

Yogyakarta State University

Bachelor in Physical Education



PE DIDACTICS AND INNOVATION

José V. García-Jiménez (PhD)

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Before starting...



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

CV



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)

PLANNING



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❑ **WEDNESDAY 3RD AUGUST** : PRACTICAL STRATEGIES
AND TEACHING TECHNIQUES IN PHYSICAL EDUCATION

❑ **MONDAY 8TH AUGUST** : TEACHING STYLES

❑ **WEDNESDAY 10TH AUGUST** : INNOVATING IN PHYSICAL
EDUCATION: PE PEDAGOGYC MODELS

❑ **MONDAY 15TH AUGUST**: INNOVATING IN PHYSICAL
EDUCATION: GAMIFICATION



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



<https://youtu.be/C5JvS7zDKZU?t=25s>

<https://youtu.be/C5NADQbNEXs?t=17s>

Which are the differences according to...

- Teacher role
- Students organization
- Area and material organization

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VIDEO #1

Which are the differences according to...

- Teacher role
- Students organization
- Area and material organization

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VIDEO #2



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0. INTRODUCTION



Which are the differences according to...

- Teacher role
- Students organization
- Area and material organization



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0. INTRODUCTION



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

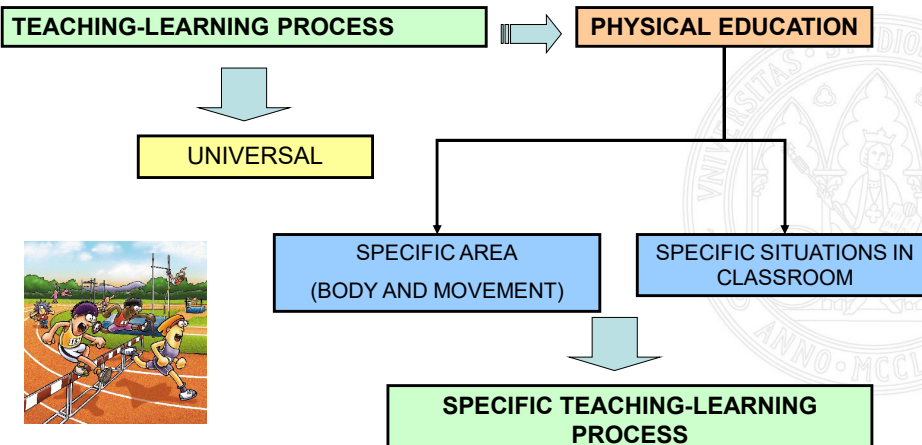
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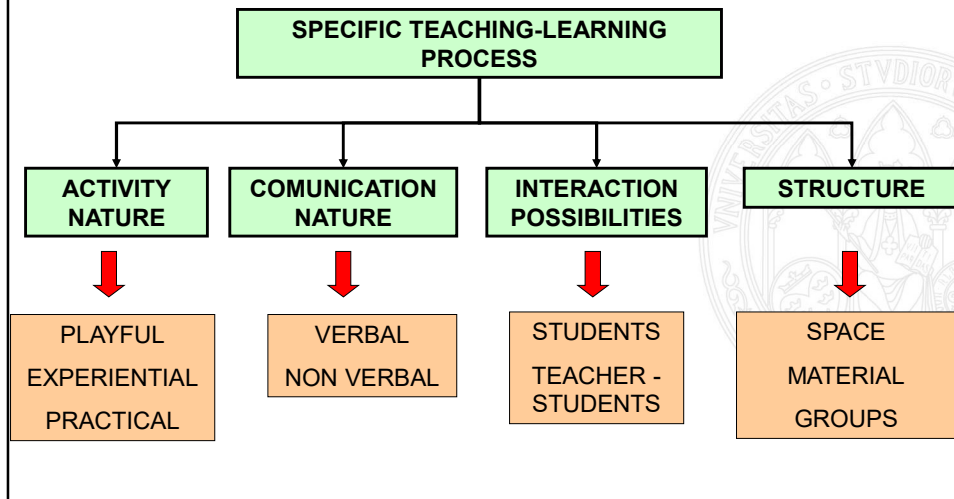
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1. DIDACTIC INTERVENTION IN PE

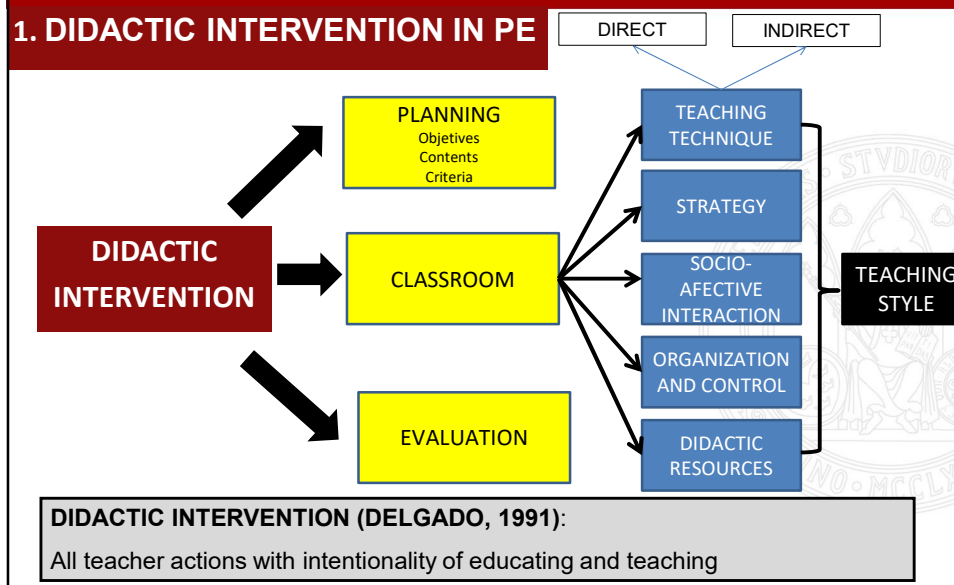




1. DIDACTIC INTERVENTION IN PE

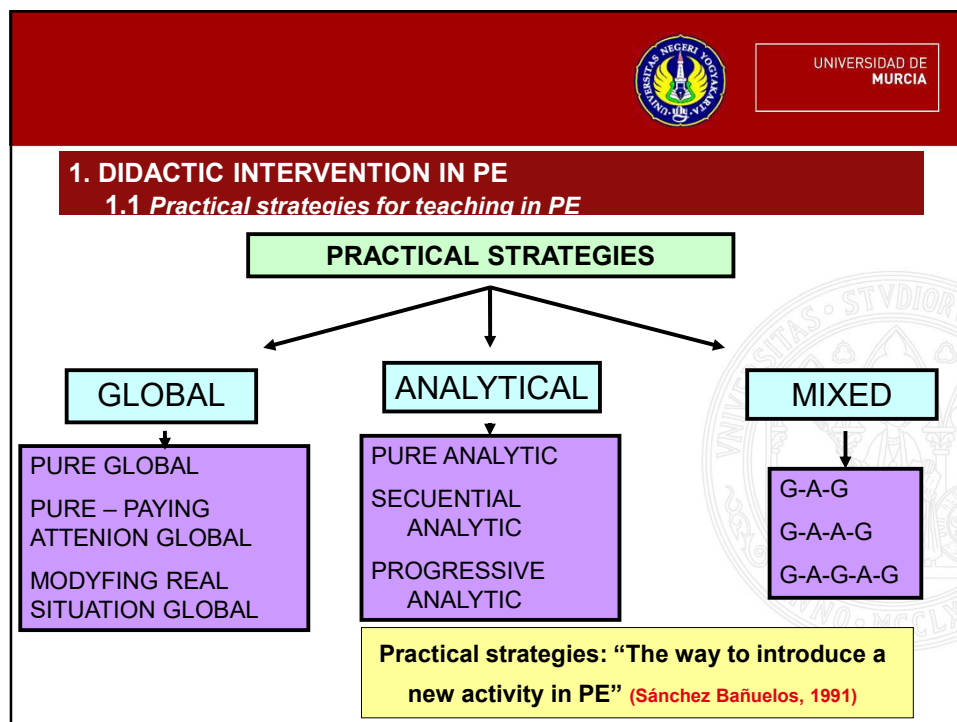
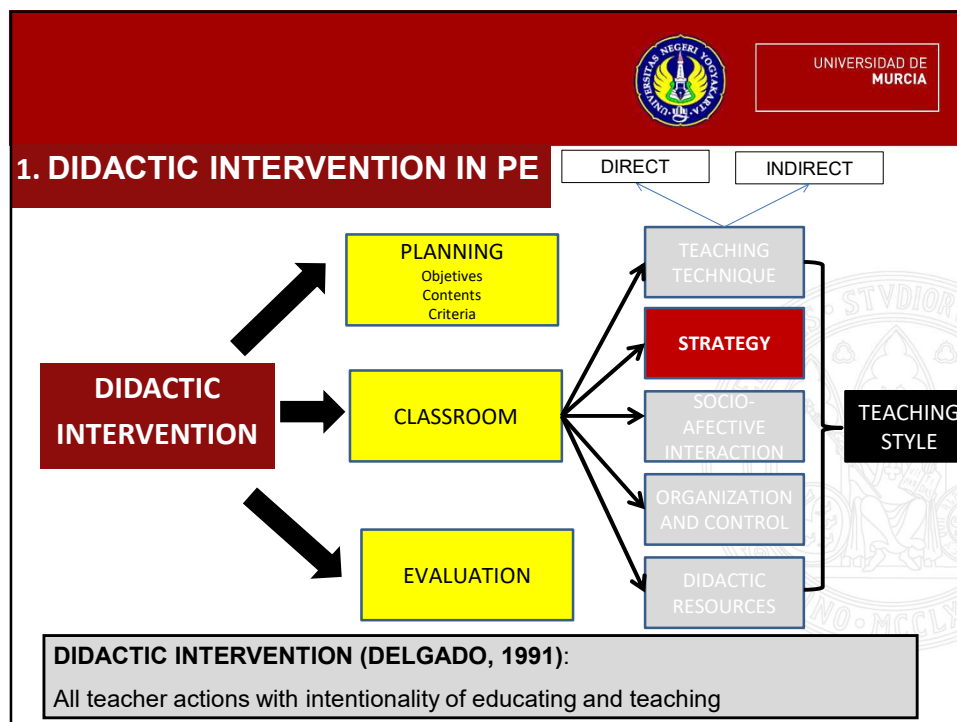


1. DIDACTIC INTERVENTION IN PE



DIDACTIC INTERVENTION (DELGADO, 1991):

All teacher actions with intentionality of educating and teaching



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.)



1. DIDACTIC INTERVENTION IN PE

1.1 Practical strategies for teaching in PE

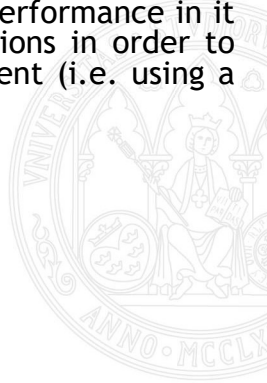
2. **Global - Paying attention**: task performance in it entirely, but we ask for student to pay attention to some specific aspect in that task (i.e. extended arm in tennis; using one leg while jumping)



1. DIDACTIC INTERVENTION IN PE

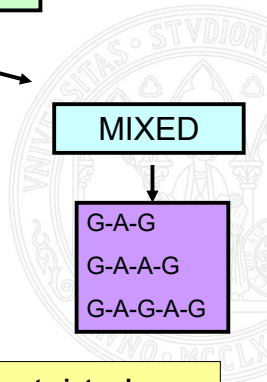
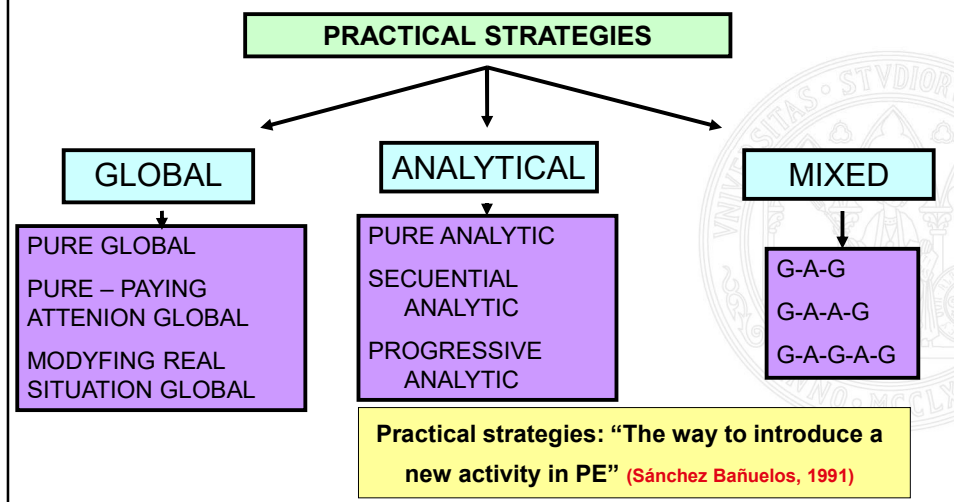
1.1 *Practical strategies for teaching in PE*

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).



1. DIDACTIC INTERVENTION IN PE

1.1 *Practical strategies for teaching in PE*

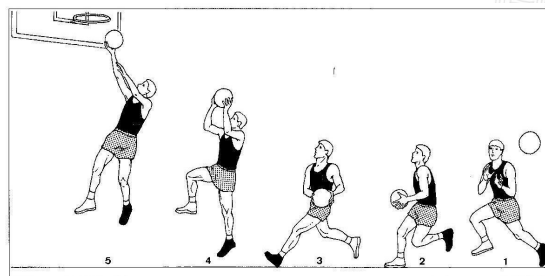


1. DIDACTIC INTERVENTION IN PE

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)



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



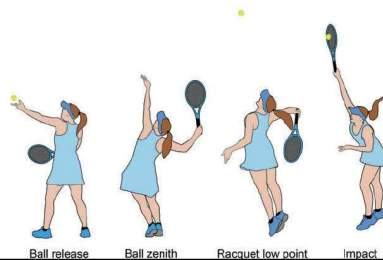


1. DIDACTIC INTERVENTION IN PE

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



1. DIDACTIC INTERVENTION IN PE

1.1 *Practical strategies for teaching in PE*

MIXED PRACTICAL STRATEGIES

- It consist in combining both strategies. We should start with a global task, following by an analytical and finishing with another global task.
- It requires a great knowledge about motor task we are going to teach, and all of their global and analytical variables.
- It could be interesting for complex task with low organziation, for example at team sports.
- It is recommended that first global task was modyfing real situation to facilitate student learning.

1. DIDACTIC INTERVENTION IN PE

1.1 Practical strategies for teaching in PE

MIXED PRACTICAL STRATEGIES

GLOBAL



ANALYTICAL



GLOBAL



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 TRAINING	High knowledge	Basic knowledge	High knowledge

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



1. DIDACTIC INTERVENTION IN PE

1.1 Practical strategies for teaching in PE

MARTIAL ARTS GLOBAL OR ANALYTIC STRATEGIE?



1. DIDACTIC INTERVENTION IN PE

1.1 Practical strategies for teaching in PE


CHILDREN SOCCER TRAINING GLOBAL OR ANALYTIC STRATEGIE?

No significant
differences ($p > 0.05$)


Table 3. Results of the pre- and post-tests of the individual skills of the children of 8-9 years old in both methodologies.
Tabla 3. Resultados de las evaluaciones del pre-test y post-test 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 ($P < 0.05$).



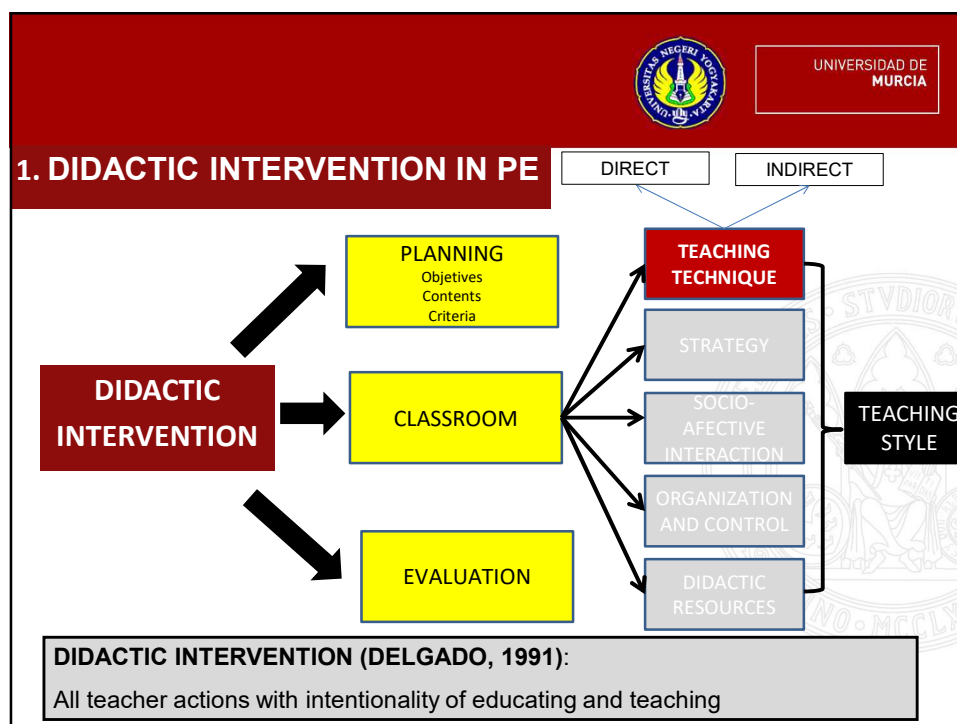
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So... In your opinion, which are the positive/negative aspects about using global or analytical strategies?



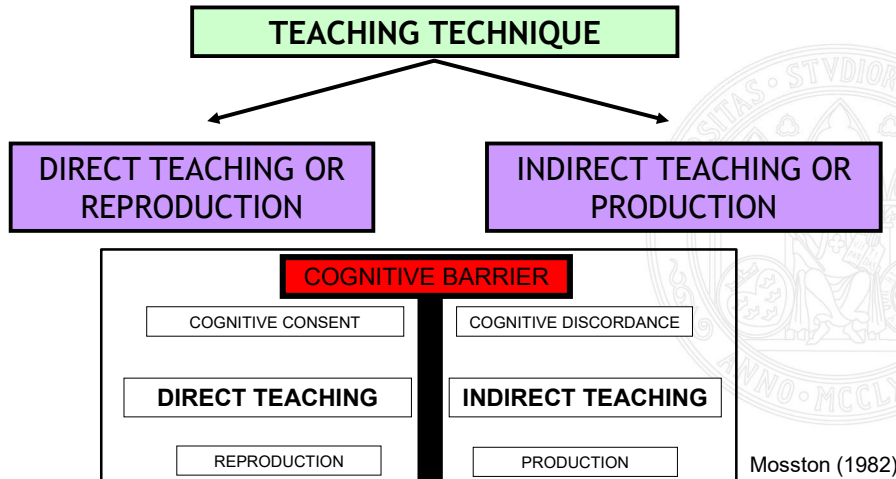
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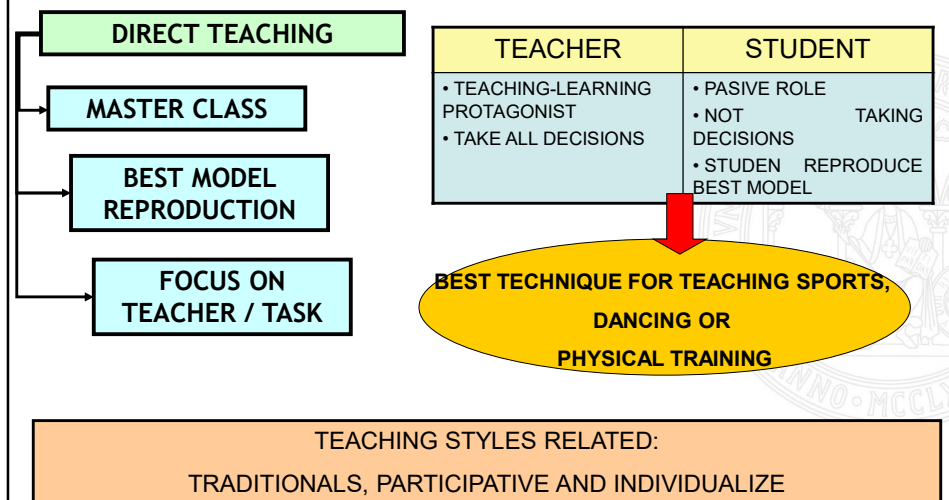
1. DIDACTIC INTERVENTION IN PE

1.2 Teaching Technique



1. DIDACTIC INTERVENTION IN PE

1.2 Teaching Technique





1. DIDACTIC INTERVENTION IN PE

1.2 Teaching Technique

INDIRECT TEACHING

THERE ARE NOT
SOLUTIONS

STUDENT IS
LOOKING FOR
SOLUTIONS

IT IS BASED ON
SITUATIONS PEDAGOGY

TEACHER

- INTRODUCE THE TASK
- IT IS ONLY A GUIDE FOR THE PROCESS

STUDENT

- TO EXPLORE, TO LOOK FOR, TO DISCOVER
- THEY ARE TAKING DECISIONS
- THEY ARE LOOKING FOR SOLUTIONS

**BEST TECHNIQUE FOR MOTOR SKILLS
AND EXPRESSIVE ACTIVITIES**

TEACHING STYLES RELATED
COGNITIVE AND CREATIVE



1. DIDACTIC INTERVENTION IN PE

1.2 Teaching Technique



COGNITIVE BARRIER

COGNITIVE CONSENT

COGNITIVE DISCORDANCE

DIRECT TEACHING

INDIRECT TEACHING

REPRODUCTION

PRODUCTION



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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 and Kapodistrian University of Athens, GREECE

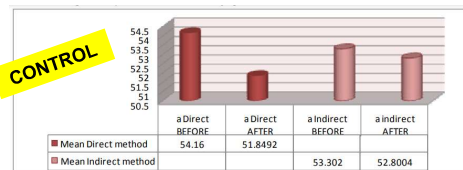


Fig. 1. Means "Test a Direct and Indirect method"

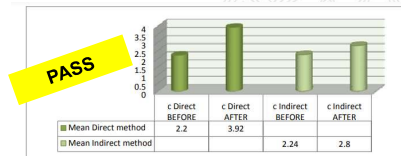
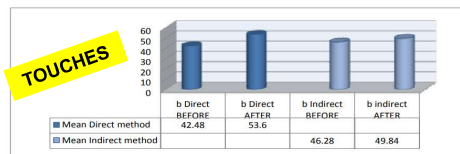


Fig. 3. Mean "Test c Direct and Indirect methods"

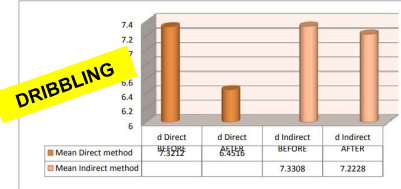


Fig. 4. Mean "Test d Direct and Indirect method"



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LETS VOTE!

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

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EDUCATION: GAMIFICATION



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LESSON 2. TEACHING STYLES IN PE



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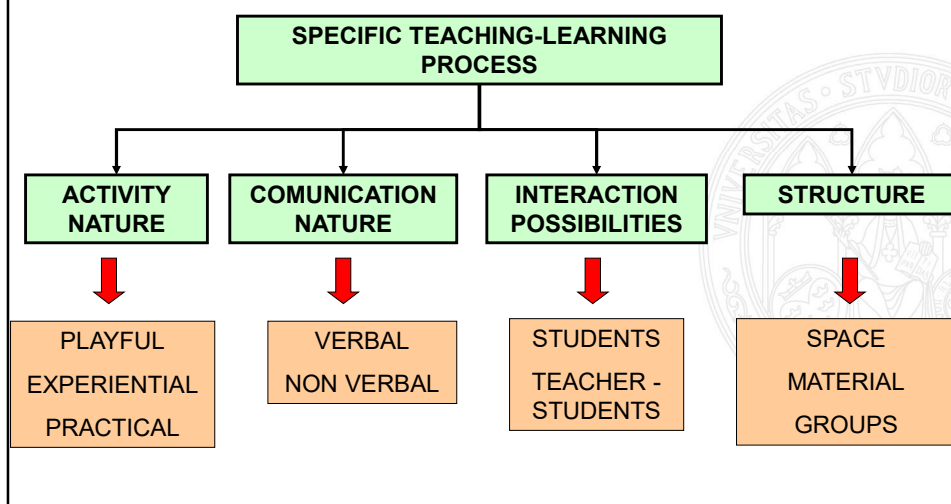
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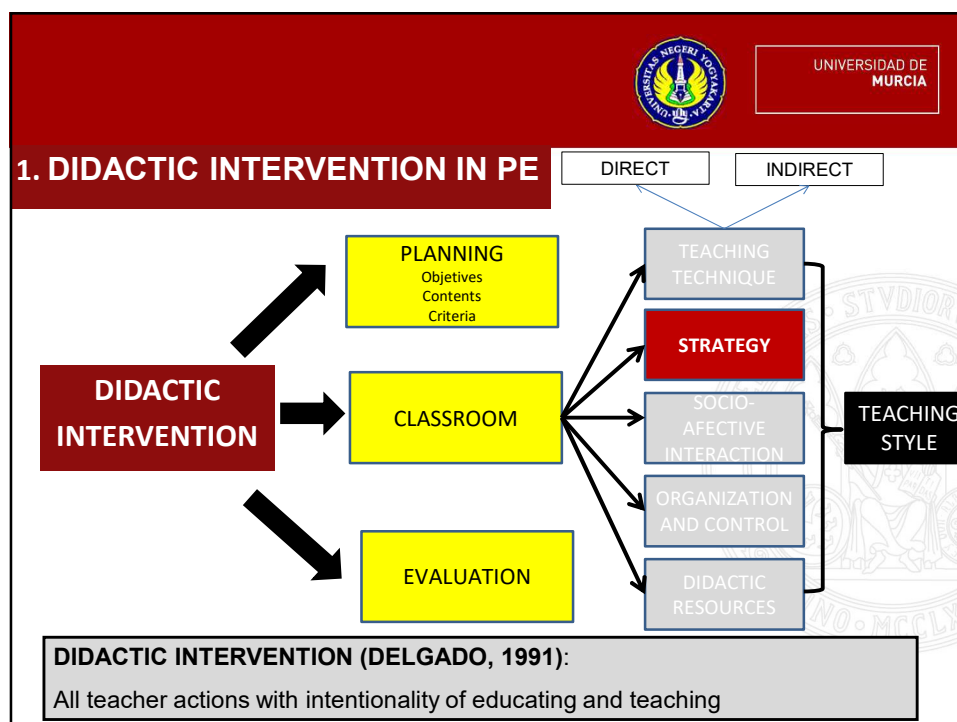
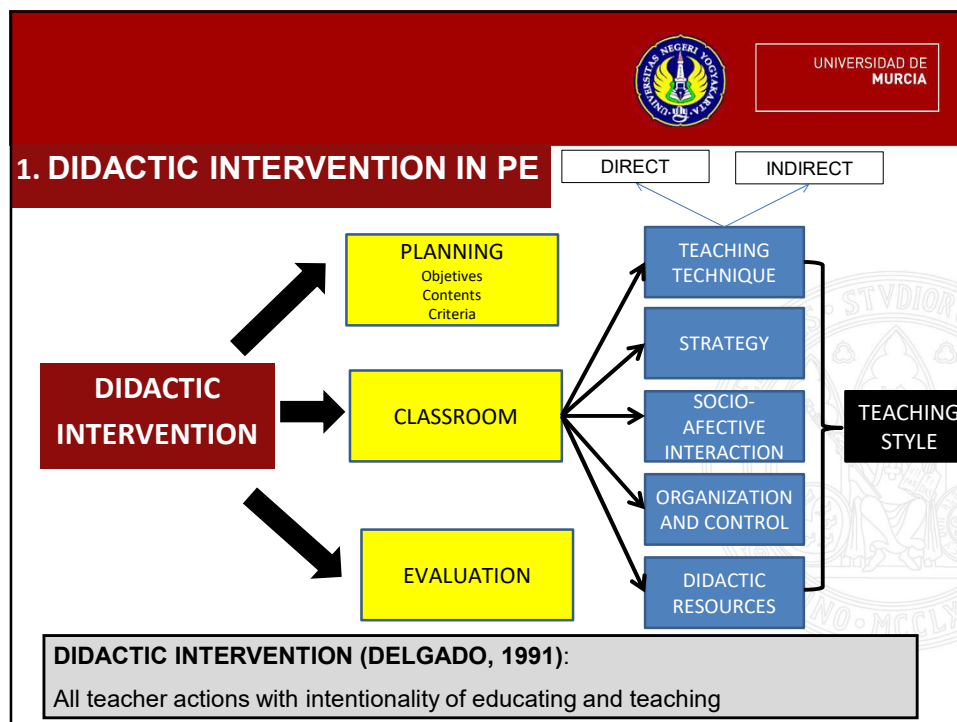
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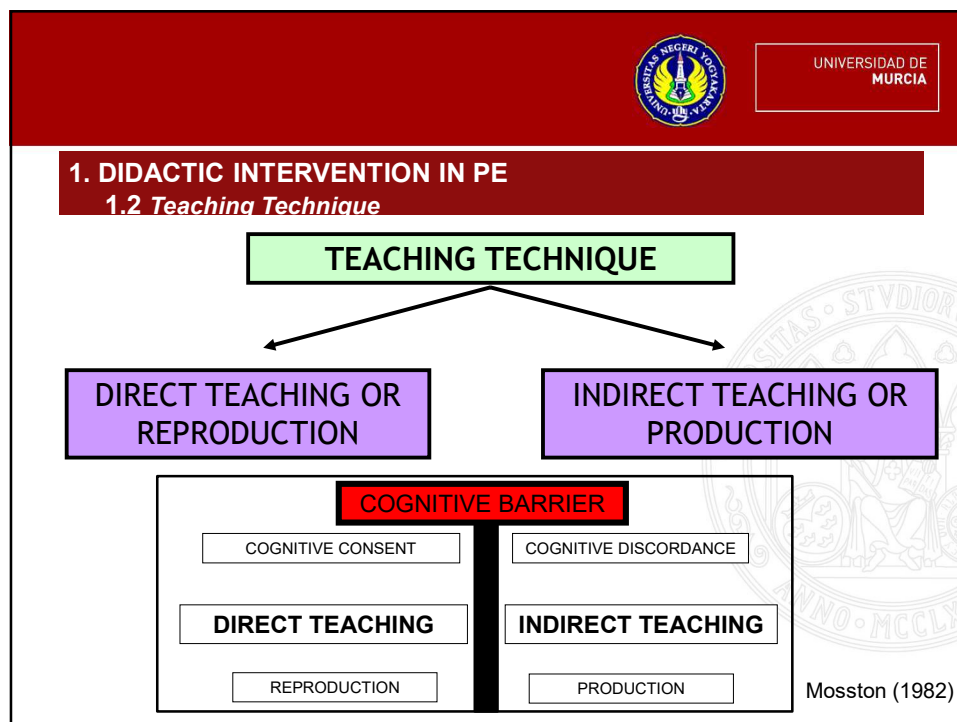
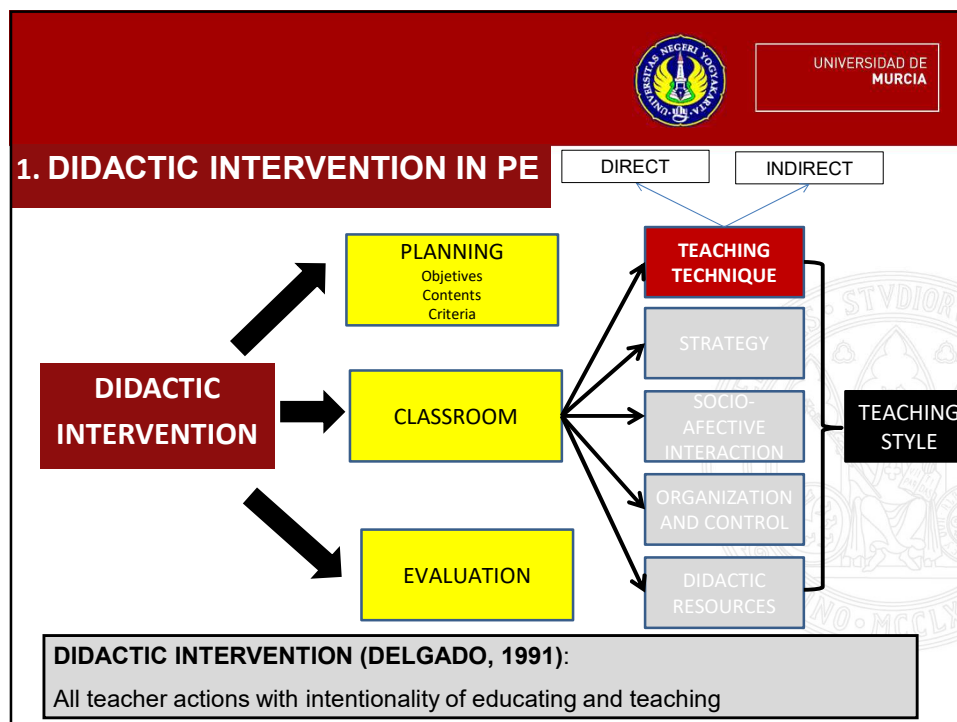


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1. DIDACTIC INTERVENTION IN PE





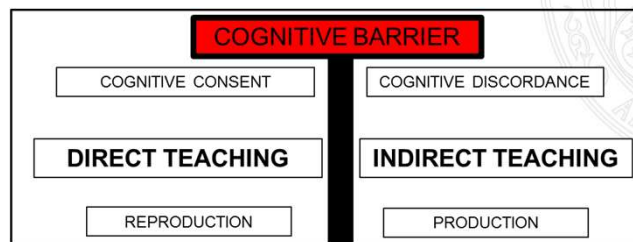




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1. DIDACTIC INTERVENTION IN PE

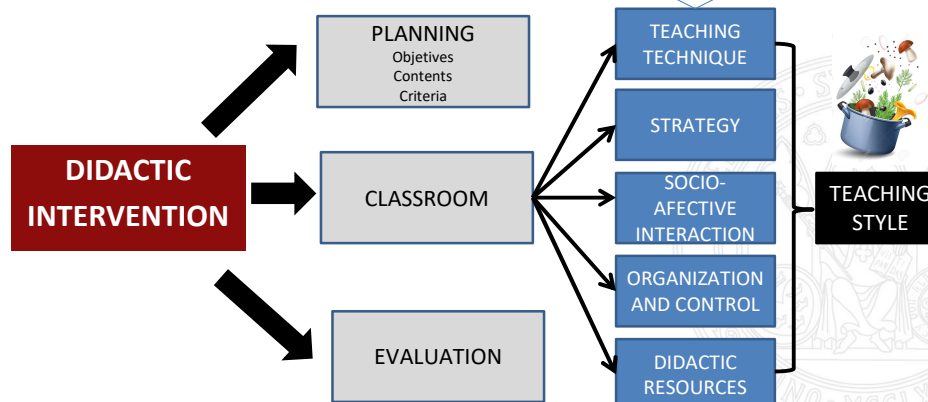
1.2 Teaching Technique



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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.



1.3. TEACHING SYLES

TEACHING STYLE IS

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



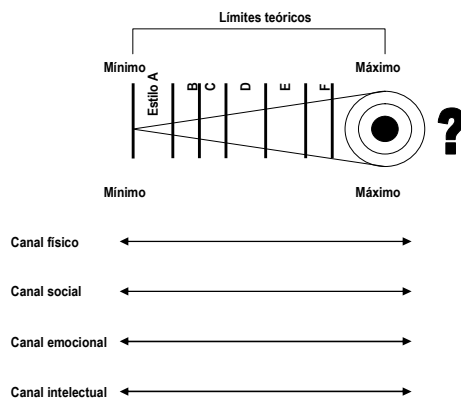
1.3. TEACHING SYLES

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

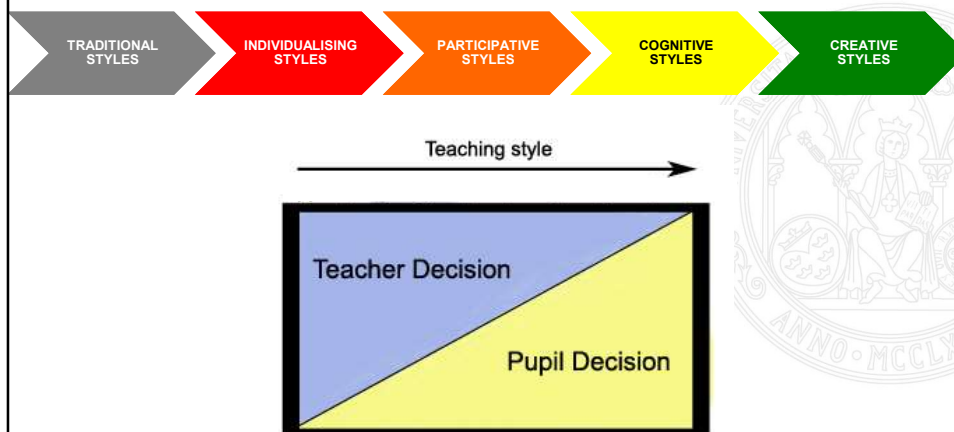
- 1- pedagogyc relation between teacher and student
- 2- teacher and students role
- 3- organization

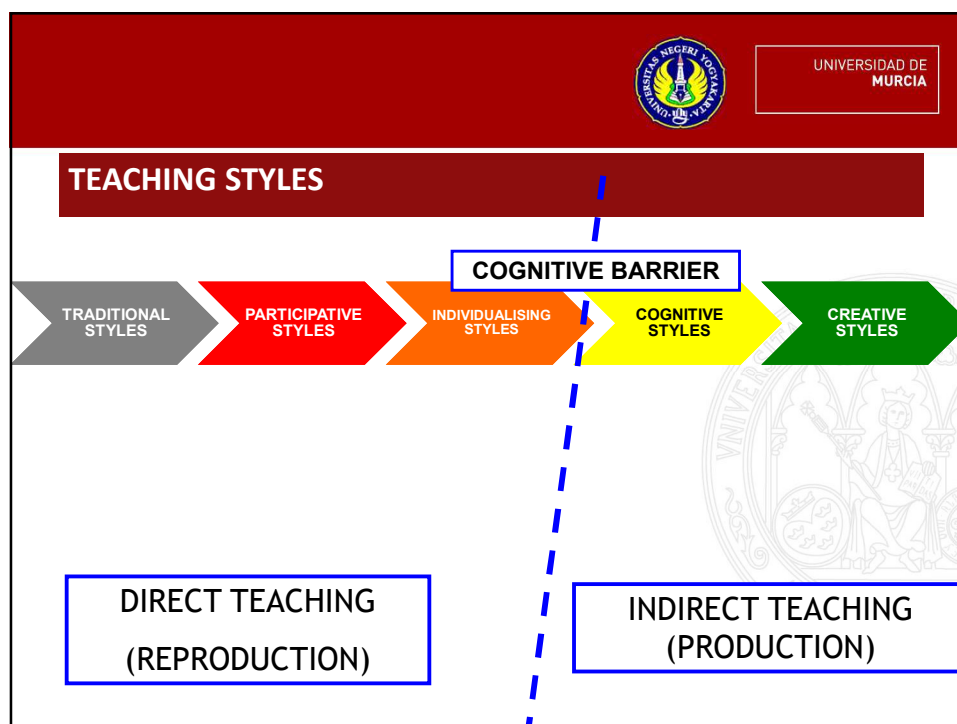
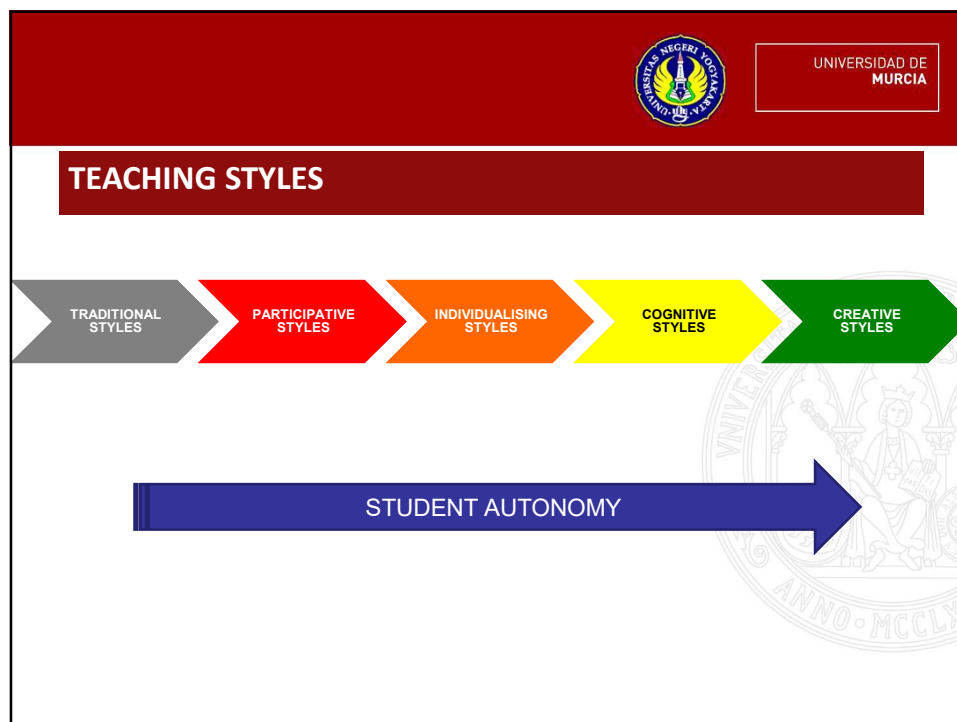


TEACHING STYLES



TEACHING STYLES







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TASK 2

TEACHING STYLES



CONTEST



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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





PRACTICE STYLE

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



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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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2. TEACHING STYLES

TRADITIONAL
STYLES

PARTICIPATIVE STYLES

INDIVIDUALISING
STYLES

COGNITIVE
STYLES

CREATIVE
STYLES



- INDIVIDUAL FEEDBACK FOR STUDENTS
- STUDENT INCREASE RESPONSIBILITY IN LESSON
- COOPERATIVE ATTITUDE
- TWO DIFFERENT STYLES:

RECIPROCAL
TEACHING

MICRO-TEACHING



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

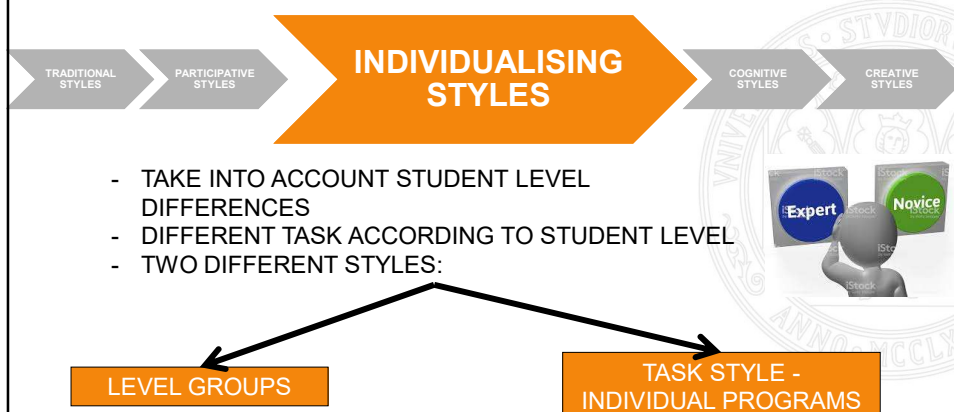
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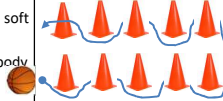




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2. TEACHING STYLES



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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2. TEACHING STYLES






LEVEL GROUPS

VIDEO



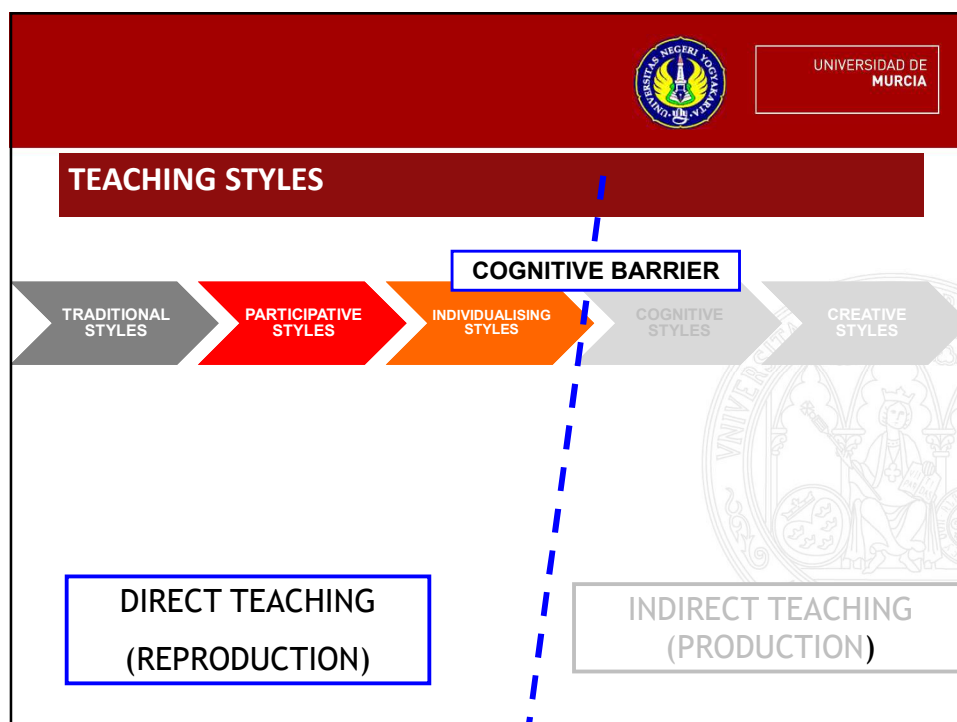
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So... In your opinion, which are the positive/negative aspects about using **INDIVIDUALISING STYLES** in Physical Education?

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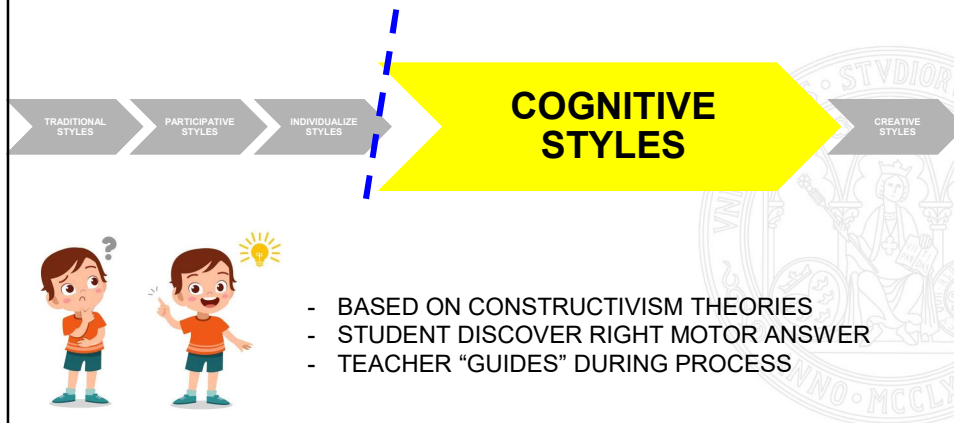
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2. TEACHING STYLES



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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



Prof. José Vicente García Jiménez



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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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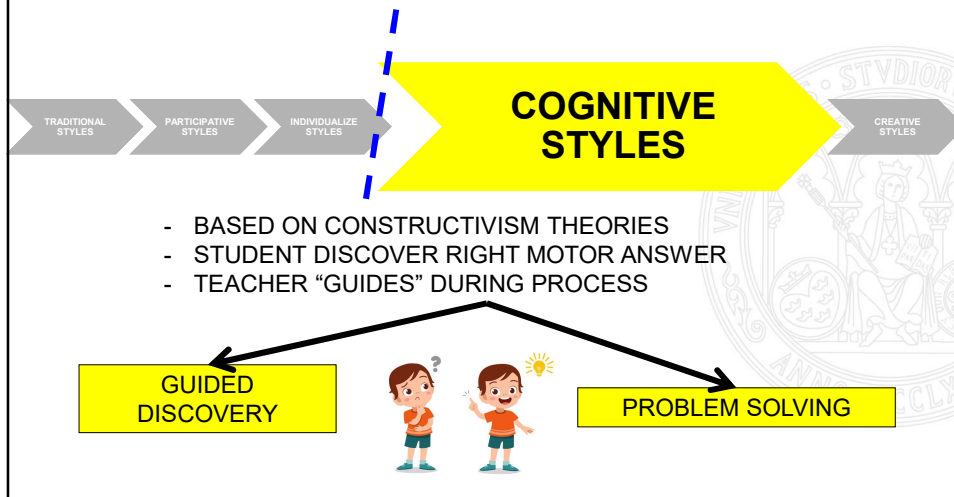
2. TEACHING STYLES

CONSTRUCTIVISM

PE Constructivism Theory



2. TEACHING STYLES



GUIDED DISCOVERY



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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?

wooclap

<https://www.wooclap.com/TTFPNB>



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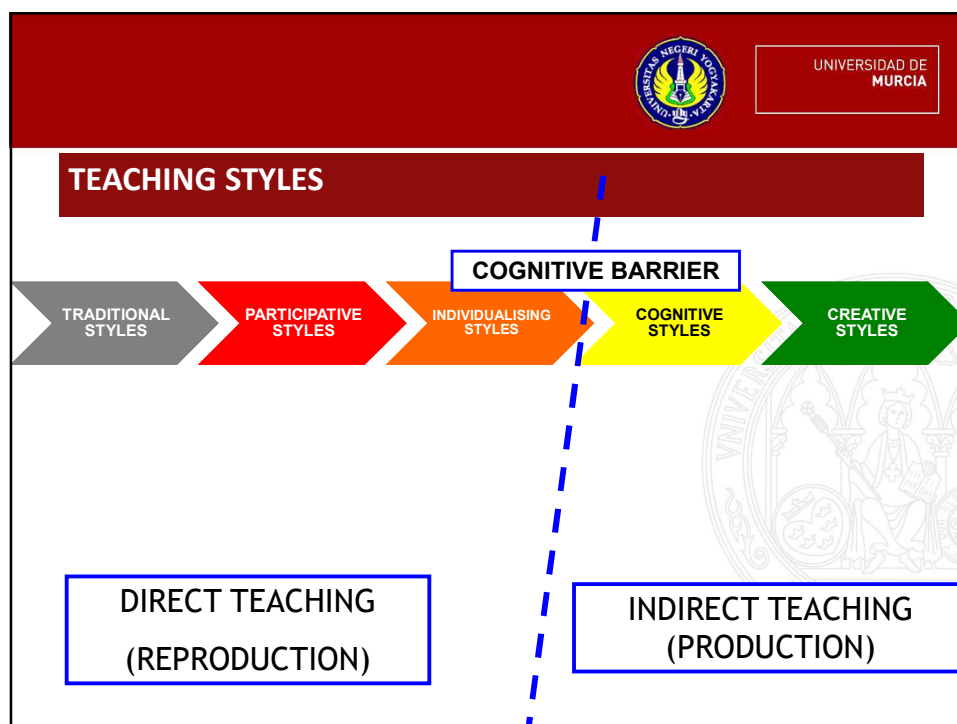
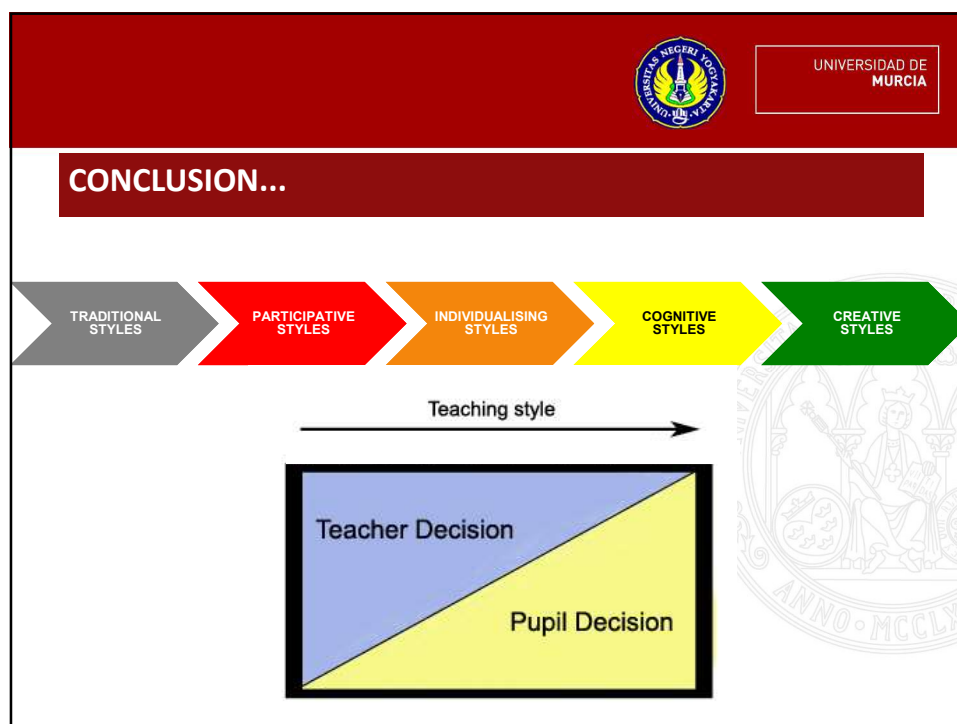
2. TEACHING STYLES



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LEARNING ENVIROMENTS





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TEACHING STYLES

TRADITIONAL
STYLES

PARTICIPATIVE
STYLES

INDIVIDUALISING
STYLES

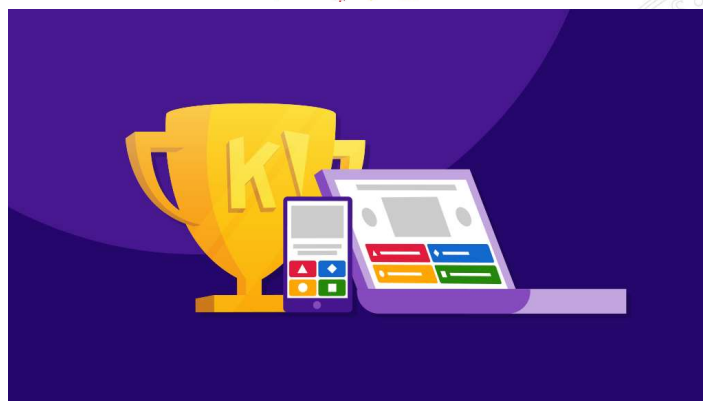
COGNITIVE
STYLES

CREATIVE
STYLES



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Let's Play!



Yogyakarta State University

Bachelor in Physical Education



PE DIDACTICS AND INNOVATION

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PLANNING



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❑ **WEDNESDAY 3RD AUGUST** : PRACTICAL STRATEGIES
AND TEACHING TECHNIQUES IN PHYSICAL EDUCATION

❑ **MONDAY 8TH AUGUST** : TEACHING STYLES

❑ **WEDNESDAY 10TH AUGUST** : INNOVATING IN PHYSICAL
EDUCATION: PE PEDAGOGYC MODELS

❑ **MONDAY 15TH AUGUST**: INNOVATING IN PHYSICAL
EDUCATION: GAMIFICATION



JPG- EPS- PNG

LESSON 3. INNOVATING PHYSICAL EDUCATION – PEDAGOGICAL MODELS



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INTRODUCTION



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DIDACTICS

TEACHING CONCEPTS TO
STUDENTS

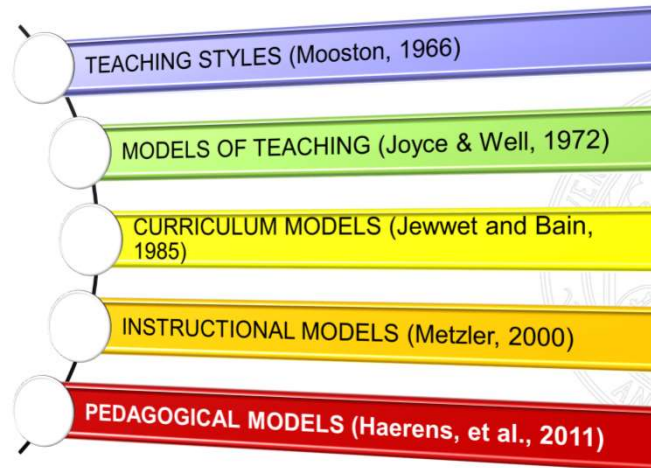
PEDAGOGYCS

TEACHING THE CIVIC-
POLITIC CHARACTER OF
THE SOCIETY TO
STUDENTS

INTRODUCTION



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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
LOTS 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

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.



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)

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)

1. BASIC PEDAGOGICAL MODELS

1.1. COOPERATIVE LEARNING

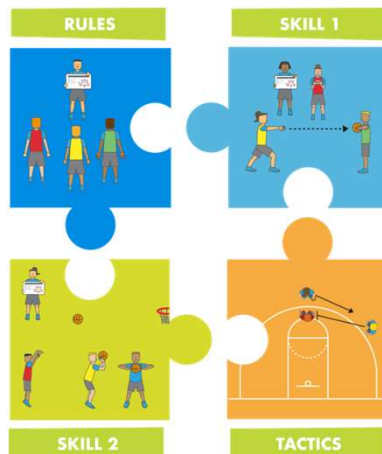
COOPERATIVE LEARNING **PRACTICES**

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

(Fernández-Río, 2014)

1. BASIC PEDAGOGICAL MODELS

1.1. COOPERATIVE LEARNING



THE JIGSAW

1. BASIC PEDAGOGICAL MODELS

1.1. COOPERATIVE LEARNING



PEDAGOGICAL MODELS



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1. BASIC PEDAGOGICAL MODELS

1.2. SPORT EDUCATION

GRAT 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

TEAM ROLES	
TECHNICAL COACH	HEAD COACH/HEAD LEADER/REFEREE
TACTICAL COACH	ROLE REGULATOR
PSYCHOLOGICAL COACH	DISCIPLINER
LEADERSHIP PLAYER	REPTER
LEADER/LEADER	TEAM MANAGER
EMERGENCY	CAPTAIN

LAST LESSON – TRADITIONAL TOURNAMENT – CLOSING CEREMONY

PEDAGOGICAL MODELS

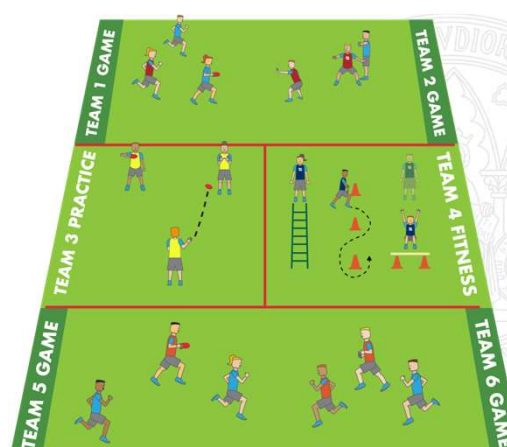


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1. BASIC PEDAGOGICAL MODELS

1.2. SPORT EDUCATION

TEAM ROLES	
TECHNICAL COACH	HEAD COACH/HEAD LEADER/REFEREE
TACTICAL COACH	ROLE REGULATOR
PSYCHOLOGICAL COACH	DISCIPLINER
LEADERSHIP PLAYER	REPTER
LEADER/LEADER	TEAM MANAGER
EMERGENCY	CAPTAIN



1. BASIC PEDAGOGICAL MODELS

1.2. SPORT EDUCATION



AUTHOMOUS PRACTICING

1. BASIC PEDAGOGICAL MODELS

1.2. SPORT EDUCATION



COMPETITION

PEDAGOGICAL MODELS



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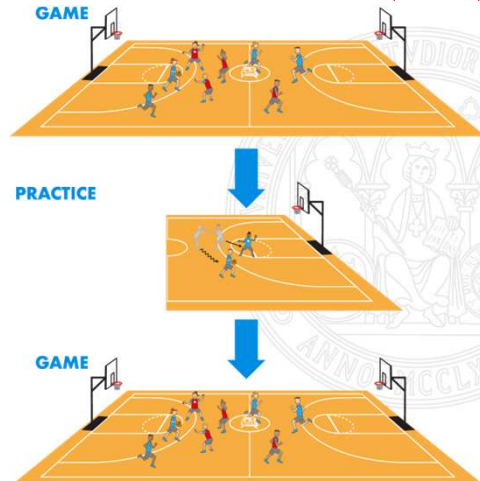
1. BASIC PEDAGOGICAL MODELS

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.



PEDAGOGICAL MODELS



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1. BASIC PEDAGOGICAL MODELS

1.3. TEACHING GAMES FOR UNDERSTANDING (TGfU)



PEDAGOGICAL MODELS



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1. BASIC PEDAGOGICAL MODELS

1.4. PERSONAL AND SOCIAL RESPONSABILITY (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**.



PEDAGOGICAL MODELS



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1. BASIC PEDAGOGICAL 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. Respecting the rights and the feelings of others:

Self control and peaceful conflict solving

Level 0. Egocentric.

Lack of self control. Non-team player

PEDAGOGICAL MODELS



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1. BASIC PEDAGOGICAL MODELS

1.4. PERSONAL AND SOCIAL RESPONSIBILITY (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.”

PEDAGOGICAL MODELS



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1. BASIC PEDAGOGICAL MODELS


1.4. PERSONAL AND SOCIAL RESPONSIBILITY (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.”

PEDAGOGICAL MODELS



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1. BASIC PEDAGOGICAL 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.``

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 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.``



...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.

...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.

...participate you can join in—but until then you sit out.``

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 & Being motivated. This level may be needed—a check list is a great assessment tool.

LEVEL TWO. Effort and Cooperation. A challenge: "Put in 5 good touches."

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

LEVEL ZERO. Teach by invitation



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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 Others: Using more cooperative games rather than invasive games or elimination "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 & Being motivated. This level may be needed—a check list is a great assessment tool.

LEVEL TWO. Effort and Cooperation. A challenge: "Put in 5 good touches."

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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

TOMA DE CONCIENCIA: (5-10 MINUTOS)	PRACTICA DE ACTIVIDAD (35-40 MINUTOS): responsabilidad en acción	ENCUENTRO EN GRUPO (3-5 minutos)	AUTOEVALUACION (3-5 MINUTOS)
PARTE INICIAL	PARTE PRINCIPAL. EE cognitivos, resolución problemas, uso metodologías activas	PARTE FINAL	

HIBRIDACION

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







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).



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).

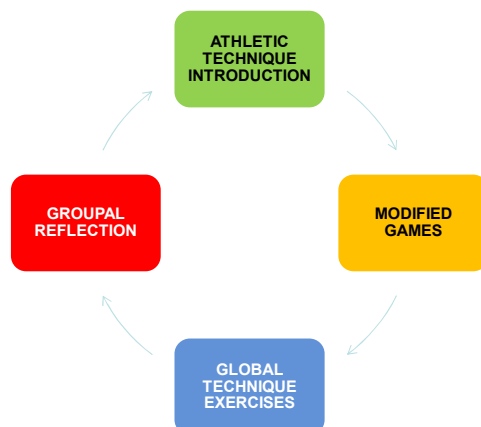
2. EMERGING MODELS

2.2. ATTITUDINAL STYLE



2. EMERGING MODELS

2.3. TECHNICAL PLAYING MODEL (LUDOTÉCNICO)



(Valero y Conde, 2003).

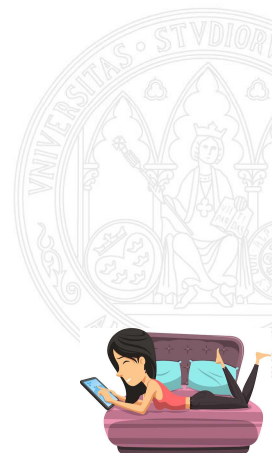
2. EMERGING MODELS

2.3. TECHNICAL PLAYING MODEL (LUDOTÉCNICO)



2. EMERGING MODELS

2.3. TECHNICAL PLAYING MODEL (LUDOTÉCNICO)

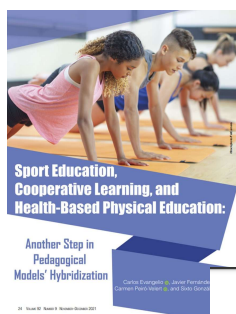


2. EMERGING MODELS

2.4. GAMIFICATION



3. MODELS HYBRIDIZATION



apunts



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

Alonso-Vázquez-Vázquez¹, David Gregorio García^{1,2}, Oleguer Cervera¹, y David Martínez¹
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), Mankind Observational Lab, University of Lleida, Lleida, Spain.
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Cite this paper:
 Alonso-Vázquez, A., Gregorio García, D., Cervera, O. & Martínez, D. (2022). Hybridisation of the Teaching Personal and Social Responsibility Model and Gamification in Physical Education. *Murcia Educación Física y Deportes*, 4(4), 68-74. <https://doi.org/10.5571/murcia-ef-deportes-2022-04-004>



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

Contribute to health

Qualitative experimental pre-post study

Mixed Methods approach

As an effective alternative to be applied in the educational context.
 Contribute to students having a more active lifestyle and acquiring healthier life habits.



INSTRUMENTS

Test for Assessing Responsibility-based Education (TARE)
 Semi-structured individual interview
 Questionnaire for students

Personal and Social Responsibility Questionnaire (PSRQ)

Sport Satisfaction Interview (SSI)
 Questionnaire of intention to be physically active

PSRQ Basic Psychological Needs Questionnaire

Questionnaire of intention to be physically active



PLANNING



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WEDNESDAY 3
AND TEACHING

STRATEGIES
AL EDUCATION

MONDAY 8TH A

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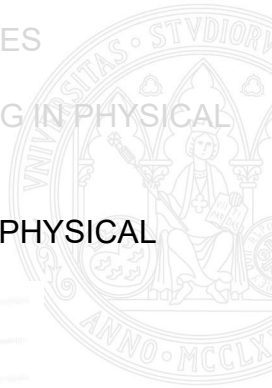
WEDNESDAY 1
EDUCATION: P

G IN PHYSICAL

MONDAY 15TH AUGUST: INNOVATING IN PHYSICAL
EDUCATION: GAMIFICATION



JPG - EPS - PNG



Yogyakarta State University

Bachelor in Physical Education



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PLANNING



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□ WEDNESDAY 3RD AUGUST : PRACTICAL STRATEGIES
AND TEACHING TECHNIQUES IN PHYSICAL EDUCATION

□ MONDAY 8TH AUGUST : TEACHING STYLES

□ WEDNESDAY 10TH AUGUST : INNOVATING IN PHYSICAL
EDUCATION: PE PEDAGOGYC MODELS

□ **MONDAY 15TH AUGUST**: INNOVATING IN PHYSICAL
EDUCATION: GAMIFICATION



JPG - EPS - PNG

LESSON 4. INNOVATING PHYSICAL EDUCATION – GAMIFICATION



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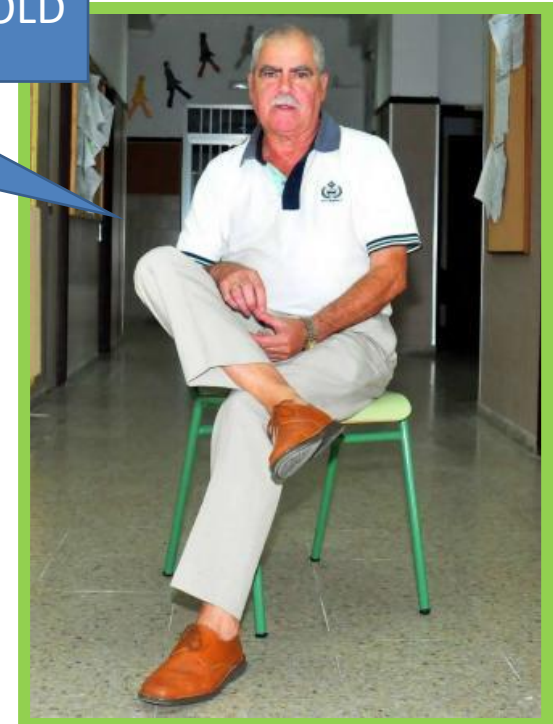
What is Gamification?

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, KAHOOTs... 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!

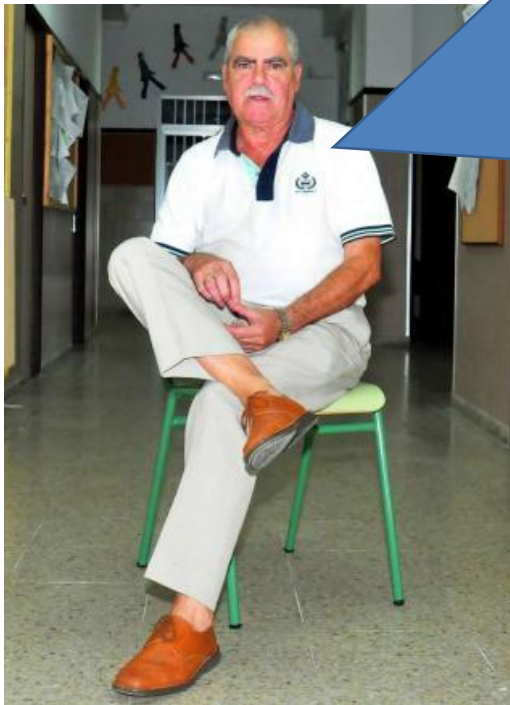
IN FACT, AS RESPONSIBLE FOR THE PHYSICAL EDUCATION CLASSES IN
YOGYA, LAST WEEKEND I FELT AN OBLIGATION TO ARREST

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!!





DEAR STUDENTS, WE NEED
YOUR HELP.
YOU MUST CONVINCE THE EVIL
"GYMNASTICMAN", HE WANTS
EVERYTHING REMAINS THE
SAME,
BUT WE NEED TO FREE
"SUPERINNOVA", TO HELP
FUTURE TEACHERS ABOUT
NEW TRENDS IN PHYSICAL
EDUCATION.
WILL YOU HELP US?





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, AT LEAST, THREE PAPERS WHO SPEAKS ABOUT GAMIFICATION RELEVANCE IN PHYSICAL EDUCATION.

2ND – SEND ME YOUR ANSWER TO 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:

-
-
-

YOUR RESPONSE (PASTE A PICTURE WHERE SUPERINNOVA IS)



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

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?**



CHALLENGE #3: PIN CODE

SUPERINNOVA IS LOCATED IN A CELL, PROTECTED BY A 6-DIGIT PASSWORD.

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

WE HAVE SIX BALLONS. YOU HAVE TO DRIVE THEM ONE BY ONE FROM FIRST TABLE TO THE END, HITTING ONLY ONCE BY PERSON. IF ONE BALLON TOUCHES THE FLOOR, YOU MUST START BY THE BEGGINING. YOU ONLY HAVE **FIVE MINUTES** TO GET ALL THE NUMBERS FROM THE PIN CODE. **READY?**



CHALLENGE #3: PIN CODE



WRONG!





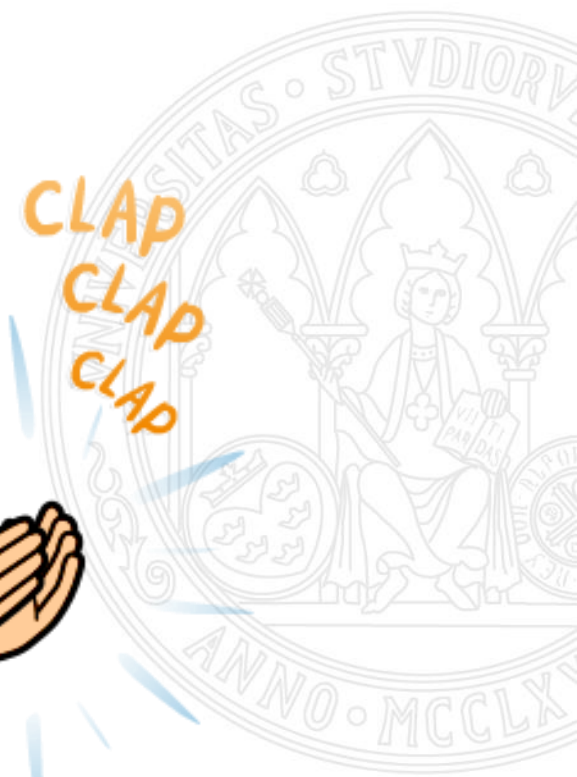
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CHALLENGE #3: PIN CODE



* * * *

CHALLENGE #3: PIN CODE

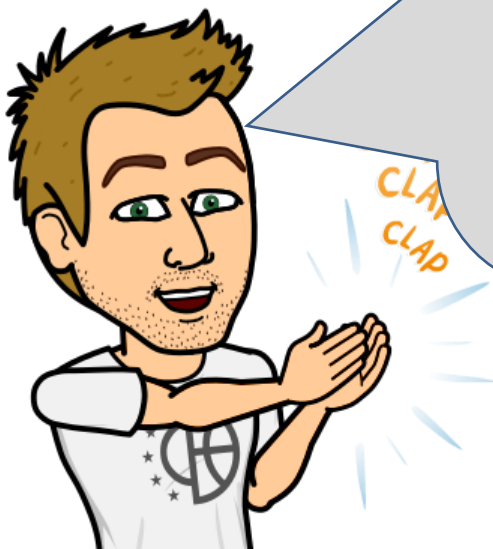


CHALLENGE #4. CONVINCING GYMNASTICMAN

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



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"**?

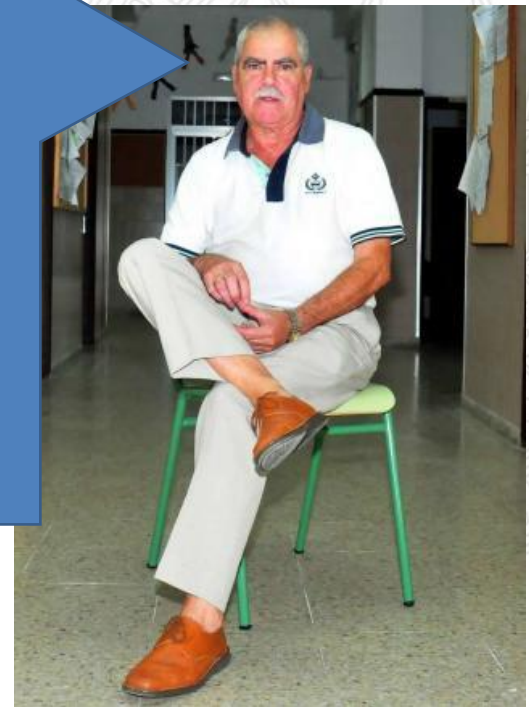


CHALLENGE #4. CONVINCING GYMNASTICMAN

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 A

GROUP B

GROUP C

GROUP D



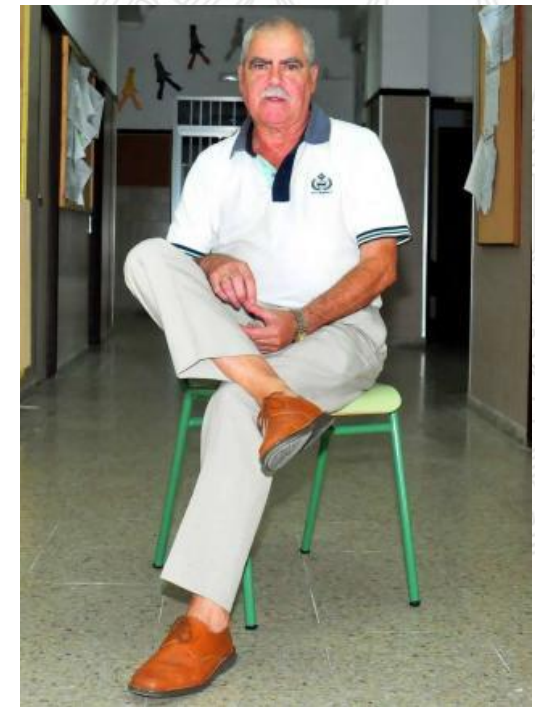
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CHALLENGE #4. CONVINCING GYMNASTICMAN

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

wooclap

<https://www.wooclap.com/TTFPNB>

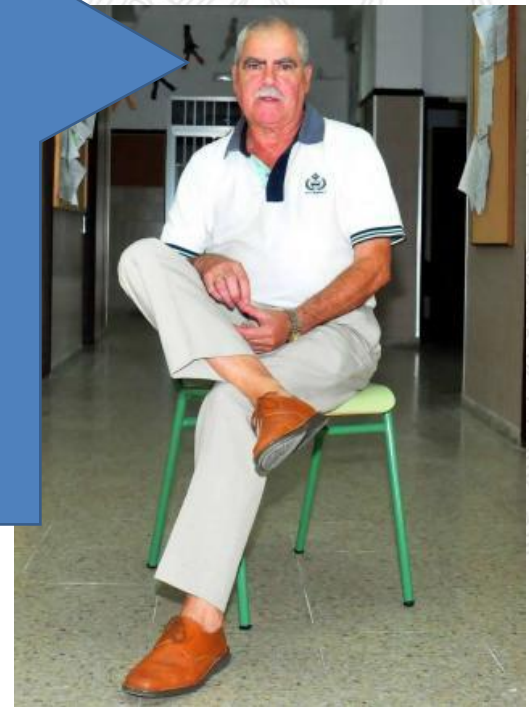


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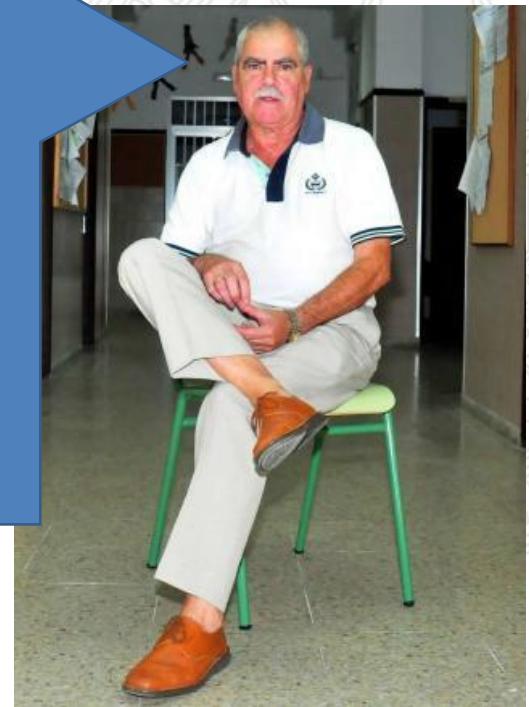


CHALLENGE #4. CONVINCING GYMNASTICMAN

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."



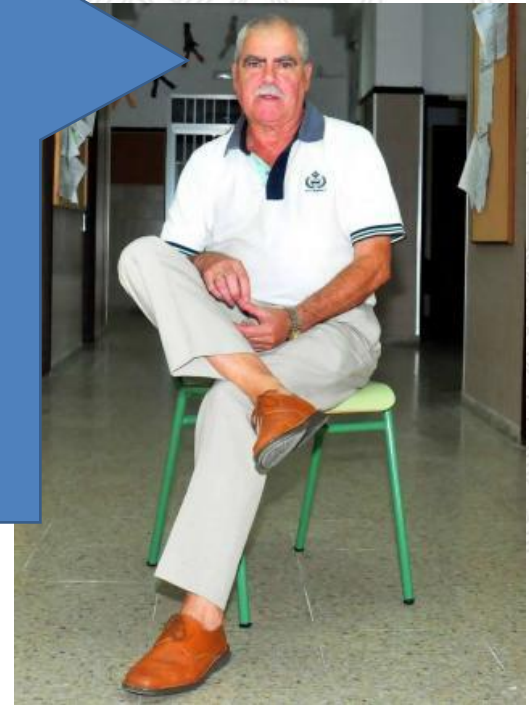


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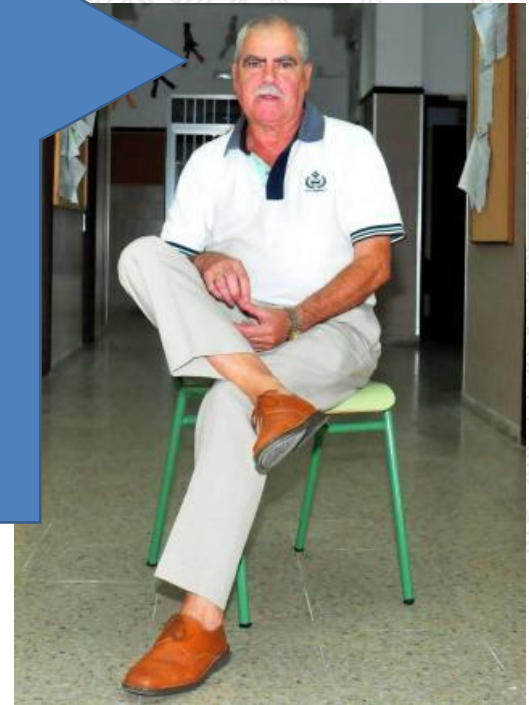


CHALLENGE #4. CONVINCING GYMNASTICMAN

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GAMIFICATION? NONSENSE!!

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





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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PLANNING



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- ❑ **WEDNESDAY 3RD AUGUST** : PRACTICAL STRATEGIES AND TEACHING TECHNIQUES IN PHYSICAL EDUCATION
- ❑ **MONDAY 8TH AUGUST** : TEACHING STYLES
- ❑ **WEDNESDAY 10TH AUGUST** : INNOVATING IN PHYSICAL EDUCATION: PE PEDAGOGYC MODELS
- ❑ **MONDAY 15TH AUGUST**: INNOVATING IN PHYSICAL EDUCATION: GAMIFICATION



INNOVATING IN PHYSICAL EDUCATION

August 2022 - UNY

Terima kasih atas perhatiannya

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