Information about the subject

Degree: Bachelor of Sciences of Physical Activity and Sport

Faculty: Faculty of Physical Activity and Sport Sciences

Code: 280208 **Name:** Local Games and Sports

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

Module: 2) Knowledge of Basic Discipline module.

Subject Matter: Applied basis o sports **Type:** Compulsory

Field of knowledge: SPORT TRAINING

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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	6,00	3/2
		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 Describing, interpreting and analyze games and sports, its evolution and characteristics.

R2 Describing the characteristics of the five big modes accurately of “Pilota Valenciana”: “Raspall, Frontón, Galotxa, Llargues and Escala y Corda”, from the conceptual to the procedimental point of view

R3 Planning, proposing and to organize programs and activities of traditional games and “Pilota Valenciana”, in terms of the characteristics of the context.

R4 Investigating and interpreting the closer environment in relation to traditional and popular games, especially the "Pilota Valenciana".

R5 Assuming with responsibility the decisions that they get during of the subject of study, especially in terms of criteria of evaluation, performing with autonomy and solidarity with the companions.

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
CG2	Ability to apply information technology and communication (ICT)		x		
CG3	Develop skills to solve problems through decision-making			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	
CG8	Being able to recognise multicultural and diverse environment		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
CG16	Understanding other specialists proposals and communicating with them both in the student's own language and in a foreign language		x		
CG17	Learn about other cultures and customs and be able to adapt its activities to them		x		
CG18	Being able to assess themselves	x			

CG19	Developing habits aiming at obtaining excellence and quality at work				x

SPECIFIC		Weighting			
		1	2	3	4
CE1	Knowing and understanding the contents within the scope of Physical Activity and Sports Science		x		
CE9	Know and understand the different manifestations of expressive human movement			x	
CE10	Design, plan and evaluate content of body language to improve motor skills				x
CE18	Select and know how to use the most appropriate teaching materials and resources for each type of activity				x
CE19	Learn to apply the techniques of information and communication within the body expression		x		

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R3, R4, R5	40,00%	Completion of a project.
R1, R2, R3, R5	20,00%	Exam or practical questionnaires.
R1, R2, R3, R5	20,00%	Active participation.
R1, R3, R4, R5	20,00%	Oral exhibition of individual and / or group works.

Observations

To pass the subject in 1st enrolment call will be essential:
The minimum score of each item of assessment to make half the final grade for the course will be 5 points.The final average to pass the course will be 5 points.In the event that a penalty, one of the party is suspended, regardless of the average of all remaining parts being approved on 5, the student will be awarded a maximum grade of 4.5 points.

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
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 M2, M3, M5, M6	R1, R2, R3, R4, R5	42,00	1,68
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. M5	R3, R5	2,00	0,08
EVALUATION: Set of oral and / or written tests used in the evaluation of the student, including the oral presentation of the final project. M2, M3	R1, R2, R5	4,00	0,16
THEORETICAL CLASS: Presentation of content by the teacher. Competency analysis. Demonstration of skills, abilities and knowledge in the classroom. M1, M2, M5	R1, R2	12,00	0,48
TOTAL		**60,00**	**2,40**

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	R3, R5	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	R2, R4, R5	50,00	2,00
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
UD1.- INITIAL CONCEPTS	1.1. - Games and Sports. Characteristics and historic evolution1.2. - The popular and native games. Practice and taxonomies1.3. - Native and Popular Games, and Valencian Sports. Theory and practice.
UD2.- THE “PILOTA VALENCIANA” AND ESSENTIAL CONCEPTS	2.1. - History of the “pilota valenciana”.2.1.1.- The origins of the” Pilota” games2.1.2. - Historic evolution.2.1.3. - The “pilota valenciana” today.2.2. - Rules.2.2.1. - Rules and traditions.2.2.2.- The passing of the match.2.2.3. - Authority.2.2.4. - Score.2.3. - The technique of Pilota's game.2.3.1. - The different strikes.2.3.2.- The kickoff and wounding2.4. - The tactics of Pilota's game.2.4.1. - Direct and indirect game.2.4.2. - Game of invasion and divided court.2.4.3. - Street, “trinquet”, the fronton court and the school's court.2.5.- Pilota specific material2.5.1.- La pilota de vaqueta, de badana, de drap i la de tec.2.5.2. - The protective material.2.5.3. - Clothes.2.6. – The installations2.6.1.- The street2.6.2.- “El trinquet”2.6.3.- Fronton court and the artificial streets2.6.4.- Les galotxetes del Vinalopó, el rebotet de l’Olleria i el frare de Traiguera2.6.5.- The new installations of the public centers
UD3. - THE “PILOTA VALENCIANA” AND OTHER CONCEPTS.	3.1.- Other concepts3.1.1. - Crossings. Public of the game..3.1.2. - “Els trinqueters, els marxadors i l’empresa”.3.1.3.- The language to the ball3.1.4.- The championship

UD4.- GAMES AND NATIVE SPORTS AND EDUCATION	4.1.- Games and native sports to the educational curriculums4.2.- The teaching of “Pilota Valenciana” and other popular games4.2.1. - Justifications of the presence of “Pilota” at the classrooms.4.2.2.- “Pilota valenciana” and the cooperative learning4.2.3. - Assessments and reflections according to the educational value of pilota.4.2.4.- The “pilota valenciana” to the sports municipal schools
UD5.- THE “PILOTA VALENCIANA AND THE PROCEDURES	5.1.- The “pilota” and the body5.1.1.- ‘Fer-se la mà’5.1.2. - The injuries to the “pilota valenciana”.5.1.3. - The warming up to the game of “pilota”.5.2.- The game5.2.1. - Techniques5.2.1.1. - The strikes.5.2.1.2. - The kickoff and wounding.5.2.2.- Tactics5.2.2.1.- The games of invasion and divided court5.2.2.2.- The indirect games5.3. - The “pilota valenciana” in the didactic units.5.3.1.- Pilota as educative practice5.4.- Pilota Training5.4.1. - The physical conditions to the “Pilota”.5.4.1.1. - Force.5.4.1.2. - Velocity of reaction and speediness.5.4.1.3. - Aerobic and anaerobic resistance.5.4.1.4.- The flexibility
UD6.- THE “PILOTA VALENCIANA” AND THE OTHER POPULAR GAMES AND ATTITUDES	6.1. - The respect to the “Pilota” game like a primary element of the valencian culture.6.2. - Understanding the importance of the paper of the Physical Education professionals in the conservation of games and sports.6.3. - Reflecting agreement about the transmission of Pilota moral values: Fair play, honesty, nobleness, etc..6.4. - The process of auto-management of the evaluation. Learning process responsibility.

Temporary organization of learning:

Block of content	Number of sessions	Hours
UD1.- INITIAL CONCEPTS	6,00	12,00
UD2.- THE “PILOTA VALENCIANA” AND ESSENTIAL CONCEPTS	6,00	12,00
UD3. - THE “PILOTA VALENCIANA” AND OTHER CONCEPTS.	3,00	6,00
UD4.- GAMES AND NATIVE SPORTS AND EDUCATION	4,00	8,00
UD5.- THE “PILOTA VALENCIANA AND THE PROCEDURES	7,00	14,00
UD6.- THE “PILOTA VALENCIANA” AND THE OTHER POPULAR GAMES AND ATTITUDES	4,00	8,00

References

BASIC BIBLIOGRAPHY:

Agulló, V., González, G., i Gómez, J. (2016). La pilota valenciana. Pràctica, ciència i codi. València: Universitat de València.

Agulló. V. (Coord.). (2015). Esport tradicional valencià i territori. València: Universitat de València.

Agulló, V., i Congost, J.M. (2019). La pilota grossa. València: Edicions 96 i IECMA

Això és com tot. Edicions d'Alginet, Carlet, Beneixida, Alcàntera, Gavarda, Sumacàrcer, Almussafes, L'Alcúdia, Alberic, Algemesí, Guadassuar, Rafelguaraf, Manuel, Marquesat i Alzira http://aixoescomtot.com/

AVL. (2012). Pilota. Regles del joc. València: Publicacions de l'Acadèmia Valenciana de la Llengua.

Cerdà, P., i Mascarell, P. (2009). La revolució va de bo!. La modernització de la pilota valenciana. València: Universitat de València.

Conca, M., García, G., Gimeno, T., Llopis, F., Naya, J., i Pérez, V. (2003). La pilota valenciana. Unitat didàctica. València: Generalitat Valenciana.

Durbà, V. (2000). Enfocament didàctic de la Pilota Valenciana. Apunts, 61, 96-101.

Federació de Pilota Valenciana. (2012). Reglaments de joc. Modalitats de Pilota Valenciana. Consultat en http://fedpival.es/pdf/normatives/doc2856.pdf

Federació de Pilota Valenciana. (2018). Reglament de joc del frare. Consultat en http://fedpival.es/pdf/competicions/pdf_7648.pdf

Gómez, A. (2001). Juegos tradicionales valencianos. València: Carena Editors.

Gómez, A. (2005). Com es juga a... Recuperació de jocs tradicionals valencians. València: Ed. Fundació Jaume II el Just.

Lavega P. y Olaso, S. (1999). 1000 juegos y deportes populares y tradicionales. La tradición jugada. Barcelona: Paidotribo.

Llopis i Bauset, F. (1999). El Joc de Pilota Valenciana. València: Carena.

Martínez, J. A. (2010). Analisi dels factors de rendiment en pilota valenciana: una proposta per a l'educació superior. Tesis doctoral. Universitat d'Alacant, Alacant.

Martos, D., i Torrent, G. (2011). Pilota valenciana. Propostes didàctiques per ensenyar i aprendre el nostre joc. València: Ed. Denes.

Molines, V., Luque, F., i Giner, S. (2009). Tallers de cultura popular valenciana. 3 Joc de Pilota. València: Edicions 96

Museu Valencià d'Etnografia. (2013). Faixa Roja, Faixa Blava. La Pilota Valenciana. València: Autor.

Pérez, V., Conca, M., Naya, J., Gimeno, T., Bravo, R.,i Garcia, G. (2018). Unitat didàctica:La pilota valenciana. ESO i Batxillerat. Conselleria d'Educació, Investigació, Cultura i Esport. http://mestreacasa.gva.es/web/cefireae/ud-pilota-valenciana.

Soldado, A. (1998). Joc de Pilota. Historia de un deporte valenciano. València: Publitrade.

Usabiaga, O., i Martos, D. (2012). La tradición lúdica en el currículum educativo. Los juegos y deportes de pelota en Educación Física: una propuesta comprensiva. Apunts. Educación Física y Deportes, 107 (1), 31-40

COMPLEMENTARY BIBLIOGRAPHY:

AVL. (2010). Vocabulari del joc de pilota. València: Publicacions de l'Acadèmia Valenciana de la Llengua.

Boix, M. (1993). El punt dins del moviment. València: Generalitat valenciana.

Enriz, N. (2011). Antropología y juego: apuntes para la reflexión. Cuadernos de Antropología Social, 34, 93-114.

Galera, A.D. (2001). Manual de didáctica de la educación física. Una perspectiva constructivista moderada. Nociones de impartición. Barcelona: Paidós.

González, G., Agulló, V., Valderrama, J.C., i Aleixandre, R. (2010). El desenvolupament de la investigació sobre pilota valenciana: guia bibliogràfica i fonts d'informació. Apunts. Educació Física i Esports, 99 (1), 5-12.

Martínez, J. A., Pérez, J. A., Chinchilla, J. J., y Jiménez, J. M. (2013). Estudio sobre la utilización de los gestos técnicos en pelota valenciana en jugadores profesionales. Retos. Nuevas

tendencias en Educación Física, Deporte y Recreación, 23, 64-66.

Millo, L. (1976). El Trinquet. València: Prometeo.

Mollà, T. (1994). El Genovés. València: Tàndem Edicions.

Mollà, T. (1996). Una partida de llegenda. València: Amics del Genovés.

Monforte, E. (2015). Una reconstrucció del joc de pilota valenciana als pobles de la comarca de l'Horta Sud de València de 1900 a 1975: una investigació des de la història oral. Tesis doctoral. Universitat de València, València.

Montaner, A. M. (2010). Estudio de los trinquetes de pilota valenciana, según criterios epidemiológicos, de opinión y biomecánicos. Tesis doctoral. Universitat de València, València.

Montaner, A. M., Llana, S., Gámez, J., y Montaner, C. (2013). Estudio epidemiológico en pelota valenciana. Revista Internacional de Medicina y Ciencias de la Actividad Física y el Deporte, 13(50), 235-255.

Sánchez Bañuelos, F. (2003). Didáctica de la educación física. Madrid: Prentice Hall.

Sentandreu, R., Año, V., Giner, S., i Agulló, V. (2019). La pilota valenciana: Reptes per al segle XXI. València: Càtedra de la pilota valenciana (Universitat de València)

Sicilia, A., y Delgado, M. A. (2002). Educación Física y Estilos de enseñanza. Barcelona: Inde.

Ureña, N., Alarcón, F., Vicente, G., Gómez, M., y Alonso, J. I. (Noviembre 2009). Tradición y modernidad aplicada a los juegos populares tradicionales en el tercer ciclo de la educación primaria: una propuesta con la aplicación neobook. En VII Congreso Internacional sobre la Enseñanza de la Educación Física y el deporte escolar, Pontevedra.

VVAA. (1986). Estudi tipològic i catàleg dels trinquets. València: Generalitat valenciana.

WEBSITES:

Asociación Europea de Juegos y deportes tradicionales: http://www.jugaje.com/es/

Conselleria de Educación, Investigación, Cultura y Deporte : Pilota Valenciana: http://www.ceice.gva.es/es/web/deporte/pilota-valenciana

Federació de jocs i esports tradicionals de la Comunitat Valenciana: http://www.fjetcv.es

Federació de Pilota Valenciana: http://www.fedpival.es/

Pilota a l'escola: http://www.pilotaescola.gva.es/

Pilota Didàctica: http://pilotadidactica.com/

Pilota Viu: http://www.pilotaviu.com/

Fundació Pilota Valenciana: http://www.funpival.com/

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:

[X] Microsoft Teams

[X] 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:

X	Microsoft Teams
X	Kaltura

Explanation about the practical sessions:

The practical sessions are adapred and carried out through the telematic tools provided bya the university.

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

ONSITE WORK

Regarding the Assessment Tools:

[X] 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:

The evaluation system is maintained but they will be adapted and carrierd out throught the telematic tools provided by the university and under the criteria stipuladed by it.