Search for good practices. Spain.

Activity 1:

- Design a tool to assess and classify the best practices gathered by the partners. This tool is composed by observation points over different aspects. At first step, this tool must help us to assess the quality of the consulted practices. On the second step, it needs to be useful to identify those important points to improve and include in our final output, taking in consideration:
    - Physical Education needs.
    - Mathematics needs.
    - Gender needs.

What are we going to consider a best practice?

The best practice needs to prove that...:

- ...has made a measurable difference in PE/Maths education.
- ...is widely applicable and useful for the teaching community.
- ...has made a measurable impact in its original institution(s) and beyond.

Observation points list (STEP 1)

The aim of this list is to identify the best practices to be worked on. It is not necessary that the practice is valued with great grades on all items. Proper values to be consider are 2, 3 and 4.

Rubric (according to output first draft):

- **0**: it is not observed any relation to this point.
- **1**: although it is not very clear or the goal is not headed to it, there's something that could be used with major modifications (there is not a proper objective, but it has something to take advantage).
- **2**: There's something related to this point, but it is not successful/complete enough (the intention is good, but the application wasn't as good as it could).
- **3**: it is observed a clear intention to this point, but it could be enhanced.
- **4**: it is totally headed to this point with a successful result.

1. PE and maths, learning by playing. Global innovation proposal.

Observation point	0	1	2	3	4
Common aspects					
Adequation to PE/Maths					X
Innovation (change): include novelty and significative learning					X
Transferability (replicability): difficulty; to other subjects; to daily life; to competences					X
Proved success (knowledge)			X		
Gender management: use of language/communication; references/material; grouping; task orientation; scheme against bullying/harassment					
Inclusive attitude				x	
Specific aspects					
Organizational dimension					
Detailed Planning: objectives clearly defined; sequence of tasks/sessions and coherence (motor, social, emotional level)					X
Flexibility: tasks; schedule; resources					X
Safety conditions					X
Accessible material					x
Programme structure dimension					
Program report (well-structured)				x	
Methodology: use of a structured/known methodology (PBL, UDL, Self-regulation, Cooperative learning, Service-learning, PE pedagogical models, etc.); promotion of student autonomy; promotion of critical/reflexive practices; attention to diversity; promotion of functional learning				x	
Assessment: concurrence with objectives; formative assessment; shared assessment (self-assessment/peer assessment); authentic assessment					x
Target population					x
Teacher training	x				
Specific dimension					
Presence of Physical Education competences: related to age and environment					x
Presence of Maths competences: related to age and environment					x
Adequation to Primary School syllabus					X
Adequation to Primary School maturation stage					X
Timing (number sessions, total duration				X	
Participant satisfaction				x	
Participant advantages/learning: contents (cross-cutting, specific); competences (cross-cutting, specific)				x	
Repercussion of the programme dimension					
Dissemination: range of action (local, regional, national, international); Kind of events (teachers traineeship, general population, conference, social networks, media, etc.)	X				
Environmental measures					
Participation: educational community (students/teachers/ families); local community (associations/social institutions/administration); others	X				
Number of replications	0				

Template for collecting examples of best practice teaching methods (STEP 2)

FIELD	CONTENT	PLEASE FILL THE CELLS ACCORDING TO THE EXPLANATION IN THE COLUMN CONTENT
TITLE	**What is the name that best describes the good practice?**	PE and Maths, learning by playing. Global innovation proposal.
COUNTRY	**In which country does the good practice take place?**	Spain.
LINK	**Please give a web link for further information about the good practice.**	https://core.ac.uk/download/pdf/235859687.pdf
LANGUAGE	**Language of the source.**	Spanish.
SUMMARY (DESCRIPTION OF THE METHOD)	Max 50 words. **Please summarise the main characteristics of the teaching practice.** -Teaching goals -Method -When is it developed? For how long? Is there a specific time of the year (e.g. Easter, Christmas)? -In which course or courses can it be implemented? -Is there any gender measure?	- To make students find in mathematics a practical projection, and make them useful for their daily life. - To increase students' interest in Maths. - To create an activity file for an academic year. - 1st primary. 7 lessons to develop throughout the year. Coordinated according to Math's classes. - No gender measures.
RESOURCES	**Required resources for effective application of the method.** -What materials are needed? -Does it involve the use of ICT? -Human resources (how many teachers are needed to develop it?) -Do teachers need any special requirements (training course, previous meeting with a specialist,	- School supplies. - Cuisenaire rods. - PE basic material. - No ICT resources needed. - Coordination between PE and Maths teachers to implement the Maths+PE lesson after that Maths lesson. - Not specific training is needed but organization and planification are necessary.

	group work, etc.) to develop it?	
WHY IT IS A GOOD PRACTICE?	**Give at least three characteristics, which describe the method as a GOOD practice.**	- Globalizing proposal. - The game is the protagonist. - There is continuous feedback between the teacher and the students.
HOW DOES IT WORK?	**Max 100 words.** Which activities/actions does the practice involve? -Are examples, descriptions or problem formulations gender-sensitive?	- There are 7 lessons, perfectly described: objectives and contents of Maths and PE. Methodology, development of the session. - Nothing mentioned about gender.
EVIDENCE	**Links for videos, photos.** -Do they use evidence to show other teachers how this practice works? For example, if they use this action to train new teachers.	
RESULTS	**Max 75-100 words.** ▪ Quantitative and qualitative results in relation to the teaching goals. ▪ What are the users/target group's opinion/satisfaction/real learning of the activity?	No data to support the proposal. The students are happy with the activities, "they have fun".
ASSESMENT	**Suggested assessment method for the students.** -In which moments: before, middle, end? -What instruments do they use? -Who participates in the assessment? (students, teachers, both) -Is there any action for people with special needs?	- Only for Maths: objectives and their criteria. - There is an initial assessment done by a questionnaire. - Direct observation: record of the results of the activities carried out in the classroom, individually and in groups in a diary. - Written tests: initial questionnaire, self-assessment after each lesson, co-assessment. - Oral tests: initial dialogue in each session to know previous knowledge.

	-Do the students participate in any assessment stage?	- Summative evaluation at the end with a rubric (attached on the article).
DISEMINATION / COMMUNICATION	**How the practise is known around (other schools, mass/social media, university, scientific articles, etc.?**	Final degree project. Published article about the experience.
UPLOAD A FILE	**Please send related electronic documents (lesson plan, evaluation etc.) so that they can be uploaded on the e-platform.**	

2. Chess to work patterns in mathematics in Primary education.

Observation point	0	1	2	3	4
Common aspects					
Adequation to **Maths**					x
Innovation (change): include novelty and significative learning			x		
Transferability (replicability): difficulty; to other subjects; to daily life; to competences					x
Proved success (knowledge)				x	
Gender management: use of language/communication; references/material; grouping; task orientation; scheme against bullying/harassment	x				
Inclusive attitude			x		
Specific aspects					
Organizational dimension					
Detailed Planning: objectives clearly defined; sequence of tasks/sessions and coherence (motor, social, emotional level)			x		
Flexibility: tasks; schedule; resources				x	
Safety conditions					x
Accessible material				x	
Programme structure dimension					
Program report (well-structured)					
Methodology: use of a structured/known methodology (PBL, UDL, Self-regulation, Cooperative learning, Service-learning, PE pedagogical models, etc.); promotion of student autonomy; promotion of critical/reflexive practices; attention to diversity; promotion of functional learning			x		
Assessment: concurrence with objectives; formative assessment; shared assessment (self-assessment/peer assessment); authentic assessment		x			
Target population			x		
Teacher training		x			
Specific dimension					
Presence of Physical Education competences: related to age and environment		x			
Presence of Maths competences: related to age and environment				x	
Adequation to Primary School syllabus				x	
Adequation to Primary School maturation stage					
Timing (number sessions, total duration			x		
Participant satisfaction					
Participant advantages/learning: contents (cross-cutting, specific); competences (cross-cutting, specific)				x	
Repercussion of the programme dimension					
Dissemination: range of action (local, regional, national, international); Kind of events (teachers traineeship, general population, conference, social networks, media, etc.)			x		
Environmental measures		x			
Participation: educational community (students/teachers/ families); local community (associations/social institutions/administration); others		x			
Number of replications		x			

Template for collecting examples of best practice teaching methods (STEP 2)

FIELD	CONTENT	PLEASE FILL THE CELLS ACCORDING TO THE EXPLANATION IN THE COLUMN CONTENT
TITLE	**What is the name that best describes the good practice?**	Chess to work patterns in mathematics in Primary education.
COUNTRY	**In which country does the good practice take place?**	Spain.
LINK	**Please give a web link for further information about the good practice.**	https://helvia.uco.es/xmlui/handle/10396/9648
LANGUAGE	**Language of the source.**	Spanish.
SUMMARY (DESCRIPTION OF THE METHOD)	Max 50 words. **Please summarise the main characteristics of the teaching practice.** -Teaching goals -Method -When is it developed? For how long? Is there a specific time of the year (e.g. Easter, Christmas)? -In which course or courses can it be implemented? -Is there any gender measure?	Chess is used as a means to introduce geometric concepts creating empathy between students and mathematics in the first years of schooling. It works in groups of two students and can be carried out at any time of the year. It is designed for the first grades of primary education, but it can be implemented in all grades. No gender differentiation develops.
RESOURCES	**Required resources for effective application of the method.** -What materials are needed? -Does it involve the use of ICT? -Human resources (how many teachers are needed to develop it?) -Do teachers need any special requirements (training course, previous meeting with a specialist,	You only need the chess boards if it takes place in the classroom. If you work in the yard, you can paint the board on the ground. This will improve the spatial understanding of the students. ITC is not needed to develop the activity. You only need a teacher who does not have to be previously trained in the development of the activity, you only need to know how to play chess.

	group work, etc.) to develop it?	
WHY IT IS A GOOD PRACTICE?	**Give at least three characteristics, which describe the method as a GOOD practice.**	Because it combines a sport with mathematics, bringing about an approach of mathematics to our students.
HOW DOES IT WORK?	**Max 100 words.** Which activities/actions does the practice involve? -Are examples, descriptions or problem formulations gender-sensitive?	Relate the movements of the chess pieces with the geometric and numerical patterns relating and comparing them. The position of the figures within the board related to the numerical and positional patterns of the figures is learned. There are no gender studies.
EVIDENCE	**Links for videos, photos.** -Do they use evidence to show other teachers how this practice works? For example, if they use this action to train new teachers.	There are no videos.
RESULTS	**Max 75-100 words.** ▪ Quantitative and qualitative results in relation to the teaching goals. ▪ What are the users/target group's opinion/satisfaction/real learning of the activity?	There are no explicit tests in the article, but it is shown how students' interest in mathematics increases when practicing a sport such as chess.
ASSESMENT	**Suggested assessment method for the students.** -In which moments: before, middle, end? -What instruments do they use? -Who participates in the assessment? (students, teachers, both) -Is there any action for people with special needs?	It does not appear.

	-Do the students participate in any assessment stage?	
DISEMINATION / COMMUNICATION	**How the practise is known around (other schools, mass/social media, university, scientific articles, etc.?**	By publishing the experience in magazines such as the link.
UPLOAD A FILE	**Please send related electronic documents (lesson plan, evaluation etc.) so that they can be uploaded on the e-platform.**	Page 106 and 107 of the attached document.

3. El uso de los juegos como recurso didáctico para la enseñanza y el aprendizaje de las Matemáticas.

Observation point	0	1	2	3	4
Common aspects					
Adequation to PE/Maths				x	
Innovation (change): include novelty and significative learning				x	
Transferability (replicability): difficulty; to other subjects; to daily life; to competences			x		
Proved success (knowledge)				X	
Gender management: use of language/communication; references/material; grouping; task orientation; scheme against bullying/harassment					
Inclusive attitude					
Specific aspects					
Organizational dimension					
Detailed Planning: objectives clearly defined; sequence of tasks/sessions and coherence (motor, social, emotional level)					X
Flexibility: tasks; schedule; resources				X	
Safety conditions					X
Accessible material					X
Programme structure dimension					
Program report (well-structured)				X	
Methodology: use of a structured/known methodology (PBL, UDL, Self-regulation, Cooperative learning, Service-learning, PE pedagogical models, etc.); promotion of student autonomy; promotion of critical/reflexive practices; attention to diversity; promotion of functional learning				X	
Assessment: concurrence with objectives; formative assessment; shared assessment (self-assessment/peer assessment); authentic assessment				X	
Target population			X		
Teacher training			X		
Specific dimension					
Presence of Physical Education competences: related to age and environment	X				
Presence of Maths competences: related to age and environment				X	
Adequation to Primary School syllabus			X		
Adequation to Primary School maturation stage					
Timing (number sessions, total duration				X	
Participant satisfaction				X	
Participant advantages/learning: contents (cross-cutting, specific); competences (cross-cutting, specific)				X	
Repercussion of the programme dimension					
Dissemination: range of action (local, regional, national, international); Kind of events (teachers traineeship, general population, conference, social networks, media, etc.)					X
Environmental measures		x			
Participation: educational community (students/teachers/ families); local community (associations/social institutions/administration); others			X		
Number of replications					

Template for collecting examples of best practice teaching methods (STEP 2)

FIELD	CONTENT	PLEASE FILL THE CELLS ACCORDING TO THE EXPLANATION IN THE COLUMN CONTENT
TITLE	**What is the name that best describes the good practice?**	El uso de los juegos como recurso didáctico para la enseñanza y el aprendizaje de las Matemáticas: estudio de una experiencia innovadora.
COUNTRY	**In which country does the good practice take place?**	Spain.
LINK	**Please give a web link for further information about the good practice.**	http://www.fisem.org/www/union/revistas/2014/39/archivo6.pdf
LANGUAGE	**Language of the source.**	Spanish.
SUMMARY (DESCRIPTION OF THE METHOD)	Max 50 words. **Please summarise the main characteristics of the teaching practice.** -Teaching goals -Method -When is it developed? For how long? Is there a specific time of the year (e.g. Easter, Christmas)? -In which course or courses can it be implemented? -Is there any gender measure?	Goals: improvement of the attitude and interest of students in the process of learning and teaching mathematics; and improvement of reflective and intuitive thinking to develop strategies in problem solving. Method: each session is divided into two phases, explanation of the mathematical concepts and approach to the game. It can be implemented with 12-year-old kids. There are no gender measure.
RESOURCES	**Required resources for effective application of the method.** -What materials are needed? -Does it involve the use of ICT? -Human resources (how many teachers are needed to develop it?) -Do teachers need any special requirements (training course, previous meeting with a specialist,	Materials needed: game chips, class notebook, calculator, blog. ITCs such as Geogebra or web page can be used to view game dynamics. Only one teacher is needed to develop it, and the teacher don´t need any special requirement to develop the math-game.

	group work, etc.) to develop it?	
WHY IT IS A GOOD PRACTICE?	**Give at least three characteristics, which describe the method as a GOOD practice.**	The game is taken as a starting point to explain the relevant notions or algorithms. In this way, students are active subjects in their learning, and use their intuition and knowledge to solve problems.
HOW DOES IT WORK?	**Max 100 words.** Which activities/actions does the practice involve? -Are examples, descriptions or problem formulations gender-sensitive?	There is no gender implication, because they are popular games adapted to mathematics. You work with game cards, which must be prepared prior to the development of the activity.
EVIDENCE	**Links for videos, photos.** -Do they use evidence to show other teachers how this practice works? For example, if they use this action to train new teachers.	http://matematicasconsaborajuego.blogspot.com.es/p/presentacion.html
RESULTS	**Max 75-100 words.** ▪ Quantitative and qualitative results in relation to the teaching goals. ▪ What are the users/target group's opinion/satisfaction/real learning of the activity?	The use of games as a didactic resource for the teaching and learning of mathematics increases the motivation and interest of students towards the study of this subject, favoring the acquisition of knowledge. Students affirm that learning mathematics by playing is interesting and fun for them, and some even consider it exciting.
ASSESMENT	**Suggested assessment method for the students.** -In which moments: before, middle, end? -What instruments do they use? -Who participates in the assessment? (students, teachers, both) -Is there any action for people with special needs? -Do the students participate in any assessment stage?	Prior evaluation. Minutes of the previous meetings with the teaching staff involved, to know their opinion about the project. Process evaluation. Anecdotal where a daily record of both the positive and negative aspects of the project is made. Discussion in the classroom in which the teacher and students participate to comment

		on the development of the project and activities. Classroom observation. Evaluation of results. Student assessment grades: - Survey carried out on the students at the end of the project, where you should assess the most descriptive aspects of the project. - Interview the teachers who carry out the project to find out their opinion about it. Student assessment: to carry out the evaluation of the students, the following aspects have been taken into account: - Assessment exam of the didactic unit that the students took at the end of the unit sessions (60% of the grade). - The attitude of the students throughout the sessions (10%). Rewarding interest in the subject, effort, participation in the classroom, as well as camaraderie, cooperation, willingness and personal effort. - Activities carried out or information collected in the notebook (20%). Periodically and at the end of the unit, the students' notebooks were supervised. - Score or position achieved in each of the games that were developed in the classroom (10%).
DISEMINATION / COMMUNICATION	**How the practise is known around (other schools, mass/social media, university, scientific articles, etc.?**	Through publication in educational research journals.
UPLOAD A FILE	**Please send related electronic documents (lesson plan, evaluation etc.) so that they can be uploaded on the e-platform.**	http://matematicasconsaborajuego.blogspot.com.es/p/presentacion.html

4. Mates en “chándal”. Unidad didáctica de Educación Física para 6º curso de Educación Primaria.

Rosabel Roig-Vila (Ed.).

Cayetano, A. R., Muñoz, S. P., Muñoz, A. S., Ramos, J. M. M., Hernández, C. M., y Herrero, A. P. (2018). “Mates en chándal”: Unidad didáctica de Educación Física para 6º curso de Educación Primaria. *EmásF: Revista Digital de Educación Física,* (51), 31-47.

Observation point	0	1	2	3	4
Common aspects					
Adequation to PE/Maths					X
Innovation (change): **include novelty and significative learning**					X
Transferability (replicability): **difficulty; to other subjects; to daily life; to competences**				X	
Proved success (knowledge)			X		
Gender management: **use of language/communication; references/material; grouping; task orientation; scheme against bullying/harassment**			X		
Inclusive attitude				X	
Specific aspects					
Organizational dimension					
Detailed Planning: **objectives clearly defined; sequence of tasks/sessions and coherence (motor, social, emotional level)**					X
Flexibility: **tasks; schedule; resources**				X	
Safety conditions			X		
Accessible material					X
Programme structure dimension					
Program report (well-structured)					
Methodology: **use of a structured/known methodology (PBL, UDL, Self-regulation, Cooperative learning, Service-learning, PE pedagogical models, etc.); promotion of student autonomy; promotion of critical/reflexive practices; attention to diversity; promotion of functional learning**					X
Assessment: **concurrence with objectives; formative assessment; shared assessment (self-assessment/peer assessment); authentic assessment**					X
Target population					X
Teacher training				X	
Specific dimension					
Presence of Physical Education competences: **related to age and environment**					X
Presence of Maths competences: **related to age and environment**					X
Adequation to Primary School syllabus					X
Adequation to Primary School maturation stage					X
Timing (number sessions, total duration)					X
Participant satisfaction					X
Participant advantages/learning: **contents (cross-cutting, specific); competences (cross-cutting, specific)**					X
Repercussion of the programme dimension					

Dissemination: **range of action (local, regional, national, international); Kind of events (teachers traineeship, general population, conference, social networks, media, etc.)**		X			
Environmental measures		X			
Participation: **educational community (students/teachers/ families); local community (associations/social institutions/administration); others**			X		
Number of replications		X			

Template for collecting examples of best practice teaching methods (STEP 2)

FIELD	CONTENT	PLEASE FILL THE CELLS ACCORDING TO THE EXPLANATION IN THE COLUMN CONTENT
TITLE	**What is the name that best describes the good practice?**	"Mates en chándal". Unidad didáctica de Educación Física para 6º curso de Educación Primaria.
COUNTRY	**In which country does the good practice take place?**	Spain.
LINK	**Please give a web link for further information about the good practice.**	https://dialnet.unirioja.es/servlet/articulo?codigo=6360320
LANGUAGE	**Language of the source.**	Spanish.
SUMMARY (DESCRIPTION OF THE METHOD)	Max 50 words. **Please summarise the main characteristics of the teaching practice.** -Teaching goals -Method -When is it developed? For how long? Is there a specific time of the year (e.g. Easter, Christmas)? -In which course or courses can it be implemented? -Is there any gender measure?	Method: problem solving using modern teaching models. There isn't a specific time of the year to develop the practice. It can be implemented in 6th grade of Primary School. No gender measure mentioned.
RESOURCES	**Required resources for effective application of the method.** -What materials are needed? -Does it involve the use of ICT? -Human resources (how many teachers are needed to develop it?) -Do teachers need any special requirements (training course, previous meeting with a specialist,	The materials needed are accessible: boxes, balls, cones, chronometer… It doesn't involve ICT. The D.U. is developed in Physical Education class, but the Maths teacher may support it. The teacher need to know about cooperative learning.

	group work, etc.) to develop it?	
WHY IT IS A GOOD PRACTICE?	**Give at least three characteristics, which describe the method as a GOOD practice.**	Transversal learning. Cooperative learning. Playful tasks.
HOW DOES IT WORK?	**Max 100 words.** Which activities/actions does the practice involve? -Are examples, descriptions or problem formulations gender-sensitive?	Logic and calculation games that not require specific mathematic concept and that introduce movement, ball skills and throws with feet and hands. Logic games and tasks with measurement units and geometry concepts. Games that involves movement and related with fractional numbers and with simple calculation.
EVIDENCE	**Links for videos, photos.** -Do they use evidence to show other teachers how this practice works? For example, if they use this action to train new teachers.	None.
RESULTS	**Max 75-100 words.** ▪ Quantitative and qualitative results in relation to the teaching goals. ▪ What are the users/target group's opinion/satisfaction/real learning of the activity?	The students show desire to learn new concepts; the play help them to learn it better; the cooperative tasks allow them to develop values such as effort or discipline; they value the physical activity and consider it as a good alternative for their free time.
ASSESMENT	**Suggested assessment method for the students.** -In which moments: before, middle, end? -What instruments do they use? -Who participates in the assessment? (students, teachers, both)	The D.U. uses two different rubrics based on eight learning standards. Each standard has a series of items related to the skills, attitudes and knowledge the students have to show. At the end of each session (4 in total), the teacher evaluates the standards that correspond. At the end of the D.U., the teacher carries out a global assessment.

	-Is there any action for people with special needs? -Do the students participate in any assessment stage?	
DISEMINATION / COMMUNICATION	**How the practise is known around (other schools, mass/social media, university, scientific articles, etc.?**	Not mentioned.
UPLOAD A FILE	**Please send related electronic documents (lesson plan, evaluation etc.) so that they can be uploaded on the e-platform.**	

5. La docencia en la Enseñanza Superior. Nuevas aportaciones desde la investigación e innovación educativas.

Rosabel Roig-Vila (Ed.).

Roig-Vila, R. (2020). La docencia en la Enseñanza Superior. Nuevas aportaciones desde la investigación e innovación educativas.

Observation point	0	1	2	3	4
Common aspects					
Adequation to PE/Maths					X
Innovation (change): **include novelty and significative learning**				X	
Transferability (replicability): **difficulty; to other subjects; to daily life; to competences**				X	
Proved success (knowledge)			X		
Gender management: **use of language/communication; references/material; grouping; task orientation; scheme against bullying/harassment**		X			
Inclusive attitude		X			
Specific aspects					
Organizational dimension					
Detailed Planning: **objectives clearly defined; sequence of tasks/sessions and coherence (motor, social, emotional level)**					X
Flexibility: **tasks; schedule; resources**	X				
Safety conditions	X				
Accessible material				X	
Programme structure dimension					
Program report (well-structured)				X	
Methodology: **use of a structured/known methodology (PBL, UDL, Self-regulation, Cooperative learning, Service-learning, PE pedagogical models, etc.); promotion of student autonomy; promotion of critical/reflexive practices; attention to diversity; promotion of functional learning**					X
Assessment: **concurrence with objectives; formative assessment; shared assessment (self-assessment/peer assessment); authentic assessment**					X
Target population					X
Teacher training				X	
Specific dimension					
Presence of Physical Education competences: **related to age and environment**					X
Presence of Maths competences: **related to age and environment**					X
Adequation to Primary School syllabus					X
Adequation to Primary School maturation stage					X
Timing (number sessions, total duration)				X	
Participant satisfaction				X	
Participant advantages/learning: **contents (cross-cutting, specific); competences (cross-cutting, specific)**					X
Repercussion of the programme dimension					
Dissemination: **range of action (local, regional, national, international); Kind of events (teachers traineeship, general population, conference, social networks, media, etc.)**		X			

Environmental measures	X				
Participation: **educational community (students/teachers/ families); local community (associations/social institutions/administration); others**				X	
Number of replications		X			

Template for collecting examples of best practice teaching methods (STEP 2)

FIELD	CONTENT	PLEASE FILL THE CELLS ACCORDING TO THE EXPLANATION IN THE COLUMN CONTENT
TITLE	**What is the name that best describes the good practice?**	La docencia en la enseñanza superior. Nuevas aportaciones desde la investigación e innovación educativas.
COUNTRY	**In which country does the good practice take place?**	Spain.
LINK	**Please give a web link for further information about the good practice.**	http://rua.ua.es/dspace/handle/10045/84990
LANGUAGE	**Language of the source.**	Spanish.
SUMMARY (DESCRIPTION OF THE METHOD)	Max 50 words. **Please summarise the main characteristics of the teaching practice.** -Teaching goals -Method -When is it developed? For how long? Is there a specific time of the year (e.g. Easter, Christmas)? -In which course or courses can it be implemented? -Is there any gender measure?	Project between PE and Maths through service-learning method and education innovation. There isn't a specific time of the year to develop the practice. It can be implemented in 2nd grade of Primary School. No gender measure mentioned.
RESOURCES	**Required resources for effective application of the method.** -What materials are needed? -Does it involve the use of ICT? -Human resources (how many teachers are needed to develop it?) -Do teachers need any special requirements (training course, previous meeting with a specialist,	The materials needed seems to be accessible but not really mentioned. It doesn't involve ICT. The D.U. is developed in Physical Education class, but the Maths teacher may support it. The teacher need to know about service-learning.

	group work, etc.) to develop it?	
WHY IT IS A GOOD PRACTICE?	**Give at least three characteristics, which describe the method as a GOOD practice.**	Transversal learning. Service-learning. Playful tasks.
HOW DOES IT WORK?	**Max 100 words.** Which activities/actions does the practice involve? -Are examples, descriptions or problem formulations gender-sensitive?	Logic games that introduce movement and work on basic motor skills. Games that involves movement and related with geometry.
EVIDENCE	**Links for videos, photos.** -Do they use evidence to show other teachers how this practice works? For example, if they use this action to train new teachers.	None.
RESULTS	**Max 75-100 words.** ▪ Quantitative and qualitative results in relation to the teaching goals. ▪ What are the users/target group's opinion/satisfaction/real learning of the activity?	The teachers that participate show that it contributes to significative learning and to acquire knowledge about methodology and the contents. Almost 70% of the students think that it is positive to learn through playful tasks. The contribution of PE combined with Maths is positive.
ASSESMENT	**Suggested assessment method for the students.** -In which moments: before, middle, end? -What instruments do they use? -Who participates in the assessment? (students, teachers, both) -Is there any action for people with special needs? -Do the students participate in any assessment stage?	The D.U. uses an *ad hoc* questionnaire based on eight items: - From 1 to 4: Likert responses. - From 5 to 6: multiple responses. - From 7 to 8: open responses. At the end of the D.U., the students that participates answer the questionnaire.

DISEMINATION / COMMUNICATION	**How the practise is known around (other schools, mass/social media, university, scientific articles, etc.?**	Not really mentioned, but it is recommended to replicate it in other universities.
UPLOAD A FILE	**Please send related electronic documents (lesson plan, evaluation etc.) so that they can be uploaded on the e-platform.**	

6. Interdisciplinary proposal for the teaching of English and PE.

Observation point	0	1	2	3	4
Common aspects					
Adequation to PE/Maths				X	
Innovation (change): include novelty and significative learning			x		
Transferability (replicability): difficulty; to other subjects; to daily life; to competences					x
Proved success (knowledge)				x	
Gender management: use of language/communication; references/material; grouping; task orientation; scheme against bullying/harassment					
Inclusive attitude				x	
Specific aspects					
Organizational dimension					
Detailed Planning: objectives clearly defined; sequence of tasks/sessions and coherence (motor, social, emotional level)					x
Flexibility: tasks; schedule; resources					X
Safety conditions					X
Accessible material					X
Programme structure dimension					
Program report (well-structured)				X	
Methodology: use of a structured/known methodology (PBL, UDL, Self-regulation, Cooperative learning, Service-learning, PE pedagogical models, etc.); promotion of student autonomy; promotion of critical/reflexive practices; attention to diversity; promotion of functional learning					X
Assessment: concurrence with objectives; formative assessment; shared assessment (self-assessment/peer assessment); authentic assessment			x		
Target population					X
Teacher training			x		
Specific dimension					
Presence of Physical Education competences: related to age and environment					X
Presence of Maths competences: related to age and environment	X				
Adequation to Primary School syllabus				X	
Adequation to Primary School maturation stage				X	
Timing (number sessions, total duration				X	
Participant satisfaction			X		
Participant advantages/learning: contents (cross-cutting, specific); competences (cross-cutting, specific)				x	
Repercussion of the programme dimension					
Dissemination: range of action (local, regional, national, international); Kind of events (teachers traineeship, general population, conference, social networks, media, etc.)					
Environmental measures					
Participation: educational community (students/teachers/ families); local community (associations/social institutions/administration); others		x			
Number of replications					

Template for collecting examples of best practice teaching methods (STEP 2)

FIELD	CONTENT	PLEASE FILL THE CELLS ACCORDING TO THE EXPLANATION IN THE COLUMN CONTENT
TITLE	**What is the name that best describes the good practice?**	Interdisciplinary proposal for the teaching of English and PE.
COUNTRY	**In which country does the good practice take place?**	Spain.
LINK	**Please give a web link for further information about the good practice.**	https://www.researchgate.net/publication/262626753_Propuesta_didactica_interdisciplinar_en_educacion_primaria_en_espana_la_ensenanza_de_la_educacion_fisica_y_el_ingles
LANGUAGE	**Language of the source.**	Spanish.
SUMMARY (DESCRIPTION OF THE METHOD)	Max 50 words. **Please summarise the main characteristics of the teaching practice.** -Teaching goals -Method -When is it developed? For how long? Is there a specific time of the year (e.g. Easter, Christmas)? -In which course or courses can it be implemented? -Is there any gender measure?	To teach a language through physical activity, English + floorball (TPR methodology). Content-based approach for theorical classes. Comprehensive sports teaching through Teaching games for understanding (TGfU). 5 theorical classes and 5 practical classes. Not before 4th grade. Nothing about gender.
RESOURCES	**Required resources for effective application of the method.** -What materials are needed? -Does it involve the use of ICT? -Human resources (how many teachers are needed to develop it?) -Do teachers need any special requirements (training course, previous	School supplies and PE material available in most schools. Sports court and classroom. Labels, vocabulary lists, photocopies. Floorball sticks, balls, cones, hoops. At least one PE teacher and one English teacher. It requires detailed planning, coordination between both subjects, initial assessment of the students in English and floorball.

	meeting with a specialist, group work, etc.) to develop it?	
WHY IT IS A GOOD PRACTICE?	**Give at least three characteristics, which describe the method as a GOOD practice.**	The experimental group showed greater progression in terms of the English level acquired. It is a flexible instrument to be modify progressively. Shows a vision of globality between the two areas, interaction, plurality and diversity in the processes. Tries to minimize the stress of learning through physical actions and games. Places special emphasis on developing comprehension skills before teaching to speak.
HOW DOES IT WORK?	**Max 100 words.** Which activities/actions does the practice involve? -Are examples, descriptions or problem formulations gender-sensitive?	Five theorical lessons to introduce, teach and assess specific vocabulary. (Word lists, word search, listen and guess missing words, mimic, draw and guess, posters, listen and repeat, word categories). Five practical lessons. Sessions and games that follow a progression from a lower motor level to a higher achievement level.
EVIDENCE	**Links for videos, photos.** -Do they use evidence to show other teachers how this practice works? For example, if they use this action to train new teachers.	
RESULTS	**Max 75-100 words.** ▪ Quantitative and qualitative results in relation to the teaching goals. ▪ What are the users/target group's opinion/satisfaction/real learning of the activity?	In the experimental group, a greater progression is observed in the level of English acquired. Students with a lower comprehension level reached a medium level. The playful component of the tasks has been favorable in the experimental group; the theoretical tasks were unattractive and with low acceptance in the control group.

		It was perceived more difficulty to focus on the tasks on the group control.
ASSESMENT	**Suggested assessment method for the students.** -In which moments: before, middle, end? -What instruments do they use? -Who participates in the assessment? (students, teachers, both) -Is there any action for people with special needs? -Do the students participate in any assessment stage?	Students' assessment: before, during and at the end of the unit. Initial assessment: questionnaire, GPAI questionnaire. During the experience: questions and answers during the lessons, learning systematic observation, evidence recording, control lists… Final and summative assessment: questionnaire and written test, GPAI questionnaire, tasks assessment. Students only take part to assess the teacher through surveys. No actions for students with special needs.
DISEMINATION / COMMUNICATION	**How the practise is known around (other schools, mass/social media, university, scientific articles, etc.?**	Scientific articles.
UPLOAD A FILE	**Please send related electronic documents (lesson plan, evaluation etc.) so that they can be uploaded on the e-platform.**	Lesson plan and assessment instruments are on the article.

7. Formative and shared evaluation in PE.

Observation point	0	1	2	3	4
Common aspects					
Adequation to PE/Maths					x
Innovation (change): include novelty and significative learning					x
Transferability (replicability): difficulty; to other subjects; to daily life; to competences				X	
Proved success (knowledge)				x	
Gender management: use of language/communication; references/material; grouping; task orientation; scheme against bullying/harassment					
Inclusive attitude				x	
Specific aspects					
Organizational dimension					
Detailed Planning: objectives clearly defined; sequence of tasks/sessions and coherence (motor, social, emotional level)			x		
Flexibility: tasks; schedule; resources			x		
Safety conditions					x
Accessible material					x
Programme structure dimension					
Program report (well-structured)				x	
Methodology: use of a structured/known methodology (PBL, UDL, Self-regulation, Cooperative learning, Service-learning, PE pedagogical models, etc.); promotion of student autonomy; promotion of critical/reflexive practices; attention to diversity; promotion of functional learning			x		
Assessment: concurrence with objectives; formative assessment; shared assessment (self-assessment/peer assessment); authentic assessment					x
Target population				x	
Teacher training	x				
Specific dimension					
Presence of Physical Education competences: related to age and environment					x
Presence of Maths competences: related to age and environment	x				

Adequation to Primary School syllabus					x
Adequation to Primary School maturation stage			x		
Timing (number sessions, total duration				x	
Participant satisfaction				x	
Participant advantages/learning: **contents (cross-cutting, specific); competences (cross-cutting, specific)**					x
Repercussion of the programme dimension					
Dissemination: **range of action (local, regional, national, international); Kind of events (teachers traineeship, general population, conference, social networks, media, etc.)**	X				
Environmental measures	X				
Participation: **educational community (students/teachers/ families); local community (associations/social institutions/administration); others**	X				
Number of replications	x				

Template for collecting examples of best practice teaching methods (STEP 2)

FIELD	CONTENT	PLEASE FILL THE CELLS ACCORDING TO THE EXPLANATION IN THE COLUMN CONTENT
TITLE	**What is the name that best describes the good practice?**	Formative and shared evaluation in PE.
COUNTRY	**In which country does the good practice take place?**	Spain.
LINK	**Please give a web link for further information about the good practice.**	
LANGUAGE	**Language of the source.**	Spanish.
SUMMARY (DESCRIPTION OF THE METHOD)	Max 50 words. **Please summarise the main characteristics of the teaching practice.** -Teaching goals -Method -When is it developed? For how long? Is there a specific time of the year (e.g. Easter, Christmas)? -In which course or courses can it be implemented? -Is there any gender measure?	UD: "I care about my health" 7 lessons for 5th grade developed at any time of the year. Students' notebook, teachers' explanations, warm-up and experienced learning. Make students participate in their own evaluation within the learning process. Focus the importance of the learning on the process and not on getting a grade. No gender measures.
RESOURCES	**Required resources for effective application of the method.** -What materials are needed? -Does it involve the use of ICT? -Human resources (how many teachers are needed to develop it?) -Do teachers need any special requirements (training course, previous meeting with a specialist,	PE material. Food labels and fruit. Teacher's training in shared and formative evaluation. Detailed preparation of each evaluation tool. Careful organization to apply each evaluation tool.

	group work, etc.) to develop it?	
WHY IT IS A GOOD PRACTICE?	**Give at least three characteristics, which describe the method as a GOOD practice.**	The student focuses on their learning not on the final grade. It allows to give a more continuous and individualized feedback to all students and to favour the teaching-learning process of the students. More individualized knowledge of students. Teacher transparency to students (favoured a climate of trust between the students and the teacher). Grade is downplayed (numerical grade).
HOW DOES IT WORK?	**Max 100 words.** Which activities/actions does the practice involve? -Are examples, descriptions or problem formulations gender-sensitive?	Students' notebook, teacher explanations, warm-up and experienced learning. Body language activities. Cooperation activities. Team/group activities. Relaxation techniques. Contents in healthy food. Athletics activities.
EVIDENCE	**Links for videos, photos.** -Do they use evidence to show other teachers how this practice works? For example, if they use this action to train new teachers.	
RESULTS	**Max 75-100 words.** ▪ Quantitative and qualitative results in relation to the teaching goals. ▪ What are the users/target group's opinion/satisfaction/real learning of the activity?	Academic results have been very positive, both quantitatively and qualitatively. Students have shown commitment and continuous work so they have met the criteria. The grades have been very high and fair (having coincided with the majority of students in the evaluation and subsequent qualification.

		The students see the teacher as someone who wants to help them to learn and improve. They appreciate their explanations.
ASSESMENT	**Suggested assessment method for the students.** -In which moments: before, middle, end? -What instruments do they use? -Who participates in the assessment? (students, teachers, both) -Is there any action for people with special needs? -Do the students participate in any assessment stage?	Assessment is done every day during the implementation of the unit. Formative and shared evaluation: teacher's diary, learning rubric, student's notebook, group observation record, individual follow-up sheet, self-assessment questionnaire, self-qualification cards, co-assessment cards, graded scale, students' interviews. Participants: the teacher, 5th grade students and 1st grade students (final presentation). No action for special needs.
DISEMINATION / COMMUNICATION	**How the practise is known around (other schools, mass/social media, university, scientific articles, etc.?**	Scientific article. Teaching practices report.
UPLOAD A FILE	**Please send related electronic documents (lesson plan, evaluation etc.) so that they can be uploaded on the e-platform.**	On the article.

8. Use of YouTube and PBL in math.

Observation point	0	1	2	3	4
Common aspects					
Adequation to PE/**Maths**					x
Innovation (change): include novelty and significative learning				x	
Transferability (replicability): difficulty; to other subjects; to daily life; to competences				x	
Proved success (knowledge)					x
Gender management: use of language/communication; references/material; grouping; task orientation; scheme against bullying/harassment		x			
Inclusive attitude			x		
Specific aspects					
Organizational dimension					
Detailed Planning: objectives clearly defined; sequence of tasks/sessions and coherence (motor, social, emotional level)					x
Flexibility: tasks; schedule; resources				x	
Safety conditions					x
Accessible material					x
Programme structure dimension					
Program report (well-structured)					
Methodology: use of a structured/known methodology (PBL, UDL, Self-regulation, Cooperative learning, Service-learning, PE pedagogical models, etc.); promotion of student autonomy; promotion of critical/reflexive practices; attention to diversity; promotion of functional learning				x	
Assessment: concurrence with objectives; formative assessment; shared assessment (self-assessment/peer assessment); authentic assessment				x	
Target population					x
Teacher training		x			
Specific dimension					
Presence of Physical Education competences: related to age and environment	x				
Presence of Maths competences: related to age and environment				x	
Adequation to Primary School syllabus				x	
Adequation to Primary School maturation stage				x	
Timing (number sessions, total duration				x	
Participant satisfaction				x	
Participant advantages/learning: contents (cross-cutting, specific); competences (cross-cutting, specific)				x	
Repercussion of the programme dimension					
Dissemination: range of action (local, regional, national, international); Kind of events (teachers traineeship, general population, conference, social networks, media, etc.)			x		
Environmental measures				x	
Participation: educational community (students/teachers/ families); local community (associations/social institutions/administration); others			x		
Number of replications					

Template for collecting examples of best practice teaching methods (STEP 2)

FIELD	CONTENT	PLEASE FILL THE CELLS ACCORDING TO THE EXPLANATION IN THE COLUMN CONTENT
TITLE	**What is the name that best describes the good practice?**	Use of YouTube and PBL in Maths.
COUNTRY	**In which country does the good practice take place?**	Spain.
LINK	**Please give a web link for further information about the good practice.**	https://revistas.usal.es/index.php/eks/article/view/eks20202116
LANGUAGE	**Language of the source.**	Spanish.
SUMMARY (DESCRIPTION OF THE METHOD)	Max 50 words. **Please summarise the main characteristics of the teaching practice.** -Teaching goals -Method -When is it developed? For how long? Is there a specific time of the year (e.g. Easter, Christmas)? -In which course or courses can it be implemented? -Is there any gender measure?	Mathematical concepts are taught through PBL and YouTube as a didactic resource. Students work in groups and act as youtubers, publishing explanatory videos of geometry. It takes place in 5 sessions at any time of the year. It is designed for 10 year olds. There is no analysis of results based on gender. Uses inclusive language.
RESOURCES	**Required resources for effective application of the method.** -What materials are needed? -Does it involve the use of ICT? -Human resources (how many teachers are needed to develop it?) -Do teachers need any special requirements (training course, previous meeting with a specialist,	It is necessary to have a video recording device, but the other materials are commonly used in students' homes or at school. It is needed to know the operation of the YouTube platform and other computer programs for video editing. It involves the use of ITC. Only need a teacher, and don´t need any special requirements.

	group work, etc.) to develop it?	
WHY IT IS A GOOD PRACTICE?	**Give at least three characteristics, which describe the method as a GOOD practice.**	YouTube has been adopted as a teaching tool in the context of ABP methodology and the figure of youtuber has been used as a motivating element for learning.
HOW DOES IT WORK?	**Max 100 words.** Which activities/actions does the practice involve? -Are examples, descriptions or problem formulations gender-sensitive?	The methodology and activities do not distinguish gender, showing neutrality. They do not involve gender in the way of learning. Students have to overcome cooperative learning challenges in geometry with basic materials, or look for plane figures that they have to photograph or make a video. They also have to present the results of their work in front of their colleagues.
EVIDENCE	**Links for videos, photos.** -Do they use evidence to show other teachers how this practice works? For example, if they use this action to train new teachers.	None.
RESULTS	**Max 75-100 words.** ▪ Quantitative and qualitative results in relation to the teaching goals. ▪ What are the users/target group's opinion/satisfaction/real learning of the activity?	Students who have followed the ABP program with YouTube report satisfaction with the methodology of 9.19 points, compared to an average score of 1.73 in the control group that has worked traditional way. The ABP methodology applied in math classes and using YouTube as a didactic resource positively influences the acquisition of curricular knowledge of the area. The ABP methodology is valued positively by the students. Children's group work is effective in achieving learning goals. In the control group, a traditional methodology based on the textbook, and it was observed that students also improved in the knowledge acquired, although their performance was much lower.

ASSESMENT	**Suggested assessment method for the students.** -In which moments: before, middle, end? -What instruments do they use? -Who participates in the assessment? (students, teachers, both) -Is there any action for people with special needs? -Do the students participate in any assessment stage?	All this programming is evaluated through the student's diary, where students in working groups they present the teaching and learning process carried out. Educational videos are analysed based on a series of criteria to verify its quality, durability and expression, among others. A metacognition ladder with the aim of knowing the learning process this time individually after every session. Finally, the evaluation is used as a survey that is carried out to the families to know their satisfaction in the use of the ABP methodology in the subject of mathematics. The dependent variables studied are three: 1) acquired knowledge, 2) satisfaction with the methodology didactics and 3) effectiveness of collaborative work. Three instruments have been used based on the three dependent variables of the study: 1. Knowledge test: This test has been validated through the opinion of experts in the field. 2. Satisfaction questionnaire with the learning methodology: to measure satisfaction with the methodology of teaching a 20-item semantic differential type scale is used. 3. Group work assessment scale: a rubric is used that includes five dimensions (interdependence positive, promoting interaction, individual and group responsibility, development of social skills and group process in reference).
DISEMINATION / COMMUNICATION	**How the practise is known around (other schools, mass/social media, university, scientific articles, etc.?**	Through research journals education.
UPLOAD A FILE	**Please send related electronic documents (lesson plan, evaluation etc.) so that they can be uploaded on the e-platform.**	

Co-funded by the
Erasmus+ Programme
of the European Union