

Academic Year/course: 2022/23

## 26339 - Observation of Motor Intervention and Behaviour

### Syllabus Information

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**Academic Year:** 2022/23

**Subject:** 26339 - Observation of Motor Intervention and Behaviour

**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:**

**Semester:** Second semester

**Subject Type:** Optional

**Module:**

## 1. General information

### 1.1. Aims of the course

The organization of the subject responds to the natural process of taking information, processing and assessing it, and issuing judgments based on said assessment. It presents, therefore, a marked practical and application character for the use of observation as a fundamental tool at the service of said process.

The selection, adaptation and development of instruments for the collection and registration of information; the use of these instruments, both in direct observation and through the use of different audiovisual supports; the treatment of this information through different methods of analysis for its better understanding; the interpretation of the new information prepared for its correct assessment; and finally the expression of that assessment in a pertinent way, constitute the core of this subject.

### 1.2. Context and importance of this course in the degree

The verification report of the degree in Physical Activity and Sports Sciences includes the 24 objectives contemplated by the Spanish Conference of Institutes and Faculties in its White Paper on said degree, grouping them into basic disciplinary knowledge (know), applied knowledge (know-how) and learning of instrumental skills (common know-how).

This subject participates, in one way or another, in all these objectives, although the following should be highlighted due to their more direct relationship:

1. Know and understand the object of study of Physical Activity and Sports Sciences.
2. Acquire basic scientific training applied to physical activity and sports in their different manifestations.
7. Know and understand the fundamentals, structures and functions of the skills and patterns of human motor skills.
8. Know and understand the structure and function of the different manifestations of human motor skills.
9. Know and understand the fundamentals of the sport.
10. Design, develop and evaluate teaching-learning processes related to physical activity and sports, paying attention to the individual and contextual characteristics of people.
12. Plan, develop and control the training process at its different levels.
16. Plan, develop and evaluate the performance of physical-sports activity programs.
20. Know how to apply information and communication technologies (ICT) to the field of physical activity and sports sciences.
22. Develop skills for adapting to new situations and problem solving, and for autonomous learning.

Explicitly, it can be said that this subject provides knowledge and experiences that the future graduate will be able to apply in endless professional situations, particularly in all those in which the interaction with users of physical activity is direct (teaching, training, health and quality of life, active use of free time...) but also in those others in which the interaction is carried out through other people or groups, or included in broader programs (technical-tactical support, research, management...)

### 1.3. Recommendations to take this course

This is a subject that bases observation on taking information to interpret the reality of what is happening in any type of motor situation, understood in its natural expression; It can be said that the observational methodology allows capturing the information as it is produced, without any type of adaptation or modification.

Therefore, it is of interest to those who want to know the reality of what happened in order to interpret it in its natural state. Although it mostly refers to the information that is perceived by sight, the observational methodology also serves to capture information that is heard, and of course to that produced by the combination of both sources.

Every professional of physical activities and sports must be a good observer because the appropriate intervention on this type of activity necessarily involves a correct capture of the actions that take place and on which they will have to influence adequately.

It is, therefore, a subject with a marked procedural nature, which deals with preparing the student to be able to perceive information directly and accurately, treat that information rigorously, understand it properly and draw useful conclusions for its exercise. professional

## 2. Learning goals

### 2.1. Competences

In addition to contributing to the development of all the general skills described in the degree's study plan (instrumental, personal and interpersonal, and systemic), this subject is related to the following specific skills and the objectives are aligned with the following Objectives Sustainable Development (SDG) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the learning outcomes of the subject provides training and competence to contribute to some extent to its achievement- Goal 3 Health and well-being: Ensure healthy lives and promote well-being at all ages and Goal 4: Quality education: By 2030, substantially increase the number of young people and adults who have the skills necessary, in particular technical and professional, to access employment, decent work and entrepreneurship. In this way, increase with considerably the supply of qualified teachers:

1. Design, develop and evaluate teaching and learning processes related to physical activity and sports with attention to the individual and contextual characteristics of people.
2. Understand the internal logic of motor situations, analyzing it and applying it appropriately to those to be carried out in a stable physical environment and without direct interaction with others.
3. Understand the internal logic of motor situations, analyzing it and applying it appropriately to those to be carried out in inter-individual opposition.
4. Understand the internal logic of motor situations, analyzing it and applying it appropriately to those to be carried out through cooperative actions.
5. Understand the internal logic of motor situations, analyzing it and applying it appropriately to those to be carried out through cooperative and oppositional actions.
6. Understand the internal logic of motor situations, analyzing it and applying it appropriately to those to be carried out in a physical environment with uncertainty.
7. Understand the internal logic of motor situations, analyzing it and applying it appropriately to those to be carried out through actions with artistic and expressive intentions.
14. Know motor action as a fundamental object of study in the field of physical activity and sport sciences.
27. Select, collect, prepare and interpret appropriately, pertinent information related to physical-sports activities.

Competences of the subject:

1. Identify teaching behaviors related to the intervention of the teacher or coach in a situation of directing sessions of physical activity and sports
2. Identify motor behaviors of the participants in situations of practice of physical and sports activities.
3. Classify and record the information collected on the teacher's teaching behavior.
4. Classify and record the practitioner's motor behavior using, when appropriate, the support of ICT.
5. Process the information collected using, when appropriate, the support of ICTs.
6. Correctly interpret the processed information, based on appropriate parameters and criteria.
7. Report on the teacher's teaching behavior arguing, in a pertinent way, about the nature of what happened.
8. Report on the practitioner's motor behavior arguing, in a pertinent way, about the nature of what happened.

### 2.2. Learning goals

- Recognizes and correctly selects teaching behaviors, identifying the most representative and determining their significance.
- Identifies and correctly selects the motor behaviors of the participants, relating them to the intention of teaching, improvement or performance, pursued.
- Uses the appropriate systems and procedures to capture and record information, taking advantage of existing models or, where appropriate, adapting existing ones or designing new ones.
- Orders the information, systematizes it, facilitating its subsequent treatment, and interprets it correctly, referring it in a reasoned way to expected patterns or models, producing useful and coherent reports.

### 2.3. Importance of learning goals

The learning acquired in the subject trains the student for its application in the aforementioned process of "information collection - transformation and analysis - assessment - expression of results" in those areas of physical activity in which the relationship between who directs the motor practice and who carries it out is significant.

For this reason, it is especially relevant in AFDAE teaching experiences, understood in its broadest version, that is, in formal, complementary, recreational, playful, improvement contexts, etc. It is equally applicable in the field of training at all levels, from initiation, through technification, and including performance.

In the same way, it is used in research tasks when they refer to the behavior of the person who directs the practice, or who executes it.

It is also of interest to those who practice the profession in management, if their role includes supervising the work of technicians or planning and monitoring intervention programs.

## 3. Assessment (1st and 2nd call)

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

There are two modalities for grading the subject: CONTINUOUS ASSESSMENT and GLOBAL TEST, both available to students, in accordance with current regulations: "Students who do not opt ??for continuous assessment, who do not pass the subject by this procedure or who would like to improve their grade, will have the right to take the global test, prevailing, in any case, the best of the grades obtained? (article 9.3. of the Regulations for Learning Assessment Standards of the University of Zaragoza).

**Continuous assessment**

This evaluation modality is based on three main elements:

1. Live observation and recording: sessions in which a group of students performs a motor practice proposed by the teaching staff, while the rest proceed, individually or in groups, to record the behaviors that have been determined. These practices include:
  - Definition of motor practice.
  - Determination of the variables that are going to be registered.
  - Design and application of the instruments for collecting information.
  - Analysis of the information collected and verification of the results obtained.
  - Establishment of conclusions and preparation of reports.
2. Understanding and use of notions and concepts on the definition of variables and instruments, identification of behaviors and interpretation of results, which must be shown in controls distributed throughout the course.
3. Preparation, exhibition and defense of an observation work, carried out in a group, aimed at an object of study included in one of the two areas included in the subject (teaching intervention, motor behavior) or in both. The work must include:
  - Definition and characterization of the object of study.
  - Determination of objectives and applications.
  - Design and implementation of procedures for the collection and recording of information.
  - Treatment, analysis and interpretation of data.
  - Conclusions and reports.

- Evaluation of the work and projection.

To remain in the "Continuous Assessment" modality, the student must submit at least 80% of the reports for elements 1 and 2 on time, and also participate in at least 80% of the presentations corresponding to section 3.

**overall test**

1. Carrying out a written test on the contents taught throughout the course (see, in this same Teaching Guide, the section "Scheduled learning activities")
2. Live observation and recording of teaching interventions or motor behaviors (or both) based on some of the experiences recorded in the practical class sessions, or others (of a similar nature) that the teaching staff may choose.
3. Preparation, presentation and defense of an observation work aimed at an object of study included in one of the two areas included in the subject (teaching intervention, motor behavior) or in both. The work must include:
  - Definition and characterization of the object of study.
  - Determination of objectives and applications.
  - Design and implementation of procedures for the collection and recording of information.
  - Treatment, analysis and interpretation of data.
  - Conclusions and reports.
  - Evaluation of the work and projection.

**Evaluation criteria:**

- ? For the determination of variables:
  - Adjustment in the definition, selection and typology of the variables.
  - Success in the meaning of the variables in relation to the object of study.
- ? For instrument design:
  - Clarity and order in the design of the observation instrument.
  - Adequacy of the choice and/or design for the objective pursued.
  - Relevance and richness in the choice and ordering of variables and categories for recording information.
- ? For the application of instruments and procedures:
  - Accuracy and completeness of the corresponding records.
  - Compliance with the assumptions of validity and reliability of the records.
- ? For treatment and analysis:
  - Use of appropriate methods for the analysis of the information obtained.
  - Use (convenience and richness) of said information in the analysis of teaching behaviour.
  - Interpretation of the data obtained and the analysis carried out to achieve the stated objective.
  - Pertinence and equanimity of the valuations referred to the observed object.
- ? For reporting:
  - Veracity of the information provided.
  - Clarity and precision in the presentation of information.
  - Rigor and relevance in the content of the information.
  - Adaptation of the language used to the recipient of the information.
- ? For the exhibition and defense, which is carried out before the class group (continuous evaluation) or before the teaching staff (global test):
  - Order and precision in the exposition itself.
  - Richness and clarity of the means used (verbal and graphic) in the exhibition.
  - Relevance of the arguments and contributions provided in the subsequent debate.
- ? For written tests:
  - Coherence and clarity in the structure of the answers.
  - Relevance and accuracy in the notions used.
  - Terminological and conceptual accuracy.
  - Richness and rigor in the explanations.

Continuos evaluation modality		Global assesment modality	
%	Conceptual comprehension and application	written test	30 %

%	Observación y registro en directo			20 %
%	document	Trabajo de observación	document	25 %
%	exposition		exposition	15 %
%	defense and debate		defense and debate	10 %

## 4. Methodology, learning tasks, syllabus and resources

### 4.1. Methodological overview

This course has a practical approach based, essentially, on the design, application and defense of projects related to its object of study. It should be clarified that as in any project, the most important aspect is the process of creation, application and evaluation, because there is where the learning lies. The projects are carried out on real situations, and at least one of them, has to be implemented in the professional work. The project consists of four main elements:

- Information-gathering tool: it can be taken from existing ones, adapted from those already in the scientific or dissemination literature, or designed ex profeso.
- Information-taking: carried out live or through the use of audiovisual media, and in both alternatives with the help or without the help of computerized means for the registration of information.
- Procedures and analysis of the registered information: quantitative procedures, qualitative or a combination of both, and their different means to process the information.
- Results dissemination: from the simple transcription of some quantitative data ??to the more sophisticated writing of a report in which all kinds of descriptive or explanatory information are included, as well as, guidelines or directions for future work.

### 4.2. Learning tasks

The course (150 hours) includes the following learning tasks:

- **Lectures (37.5 hours)**. Explanation, reflection and discussion on theories by the teacher and students, concepts and procedures related to the observational methodology applied to physical, sports and artistic-expressive activities.
- **Practice sessions (100)**. The procedures and lectures0 contents are put into action to capture and record information through observation, as well as resources and systems for the organization, interpretation and exploitation of the information collected.
- **Observation project (12.5 hours)**. The process consists on the selection of an object of study, observational methodology, data-gathering and analysis, and presentation of results and conclusions.

### 4.3. Syllabus

The course will address the following topics:

Section 1. Observational methodology, theory and action.

- Paradigms of knowledge and observational methodology. The text and the context. Constructed situations, modified situations, ecological observation.
- Observation as an information method to capture and interpret it.
- Measurement, verification and appreciation.
- Application of observation to the Sciences of Physical Activity and Sports.

Section 2. Teaching behavior Dimensions, categories and indicators.

- Analysis of teaching skills (initial information, feedback, organization, management and control of the classroom, distribution of time, etc.)
- Analysis of teaching methodologies (direct instruction, inquiry, PBL ...)
- Analysis of teaching styles (transmitters, individualizers, socializers, etc.)
- Analysis of motivational styles.

Section 3. Motor behavior Dimensions, categories and indicators.

- Observation of behavioral parameters in E.F. and in other educational educational spaces.
- Observation of technical parameters and notational analysis. Observation phases.
- Observation of tactical parameters and notational analysis. Coefficients and indicators.

Section 4. Systems and procedures for collecting and recording information. Observation units.

- Observation units.
- Variables, categories and indicators. Types, categories, determination and identification.
- Instruments for the collection and registration of information.
- Inter-observer agreements and inter and intra-observer / coder reliability.
- Treatment of information and its meaning.

Section 5. ICT as an aid for the registration and processing of information.

- Image treatment programs.
- Specific analysis programs: Lynx, Kinovea, AdT, DartFish, Software Touch, etc.

Section 6. Preparation of reports.

- Information that a report must collect.
- Analysis and presentation of results. Calculation of coefficients and indicators.
- Discussion of results.
- Conclusions and implications of the results of a report.

#### **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 and Moodle.

#### **4.5. Bibliography and recommended resources**

The student should consult the bibliography recommended by the faculty through the link <http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=26339> bearing in mind that the "basic bibliography" is considered an obligatory reference, and that the "complementary bibliography" is for guidance.