PHYSICALLY ACTIVE LEARNING APPLIED TO THE DEGREE IN LAW

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Introduction

Relevance The relevance of this research is huge, since it has an international and global scope, because the problem that we pretend to solve is general and common for all countries.

Research problem The wellbeing of professors and students is compromised by long and sedentary days of classes. The main problem of this research is to introduce some teaching methodology that could enhance the learning process and, at the same time, that would be beneficial for their personal wellbeing.

Aim This abstract aims to provide a concentrated view of the benefits that can be provided by the methodology based on Physically Active Learning, which main objective is the reduction of the long periods of sedentary lifestyle found in different studies during the school day. The benefits are not only shown at a purely physical level, but also have an impact on a better learning process.

Tasks The tasks carried out have consisted of reviewing the existing literature on learning processes, and analyzing the results of the practical application of different actions where physical activity has been present in learning.

Research methodology In contrast to superficial learning, physical activity-based learning techniques generally lead to the acquisition of deep learning, since they are based on memories of an activity performed, or even physically active repetitions. The methodology of this study is therefore based on the exploration of different proposals for physically active teaching and their contrast in relation to the acquired learning outcomes.

Theoretical assumptions

The proposals that have worked best are those that allow previous knowledge to be related and connected with new knowledge.

Working memory has its limitations, so after a period of time transmitting new knowledge, it is more effective to carry out some activity that involves movement to establish the new knowledge. To this end, it is useful to break the dynamic and divide the new knowledge, using different techniques: writing a reflection or opinion, discussing ideas with classmates, solving puzzles, taking a break, or any other different activity that can serve this purpose.

Research results

The creation of activities that encourage thinking about real contexts or familiar situations allows new knowledge to be added to existing knowledge, which is already deeply rooted in students.

Retrieving information from long-term memory is also useful. To support this technique, questions or tasks can be designed involving the thinking about relevant ideas in multiple contexts, and providing feedback always.

CONCLUSIONS AND RECOMMENDATIONS

With the physically active methodology, through which short periods of physical activity are carried out in the classroom or in the work space, we can break the dynamic, and, if the physical activities are related to the new knowledge explained in the academic session, it allows to oxygenate the brain, and rest it from the contribution of new knowledge, to avoid reaching saturation. In addition to the usefulness of this technique to improve academic performance, other results are achieved that have good results on the physical health of students and professors, since this allows them to avoid absolute sedentary lifestyle during academic sessions.

References

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