

Academic Year/course: 2022/23

26309 - Collaborative-opposition sports (groups)

Syllabus Information

Academic Year: 2022/23

Subject: 26309 - Collaborative-opposition sports (groups)

Faculty / School: 229 - Facultad de Ciencias de la Salud y del Deporte

Degree: 295 - Degree in Physical Activity and Sports Science

ECTS: 9.0

Year: 2

Semester: Annual

Subject Type: Compulsory

Module:

1. General information

1.1. Aims of the course

The course and its expected results respond to the following approaches and objectives:

The subject's general objective is to develop in the student a critical and coherent sense regarding the pedagogical aspects of the teaching-learning processes in team sports in any context in which they are developed (physical education, grassroots sports, performance sports), sport for all).

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the results of Subject learning provides training and competence to contribute to some extent to its achievement.

- Objective 3: Health and well-being.
- Objective 4: Quality education.
- Objective 5: Gender equality.
- Objective 10: Reduction of inequalities.

1.2. Context and importance of this course in the degree

The subject is located in the 2nd year of the Degree throughout the academic year. Previously, the subjects of rhythmic, gymnastic and aquatic sports have been studied. During this course, in addition, the subjects of sports in nature will be studied, as well as individual sports and those of combat and adversary, which together with our subject will complete the basic and necessary training so that the student can overcome the objectives set to through the acquisition of theoretical and practical knowledge that will allow you to master the necessary skills for its application in professional life.

1.3. Recommendations to take this course

This subject can be taken according to two forms of evaluation:

1. Continuous evaluation with compulsory attendance.
2. Global evaluation through final tests.

For students who take advantage of the continuous assessment model, they must take into account that the following will be assessed:

1. Attendance at the master classes where debates on the subject of study will be held.
2. Delivery of the learning tasks related to the master classes.
3. Attendance and active participation in practical classes.
4. Delivery of diaries where the practical tasks carried out are recorded and complemented.
5. Attendance at the seminars of each sport block.

For students who take advantage of the global evaluation model through final tests:

1. Theoretical final test: to be held on the official date stated on the center's website.
2. Practical final test: to be held on the official date stated on the center's website.

It is recalled that this subject will require correction in the format and writing of all the tests and written documents, having an impact on the grade.

Total or partial fraud or plagiarism in any of the evaluation tests will lead to the subject failing with the minimum grade, in addition to the disciplinary sanctions that the guarantee commission adopts for these cases. For a more detailed knowledge about plagiarism and its consequences, please consult:

<https://biblioteca.unizar.es/propiedad-intelectual/propiedad-intelectual-plagio#Que>

2. Learning goals

2.1. Competences

2.1. Competencies

In this subject, as in the rest of the subjects of the Degree, all the general and specific competences that appear in the Degree Report will be addressed.

BASIC AND GENERAL

CG01 - Capacity for analysis and synthesis applied to the management and organization of physical and sports activities.

CG02 - Use of appropriate oral and written communication techniques, both in academic contexts - in its various manifestations - and in informative situations

CG03 - Comprehension of the scientific literature regarding physical activity and sport in languages ??with a significant presence in said field, as well as correct expression in the aforementioned languages

CG04 - Application of information and communication technologies (ICT) to the field of Physical Activity Sciences and Sport

CG05 - Organization and planning of one's own work, establishing guidelines and strategies appropriate to each situation

CG06 - Development of habits of excellence and quality in professional practice

CG07 - Application of knowledge about gender differences in physical-sports and expressive activities and in the sporting phenomenon in general in any of the professional fields of graduates in Sciences of Physical Activity and Sport

CG08 - Application of knowledge to professionally serve any group or individual with special needs

CG09 - Know and act within the ethical principles necessary for the correct professional exercise, referring both to relations with users and to the organization and management of physical activity, properly speaking

CG10 - Recognition of diversity and multiculturalism in professional performance

CG11 - Commitment to the educational and social values ??of sport and physical activity as part of a culture of peace and democracy

CG12 - Critical reasoning in the analysis and assessment of alternatives in all those occupations typical of professional performance

CG13 - Develop management, leadership, interpersonal relationship and teamwork skills

CG14 - Ability to integrate into multidisciplinary teams

CG15 - Ability to adapt to new situations and changes in the environment

CG16 - Initiative and consistency in problem solving.

CG17 - Positive attitude and sufficient aptitude for autonomous learning

CG18 - Ability to undertake improvements and propose innovations

TRANSVERSAL

There are no data

SPECIFIC

CE01 - Design, develop and evaluate intervention processes related to physical activity and sports with attention to the individual and contextual characteristics of people

CE05 - Understand the internal logic of driving situations, analyzing it and applying it appropriately to those to be carried out through cooperation and opposition actions

CE14 - Know motor action as a fundamental object of study in the field of physical activity and sports sciences

CE22 - Plan, develop and evaluate the performance of teaching-learning programs based on the practice of physical-sports activities

CE24 - Select and know how to use sports material and equipment, suitable for each type of activity

CE25 - Know the characteristics and potentialities of the useful spaces for the practice of physical-sports activity and organize their organization to optimize their use, attending to all types of populations

CE26 - Assess, transmit and enhance the component of pleasure and enjoyment inherent in the practice of physical-sports activities, and the relational opportunities that said practice implies.

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2.2. Learning goals

The student, to pass this course, must demonstrate the following results...

Understand the social repercussion that team sports have in our society and the difficulties that this implies in their learning.

Acquire and demonstrate the knowledge, skills and attitudes necessary for the development of the specific skills of team sports developed in the subject.

Understand the possibilities offered by knowledge of the skills and foundations of team sports, supported by scientific bases and the context in which they develop, as an educational and recreational medium.

Plan, schedule and evaluate teaching-learning programs and tasks within team sports competently and effectively.

They learn to observe, analyze and correct the most important flaws in their practice.

2.3. Importance of learning goals

Physical activity and sports professionals use pedagogical knowledge to design, plan or control teaching-learning processes in all professional profiles. These processes are developed in contexts as varied as sports performance, physical education, grassroots sports, or sports for all. Whether the professional intervenes directly with the practitioners or manages the physical-sports activities for them, they must be able to analyze them and have criteria to improve the quality of their work or that of their technicians.

Similarly, professionals in physical activity and sports will find themselves throughout their professional lives with groups in which differences prevail; differences in age, culture, ability, gender, motivations and interests and it is essential that the design of sports practice situations be adapted to them, pedagogy being the main tool to establish the necessary didactic bases to attend to them.

On the other hand, the existing sports initiation models are beginning to be reconverted and the principles of pedagogical adaptation to individual characteristics and specific needs applied in this subject will be extremely useful to professionals.

Finally, any physical activity professional must be aware of and recognize motor action as their own object of study, given that the multidisciplinary nature of this title means that on numerous occasions the line of work of our professional profile is disoriented.

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

3.1. Type of tests and their value on the final grade and evaluation criteria for each test

The student must demonstrate that she has achieved the expected learning outcomes through the following assessment activities.

The student may choose to pass the subject to two types of evaluation: continuous and/or global (theoretical and practical) Continuous assessment with compulsory attendance and/or special circumstances

Successfully overcome analytical tasks of the basic fundamentals and game situations, both attack and defense (30%) of the different team sports seen throughout the course.

Session diary (20% in volleyball modality and 40% in basketball, handball and soccer modality)

? Introduction of sports modality.

? Summary regulations and interpretation.

? Types of players, positions, basic game systems.

? Basic tactical technical fundamentals.

? Practical sessions (only those that have been attended may be provided):

? Methodology, resources used.

? Objectives.

? Chores. Comments.

? Conclusions practices sports modality, participatory evaluations and substantiated personal opinion.

? In addition, in the modalities of basketball, handball and soccer: Proposals with bibliographical foundation.

? Theoretical sessions: reflection and development of the topics covered through the questions posed in the theoretical class. For its proper development, related documentation will be posted on Moodle.

Seminars (30%). ?Paired observational methodology process?. Only in volleyball mode

To carry out this process, the following steps must be followed:

1. Preparation of technical-tactical fundamentals registration sheets.

2. Recording, visualization and identification of errors: They may use the material they consider appropriate.

3. Search, design of corrective teaching-learning tasks.

4. Application of the tasks.

5. Evaluation of the process.

Elaboration of works (20% in volleyball modality and 30% in basketball, handball and soccer modality). They will carry the thread of the theoretical foundation exposed in the classes, with the aim of carrying out autonomous and significant learning based on guiding the student with guidelines that allow him to develop a reflective and critical spirit. It will be based on the realization of works based on the analysis, search, discussion of articles, books, films, visualization of sports practices, case studies, etc. In this section there will be room for any other contribution if it is considered appropriate for the student's training: attendance at Conferences, Congresses, technical courses, team management, etc.

The works presented must demonstrate the critical spirit (substantiated personal opinion) of the student and not be mere summaries of the documentation provided.

CLARIFICATION PERCENTAGES ASSESSMENT:

In volleyball: 30% (analytical tasks) + 20% (daily) + 30% (seminar) + 20% (work)

In basketball, handball and soccer: 30% (analytical tasks) + 40% (daily) + 30% (work)

The evaluation of each of the four modalities that make up the subject (each valued in the percentages proposed) account for 25% of the final grade, adding 100% between the four.

TYPES OF PARTICIPATORY EVALUATIONS IN CONTINUOUS EVALUATION

1. SELF-ASSESSMENTS

2. CO-ASSESSMENTS

a. TEACHER STUDENT

b. STUDENT-STUDENT

*The above considerations involving attendance and participation in master classes, practical classes and seminars, will be taken into account whenever attendance is possible. Otherwise, when the student cannot attend class in person, their participation online through the means enabled for it will be taken into account.

Overall evaluation

Written test (60%): in which the student will have two hours to respond in writing to questions related to the theoretical and practical content seen in the subject. A serious conceptual error will constitute sufficient reason for a question to be marked with zero points. Spelling mistakes will subtract grade. In the same way, exams that are not legible will not be evaluated by the teacher.

Practical final test (40%) of the sports practiced. It will be divided into two parts:

1. Test run:

Master the technique of basic fundamentals in analytical situations.

Successfully overcome real game situations (global or reduced) in equality, numerical superiority and inferiority both in defense and attack.

Occupy and move appropriately in space depending on their teammates and opponents in real game situations (global or reduced).

Make appropriate game decisions regardless of the execution performed.

2. Observation test and application:

Be able to detect errors and point out the key points of the technical and tactical execution of the fundamentals of the sports seen in the subject and know how to apply tasks for their correction.

In specific cases of students with disabilities, the appropriate specific adaptations will be made together with the Disability Office of the University of Zaragoza, if said adaptations are possible (and in no case are they significant adaptations).

Special adaptations

In specific cases of students with disabilities:

Permanent: the appropriate specific adaptations will be made together with the Disability Office of the University of Zaragoza, if said adaptations are possible (and in no case are they significant adaptations).

Temporary: the teacher will assess the possible adaptations so that the student can achieve the objectives of the subject.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The learning process that has been designed for this subject is based on the following:

The subject connects theory with practice, so that the proposed activities serve as a guide for students to stimulate their reflective and critical capacity leading to important and autonomous learning.

It is based on a multidirectional didactic intervention that serves as an enriching element of the relationships that are generated in the class and that, if they are adequate, will facilitate learning, allowing:

? Enable students' curiosity and interest in the content of the task.

? Show the relevance for the students of the content of the task.

? Offer the maximum number of possible options for action to facilitate the perception of autonomy.

? Guide the student's attention before, during and after the task.

? Organize the evaluation in such a way that the student sees it as an opportunity to learn.

On the other hand, it is intended that the student be able to prepare and develop teaching-learning tasks based on individual needs and/or the group in question. For this, different active methodologies will be used in which the students at certain moments of the practical classes will work in pairs or small groups autonomously with the aim of visualizing, analyzing the most common errors of the technical fundamentals of their partner or their colleagues and to be able, throughout the following classes, to plan and develop teaching-learning tasks for the correction, teaching or improvement of the foundation in question.

4.2. Learning tasks

The program offered to the student to help him achieve the expected results includes the following activities:

Master Classes: In each master class the teacher will expose a topic, following the didactic book, from which it will be developed and debated. After the debate, the student in his personal notebook can contribute the conclusions drawn and his personal opinion.

Practical classes (field): they will address different teaching methodologies of sports fundamentals, always depending on the level of the students so that an adequate learning process occurs.

Teaching-learning situations of the different technical-tactical fundamentals of the sports modalities developed in the subject and analysis of practical cases will be considered.

It will allow planning and developing teaching-learning tasks for the correction, teaching or improvement of a technical basis.

Laboratories (seminars): In small groups, two seminars will be held for each sport to visualize and correct techniques-tactics and real game situations through new technologies.

4.3. Syllabus

CONTENIDOS CLASES TEÓRICAS

Basado en el libro docente: "Los deportes colectivos: teoría y realidad. Desde la iniciación al alto rendimiento"

BLOQUES DE PROGRAMACIÓN PRÁCTICA

VOLEIBOL

1. Sesión de fundamentos 1 (profesor)

2. Sesión de fundamentos 2 (profesor)

3. Sesión de fundamentos 3 (profesor)

- Trabajo autónomo: ficha de observación sobre los fundamentos.

4. Ficha de observación de la sesión: observación y registro 1.

- Trabajo autónomo: tareas de corrección de diseño

5. Aplicación de tareas de corrección 1.

6. Aplicación de tareas de corrección 2.

7. Ficha de observación de la sesión: observación y registro 2.

8. Entrenamiento en equipo

9. Competición (estudiantes organizadores)

10. SEMINARIOS

BALONCESTO-BALONMANO-FÚTBOL

1. Sesión de fundamentos 1 (profesor)
2. Sesión de fundamentos 2 (profesor)
3. Sesión de fundamentos 3 (profesor)
4. Sesión. Dirección de tareas 1 (entrenadores en cada grupo)
5. Sesión. Dirección de tareas 2 (entrenadores en cada grupo)
6. Sesión. Dirección de tareas 3 (entrenadores en cada grupo)
7. Sesión. Dirección de tareas 4 (entrenadores en cada grupo)
8. Entrenamiento en equipo
9. Competición (estudiantes organizadores)
10. SEMINARIOS

ORGANIZACIÓN DE ESTUDIANTES O ENTRENADORES

Aproximadamente, la mitad de los alumnos cumplirán el ROL de organizadores de la competición de uno de los cuatro deportes a lo largo del curso y la otra mitad de los alumnos cumplirán el ROL de entrenadores durante la práctica de Baloncesto, Balonmano y Fútbol. Este ROL se otorgará al inicio del curso, dependiendo del perfil y experiencias del estudiante.

4.4. Course planning and calendar

MASTER CLASSES: 22H
PRACTICES: 60H
WORKS: 135H
LABORATORY PRACTICES: 8H
225H

In the first week of the subject, the teacher will communicate in writing or in Moodle the breakdown of tasks included in the evaluation and the delivery schedule for them. An indicative calendar of practical and theoretical classes is presented.

4.5. Bibliography and recommended resources

<https://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=26309>