Information about the subject

Degree: Bachelor of Sciences of Physical Activity and Sport

Faculty: Faculty of Physical Activity and Sport Sciences

Code: 280103 **Name:** Perceptual Motor Skills

Credits: 6,00 **ECTS Year:** 1 **Semester:** 2

Module: 2) Obligatory Formation module

Subject Matter: Manifestations of human motor skills **Type:** Compulsory

Field of knowledge: Health Sciences

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

116PG	Marta Martin Rodriguez **(Responsible Lecturer)**	MARTA.MARTIN@UCV.ES
281A	Monica Martin De Benito **(Responsible Lecturer)**	monica.martin@ucv.es
281B	Roberto Miranda Ullan **(Responsible Lecturer)**	roberto.miranda@ucv.es
281C	Barbara Imfeld Elvira **(Responsible Lecturer)**	barbara.imfeld@ucv.es
281D	Monica Martin De Benito **(Responsible Lecturer)**	monica.martin@ucv.es
281X	Roberto Miranda Ullan **(Responsible Lecturer)**	roberto.miranda@ucv.es

Module organization

2) Obligatory Formation module

Subject Matter	ECTS	Subject	ECTS	Year/semester
Manifestations of human motor skills	18,00	Body Language	6,00	1/1
		Perceptual Motor Skills	6,00	1/2
		Physical Activity in Nature	6,00	2/2
Sports Fundamentals	42,00	Adapted Sport and Inclusive Physical Activity	6,00	2/2
		Adversary Sports	6,00	2/1
		Individual Sports	6,00	2/1
		Motor Learning and Development	6,00	1/1
		Native Sports and Games	6,00	1/2
		Team Sports	6,00	2/2
		Training Theory and Practice in PA	6,00	2/2

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 Design, implement and evaluate tasks, activities and/or sessions of perceptual-motor skills in the educational field, taking into account diversity.

R2 Handle instruments and materials related to perceptual-motor skills.

R3 Adapt tasks, activities and/or sessions of perceptual-motor skills according to the level of motor development and individuality in the educational context.

R4 Identify, express, and reason about knowledge in the field of perceptual-motor skills

R5 Decide and apply optimal learning strategies for different perceptual-motor skills, considering group characteristics

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):

	Weighting			
	1	2	3	4

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R4, R5	20,00%	Written and/or practical tests.
R2, R4	30,00%	Individual or Group Work / Project.
R1, R2, R3, R4, R5	30,00%	Diary, Portfolio or Notebook.
R3, R4, R5	20,00%	Oral tests or presentation.

Observations

Students may keep the assessment tools they have passed for three years after first enrolling.
A 50% grade on all assessment tools is required to pass the course. Failure to meet any of these criteria will result in a grade of a maximum of 4.5.
This subject is NOT subject to a request for a single evaluation in accordance with the provisions of article 10.3 of the GENERAL REGULATIONS FOR EVALUATION AND GRADING OF OFFICIAL TEACHINGS AND OWN DEGREES OF THE UCV.
OTHER CLARIFICATIONS
The detailed explanation (assignment procedures) as well as the assessment tools (sheets or rubrics) for each section will be posted on each group's platform for students to use.
Written and/or Practical Exams
Single final multiple-choice exam (true/false). Standard penalty system*. If the student does not obtain a grade of 5 out of 10, the oral section (explained in the "Oral Tests or Presentation" tool) will not be allowed to take the oral section.
Oral Tests or Presentation
Oral part of the exam: 2-3 essay questions.
Individual/Group Project/Assignment
Completion and submission of a field project, which will be posted on the course platform, on one of the course topics. The project will be monitored both in class and during tutorials.
Journal, Portfolio, or Notebook
A journal must be submitted weekly with the planning, analysis, and evaluation of that session conducted by your group. Attendance at that session is mandatory to submit this journal. A maximum of one session may not be submitted. If the student does not meet the minimum number of submissions, they will fail both sessions and must resubmit the journal at the next registration session.

*Standard Penalty System
No options = No subtractions, 2 options = 1 incorrect subtracts 100%, 3 options = 1 incorrect subtracts 50%, 4 options = 1 incorrect subtracts 33.3%, 5 options = 1 incorrect subtracts 25%, 6 options = 1 incorrect subtracts 20%.

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.

Learning activities

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

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 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. M5	R2, R4	24,00	0,96
PRACTICAL CLASS / SEMINAR: 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. M1, M2, M3, M4, M6, M7	R1, R2, R3, R4, R5	20,00	0,80
EVALUATION: Set of oral and/or written tests used in the evaluation of the student, including the oral presentation of the final degree project. M2	R1, R2, R3, R4, R5	12,00	0,48
TUTORING: 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. M2, M3	R1, R2, R3, R4, R5	4,00	0,16
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK: Problem solving. Preparation of exercises, memoirs, to present or deliver in classes and/or in tutoring. M2, M7	R1, R2, R3, R4, R5	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. M2	R1, R2, R3, R4, R5	60,00	2,40
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Block 1. Characteristics of motor actions and resources for action.	Introduction to motor skills. Abilities, skills, abilities and tasks. Resources for action.
Block 2. The perceptual-motor capacities of adjusting movement to the possibilities and circumstances of one's own body and the environment.	The perceptual-motor capacities for adjusting movement to the possibilities and circumstances of one's own body: the body schema. The perceptual-motor capacities for adjusting movement to the possibilities and circumstances of the environment. The coordinative capacities
Block 3. Basic motor skills and abilities.	Basic motor skills and abilities.

Temporary organization of learning:

Block of content	Number of sessions	Hours
Block 1. Characteristics of motor actions and resources for action.	9,00	18,00
Block 2. The perceptual-motor capacities of adjusting movement to the possibilities and circumstances of one's own body and the environment.	13,00	26,00
Block 3. Basic motor skills and abilities.	8,00	16,00

References

Aragunde, J. L., y Pozos, J. M. (2000). Educación Postural. Barcelona: Inde.
Batalla, A. (1994). Habilidades, destrezas y tareas motrices. Concepto, análisis y clasificación. Actividadespara su desarrollo. Barcelona: Inde.
Batalla, A. (2000). Habilidades motrices. Barcelona: Ed. Inde.
Bédard, N. (2003). Cómo interpretar los dibujos de los niños. Málaga: Ed. Sirio S.A.
Blández, J. (1995). La utilización del material y del espacio en educación física. Barcelona: Inde.
Bricot, B.(2008). Postura normal y posturas patológicas. Revista del instituto de posturología y podoposturología, 1(2),1-13.
Cabezas, C. (2007). Análisis y características del dibujo infantil. Madrid: Ed.www.publicatuslibros.com
Cañizares, J. M., & Carbonero, C. (2016). Capacidades perceptivo-motrices, esquema corporal ylateralidad en la infancia. Sevilla: Wanceulen.
Castejón, F. J. (1995). Fundamentos de iniciación deportiva y actividades físicas organizadas. Madrid:Dykinson.
Castañer, M., y Camerino, O. (2006). Manifestaciones básicas de la motricidad. Lleida: Edicions de laUniversitat de Lleida.
Cratty, B. J. (1982). Desarrollo perceptual motor en los niños. Buenos Aires: Paidos.
Díaz-Lucea, J. (1999). La enseñanza y aprendizaje de las habilidades y destrezas motrices básicas.Barcelona: Inde.
Famose, J. P. (1992). Aprendizaje motor y dificultad de la tarea. Barcelona: Paidotribo. Ferré, J.,Casaprima, V., Catalán, J., y Mombiela, J. V. (2000). El desarrollo de la lateralidad infantil. Niño diestro-niño zurdo. Barcelona: Lebón.
Gil, P., Ricardo, O., y Gómez, I. (2008). Habilidades motrices en la infancia y su desarrollo desde unaeducación física animada. Revista Iberoamericana de educación, 47, 71-79.
Granda, J., y Alemany, I. (2002): Manual de aprendizaje y desarrollo motor: una perspectiva educativa.Barcelona: Paidos Ibérica.
Lowenfeld, V., & Brittain, W. L. (1980). Desarrollo de la capacidad creadora. Buenos Aires: Kapelusz.
Luquet, G. H. (1972). El dibujo infantil. Barcelona: A. Redondo.
Oña, A. (2005). Actividad Física y Desarrollo: Ejercicio físico desde el nacimiento. Sevilla: Wanceulen.
Oña, A., Martínez, M., Moreno, F., y Ruiz, L. M. (1999). Control y Aprendizaje Motor. Madrid: Síntesis.
Ruiz, L. M. (1987). Desarrollo motor y actividades físicas. Madrid: Gymnos.
Ruiz, L., Gutiérrez, M., Graupera, J. L., Linaza, J. L., y Navarro, F. (2001). Desarrollo, Comportamiento Motor yDeporte. Madrid: Síntesis.
Sánchez-Bañuelos, F. (1992). Bases para una didáctica de la educación física y el deporte. Madrid: Ed.Gymnos.
Sánchez, J. (2008). Recursos y estrategias en psicomotricidad. Aljibe: Madrid.

Singer, R. (1986). El aprendizaje de las acciones motrices en el deporte. Barcelona: Hispano Europea.
Ureña, N., Ureña, F., Velandrino, A. P., y Alarcón, F. (2006). Las habilidades motrices básicas en primaria.Programa de intervención. Barcelona: Inde.
Wickstrom, R. (1990). Patrones motores básicos. Madrid: Ed. Alianza Deporte.
Varios (1998). Fundamentos de EF para la enseñanza primaria. Vol. I. Barcelona: Inde.
BIBLIOGRAFÍA COMPLEMENTARIA:
Ajuriaguerra, J. (1986). Organización neuropsicológica de algunas funciones: de los movimientosespontáneos al diálogo tónico postural y a las formas precoces de comunicación. Psicomotricidad. Revista de estudios y experiencias, 23, 17-34.
Ballesteros-Jiménez, S. (1982). El esquema corporal. Madrid: TEA.
Bernal, J. A., Wanceulen, A., & Wanceulen, J. F. (2010) 101 juegos y ejercicios para niños de 6 a 8 años.Imagen y percepción corporal. Sevilla: Wanceulen.
Bernal, J. A., Wanceulen, A., & Wanceulen, J. F. (2012) 100 ejercicios y juegos de percepción espacial ytemporal para niños de 10 a 12 años. Imagen y percepción corporal. Sevilla: Wanceulen.
Bernal, J. A., Wanceulen, A., & Wanceulen, J. F. (2010) 101 juegos y ejercicios para niños de 3 a 6 años.Percepción espacial y temporal. Imagen y percepción corporal. Sevilla: Wanceulen.
Bernal, J. A., Wanceulen, A., & Wanceulen, J. F. (2009) 100 ejercicios y juegos de coordinación dinámicageneral para niños de 10 a 12 años. Imagen y percepción corporal. Sevilla: Wanceulen.
Bernal, J. A.,Wanceulen, A., & Wanceulen, J. F. (2008) 101 juegos y ejercicios para niños de 3 a 6 años. Imagen ypercepción corporal. Sevilla: Wanceulen.
Blández, J. (2000). Programación de unidades didácticas según ambientes de aprendizaje. Barcelona: Inde.
Cabezas, C. (2007). Análisis y características del dibujo infantil. Madrid: Ed. publicatuslibros.
Cañizares, J.M., & Carbonero, C. (2017). Cómo mejorar las capacidades perceptivo-motrices, el esquema corporal y lalateralidad en tu hijo. Sevilla: Wanceulen.
Clenaghan, B. A., y Gallahue, D. L. (1985). Movimientos fundamentales, su desarrollo y rehabilitación. BuenosAires: Médica Panamericana, S. A.
Conde, J. L. (2001). Cuentos motores. Barcelona: Inde.
Conde, J. L., Martín, C., y Viciana, V. (1997). Las canciones motrices. Barcelona: Inde. Gallahue, D. L.,Werner, P. H., y Luedke, G. C. (1975). A conceptual approach to moving and learning. New York: JohnWiley.
Da Fonseca, V. (1996). Estudio y génesis de la psicomotricidad. Barcelona: Inde.
Domínguez, J. et al. (2003). Creación de ambientes de aprendizaje en Educación Física [Página web].http://www.educa.aragob.es/cprcalat/jornadasef/Ambientes/ambientes.htm
Escudero, M., Fernández, M., Sosa, M., y Villamayor, N. (2003). La evolución del dibujo [Páginaweb].http://www.pedregal.org
Fernández, A. I. (2009). El trabajo por rincones en el aula de educación infantil. Ventajas del trabajo porrincones. Tipos de rincones. Innovación y experiencias educativas, 15, 2-9.
González, F. V., Contreras, P. E., Saavedra, M. P., & Muñoz, R. S. (2013). Estimulación de las capacidades perceptivo-motrices durante cuatro semanas en la mejora de las capacidades

cognitivas básicas en niños. Revista Ciencias de laActividad Física UCM, 14(2), 47-52.
Horenstein, A. B. (2013). La centralidad de la noción de esquema corporal como quiasmo de espacio ymovimiento. Investigaciones Fenomenológicas, 10, 15-32.
Jurado, J. L., Aguilera, P., Calvo, L. J., Franco, M. M. y García, D. (2006). Ambientes de aprendizaje: unrecurso metodológico para el área de Educación Física. Revista digital: Práctica docente, 3, 1-11.
Le Boulch, J. (1984). La educación por el movimiento en la edad escolar. Barcelona: Paidos.
Le Boulch, J. (1991). El deporte educativo: psicocinética y aprendizaje motor. Barcelona: Paidós Ibérica.
Lleixá, T. (1988). La educación física de 3 a 8 años. Barcelona: Paidotribo.
Lleixá, T. (1997). Juegos sensoriales y de conocimiento corporal. Barcelona: Paidotribo. Lora, J. (1991). La educación corporal. Barcelona: Paidotribo.
Martín, D., Andújar, R., y Moreira da Silva, C. (2013). Evaluación de la lateralidad en un grupo de niños deeducación infantil y educación primaria. Revista de psicomotricidad, 23(3).
Méndez, A., López, G., y Sierra, B. (2009). Competencias Básicas: sobre la exclusión de la competenciamotriz y las aportaciones desde la Educación Física. Retos: nuevas tendencias en educación física, deporte yrecreación, 16: 51-57.
Moxley, S. E. (1979). Schema: The variability of practice hypothesis. Journal of Motor Behaviour, 11, 65-70.
Piaget, J. (1977). El comportamiento motor de la evolución. Buenos Aires: Ediciones Nueva Visión.
Ruiz, L. M. (2014). De qué hablamos cuando hablamos de competencia motriz. Acción motriz, 12, 37-44.
Ruiz, F., y García, M. E. (2001). Desarrollo de la motricidad a través del juego. Madrid: Gymnos.
Sánchez, F. (2011). Hacia un concepto de freno inhibitorio desde una mirada psicomotriz.Revista de psicomotricidad, 25(3).
Schmidt, R. A. (1975). A schema theory of discrete motor skill learning. Psychological Review, 82(4), 225-260.
Schmidt, R. A., & Lee, T. (2005). Motor Control and Learning. Champaign: Human Kinetics.
Tasset, J. M.(1996). Teoría y Práctica de la Psicomotricidad. Barcelona: Paidós.
Terry, J. (2014). Análisis de la influencia de la metodología de la intervención psicomotriz sobre el desarrollo delas habilidades motrices en niños de 3 a 4 años. (Tesis Doctoral, Universidad de Murcia).https://digitum.um.es/digitum/handle/10201/40991
Trigo, E. (1999). Motricidad y Creatividad. Barcelona: Inde.
Vayer, P. (1973). El niño frente al mundo. Barcelona: Científico Médica.
Vidal, M. (2007): Estimulación temprana 2 (0 a 6 años); Desarrollo de capacidades, valoración y programasde intervención. Madrid: CEPE.
Villegas, F. y García, A. (2010). El cuento motor como recurso para el desarrollo del currículum en EducaciónFísica. EFDeportes, 15(147). Publishersnet