



**UCAM**  
UNIVERSIDAD  
CATÓLICA DE MURCIA

# Teaching Guide 2017/2018

## *Pedagogical Foundations of Sport*

Bachelor of Physical Activity and Sport Sciences

On-site Teaching Method

## Index

Educational Fundamentals of Sport .....	3
Brief Description of the Subject .....	3
Prerequisites .....	3
<b>Objectives</b> .....	<b>4</b>
Skills and Learning Outcomes .....	4
<b>Methodology</b> .....	<b>4</b>
Syllabus .....	5
Connection to other Subjects on the Syllabus .....	5
Assessment System .....	6
<b>Bibliography and Reference Sources</b> .....	<b>7</b>
<b>Related Websites</b> .....	<b>8</b>
Study Advice .....	9
Teaching Material .....	9
<b>Tutorials</b> .....	<b>9</b>

Asignatura

## Asignatura

Educational Fundamentals of Sport

Module: Basic Sciences

Subject: Social Sciences

Type: Basic Training

No. of credits: 6 ECTS

Time period: First course - Four weeks

Subject teacher: Alejandro Leiva Arcas.

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Coordinating teacher of module, subject or course: Aarón Manzanares Serrano

### Brief Description of the Subject

This subject contributes to achieve the following purpose from the degree "To know and to understand the behavioural and social factors that influence the practice of physical activity and sport". To this purpose, are essential contents: Education and pedagogy; education and pedagogy elements; pedagogical theories, models and pedagogic issues; sport as pedagogical element; concept, evolution, purpose, and current trends in physical education.

### Prerequisites

There are no prerequisites.

### Objectives

1. To acquire and integrate the concepts, theory, history and models related to education when applied to physical activity and sport, with the vision of completing integral training of the person.
2. To analyse and understand the possibilities of education in the various fields of practicing physical activity and sport.
3. To analyse and understand the variables that influence the teaching-learning process.
4. To analyse and understand the possibilities and needs of Physical Education.

### Skills and Learning outcomes

#### Transferable skills

- (CT1) Ability to carry out analysis and summary.
- (CT2) Ability to organise and plan.
- (CT3) Oral and written communication in native language.
- (CT6) Information management ability
- (CT7) Problem solving
- (CT8) Making decisions
- (CT9) Team work
- (CT11) Interpersonal relation skills
- (CT13) Critical thinking
- (CT14) Ethical commitment
- (CT15) Autonomous learning
- (CT18) Creativity
- (CT20) Initiative and entrepreneurial spirit

## Asignatura

(CT21) Motivated by quality

### Specific skills

(CES4) Learn, understand and know how to apply the psychological and social elements of human movement to physical activity.

(CES5) Learn and understand the role of physical activity and sport in the development of society, history and sociological elements.

(CES6) Apply psychological, behavioural, pedagogical and social principles to the different fields of physical activity and sport.

### Learning Outcomes

(RA) Design physical-motor activities which consider the psychological and social elements of human movement.

(RA) Design activities in which the psychological, behavioural, educational and social principles are applied in the different fields of physical activity and sport.

(RA) Distinguish and relate activities in which the psychological, behavioural, educational and social principles are applied in the different fields of physical activity and sport.

(RA) Interpret and use specific scientific literature on physical activity and sport for performance of the training and professional activities.

(RA) Understand, reason and summarise content in various fields of expertise.

(RA) Acquire the necessary skills for resolving conflict

(RA) Acquire and implement collaborative strategies and skills that encourage cooperative work.

(RA) Acquire and put into practice social and communicative abilities that encourage interaction. (RA) Make judgments and take a critical stance when faced with a variety of situations in daily life.

(RA) Recognise and defend the basic rights of any individual.

(RA) Proactively manage their learning progress.

(RA) Take further actions related to innovation and ways to improve in the area of expertise.

(RA) Value the importance of adequate performance in their work.

(RA) Make an ethical commitment to the construction of a democratic and pluralistic society.

### Methodology

#### *Theoretical presentation - practical*

In classroom presentation with the theoretical-practical topics received from the teacher in the classroom. The study presentations and/or support materials will be available to students via the virtual campus.

#### *Monitoring tutorials*

Three tutorials will be carried out throughout the semester to clarify doubts or problems arising from the work.

#### *Seminars and workshops*

## Asignatura

Related topics will be covered in each teaching unit. Some theoretical content will be illustrated using computer, audiovisual and additional article materials in order to later submit them for debate. The group work carried out by students will also be presented.

### *Exams*

The pupil will spend up to 3 hours carrying out on-site exams, as well as other assessment activities such as self-correction exercises and task evaluation.

### *Autonomous work*

This comprises the time the student dedicates to personal theoretical and practical study, in order to absorb the materials and topics presented in theoretical classes.

### *Applied work*

This comprised the time the student dedicates to developing the subject work.

## Syllabus

### Programme of Theoretical Teaching

Topic 0. General methodology and aspects which should be monitored during practical implementation

#### *Teaching Unit I. Physical Activity and Sports Education*

Topic 1. Education as a Science.

- 1.1. Important concepts
- 1.2. The concept of education
- 1.3. The concept of teaching approach

#### *Topic 2. Physical activity and Sports Education*

- 2.1. Evolution of Physical Education
- 2.2. The place of education in the Physical Activity and Sports Sciences

#### *Topic 3. Historical Development of Education in Physical Activities*

- 3.1. The centrality of the body in today's society
- 3.2. The re-conceptualisation of Physical Education today

#### *Topic 4. Fundamentals of Physical Education*

- 4.1. Educational thought in ancient societies
- 4.2. Initial theoretical physical-educational concerns
- 4.3. Current approaches to the theory of Physical Education
- 4.4. The educational situation of Physical Education in Spain

#### *Teaching Unit II. Current Education of Physical Education and Sport*

Topic 5. Educational redevelopment and general systemic approach

- 5.1. The body and movement as subjects in Physical Education
- 5.2. Human movement

#### *Topic 6. Current Physical Education and Sport*

- 6.1. Educational treatment of physical activities in Physical Education
- 6.2. Educational redevelopment as an initial driving force for change
- 6.3. Non traditional approach to teaching sport: *TGfU*

#### *Teaching Unit III. Educational Variables*

## Asignatura

### *Topic 7. Student. Motor processes and their influence on learning*

- 7.1. Initial concepts
- 7.2. Current practice of physical activity
- 7.3. The function of the educator-entertainer

### *Topic 8. Student. Cognitive functions and effects*

- 8.1. Initial concepts
- 8.2. The theories of learning and motor learning
- 8.3. Quantitative and qualitative elements in the motor complications of the student

### *Topic 9. Teacher of Physical Education and Sport*

- 9.1. Initial concepts
- 9.2. Self-concept
- 9.3. Perceptions on the e-a process
- 9.4. Motivation
- 9.5. Attention

### *Topic 10. Teacher Training in Physical Education*

- 10.1. The teaching profession
- 10.2. Conduct of the teacher in the classroom
- 10.3. Educational principles

### *Topic 11. Interaction in Physical Education and Sport*

- 11.1. The concept of interaction
- 11.2. Interactive styles
- 11.3. Types of interaction
- 11.4. Discipline in the Physical Education class

## Connection to Other Subjects in the Syllabus

The subject of Educational Fundamentals of Sport is related to the other subjects in the Degree, as any area of expertise and its development in the field of physical activity and sport also provides basic conceptual elements in order to contextualise the subjects involved in the field of Social Sciences. Furthermore, Educational Fundamentals of Sport is related to the subjects belonging to the subject of Fundamentals of Sport (Fundamentals of Youth Sport), given that it aims to establish the basis of the training process.

## Assessment System

### Continuous Assessment

February/June Semester:

- Theoretical-practical part: 60% of the total grade. Requirements: Students who exceed 60% class attendance: In this case, the theoretical part of the subject will be assessed in two qualifying exams which should be independently passed. The value of each of the exams will be: first exam 30%, and second exam 30%. Students who do not exceed the attendance percentage must complete a final exam including all content from the subject. The exam will be made up of test like and/or short answer questions.
- Presentation and work part: will have a value of 30% of the total grade. This part will be assessed through work involving design, presentation and reflection. Also includes active

## Asignatura

participation in class and in the subject through new technologies and social media and small tests.

- Seminar and workshop part: will have a value of 10% of the total grade. Small pieces of work to be carried out individually and/or in group and in class. As well as management of daily work.

To pass the subject, the student should achieve at least 50% in each of the assessments.

### September Semester:

- Theoretical-practical part: 60% of the total grade. Requirements: Students who exceed 60% class attendance: In this case, the theoretical part of the subject will be assessed in two qualifying exams which should be independently passed. The value of each of the exams will be: first exam 30%, and second exam 30%. Students who do not exceed the attendance percentage must complete a final exam including all content from the subject. The exam will be made up of test like and/or short answer questions.
- Presentation and work part: will have a value of 30% of the total grade. This part will be assessed through work involving design, presentation and reflection. Also includes active participation in class and in the subject through new technologies and social media and small tests.
- Seminar and workshop part: will have a value of 10% of the total grade. Small pieces of work to be carried out individually and/or in group and in class. As well as management of daily work.

To pass the subject, the student should achieve at least 50% in each of the assessments.

### Recovery Semester

- Theoretical-practical exams: (100%) in which the content of the topics covered will be assessed through theoretical-practical presentation.

## Bibliography and Reference Sources

### Basic Bibliography

- Arias, J.L. (2013). *Manual de prácticas de fundamentos pedagógicos del deporte*. Guadalupe: Universidad Católica San Antonio de Murcia. (Topic 0, Teaching unit III)
- Chinchilla, J.A. and Zagalaz, M.L. (2002). *Didáctica de la Educación Física en la Educación Primaria*. Madrid: Síntesis. (Teaching unit I).
- Pieron, M. (1990). *Pedagogía de las actividades físicas*. Málaga: UNISPORT (Teaching Unit III)
- Vázquez, B. (2001). *Bases educativas de la actividad física y el deporte*. Madrid: Síntesis. (Teaching units I, II, III)

## Asignatura

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  - Díaz, J. (1999). *La enseñanza y aprendizaje de las habilidades y destrezas motrices básicas*. Barcelona: Inde.
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  - Lagardera, F. y Lavega, P. (2003). *Introducción a la praxiología motriz*. Barcelona: Paidotribo.
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  - Paredes, J. (2003). *Teoría del deporte*. Sevilla: Wanceulen.
  - Richard, T. (2009). *Pedagogy and human movement. Theory, practice, research*. Londres: Routledge.
  - Rousseau, J. J. (1973). *Emilio o de la educación*. Barcelona: Fontanella.
  - Sánchez, F. (1992). *Bases para una didáctica de la Educación Física*. Madrid: Gymnos.
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- Vicente, M. (1987) *Teoría pedagógica de la actividad física*. Madrid: Gymnos. (Teaching unit I).
  - Seybold, A.M. (1947). *Principios pedagógicos de la educación física*. Buenos Aires: Kapeluz. (Topic 0, teaching unit III)
  - Turner, A., and Martinek, J. (1995). Teaching for understanding: A model for improving decision making during game. *Quest*, 47, 44-63. (Topic 0,6, Teaching unit I,II)

Armour, K. (2011). *Sport pedagogy: An introduction for coaching and teaching*. Londres: Prentice Hall.

Arnold, P. J. (1991). *Educación física, movimiento y currículum*. Madrid: Morata - MEC.

Bunker, D., & Thorpe, R. (1982). A model for the teaching of games in secondary schools. *Bulletin of Physical Education*, 18, 5-8.

Cagigal, J. M. (1975). *El deporte en la sociedad actual*. Madrid: Prensa Española.

Cagigal, J. M. (1976). *Deporte y agresión*. Barcelona: Planeta.

Cagigal, J. M. (1979). *Cultura intelectual y cultura física*. Madrid: Kapelusz.

Castañer, M., y Camerino, O. (2001). *La educación física en la enseñanza primaria*. Barcelona: Inde.

## Additional Bibliography

## Related Websites

## Asignatura

- Website for the UCAM Department of Physical Activity and Sports Sciences.  
<http://www.ucam.edu/estudios/grados/cafd>
- Website for the ARETÉ research group, whose research objectives focus on Youth Sport.  
<http://investigacion.ucam.edu/educacion-fisico-deportiva/>
- Website for the Journal of the Department for Physical Activity and Sports Sciences with all types of articles related to Youth Sport.  
<http://ccd.ucam.edu>
- Website for School Sport of the Superior Council of Sports (CSD).  
<http://www.csd.mec.es/csd/competicion/05deportesescolar/view>
- International Centre for Motor Praxiology, in which you can find different resources related to research in the area of Physical Education  
<http://www.praxiologiamotriz.inefc.es/>
- Web platform containing a summary of the most basis style regulations of the APA Manual (6th ed.).  
<http://owl.english.purdue.edu/owl/resource/560/01/>
- International Journal of Sports Sciences, a journalistic publication which aims at scientifically found work which helps to strengthen the various sectors of Physical Activity and Sports Sciences.  
<http://www.cafyd.com/REVISTA/ojs/index.php.ricyde>
- Digital Scientific Journal 'Retos': new trends in Physical Education, Sport and Recreation, of the Spanish Federation for Teaching Associations in Physical Education (FEADEF).  
<http://www.retos.org/>
- Digital scientific journal 'Acción Motriz' from *Las Palmas* in Gran Canaria.  
<http://www.accionmotriz.com/>

## Study Advice

Consider the instructions that the teachers give at the start of the course. The teacher will specify to the group of students the period of the content, the bibliography and study material, the methodologies to follow, as well as other interest guidelines which affect subject learning. Attend classes and actively participate in them. Focus your efforts and study towards argued reasoning of the subject content. Keep the knowledge acquired from the 'Behavioural and Social Fundamentals for Human Motility' in mind for other subjects in the module to relate them to the topics covered in this subject and to acquire, in this way, a global and well-founded knowledge. Consult the recommended bibliography in each topic and do not limit study to the class notes. Use the established timetable, the virtual campus or email to consult and resolve doubts with your teacher. Attend at least one personal academic tutorial for each piece of work and to generally take on the subject

## Teaching Material

The teaching materials to be used in this subject to facilitate acquisition of skills are:

## Asignatura

- Presentations (PowerPoint), which the teacher uses as a guide (not as subject notes). The student should develop his/her own notes using all teaching materials described here.
- Scientific articles and/or book chapters, which will be shared via the Virtual Campus and which will be linked to each specific teaching unit. Work will be done on them in class.
- Supporting documents, which will also be shared via the Virtual Campus or students may even be asked to look for them using the computer and communication technologies. They will also be related to each teaching unit.
- Video which will be shown in class and work will be done based on its viewing.

## Tutorials

### *Academic Tutorial*

The academic tutorial is intended to guide the students through the content of the subject and work. They will resolve doubts about the taught material and work. Furthermore, they will reinforce basic concept in order to correctly follow the syllabus, for the students who require this.

### *Personal tutorial*

The University also has a Specialised Body of Tutors who give personal tutorials to the students registered for the Degree. The personal tutor accompanies the student during the whole university phase. Please consult the following link:

<http://www.ucam.edu/servicios/tutorias/preguntas-frecuentes/que-es-tutoria>