

Academic Year/course: 2021/22

26335 - Traditional Aragonese Games and Sports

Syllabus Information

Academic Year: 2021/22

Subject: 26335 - Traditional Aragonese Games and Sports

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

Degree: 295 - Degree in Physical Activity and Sports Science

ECTS: 6.0

Year: 4 and 3

Semester: Second semester

Subject Type: Optional

Module:

1. General information

1.1. Aims of the course

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

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Throughout history, physical activity and sports have had many manifestations depending on the sociocultural development of different civilizations. Knowing this evolution, particularly in the closest cultural context, is understood as a necessity to comprehensively analyze the value of sports physical activity today.

Thinking of a more direct application, the educational, sports and recreational fields, in addition to the field of research, are the scenarios most directly related to the application of the contents seen in the subject of study.

?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 the results learning of the subject provides training and competence to contribute to a certain extent to its achievement.

- ? Objective 3: Health and well-being.
- ? Objective 4: Quality education.
- ? Objective 5: Gender equality.
- ? Objective 9: Industry, innovation and infrastructures.
- ? Objective 10: Reduction of inequalities.
- ? Objective 12: Responsible consumption and production.
- ? Objective 13: Climate action.
- ? Objective 16: Peace, justice and strong institutions.
- ? Objective 17: Alliances to achieve the objectives

1.2. Context and importance of this course in the degree

The subject, being located in the second section of the Degree studies, allows other learning previously developed to be taken into account. That is why the applications of the game and traditional sports in the fields of teaching, recreation of sports training and research will be continuous references in the treatment of the subject. When taking place in the second semester, the activities calendar coincides with the celebration of the feast of St. George. This circumstance will be used to develop learning strategies related to the project method that allow the practical application works to go beyond a mere theoretical organization of intervention strategies.

1.3. Recommendations to take this course

It is recommended to complement the subject with the bibliography recommended by the teacher.

Knowledge of the potential of traditional play, as in general of any type of game, is facilitated with active practice. Therefore,

participation in practical sessions is recommended.

Given the possibility of teaching online according to the social and health situation derived from the COVID-19, it is recommended to have a laptop-type computer support with a webcam that enables online monitoring of the subject, with virtual classes with the GOOGLE MEET tool.

2. Learning goals

2.1. Competences

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

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

SPECIFIC COMPETENCES:

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

Promote and evaluate the habitual practice of physical and sports activity as a form of constructive use of leisure time.

Know and apply behavioral and social principles to the different fields of physical activity and sport.

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 programs based on the practice of recreational physical-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.

OWN COMPETENCES OF THE SUBJECT:

Know the role of traditional games as a social and cultural manifestation in the educational and recreational field and its value in the transmission of cultural heritage.

Design practice situations for traditional games, adapting them to each context, preferably serving the interests of different age groups.

Valuing the game and traditional sport for its intrinsic values, and differentiating these from the more conventional values ??of modern sport.

Recognize the importance of keeping the game and traditional sport alive in Aragon.

2.2. Learning goals

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

Passing this course means that the student has already achieved the following results:

1. Knows the role played by the game as a social and cultural manifestation, in different geographical contexts, and understands and values ??the educational, recreational and transmission potential of the cultural heritage that traditional games and sports have.
2. Learn about a wide repertoire of traditional games and sports and differentiate and practice with basic skill the most common traditional recreational expressions.
3. He designs practice situations for traditional games and sports and is capable of organizing, managing and applying playful dynamics related to this content, adapting them to each stage of development.
4. He values ??the game and traditional sport for the values ??that it contains from a cultural historical perspective, and differentiates these from the more conventional values ??of modern sport and knows and shows concern about the need to keep the game and traditional sport alive in Aragon.

2.3. Importance of learning goals

The particularity of the content to be dealt with: The traditional game, and its location in the middle of the degree studies, allow the learning results to be a joint expression of competences that have begun to be developed from the first year and which in a special way will be consolidated in this subject. The importance of working with documentary sources, the organization of materials and the application of certain research techniques will be essential for the presentation of the work planned for the subject. Designing, organizing and streamlining activities, in this case related to traditional games, will also

make it possible to see the degree of adequacy of this basic competence that is being worked on since the first year. Finally, the ability to present the results, analyzing and assessing their repercussions will also be a specially attended section.

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

Students will choose to develop the subject with two formulas:

OPTION ?A? OR SYSTEM ACCORDING TO CONTINUOUS EVALUATION.

It consists of the following parts with their respective evaluation controls and with the following percentages to contribute to the final grade:

THEORETICAL PART..... 30%

- WRITTEN TEST:25%
- PORTFOLIOS: 5%

The theoretical contents of the subject will be evaluated with a written test that will combine short questions and development questions with which to know the degree of understanding of the elements developed in this part of the subject. In this evaluation modality, a battery of questions will be provided to prepare the written test. In addition, in this same block some evaluable practices will appear that will serve to assimilate the contents seen in each topic.

In addition, during the theoretical classes, whether online or in person -depending on the health situation at that time-, the student will be able to present in a digital format that will be established at the beginning of class (moodle, drive, mail or similar) a folder that collect the different tasks and / or assessable class work (portfolios). Depending on the quality and number of works presented, each student will be evaluated and graded.

ASSISTANCE..... 20% (10% theoretical part and 10% practical part)

In the event that in the theoretical part you have less than 50% of the total classes, you will have to present a subject work to compensate for the absences, having a load of 10 hours. This work will be related to some of the contents of the syllabus after tutoring with the teacher.

PRACTICAL PART..... 50%

Attendance at practical sessions to be eligible for the assessment for continued participation must be at least 80% of the sessions. If this requirement is not met, an exercise (practical-assumption) will be chosen to compensate for the unrealized practices. Practical assumption to be made as a complement to the written test.

To be eligible for Option ?A?, attendance at practical sessions must be at least 80% of the sessions. If this requirement is not met, it will go directly to Option "B" for global evaluation.

Group work:

1. Practical application adapted to a reference context..... 25%

Each group will design and apply a practical activity that will be analyzed and evaluated by the entire group. 50% of the grade for group work will be subject to a co-evaluation, with students scoring the work carried out by themselves.

The practical application and the compilation work may be linked, the second part being the effort to support and provide documentation for the practical application.

Each group will present a research design oriented to the study of traditional games. Both parts will be presented and defended orally in front of all the classmates.

To qualify for the established percentages, all parties must be approved. If not, the part not passed in the next call must be repeated, keeping the marks obtained exclusively for that call.

FINAL INTERVIEW: Once the final grade has been obtained as a result of the evaluation of the subject, if the student considers that the grade does not reflect the work and knowledge acquired, he or she may request during the review period of the written exam, an oral interview consisting of in the justification, with all the documentation deemed appropriate, that there is this difference between what has been learned and what is reflected in the note. Only students who have passed all the tests can access the final interview, and therefore have a grade, applying the established percentages, of at least passed.

Finally, the established percentages will be proposed to the students as a starting point, to understand the work system. After a month of the presentation of the course, and when the scale of the proposal has been seen, it will offer to negotiate the percentages to establish them definitively. Thus giving greater participation to students in the development of their own learning project.

The assignment of Honor Registrations will require at least a grade higher than 9 points (out of 10 maximums), it can be awarded to the best grades in June, including those of the continuous evaluation, and according to regulations of the University of Zaragoza. In order to defend and justify the merit of the Matriculation of Honor, a tutorial can be requested at which the level of assimilation of the student's contents will be assessed through an interview.

Given the exceptional situation due to the appearance of COVID-19, for this 2021/22 academic year there is the possibility of modifying the assessment tools according to a new alarm situation, with a new social confinement of the population and therefore a new academic situation. that results in the suspension of classroom classes. Given the possible appearance of this situation, the subject would have the following adaptations in the continuous assessment modality:

The evaluation will not reflect major changes, maintaining the percentages established in the teaching guide (30% theoretical block, 20% attendance and 50% the practical part), but the tools used to carry it out. The theoretical classes will be carried out using the GOOGLE MEET tool, maintaining the schedule established at the beginning of the course. In addition, a list will be taken at the beginning of each session to control the percentage required to benefit from continuous evaluation. During the theoretical classes and before the programming of possible evaluable practices, GOOGLE MEET and the MOODLE platform will be used, being able to hold debates or presentations using this format.

The follow-up of the works entrusted for lack of assistance in the theoretical block will be done via e-mail, arranging all the virtual tutorials that are necessary.

The theoretical control corresponding to the contents of the subject will be carried out ON-LINE through the MOODLE platform and supervised with GOOGLE MEET, modifying the type of exam. Instead of short and development questions, multiple-choice questions will be chosen with a limited time synchronously with all the students.

As for the evaluation of the practical part, it will be carried out through the presentation of the work by video call by GOOGLE MEET (recording the session) and the teachers and students participating in the same way that was planned.

The criteria of continuous evaluation remain those set in the teaching guide, namely:

- 30% theoretical part.
- 20% attendance.
- 50% practical part.

OPTION ?B? OR SYSTEM ACCORDING TO GLOBAL EVALUATION.

WRITTEN TEST AND PRACTICAL ASSUMPTION. CONDUCT PERIOD OF EXAMS MARKED BY THE FACULTY.

- 50% theoretical block
- 50% practical block

Those students who cannot or are not interested in following the continuous evaluation system may only take a written test in which, in addition to other theoretical contents, a practical course will be included with which to contrast that the particularities of the traditional game are known in the dimension of its practical application.

Given the exceptional situation due to the appearance of COVID-19, for this 2021/22 academic year there is the possibility of modifying the assessment tools according to a new alarm situation, with a new social confinement of the population and therefore a new academic situation. that results in the suspension of classroom classes. Given the possible appearance of this situation, the subject would have the following adaptations in the global assessment modality:

Given the exceptional situation for this academic year 2020/21 due to the appearance of COVID-19, there is the possibility of modifying the assessment tools according to a new alarm situation, with a new social confinement of the population and therefore a new academic situation. that results in the suspension of classroom classes. Given the possible appearance of this situation, the subject would have the following adaptations in the global assessment modality:

The global assessment planned for those students who opt for this modality or have not passed the continuous assessment (according to the teaching guide) will be ON-LINE according to the date and time established in the Faculty exam calendar.

The theoretical control corresponding to the topics of the theoretical block will be carried out ON-LINE through the MOODLE platform and supervised with GOOGLE MEET, modifying the type of exam. Instead of short and development questions, multiple-choice questions will be chosen with a limited time synchronously with all the students.

As for the evaluation of the practical part, it will be carried out through the presentation of the work by video call by GOOGLE MEET (recording the session) and the teachers and students participating in the same way that was planned.

The criteria of the global evaluation remain those set in the teaching guide, namely:

- 50% theoretical control.
- 50% practical part (practical course).

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 aim is to complement the theoretical sessions with the practical sessions. The latter are essential. They will seek maximum participation by the student. In a first phase you want me to experiment with the specific material of the traditional game and experience the most characteristic situations of these games. In a second phase, within the project work of the subject, the student wants to be involved in situations of practical application and also experience what it means to dynamize practical activities around these contents.

Given the exceptional situation due to the appearance of COVID-19, for this 2021/22 academic year there is the possibility of modifying methodological resources according to a new alarm situation, with a new social confinement of the population and therefore a new academic situation that derives in the suspension of the face-to-face classes. Given the possible appearance of this situation, both theoretical and practical sessions will be conducted with live video calls using GOOGLE MEET. All this communicated through corporate mail through the MOODLE platform.

4.2. Learning tasks

This is a 6 ECTS course organized as follows:

THEORETICAL SESSIONS (3 ECTS: 30 hours)

PRACTICE SESSIONS (compulsory attendance) (3 ECTS: 30 hours).

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

- Theoretical exhibition sessions, debates and documentation review.
- Practical sessions.
- Seminaries and work with small groups. Brief presentation of the subject:

The course is an extraordinary opportunity to complement and connect what has been seen in the subjects of Motor Games and Theory and History of Physical Activity and Sport. The recreational heritage of a given culture tells us about the way of being and the history of its inhabitants. Placing yourself in a specific context and contributing to the development of the well-being and quality of life of citizens necessarily involves understanding their culture. The course therefore aims to present the Aragonese recreational heritage and to develop in the student competencies that make him a specially qualified agent to contribute to the promotion of the game and traditional sport.

4.3. Syllabus

The content blocks that will be developed in the course are:

- THEMATIC BLOCK I: Traditional sports and games. Conceptual approach, origin and evolution.
- THEMATIC BLOCK II: The traditional game as a cultural manifestation. Anthropological analysis of the traditional game. Research as a vital element in the recovery of the traditional game.
- THEMATIC BLOCK III: The traditional game as an open system. Praxiological analysis of the traditional game.
- THEMATIC BLOCK IV: Study of the recreational heritage in Spain and in Aragon. References from other places in the world.
- THEMATIC BLOCK V: Application of the traditional game in different contexts. The educational, sports and recreational context.

4.4. Course planning and calendar

Calendar of face-to-face sessions and presentation of works

The following scheme does not conform to an official calendar. Therefore, it is not about commitments to fulfill. It tries to give references of the number of teaching weeks, of the organization in theoretical and practical classes and of other performances with small groups (seminars), so that the student has an approximation of how the activities can be distributed throughout the course. A more specific distribution will be made when the definitive schedules are available.

-The practical classes are considered especially important insofar as they represent the opportunity to recognize and experience the formulas and dynamics of the traditional Aragonese game that will be developed in the theoretical classes. Participation in them is subject to evaluation, for those students who choose the continuous evaluation formula.

-Final exam; To be done within the week of exams provided by the Faculty.

Seminars

Theoretical class

Practical class

Seminars	Theoretical class	Practical class
WEEK 1	Presentation of the subject. Calendar and work plan.	Popular children's games
WEEK 2	Block 1	FESTIVE
WEEK 3	Block 1	Popular children's games
WEEK 4	Block 1 Presentation of group work.	The traditional game and external Shepherd games
WEEK 5	Block 1	The traditional game and external Canteen games
WEEK 6	Block 2 Presentation of the script of the group work.	Traditional Game and External Women's Games
WEEK 7	Block 2	FESTIVE

WEEK 8	Block 2	The traditional game and the e logic:
WEEK 9	Block 3	The traditional game and the extern ...
WEEK 10	Block 3	The traditional game and the extern ...
WEEK 11	Block 4	Other characteristic games: Aragonese bar.
WEEK 12	Block 4	Other characteristic games: ...
WEEK 13	Block 4	Other characteristic games: ...
WEEK 14	Block 5	Other characteristic games: ...
WEEK 15	Block 5	Presentation and defense of p work.
WEEK 16	THEORETICAL BLOCK EXAM CONTINUED EV.	Presentation and defense of p work.

4.5. Bibliography and recommended resources