



Information about the subject

Degree: Bachelor of Sciences of Physical Activity and Sport

Faculty: Faculty of Physical Activity and Sport Sciences

Code: 280201 **Name:** Learning and Motor Development

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

Module: 2) Knowledge of Basic Discipline module.

Subject Matter: Science and Human Movement. **Type:** Compulsory

Field of knowledge: Management and didactics in Physical Activity.

Department: Physical Activity Management and Didactics

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

116PG	<u>Ignacio Ballester Esteve</u> (Responsible Lecturer)	ignacio.ballester@ucv.es
281A	<u>Victor Sánchez Sanz</u> (Responsible Lecturer)	victor.sanchez@ucv.es
281B	<u>Cristina Monleon Garcia</u> (Responsible Lecturer)	cristina.monleon@ucv.es
281C	<u>Cristina Monleon Garcia</u> (Responsible Lecturer)	cristina.monleon@ucv.es
281D	<u>Cristina Monleon Garcia</u> (Responsible Lecturer)	cristina.monleon@ucv.es
281X	<u>Victor Sánchez Sanz</u> (Responsible Lecturer)	victor.sanchez@ucv.es
CATR	<u>Victor Sánchez Sanz</u> (Responsible Lecturer)	victor.sanchez@ucv.es



Module organization

2) Knowledge of Basic Discipline module.

Subject Matter	ECTS	Subject	ECTS	Year/semester
Science and Human Movement.	6,00	Learning and Motor Development	6,00	1/2
Manifestations of the human motor	12,00	Body Language	6,00	1/2
		Perceptual-Motor Skills	6,00	2/1
Applied basis o sports	36,00	Adapted Sport and Physical Activity with Specific Educational Needs	6,00	3/1
		Adversary Sports	6,00	3/2
		Collective Sports	6,00	2/2
		Individual Sports	6,00	2/1
		Local Games and Sports	6,00	2/2
		Sport in the Natural Environment	6,00	3/2
		Biological and Mechanics Basis of Human Movement	18,00	Biomechanics of Physical Activity
Kinesiology	6,00			2/1
Physiology of Exercise	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 Acquiring basic theory knowledge to identify the causes of human motor development and environmental factors that affect it.
- R2 Searching information to personalize and increase theoretical contents of the subject, establishing a direct relationship between motor development and explanatory models and theories.
- R3 Learning aspects that determine human motor skills and knowing to correct those factors that complicate their proper development.
- R4 Knowing proper resources to establish positive motor learning criteria according to the goals proposed previously.
- R5 Knowing learning techniques in order to assess and control learning level of the motor skills established previously.
- R6 Learning to express acquired knowledge (oral and writing expression) as well as summarize and organize the information.



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
CG1	Understanding scientific literature in English and other important languages widely used in the scientific field achieving a good management of information			X	
CG2	Ability to apply information technology and communication (ICT)		X		
CG4	Transmit any information regarding the contents of body expression both in writing and orally		X		
CG5	Plan and organize any activity efficiently			X	
CG6	Develop interpersonal skills and teamwork, both international and domestic contexts and in interdisciplinary teams and non-interdisciplinary	X			
CG7	Be capable of critical reasoning using the knowledge gained				X
CG10	Develop skills to adapt to new situations and autonomous learning				X
CG13	Being able to apply theoretical knowledge in practice			X	
CG14	Use Internet well as communication and as a source of information		X		
CG15	Conveying the acquired knowledge both to specialists in the subject and to people who are not experts on it	X			
CG19	Developing habits aiming at obtaining excellence and quality at work	X			
SPECIFIC		Weighting			
		1	2	3	4



CE5 Know and understand the effects of the practice of body language and its manifestations in the personal development and health improvement

x

CE7 Know and understand the foundations, structure and function of body language in relation to human movement

x

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6	50,00%	Written/oral and/or practical tests.
R1, R2, R3, R4, R5, R6	20,00%	Participation and self-assessment.
R1, R2, R3, R4, R5, R6	30,00%	Oral exhibition of individual and / or group works.

Observations

CRITERIA FOR GRANTING A GRADE OF WITH HONORS:

- In order to considering a candidate for honors, it is necessary to have a minimum mark of 9
- Whenever two students get the same qualification, the lecturer will take into account the student's interest, predisposition and implication in the subject.
- According to UCV's rules, the number of Distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrolment is under 20, in which case only one Distinction may be granted.

SHORT GUIDE OF THE SUBJECT IN FIRST ENROLMENT:

- In order to passing the subject, it is necessary to have a minimum mark of 4.5 of each part of the subject (assessment tools), obtaining an average mark of 5.
- Partial marks obtained will be kept for the second enrolment.
- Students with a failing grade in some of the assessment tools, but an average mark higher than 5, will be graded with a mark of 4.5.



Learning activities

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

- M1 Exhibition of contents by the teacher.
- M2 Dynamics and group activities.
- M3 Resolution of problems and cases.
- M4 Laboratory practices.
- M5 Discussion in small groups.
- M6 Practical lesson.
- M7 Internship assistance.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<p>PRACTICAL /SEMINAR CLASS: Dynamics and group activities. Resolution of problems and cases. Laboratory practices. Data search in a computer room, library... Meaningful construction of knowledge through the interaction and activity of the student</p> <p>M2, M3, M5, M6</p>	R1, R2, R3, R4, R5, R6	7,50	0,30
<p>TUTORY: Learning supervision, evolution. Discussion in small groups. Resolution of problems and cases. Presentation of results before the teacher. Presentation of schemes and indexes of the proposed works.</p> <p>M5</p>	R1, R2, R3, R4, R5, R6	5,00	0,20
<p>EVALUATION: Set of oral and / or written tests used in the evaluation of the student, including the oral presentation of the final project.</p> <p>M1, M3</p>	R1, R2, R3, R4, R5, R6	5,00	0,20
<p>THEORETICAL CLASS: Presentation of content by the teacher. Competency analysis. Demonstration of skills, abilities and knowledge in the classroom.</p> <p>M1, M2, M5</p>	R1, R3, R4, R5	27,50	1,10
TOTAL		45,00	1,80



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK: Problem solving. Preparation of exercises, works, memories, to exhibit or deliver in classes and / or in tutoring. M2, M3	R1, R2, R3, R4, R5, R6	40,00	1,60
AUTONOMOUS WORK: Study, Individual preparation of exercises, works, memories, to exhibit or deliver in classes and / or in tutoring. Platform activities or other virtual spaces. M3	R1, R2, R3, R4, R5, R6	65,00	2,60
TOTAL		105,00	4,20



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Theme 0. Introduction: Human Motor Skills; Motor's Development, Learning and Control; Behaviour code: information processing.	Introduction: Human Motor Skills; Motor's Development, Learning and Control; Behaviour code: information processing.
Theme 1. Motor Development's concept and characteristics.	Motor Development's concept and characteristics.
Theme 2. Motor Development's theoretical explanatory models.	Motor Development's theoretical explanatory models.
Theme 3. Nervous system and functional development.	Nervous system and functional development.
Theme 4. Motor Development in infancy.	Motor Development in infancy.
Theme 5. Motor Development in early childhood.	Motor Development in early childhood.
Theme 6. Motor Development in children's school stage.	Motor Development in children's school stage.
Theme 7. Motor Development in school stage.	Motor Development in school stage.
Theme 8. Motor Development in puberty.	Motor Development in puberty.
Theme 9. Motor Learning's concept and characteristics.	Motor Learning's concept and characteristics.
Theme 10. Motor Learning's theoretical explanatory models.	Motor Learning's theoretical explanatory models.



Theme11. Motor Learning process.

Motor Learning process.

Theme 12. Motor Learning factors.

Motor Learning factors.



Temporary organization of learning:

Block of content	Number of sessions	Hours
Theme 0. Introduction: Human Motor Skills; Motor's Development, Learning and Control; Behaviour code: information processing.	1,00	2,00
Theme 1. Motor Development's concept and characteristics.	1,00	2,00
Theme 2. Motor Development's theoretical explanatory models.	2,00	4,00
Theme 3. Nervous system and functional development.	1,00	2,00
Theme 4. Motor Development in infancy.	1,00	2,00
Theme 5. Motor Development in early childhood.	2,00	4,00
Theme 6. Motor Development in children's school stage.	2,00	4,00
Theme 7. Motor Development in school stage.	2,00	4,00
Theme 8. Motor Development in puberty.	2,00	4,00
Theme 9. Motor Learning's concept and characteristics.	1,00	2,00
Theme 10. Motor Learning's theoretical explanatory models.	2,00	4,00
Theme11. Motor Learning process.	2,50	5,00
Theme 12. Motor Learning factors.	3,00	6,00



References

SPECIFIC BIBLIOGRAPHY:

- Antoraz, E y Villaba, J. (2010). *Desarrollo cognitivo y motor*. Madrid: Editex.
- Blakemore, S. y Frith, U.(2011). *Cómo aprende el cerebro*. Barcelona: Ariel
- Díaz, J. (1999). *La enseñanza y aprendizaje de las habilidades y destrezas motrices básicas*. Barcelona: Inde.
- Ellis, J. (2007). *Aprendizaje Humano*. Madrid: Pearson.
- Famose, J.P. (1992). *Aprendizaje motor y dificultad en la tarea*. Barcelona: Paidotribo.
Barcelona: Inde.
- Famose, J.P. (1999). *Cognición y rendimiento* .Barcelona: Inde.
- Fernandez, E et. Al.(1999). *Escalas para la evaluación de las habilidades motrices básicas*. Madrid: CIDE.
- Ferreros, M^a L. (2006). *Enséñale a aprender*. Barcelona: Planeta.
- Fisher-price juguetes. Guía: *El desarrollo de tu bebé a través del juego*.
- Gessel, A (1988). *El niño de 1 a 4 años*. Barcelona: Piados.
- Granda, J. y Alemany, I (2002). *Manual de aprendizaje y desarrollo motor*. Barcelona: Paidos.
- Gutiérrez, D. M. (2004). *Aprendizaje y desarrollo motor*. Sevilla: Fondo Editorial de la Fundación San Pablo Andalucía CEU.
- Haba juguetes. Catálogo de productos. *Juguetes buenos para niños*.
- Imaginarium juguetes. (2010). *Colección: juega conmigo. Guía para jugar y aprender con tus hijos*. 4 volúmenes de 0 a 8 años.
- Jensen, E. (2010). *Cerebro y aprendizaje*. Madrid: Narcea.
- Larousse.(2008). *Padres*. Barcelona: Larousse.



- Le Boulch, J. (1987). *La educación psicomotriz en la escuela primaria*. Barcelona: Paidós.
- Le Boulch, J. (1991). *El deporte educativo: psicocinética y aprendizaje motor*. Barcelona: Paidós.
- Le Boulch, J. (1995). *El desarrollo psicomotor desde el nacimiento hasta los 6 años*. Barcelona: Paidós.
- López, C. (2009). *Actividad física y salud para el desarrollo motor en adultos y mayores*. Sevilla: Wasceulen.
- Losquadro, L. (2005). *Cómo desarrollar las habilidades motoras. Desde el nacimiento hasta los 5 años*. Barcelona: CEAC.
- Luis, J.C y col. (2007). *Las 10 claves del aprendizaje motor*. Madrid: Adal.
- Martin, D (2004). *Metodología del entrenamiento infantil y juvenil*. Barcelona: Paidotribo.
- Massion, J. (2000). *Cerebro y motricidad*. Barcelona: Inde.
- Morales Aznar, J., Roca i Balasch, J., Universitat de Barcelona, & Institut Nacional d'Educació Física de Catalunya. (2006). *Motricidad y cognición: Un estudio empírico (tesis doctoral)*.
- Oña, A (2005). *Actividad física y desarrollo*. Sevilla: Wasceulen.
- Oña, A y col. (1999). *Control y aprendizaje motor*. Madrid, Síntesis.
- Philip Rice, F. (1997). *Desarrollo humano. Estudio del ciclo vital*. Madrid: Pearson Educación
- Piaget, J. & Inhelder, B. (1993, 1ª edición 1969). *Psicología del niño*. Madrid: Morata.
- Pons, E & Roquet-Jamal, D. (2010). *Desenvolupament cognitiu i motor*. Barcelona: Altamar.
- Roca, J. (1983). *Desarrollo motriz y psicología*. Barcelona: Instituto Nacional de Educación Física de Cataluña.
- Ruiz, L. M. (1994). *Desarrollo motor y actividades físicas*. Madrid: Gymnos.
- Ruiz, L.M.(1994). *Deporte y aprendizaje. Procesos de adquisición y desarrollo de habilidades*. Madrid: Visor.



Castañer, M. y Camerino, O. (2001). *La educación física en la enseñanza primaria*. Barcelona: Inde.

Contreras, R. O. (1998). *Didáctica de la educación Física, un enfoque constructivista*. Barcelona: Inde.

Delgado, M., Gutiérrez, A. y Castillo, M.J. (2007). *Entrenamiento físico-deportivo y alimentación. De la infancia a la edad adulta*. Barcelona: Paidotribo.

Ruiz, L.M. (1995). *La competencia motriz*. Madrid: Gymnos

Ruiz, L.M y Aruza, J (2005). *El proceso de toma de decisiones en el deporte: clave de la eficiencia y el rendimiento óptimo*. Barcelona: Paidos.

Ruiz, L.M et. al (2007). *Desarrollo, comportamiento motor y deporte*. Madrid: Síntesis.

Sánchez, F (1992). *Bases para una didáctica de la educación física y el deporte*. Madrid: Gymnos.

Sherindan, M. (2003). *Desde el nacimiento hasta los 5 años: Proceso evolutivo, desarrollo y progresos infantiles*. Madrid: Narcea.

Schunk. D (1998). *Teorías del aprendizaje*. Madrid: Pearson Educación.

Stassen, K (Kathleen Stassen Berger).(2007). *Psicología del desarrollo: infancia y adolescencia*. Madrid: Ed. Médica Panamericana.

Stassen, K (Kathleen Stassen Berger).(2007). *Psicología del desarrollo: adultez y vejez*. Madrid: Ed. Médica Panamericana.

Tándem, Revista didáctica de la Educación Física Nº 36 (abril, mayo, junio 2011). *El aprendizaje motor*. Barcelona: Graó

Thomas, J & Nelson, J. (2007). *Métodos de investigación en actividad física*. Barcelona. Paidotribo

Twombly, E & Gink, G. (2008). *Actividades de aprendizaje de 0 a 5 años*. Madrid: Narcea.

Vaca, M. y Varela, M^a S.(2008). *Motricidad y aprendizaje*. Barcelona: Graó.

BASIC BIBLIOGRAPHY:



Castañer, M. y Camerino, O. (2001). *La educación física en la enseñanza primaria*. Barcelona: Inde.

Contreras, R. O. (1998). *Didáctica de la educación Física, un enfoque constructivista*. Barcelona: Inde.

Delgado, M., Gutiérrez, A. y Castillo, M.J. (2007). *Entrenamiento físico-deportivo y alimentación. De la infancia a la edad adulta*. Barcelona: Paidotribo.

. y Castillo, M.J. (2007). *Entrenamiento físico-deportivo y alimentación. De la infancia a la edad adulta*. Barcelona: Paidotribo.



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

Microsoft Teams

Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

Microsoft Teams

Kaltura

Explanation about the practical sessions:

The active participation that had been done in the face-to-face classes will be digitally valued while the alarm state lasts.



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: