

Programme PRIME PETE Erasmus +

MICRO MODULE DETAILS	
Micro Module Title	Didactics of Physical Education: Communication and Interaction
Suggested Number of ECTs	1 ECTs
Dimensions Core	D1S1, D2K1, D2S1, D2S2, D2S3, D2S4, D3K2, D3S2, D3C1, D3C2, D3C3, D4S1, D4S2, D4C1, D4C3, D5C1, D5C2,
Dimensions Extended	D1C2, D1C3, D2K2, D2K3, D2S6, D2S7, D2C2, D2C3, D3K3, D3S3, D3S6, D4K2, D4S4, D4C4, D4C5, D5S1, D5S3, D5C4, D5C5
Setting (Online, Hybrid, Offline, Movement Based, Theory Based (Lecture or Seminar))	Theory based + Movement based
Short Description	This module will provide students with an overview of the importance of communication skills for teaching effectively PE The student is provided with opportunities for deepening understanding of communication and interaction in primary school PE classes. Teaching methodologies and approaches will include whole class teaching, group teaching, teacher questioning and demonstration, explanation, etc ...

MICRO MODULE LEARNING OUTCOMES	
Upon successful completion of this micro module, the student will be able to:	
LO1	Develop knowledge and apply the interaction and communication processes in the classroom and master the social skills and abilities necessary to foster a classroom climate that facilitates learning and coexistence in PE.
LO2	Participate in the teaching activity and learn to know how to do so, acting and reflecting from the practice.

Indicative Content (list topics to be covered)

- Exploration and application of different ways of communicating and interacting with students during PE classes (verbal and non-verbal communication)
- Examination of a sample PE lesson plan in relation to communication and interaction aspects.
- Application of particular teaching methodologies (e.g., questioning, demonstration, explanation, class organisation, providing appropriate feedback to pupils, peer teaching).
- Assessment in relation to the selection of learning outcomes, using teacher and peer observation, and feedback.

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TEACHING METHODOLOGIES	
Teaching Methodologies	<p>Practical seminar part in the sports hall, group work (preparation of lesson examples that will be implemented by the teacher students in the gym)</p> <p>Seminar with lecture part and face-to-face classroom activities with the use of traditional tools, such as slides shows, videos, etc.</p>

FACILITIES: INDOORS AND/OR OUTDOOR
Seminar or lecture room
Wi-Fi, Bluetooth, White board for images

MICRO MODULE WORKLOAD		
Type	Learning Outcomes	Total Hours
Lecture	LO1, LO2	1
Seminar/Workshop/Tutorial	LO1, LO2	1
Structured Independent Work		
Independent Work		
Total Workload		2

READING
Essential Reading
<ol style="list-style-type: none"> García-Fariña, A., Jiménez-Jiménez, F., & Anguera, M. T. (2018). Observation of Communication by Physical Education Teachers: Detecting Patterns in Verbal Behavior. <i>Frontiers in Psychology</i>, 9, 334. https://doi.org/10.3389/fpsyg.2018.00334 García-Fariña, A., Jiménez-Jiménez, F., & Anguera, M. T. (2021). Do Physical Education Teachers Use Socioconstructivist Communication Patterns in Their Classes? <i>Journal of teaching in Physical Education</i>, 41, 2, 301-310. Asún-Dieste, S., Romero-Martín, M^a.R., Aparicio-Herguedas, J.L., & Fraile-Aranda, A. (2020). Proxemic Behaviour in Pre-service Teacher Training in Physical Education. <i>Apunts. Educación Física y Deportes</i>, 141, 41-48. https://doi.org/10.5672/apunts.2014-0983.es.(2020/3).141.05