TH OCTOBER:** INNOVATING IN PHYSICAL EDUCATION: NEW TECHNOLOGIES AND AI

📅 **25TH OCTOBER:** RESEARCH TOPICS IN PHYSICAL EDUCATION

📅 **1ST NOVEMBER:** RESEARCH TOPICS IN PHYSICAL EDUCATION

2

LESSON 2. TEACHING STYLES IN PE



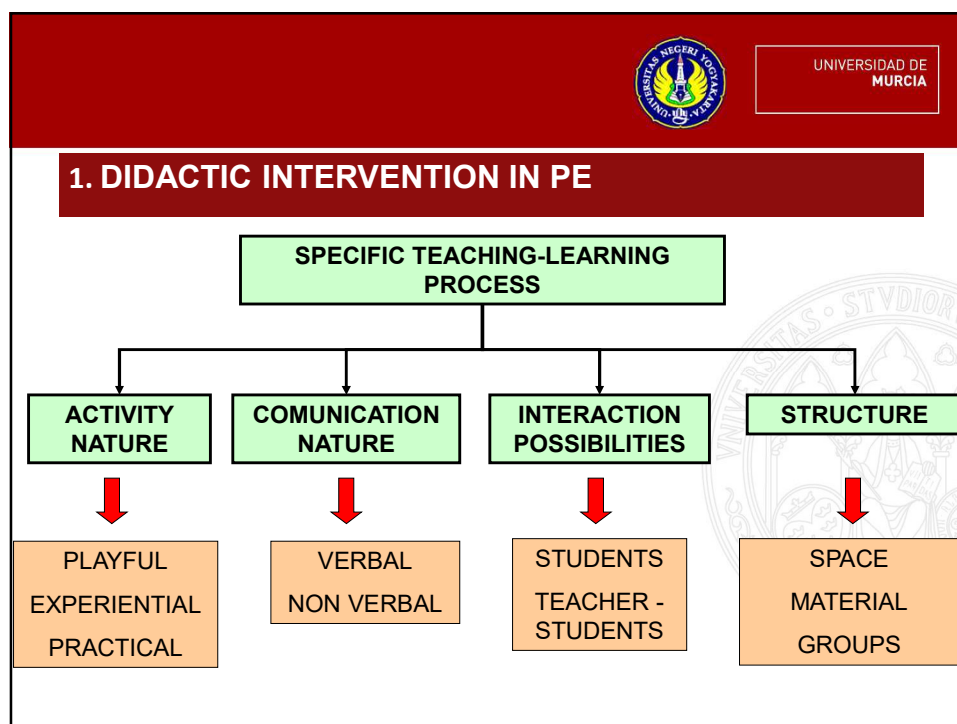
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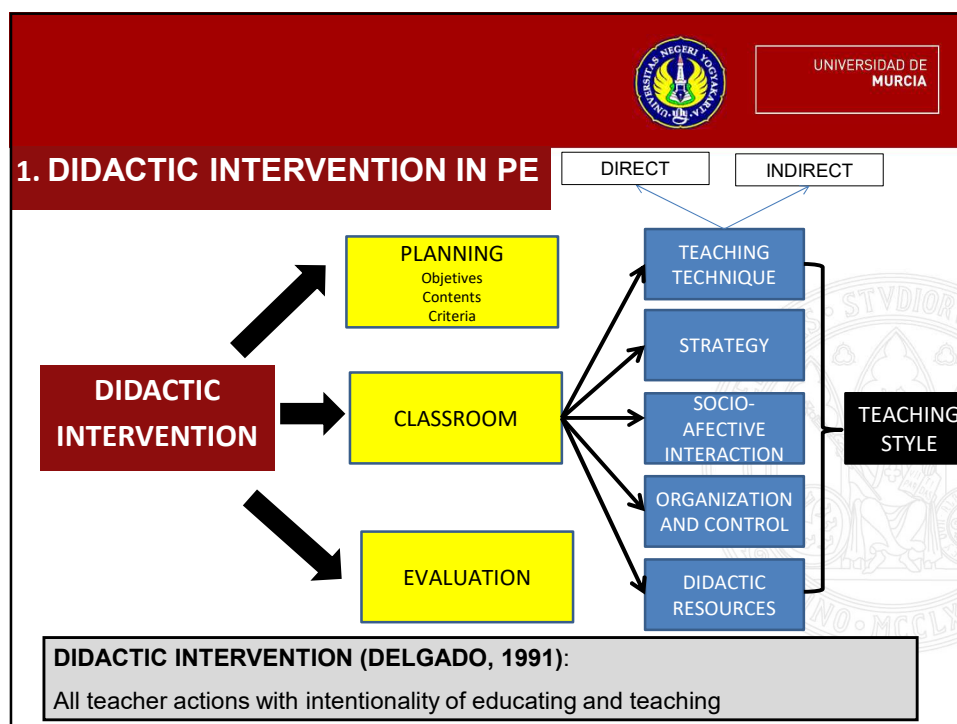
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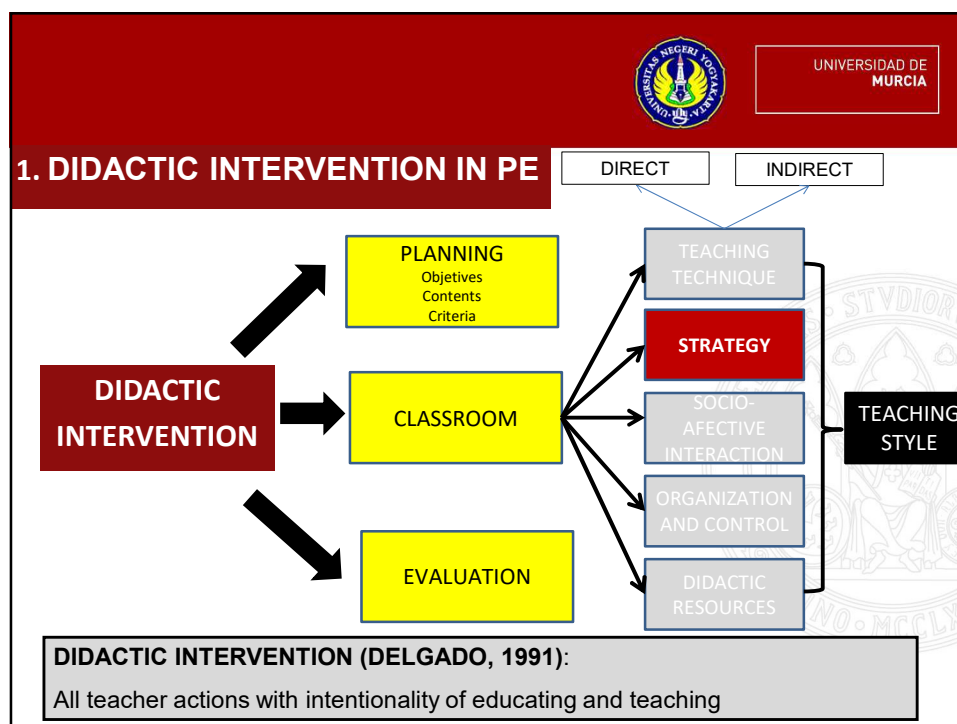
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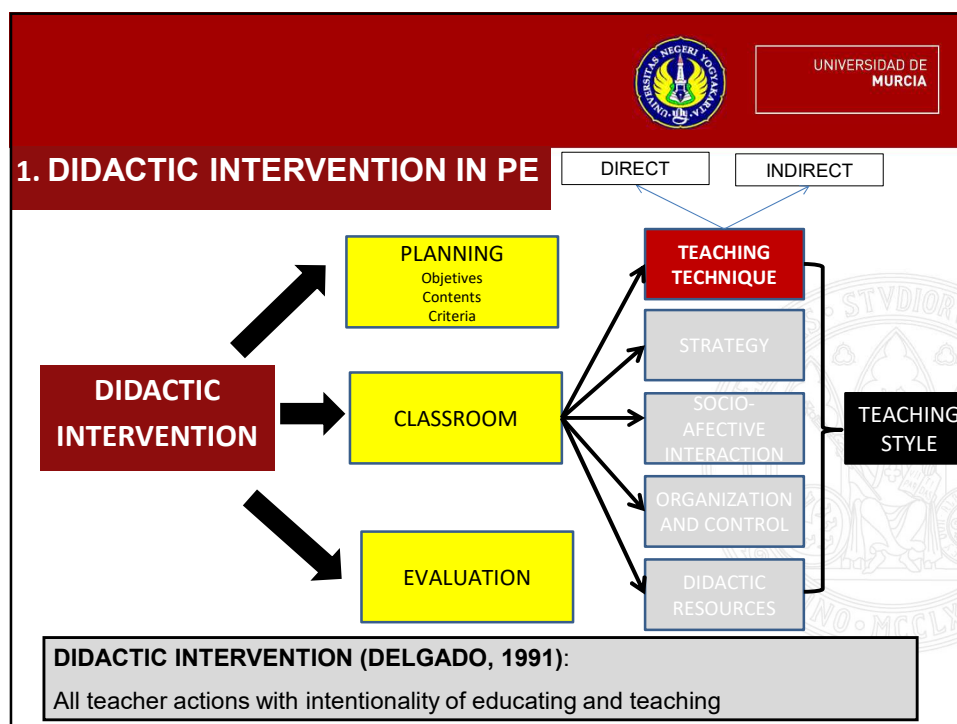
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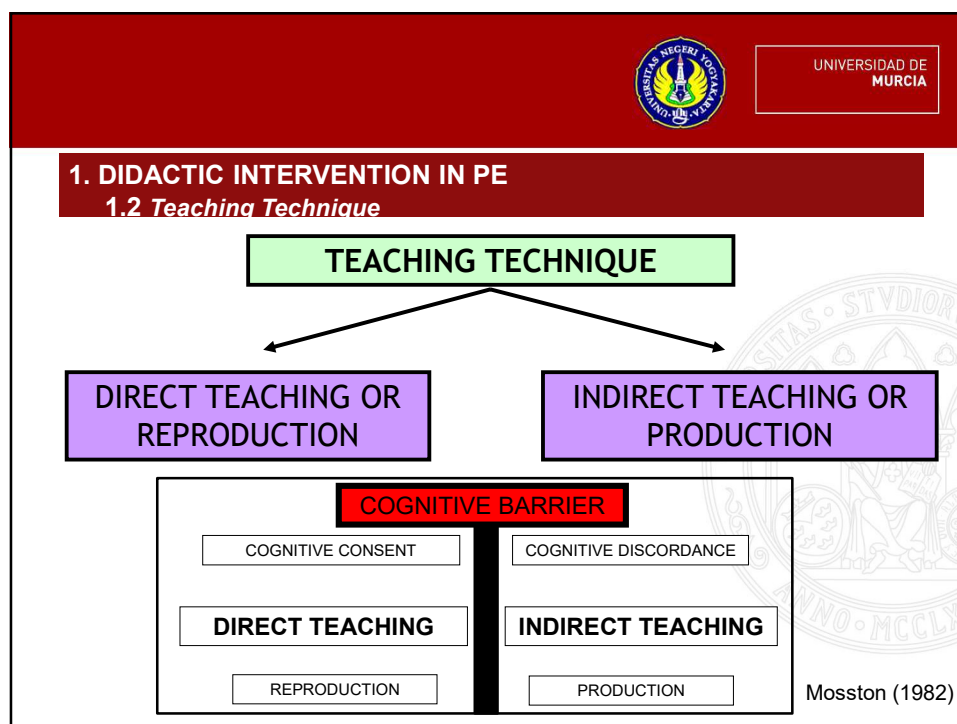
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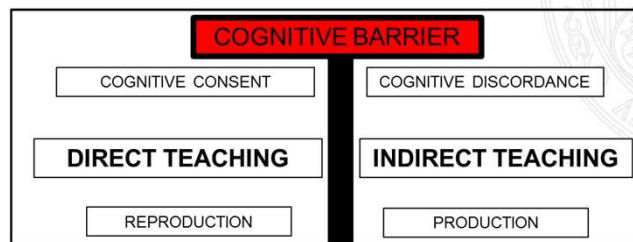
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1. DIDACTIC INTERVENTION IN PE

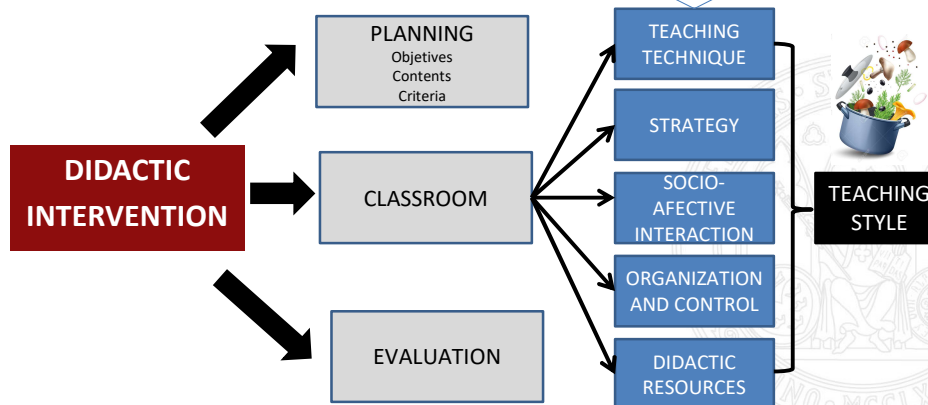
1.2 Teaching Technique



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1. DIDACTIC INTERVENTION IN PE

DIRECT INDIRECT



DIDACTIC INTERVENTION (DELGADO, 1991):

All teacher actions with intentionality of educating and teaching

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1.3. TEACHING SYLES

THE CONCEPT:



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1.3. TEACHING SYLES

THEY ARE NOT...

1. A didactic process
2. A teaching technique
3. An strategy.
4. A didactic tool.
5. A method.
6. A model.



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1.3. TEACHING SYLES

TEACHING STYLE IS

The peculiar or original way for a teacher about giving one lesson



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1.3. TEACHING SYLES

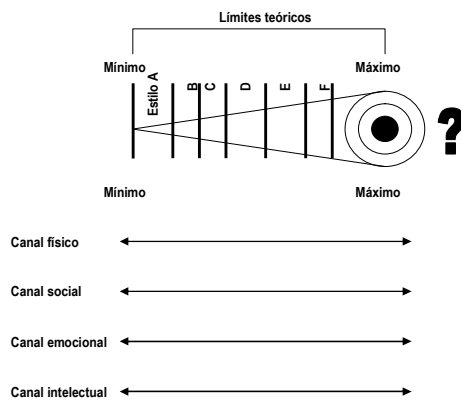
According to Mosston (1982), a teaching style deppends on:

- 1- pedagogyc relation between teacher and student
- 2- teacher and students role
- 3- organization



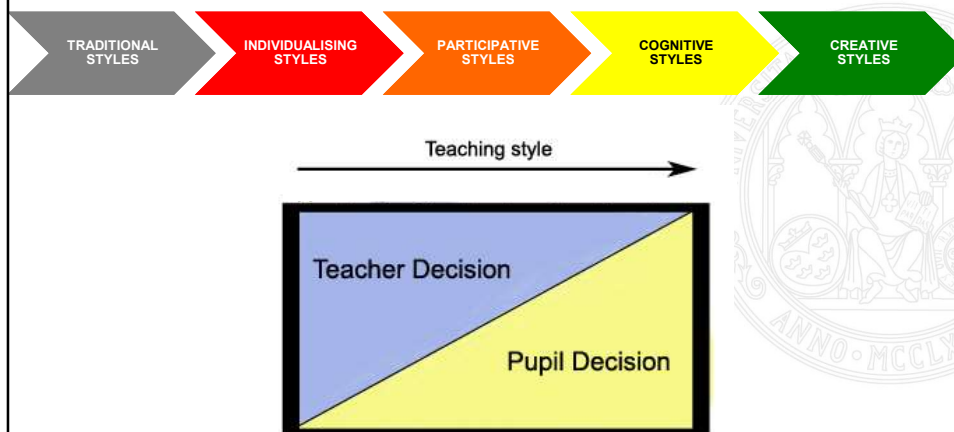
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TEACHING STYLES

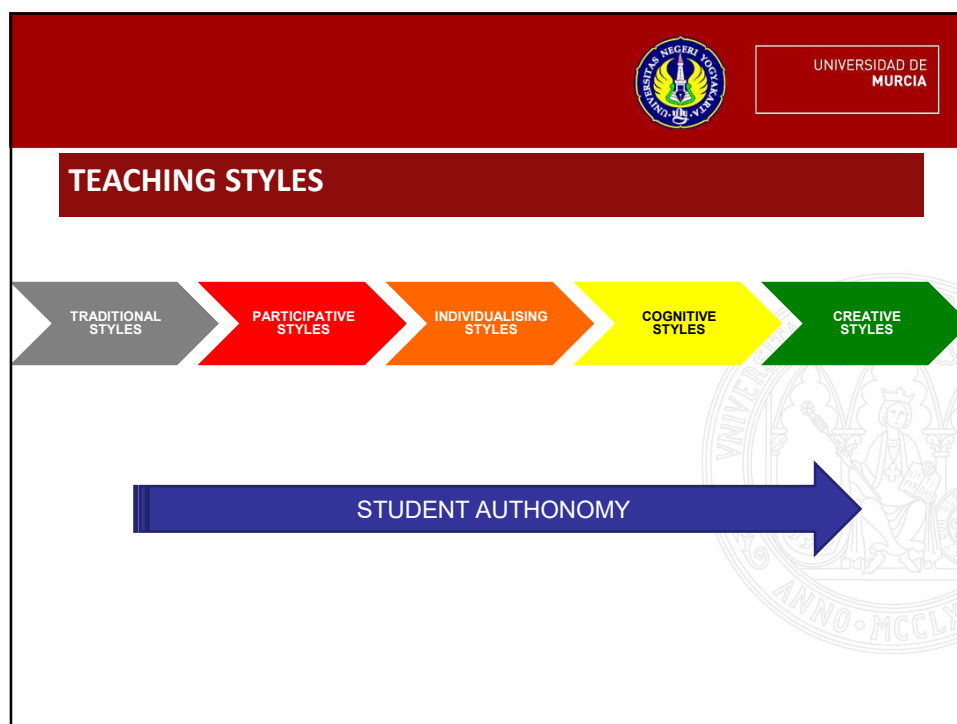


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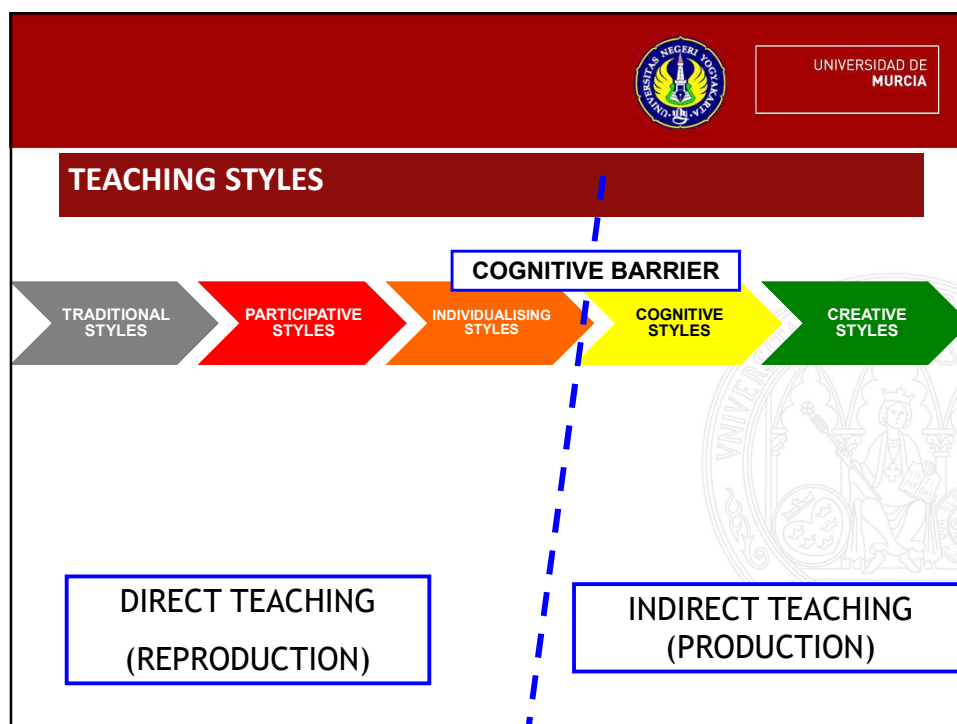
TEACHING STYLES



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2. TEACHING STYLES

TRADITIONAL STYLES

PARTICIPATIVE
STYLES

INDIVIDUALISING
STYLES

COGNITIVE
STYLES

CREATIVE STYLES



- TEACHER TAKES ALL DECISIONS
- MAGISTRAL LESSON
- GROUPAL FEEDBACK
- ACCORDING TO STUDENT POSITION:

COMMAND STYLE

PRACTICE STYLE

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TRADITIONAL STYLES

PARTICIPATIVE
STYLES

INDIVIDUALISING
STYLES

COGNITIVE
STYLES

CREATIVE STYLES

COMMAND
STYLE



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ESTILOS
TRADICIONALES

PARTICIPATIVE
STYLES

INDIVIDUALISING
STYLES

COGNITIVE
STYLES

CREATIVE STYLES

COMMAND
STYLE



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TRADITIONAL
STYLES

PARTICIPATIVE
STYLES

INDIVIDUALISING
STYLES

COGNITIVE
STYLES

CREATIVE STYLES



El profesor mediante una demostración,
muestra en cada variante lo que se ha de
realizar



PRACTICE STYLE

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So... In your opinion, which are the positive/negative aspects about using **TRADITIONAL** styles in Physical Education?

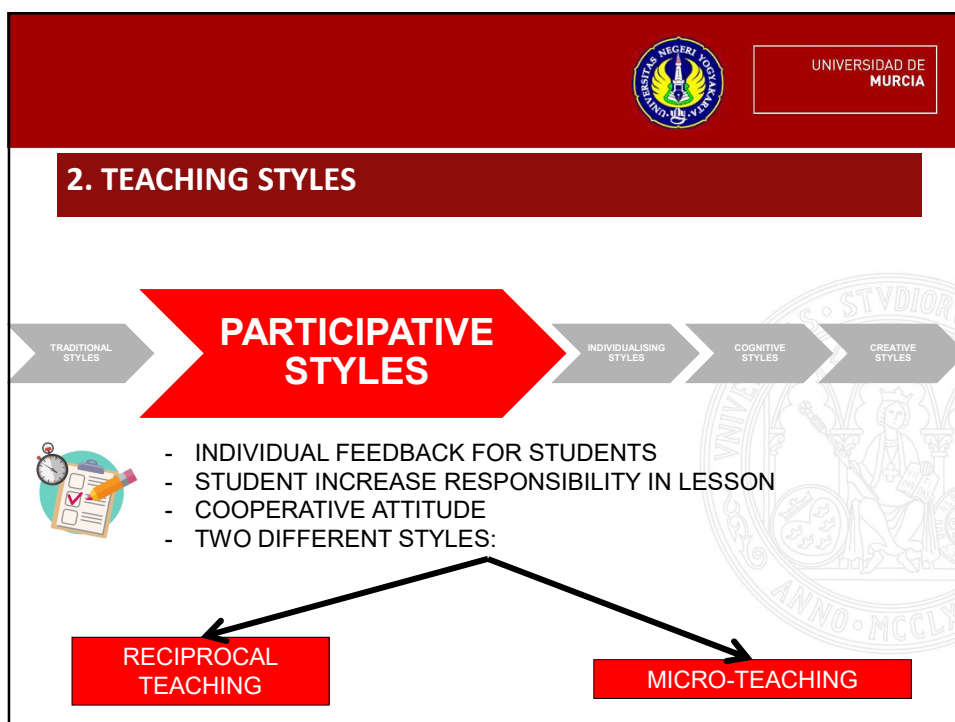


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TRADITIONAL
STYLES

PARTICIPATIVE
STYLES

INDIVIDUALISING
STYLES

COGNITIVE
STYLES

CREATIVE
STYLES

PICTURE	TASK	DESCRIPTION	ALWAYS	SOME TIMES	NEVER
	BALL HANDLING	Does your partnet keep control of the ball during the round?			
		Does you partner hit the ball with the front of the foot?			
		Do your partner keep eyes forward?			
	DRIBBLING	Does your partnet keep control of the ball during the round?			
		Is your partner using both feet to avoid cones?			
		Does your partner keep eyes forward?			



RECIPROCAL TEACHING

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RECIPROCAL TEACHING

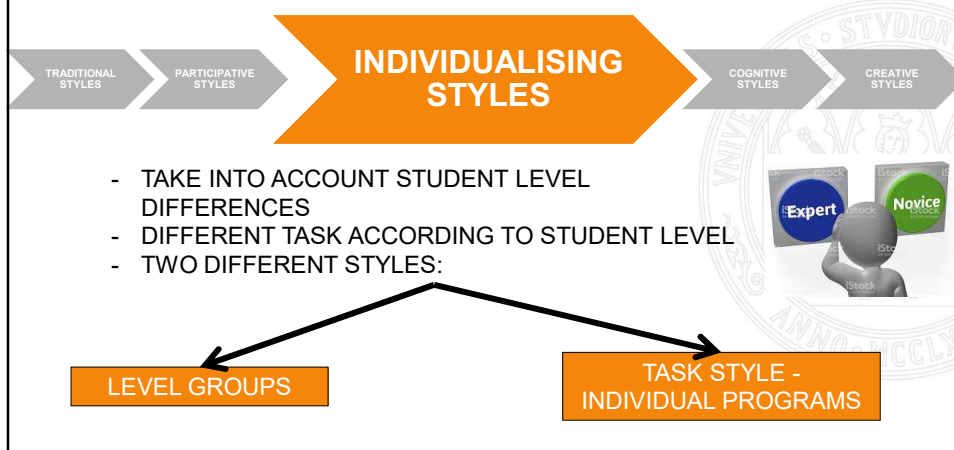
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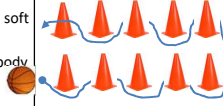
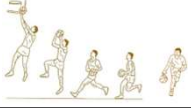
MICRO-TEACHING

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2. TEACHING STYLES



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INDIVIDUAL PROGRAM - BASKET	
Complete each exercise before going to next. Read carefully instructions before starting every task	
TASK 1 BOUNCING BALL Complete four rounds (going and return) bouncing the ball around cones. Advices: Don't hit the ball. Try to do soft movements with wrist. Bounce the ball in front of your body 	TASK 2 BOUNCING BALL - SLALOM Complete four rounds (going and return) bouncing the ball between cones. Advices: Don't hit the ball. Try to do soft movements with wrist. Bounce the ball in front of your body Use both hands. Keep eyes forward. 
When can I pass the exercise? When you complete four rounds without losing control of the ball.	When can I pass the exercise? When you complete four rounds without losing control of the ball.
TASK 3 MINIBASKET - LAY UP - DOMINANT HAND You must bounce the ball to basket, then do a lay-up with your dominant hand (right or left) Advices: After bouncing the ball you only can do two steps Try to coordinate your steps to be close to basket 	TASK 4 MINIBASKET - LAY UP - NON DOMINANT HAND You must bounce the ball to basket, then do a lay-up with your non dominant hand (right or left) Advices: After bouncing the ball you only can do two steps Try to coordinate your steps to be close to basket 
When can I pass the exercise? When you score three consecutive baskets	When can I pass the exercise? When you score three consecutive baskets
TASK 5 FREE THROWS From free throws line, shoot on basket Advices: Finish the throw shooting with only one hand 	TASK 6 JUMP SHOT Starting from the middle of the court, bounce the ball, stop at the cone and do a jump shot. If you get three baskets you will finish this test. Advices: Try to do a vertical shot, not forward. Finish the throw shooting with only one hand 
When can I pass the exercise? When you score three consecutive free throws.	

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INDIVIDUAL PROGRAMS - EXAMPLE

BADMINTON CHALLENGES

- WHEN STUDENTS COMPLETE THE EXERCISE, GO NEXT

RETO #1

SAQUE Y RECEPCIÓN CON LA MANO 🖐️

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2. TEACHING STYLES



LEVEL GROUPS

VIDEO

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LEVEL GROUPS - EXAMPLE

DAY#1: SELF EVALUATION AND FORMING GROUPS

- FIVE AREAS WITH MARKS: SHOOTING, PASS, SKILLS, ETC.
- AFTER EVALUATION WE MADE TWO GROUPS:



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LEVEL GROUPS - EXAMPLE

DAYS #2 3 4 5: TECHNICAL AND TACTICAL WORK WITH GROUPS

- ½ GROUP WORKING WITH ME A CONTENT / ½ GROUP GAME
- AFTER 20 MINUTES THEY CHANGE POSITIONS



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LEVEL GROUPS - EXAMPLE

DAY #6: MICROTEACHING

- 4 STUDENTS / TEACHERS WORK CONTENT WITH THEY PARTNERS



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LEVEL GROUPS - EXAMPLE

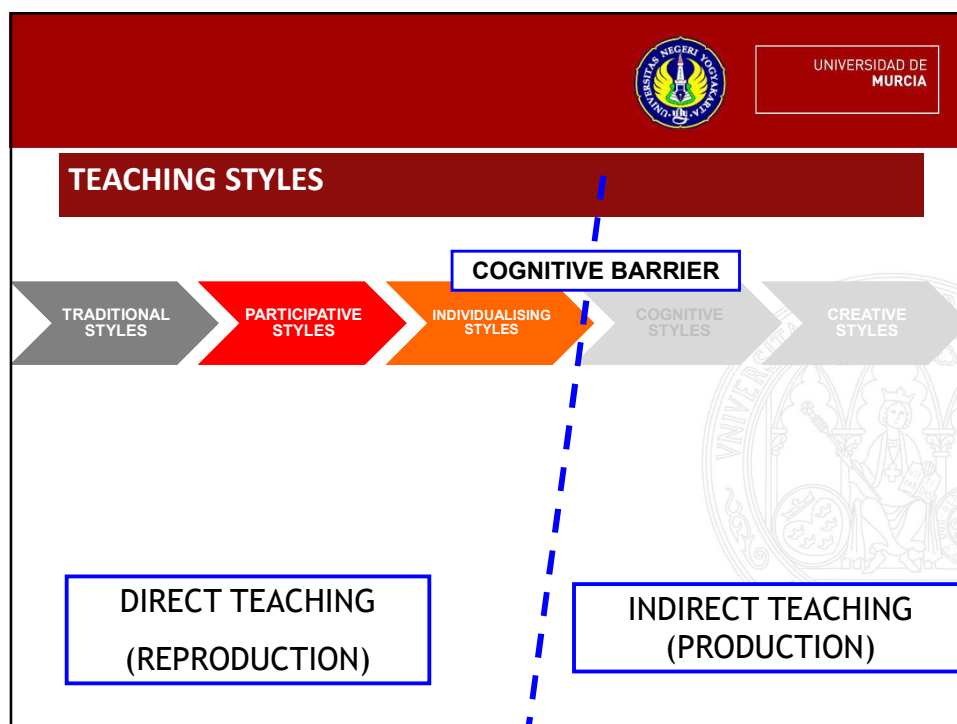
DAY #7: TEAMS COMPETITION

- MIXED TEAMS (CHAMPIONS AND EUROPA PLAYERS)
- DIFFERENT RULES
- EXAMPLE: SHOOT ON GOAL (1X1 vs 1X0)



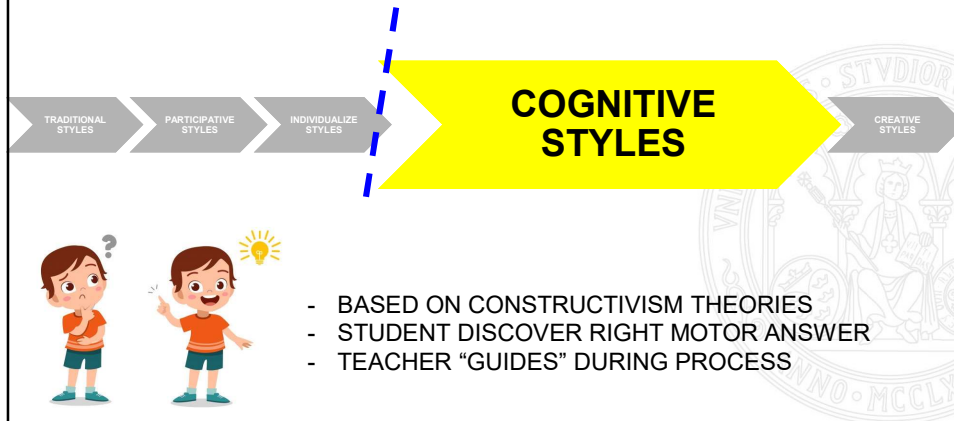



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2. TEACHING STYLES



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2. TEACHING STYLES

CONSTRUCTIVISM

Piaget Genetic Epistemology

- LEARNING IS AN ACTIVE PROCESS BY STUDEN
- STUDENT BUILDS ITS OWN KNOWLEDGE THROUGH EDUCATIVE EXPERIENCES, NOT AS A COPY.



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2. TEACHING STYLES

CONSTRUCTIVISM

Vigotsky Sociocultural Theory

- ☐ TEACHER IS MORE THAN A **KNOWLEDGE** TRANSMITTER
- ☐ TEACHER MUST GENERATE SITUATIONS **TO COGNITIVELY INVOLVE** THE STUDENTS



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2. TEACHING STYLES

CONSTRUCTIVISM

Ausubel Significant Learning

- ☐ CONTENTS MUST BE SIGNIFICATIVE FOR STUDENTS
- ☐ THERE MUST BE A CONCEPTUAL BASE TO LEARN NEW CONTENTS.
- ☐ STUDENT ADDS NEW CONTEST TO PREVIOUS EXPERIENCES



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2. TEACHING STYLES

CONSTRUCTIVISM

PE Constructivism Theory

- IT IS BASED ON GENETIC AND LEARNING PSYCHOLOGY
- IT IS FOCUSED ON STUDENT, ON **LEARNING PROCESSES**
- LEARNING IS BASED ON EXPERIENCES
- TEACHER **FACILITATES CONDITIONS** FOR THE STUDENT TO SOLVE MOTOR PROBLEMS

Prof. José Vicente García Jiménez

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2. TEACHING STYLES

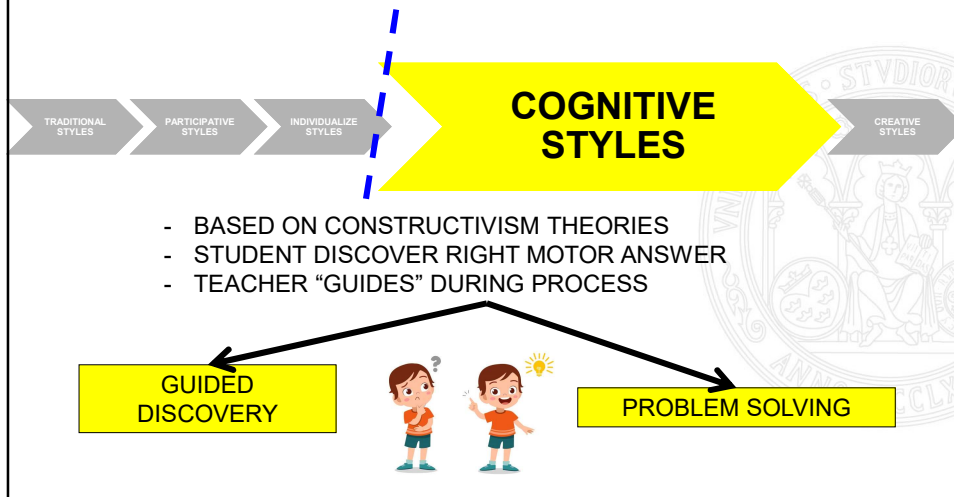
CONSTRUCTIVISM

PE Constructivism Theory



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2. TEACHING STYLES



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TRADITIONAL STYLES

PARTICIPATIVE STYLES

INDIVIDUALIZE STYLES

COGNITIVE STYLES

CREATIVE STYLES



PROBLEM SOLVING

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*So... In your opinion, which are the positive/negative aspects about using **COGNITIVE STYLES** in Physical Education?*



1 Go to wooclap.com
2 Enter the event code in the top banner

1 Send **@UNYUMU** to 986 08 06 74
2 You can participate

Event code **UNYUMU**

Click participation link

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2. TEACHING STYLES

TRADITIONAL STYLES

PARTICIPATIVE STYLES

INDIVIDUALIZE STYLES

COGNITIVE STYLES

CREATIVE STYLES

- CREATIVITY: HIGHEST LEVEL OF LEARNING
- STUDENT IS FREE TO PLAY AND CREATE MOTOR EXPERIENCES
- TEACHER "PROMOTES" AREA AND MATERIALS IN ORDER TO REACH AND OBJETIVE



LEARNING ENVIROMENTS

VIDEO EXAMPLE

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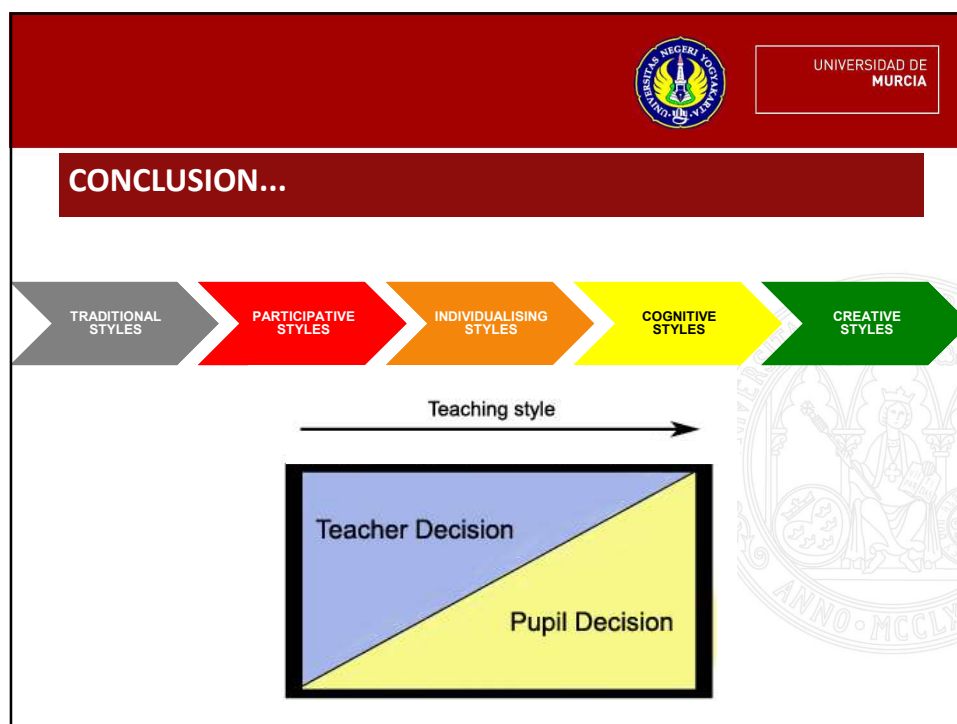


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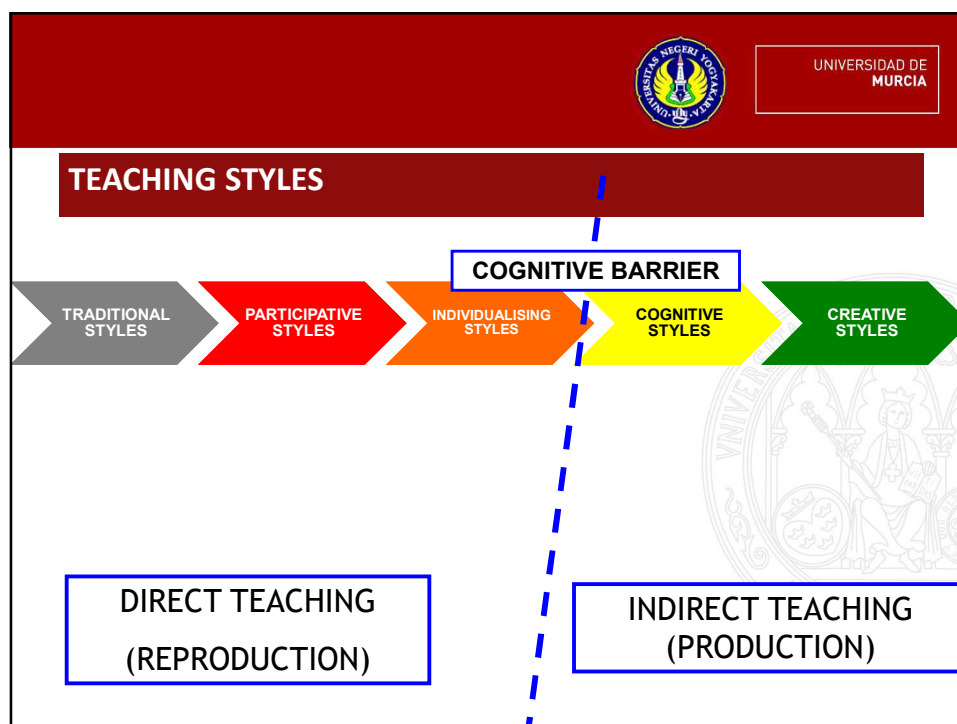


LEARNING ENVIROMENTS

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TEACHING STYLES

TRADITIONAL STYLES

PARTICIPATIVE STYLES

INDIVIDUALISING STYLES

COGNITIVE STYLES

CREATIVE STYLES



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Let's Play!



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PLANNING



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MURCIA

❑ ~~16TH SEPTEMBER~~: PRACTICAL STRATEGIES AND TEACHING TECHNIQUES
IN PHYSICAL EDUCATION

❑ ~~23TH SEPTEMBER~~: TEACHING STYLES

❑ **4TH OCTOBER**: INNOVATING IN PHYSICAL EDUCATION:
PE PEDAGOGYC MODELS

❑ ~~7TH OCTOBER~~: INNOVATING IN PHYSICAL EDUCATION: GAMIFICATION

❑ ~~14TH OCTOBER~~: INNOVATING IN PHYSICAL EDUCATION: EVALUATION

❑ ~~21TH OCTOBER~~: INNOVATING IN PHYSICAL EDUCATION: NEW
TECHNOLOGIES AND AI.

❑ ~~28TH OCTOBER~~: RESEARCH TOPICS IN PHYSICAL EDUCATION

❑ ~~4TH NOVEMBER~~: RESEARCH TOPICS IN PHYSICAL EDUCATION



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Yogyakarta State University

Doctoral Program in Physical Education



ISSUES IN CONTEMPORARY PHYSICAL EDUCATION

José V. García-Jiménez (PhD)
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PLANNING



UNIVERSIDAD DE MURCIA

- ☐ ~~20TH SEPTEMBER: PRACTICAL STRATEGIES AND TEACHING TECHNIQUES IN PHYSICAL EDUCATION~~
- ☐ ~~27TH SEPTEMBER: TEACHING STYLES~~
- ☒ **4TH OCTOBER:** INNOVATING IN PHYSICAL EDUCATION: PE PEDAGOGYC MODELS
- ☒ **11TH OCTOBER:** INNOVATING IN PHYSICAL EDUCATION: GAMIFICATION
- ☒ **18TH OCTOBER:** INNOVATING IN PHYSICAL EDUCATION: EVALUATION
- ☒ **25TH OCTOBER:** INNOVATING IN PHYSICAL EDUCATION: NEW TECHNOLOGIES AND AI.
- ☒ **1ST NOVEMBER:** RESEARCH TOPICS IN PHYSICAL EDUCATION
- ☒ **8TH NOVEMBER:** RESEARCH TOPICS IN PHYSICAL EDUCATION

2

LESSON 3. INNOVATING PHYSICAL EDUCATION – PEDAGOGICAL MODELS



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INTRODUCTION



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MODELS OF TEACHING (Joyce & Well, 1972)

TEACHING STYLES (Mooston, 1982)

CURRICULUM MODELS (Jewwet and Bain, 1985)

INSTRUCTIONAL MODELS (Metzler, 2000)

PEDAGOGICAL MODELS (Haerens, et al., 2011)

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INTRODUCTION



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DIDACTICS

 TEACHING CONCEPTS TO STUDENTS

PEDAGOGYCS

 TEACHING THE CIVIC-POLITIC CHARACTER OF THE SOCIETY TO STUDENTS

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INTRODUCTION



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WHAT ARE PEDAGOGICAL MODELS?

GO ONE STEP FURTHER IN TEACHING STYLES

THEY DO NOT FOCUS ONLY ON SPORTS INITIATION



THEY COMBINE LEARNING, TEACHING, CONTEXT AND CONTENT

WE CAN APPLY THEM IN LOT OF CONTENTS

ALLOW THE **STUDENT** TO BE AN ACTIVE PART IN THE TEACHING PROCESS

ALLOW THE **TEACHER** TO REFLECT ON THEIR WAY OF UNDERSTANDING PHYSICAL EDUCATION

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INTRODUCTION



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WHAT ARE PEDAGOGICAL MODELS?

PEDAGOGICAL MODELS **DO NOT REPLACE TEACHING STYLES**, BUT INCORPORATE THEM INTO THEIR STRUCTURES WHOSE CURRENT TREND IS FOCUSED ON A **STUDENT-CENTERED**

THE PEDAGOGICAL MODELS ARE DEVELOPED USING ACTIVE METHODOLOGIES, BASED ON **CONSTRUCTIVIST PEDAGOGY** THAT PROMOTES SOCIAL AND COOPERATIVE LEARNING.



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INTRODUCTION



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Cooperative Learning

Sports based model

Teaching Games for Understanding

Emergent Models

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PEDAGOGICAL MODELS



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1. BASIC PEDAGOGICAL MODELS (Haerens et al., 2011).

1.1. COOPERATIVE LEARNING

STUDENTS LEARN **WITH, FROM AND BY** OTHER STUDENTS

THE TEACHER PROMOTES THIS INTERACTIONS – STUDENTS BECOME **CO-LEARNERS**



(Fernández-Río, 2014)

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PEDAGOGICAL MODELS



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1. BASIC PEDAGOGICAL MODELS (Haerens et al., 2011).

1.1. COOPERATIVE LEARNING

A COOPERATIVE LEARNING **SHOULD INCLUDE....**

1. POSITIVE INTERDEPENDENCE
2. PROMOTING INTERACTIONS
3. INDIVIDUAL RESPONSIBILITY
4. GROUPAL PROCESS
5. SOCIAL SKILLS



(Fernández-Río, 2014)

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PEDAGOGICAL MODELS



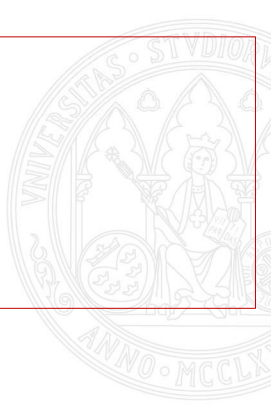
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1. BASIC PEDAGOGICAL MODELS

1.1. COOPERATIVE LEARNING

COOPERATIVE LEARNING **PRACTICES**

- A. COLLECTIVE RESULT
- B. IN PAIRS – THEY PRACTICE – THEY CHECK
- C. INDIVIDUAL – THINK – SHARE – PERFORM
- D. LEARNING GROUPS - JIGSAW



(Fernández-Río, 2014)

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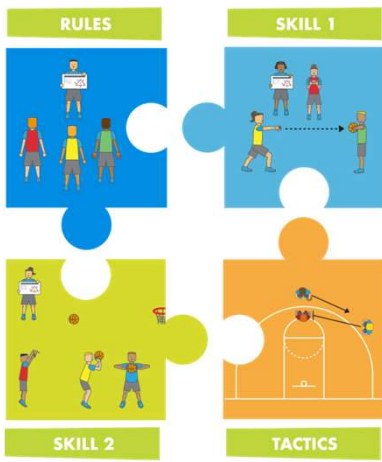
PEDAGOGICAL MODELS



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1. BASIC PEDAGOGICAL MODELS

1.1. COOPERATIVE LEARNING



THE JIGSAW



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PEDAGOGYCAL MODELS



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1. BASIC PEDAGOGYCAL MODELS

1.1. COOPERATIVE LEARNING




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PEDAGOGYCAL MODELS



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1. BASIC PEDAGOGYCAL MODELS

1.1. COOPERATIVE LEARNING



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PEDAGOGICAL MODELS



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1. BASIC PEDAGOGICAL MODELS

1.2. SPORT EDUCATION

GREAT MODEL TO MAKE **STUDENTS LEAD** THEIR OWN LEARNING

THE UNIT BECOMES A **MINI-SEASON**

STUDENTS ADOPT A ROLE:

- PHYSICAL TRAINER
- SKILLS COACH
- TACTICAL COACH
- REFEREE
- ETC

LAST LESSON – TRADITIONAL TOURNAMENT – CLOSING CEREMONY



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PEDAGOGICAL MODELS

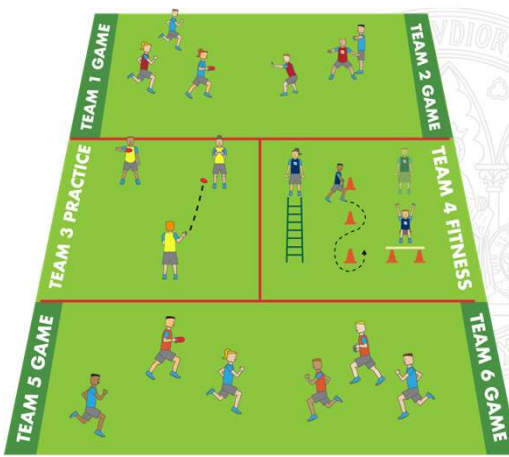


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1. BASIC PEDAGOGICAL MODELS

1.2. SPORT EDUCATION





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PEDAGOGICAL MODELS



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1. BASIC PEDAGOGICAL MODELS

SPORT EDUCATION: EXAMPLE ABOUT ULTIMATE



DAY 1: INTRODUCING THE SPORT

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PEDAGOGICAL MODELS



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1. BASIC PEDAGOGICAL MODELS

SPORT EDUCATION: EXAMPLE ABOUT ULTIMATE



DAY 2: PLAYING THE SPORT

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1. BASIC PEDAGOGICAL MODELS

SPORT EDUCATION: EXAMPLE ABOUT ULTIMATE



DAY 3: DEFINING TEAM ROLES

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1. BASIC PEDAGOGICAL MODELS

SPORT EDUCATION: EXAMPLE ABOUT ULTIMATE

COLEGIO SAN BUENAVENTURA
CAPUCHINOS MURCIA

Durante las siguientes cuatro clases vamos a realizar un campeonato de Ultimate FRISBEE que nos servirá también para ser evaluados en esta Unidad Didáctica. Para ello, cada equipo tendrá que asignar un rol a cada uno de sus integrantes según la ficha. En el calendario podrás ver qué día os corresponde jugar y que día os corresponde «evaluar» según el rol que tengáis. Mucha suerte!

UNIDAD DIDÁCTICA ULTIMATE

CALENDARIO DE PARTIDOS

Sesión 1: Entrenamientos
Sesión 2:
Ronda 1: (2vs5; 3vs4; Evalúa equipo 1)
Ronda 2: (5vs3; 1vs2; Evalúa equipo 4)
Sesión 3:
Ronda 3: (3vs1; 4vs5); Evalúa equipo 2)
Ronda 4: (1vs4; 2vs3); Evalúa equipo 5)
Sesión 4:
Ronda 5: (4vs2; 5vs1); Evalúa equipo 3)
ENTREGA DE TROFEOS: Ganador, Mejor ataque, Mejor defensa, Mejor árbitro y FairPlay

EQUIPO:		CURSO
ROLES	DESCRIPCIÓN	ALUMNOS
ENTRENADOR	1. Sus funciones tendrán lugar durante los entrenamientos y los partidos. 2. Deberán diseñar 5 ejercicios para entrenar de cara al campeonato. 3. Deberán ayudar a sus jugadores durante los partidos. 4. Será el único miembro de su equipo que podrá dirigirse al árbitro. 5. Evaluarán a otros entrenadores en el campeonato cuando no les toque jugar. 6. Serán evaluados por otros entrenadores cuando juegue su equipo.	Entrenador 1: Entrenador 2:
	1. Sus funciones tendrán lugar solo durante los partidos, cuando no les toque jugar. 2. Deberán conocer a la perfección el reglamento. 3. Serán evaluados por otros jugadores mientras arbitran. 4. Evaluarán el comportamiento del resto de jugadores y el respeto al árbitro	Árbitro 1: Árbitro 2:
ESTADÍSTICO	1. Sus funciones tendrán lugar solo durante los partidos, cuando no les toque jugar. 2. Deberán conocer a la perfección el reglamento. 3. Deberán anotar los siguientes datos de los partidos: marcador, pases acertados, ataques defendidos y anotadores.	Estadístico 1: Estadístico 2:

DAY 3: DEFINING TEAM ROLES

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1. BASIC PEDAGOGICAL MODELS

SPORT EDUCATION: EXAMPLE ABOUT ULTIMATE



DAY 4: TRAINING SESSION

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1. BASIC PEDAGOGICAL MODELS

SPORT EDUCATION: EXAMPLE ABOUT ULTIMATE



DAYS 5,6,7 : CHAMPIONSHIP

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PEDAGOGYCAL MODELS



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1. BASIC PEDAGOGYCAL MODELS

SPORT EDUCATION: EXAMPLE ABOUT ULTIMATE







COLEGIO SAN BUENAVENTURA
CAPUCHINOS MURCIA

UNIDAD DIDÁCTICA ULTIMATE FRISBEE
FICHA DE EVALUACIÓN - ESTADÍSTICOS

SI ERES **ESTADÍSTICO** DE TU EQUIPO, EL DÍA QUE NO OS TOQUE JUGAR TENDRÁS QUE ANOTAR LAS ESTADÍSTICAS DE LOS PARTIDOS DE TUS COMPAÑEROS. PARA ELLO REALIZA UNA CRUZ CADA VEZ QUE EL EQUIPO CONSIGA UN PASE, O UNA DEFENSA, O UN TANTO. **MUY IMPORTANTE**, SI TIENES ALGUNA DUDA CONSULTA CON TU PROFESOR.

TU NOMBRE: _____ **CURSO:** _____

ANALIZAS EL PARTIDO: _____ **VS** _____

EQUIPO:															
Pases acertados															TOTAL:
Ataques defendidos (intercepciones)															TOTAL:
Tantos															TOTAL:

EQUIPO:															
Pases acertados															TOTAL:
Ataques defendidos (intercepciones)															TOTAL:
Tantos															TOTAL:

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PEDAGOGYCAL MODELS



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1. BASIC PEDAGOGYCAL MODELS

SPORT EDUCATION: EXAMPLE ABOUT ULTIMATE



DAYS 5,6,7 : CHAMPIONSHIP

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PEDAGOGICAL MODELS



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1. BASIC PEDAGOGICAL MODELS

SPORT EDUCATION: EXAMPLE ABOUT ULTIMATE



DAYS 5,6,7 : CHAMPIONSHIP

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PEDAGOGICAL MODELS



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1. BASIC PEDAGOGICAL MODELS

SPORT EDUCATION: EXAMPLE ABOUT ULTIMATE



DAY 8. EVALUATION AND CLOSING CEREMONY

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1. BASIC PEDAGOGICAL MODELS

SPORT EDUCATION: EXAMPLE ABOUT ULTIMATE



DAY 8. EVALUATION AND CLOSING CEREMONY

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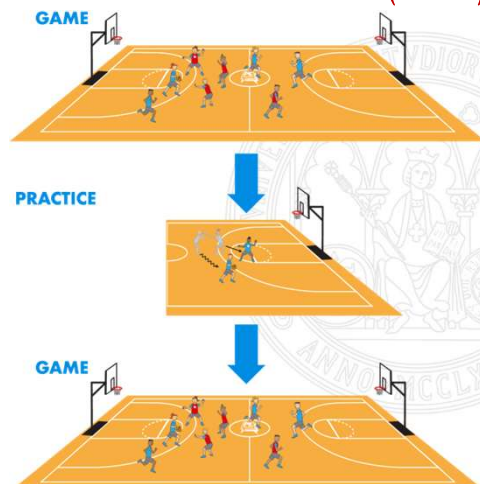
1. BASIC PEDAGOGICAL MODELS

1.3. TEACHING GAMES FOR UNDERSTANDING (TGfU)

- In a typical TGfU lesson, students will begin by **playing** a version of the game (either modified or full-scale).

- After, the students will go through a skill or **tactical activity** that will help them perform better.

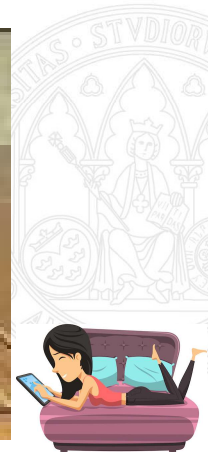
- Once completed, **pupils return to a game** where they will hopefully demonstrate improved skill or tactical execution.



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1. BASIC PEDAGOGICAL MODELS

1.3. TEACHING GAMES FOR UNDERSTANDING (TGfU)



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1. BASIC PEDAGOGICAL MODELS

1.4. PERSONAL AND SOCIAL RESPONSIBILITY (TPSR)

Teaching Personal and Social Responsibility is about using physical education **as a means to teach a code** or a discipline to students.

It is the intention that this code becomes integrated and internalized by the students and gives them structure for their lives, values, inner-discipline and that these skills are not only seen in the gym but **are transferred to other aspects of their lives**.



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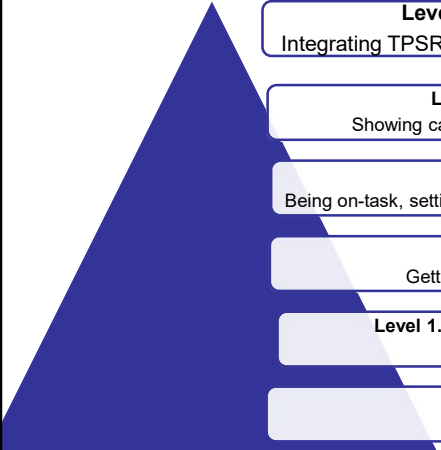
PEDAGOGYCAL MODELS



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1. BASIC PEDAGOGYCAL MODELS

1.4. PERSONAL AND SOCIAL RESPONSABILITY (TPSR)



Level 5. Taking TPSR Outside the Gym:
Integrating TPSR values into other areas of life—being role models.

Level 4. Helping Others and Leadership:
Showing caring, sensitivity and concern for others in the class.

Level 3. Self-Direction:
Being on-task, setting and sticking to personal goals and resisting peer pressure

Level 2. Effort and Cooperation:
Getting along, being self- starter, trying new tasks.

Level 1. Respeting the rights and the felling of others:
Self control and peaceful conflict solving

Level 0. Egocentric.
Lack of self control. Non-team player

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PEDAGOGYCAL MODELS



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1. BASIC PEDAGOGYCAL MODELS

1.4. PERSONAL AND SOCIAL RESPONSABILITY (TPSR)





LEVEL ZERO. Teach by invitation—“When you`re wanting to play and ready to participate you can join in—but until then you sit out.”

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PEDAGOGYCAL MODELS



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1. BASIC PEDAGOGYCAL MODELS

1.4. PERSONAL AND SOCIAL RESPONSABILITY (TPSR)



LEVEL ONE. Respecting Others. Compliment self-control—“You did a fine job of keeping out of trouble in this game (class, or day).” This gives the student a reputation they may want to keep. For tough inner-city kids, Hellison gave the “5 Clean Days” rule.

LEVEL ZERO. Teach by invitation—“When you’re wanting to play and ready to participate you can join in—but until then you sit out.”

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PEDAGOGYCAL MODELS



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1. BASIC PEDAGOGYCAL MODELS

1.4. PERSONAL AND SOCIAL RESPONSABILITY (TPSR)



LEVEL TWO. Effort and Cooperation: Grandma’s Law— for children who are not wanting to be motivated at a boring task Hellison challenged: “Put in 5 good minutes (or 4 sets or whatever) and Grandma lets you go to a new station.” It’s a deal making strategy —and it work.

LEVEL ONE. Respecting Others. Compliment self-control—“You did a fine job of keeping out of trouble in this game (class, or day).” This gives the student a reputation they may want to keep. For tough inner-city kids, Hellison gave the “5 Clean Days” rule.

LEVEL ZERO. Teach by invitation—“When you’re wanting to play and ready to participate you can join in—but until then you sit out.”

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PEDAGOGICAL MODELS



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1. BASIC PEDAGOGICAL MODELS

1.4. PERSONAL AND SOCIAL RESPONSABILITY (TPSR)

LEVEL THREE. Self-Direction & Being on Task. Here, students learn about keeping on task towards their goals. This is hard and help may be needed—a check list is a great motivator where a partner checks off the number of crunches required or sets to be done. They are great assessment tools for the teacher to have in their file and can be used to track progress over time.

LEVEL TWO. Effort and Cooperation. Hellison challenged: "Put in 5 good m

LEVEL ONE. Respecting Others. Com or day)." T For tough

LEVEL ZERO. Teach by invitation—"



wanting to be motivated at a boring task ets you go to a new station." It's a deal.

keeping out of trouble in this game (class, ant to keep. ays" rule.

participate you can join in—but until then

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PEDAGOGICAL MODELS



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1. BASIC PEDAGOGICAL MODELS

1.4. PERSONAL AND SOCIAL RESPONSABILITY (TPSR)

LEVEL FOUR. Helping Others and Leadership. This level can be supported through using more cooperative games rather than invasive games or elimination sports. This level can be supported through peer decisions over infractions in games such as having a 'Sport Court' where penalties are dealt with or through more inclusive game strategies such as "everyone must touch the ball" before shooting a basket.

LEVEL THREE. Self-Direction & Bein may be needed—a check list is a grea are great assessment to

LEVEL TWO. Effort and Cooperate Hellison challenged: "Put in 5 good

LEVEL ONE. Respecting Others. C or day). For to

LEVEL ZERO. Teach by invitation



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ng out of trouble in this game (class, o keep. rule.

ate you can join in—but until then

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PEDAGOGICAL MODELS



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1. BASIC PEDAGOGICAL MODELS

1.4. PERSONAL AND SOCIAL RESPONSABILITY (TPSR)

LEVEL FIVE. Beyond the Gym: Ask other teachers and parents to provide feedback as to behaviour changes that they note and to implement in their classes using a TPSR model.

LEVEL FOUR. Helping Other: Involving students in games or elimination 'Sport Court' where penalties shooting a basket.

LEVEL THREE. Self-Directive: Self-Directive may be needed—a check list are great asses

LEVEL TWO. Effort and Challenge: Hellison challenged: "Put i

LEVEL ONE. Respecting C

LEVEL ZERO. Teach by limitation: "When you're willing to play and ready to participate you can join in—but until then you sit out."



...tive games rather than ... in games such as having a ... ie must touch the ball' before

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PEDAGOGICAL MODELS



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1. BASIC PEDAGOGICAL MODELS

1.4. PERSONAL AND SOCIAL RESPONSABILITY (TPSR)

De este modo, siguiendo a Hellison (2011) la sesión se divide en 4 partes principales:

MRPS Estructura de sesión



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PEDAGOGICAL MODELS



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1. BASIC PEDAGOGICAL MODELS

1.4. PERSONAL AND SOCIAL RESPONSABILITY (TPSR)






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PEDAGOGICAL MODELS



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1. BASIC PEDAGOGICAL MODELS

1.4. PERSONAL AND SOCIAL RESPONSABILITY (TPSR)



Por lo del alumno: toma conciencia del nivel trabajado y realizar su auto-evaluación

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PEDAGOGICAL MODELS



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2. EMERGING MODELS

2.1. ADVENTURE - TEACHING

1. SOLVING PROBLEMS

2. OVERCOMING BARRIERS

3. COOPERATION

4. CREATIVITY – SPACES AND MATERIALS

5. PLAYFUL CONTEXT



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PEDAGOGICAL MODELS



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2. EMERGING MODELS

2.2. ATTITUDINAL STYLE

The Attitudinal Style is characterised by its global character, its flexibility and **its capacity to adapt to the students and their contexts**, as well as its search for positive individual experiences in all the students, without exclusion, in order to generate the feeling of belonging to a group

Its purpose is that all students **have positive experiences**, without exception and from inclusion (Pérez-Pueyo, 2013a), generating a true group that cooperates or collaborates.

THREE MAIN COMPONENTS:

- (1) INTENTIONAL ACTIVITIES
- (2) SEQUENTIAL ORGANIZATION
- (3) FINAL PERFORMANCE

(Pérez-Pueyo, 2005, 2007; 2010a,b).

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2. EMERGING MODELS

2.2. ATTITUDINAL STYLE

Attitudinal Style	
Responsibility	Of a group and individual character. There is usually positive interdependence between students.
Session model	Start-up activities, intentional body activities, wedges of interest and reflections during the end of the process.
Methodological elements	Work in heterogeneous groups, even if they start out homogeneous, with a cooperative or collaborative character, through processes of intragroup self-assessment and co-assessment. Transfer to the daily and/or functional.
Time perspective	Long term.
Social skills	Maximum: communication, dialogue, active listening.
Motivation	Intrinsic and in some cases extrinsic.
Number and type of activities	Few and selected, always with the possibility of being carried out jointly by the whole group and with the help of its members.
Grouping criteria	Organization of groups that are heterogeneous in terms of technical ability and affinity in the interpersonal relations of group members, without exclusion.
Level of achievement	All students must go through all the roles to demonstrate their level of achievement and group involvement at the end. The achievement of the group is subject to the individual achievement of each member.
Goals	Shared and pre-defined.
Outcome of the process	Following individual achievement/success, there must be a collaborative or cooperative outcome.
Key capabilities	Integral development of the 5 capacities. Physical condition is the means and not the end.
Relational and emotional aspects	Starting point for the integral development of all. The characteristics of the group members condition the final presentation of the result by consensus.
Assessment	Of a formative and shared nature. It is clearly integrated into the teaching process.

(Pérez-Pueyo, 2005, 2007; 2010a,b).

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2. EMERGING MODELS

2.2. ATTITUDINAL STYLE



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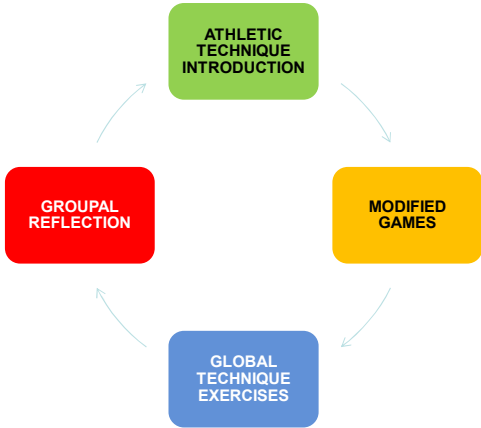
PEDAGOGICAL MODELS



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2. EMERGING MODELS

2.3. TECHNICAL PLAYING MODEL (LUDOTÉCNICO)





(Valero y Conde, 2003).

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PEDAGOGICAL MODELS



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2. EMERGING MODELS

2.3. TECHNICAL PLAYING MODEL (LUDOTÉCNICO)



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2. EMERGING MODELS

2.3. TECHNICAL PLAYING MODEL (LUDOTÉCNICO)



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2. EMERGING MODELS

2.4. GAMIFICATION



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PEDAGOGICAL MODELS



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3. MODELS HYBRIDIZATION

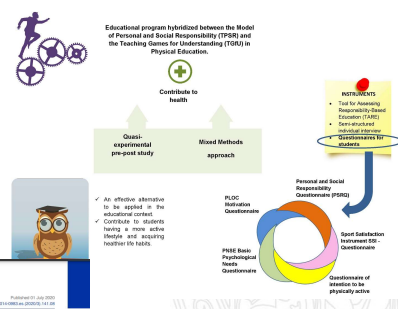


Sport Education, Cooperative Learning, and Health-Based Physical Education:

Another Step in Pedagogical Models' Hybridization

Carlos Delgado, Javier Paredes, Carmen Pardo-Arocas, and José María García

21 June 2020 | Volume 14 | Article 1471



Educational program hybridized between the Model of Personal and Social Responsibility (TPRS) and the Teaching Games for Understanding (TGU) in Physical Education.

Contribute to health

Quasi-experimental pre-post study

Mixed Methods approach

As effective alternative to be applied in the educational context

Contribute to students having a more active lifestyle and acquiring healthier PB habits

Personal and Social Responsibility Questionnaire (PSRQ)

Sport Satisfaction Inventory-ESC

Questionnaire of interest to be physically active



Hybridisation of the Teaching Personal and Social Responsibility Model and Gamification in Physical Education

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¹ Faculty of Sport Sciences, University of Murcia, Murcia, Spain

² Health, Physical Activity and Education Research Group (HPEA), University of Murcia, Murcia, Spain

³ National Institute of Physical Education of Catalonia (INEFC), Mataró Observational Lab, University of Lleida (UdL), Lleida, Spain

⁴ Institute of Biomedical Research of Lleida (IRBL-IDO), University of Lleida (UdL), Lleida, Spain

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PEDAGOGICAL MODELS



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WHAT TO RESEARCH ABOUT?

REVISIÓN

MODELOS PEDAGÓGICOS EN EDUCACIÓN FÍSICA: CONSIDERACIONES TEÓRICAS-PRACTICAS PARA DOCENTES

Javier FERNÁNDEZ-RÍO¹, Antonio CALDERÓN², David HORTIGÜELA ALCALÁ³, Ángel PÉREZ-PUYO⁴ y Mónica AZNAR CEBAMANOS⁵

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² Facultad de Deportes, UCAM Universidad Católica de Murcia, España

³ Facultad de Educación, Universidad de Burgos, España

⁴ Facultad de Ciencias de la Actividad Física y el Deporte, Universidad de León, España

⁵ Facultad de Educación, Universidad de Zaragoza, España

RESUMEN

Cada vez son más los docentes de diferentes etapas y contextos educativos que están incorporando en su día a día la enseñanza basada en modelos pedagógicos. No obstante, la comprensión teórica y la aplicación práctica de los mismos no es una tarea fácil y requiere de una formación adecuada. En el presente artículo se presentan por tanto los modelos pedagógicos más significativos y utilizados en educación física, divididos en a) básicos: Aprendizaje Cooperativo, Educación Deportiva, Comprensivo de Iniciación Deportiva (TGU) y Responsabilidad Personal y Social, y b) emergentes: Educación Aventura, Alfabetización Motora, Estilo Activo, etc.

FULL PAPER

CLICK

FULL PAPER

CLICK

50

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☐ **5TH NOVEMBER:** PRACTICAL STRATEGIES AND TEACHING TECHNIQUES IN PHYSICAL EDUCATION

☐ **12TH NOVEMBER:** TEACHING STYLES

☐ **30TH SEPTEMBER:** INNOVATING IN PHYSICAL EDUCATION: PE PEDAGOGYC MODELS

☐ **11TH OCTOBER: INNOVATING IN PHYSICAL EDUCATION: GAMIFICATION**

☐ **14TH OCTOBER:** INNOVATING IN PHYSICAL EDUCATION: EVALUATION

☐ **21TH OCTOBER:** INNOVATING IN PHYSICAL EDUCATION: INCLUSION/ADAPTING PHYS.ED.

☐ **28TH OCTOBER:** RESEARCH TOPICS IN PHYSICAL EDUCATION



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ISSUES IN CONTEMPORARY PHYSICAL EDUCATION

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PLANNING



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16TH SEPTEMBER: PRACTICAL STRATEGIES AND TEACHING TECHNIQUES
IN PHYSICAL EDUCATION

23TH SEPTEMBER: TEACHING STYLES

30TH SEPTEMBER: INNOVATING IN PHYSICAL EDUCATION: PE PEDAGOGY
MODELS

7TH OCTOBER: INNOVATING IN PHYSICAL EDUCATION: GAMIFICATION

14TH OCTOBER: INNOVATING IN PHYSICAL EDUCATION: EVALUATION

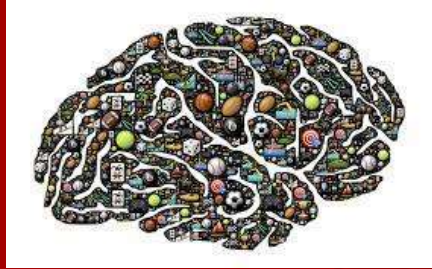
21TH OCTOBER: INNOVATING IN PHYSICAL EDUCATION: NEW
TECHNOLOGIES AND AI



28TH OCTOBER: RESEARCH TOPICS IN PHYSICAL EDUCATION

4TH NOVEMBER: RESEARCH TOPICS IN PHYSICAL EDUCATION

LESSON 4. INNOVATING PHYSICAL EDUCATION – GAMIFICATION



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What is Gamification?



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GAMIFICATION? NONSENSE!

OH YEAH, THIS SOUNDS WONDERFUL, BUT IT'S NOT GOOD FOR ANYTHING.

USING GAME DESIGN ELEMENTS IN NON-GAME CONTEXTS... BUT PHYSICAL EDUCATION IS FULL OF GAMES? IT HAS NO SENSE TO GAMIFY WHEN YOU ARE PLAYING EVERYDAY!

I'M ALREADY SAD OF SO MUCH INNOVATIVE TEACHER: GAMIFICATIONS, FLIPPED CLASSROOMS, KAHOOT... THAT LEAVES OTHERS BADLY AND MAKES US LOOK BORED AND OLD



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FOR THOSE WHO DON'T KNOW ME ... MY NAME IS

GYMNASTICMAN

THE GUARDIAN OF CLASSIC PHYSICAL EDUCATION, THE GYMASTICS!

IN FACT, AS RESPONSIBLE FOR THE PHYSICAL EDUCATION CLASSES IN YOGYA, LAST WEEKEND I FELT AN OBLIGATION TO ARREST

SUPERINNOVA,

A PE TEACHER WHO WAS DANCING, PLAYING AND HAVING A GREAT TIME DURING HIS LESSONS, INDOCTRINATING OTHER TEACHERS FOR CHANGING THEIR METHODS. "THE ADVENTURE ABOUT LEARNING!" HE WAS SAYING TO THEM 😊.

I HAVE CONFINED HIM, SO HE WON'T BE ABLE TO DO IT AGAIN....

HAHAHAHA!!







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CHALLENGE #1: THE SECRET PRISON

GYMNASTICMAN HAS CONFINED SUPERINNOVA IN A SECRET PRISON IN YOGYAKARTA. WE NEED TO KNOW WHERE HE IS, FOR GOING THERE AND FREE HIM. TO GET HIS LOCATION, **YOUR GROUP** SHOULD:

1ST - PREPARE AN **E-MAIL ANSWERING TWO QUESTIONS:**

1. DEFINE GAMIFICATION WITH YOUR OWN WORDS.
2. COPY AND PASTE ONE PAPER WHO SPEAKS ABOUT GAMIFICATION RELEVANCE IN PHYSICAL EDUCATION.

2ND – SEND ME YOUR ANSWER TO [JVGJIMENEZ@UM.ES](mailto:jvgjimenez@um.es)
IF YOUR ANSWER IS RIGHT, YOU WILL RECEIVE **NEXT CLUE** TO FIND SUPERINNOVA.

HURRY UP! TIME IS RUNNING OUT!





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CHALLENGE #1: THE SECRET PRISON

GROUP MEMBERS:

-
-
-
-
-

[GOOGLE DRIVE – COLLABORATIVE DOC](#)



Google Drive

YOUR RESPONSE (PASTE A PICTURE WHERE SUPERINNOVA IS)



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CHALLENGE #2: DISTURBING THE GUARDS

SUPERINNOVA IS IN A CELL, BUT IT IS GUARDED WITH TWO JANITORS. NOBODY CAN COME TO THE DOOR. BUT WE KNOW THEY LOVE DANCING, SO MAYBE, IF WE PREPARE A COREOGRAPHY FOR THEM THEY LEAVE THE DOOR OF THE JAIL **READY?**



Sumber: genpi.co.id



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CHALLENGE #2: DISTURBING THE GUARDS

SUPERINNOVA IS IN A CELL, BUT IT IS GUARDED WITH TWO JANITORS. NOBODY CAN COME TO THE DOOR. BUT WE KNOW THEY LOVE DANCING, SO MAYBE, IF WE PREPARE A COREOGRAPHY FOR THEM THEY LEAVE THE DOOR OF THE JAIL **READY?**



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CHALLENGE #3: PIN CODE

SUPERINNOVA IS LOCATED IN A CELL, PROTECTED BY A **4-DIGIT** PASSWORD.

GETTING ALL THE NUMBERS DEPENDS ON YOUR TEAM WORK (ALL CLASS GROUP).

YOU MUST COMPLETE **FOUR MOTOR CHALLENGES**. WHEN YOU COMPLETE IT, YOU WILL GET ONE NUMBER TO OPEN THE CELL. **READY?**





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CHALLENGE #1:



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CHALLENGE #2:





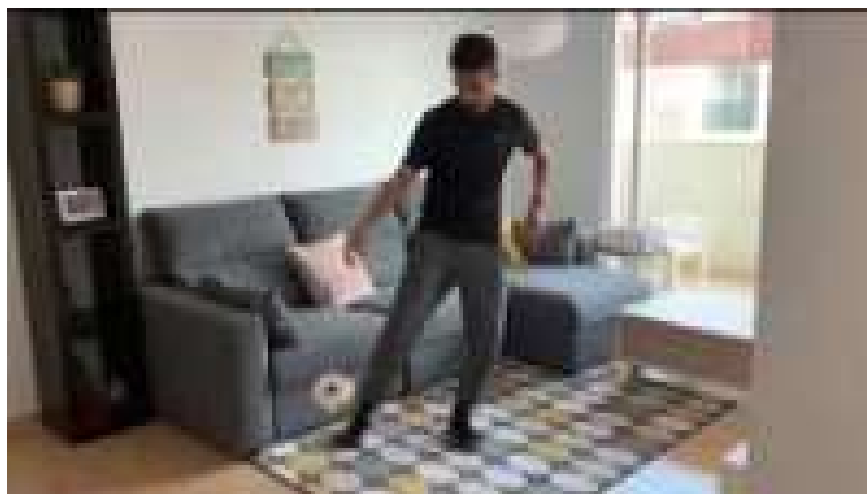
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CHALLENGE #3:



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CHALLENGE #4:





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CHALLENGE #3: PIN CODE





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CHALLENGE #3: PIN CODE





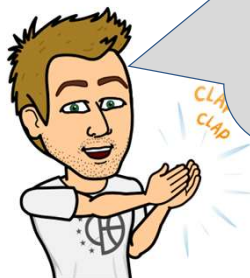
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CHALLENGE #4. CONVINCING GYMNASTICMAN

NOW I AM FREE! THANKS!! NOW WE ARE GOING TO FIND THE EVIL **GYMNASTICMAN** TO GIVE WHAT HE DESERVES. WE HAVE KNOWN THAT HE IS VISITING YOGYA SCHOOLS, BORING PHYSICAL EDUCATION TEACHERS.

HE SAYS THAT THE BEST LAW IS **"THE LOW OF LEAST EFFORT"**. ONLY WITH PHYSICAL TEST AT THE BEGINNING OF EVERY TERM YOU HAVE ALL YOU NEED TO EVALUATE STUDENTS, SO YOU CAN EXPEND THE REST OF THE YEAR RESTING. **SOCCER BALLS FOR ALL, A FEW JUMPING ROPES AND A LOT OF FREE TIME...**

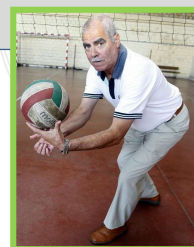
IF WE DON'T STOP HIM, PHYSICAL STUDENTS FROM YOGYA WILL LOOSE ALL THE POSITIVE ASPECTS FROM OUR SUBJECT



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CHALLENGE #4. CONVINCING GYMNASTICMAN

THERE HE IS, **GYMNASTICMAN** IS DELIVERING SWEDISH BENCHES IN A SCHOOL, TAKING ALL THE ALTERNATIVE MATERIAL AND LEAVING OLD BALLS. WE MUST CONVINCE HIME OF HOW IMPORTANT INNOVATION IS. BUT IT IS VERY PERSISTENT, SO WE NEED AN ANSWER TO EVERY ARGUMENT OF HIS. READY FOR THE **"DIALECTIC BATTLE"**?





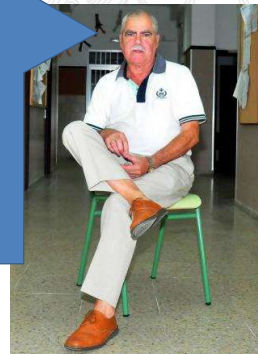
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CHALLENGE #4. CONVINCING GYMNASTICMAN

LOOK FOR AND ARGUMENT FOR EACH GYMNASIAMAN'S EXCUSES, WRITE YOUR ANSWERS IN FOLLOWING SLIDES

GAMIFICATION? NONSENSE!!

1. "GAMIFICATION IS A WASTE OF TIME, AND YOU CANNOT COMPLY WITH THE CONTENTS OF THE CURRICULUM"
2. "YOU CANNOT EVALUATE THROUGH GAMIFICATION"
3. "I HAVE NEVER HEARD ABOUT A REAL P.E. TEACHER WHO WAS WORKING GAMIFICATION IN PRIMARY EDUCATION."
4. I HAVE NEVER READ ANY ARTICLE DEMONSTRATING THE IMPROVEMENTS OF A GAMIFICATION ON KIDS OR PRIMARY STUDENTS



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GROUP 1

GROUP 2

GROUP 3

GROUP 4

[GOOGLE DRIVE – COLLABORATIVE DOC](#)





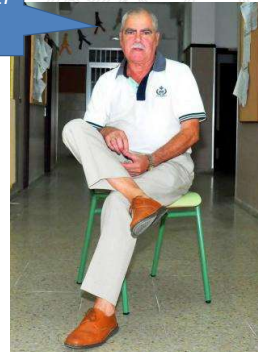
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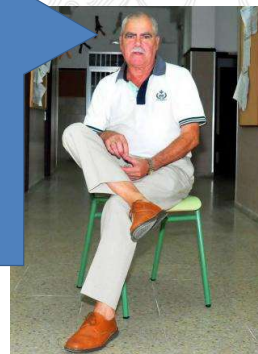
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CHALLENGE #4. CONVINCING GYMNASTICMAN

LOOK FOR AND ARGUMENT FOR EACH GYMNASIAMAN'S EXCUSES, WRITE YOUR ANSWERS IN OUR WOOCAP WEB:

GAMIFICATION? NONSENSE!!

2. "I HAVE NEVER HEARD ABOUT A REAL P.E. TEACHER WHO WAS WORKING GAMIFICATION IN PRIMARY OR SECONDARY EDUCATION."





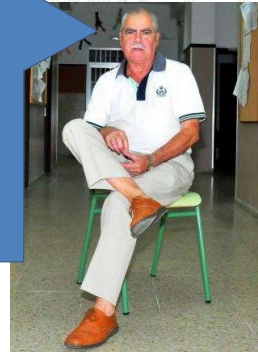
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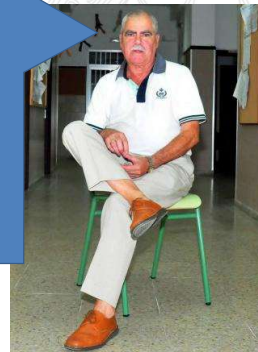
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4. I HAVE NEVER READ ANY ARTICLE DEMONSTRATING THE IMPROVEMENTS OF A GAMIFICATION ON KIDS OR PRIMARY STUDENTS





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GREAT! HE HAS NO ARGUMENTS!

GYMNASTICMAN HAS NO OPTION. HE RECOGNIZES THAT GAMIFICATION IS A POWERFUL TOOL AND, IN FACT, HE IS GOING TO PREPARE ONE FOR THE NEXT COURSE!

THANKS TO YOUR HELP, **SUPERINNOVA** HAS "RECRUITED" AN INNOVATIVE PROFESSIONAL, AND I AM SURE YOUR STUDENTS WILL THANK YOU FOR IT. CONGRATULATIONS!



MORE ABOUT GAMIFICATION....



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<https://colaboraeducacion30.juntadeandalucia.es/educacion/colabora/web/172925gt616/inicio/-/blogs/ejemplos-de-gamificacion-en-educacion-fisica>

MORE ABOUT GAMIFICATION....



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- ☐ 16TH SEPTEMBER: PRACTICAL STRATEGIES AND TEACHING TECHNIQUES IN PHYSICAL EDUCATION
- ☐ 23TH SEPTEMBER: TEACHING STYLES
- ☐ 30TH SEPTEMBER: INNOVATING IN PHYSICAL EDUCATION: PE PEDAGOGY MODELS
- ☐ 7TH OCTOBER: INNOVATING IN PHYSICAL EDUCATION: GAMIFICATION
- ☐ 14TH OCTOBER: INNOVATING IN PHYSICAL EDUCATION: EVALUATION
- ☐ 21TH OCTOBER: INNOVATING IN PHYSICAL EDUCATION: NEW TECHNOLOGIES AND AI
- ☐ 28TH OCTOBER: RESEARCH TOPICS IN PHYSICAL EDUCATION
- ☐ 4TH NOVEMBER: RESEARCH TOPICS IN PHYSICAL EDUCATION



Yogyakarta State University

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ISSUES IN CONTEMPORARY PHYSICAL EDUCATION

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PLANNING



UNIVERSIDAD DE MURCIA

- ~~16TH SEPTEMBER: PRACTICAL STRATEGIES AND TEACHING TECHNIQUES IN PHYSICAL EDUCATION~~
- ~~23TH SEPTEMBER: TEACHING STYLES~~
- ~~30TH SEPTEMBER: INNOVATING IN PHYSICAL EDUCATION: PE PEDAGOGY MODELS~~
- ~~7TH OCTOBER: INNOVATING IN PHYSICAL EDUCATION: GAMIFICATION~~
- 18TH OCTOBER: INNOVATING IN PHYSICAL EDUCATION: EVALUATION
- 25TH OCTOBER: INNOVATING IN PHYSICAL EDUCATION: NEW TECHNOLOGIES AND AI
- 01ST NOVEMBER: RESEARCH TOPICS IN PHYSICAL EDUCATION
- 8TH NOVEMBER: RESEARCH TOPICS IN PHYSICAL EDUCATION



2

LESSON 5. INNOVATING PHYSICAL EDUCATION – EVALUATION



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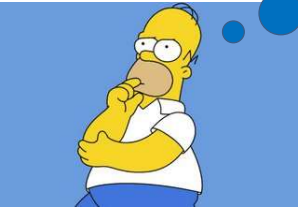
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3



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- HOW DO YOU EVALUATE YOUR STUDENTS IN PHYSICAL EDUCATION?
- WHY ARE YOU EVALUATING YOUR STUDENTS IN PHYSICAL EDUCATION?





4



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← Exit

How to participate?



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Event code
UNYUMU

1
Send **@UNYUMU** to **986 08 06 74**

2
You can participate

5



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ASSESSMENT vs QUALIFY





6



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ASSESSMENT

Soni, you volley hard enough, but the lobs are too short. You should give them more height. Move far enough away from the wall to return the ball well when it bounces off the wall. Position your feet before you hit it.



QUALIFY

Soni, you get a 7.

7



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1. NEW TRENDS ABOUT EVALUATION

CONCEPT	DEFINITION
FORMATIVE ASSESSMENT	Any evaluation process whose main purpose is to improve the teaching-learning processes . The purpose of improvement is threefold: (a) for pupils to learn more; (b) for teachers to improve their teaching practice; and, (c) to be able to improve the teaching-learning process carried out.



8

1. NEW TRENDS ABOUT EVALUATION

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Formative Assessment

- Occurs during the learning process.
- Allows teachers and students to pivot their strategies.
- Identifies areas for improvement.
- Gives opportunities for students to implement feedback.

Summative Assessment

- Occurs at the end of the learning process.
- Provides a final evaluation of concept knowledge.
- High-stakes testing that often involves ranking of students.

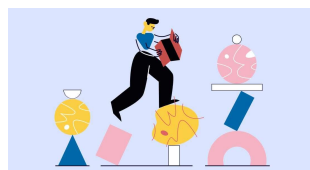
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9

1. NEW TRENDS ABOUT EVALUATION

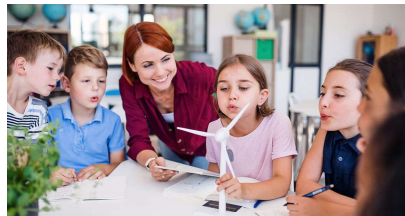
CONCEPT	DEFINITION
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LEARNING-ORIENTED ASSESSMENT	Development of capacities for self-regulation of one's own learning. It is strongly related to student participation in assessment processes.



10

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LEARNING-ORIENTED ASSESSMENT	Development of capacities for self-regulation of one's own learning. It is strongly related to student participation in assessment processes.
AUTENTIC ASSESSMENT	Assessment techniques, tools and activities should be clearly applied to real learning situations



11

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AUTENTIC ASSESSMENT	Assessment techniques, tools and activities should be clearly applied to real learning situations
INTEGRATED ASSESSMENT	Understands that the learning activities should be part of the assessment process , without the need for as many exams or tests as currently.

	Very Good	Good	Developing
Research and collecting information 1	1 collected information from various sources, such as books, the Internet, etc. 5	1 collected information from various sources. 4	1 collected information from two sources. 3
Sharing 2	2 shared information or ideas with all my team members. 5	2 shared information or ideas with my team members. 4	2 shared information or ideas with my team members. 3
Completing tasks 3	3 finished all the tasks that I had to do for the assignment in a timely manner. 5	3 finished most of the tasks that I had to do for the assignment in a timely manner. 4	3 finished some of the tasks that I had to do for the assignment in a timely manner. 3
Contribution 4	4 contributed to the team's work with all my ideas, and my group members agreed with me. 5	4 contributed to the team's work with all my ideas, and my group members agreed with me. 4	4 contributed to the team's work with all my ideas, and my group members agreed with me. 3
Listening to other group members 5	5 listened to the ideas and suggestions of my team members. 5	5 listened to the ideas and suggestions of my team members. 4	5 listened to the ideas and suggestions of my team members. 3
Co-operating with my team 6	6 cooperated with my team members to achieve the objectives of the assignment. 5	6 cooperated with my team members to achieve the objectives of the assignment. 4	6 cooperated with my team members to achieve the objectives of the assignment. 3

12



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13



NEW TRENDS

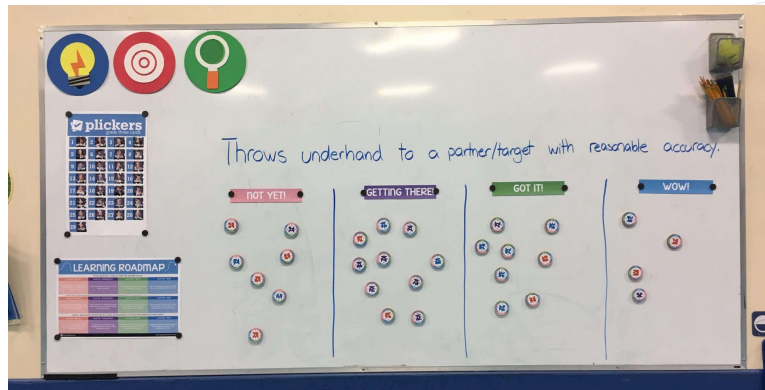
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INTEGRATED ASSESSMENT	Understands that the learning activities should be part of the assessment process , without the need for as many exams or tests as currently.

- ✓ **IMPROVES** LEARNING.
- ✓ IMPROVES **PERSONAL AUTONOMY**, SELF-REGULATION AND LEARNING TO LEARN PROCESSES.
- ✓ IT DEVELOPS THE CAPACITY FOR **CRITICAL ANALYSIS** AND SELF-CRITICISM.
- ✓ IT IS A FUNDAMENTAL PROCESS IN THE FORMATION OF **RESPONSIBLE PEOPLE** AND IN THE DEVELOPMENT OF DEMOCRATIC EDUCATION.
- ✓ IT IS OFTEN VERY USEFUL IN IMPROVING THE CLASSROOM CLIMATE AND IN **SOLVING PROBLEMS** OF COEXISTENCE IN THE CLASSROOM.

López-Pastor and Pérez-Pueyo, 2017

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2. NEW TRENDS ABOUT EVALUATION – CLARIFYING CONCEPTS



15

2. NEW TRENDS ABOUT EVALUATION – CLARIFYING CONCEPTS

CONCEPT	DEFINITION
SELF-ASSESSMENT	Usually refers to a person's evaluation of him/herself or of a personal process and/or outcome. Although it can also be group-based.

16



PHYSICAL SKILLS / FITNESS SELF-ASSESSMENT 1º E.S.O.
 The PE Department wants to know your physical skills, your fitness level, due to that you must be sincere with your marks.
**Note: It is not an exam and we only intend you to know your health state. Write in the left box the initial record (initial part of the term) and in the right box the final record (final part of the term). Then, you compare / check your record with the European record. Finally, write your mark in the last circle.*

NAME: _____

GROUP: _____

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ENDURANCE / STAMINA		TEST COURSE NAVETTE		PERIODS COMPLETED	
	† Low=3; Medium=4.5; Good=6; Excellent=7.5	Term beginning	Term final		
	† Low=5; Medium=7; Good=8.5; Excellent=9.5				
TEST COOPER		KM RUN			
	† Low=1.4; Medium=1.7; Good=2; Excellent=2.5	Term beginning	Term final		
	† Low=1.8; Medium=2.1; Good=2.5; Excellent=2.9				
STRENGTH		HORIZONTAL JUMP		CM JUMPED	
	† Low=137; Medium=150; Good=160; Excellent=170	Term beginning	Term final		
	† Low=150; Medium=160; Good=170; Excellent=185				
		VERTICAL JUMP		CM JUMPED	
	† Low=19; Medium=23; Good=29; Excellent=34	Term beginning	Term final		
	† Low=20; Medium=24; Good=31; Excellent=37				
ABDOMINALS IN 30 SECONDS		NUMBER DONE			
	† Low=16; Medium=18; Good=20; Excellent=22	Term beginning	Term final		
	† Low=17; Medium=20; Good=22; Excellent=25				
FLEXIBILITY		CHEST DEEP FLEXION		CM DONE	
	† Low=22; Medium=25; Good=28; Excellent=32	Term beginning	Term final		
	† Low=16; Medium=18; Good=22; Excellent=27				
SPEED		SPEED 5X10		SECONDS DONE	
	† Low=21.5; Medium=20.5; Good=19.5; Excellent=18.4	Term beginning	Term final		
	† Low=20.5; Medium=19; Good=18.4; Excellent=17				

MARK

INITIAL

FINAL

Write here if your Physical Condition level is: Low, Medium, Medium-Good, Good, Good-Excellent or Excellent.

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2. NEW TRENDS ABOUT EVALUATION – CLARIFYING CONCEPTS

CONCEPT	DEFINITION
SELF-ASSESSMENT	Usually refers to a person's evaluation of him/herself or of a personal process and/or outcome. Although it can also be group-based.
PEER-ASSESSMENT	This term is used to refer to the evaluation between two students . It can also occur with group activities.

Badminton: Backhand Drive



PREPARATION

- Hold racket up and in front of chest
- Keep eye on shuttle
- Get in line of shuttle early



EXECUTION

- Reach with racket foot and step in direction of shuttle flight
- Forward swing led with elbow
- Pivot and turn upper body in direction of shuttle
- Punch shuttle so that return is fast and flight is flat



FOLLOW-THROUGH

- Keep eye on shuttle
- Get back in line of shuttle quickly

Teaching Points

NOTES

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TEL: 01203 779 959

PEOFFICE

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Issues in Physical Education
 jvgjimenez@um.es 2024
 @CheviProfe

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2. NEW TRENDS ABOUT EVALUATION – CLARIFYING CONCEPTS

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19



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SHARED ASSESSMENT; CO-ASSESSMENT; COOPERATIVE ASSESSMENT	Processes of dialogue between the teacher and the students on the evaluation of learning and teaching-learning processes. This type of "dialogues" can be individual or group.



20

**2. NEW TRENDS ABOUT EVALUATION – CLARIFYING CONCEPTS**

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SELF-MARK	The process through which each student sets the grade he or she believes he or she deserves



21

**2. NEW TRENDS ABOUT EVALUATION – CLARIFYING CONCEPTS**

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2. NEW TRENDS ABOUT EVALUATION – CLARIFYING CONCEPTS





Copy participation link

- 1 Go to wooclap.com
- 2 Enter the event code in the top banner

Event code
UNYUMU



- 1 Send @UNYUMU to 986 08 06 74
- 2 You can participate

23



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3. EVALUATION TOOLS

Adequacy	Relevance	Veracity
Formative	Integrated	Viable
Ethic		

EDUCATIONAL QUALITY CRITERIA

López-Pastor and Pérez-Pueyo, 2017

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3. EVALUATION TOOLS

RUBRICS



Ball Manipulation Skills
Skills of Manipulation: Dribbling (hands and feet), Bouncing, Sending, Receiving, Kicking, Carrying, Trapping
Possible Activities: Soccer, Basketball (type), Belly Baseball/Kickball/Basketball, Dodgeball Games with targets



Beginning	Emerging	Progressing	Advancing	Mastering
While stationary, occasionally is able to bounce/dribble a ball with control 5-10 times	While stationary, is usually able to bounce/dribble a ball with control 5-10 times	While stationary, is usually able to bounce/dribble a ball with control 10 times	While stationary is able to consistently maintain control bouncing/dribbling while changing directions	While stationary and/or moving is able to consistently maintain control bouncing/dribbling while changing directions
May use any part of the foot to move an object with some control	May use any part of the foot to move an object with control	Uses any part of the foot to move an object from a start to an end point with control	Uses any part of the foot to consistently move an object from a start to an end point while beginning to dodge	While moving/stationary, can send (chest, bounce, overhead, underhand, overhead pass, kick) an object in a variety of ways to a partner with accuracy, varying distance and amount of effort
Can send (chest, bounce, overhead, underhand, overhead pass, kick) an object in some of the ways to a partner with some accuracy	Can send (chest, bounce, overhead, underhand, overhead pass, kick) an object in some of the ways to a partner with accuracy	Can send (chest, bounce, overhead, underhand, overhead pass, kick) an object in a variety of ways to a partner with accuracy	Can send (chest, bounce, overhead, underhand, overhead pass, kick) an object in a variety of ways to a partner with accuracy, varying distance and amount of effort	While moving/stationary, can send (chest, bounce, overhead, underhand, overhead pass, kick) an object in a variety of ways to a partner with confidence and accuracy
With prompting sometimes demonstrates etiquette (following rules) with others and equipment	Sometimes demonstrates etiquette (following rules) with others and equipment	Demonstrates etiquette (following rules) with others to sharing space, ideas and equipment	Demonstrates etiquette with others and equipment while engaging in fair play (sharing, turn taking, adjusting rules to be inclusive)	Consistently demonstrates leadership while engaging in fair play in all activities
With prompting/sometimes mimics ways to change an activity or skill	Mimics ways to change an activity or skill	In groups or mimicking can identify ways to change an activity to make it a challenge based on different abilities	Independently identifies ways to change an activity to make it a challenge based on personal abilities	Consistently and independently challenges themselves to alter an activity to further develop their skills

López-Pastor and Pérez-Pueyo, 2017

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3. EVALUATION TOOLS

OBSERVATION SHEETS

Badminton Peer Assessment Sheet

Assessor:

Assessing:

Serve

When serving my partner:

- Serves from below waist height ■ ■ ■
- Varies the type of serve they use ■ ■ ■

Something they could do to improve this is:

Overhead Clear

When performing the overhead clear my partner:

- Hits the shuttle at the highest point ■ ■ ■
- Stands sideways on ■ ■ ■

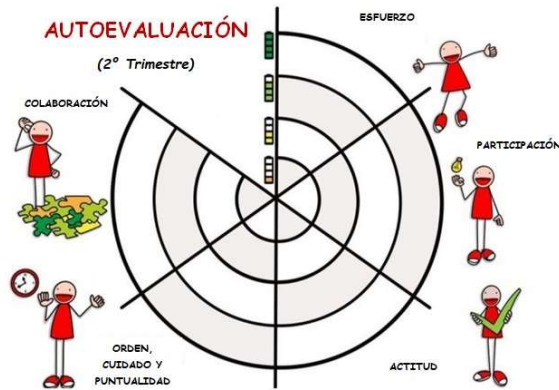


López-Pastor and Pérez-Pueyo, 2017

26

3. EVALUATION TOOLS

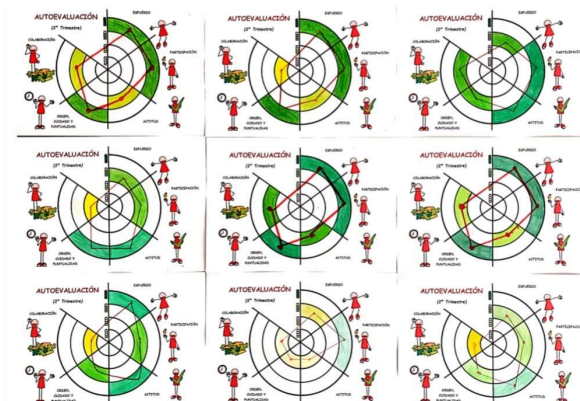
ASSESSMENT TARGETS



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3. EVALUATION TOOLS

ASSESSMENT TARGETS



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GROUPAL ACTIVITY

**AFTER WATCHING FOLLOWING GAME, IN GROUPS,
YOU SHOULD CREATE:**

GROUP 1. OBSERVATION SHEET FOR TEACHER TO ASSESS STUDENTS
MOTOR SKILLS DURING GAME

GROUP 2. OBSERVATION SHEET FOR PEER ASSESSMENT (ONE TO ONE)
TO ASSESS MOTOR SKILLS DURING GAME

GROUP 3. RUBRIC FOR TEACHER TO ASSESS STUDENTS ATTITUDE
DURING GAME (COMPANIONSHIP, SPORTSMANSHIP, ETC.

GROUP 4. A TARGET FOR STUDENTS SELF ASSESSMENT (SKILLS,
PARTICIPATION AND COMPANIOSHIP):

DESIGN YOUR TASK AND SEND ME AN E-MAIL
jvgjimenez@um.es



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PLANNING



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- ☐ ~~16TH SEPTEMBER: PRACTICAL STRATEGIES AND TEACHING TECHNIQUES IN PHYSICAL EDUCATION~~
- ☐ ~~23TH SEPTEMBER: TEACHING STYLES~~
- ☐ ~~30TH SEPTEMBER: INNOVATING IN PHYSICAL EDUCATION: PE PEDAGOGYC MODELS~~
- ☐ ~~7TH OCTOBER: INNOVATING IN PHYSICAL EDUCATION: GAMIFICATION~~
- ☐ ~~14TH OCTOBER: INNOVATING IN PHYSICAL EDUCATION: EVALUATION~~
- ☒ **25TH OCTOBER: INNOVATING IN PHYSICAL EDUCATION: NEW TECHNOLOGIES AND AI.**
- ☒ **1ST NOVEMBER: RESEARCH TOPICS IN PHYSICAL EDUCATION**
- ☒ **8TH NOVEMBER: RESEARCH TOPICS IN PHYSICAL EDUCATION**



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Yogyakarta State University

Doctoral Program in Physical Education



ISSUES IN CONTEMPORARY PHYSICAL EDUCATION

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University of Murcia, Spain
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- ☒ **8TH NOVEMBER: RESEARCH TOPICS IN PHYSICAL EDUCATION**



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LESSON 6. NEW TECHNOLOGIES AND ARTIFICIAL INTELLIGENCE IN PHYSICAL EDUCATION



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UNESCO ENDORSES BANNING SMARTPHONES FROM SCHOOLS

unesco
Global Education Monitoring Report



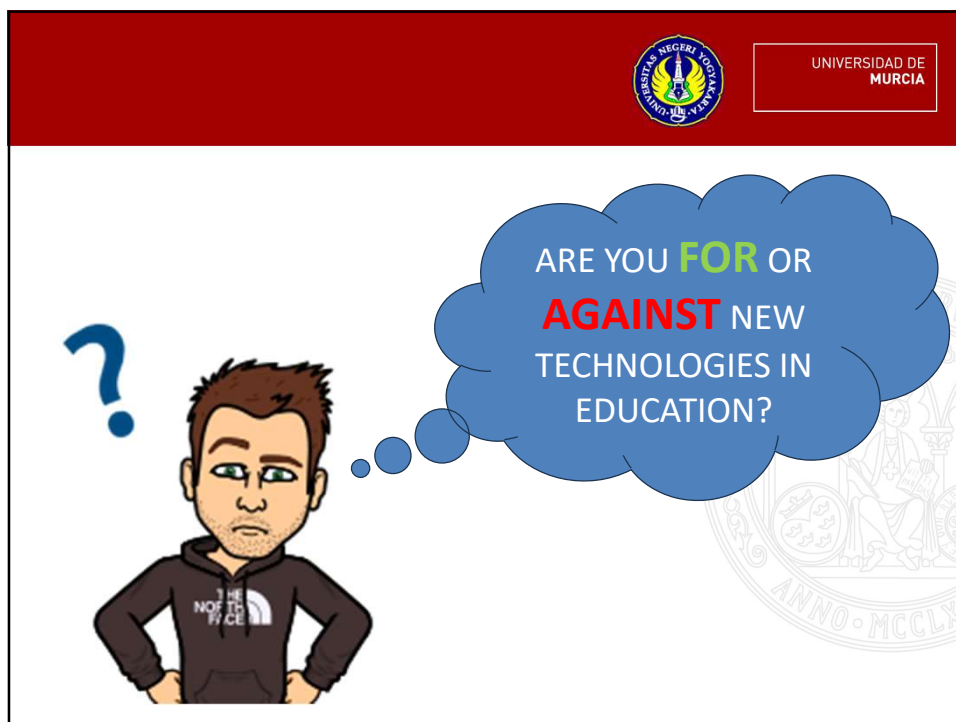
Why many Silicon Valley parents are curbing their kids' tech time



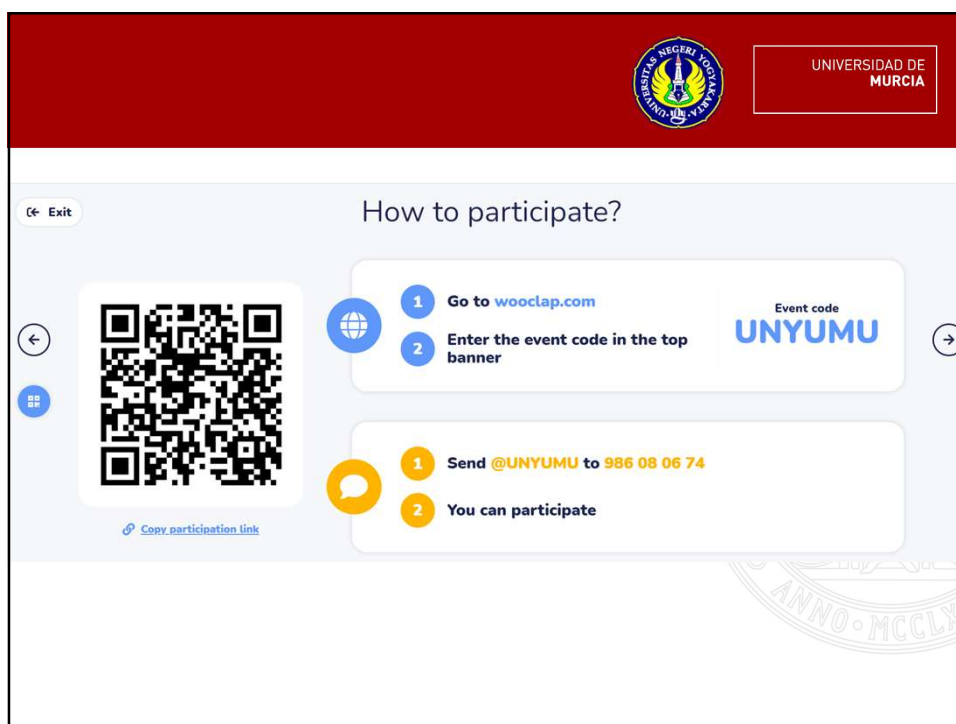
Math teachers protest against calculator use

Elementary school teachers picket against use of calculators in grade school

4



5



6



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1. NEW TECHNOLOGIES AND PHYSED

- THEY PROVIDE **MORE INFORMATION** ON THE TOPICS OF INTEREST OF THE SUBJECT WITH THE USE OF THE INTERNET.
- **THEY ADAPT** TO THE METHODOLOGY AND CHARACTERISTICS OF THE STUDENTS.
- THEY FAVOUR BOTH GROUP AND **AUTONOMOUS** LEARNING.
- THEY OFFER NEW WAYS OF LEARNING AND TEACHING THAT ARE **ATTRACTIVE AND MOTIVATING** FOR CHILDREN.
- THEY PROVIDE **CLASSROOM MANAGEMENT** AND ORGANISATION TOOLS FOR TEACHERS.
- THEY CREATE **NEW FORMS OF COMMUNICATION** BETWEEN STUDENTS AND TEACHERS.

Perumal and Subramami, 2020
Cummings, 2017

7

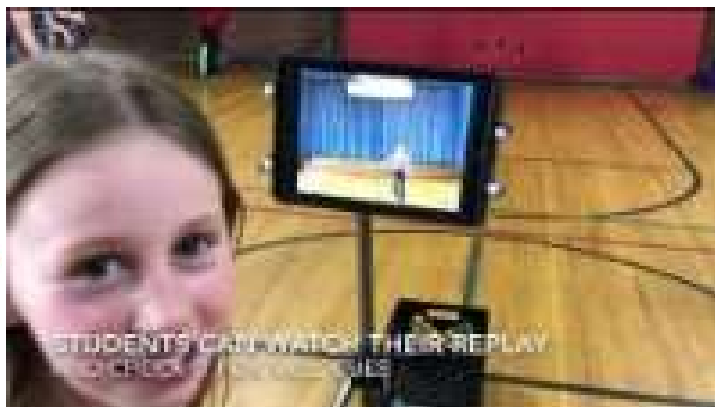


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2. APPs AND TOOLS FOR PHYSICAL EDUCATION



BaM Video Delay



<https://apps.apple.com/es/app/bam-video-delay/id517673842?l=en>

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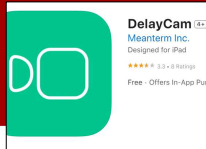
2. APPs AND TOOLS FOR PHYSICAL EDUCATION



BaM Video Delay



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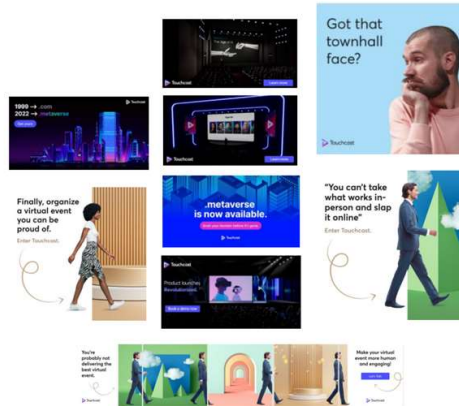


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2. APPs AND TOOLS FOR PHYSICAL EDUCATION



Touchcast



<https://www.touchcast.com>

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2. APPs AND TOOLS FOR PHYSICAL EDUCATION



Touchcast



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2. APPs AND TOOLS FOR PHYSICAL EDUCATION



<https://apps.apple.com/es/app/dmd-vclone/id991149971?l=en>

13

2. APPs AND TOOLS FOR PHYSICAL EDUCATION



<https://www.qrcode-monkey.com>



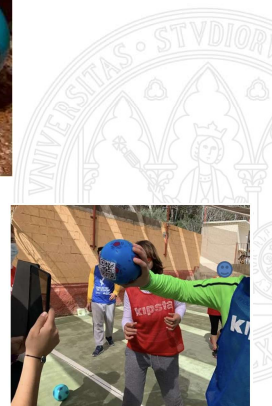
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2. APPs AND TOOLS FOR PHYSICAL EDUCATION



15

2. APPs AND TOOLS FOR PHYSICAL EDUCATION

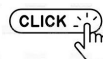


<https://apps.apple.com/es/app/qr-stopwatch/id1019291106?l=en>

16

2. APPs AND TOOLS FOR PHYSICAL EDUCATION

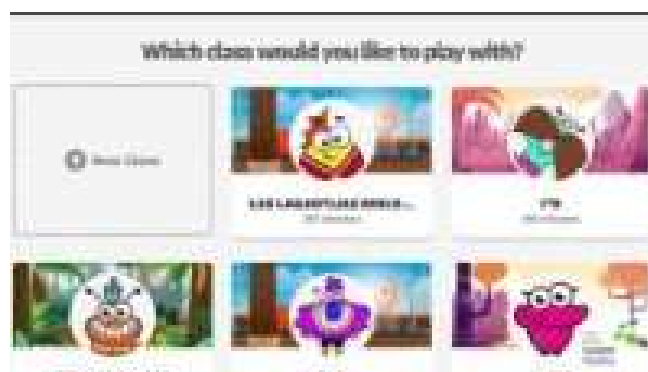
SWÖRKIT
HEALTH



<https://app.sworkit.com/>

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2. APPs AND TOOLS FOR PHYSICAL EDUCATION



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2. APPs AND TOOLS FOR PHYSICAL EDUCATION



<https://www.gonoodle.com/>



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3 AI AND PHYSICAL EDUCATION

**HOW CAN ARTIFICIAL
INTELLIGENCE SUPPORT
THE TEACHING OF PHYSICAL
EDUCATION?**



20



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3 AI AND PHYSICAL EDUCATION



https://chat.openai.com/

CLICK

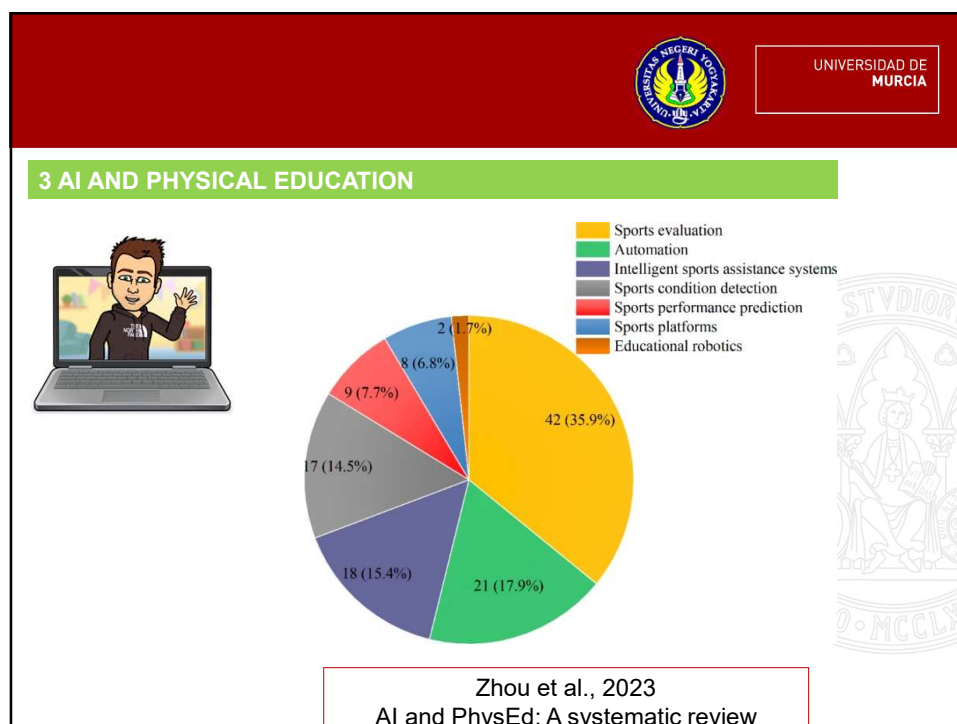




ChatGPT



21



22

3 AI AND PHYSICAL EDUCATION

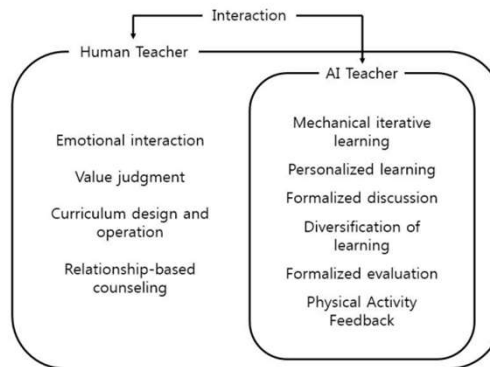


Figure 4. Complementary relationship between human and AI teachers.

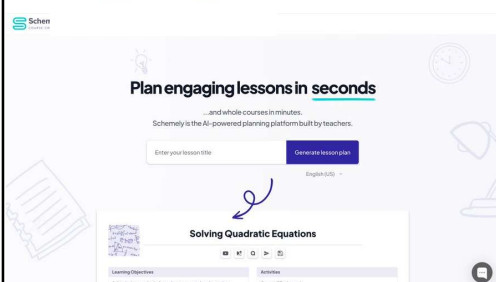
Lee and Junga, 2021

23

4 AI RESOURCES FOR PHYSICAL EDUCATION



IS AN ARTIFICIAL INTELLIGENCE TOOL THAT MAKES A
DIDACTIC PROPOSAL IN ONE MINUTE ON THE TOPIC
OF YOUR CHOICE.



<https://schemely.app/>

24

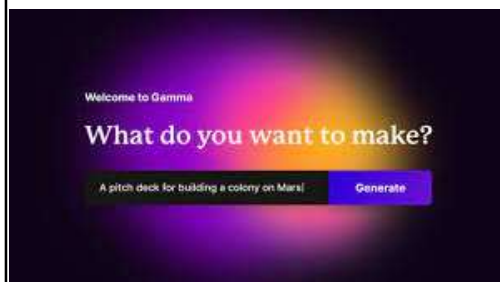


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4 AI RESOURCES FOR PHYSICAL EDUCATION



USES AI AND ALLOWS YOU TO CREATE
PRESENTATIONS, DOCUMENTS OR WEB PAGES BASED
ON A TOPIC YOU SUGGEST.



<https://gamma.app/>

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4 AI RESOURCES FOR PHYSICAL EDUCATION

AD

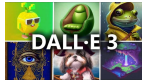
MAKE YOUR DRAWS TO LIFE!



<https://sketch.metademolab.com/>

26

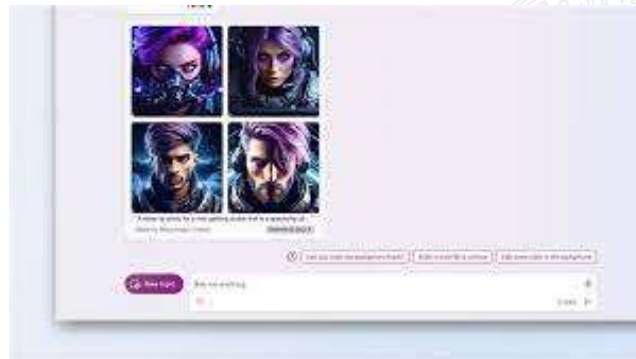
4 AI RESOURCES FOR PHYSICAL EDUCATION



BING



IMAGE GENERATOR



<https://copilot.microsoft.com/>

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5 CONCLUSIONS





Turn text into videos
with AI voices.

<https://app.fliki.ai/>

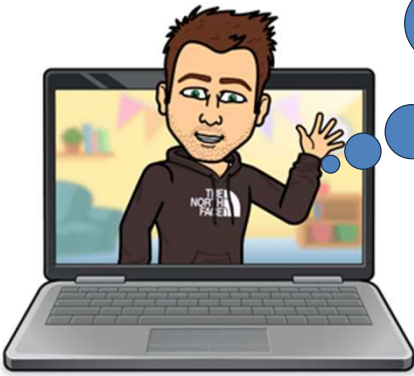


Artificial

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~~16TH SEPTEMBER: PRACTICAL STRATEGIES AND TEACHING TECHNIQUES
IN PHYSICAL EDUCATION~~

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TECHNOLOGIES AND AI~~



**1ST NOVEMBER: RESEARCH TOPICS IN PHYSICAL
EDUCATION**

8TH NOVEMBER: RESEARCH TOPICS IN PHYSICAL EDUCATION

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ISSUES IN CONTEMPORARY PHYSICAL EDUCATION

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PLANNING



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☒ **1ST NOVEMBER:** RESEARCH TOPICS AND PROBLEMS IN PHYSICAL EDUCATION



2

LESSON 7. RESEARCH TOPICS AND PROBLEMS IN PHYSICAL EDUCATION



Dr. José Vicente García-Jiménez
University of Murcia, Spain

3

Introduction



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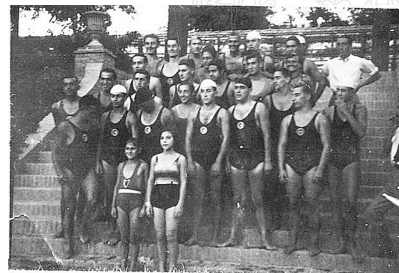
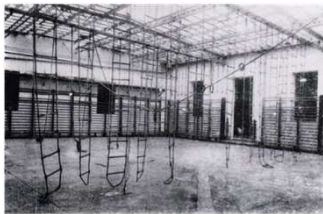
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Introduction



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1919 - 1981
Official School of Gymnastics
Toledo, Spain



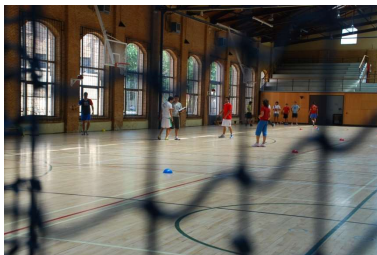
5

Introduction



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1998 - Present
Faculty of Sport Sciences,
University of Toledo, Spain



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LESSON 6. RESEARCH TOPICS IN PE



UNIVERSIDAD DE MURCIA

1. SPORT SCIENCES. EVOLUTION AND CURRENT SITUATION

1900 – 1970
Gymnastics

1970 – 1990
Physical Education

1990 – Nowadays
Sport Science





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LESSON 6. RESEARCH TOPICS IN PE



UNIVERSIDAD DE MURCIA

1. SPORT SCIENCES. EVOLUTION AND CURRENT SITUATION

WHICH ARE OUR AREAS?

EDUCATION

REHABILITATION

SPORT SCIENCES

RECREATION

TRAINING

SPORT ADMINISTRATION

8



1. SPORT SCIENCES. EVOLUTION AND CURRENT SITUATION

WHICH IS OUR FIELD OF STUDY?

Physical Education?
Sport?
Human movement
Exercise?



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1. SPORT SCIENCES. EVOLUTION AND CURRENT SITUATION

Sport sciences in Spain

“sport, gymnastics, later physical education, represent a social phenomenon for humans, on the margins of the science... Today, **the study of the man in movement** is a new worry an scientific interest about a new are of the human behaviour”
(José María Cagigal, 1996)



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LESSON 6. RESEARCH TOPICS IN PE


UNIVERSIDAD DE MURCIA

1. SPORT SCIENCES. EVOLUTION AND CURRENT SITUATION

WHICH ARE OUR OBJETIVES?

PRACTICAL OBJECTIVES



PHYSICAL EDUCATION



PHYSICAL ACTIVITY AND HEALTH



ELITE SPORT



SPORT-FOR-ALL PROMOTION

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LESSON 6. RESEARCH TOPICS IN PE


UNIVERSIDAD DE MURCIA

1. SPORT SCIENCES. EVOLUTION AND CURRENT SITUATION

WHICH ARE OUR OBJETIVES?

PRACTICAL OBJECTIVES



PHYSICAL EDUCATION



PHYSICAL ACTIVITY AND HEALTH



ELITE SPORT



SPORT-FOR-ALL PROMOTION

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LESSON 1. RESEARCH TOPICS IN PE



UNIVERSIDAD DE MURCIA

3. RESEARCH LINES IN PHYSICAL EDUCATION

1. PHYSICAL EDUCATION AS A SCHOOL SUBJECT:

- EDUCATIVE CURRICULUM IN PE
- TEACHER FORMATION
- TEACHING PE METHODOLOGIES
- STUDENT ATTITUDES, INTERESTS AND MOTIVATIONS
- DEVELOPMENT OF TEACHING MATERIALS
- GENDER STUDIES IN PHYSICAL EDUCATION

2. SPORT AT SCHOOL AND SPORT FOR ALL

- INITIATION TO SPORTS PRACTICE
- MOTIVATION FOR PRACTICING PHYSICAL ACTIVITY AND SPORT
- PLANNING AND DEVELOPMENT OF ACTIVITY PROGRAMS
- STUDENT ATTITUDES, INTERESTS AND MOTIVATIONS
- IMPACT ON HEALTH AND QUALITY OF LIFE OF PRACTICING PHYSICAL-SPORTS ACTIVITIES

3. COMPETITIVE SPORT

- SPECIFIC PROBLEMS OF SPORT AT SCHOOL
- COMPETITION-ORIENTED SPORTS INITIATION
- TEACHING SPORTS
- STUDENT ATTITUDES, INTERESTS AND MOTIVATIONS
- THE IMPACT OF SPORTS COMPETITION ON HEALTH AND ADOLESCENCE

4. MANAGEMENT AND ORGANIZATION OF PHYSICAL SPORTS ACTIVITIES

- STUDENTS ATTITUDES AND MOTIVATIONS TO PHYSICAL ACTIVITY
- STUDENTS SPORTS PRACTICE HABITS
- ADHERENCE, CONTINUITY AND ABANDONMENT OF PHYSICAL SPORTS PRACTICE

5. STUDY OF HUMAN MOTOR SKILLS FROM THE PHYSICAL PERSPECTIVE AND PHYSIOLOGICAL

- ANATOMY OF HUMAN MOVEMENT
- SPORT AND PHYSICAL ACTIVITY PHYSIOLOGY
- BIOCHEMISTRY OF HUMAN MOVEMENT
- ANTHROPOMETRIC ANALYSIS AND EFFECTS OF PHYSICAL EXERCISE ON THESE VARIABLES

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LESSON 7. SELECTION OF RESEARCH PROBLEMS IN PE



UNIVERSIDAD DE MURCIA

1. RESEARCH PROBLEMS



WHICH TOPIC IS MORE RELEVANT?



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LESSON 7. SELECTION OF RESEARCH PROBLEMS IN PE



UNIVERSIDAD DE MURCIA

2. 2021 TRENDING RESEARCH LINES – PHYSICAL EDUCATION



IMPACT ON HEALTH AND QUALITY OF LIFE OF PE, PA AND SPORT

- PHYSICAL ACTIVITY LEVELS IN CHILDREN AND ADOLESCENTS
- PHYSICAL ACTIVITY AND ACADEMIC PERFORMANCE
- COVID 19 AND PHYSICAL EDUCATION



TEACHING PE METHODOLOGIES

- PE PEDAGOGICAL MODELS
- GAMIFICATION
- EVALUATION CHALLENGES

EuPEO, 2022



TEACHING SPORTS

- PE ADAPTATIONS FOR TEACHING SPORTS
- ABANDONMENT OF SPORTS PRACTICE IN ADOLESCENTS

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LESSON 7. SELECTION OF RESEARCH PROBLEMS IN PE



UNIVERSIDAD DE MURCIA

2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.1. IMPACT ON HEALTH AND QUALITY OF LIFE OF PE, PA AND SPORT

PROBLEM 1. PA LEVELS IN CHILDREN AND ADOLESCENTS



WHICH ARE PA LEVELS IN INDONESIAN CHILDREN AND ADOLESCENTS?

ARE THEY CUMPLYING WITH WHO RECOMMENDATIONS?

WHICH IS THE INTENSITY DURING PE LESSONS?

ARE PE LESSONS INTENSE ENOUGH TO CONTRIBUTE TO OFFICIAL RECOMMENDATIONS?

WHICH EXTRA CURRICULAR PHYSICAL ACTIVITY PROMOTES HEALTHY LIVE STYLES?

WHICH IS THE INTENSITY OF RECESS TIME IN INDONESIAN SCHOOLS?

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2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.1. IMPACT ON HEALTH AND QUALITY OF LIFE OF PE, PA AND SPORT

PROBLEM 1. PA LEVELS IN CHILDREN AND ADOLESCENTS



FULL ARTICLE



Rev.int.med.cienc.act.fis.deporte - vol. 15 - número 58 - ISSN: 1577-0354

Yuste, J.L.; García-Jiménez, J.V. y García-Pellicer, J.J. (2015). Intensidad de las clases de educación física en adolescentes / Intensity of Physical Education Classes in Adolescents. Revista Internacional de Medicina y Ciencias de la Actividad Física y el Deporte, vol. 15 (58) pp. 309-323. <http://cdeporte.rediris.es/revista/revista58/artintensidad584.htm>
DOI: <http://dx.doi.org/10.15366/rimcafd2015.58.007>

ORIGINAL

INTENSITY OF PHYSICAL EDUCATION CLASSES IN ADOLESCENTS

INTENSIDAD DE LAS CLASES DE EDUCACIÓN FÍSICA EN ADOLESCENTES

Yuste, J.L.¹; García-Jiménez, J.V.² & García-Pellicer, J.J.³1. Profesor Contratado Doctor. Facultad de Educación. Universidad de Murcia. España. jyuste@um.es2. Profesor Asociado. Facultad de Educación. Universidad de Murcia. España. [vjimenez@um.es](mailto:jvjimenez@um.es)3. Profesor Titular de Universidad. Facultad de Educación. Universidad de Murcia. España. jpellici@um.esSpanish-English translator: Pilar del Rosario Gómez-Huedo Giménez, pilargomezhuedo@gmail.com

Código UNESCO: 2411 Fisiología Humana; 5899 Otras especialidades pedagógicas (Educación Física y Deporte)

Clasificación Consejo de Europa: 06 Fisiología del Ejercicio; 04 Educación

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2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.1. IMPACT ON HEALTH AND QUALITY OF LIFE OF PE, PA AND SPORT

PROBLEM 1. PA LEVELS IN CHILDREN AND ADOLESCENTS

182 ADOLESCENTS

- 97 BOYS AND 85 GIRLS
- 12-17 YEARS OLD
- SEVEN PUBLIC HIGH SCHOOLS FROM REGION OF MURCIA (SPAIN)
- SELECTED RANDOMLY FROM A POPULATION OF 211 STUDENTS



FULL ARTICLE



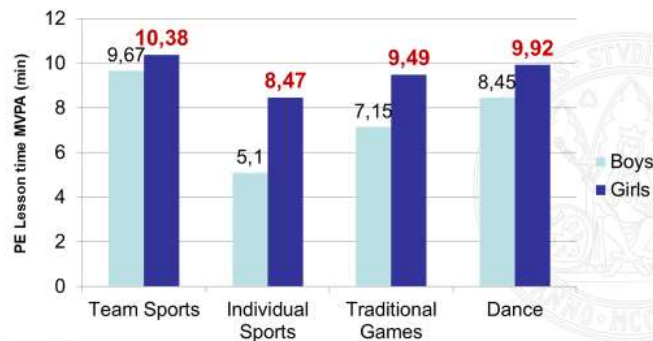
18

2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.1. IMPACT ON HEALTH AND QUALITY OF LIFE OF PE, PA AND SPORT

PROBLEM 1. PA LEVELS IN CHILDREN AND ADOLESCENTS

RESULTS – SESSION TYPE AND GENDER


[FULL ARTICLE](#)


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2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.1. IMPACT ON HEALTH AND QUALITY OF LIFE OF PE, PA AND SPORT

PROBLEM 1. PA LEVELS IN CHILDREN AND ADOLESCENTS



Frecuencia cardíaca y niveles de actividad física durante recreos escolares. Un estudio descriptivo

Heart rate and physical activity levels during school recess. A descriptive study

*Marta Hellín-Martínez, *José Vicente García-Jiménez, *Juan José García-Pellicer, **Manuel Alfonso-Asencio

*Universidad de Murcia (España), **Universidad Isabel I (España)

Resumen: Los objetivos de este estudio fueron describir los niveles de actividad física (AF) en los escolares durante los recreos sin intervención, analizarlos en función del género y examinar la contribución de este tipo de recreo a las recomendaciones sobre intensidad de la AF en los recreos. Materiales y métodos. La muestra estaba compuesta por 32 alumnos (14 niños, 10,78±0,69; 18 niñas, 10,4±0,80) de un centro de Educación Primaria. La recogida de datos tuvo lugar durante 8 recreos y se emplearon pulseras Polar Team 2. Resultados y discusión. Los resultados muestran diferencias significativas en el nivel de AF en valores de intensidad de moderada a vigorosa (AFMV %) en función del género de los escolares, alcanzando los niños (63,25±23,15%) valores más altos que las niñas (43,74±26,00%). En cuanto a las recomendaciones de AF en los recreos, un porcentaje mayor de niños (81,33±6,20%) las alcanzan con respecto a las niñas (51,95±6,79%). Estos recreos contribuyen en un 24,79±7,01% con las recomendaciones de AF en valores AFMV diarios. Conclusiones. Los niveles de AFMV en los escolares durante el recreo son medios-bajos. Los niños participan durante el tiempo de recreo con una intensidad significativamente mayor que las niñas. Es necesario estudiar qué variables influyen en el aumento de los niveles de AF en valores AFMV en las niñas, las cuales se muestran más sedentarias.

Palabras clave: actividad física, recreos, AFMV, Educación Física.

Abstract: The goals of this study were to describe the levels of physical activity (PA) in children during recess without intervention, analyze them according to gender and examine the contribution of this type of recess to the recommendations

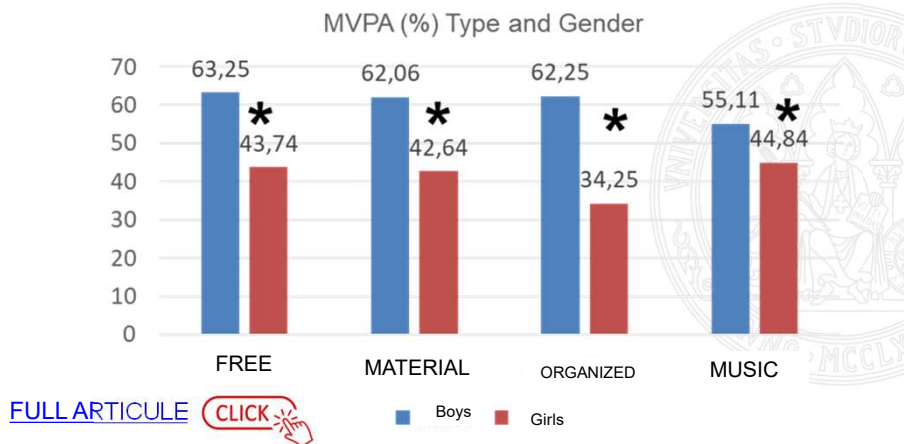
[FULL ARTICLE](#)


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2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.1. IMPACT ON HEALTH AND QUALITY OF LIFE OF PE, PA AND SPORT

PROBLEM 1. PA LEVELS IN CHILDREN AND ADOLESCENTS



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2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.1. IMPACT ON HEALTH AND QUALITY OF LIFE OF PE, PA AND SPORT

PROBLEM 1. PA LEVELS IN CHILDREN AND ADOLESCENTS

Una tesis doctoral de la UMu demuestra que el empleo de música durante los recreos aumenta los niveles de actividad física de los escolares

13:42 27/01/2021

La música en los recreos eleva los niveles de actividad física

Por María Melián Martínez, profesora de Educación Primaria, publicó una tesis doctoral, realizada en la Universidad de Murcia, en la que indica que el empleo de música durante los recreos aumenta los niveles de actividad física en los escolares.

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LESSON 7. SELECTION OF RESEARCH PROBLEMS IN PE

UNIVERSIDAD DE MURCIA

2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.1. IMPACT ON HEALTH AND QUALITY OF LIFE OF PE, PA AND SPORT

PROBLEM #2. PA LEVELS AND ACADEMIC PERFORMANCE



ARE ACTIVE CHILDREN BETTER IN SCHOOL?

IS THERE ANY RELATION BETWEEN PA AND BRAIN ACTIVITY?

WHICH TYPE OF ACTIVITIES ARE BETTER FOR POSTERIOR ACADEMIC SUBJECTS?

ARE ACTIVE BREAKS EFFECTIVE IN CHILDREN?

23

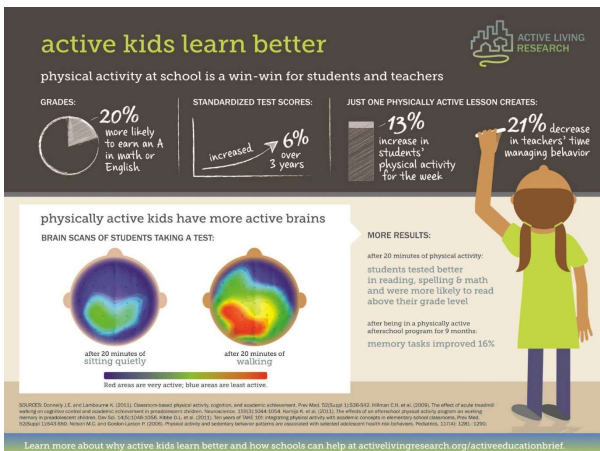
LESSON 7. SELECTION OF RESEARCH PROBLEMS IN PE

UNIVERSIDAD DE MURCIA

2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.1. IMPACT ON HEALTH AND QUALITY OF LIFE OF PE, PA AND SPORT

PROBLEM #2. PA LEVELS AND ACADEMIC PERFORMANCE



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2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.1. IMPACT ON HEALTH AND QUALITY OF LIFE OF PE, PA AND SPORT

PROBLEM #2. PA LEVELS AND ACADEMIC PERFORMANCE



Review

Evaluation of school-based interventions of active breaks in primary schools: A systematic review and meta-analysis

Alice Masini^a, Sofia Marini^b, Davide Gori^{a,*}, Erica Leoni^a, Andrea Rochira^c, Laura Dallolio^a^a Department of Biomedical and Neuroscience Sciences, Unit of Hygiene, Public Health and Medical Statistics, University of Bologna, Italy^b Department of Life Quality Studies, University of Bologna, Campus of Rimini, Italy^c Department of Biomedical and Neuroscience Sciences, School of Hygiene and Preventive Medicine, University of Bologna, Italy

22 INTERVENTIONS

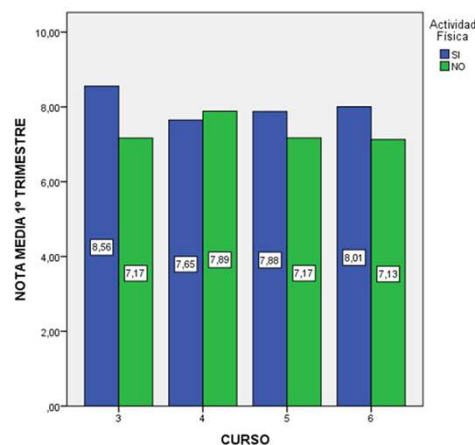
- ABs had a facilitating effect on children's PA levels, contributing **to reach the 60 min** per day of MVPA recommended by the WHO.
- ABs are more likely to enhance **Time on Task behavior** of children during the school day.

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2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.1. IMPACT ON HEALTH AND QUALITY OF LIFE OF PE, PA AND SPORT

PROBLEM #2. PA LEVELS AND ACADEMIC PERFORMANCE



García-Jiménez, 2023

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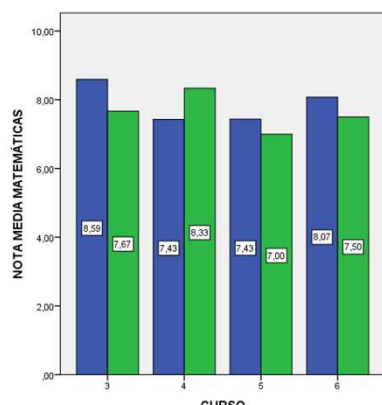
LESSON 7. SELECTION OF RESEARCH PROBLEMS IN PE

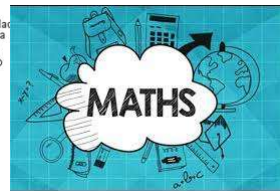
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2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.1. IMPACT ON HEALTH AND QUALITY OF LIFE OF PE, PA AND SPORT

PROBLEM #2. PA LEVELS AND ACADEMIC PERFORMANCE







Garcia-Jiménez, 2023

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LESSON 7. SELECTION OF RESEARCH PROBLEMS IN PE

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2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.1. IMPACT ON HEALTH AND QUALITY OF LIFE OF PE, PA AND SPORT

PROBLEM #2. PA LEVELS AND ACADEMIC PERFORMANCE



Cakrawala Pendidikan
Jurnal Ilmiah Pendidikan
Vol. 42 No. 1, February 2023, pp.90-99
<https://journal.uny.ac.id/index.php/cp/issue/view/2422>
DOI: <https://doi.org/10.21831/cp.v42n1.58068>



The relationship between physical activity and academic achievement

- 1045 STUDENTS
- NO SIGNIFICANT** DIFFERENCES ACTIVE AND SEDENTARY CHILDREN
- POSITIVE CORRELATION PA LEVELS AND ACADEMIC PERFORMANCE

ABSTRACT

While physical activity can be one of the daily supports for good health that can help the educational process, the present study aims to determine the relationship between physical activity and academic achievement. It was quantitative correlational research involving 1045 students from 21 elementary schools (ESs) selected through proportional random sampling. Physical activity was measured by using the Assessment of Physical Activity Levels Questionnaire (APALQ) and academic achievement was



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2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.1. IMPACT ON HEALTH AND QUALITY OF LIFE OF PE, PA AND SPORT

PROBLEM #2. PA LEVELS AND ACADEMIC PERFORMANCE

IN PRESS – **RESEARCH PROJECT** ACTIVE BREAKS IN PRIMARY EDUCATION

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2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.1. IMPACT ON HEALTH AND QUALITY OF LIFE OF PE, PA AND SPORT

PROBLEM #2. PA LEVELS AND ACADEMIC PERFORMANCE

2024, Ratus, 52, 482-490
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An analysis of the influence of physical activity break on primary school student fitness
Un análisis de la influencia de las pausas de actividad física en el fitness de los alumnos de primaria

*Yudanto, *Hedi Ardiyanto Hermawan, *Soni Nopembri, **José Vicente García Jiménez, *Ismail Gani
*Universitas Negeri Yogyakarta (Indonesia), **Universidad de Murcia (España)

Abstract. To avoid issues with primary school pupils' sedentary lifestyle and fitness, it is important to evaluate how long they sit while studying in class. This study aims to ascertain 1) the impact of physical activity breaks on elementary school students' physical fitness, and 2) the variation in the improvement in physical fitness of elementary school students between the group with physical activity break intervention and the group without intervention. This is a quasi-experimental study with a Pretest-Posttest Control Group Design. The study's subjects were Yogyakarta Syuhada Mosque School elementary school children aged 7 to 9. The cluster random sampling method was employed to choose the research sample, with 40 students serving as the experimental group and 40 serving as the control group. A physical fitness test was used to collect data for this research. The paired T test was employed in the first analysis to examine the effect of physical activity break treatments on students' fitness. The Mann-Whitney Test was employed in the following data analysis to determine the difference in the outcomes of the rise between the experimental group and the control group. The results of the paired T test concluded that physical activity breaks had an influence on the dimensions of physical fitness which included the dimensions of speed with a value of sig 0.0, Agility sig 0.001, Arm Power sig 0.0, Leg Power sig 0.0, and flexibility sig 0.003. Based on the improvement results of each group, there were differences between the experimental group and the control group based on the Mann-Whitney Test sig value. Increase in speed sig 0.0, agility sig 0.032, arm power sig 0.0, and leg power sig 0.02. There is no difference in the flexibility dimension between the experimental group and the control group with a sig value of 0.908. Effect size with Cohen's formulation and criteria for the experimental group in the dimensions of speed 1.16 (high), agility 0.59 (moderate), flexibility -0.51 (very low), arm power 1.55 (high), leg power 0.87 (moderate). Because of the good impact on the dimensions of physical fitness, physical activity breaks can be incorporated in primary schools. In this day and age, physical activity breaks could be a solution to students' low fitness and sedentary lifestyle issues.

Key words: physical activity break, primary school, student fitness



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2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.1. IMPACT ON HEALTH AND QUALITY OF LIFE OF PE, PA AND SPORT

PROBLEM #3. COVID 19 AND PHYSICAL EDUCATION



HAVE COVID19 PRODUCED A REDUCTION IN PA LEVELS IN
INDONESIAN STUDENTS?

HOW HAD COVID19 CHANGED PHYSICAL EDUCATION
LESSONS?

WHICH CONSEQUENCES FROM COVID19 CAN BE USEFUL
TO IMPROVE PE LESSONS?

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2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.1. IMPACT ON HEALTH AND QUALITY OF LIFE OF PE, PA AND SPORT

PROBLEM #3. COVID 19 AND PHYSICAL EDUCATION



International Journal of
Environmental Research
and Public Health

Article

**Promoting Physical Activity during School Closures
Imposed by the First Wave of the COVID-19
Pandemic: Physical Education Teachers' Behaviors
in France, Italy and Turkey**

Erica Gobbi ^{1,†}, Silvio Maltagliati ², Philippe Sarrazin ^{2,†}, Selenia di Fronzo ^{3,†},
Alexandra Calange ^{4,†}, Boris Cheval ⁵, Geraldine Escrive-Bouley ⁵, Damien Tenier ⁵,
Giyasettin Demirhan ^{6,†}, Gökçe Erhan ⁷, Yılmaz Yücel ^{8,†}, Athanasios Papaioannou ⁹,
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LESSON 7. SELECTION OF RESEARCH PROBLEMS IN PE

UNIVERSIDAD DE MURCIA

2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.1. IMPACT ON HEALTH AND QUALITY OF LIFE OF PE, PA AND SPORT

PROBLEM #3. COVID 19 AND PHYSICAL EDUCATION

Original Research Article

'Let them do PE!' The 'becoming' of Swedish physical education in the age of COVID-19

Segoya Kamoga
Örebro University, Sweden

Valeria Varela
Örebro University, Sweden

Abstract
Sweden received worldwide attention for its approach to the COVID-19 pandemic. Notably, throughout the pandemic, Sweden was one of the few countries that did not implement any lockdown measures. This meant that primary schools remained open, including the delivery of physical education (PE). The aim of this article is to explore the effects of the COVID-19 pandemic on Swedish primary schools, focusing on the delivery of PE. The study is based on semi-structured interviews with seven PE teachers. Results suggest that the pandemic has led to disparate challenges and changes for teachers, students, and schools, as well as the handling of PE. The conclusion of the study is that the parameters of PE in Sweden have changed. Understanding how the pandemic has led to these changes might create opportunities for further discussions, possibly leading to adjustments in dealing with the ongoing COVID-19 situation.



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LESSON 7. SELECTION OF RESEARCH PROBLEMS IN PE

UNIVERSIDAD DE MURCIA

2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.2. TEACHING PE METHODOLOGIES

PROBLEM #4. PE PEDAGOGICAL MODELS

Teaching Games for Understanding

Sports based model

Cooperative Learning

Personal responsibility



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LESSON 7. SELECTION OF RESEARCH PROBLEMS IN PE

UNIVERSIDAD DE MURCIA

2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.2. TEACHING PE METHODOLOGIES

PROBLEM #4. PE PEDAGOGICAL MODELS



WHICH PEDAGOGICAL MODELS COULD INCREASE MOTIVATION IN INDONESIAN ADOLESCENTS?
CAN WE HYBRIDATE PEDAGOGICAL MODELS?
CAN WE COMPARE PEDAGOGICAL MODELS EFFECTS IN PE EDUCATION VS SPORTS CLUBS?

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LESSON 7. SELECTION OF RESEARCH PROBLEMS IN PE

UNIVERSIDAD DE MURCIA

2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.2. TEACHING PE METHODOLOGIES

PROBLEM #4. PE PEDAGOGICAL MODELS

REVISIÓN

MODELOS PEDAGÓGICOS EN EDUCACIÓN FÍSICA: CONSIDERACIONES TEÓRICAS-PRACTICAS PARA DOCENTES

Javier FERNÁNDEZ-RÍO¹, Antonio CALDERÓN², David BORTIGUÉLA ALCALÁ³, Angel PÉREZ-PUEYO⁴ y Mónica AZNAR CEBAMANOS⁵

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Facultad de Deportes, UCAM Universidad Católica de Murcia, España²
Facultad de Educación, Universidad de Burgos, España³
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Facultad de Educación, Universidad de Zaragoza, España⁵

RESUMEN

Cada vez son más los docentes de diferentes etapas y contextos educativos que están incorporando en su día a día la enseñanza basada en modelos pedagógicos. No obstante, la comprensión teórica y la aplicación práctica de los mismos no es una tarea fácil y requiere de una formación adecuada. En el presente artículo se presentan por tanto los modelos pedagógicos más significativos y utilizados en educación física, divididos en a) básicos: Aprendizaje Cooperativo, Educación Deportiva, Comprensivo de Iniciación Deportiva (TIGU) y Responsabilidad Personal y Social, y b) emergentes: Educación Aventura, Alfabetización Motora, Estilo Activo, etc.

Article

Does A Multiple-Sport Intervention Based on the TGfU Pedagogical Model for Physical Education Increase Physical Fitness in Primary School Children?

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Received: 30 June 2020; Accepted: 29 July 2020; Published: 31 July 2020

Abstract

Teaching Games for Understanding (TGfU) is one of the pedagogical models used for increasing health through physical education (PE), being associated with several psychological benefits. However, only few studies have studied the effect of TGfU on physical fitness. This study aims at assessing the changes in students' physical fitness after a six-month TGfU-based program with primary school children. A total of eight schools from the state of Sonora (Mexico) were randomly distributed into experimental (EG) and control group (CG). The final sample consisted of 186 pupils (100 boys, 86 girls; age = 10.22 ± 0.76 years) from the 5th and 6th grade. Employing a quasi-experimental design, physical fitness was assessed by means of the Eurofit test battery. At post-test, EG obtained significantly higher scores than CG in flexibility, abdominal, speed ($p < 0.001$), handgrip ($p = 0.002$), low-limb power ($p = 0.032$), and cardiorespiratory fitness ($p = 0.048$). Our findings suggest that TGfU can be a valid alternative to traditional methodologies not only when the aim of a PE unit is to stimulate the cognitive domain, but also for the development of physical fitness attributes that may help pupils develop in a comprehensive manner.

Keywords

physical education; children; physical fitness; pedagogical models; health; sports

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LESSON 7. SELECTION OF RESEARCH PROBLEMS IN PE

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2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.2. TEACHING PE METHODOLOGIES

PROBLEM #5. GAMIFICATION



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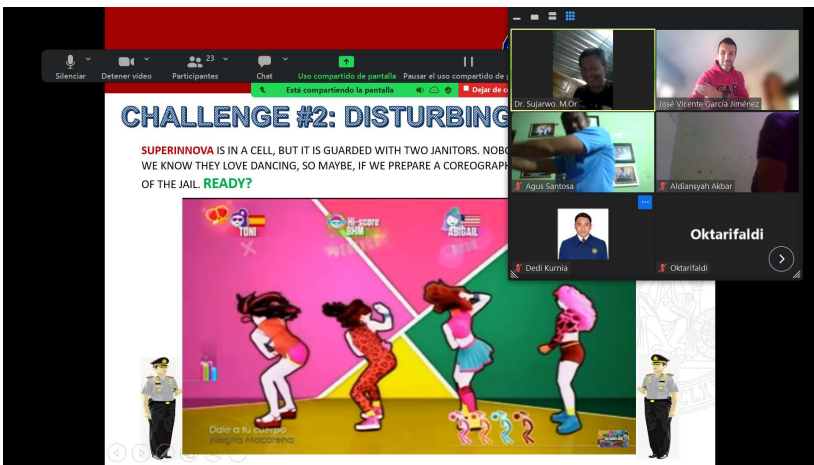
LESSON 7. SELECTION OF RESEARCH PROBLEMS IN PE

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2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.2. TEACHING PE METHODOLOGIES

PROBLEM #5. GAMIFICATION



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LESSON 7. SELECTION OF RESEARCH PROBLEMS IN PE

UNIVERSIDAD DE MURCIA

2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.2. TEACHING PE METHODOLOGIES

PROBLEM #5. GAMIFICATION



WHICH IS THE PE TEACHERS POINT OF VIEW ABOUT GAMIFICATION?

CAN GAMIFICATION INCREASE MOTIVATION IN INDONESIAN STUDENTS?

COMPARATIVE STUDY ABOUT SKILLS LEARNING: GAMIFICATION VS TRADITIONAL STYLES

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LESSON 7. SELECTION OF RESEARCH PROBLEMS IN PE

UNIVERSIDAD DE MURCIA

2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.2. TEACHING PE METHODOLOGIES

PROBLEM #6. EVALUATION CHALLENGES

FORMATIVE ASSESSMENT
PHYSICAL TEST THE STUDENT EXAMS
USING TEST INSTRUMENTS

FINAL MARK
DETERMINE LEVEL
INSTRUMENTS
CAREFUL OUTCOMES
IMPLEMENTED
MELIHAT KEMAJUAN
STUDENT
BOIHAQI FIND MODEL
UNTUK DALAM
INTERPRETING
STATUS FAR
FUTURE
PROGRESING OF SKILL
PEMBELAJARAN
PROCESS SUCCESS MEASURE
OVERVIEW
PROGRESS INFORMATION
LEARNING STUDENTS
PROVIDE
EVALUATION
MATERIAL
TEACHING RESULTS
SKILLED
QUALIFY TEACHERS
CARRIED ALLOWS
TINGKAT
ACTIVITIES
STUDIES SISWA
REPRESENTING

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LESSON 7. SELECTION OF RESEARCH PROBLEMS IN PE

UNIVERSIDAD DE MURCIA

2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.2. TEACHING PE METHODOLOGIES

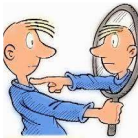
PROBLEM #6. EVALUATION CHALLENGES



SUMATIVE

FORMATIVE





SELF ASSESMENT

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LESSON 7. SELECTION OF RESEARCH PROBLEMS IN PE

UNIVERSIDAD DE MURCIA

2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.2. TEACHING PE METHODOLOGIES

PROBLEM #6. EVALUATION CHALLENGES



HOW DO PE TEACHERS EVALUATE STUDENTS?
WHICH IS THE ROLE OF PHYSICAL TEST TO EVALUATE PHYSICAL EDUCATION STUDENTS?
CAN WE COMPARE STUDENTS PE CONCEPTS LEARNING FROM DIFFERENT EVALUATION TOOLS?

1 Alternative Assessment in Physical Education: A Review of International Literature
2
3
4
5
6 Abstract
7 Assessment is one of the most fraught and troublesome issues physical educators have had to deal with over the past forty years or so. In light of the challenges this situation presents, in this paper we provide an overview of the international literature on assessment in school physical education. We give an account of both traditional and alternative forms of assessment, focusing in particular on recent approaches that may be considered belong to the latter category of assessment. We found that traditional

FULLARTICULE

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LESSON 7. SELECTION OF RESEARCH PROBLEMS IN PE

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2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.3. TEACHING SPORTS



PROBLEM #7. PE ADAPIONS FOR TEACHING SPORTS

ARE THE SAME SPORT AND SCHOOL THAN SPORT AT CLUBS?

WHICH ARE CONSEQUENCES ABOUT PE ORIENTED TO SPORT?

HOW CAN WE ADAPT SPORTS TO BE TAUGHT IN PHYSICAL EDUCATION?

WHICH KIND OF SPORTS INCREASE MOTIVATION IN STUDENTS?

WHICH ARE GENDER PREFERENCES ABOUT SPORT IN SCHOOL?

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LESSON 7. SELECTION OF RESEARCH PROBLEMS IN PE

UNIVERSIDAD DE MURCIA

2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.3. TEACHING SPORTS

PROBLEM #7. PE ADAPIONS FOR TEACHING SPORTS

Article

A comparative analysis of physical education and non-physical education teachers who coach high school sport teams

Martin Camiré¹, Meredith Rocchi² and Kelsey Kendellen¹

Abstract
Although high school sport in Canada has traditionally been an extracurricular activity overseen by physical education teachers, recent findings demonstrate how the majority (n = 1677, 60%) of coaches are in fact non-physical education teachers. The purpose of the present study was to compare physical education and non-physical education teachers who coach high school sport teams. A national sample of 2890 Canadian high school teacher-coaches (males = 1967, 68%) from all 10 provinces and 3 territories responded to an online survey. Significant differences were found between physical education teacher-coaches and non-physical education teacher-coaches in terms of demographic variables, perceived teacher-coach benefits, and perceived coaching efficacy, whereby physical education teacher-coaches tended to have more favorable perceptions. Based on the results, access to coach education should be facilitated, particularly for non-physical education teacher-coaches.

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FULL ARTICLE 

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LESSON 7. SELECTION OF RESEARCH PROBLEMS IN PE
UNIVERSIDAD DE MURCIA

2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION
2.3. TEACHING SPORTS

PROBLEM #8. SPORT PRACTICE ABANDONMENT IN ADOLESCENTS



WHICH ARE THE REASONS FOR INDONESIAN ADOLESCENTS TO PRACTICE SPORT?

WHICH ARE THE REASONS FOR INDONESIAN ADOLESCENTS TO **STOP PRACTICING** SPORT?

WHICH ARE GENDER DIFFERENCES IN ORDER TO PRACTICE OR STOP PRACTICING SPORTS?

WHICH ARE INTERNATIONAL POLITICES TO PROMOTE SPORT IN ADOLESCENTS?

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Why do adolescents PRACTICE physical activity?



Exit
How to participate?

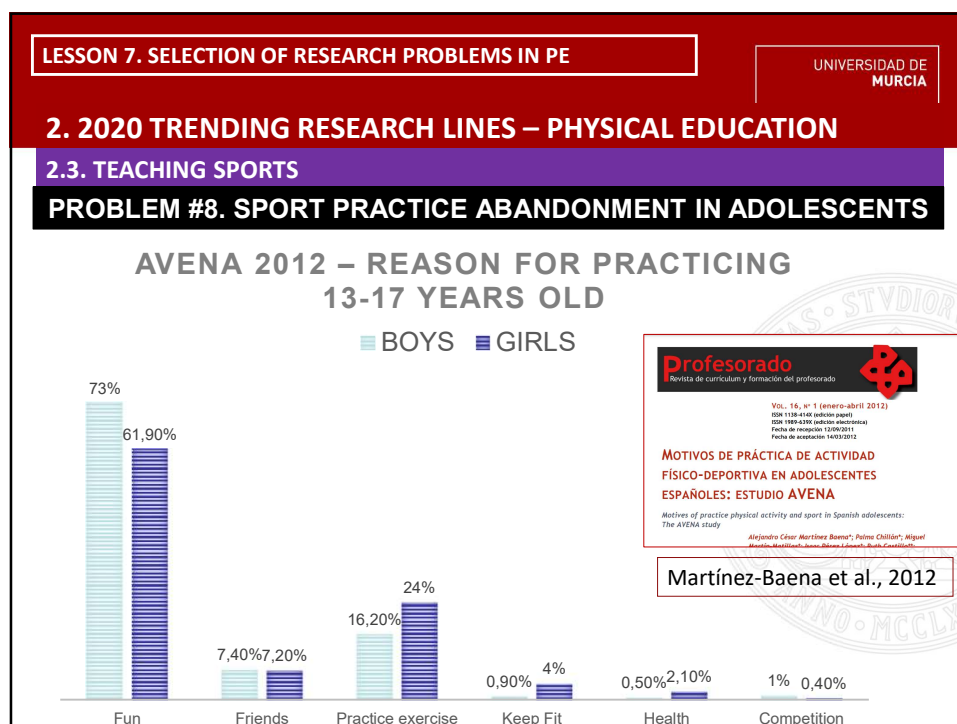


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Why do adolescents STOP PRACTICING physical activity?

How to participate?

Exit

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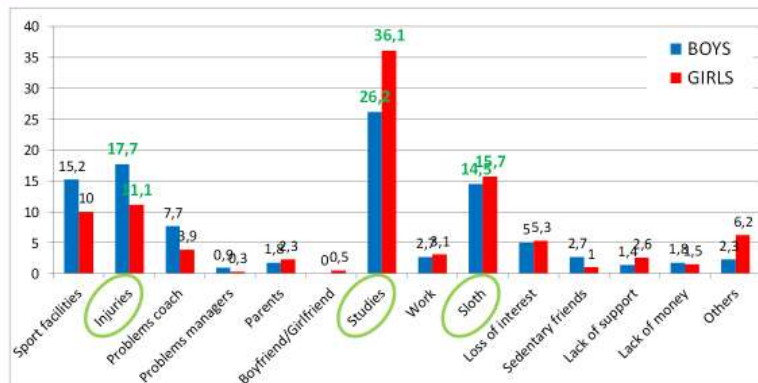
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2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION

2.3. TEACHING SPORTS

PROBLEM #8. SPORT PRACTICE ABANDONMENT IN ADOLESCENTS

REASONS FOR STOP PRACTICING SPORT IN
ADOLESCENTS (12 YEARS OLD) – AVENA RESEARCH 2012



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2. 2020 TRENDING RESEARCH LINES – PHYSICAL EDUCATION



IMPACT ON HEALTH AND QUALITY OF LIFE OF PE, PA AND SPORT

- PHYSICAL ACTIVITY LEVELS IN CHILDREN AND ADOLESCENTS
- PHYSICAL ACTIVITY AND ACADEMIC PERFORMANCE
- COVID 19 AND PHYSICAL EDUCATION



TEACHING PE METHODOLOGIES

- PE PEDAGOGICAL MODELS
- GAMIFICATION
- EVALUATION CHALLENGES

EuPEO, 2021



TEACHING SPORTS

- PE ADAPTATIONS FOR TEACHING SPORTS
- ABANDONMENT OF SPORTS PRACTICE IN ADOLESCENTS

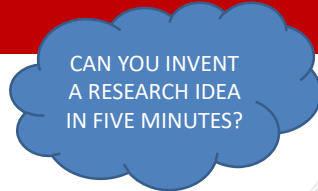
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LESSON 7. SELECTION OF RESEARCH PROBLEMS IN PE


UNIVERSIDAD DE MURCIA

1. RESEARCH PROBLEMS





CAN YOU INVENT
A RESEARCH IDEA
IN FIVE MINUTES?



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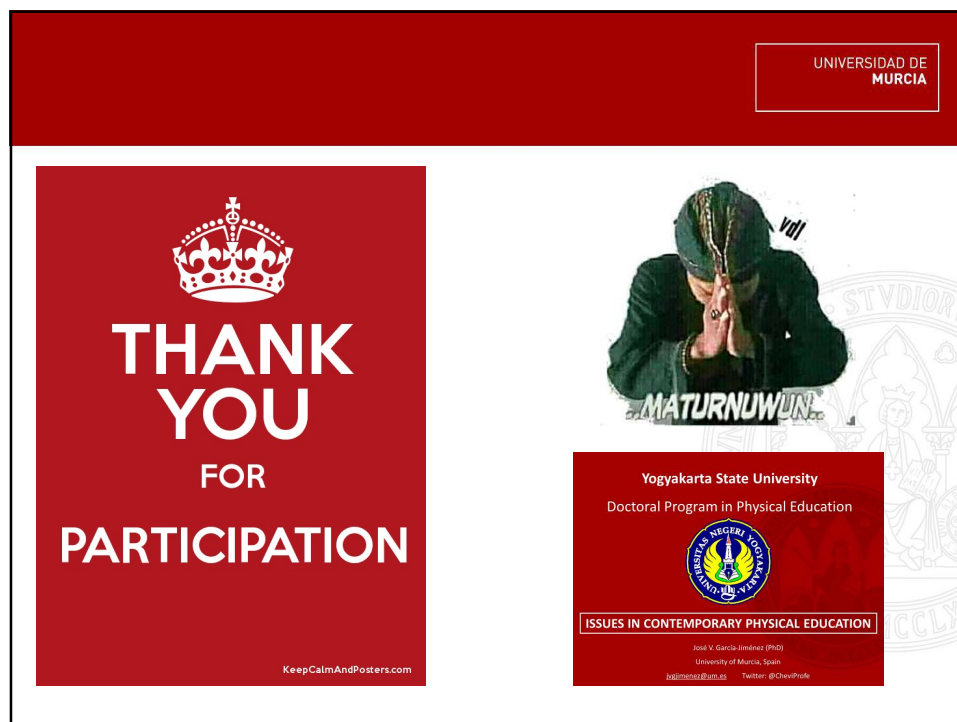
PLANNING


UNIVERSIDAD DE MURCIA

- ❑ **19TH SEPTEMBER:** PRACTICAL STRATEGIES AND TEACHING TECHNIQUES IN PHYSICAL EDUCATION
- ❑ **26TH SEPTEMBER:** TEACHING STYLES
- ❑ **4TH OCTOBER:** INNOVATING IN PHYSICAL EDUCATION: PE PEDAGOGYC MODELS
- ❑ **11TH OCTOBER:** INNOVATING IN PHYSICAL EDUCATION: GAMIFICATION
- ❑ **18TH OCTOBER:** INNOVATING IN PHYSICAL EDUCATION: EVALUATION
- ❑ **25TH OCTOBER:** INNOVATING IN PHYSICAL EDUCATION: NEW TECHNOLOGIES AND AI.
- ❑ **1ST NOVEMBER:** RESEARCH TOPICS AND PROBLEMS IN PHYSICAL EDUCATION



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