



Information about the subject

Degree: Bachelor of Sciences of Physical Activity and Sport

Faculty: Faculty of Physical Activity and Sport Sciences

Code: 282008 **Name:** Basketball

Credits: 6,00 **ECTS Year:** 4 **Semester:** 1

Module: 11) Optional module

Subject Matter: Basketball **Type:** Elective

Field of knowledge: Management and Didactics in Physical Activity

Department: Sports Training

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

OAC10 Fabián Dario Imfeld Burkhard (**Responsible Lecturer**)

fabian.imfeld@ucv.es



Module organization

11) Optional module

Subject Matter	ECTS	Subject	ECTS	Year/semester
Athletics	6,00	Athletics	6,00	4/1
Football	6,00	Football/Soccer	6,00	4/1
Swimming	6,00	Swimming	6,00	This elective is not offered in the academic year 21/22
Tennis	6,00	Tennis	6,00	This elective is not offered in the academic year 21/22
Basketball	6,00	Basketball	6,00	4/1
New Tendencies of Practices in Sports Centers	6,00	New Trends of Practice in Sports Centres	6,00	This elective is not offered in the academic year 21/22
Paddel Tennis	6,00	Paddle	6,00	4/1
Direction and management of fitness and sports facilities	6,00	Direction and Management of Gymnasiums and Sports Centres	6,00	This elective is not offered in the academic year 21/22
Research Methods in Physical Activity	6,00	Research Methods and Techniques Applied to Behavioural Sciences. Physical Activity and Sport	6,00	4/1



Water recreation activities	6,00	Recreational Water Activities	6,00	This elective is not offered in the academic year 21/22
Sport in the Natural Environment: Specific Techniques	6,00	Sports in the Natural Environment: Specific Techniques	6,00	4/1

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 Knowing the origins, key features, rationale and scope of team sports.
- R2 Differentiate be able to design and development tasks of different capacities-skills (coordinative, conditionals, cognitive and socio-affective) configuradoras team sports.
- R3 Recognize, justify and use properly the analytical, global and modified according to the context of intervention in the education-training task team sports games.
- R4 Diagnose, analyze, plan and implement a reasoned programs based on team sports at different levels tailored intervention.
- R5 Develop and display values and attitudes of cooperation, respect and constructive criticism own teamwork.
- R6 Search information to various literature sources and critically analyze it to find specific solutions to problems of intervention.
- R7 Be able to prepare an organized and understandable report on different aspects of team sports and orally present an orderly manner.



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	
CG7 Be capable of critical reasoning using the knowledge gained		X		
CG13 Being able to apply theoretical knowledge in practice				X
CG14 Use Internet well as communication and as a source of information			X	

SPECIFIC	Weighting			
	1	2	3	4
CE9 Know and understand the different manifestations of expressive human movement				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, R2, R3	40,00%	Written/oral and/or practical tests.
R2, R3, R4, R5	10,00%	Participation and self-assessment.
R3, R4, R5, R6, R7	50,00%	Oral exhibition of individual and / or group works.

Observations

CRITERIA FOR GRANTING A GRADE WITH HONORS:

- Sum of scores greater than 9 pts. By high to low depending on the number of students and ratio as indicated by rules of the UCV.
- In case of equal numbers, depending on the grade point average.

To pass the subject in FIRST ENROLMENT will be essential:

- Overcome with at least 5 (suitable) the theoretical and practical test and group work.
- Add 5 pts. or more between the different subsections of the evaluation .
- The student will be assessed on the outstanding skills in the 2nd call, keeping the marks obtained in the 1st call.
- Students who do not meet the requirements to pass the course but whose overall rating is equal to or greater than 5 will be rated with 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.
- M5 Discussion in small groups.
- M6 Practical lesson.





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>	R2, R3, R4, R5, R6, R7	38,00	1,52
<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>	R5, R6, R7	2,00	0,08
<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, R7	4,00	0,16
<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, R5	12,00	0,48
TOTAL		56,00	2,24



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	R2, R3, R4, R5, R6, R7	59,00	2,36
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, R6, R7	35,00	1,40
TOTAL		94,00	3,76



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
UD1. Historical considerations. Origin, evolution and current state of basketball.	<ul style="list-style-type: none">·Historical considerations. Origin, evolution and current state of basketball.·Graphics and graphic representation, regulatory aspects in basketball·Features basketball. And early stages of the game
UD2. Graphics and graphic representation, regulatory aspects in basketball	Individual basics in basketball on offense.
UD3. Features basketball. And early stages of the game	Features basketball. And early stages of the game
UD4. Fundamentals individual and collective, defensive and collective	Fundamentals individual and collective, defensive and collective
UD5. The teaching-learning process and Address basketball team.	The teaching-learning process and Address basketball team.
UD6. Physical training in basketball.	Physical training in basketball.
UD7. Scouting.	Scouting.



Temporary organization of learning:

Block of content	Number of sessions	Hours
UD1. Historical considerations. Origin, evolution and current state of basketball.	1,00	2,00
UD2. Graphics and graphic representation, regulatory aspects in basketball	1,00	2,00
UD3. Features basketball. And early stages of the game	7,00	14,00
UD4. Fundamentals individual and collective, defensive and collective	8,00	16,00
UD5. The teaching-learning process and Address basketball team.	6,00	12,00
UD6. Physical training in basketball.	2,00	4,00
UD7. Scouting.	3,00	6,00



References

BASIC BIBLIOGRAPHY:

Ardá, T., Casal, C. (2003). Metodología de la enseñanza del fútbol. Barcelona: Paidotribo.

Bayer, C. (1992). La enseñanza de los juegos deportivos colectivos. Barcelona: Hispano Europea.

Blázquez, D. (1986). Iniciación a los deportes de equipo. Barcelona: Martínez Roca.

Castejón, F.J., Giménez, F.J., Jiménez, F. & López, V. (2003). Iniciación deportiva: la enseñanza y el aprendizaje comprensivo en el deporte. Sevilla: Wanceulen.

Comas, M. (1991) Planning. Planificación de la temporada. Madrid: Gymnos.

Contreras, O. R. (1998). Didáctica de la Educación Física. Un enfoque constructivista. Barcelona: INDE.

Contreras, O.; De la Torre, E; Velázquez, R. (2001). Iniciación deportiva. Madrid: Síntesis.

Devís Devís, J. (1996). Educación física, deporte y currículum, Madrid: Visor

Espar, X. (1998). El concepto de táctica individual en los deportes colectivos. Apunts: Educación Física y Deportes, 51: 16-22.

Fusté, X. (1996) Juegos de iniciación a los deportes colectivos. Barcelona: Paidotribo.

Hahn (1988) Entrenamiento con niños. Barcelona: Martínez Roca.

Hernández Moreno, J. (1994). Fundamentos del deporte. Análisis de las estructuras de los juegos deportivos. Barcelona: INDE.

Hernández Moreno, J. (1988) Baloncesto: Iniciación y entrenamiento. Barcelona: Paidotribo.

Le Boulch, J. (1991) El deporte educativo. Psicocinética y aprendizaje motor. Buenos Aires: Paidós

Mahlo, F. (1981). La acción táctica en el juego. La Habana: Pueblo y educación.

Martin, D. (1982). Entrenamiento con niños. Teoría y práctica, problemas específicos. Barcelona. Martínez Roca.



Riera, J (1990) Fundamentos del aprendizaje de la técnica y la táctica deportivas. Barcelona: Inde.

Ruiz, L.M. y Arruza, J.A. (2003) Procesos tácticos y pericia en el deporte. Madrid: Centro Olímpico de Estudios Superiores. COE

Ruíz Pérez, L. M. (1994). Deporte y aprendizaje: procesos de adquisición y desarrollo de habilidades. Madrid: Visor.

Sampedro, J. (1999). Fundamentos de la Táctica deportiva. Análisis de la estrategia de los deportes. Madrid: Gymnos.

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

Taelman, R. (1988) El entrenamiento del portero. Lérida: Aconos.

COMPLEMENTARY BIBLIOGRAPHY:

Acero. R. (2007) El entrenamiento del portero de balonmano en las etapas de iniciación. Balonmano.com: Revista Digital Deportiva, 3 (2), 21 – 32.

Antón, J (1994) Balonmano: metodología y alto rendimiento. Barcelona: Paidotribo.

Ardá, T. & Casal, C. (2003). Metodología de la enseñanza del fútbol. Barcelona: Paidotribo.

Bauer, G.; Ueberle, H. (1988): Fútbol: Factores de Rendimiento y Dirección de Equipo. Barcelona: Martínez Roca.

Bernstein, N.A. (1947). On Construction of Movements. Moscow, USSR: MEDGIZ Publishers.

Chicharro, F.; Area, A. (2005) Manual para el entrenamiento de porteros de fútbol base. Badalona: Editorial Paidotribo.

Coles, D. (2003) Goalkeeping. The specialist. Marlborough: The Crowood press.

Dean, E. (1989). Baloncesto, técnica y estrategia. Barcelona: Hispano Europea

Hernández Mendo, A. (1996). Observación y análisis de patrones de juego en deportes sociomotores. Tesis Doctoral. Universidad de Santiago de Compostela: Servicio de Publicaciones e Intercambio Científico.



Hernández Moreno, J., Y Jiménez Jiménez, F. (2000) Los contenidos deportivos en la educación física desde la praxiología motriz (I). Revista de Educación Física. Renovar la teoría y la práctica, nº 78, pp. 5-10.

Hernández Moreno. (1990) Análisis de la acción de juego en balonmano, fútbol y voleibol. IV Congreso Internacional de Ciencia de la Actividad Física y el Deporte. B. Aires (Argentina).

León, O. (2000) Tomar decisiones difíciles. Madrid: McGraw-Hill

Pino, J. (1999). Desarrollo y aplicación de una metodología observacional para el análisis descriptivo de los medios técnico/tácticos del juego en fútbol. Tesis Doctoral. Universidad de Extremadura.

Read, B. (1988). Practical Knowledge and the teaching of games. En Various (Eds.), Essays in Physical Education, Recreation Management and Sports Science (pp. 111-122). Loughborough: University Press.

Sampedro, J. (1999). Fundamentos de la Táctica deportiva. Análisis de la estrategia de los deportes. Madrid: Gymnos.

Seirul-lo, F. (1987). La Técnica y su Entrenamiento. Apunts Medicina de l'Esport, 24 (93), 189-199.

Theodorescu, L. (1977) Théorie et méthodologie des jeux sportifs collectifs. Paris: E.F.R.

Toral, G y García, I. (2005). Dejad que los niños y niñas jueguen: entrenamiento integral y comunicación positiva. Diputación Foral de Bizkaia.

Wein, H. (1995). Fútbol a la medida del niño. Madrid: Centro de Estudios, Desarrollo e Investigación del Fútbol.

Weineck, J. (1988). Entrenamiento óptimo: Cómo lograr el máximo rendimiento. Barcelona: Hispano Europea.



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 practical sessions will be replaced by videos showing the contents to be developed in them, presentations and explanations of examples of exercises and sessions, design of tasks and sessions.



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
Oral and / or practical written tests	50	Oral and / or practical written tests 40%	Microsoft Teams y Plataforma UCVnet
Carrying out a project and / or oral exhibition of individual and / or group works	30	Carrying out a project and / or oral exhibition of individual and / or group works 50%	Microsoft Teams y Plataforma UCVnet
Participation	20	Participation 10%	Microsoft Teams y Plataforma UCVnet

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 criteria will be a theoretical-practical exam (40%), participation and / or questionnaires (10%) and the preparation and presentation of individual or group work (50%). To pass the course it will be necessary to obtain at least 50% in the theoretical-practical exam and in the proposed works. The practical sessions will be replaced by videos showing the contents to be developed in them, expositions and explanations of examples of exercises and sessions, design of tasks and sessions.