



## Information about the course

**Degree:** Bachelor of Sciences of Physical Activity and Sport

**Faculty:** Faculty of Physical Activity and Sport Sciences

**Code:** 280101 **Name:** Motor Learning and Development

**Credits:** 6,00 ECTS **Year:** 1 **Semester:** 1

**Module:** 2) Obligatory Formation module

**Subject Matter:** Sports Fundamentals **Type:** Obligatoria

**Branch of knowledge:** Health Sciences

**Department:** -

**Type of learning:** Classroom-based learning

**Language/-s in which it is given:** Spanish

### Teachers:

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## Module organization

### 2) Obligatory Formation module

Subject Matter	ECTS	Subject	ECTS	Year/semester
Manifestations of human motor skills	18	Body Language	6	1/1
		Perceptual Motor Skills	6	1/2
		Physical Activity in Nature	6	2/2
Sports Fundamentals	42	Adapted Sport and Inclusive Physical Activity	6	2/2
		Adversary Sports	6	2/1
		Individual Sports	6	2/1
		Motor Learning and Development	6	1/1
		Native Sports and Games	6	1/2
		Team Sports	6	2/2
		Training Theory and Practice in PA	6	2/2



## Learning outcomes

Al finalizar la asignatura, el estudiante deberá demostrar haber adquirido los siguientes resultados de aprendizaje:

### R23 - Identify, Express, and Reason About Different Manifestations of Human Movement.

Learning outcomes of the specified title

#### **Type of AR:** Habilidades o Destrezas

- Adapt the educational intervention to the individual characteristics and needs for the entire population and with emphasis on special populations such as: schoolchildren, older people (seniors), people with reduced mobility and people with pathologies, health problems or assimilated (diagnosed and/or prescribed by a doctor), taking into account gender and diversity.
- Apply the principles derived from the concept of integral ecology in your proposals or actions, whatever the scope and area of knowledge and the contexts in which they are proposed.
- Develop theoretical-practical responses based on the sincere search for the full truth and the integration of all dimensions of the human being when faced with the great questions of life.
- Respect and put into practice the ethical principles and action proposals derived from the objectives for sustainable development, transferring them to all academic and professional activities.
- Understand, develop and know how to apply the procedures, strategies, activities, resources, techniques and methods that intervene in the teaching-learning process efficiently, developing the entire course of action in all sectors of professional intervention of physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; direction of physical activity and sports).

#### **Type of AR:** Competencias



- Fluently develop procedures and protocols to solve unstructured, unpredictable and increasingly complex problems, articulating and displaying mastery of the elements, methods, processes, activities, resources and techniques that make up basic motor skills, physical activities, sports skills, play, expressive bodily and dance activities, and activities in nature in an appropriate, efficient, systematic, varied and methodologically integrated way for the entire population and with emphasis on special populations such as: older people (seniors), schoolchildren, people with disabilities and people with pathologies, health problems or similar (diagnosed and/or prescribed by a doctor), taking into account gender and diversity and in any sector of professional intervention of physical activity and sport (formal and informal physical education -sports; physical and sports training; physical exercise for health; direction of physical activity and sports).

## R24 - Compare, Decide, and Apply Optimal Learning Strategies and Pedagogical Principles Based on Group Characteristics in Different Physical-Sports Contexts.

Learning outcomes of the specified title

### **Type of AR:** Habilidades o Destrezas

- Adapt the educational intervention to the individual characteristics and needs for the entire population and with emphasis on special populations such as: schoolchildren, older people (seniors), people with reduced mobility and people with pathologies, health problems or assimilated (diagnosed and/or prescribed by a doctor), taking into account gender and diversity.
- Apply the principles derived from the concept of integral ecology in your proposals or actions, whatever the scope and area of knowledge and the contexts in which they are proposed.
- Communicate and interact appropriately and efficiently, in physical and sports activity, in diverse intervention contexts, demonstrating teaching skills in a conscious, natural and continuous way.
- Design and apply the methodological process integrated by observation, reflection, analysis, diagnosis, execution, technical-scientific evaluation and/or dissemination in different contexts and in all sectors of professional intervention in physical activity and sports.
- Develop theoretical-practical responses based on the sincere search for the full truth and the integration of all dimensions of the human being when faced with the great questions of life.
- Respect and put into practice the ethical principles and action proposals derived from the objectives for sustainable development, transferring them to all academic and professional activities.
- Understand, develop and know how to apply the procedures, strategies, activities, resources, techniques and methods that intervene in the teaching-learning process efficiently, developing the entire course of action in all sectors of professional intervention of physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; direction of physical activity and sports).



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**R25 - Adapt Physical Activities (AF) Tasks by Applying Basic Principles of Learning and Motor Development to Address Different Ages, Levels, and Contexts.**

Learning outcomes of the specified title

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**Type of AR:** Habilidades o Destrezas

- Adapt the educational intervention to the individual characteristics and needs for the entire population and with emphasis on special populations such as: schoolchildren, older people (seniors), people with reduced mobility and people with pathologies, health problems or assimilated (diagnosed and/or prescribed by a doctor), taking into account gender and diversity.
- Apply the principles derived from the concept of integral ecology in your proposals or actions, whatever the scope and area of knowledge and the contexts in which they are proposed.
- Design and apply the methodological process integrated by observation, reflection, analysis, diagnosis, execution, technical-scientific evaluation and/or dissemination in different contexts and in all sectors of professional intervention in physical activity and sports.
- Develop theoretical-practical responses based on the sincere search for the full truth and the integration of all dimensions of the human being when faced with the great questions of life.
- Respect and put into practice the ethical principles and action proposals derived from the objectives for sustainable development, transferring them to all academic and professional activities.
- Understand, develop and know how to apply the procedures, strategies, activities, resources, techniques and methods that intervene in the teaching-learning process efficiently, developing the entire course of action in all sectors of professional intervention of physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; direction of physical activity and sports).



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**R26 - Ground, Develop, and Adapt Physical-Sports Teaching-Learning Processes in Formal and Non-Formal Educational Settings, Considering Diversity.**

Learning outcomes of the specified title

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**Type of AR:** Habilidades o Destrezas

- Adapt the educational intervention to the individual characteristics and needs for the entire population and with emphasis on special populations such as: schoolchildren, older people (seniors), people with reduced mobility and people with pathologies, health problems or assimilated (diagnosed and/or prescribed by a doctor), taking into account gender and diversity.
  - Apply the principles derived from the concept of integral ecology in your proposals or actions, whatever the scope and area of knowledge and the contexts in which they are proposed.
  - Design and apply the methodological process integrated by observation, reflection, analysis, diagnosis, execution, technical-scientific evaluation and/or dissemination in different contexts and in all sectors of professional intervention in physical activity and sports.
  - Develop theoretical-practical responses based on the sincere search for the full truth and the integration of all dimensions of the human being when faced with the great questions of life.
  - Respect and put into practice the ethical principles and action proposals derived from the objectives for sustainable development, transferring them to all academic and professional activities.
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- Understand, develop and know how to apply the procedures, strategies, activities, resources, techniques and methods that intervene in the teaching-learning process efficiently, developing the entire course of action in all sectors of professional intervention of physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; direction of physical activity and sports).

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### **Type of AR: Competencias**

- Fluently develop procedures and protocols to solve unstructured, unpredictable and increasingly complex problems, articulating and displaying mastery of the elements, methods, processes, activities, resources and techniques that make up basic motor skills, physical activities, sports skills, play, expressive bodily and dance activities, and activities in nature in an appropriate, efficient, systematic, varied and methodologically integrated way for the entire population and with emphasis on special populations such as: older people (seniors), schoolchildren, people with disabilities and people with pathologies, health problems or similar (diagnosed and/or prescribed by a doctor), taking into account gender and diversity and in any sector of professional intervention of physical activity and sport (formal and informal physical education -sports; physical and sports training; physical exercise for health; direction of physical activity and sports).

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## **R27 - Select the Appropriate Exercise for Physical Activity Prescription Based on Theoretical-Practical Foundations, Addressing the Needs of Each Population and Context.**

Learning outcomes of the specified title

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### **Type of AR: Habilidades o Destrezas**

- Adapt the educational intervention to the individual characteristics and needs for the entire population and with emphasis on special populations such as: schoolchildren, older people (seniors), people with reduced mobility and people with pathologies, health problems or assimilated (diagnosed and/or prescribed by a doctor), taking into account gender and diversity.
- Apply the principles derived from the concept of integral ecology in your proposals or actions, whatever the scope and area of knowledge and the contexts in which they are proposed.
- Design and apply the methodological process integrated by observation, reflection, analysis, diagnosis, execution, technical-scientific evaluation and/or dissemination in different contexts and in all sectors of professional intervention in physical activity and sports.
- Develop theoretical-practical responses based on the sincere search for the full truth and the integration of all dimensions of the human being when faced with the great questions of life.





- Respect and put into practice the ethical principles and action proposals derived from the objectives for sustainable development, transferring them to all academic and professional activities.
- Understand, develop and know how to apply the procedures, strategies, activities, resources, techniques and methods that intervene in the teaching-learning process efficiently, developing the entire course of action in all sectors of professional intervention of physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; direction of physical activity and sports).

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### **Type of AR:** Competencias

- Fluently develop procedures and protocols to solve unstructured, unpredictable and increasingly complex problems, articulating and displaying mastery of the elements, methods, processes, activities, resources and techniques that make up basic motor skills, physical activities, sports skills, play, expressive bodily and dance activities, and activities in nature in an appropriate, efficient, systematic, varied and methodologically integrated way for the entire population and with emphasis on special populations such as: older people (seniors), schoolchildren, people with disabilities and people with pathologies, health problems or similar (diagnosed and/or prescribed by a doctor), taking into account gender and diversity and in any sector of professional intervention of physical activity and sport (formal and informal physical education -sports; physical and sports training; physical exercise for health; direction of physical activity and sports).





## Assessment system

### Modalidad presencial

Assessed learning outcomes	Granted percentage	Assessment tool
R23, R24, R25, R26, R27	50,00%	Written and/or practical tests.
R24, R25, R26, R27	20,00%	Exercises and Practices in the Classroom.
R23, R24, R25, R26, R27	30,00%	Non-face-to-face autonomous work.

### Observations

Students may retain passed assessment instruments for three years after initial enrollment. A 45% grade on all assessment instruments is required to pass the course. Failure to meet this criterion will result in a maximum grade of 4.5.

This course is NOT eligible for single assessment, pursuant to Article 10.3 of the GENERAL REGULATIONS FOR THE EVALUATION AND GRADING OF OFFICIAL COURSES AND DEGREES OF THE UCV.

#### OTHER CLARIFICATIONS

Written/oral and/or practical tests

Single final exam with 1-4 essay questions and 20-30 multiple-choice multiple-choice questions (with a standard penalty system\*).

Active participation

Preparation and submission of classroom activities and practical exercises.

Independent work

Completion and submission of individual or group activities through the teaching platform. These activities may include: session analysis, analysis of the factors influencing the athletic career of an elite athlete, development of curriculum materials, book reading, etc.

\*Standard penalty system



No options = No subtractions

2 options = 1 incorrect score subtracts 100%

3 options = 1 incorrect score subtracts 50%

4 options = 1 incorrect score subtracts 33.3%

5 options = 1 incorrect score subtracts 25%

6 options = 1 incorrect score subtracts 20%

The detailed explanation (assignment procedure) as well as the assessment tools (sheets or rubrics) for each section will be posted on each group's platform for the student's use.



## Use of Artificial Intelligence Tools in the CAFD Degree Program

Use of Artificial Intelligence tools in the CAFD degree program In the Bachelor's Degree in Physical Activity and Sports Sciences (CAFD), the use of Artificial Intelligence (AI) tools is permitted in a complementary and responsible manner, as long as it contributes to active learning, the development of critical thinking, and the improvement of students' professional skills. Under no circumstances should AI replace personal effort, direct practice, or independent reflection, which are fundamental pillars of this degree program.

### Permitted Uses of AI:

- Obtaining alternative explanations of theoretical or methodological concepts.
- Generating outlines, concept maps, or summaries to support study.
- Simulating interviews, questionnaires, or training sessions as part of methodological or research practices.
- Receiving feedback on report writing, provided that the original content is the student's own.
- Supporting the search for bibliography or scientific references, always contrasting with reliable and real academic sources, and respecting the CAFD regulations for the presentation of university work.

### Prohibited Uses of AI:

- Writing complete sections of academic papers, classroom exercises and practices, internship reports, journals, or portfolios, as well as the Final Degree Project.
- Formulating hypotheses, objectives, or conclusions for academic work.
- Replacing qualitative or quantitative data analysis with automated tools without human validation.
- Creating videos, presentations, or avatars with AI as a substitute for the student's oral or practical presentation.
- Obtaining automatic answers to tests, rubrics, or assessable activities through the use of AI.

### Citation and Attribution Guidelines:

- Any use of AI tools must be explicitly acknowledged in the submitted document (e.g., in a footnote or appendix).
- The name of the tool, the purpose of use (e.g., grammatical review, organization of ideas, interview simulation), and where it was used in the work must be indicated.
- Responsible use of AI will be evaluated within the framework of originality, academic honesty, and digital competence.

### Additional recommendations:

Students are encouraged to combine the use of AI with traditional methods (manual problem solving, practical session design, direct observation, etc.) to ensure the comprehensive development of their skills.



If there are any doubts about the permitted use of AI in a specific activity, students should consult the faculty responsible for the course.

## Actividades formativas

The methodologies to be used so that the students reach the expected learning outcomes will be the following:

- M1 Attendance at practices.
- M2 Resolution of problems and cases.
- M3 Discussion in small groups.
- M4 Practical laboratories.
- M5 Presentation of content by the teacher.
- M6 Practical lesson.
- M7 Group dynamics and activities.

### IN-CLASS TRAINING ACTIVITIES

ACTIVITY	RELATIONSHIP WITH THE COURSE LEARNING OUTCOMES	METHODOLOGY	HOURS	ECTS
<b>THEORETICAL CLASS:</b> Presentation of contents by the teacher. Competency analysis. Demonstration of capabilities, skills and knowledge in the classroom.	R23, R24	Resolution of problems and cases. Presentation of content by the teacher. Practical lesson.	34,00	1,36



<b>PRACTICAL CLASS / SEMINAR:</b> Group dynamics and activities. Resolution of problems and cases. Practical laboratories. Data search, computer classroom, library, etc. Meaningful construction of knowledge through student interaction and activity.	R25, R26, R27	Attendance at practices. Resolution of problems and cases. Discussion in small groups. Practical laboratories. Practical lesson. Group dynamics and activities.	18,00	0,72
<b>EVALUATION:</b> Set of oral and/or written tests used in the evaluation of the student, including the oral presentation of the final degree project.	R23, R24, R25, R26, R27	Resolution of problems and cases.	4,00	0,16
<b>TUTORING:</b> Supervision of learning, evolution. Discussion in small groups. Resolution of problems and cases. Presentation of results before the teacher. Presentation of diagrams and indexes of the proposed works.	R23, R24, R25, R26, R27	Discussion in small groups.	4,00	0,16
<b>TOTAL</b>			<b>60,00</b>	<b>2,40</b>



## TRAINING ACTIVITIES OF AUTONOMOUS WORK

ACTIVITY	RELATIONSHIP WITH THE COURSE LEARNING OUTCOMES	METHODOLOGY	HOURS	ECTS
GROUP WORK: Problem solving. Preparation of exercises, memoirs, to present or deliver in classes and/or in tutoring.	R23, R24, R25, R26, R27	Resolution of problems and cases. Group dynamics and activities.	30,00	1,20
SELF-EMPLOYED WORK: Study, Individual preparation of exercises, assignments, reports, to present or deliver in classes and/or in tutoring. Activities in platform or other virtual spaces.	R23, R24, R25, R26, R27	Resolution of problems and cases.	60,00	2,40
<b>TOTAL</b>			<b>90,00</b>	<b>3,60</b>



## Description of contents

Descripción de contenidos necesarios para la adquisición de los resultados de aprendizaje.

### Theoretical content:

Block of content	Contents
1 Introduction to the study of motor learning and development: justification, structure and areas of knowledge	1 Introduction to the study of motor learning and development: justification, structure and areas of knowledge
2 Concept and characteristics of motor learning.	2 Concept and characteristics of motor learning.
3 Explanatory models of motor control and learning.	3 Explanatory models of motor control and learning.
4 Processes and phases of motor acquisition.	4 Processes and phases of motor acquisition.
5 Factors that influence motor learning.	5 Factors that influence motor learning.
6 Concept and characteristics of motor development.	6 Concept and characteristics of motor development.
7 Explanatory models of motor development.	7 Explanatory models of motor development.
8 Motor development in the different stages and periods of life.	8 Motor development in the different stages and periods of life.





### Temporary organization of learning:

Block of content	Sessions	Hours
1 Introduction to the study of motor learning and development: justification, structure and areas of knowledge	2	4,00
2 Concept and characteristics of motor learning.	2	4,00
3 Explanatory models of motor control and learning.	3	6,00
4 Processes and phases of motor acquisition.	2	4,00
5 Factors that influence motor learning.	8	16,00
6 Concept and characteristics of motor development.	1	2,00
7 Explanatory models of motor development.	2	4,00
8 Motor development in the different stages and periods of life.	10	20,00



## References

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