

Academic Year/course: 2021/22

26309 - Collaborative-opposition sports (groups)

Syllabus Information

Academic Year: 2021/22

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 subject and its expected results respond to the following approaches and objectives:

The course has the general objective of developing in the student a critical and coherent sense regarding the pedagogical aspects of the teaching-learning processes in collective sports in any context in which they take place (physical education, grassroots sport, performance sport, sport for all).

These approaches and objectives are aligned with the following Sustainable Development Goals (SDG) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of learning outcomes of the subject provides training and competence to contribute to some extent to your 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 grade year throughout the academic year. Previously, the subjects of rhythmic, gymnastic and aquatic sports have been taken. During this course, in addition, the subjects of sports in nature will be studied, as well as individual sports and those of fight 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 allows you to master the skills necessary for its application in professional life.

1.3. Recommendations to take this course

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

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

For students who use the continuous assessment model, they must take into account that it will be valued:

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

Attendance at practical classes, registration and analysis of the contents seen in theoretical classes and the attitude shown in the subject will be valued with up to 1 point of the final grade.

* The foregoing considerations that involve 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 the class in person, their participation will be taken into account on-line through the means enabled for it.

For students who use the global assessment model through final tests:

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

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

2. Learning goals

2.1. Competences

Upon passing the subject, the student will be more competent to ...

Basic skills

In this subject, as in the rest of the subjects of the Degree, all the general competences (instrumental, personal and interpersonal and systemic relationships) that appear in the Degree Report will be attended.

Specific Competences:

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

Design, develop and evaluate the intervention processes, related to physical activity and sport with attention to the individual and contextual characteristics of people.

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

Know motor action as a fundamental object of study in the field of physical activity and sports science.

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

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

Know the characteristics and potential of the useful spaces for the practice of physical-sports activity and arrange their management to optimize their use, attending to all kinds of populations.

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

Subject Competences

Learning of basic disciplinary knowledge (knowing).

? Know and understand the object of study of the Sciences of Physical Activity and Sport.

? Acquire basic scientific training applied to physical activity and sport in its different manifestations.

? Know and understand the behavioral and social factors that condition the practice of physical activity and sport.

? Know and understand the effects of the practice of physical exercise on the psychological and social aspects of the human being.

? Know and understand the foundations, structures and functions of human motor skills and patterns.

? Know and understand the fundamentals of sport.

Applied knowledge learning. Specific professional skills (specific know-how). Be able to:

? Design, develop and evaluate teaching-learning processes related to physical activity and sport, with attention to the individual and contextual characteristics of people.

? Promote and evaluate the formation of lasting and autonomous habits of practice of physical activity and sport.

? Plan, develop and control the training process at its different levels.

? Plan, develop and evaluate the performance of physical-sports activity programs.

? Prepare programs for the management of sports organizations, entities and facilities.

? Select and know how to use the sports material and equipment, suitable for each type of activity.

Instrumental skills learning (common know-how).

? Understand the scientific literature in the field of physical activity and sport in the English language and in other languages

??of significant presence in the scientific field.

? Know how to apply information and communication technologies (ICT) to the field of Physical Activity and Sports Sciences.

? Develop leadership skills, interpersonal relationships and teamwork.

? Develop skills for adaptation to new situations and problem solving, and for autonomous learning.

? Develop habits of excellence and quality in professional practice.

? Know and act within the ethical principles necessary for the correct professional practice.

Other skills:

? Application of knowledge to professionally serve any group or individual with special needs.

? Recognition of diversity and multiculturalism in professional performance

? Commitment to the educational and social values ??of sport and physical activity as typical of a culture of peace and democracy.

? Ability to understand each other in an international context

? Knowledge of others

? Environmental sensitivity

2.2. Learning goals

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

Understand the social repercussion that collective 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 collective sports, relying on the scientific basis and in the context in which they operate, as an educational and recreational medium.

Plan, program and evaluate teaching-learning programs and tasks within collective sports in a competent and effective way. They learn to observe, analyze and correct the most important defects in their practice.

2.3. Importance of learning goals

Professionals of physical activity and sport use pedagogical knowledge to design, plan or control teaching-learning processes in all professional profiles. These processes take place in contexts as varied as sports performance, physical education, grassroots sport, or sport 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, physical activity and sports professionals will meet 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, with pedagogy being the main tool to establish the necessary teaching bases

to attend to them.

On the other hand, the existing sports initiation models are beginning to reconvert and the principles of pedagogical adaptation to individual characteristics and specific needs applied in this subject will be extremely useful to professionals. Finally, any professional in physical activity must be knowledgeable and recognizing motor action as their own object of study, given that the multidisciplinary nature of this degree means that on many 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)

The student must demonstrate that they have achieved the expected learning outcomes through the following assessment activities.

The student may choose to pass the course in two types of assessment: continuous and / or global (theoretical and practical) Continuous evaluation with compulsory attendance (as long as the indications of the health and academic authorities can be respected)

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

Diary of sessions (20% in volleyball and 30% in basketball, handball and soccer): record of the practical sessions of the subject including each modality practiced:

? Introduction sports modality.

? Summary regulation and interpretation.

? Types of players, positions, basic game systems.

? Basic technical and tactical foundations.

? Practical sessions:

o Methodology, resources used.

o Objectives.

o Tasks.

o Comments.

o Practical conclusions sports modality and informed personal opinion.

In addition, in the modalities of basketball, handball and soccer:

o Proposals with bibliographic justification.

Seminars (20%). Only in the volleyball modality

? Observation sheets.

? Analysis of learning situations in sports initiation.

? Analysis of game situations

? Bibliography

? Being able to prepare and develop teaching-learning tasks according to the individual and / or group needs in question?:

Students at certain moments of the practical classes will work in pairs or small groups independently in order to visualize , analyze the most common errors of the technical foundations of your partner and be able, throughout the following classes, to plan and develop teaching-learning tasks for the correction, teaching or improvement of the foundation in question.

For the development of this work they must follow the following process:

1. Design evaluation test of the foundations. Bibliographic search.

2. Preparation of technical fundamentals registration sheets.

3. Visualization and identification of errors: They may use the material they consider appropriate.

4. Search, design of appropriate teaching-learning tasks.

5. Execution of tasks.

6. Assessment tasks: They have achieved the planned objectives and why.

Preparation of works (20% in volleyball and 30% in basketball, handball and soccer). They will carry the common thread of the theoretical foundation exposed in the classes, with the aim of carrying out autonomous and meaningful learning based on guiding the student with guidelines that allow them to develop a reflective and critical spirit. It will be based on the performance of works based on analysis, search, discussion of articles, books, films, sports practice visualization, case studies, etc. Any other contribution will be included in this section if it is considered adequate for the student's training: attendance at conferences, congresses, technical courses, team management, etc. In this section there will be mandatory and optional jobs.

Attendance and active participation in class (10%).

* Clarification of evaluation percentages:

In basketball, handball and soccer: 30% (analytical tasks) + 30% (daily) + 30% (jobs) + 10% (assistance-attitude)

In volleyball: 30% (analytical tasks) + 20% (daily) + 20% (seminar) + 20% (work) + 10% (attendance-attitude)

The evaluation of each one of the four modalities that make up the subject (each valued in the percentages raised) represent 25% of the final grade, adding 100% to the four.

TYPES OF EVALUATIONS

1. FIRST CLASS. CONSENSUS

2. INITIAL QUESTIONS - INITIAL QUESTIONNAIRE

3. SELF-ASSESSMENT - GLOBAL RATING

4. SELF-ASSESSMENT - PRACTICAL GRADING OF EACH BLOCK

5. PRACTICAL QUALIFICATION OF THE PARTNER IN VOLLEYBALL

6. EVALUATION PROCESS (ONLY VOLEY) THROUGH THE HEADING

7. FEEDBACK OF EVERY DAILY

8. SELF-ASSESSMENT - GLOBAL RATING (AT THE END)

9. COMPETENCY AND METHODOLOGY EVALUATION (AT THE END)

10. INITIAL QUESTIONS (AT THE END)

11. ADJUSTMENT OF NOTES

1. Initial teacher-student co-evaluation: presentation of the teaching guide and evaluation criteria establishing consensus in some of its aspects. FIRST CLASS. CONSENSUS

2. Initial evaluation beginning of course: questionnaire that gives us the necessary information to know from what level we are going to start in each sport modality. INITIAL QUESTIONS

3. Initial self-assessment at the beginning of the course: within the initial questionnaire is what grade do you think you will get in the subject? GLOBAL SELF-ASSESSMENT
 4. Continuous self-evaluation of each sports block: at the end of each sport the student performs his PRACTICAL self-evaluation taking into account the established criteria. PRACTICAL SELF-ASSESSMENT OF EACH BLOCK
 5. Co-evaluation of each sports modality: in each sports block, the partner's practical performance is evaluated. PRACTICAL EVALUATION OF THE PARTNER IN VOLLEYBALL
 6. Peer evaluation: in each sports block, the teaching-learning process carried out by peers is analyzed and the peer evaluation is assessed (degree of importance of the phases, which phases would be excluded ...). PROCESS EVALUATION (ONLY VOLLEYBALL)
 7. Summative evaluation: through the correction of the portfolio, the student is given the necessary feedback to improve the process throughout the course. FEEDBACK OF EVERY DAILY
 8. Final self-evaluation of the entire subject: evaluating the final product of the entire course, the student must put a grade. GLOBAL SELF-ASSESSMENT
 9. Final self-evaluation of the entire subject: evaluating the final product of the entire course, the student must value the competences and methodologies. COMPETENCY AND METHODOLOGY EVALUATION
 10. Assessment assessment teaching-learning process carried out during the course: in order to assess and improve the process, students fill out a simple quantitative and qualitative questionnaire. INITIAL QUESTIONS
 11. Final teacher-student co-evaluation: with the student's self-evaluation and that of the teacher, there is a tutorial to compare, debate and agree on whether the final grade is appropriate. NOTES SETTING
- * The foregoing considerations that involve 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 the class in person, their participation will be taken into account on-line through the means enabled for it.

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 contents seen in the subject. A serious conceptual error will constitute sufficient reason for a question to be rated with zero points. Misspellings will subtract note. Similarly, exams that are not legible will not be evaluated by the teacher.

? Final practical test (40%) of the sports modalities practiced. It will be divided into two parts:

1. Execution test:

? Master the technique of basic foundations in analytical situations.

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

? Occupy and move adequately in space based on their peers and opponents in real game situations (global or reduced).

? Make appropriate game decisions regardless of the execution performed.

1. Observation test and application:

? Be able to detect errors and point out the key points of the technical execution of the fundamentals of sports seen in the subject and know how to apply tasks to correct them.

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

Special adaptations

In specific cases of students with disabilities:

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

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

Covid-19 Considerations:

In each sports modality, the indications of the health and academic authorities regarding preventive measures will be respected (safety distance between people or use of masks when it cannot be ensured, hand hygiene before access to the class space or adaptation of capacity in each space, among others).

In case of modification of the current regulations, in case of not being able to do part or all of the classes in person:

- The theoretical classes and seminars will be carried out on-line, keeping the contents provided in the teaching guide.

- The practical classes, in case of hardening of the preventive measures, will adjust to the same ones increasing the social distances prioritizing the learning of technical fundamentals of individual character. In the event of a ban on face-to-face practical classes, priority will be given to learning technical-tactical foundations at a theoretical-practical level. In all cases, the content provided in the guide will be maintained.

In case of not being able to hold face-to-face classes provided that the responsible health and academic authorities so determine, the evaluation of each of the parties would undergo the following modifications:

- The evaluation of the practical execution (30%), would be carried out on-line, with recorded demonstrations at a theoretical-practical level of the different technical foundations studied.

- The evaluation of the session diaries, as they could not be registered, would be replaced by the design of practical tasks for the corresponding sports modality. The items to be valued would be the same as those already stated.

- The evaluation of works and seminars would not be altered.

- The evaluation of attendance and attitude would be maintained by evaluating punctuality in sending papers, demonstrating the fundamentals and daily monitoring of the subject.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The methodology followed in this course is oriented towards achievement of the learning objectives. The course aims to connect theory with practice, so that the proposed activities encourage the student's reflective and critical capacity that will lead to a significant and autonomous learning. It will be based on a multi-educational intervention that works as an enriching element of relations that are generated in the class and facilitate learning:

- Activate the curiosity and interest of students for the task.
- Show the relevance of the task.

- Provide multiple options to facilitate the perception of autonomy.
- Guide the attention of students before, during and after the task.
- Organize the evaluation so that the student considers it an opportunity to learn.

4.2. Learning tasks

The course includes the following learning tasks:

- **Lectures:** In each session, the teacher will present a topic following the teaching book, "*Los deportes colectivos: teoría y realidad. Desde la iniciación al alto rendimiento*", from which will develop and discuss it. After the discussion, the student can bring their personal notebook, opinions and conclusions.
- **Practice sessions** (field). They address with different methodologies the teaching of sports basics, always depending on the students' levels so that they can produce an adequate learning process.
 - Teaching-learning situations of different technical and tactical fundamentals of the sports taught in the course.
 - Analysis of case studies.
 - Develop teaching-learning tasks for correction, teaching or development of a technical basis.
- **Laboratory seminars.** In small groups, every sport seminar for visualization and correction of technical-tactical and real game situations through new technologies will take place.

4.3. Syllabus

The course will address the following topics:

SECTION 1. VOLEYBALL-FOOTBALL

- Fundamentals session 1 (teacher)
- Basics session 2 (teacher)
- Basics session 3 (teacher). Autonomous work: observation sheet about the fundamentals.
- Session observation sheet: observation and recording 1. Autonomous work: design correction tasks.
- Application of correction tasks 1.
- Application of correction tasks 2.
- Session observation sheet: observation and recording 2.
- Competition (student organizers)
- SEMINARS

SECTION 2. BASKETBALL-HANDBALL

- Fundamentals session 1 (teacher)
- Basics session 2 (teacher)
- Basics session 3 (teacher)
- Session. Direction of tasks 1 (coaches in each group)
- Session. Direction of tasks 2 (coaches in each group)
- Session. Direction of tasks 3 (coaches in each group)
- Performance Matches (players-coaches)
- Competition (student organizers)
- SEMINARS

ORGANIZATION OF STUDENTS OR COACHES

- Approximately, half of the students will play the ROLE of organizers of the competition of one of the four sports throughout the course and the other half of the students will fulfill the ROLE of coaches during the practice sessions of Basketball and Handball. ROLES will be assigned at the beginning of the course, depending on the profile and experiences of the students.

4.4. Course planning and calendar

Further information concerning the timetable, classroom, office hours, assessment dates and other details regarding this course will be provided on the first day of class or please refer to the Faculty of Health and Sports Sciences website.

4.5. Bibliography and recommended resources

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