2018/2019 Course Guide

Individual and Team Sports II

Bachelor's in Physical Activity and Sports Science

On Campus

Index

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Individual and Team Sports II

Module: **Fundamentals of Sport**.

Subject: **Fundamentals of Sport.**

Level: **Mandatory.**

No. of Credits: **4.5.**

Academic Session: **Second Course – Quarterly**

Course Professors: **Oriol Abellán Aynés – Daniel López-Plaza Palomo**

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Office Hours: **Tuesday from 12:00 to 13:00; Wednesday from 17:00 to 18:00**

Professor coordinating the Module, Subject, or Course: **Dr. D. Salvador Romero Arenas.**

Brief Description

Individual and Team Sports II is part of the Fundamentals of Sports module with 31.5 credits. The main objective of this subject is for students to learn the characteristics, adaptations, approaches and models in relation to the teaching-learning process in sports initiation, and to know the basic knowledge for the proper development in sport initiation. To achieve this objective, contents related to the rules, characteristics, methodology, stages of sport initiation, the teaching and learning of the technical and tactical fundamentals of the sports of swimming and basketball will be discussed.

Prerequisites

There are no prerequisites for the course.

Objectives

1. To know the characteristics, adaptations, approaches and models in relation to the teaching-learning process in sports initiation, and to know the basic knowledge for the proper development in sport initiation.
2. To know and properly apply the methodological variables (communication, space, time, materials, forms of learning, types of teaching) involved in the teaching-learning processes developed in the aquatic environment.
3. To understand and analyze the specific contents of the stages of the teaching-learning process from initiation in aquatic activities to swimming strokes.

4. To design tasks aimed at learning, developing and mastering the contents related to adaption to the aquatic environment, as well as the basic skills and abilities to be experienced.
5. To acquire the skills and competencies for the teaching and evaluation of the basic stroke technique in swimming.
6. To promote the ability to work in groups, as well as to synthesize and critically analyze issues related to swimming.
7. To know the basics of specific swimming stroke technique: crawl, backstroke, breaststroke, butterfly, starts, and turns.
8. To create specific evaluation instruments for specific swimming strokes.
9. To know the intervention procedures to observe and identify the most common mistakes in each swimming stroke.
10. To design tasks focused on the teaching-learning process of the specific strokes in swimming.
11. To experiment with the possible roles involved in a teaching-learning process of specific swimming techniques.
12. To inquire about the specific contents of the stages of the teaching-learning process from the initiation to aquatic activities to swimming strokes.
13. To know and understand the structure and functional logic of basketball.
14. To develop the analytical capacity of basketball and its individual technical-tactical processes in different situations of play, as well as the principles of individual tactical action.
15. To analyze and understand the methodological possibilities of the teaching-learning process of basketball in order to achieve competence in the design of an adequate methodology for its initiation.
16. To know the regulation of this sport in its base categories and the study of the rules of basketball.

Competencies and Learning Outcomes

Interdisciplinary Competencies

(CT1) Analysis and synthesis.
(CT2) Organization and planning.
(CT3) Oral and written communication in the native language.
(CT7) Problem-solving.
(CT8) Decision-making.
(CT9) Teamwork.
(CT13) Critical reasoning.
(CT14) Ethical commitment.
(CT15) Autonomous learning.

(CT21) Motivation for quality.
(CT22) Sensitivity towards environmental issues.

Specific Competencies

(CES9) To know and apply the most common measurements and instrumentation protocols in the field of Physical Activity and Sports Science.
(CES10) To apply Information and Communication Technologies (ICT) to the field of Physical Activity and Sports Sciences.
(CES14) To know, understand, and know how to teach by combining theory and practice skills with didactics of basic sports practice.
(CES15) To have and know how to apply practice sports skills.
(CES16) To know how to teach activities in expressive manifestations, basic skills, motor games, and outdoor activities according to the principles of horizontality and verticality in the organization of training others.

Learning Outcomes

(RA) To understand, reason and synthesize content from various fields of knowledge.

(RA) To manage and organize the information acquired during the learning process.

(RA) To correctly express oneself orally and in writing in their native language.

(RA) To acquire the necessary skills for conflict resolution.

(RA) To decide between different options in a comprehensive and critical way.

(RA) To acquire and implement collaboration strategies and skills that promote cooperative work.

(RA) To make judgments and critically position oneself in the face of diversity of situations in everyday life.

(RA) To recognize and defend the fundamental rights of any individual.

(RA) To proactively manage their learning process.

(RA) To value the importance of the proper performance of their work.

(RA) To understand the value of respect and care for the environment and, consequently, develop actions to protect and defend it.

(RA) To understand and distinguish the characteristics of the different measurement and instrumental protocols in physical activity and sport.

(RA) To interpret the data obtained from measurements and specific instruments of physical activity and sport.

(RA) To determine and use the different measurement and instrumental protocols that are most appropriate in physical activity and sports for the performance of their training and professional activities.

(RA) To understand and distinguish the possibilities that different information and communication technologies have in physical activity and sport.

Methodology

Methodology	Hours	Hours of Classroom Work	Hours of Non-Classroom Work
Theory and Practice Lectures	18	45 hours (40 %)	
Seminars, Workshops, and Follow-up Tutorials	5		
Evaluation	2,5		
Practicums	19.5		
Individual Work	33.75		67.5 hours (60 %)
Applied Work	33.75		
TOTAL	112.5	45	67.5

Theory-Practice Lectures

Presentation of the theory-practice content by the professor in the classroom or through audiovisual media. The presentations and/or supporting study material will be made available to the students on the Virtual Campus.

Seminars, Workshops, Follow-up Tutorials

Two tutorials will be held throughout the quarter to answer questions or problems that come up in the learning process, to direct projects, to review and discuss material and topics presented in class, and to orient students in their projects.

Topics related to each teaching unit will be addressed. Some theory content will be illustrated with computer and/or audiovisual material to later perform related training activities.

Teaching Practicums

The knowledge acquired in the lectures will be applied at a practice level in these practicums. There will be five practicums in sports facilities with the basketball court and five practicums in the swimming pool.

Individual Work

This includes the time that the student devotes to the theory and practice personal study to assimilate the materials and topics presented in the classes

Applied Work

This includes the time that the student devotes to the development of the work of the subject.

Topics

Theory Program

Topic 1. Variables in the teaching-learning process in the aquatic environment.

Topic 2. Adaptation to the aquatic environment.

- Topic 2.1. Familiarization.
- Topic 2.2. Breathing.
- Topic 2.3. Buoyancy.
- Topic 2.4. Propulsion.
- Topic 2.5. Resistance.

Topic 3. Abilities and skills in the aquatic environment.

- Topic 3.1. Displacement.
- Topic 3.2. Turns.
- Topic 3.3. Balances.
- Topic 3.4. Jumps.
- Topic 3.5. Push-off.
- Topic 3.6. Receptions.

Topic 4. Specific stroke techniques.

- Topic 4.1. Freestyle.
- Topic 4.2. Backstroke.
- Topic 4.3. Breaststroke.
- Topic 4.4. Butterfly.

Topic 4.5. Start.

Topic 4.6. Turns.

Topic 5. General characteristics of basketball.

Topic 5.1. The configuration elements of basketball.

Topic 5.2. The formal characteristics of the game.

Topic 6. Specific characteristics of basketball

Topic 6.1. The functional logic of basketball.

Topic 6.2. The factors that determine performance in basketball.

Topic 6.3. Structure and phases of the tactical aspect.

Topic 6.4. The general principles of the game in the attack and defense phases.

Topic 7. Rules of the game.

Topic 8. Teaching basketball: didactic and methodological approaches for the basketball player.

Topic 8.1. Traditional model vs alternative model.

Topic 8.2. Criteria to keep in mind before teaching.

Topic 8.3. The teaching method.

Topic 9. 1x0 Situations: Player and ball. Characteristics and content of this situation.

Topic 9.1. Speed rebound.

Topic 9.2. Running shot.

Topic 9.3. Free-throw shot.

Topic 10. 1x1 Situations: Player, ball and adversary. Characteristics and content of this situation.

Topic 10.1. Lay-up shot

Topic 10.2. Hook shot.

Topic 10.3. Air ball.

Topic 10.4. Protection rebound.

Topic 10.5. Change in direction while dribbling.

Topic 10.6. Stops and pivots.

Practice Program

Practicum 1. Abilities and skills in the aquatic environment.

Practicum 2. Crawl.

Practicum 3. Backstroke.

Practicum 4. Breaststroke.

Practicum 5. Butterfly.

Practicum 6. Passing and receiving.

Practicum 7. Shot on basket.

Practicum 8. Rebound.

Practicum 9. Changing hands.

Practicum 10. Passing and receiving 2.

Relationship to Other Courses in the Study Plan

Individual and Team Sports II is related to the following subjects; Individual and Team Sports I, Pedagogical Fundamentals of Sport, Sports Initiative Principles, Sports 1, Sports 2, and Sports 3.

Assessment System

For the February/June/September Sessions:

- **Theory Part**: 50% of the total grade.

- Practice Part: 50% of the total grade. Requirements: Attendance of at least 80% of the total number of practicums. Students who do not exceed the attendance percentage must take a practice sufficiency exam.

The student shall pass the subject when the average is equal to or greater than 5 points and all the parts that make up the assessment system have been passed, whose overall value is equal to or greater than 20%.

If the student has less than 5 in any of the parts with a value equal to or greater than 20%, the subject will be suspended, and the student must retake the part(s) in the next session within the same academic year. The suspended part(s) in official sessions (February/June) will be saved for successive sessions that are held in the same academic year.

In the case that the subject is not passed in the September session, the passed parts will not count for successive academic years.

The **assessment system** (RD 1.125/2003. of September 5) shall be the following:

0-4.9 Suspended (SS)

5.0-6.9 Passed (AP)

7.0-8.9 Excellent (NT)

9.0-10 Outstanding (SB)

Honorable mention may be granted to students who have earned a grade equal to or greater than 9.0. This number may not exceed 5% of the total number of students enrolled in a subject in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only a single honorable mention may be granted.

Bibliography and Reference

Basic Bibliography

- McGee K (2006). Coaching basketball technical and tactical skills. Champaign. Human Kinetics
- Arias, J. L., Argudo, F. M., Alonso, J. I. (2011). Review of rule modification in sport. *J Sports Sci Med, 10*, (1–8). (Topic 5, 6)
- Maglischo, E. W. (2003). *Swimming fastest*. Human Kinetics.
- Murcia, J. A. M. (2001). *Juegos acuáticos educativos*. Inde.
- Moreno, J. A., Murcia, J. A. M., & Sanmartín, M. G. (1998). *Bases metodológicas para el aprendizaje de las actividades acuáticas educativas* (Vol. 801). Inde.

Additional Bibliography

- Brooks, M. (2011). *Developing swimmers*. Human Kinetics

- Sweetenham, B., & Atkinson, J. (2003). *Championship swim training* (Vol. 1). Human Kinetics.

Related Websites

- International Federation of Amateur Swimming
  www.fina.org
- The Royal Spanish Foundation of Swimming
  www.rfen.es
- National Governing Body for the sport of swimming in the United States
  www.usaswimming.org
- Spanish Federation of Basketball
  www.feb.es
- Catholic University of San Antonio of Murcia
  www.ucam.edu
- Journal of Culture, Science, and Sport
  www.ucam.edu/ccd

Study Recommendations

Attend classes and participate in them actively. Orient efforts and studies to the understanding of the contents of the subject. Take into account the knowledge acquired in other subjects of the Fundamentals of Sports module to relate them to the topics covered in this subject and in this way, to acquire an overall and sound knowledge. Use the established schedule, the Virtual Campus, or the e-mail for consultation and to ask questions to the professor. Consult the recommended bibliography in each topic and do not limit yourself to the study of the notes taken in class. The presentations (PowerPoint) are a guide for the course, they are not the notes for the class and it is not the only teaching material.

Teaching Materials

The teaching materials used in this subject to facilitate the acquisition of competencies are:

- Presentations (PowerPoint), which the professor will use as a guide (not as notes for the subject). Students should prepare their own notes using all the teaching materials that are described here.

- Scientific articles, which will be shared through the Virtual Campus and which will be related to the specific topics.

- Supporting documents, which will also be shared through the Virtual Campus or students will be asked to look for them through information and communication technologies.

Tutorials

Brief Description

Attendance to academic tutorials is fundamental in knowing the functioning and use of all the teaching materials and of the regulation of the subject. These tutorials are intended to guide and advise the student in the teaching-learning process and to contribute to the consolidation of knowledge, abilities, skills, capacities, attitudes related to the interdisciplinary or general competencies such as group work, oral and written communication, values and professional deontology and autonomous student learning.