



Information about the subject

Degree: Bachelor of Sciences of Physical Activity and Sport

Faculty: Faculty of Physical Activity and Sport Sciences

Code: 282064 **Name:** Inclusive Activities and Practices in the Areas of Education and Leisure Time

Credits: 4,50 **ECTS Year:** 3 **Semester:** 2

Module: 4) Optional Module.

Subject Matter: Inclusive Activities and Practices **Type:** Elective

Field of knowledge: Ciencias de la Salud

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught:

Lecturer/-s:

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Module organization

4) Optional Module.

Subject Matter	ECTS	Subject	ECTS	Year/semester
Professional Itinerary Electives.	27,00	Fitness and Physical Conditioning	6,00	This elective is not offered in the academic year 23/24
		Pedagogy in Educational Values in Sports and Physical Activity	6,00	This elective is not offered in the academic year 23/24
		Skills, Entrepreneurship and Employment	3,00	This elective is not offered in the academic year 23/24
		Sports Management of Human and Economic Resources	6,00	This elective is not offered in the academic year 23/24
		Theory and Practice of Training for High Performance in Sports	6,00	This elective is not offered in the academic year 23/24
Anthropology.	18,00	Anthropology	6,00	3/1
		Religion, Culture and Values	6,00	This elective is not offered in the academic year 23/24
		Science, Reason and Faith	6,00	3/2
Idiom.	9,00	Inglés Avanzado para Ciencias Actividad Física y Deporte	4,50	3/2



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Idiom.		Inglés Intermedio para Ciencias Actividad Física y Deporte	4,50	3/2
Nutrition.	4,50	Nutrition	4,50	3/2
Sports Facilities.	4,50	Sports Facilities	4,50	This elective is not offered in the academic year 23/24
Methods and techniques of investigation.	4,50	Applied Research Methods and Techniques in Sport Sciences	4,50	This elective is not offered in the academic year 23/24
Sports in the Natural Environment.	4,50	Sports in Nature: Specific Techniques	4,50	This elective is not offered in the academic year 23/24
Inclusive Activities and Practices	4,50	Inclusive Activities and Practices in the Areas of Education and Leisure Time	4,50	3/2
Trends in sports practices	4,50	Trends in Sports Practices	4,50	This elective is not offered in the academic year 23/24
Direction and Management of Gyms and Sports Centers.	4,50	Gym and Sports Centre Management and Administration	4,50	This elective is not offered in the academic year 23/24
Individual sports.	22,50	Athletics	4,50	3/2
		Cycling	4,50	This elective is not offered in the academic year 23/24
		Gymnastics	4,50	This elective is not offered in the academic year 23/24



Individual sports.		Swimming	4,50	This elective is not offered in the academic year 23/24
		Triathlon	4,50	3/2
Collective Sports.	22,50	Basketball	4,50	3/2
		Football	4,50	3/2
		Handball	4,50	3/2
		Hockey	4,50	This elective is not offered in the academic year 23/24
		Volleyball	4,50	This elective is not offered in the academic year 23/24
Adversary Sports.	18,00	Fencing	4,50	3/2
		Judo	4,50	3/2
		Paddle	4,50	This elective is not offered in the academic year 23/24
		Tennis	4,50	3/2



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Identify barriers to participation and learning in the educational environment to attend to the diversity of the students.
- R2 Design and implement inclusive physical activities based on the type of disability.
- R3 Analyze the possibilities of physical-sports activities in the field of leisure and recreation for people with disabilities, promoting inclusive participation.
- R4 Develop inclusive physical activity programs in the natural environment taking into account current technological advances.
- R5 Evaluate the proposals and programs of both physical education and inclusive leisure and recreation activities from a perspective of the universal design of learning.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG3	Develop skills to solve problems through decision making.			X	
CG4	Convey any related information properly both in writing and orally.	X			
CG6	Develop interpersonal relationship skills and teamwork, both in international and national contexts and in interdisciplinary as well as non-interdisciplinary teams.	X			
CG8	Recognize multiculturalism and diversity.				X
CG9	Know and act within the ethical principles necessary for proper professional practice.	X			
CG10	Develop skills for adaptation to new situations and for autonomous learning.				X
CG11	Develop skills for creativity, initiative and entrepreneurship.			X	
CG13	Be able to apply theoretical knowledge in practice.			X	
CG15	Transmit the knowledge acquired both to people specialized in the matter and to people not specialized in The subject in question.	X			
CG16	Understand the proposals of other specialists and communicate with them, both in their language and in a second language foreign.	X			
CG19	Develop habits of excellence and quality in professional practice.		X		
SPECIFIC		Weighting			
		1	2	3	4



CE 3.3 Articulate and deploy promotion, orientation, coordination, supervision and technical-scientific evaluation programs of physical activity, physical exercise and sport for the entire population, with an emphasis on populations of a special nature, with presence by a professional or carried out autonomously by the citizen, in the different types of spaces and in any sector of professional intervention of physical activity and sport (formal and informal physical-sport education; physical training and sports; physical exercise for health; direction of physical activity and sport) according to the possibilities and needs of the citizens, in order to achieve their autonomy, understanding, and greater and adequate practice of physical activity and sport.

X

CE 3.4 Promote education, dissemination, information and constant orientation to people and leaders about the benefits, significance, characteristics and positive effects of the regular practice of physical and sports activity and physical exercise, of the risks and damages of an inadequate practice and of the elements and criteria that identify its adequate execution, as well as the information, guidance and advice on the possibilities of physical activity and appropriate sport in your environment in any professional intervention sector.

X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R3, R5	30,00%	Carrying out a project.
R1, R3, R4	30,00%	Written / oral and / or practical tests.
R2, R3	30,00%	Active participation.
R4	10,00%	Autonomous work.

Observations

- The student may keep the evaluation instruments passed during the 3 years following the first registration.
- It is necessary to obtain a 50% in the following instruments (if this criterion is not met, the student will be graded with a maximum of 4.5 in that exam session):
 - Written/oral and/or practical tests
 - Completion of a project
 - Active participation

SPECIFICATIONS TO THE EVALUATION INSTRUMENTS

Written/oral and/or practical tests

It will consist of a practical application test with multiple-choice and essay questions. Standard penalty system.

Realization of a project

To develop a recreational or educational project related to Physical Activity and disability .

Active participation

Tasks performed during the practical and theoretical sessions . These tasks can only be done by the students attending the classes.

Autonomous work.

Perform and present evidence of an observation, collaboration or intervention in an entity or association related to the recreational and/or educational field of Physical Activity .

The detailed explanation (procedure for the assignments) as well as the evaluation tools (worksheets or rubrics) of each section will be posted on the platform of each group at the student's disposal.



Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M2 Group dynamics and activities.
- M3 Practical lesson.
- M4 Presentation of content by the teacher.
- M7 Small group discussion.
- M8 Resolution of problems and cases.
- M9 Attendance at practices.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
THEORETICAL CLASS: Presentation of contents by the teacher. Competency analysis. Demonstration of capabilities, skills and knowledge in the classroom. M2, M3, M4	R1, R3, R5	12,00	0,48
PRACTICAL CLASS / SEMINAR: Group dynamics and activities. Resolution of problems and cases. Practical laboratories. Data search, computer room, library, etc. Meaningful construction of knowledge through interaction and student activity. M2, M3, M7	R2, R4, R5	28,00	1,12
TUTORING: Supervision of learning, evolution. Small group discussion. Resolution of problems and cases. Presentation of results before the teacher. Presentation of diagrams and indexes of the proposed works. M3, M4	R2, R4	1,00	0,04
EVALUATION: Set of oral and / or written tests used in the evaluation of the student, including the oral presentation of the final degree project. M4, M8	R1, R2, R5	4,00	0,16
TOTAL		45,00	1,80



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK: Problem solving. Preparation of exercises, memoirs, to expose or deliver in classes and / or in tutoring. M2, M3, M7	R1, R2, R3, R4, R5	27,00	1,08
SELF-EMPLOYED WORK: Study, individual preparation of exercises, works, memories, to expose or deliver in classes and / or in tutoring. Platform activities or other virtual spaces. M8	R3, R5	40,50	1,62
TOTAL		67,50	2,70



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Block 1. Inclusive Physical Education	<ol style="list-style-type: none">1.The inclusive paradigm in education and Physical Education within the current educational system.2.Methodology, resources and strategies for inclusive practices in Physical Education classes.3.The evaluation of inclusive Physical Education. Towards a Universal Design of Learning. SAD
Block 2. Inclusion in Leisure and recreation	<ol style="list-style-type: none">4. Inclusive leisure and recreation activities. Analysis of the current situation in terms of organizations, means, supports and technological adaptations, degree of adaptability of facilities, current regulations, etc...5. Design and planning of inclusive leisure and recreation activities.6. The natural environment as another space for leisure and recreation activities.7. La Joëlette and the directional bar as a fundamental instrument to make the terrestrial natural environment accessible8. UCV's own projects and programs on inclusion in the natural environment



Temporary organization of learning:

Block of content	Number of sessions	Hours
Block 1. Inclusive Physical Education	12,00	24,00
Block 2. Inclusion in Leisure and recreation	18,00	36,00



References

Blázquez, D. (2017). *Cómo evaluar bien en Educación Física. El enfoque de la evaluación formativa*. Barcelona: INDE.

Bueno Sequera, F.J. (2012). *Manual de guiado de ciegos en montaña*. Madrid: IBERSAF.

Gomendio, M. (2000). *Educación física para la integración de niños con necesidades educativas especiales*. Madrid: Gymnos.

Hernández Vázquez, F.J. (2012). *Inclusión en Educación Física*. Barcelona: INDE

Karkalets, F., Skordilis, E.K., Evaggelinou, C., Grammatopoulou, E. y Spanaki, E. (2012). Research trends in adapted physical activity on the base of APAQ journal (2006-2010). *European Journal of Adapted Physical Activity*, 5 (2), 45-64.

Jiménez-Monteagudo, L. y Esteve, H. (2022). Experiencia en el ámbito Universitario para la Inclusión a través del deporte de orientación, el senderismo y la silla de montaña Joëlette. En Esteve, H. y Casadó R. (coord.) *El Deporte de Orientación como recurso educativo* (pp.169-195). Editorial INDE.

Jiménez-Monteagudo L. y Esteban, L. (2020) Mountains as an inclusive way open to everyone: An analysis. En Vidal, P. (coord.) *Hiking in European Mountains* (pp. 65-75). Editorial De Gruyter. DOI: 10.1515/9783110660715-00

Mendoza Laiz, N. (2009). *Propuestas prácticas de Educación Física inclusiva para la etapa de secundaria*. Barcelona: INDE

Meyer, A., Rose, D. y Gordon, D. (2014). *Universal design for learning. Theory and practice*. Wakefield, MA: CAST Professional Publishing.

Pastor, C. A. (2018). *El Diseño Universal para el Aprendizaje: Educación para todos y prácticas de enseñanza inclusivas*. Ediciones Morata.

Pérez Tejero, J. (2009). La investigación en Actividades Físicas y Deportes Adaptados: un camino aún por recorrer. RICYDE. *Revista Internacional de Ciencias del Deporte*, V (16), I-III.

Reina Vaíllo, R. (2010). *La actividad física y deporte adaptado ante el espacio europeo de enseñanza superior*. Sevilla: Wanceulen.

Ríos Hernández, M. (2012) Inclusión del alumnado con discapacidad. *Tándem Didáctica de la Educación Física*, 38 (Enero), 7-18.



Ríos Hernández, M. (2014). *565 juegos y tareas de iniciación deportiva adaptada a las personas con discapacidad*. Barcelona: Paidotribo.

Sánchez-Gómez, V. y López, M. (2020). Comprendiendo el Diseño Universal desde el Paradigma de Apoyos: DUA como un Sistema de Apoyos para el Aprendizaje. *Rev. latinoam. Educ inclusiva* 14 (1).

Sanz, D. y Reina, R. (2012). *Actividades físicas y deportes adaptados para personas con discapacidad*. Barcelona: Paidotribo.

Toro, S., Zarco, J. (1995). *Educación Física para niños y niñas con necesidades educativas especiales*. Málaga: Aljibe.

LEGISLATION

Decreto 104/2018, de 27 de julio, del Consell, por el que se desarrollan los principios de equidad y de inclusión en el sistema educativo valenciano

Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación.