

SUBJECT TEACHING GUIDE

G517 - Theoretical and Practical Foundations for the Teaching-Learning of Sports Skills
 Double Degree in Teaching in Early Childhood Education and Primary Education
 Degree in Early Childhood Education
 Degree in Primary Education Teaching
 Academic year 2022-2023

1. IDENTIFYING DATA					
Degree	Double Degree in Teaching in Early Childhood Education and Primary Education			Type and Year	Optional. Year 3 Optional. Year 3
Faculty	School of Teacher Training				
Discipline	Speciality in Physical Education Speciality in Physical Education Module: Complementary or Specialised Training				
Course unit title and code	G517 - Theoretical and Practical Foundations for the Teaching-Learning of Sports Skills				
Number of ECTS credits allocated	6	Term	Semester based (1)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. EDUCACION				
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Other lecturers	PABLO CANTERA MESONES				

3.1 LEARNING OUTCOMES
- Elaborate sequences of exercises and activities for learning specific skills of sports.
- Select methodologies and strategies that facilitate the learning of sport skills.
- Integrate, through sports skills adapted exercises, students with specific needs of educational support.
- Design effective observation tools for the evaluation of sports skills.
- Develop teaching units related to the learning of sport skills.

4. OBJECTIVES

Know the classification of sports and its characteristics.
Know the technical, tactical and regulatory fundamentals of the sports practiced during the course. Design and plan on the basis of these principles, sports introduction programmes, adapted to the age and condition of the students.
Know developing and sequencing tasks, exercises, and activities that develop the sporting abilities of the students.
Know and apply correctly the methodologies related to the teaching of sports skills.
. Know and apply systems and procedures for the evaluation of sports skills.
Familiarize with the different pathologies that affect both physical and psychic disabled persons with the aim of developing adapted programmes of sports skills that will facilitate their integration.
Know and use sources of information relating to the sporting abilities and sports in general (bibliography specialized, technologies of information, etc).

6. COURSE ORGANIZATION

CONTENTS	
1	Pedagogical criteria applied to the teaching of sports.
2	Origin, concept and classification of sports.
3	Team sports.
4	Adversary sports.
5	Individual sports.
6	Popular and traditional sports.
7	Recreational sport.
8	Concept and stages of the sports initiation.
9	Characteristics of the child at the ages of sports initiation.
10	Methodology and models of teaching in the sports initiation.
11	Sport and sport skills in the educational curriculum of Cantabria. Law of the sport of Cantabria.

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Official exam.	Written exam	Yes	Yes	40,00
Works.	Work	No	Yes	30,00
Practical session. Sports skills.	Others	No	Yes	30,00
TOTAL				100,00

Observations

Students have to attend at least 85% of the practical sessions (which represent approximately 50% of the total presence of The subject) for continuous assessment. It will be necessary to pass each of the parts of the evaluation in order to have a favorable grade in the subject (exam, works and practical session).

The single evaluation will consist of a written theoretical-practical test, on the date of the official calls. For the second and successive calls, the work and practical classes sections disappear, keeping only the official exam that will have a weight of 100% in the final grade.

When the course is not passed because the minimum grade has not been achieved in some of the assessment parts, the quantitative final grade of the course will be the lowest score between 4,9 and the weighted average of all assessment tests.

ORTHOGRAPHY

University students should have dominated language skills regarding their oral and written expression. It is essential and mandatory orthographic correction (spelling, accents and punctuation), grammatical and lexical in the academic works and exam within the subject, as an essential condition to pass the subject.

PLAGIARISM

Regarding the fraudulent performance (plagiarism) of the evaluation tests, the qualification will be adjusted to what is established in article 32 of the Regulation of the evaluation processes at the University of Cantabria: "Fraudulent performance of the tests or evaluation activities will directly lead to a failing grade of '0' in the subject in the corresponding call, thus invalidating any grade obtained in all the evaluation activities for the extraordinary call".

CITATION RULES

The Faculty of Education assumes APA standards as citation criterion for all academic works. Because these standards have different editions, as initial reference will be used the document exhibited in the Library of the University of Cantabria, referred to in the following link: <https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28>

Observations for part-time students

Since practical experience and interaction among students are essential for a right learning process within this course, part-time students who want to take advantage of the single evaluation have the obligation to pass the criterion of practical classes (assistance and active participation) which represents approximately 50% of the total attendance of the subject. In addition, they must pass the official exam and do the work corresponding to the practical session. Those who attend class will be eligible for the same assessment as all students.

Part-time students should arrange an appointment with the teacher within the first two weeks of the course's starting date for explaining the assessment criteria, their situation and making known to the teacher.

1.-Works:

1.1.-Preparation of 5 sheets on 5 sports regulations to be taught in Primary/Early Childhood Education.

1.2.-Preparation of a Teaching Unit or a planning on a sport to be taught in the Primary Stage (or Early Childhood Education), encompassed in one of the three stages of sports learning.

2.-Official exam:

On the date, time and conditions of the rest of the students.

3.-Practical sessions.

It will be necessary to pass each of the parts of the evaluation in order to have a favorable grade in the subject.

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

Blázquez Sánchez, D. (2017). Métodos de enseñanza en educación física: enfoques innovadores para la enseñanza de competencias. Barcelona: INDE.

Campos Granell, J. (2001). Teoría y planificación del entrenamiento deportivo. Barcelona: Paidotribo.

Castejón Oliva, F. J. (2010). Deporte y enseñanza comprensiva. Sevilla: Wanceulen.

Cavalli, D. (2008). Didáctica de los deportes de conjunto: enfoques, problemas y modelos de enseñanza. Buenos Aires: Stadium.

Díaz Lucea, J. (1999). La enseñanza y aprendizaje de las habilidades y destrezas motrices básicas. Barcelona: INDE.

Espartero Casado, J. (2000). Deporte, asociacionismo deportivo y derecho de asociación: las federaciones deportivas. León: Universidad de León, Secretariado de Publicaciones.

Fernández Río, J., & Méndez Giménez, A. (2016). El aprendizaje cooperativo: modelo pedagógico para educación física. Retos: nuevas tendencias en educación física, deporte y recreación, (29), 201-206.

García López, L. M., & Gutiérrez Díaz del Campo, D. (2017). Aprendiendo a enseñar deporte: modelos de enseñanza comprensiva y educación deportiva. Barcelona: INDE.

Griffin, L. L., & Butler, J. I. (2005). Teaching games for understanding: theory, research, and practice. Champaign (IL): Human Kinetics.

Hernández Moreno, J. (2004). La praxiología motriz: fundamentos y aplicaciones. Barcelona: INDE.

Lagardera Otero, F. (2003). Introducción a la praxiología motriz. Barcelona: Paidotribo.

Martín Acero, R. (2005). Deportes de equipo: comprender la complejidad para elevar el rendimiento. Barcelona: INDE.

Martínez de Ojeda Pérez, D. (2013). El modelo de enseñanza de educación deportiva (sport education): Aprendizaje, enseñanza y aplicaciones prácticas. (PhD), Universidad Católica San Antonio, Murcia. Retrieved from <http://repositorio.ucam.edu/bitstream/handle/10952/837/Tesis.pdf?sequence=1&isAllowed=y>

Méndez Giménez, A., & Fernández-Río, J. (2011). Modelos actuales de iniciación deportiva: unidades didácticas sobre deportes de invasión. Sevilla: Wanceulen.

Méndez Giménez, A., & Fernández-Río, J. (2011). Modelos actuales de iniciación deportiva: unidades didácticas sobre juegos y deportes de cancha dividida. Sevilla: Wanceulen.

Navarro Ardoy, D., Collado Martínez, J. Á., & Pellicer Royo, I. (2020). Modelos pedagógicos en Educación Física. s.l.: Autor Editor.

Sánchez, D. B. (2010). La iniciación deportiva y el deporte escolar. Barcelona: INDE.

Vázquez Gómez, B. (2001). Bases educativas de la actividad física y el deporte. Madrid: Síntesis.

