



## Information about the subject

**Degree:** Bachelor of Sciences of Physical Activity and Sport

**Faculty:** Faculty of Physical Activity and Sport Sciences

**Code:** 282030 **Name:** Paddle

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

**Module:** 11) Optional module

**Subject Matter:** Padel Tennis **Type:** Elective

**Field of knowledge:** Sport training

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

OAC3 Jaime Tortosa Grobas (**Responsible Lecturer**)

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## 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 23/24
Tennis	6,00	Tennis	6,00	This elective is not offered in the academic year 23/24
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 23/24
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 23/24
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 23/24
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 Acquire the basic theoretical knowledge of this sport.
- R2 Demonstrate practical capacities in the development of paddle.
- R3 Carry out efficiently the tasks assigned as a member of a team as well as individually.
- R4 Potentiate creativity, putting into practice the theoretical-practical knowledge acquired in the teaching-learning process, and prepare and present a topic relevant to the material in front of a special population.



## 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
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
CG9	Knowing and complying with the professional ethics necessary to work			X	
CG10	Develop skills to adapt to new situations and autonomous learning				X
CG12	Developing leadership abilities			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		
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
CE2	Acquiring the basic scientific knowledge to different areas of Physical Activity and Sports and understanding literature in the field of physical Activity sports in English and in the other important languages widely used in the scientific field achieving a good management of information			X	
CE4	Knowing and understanding behavioural and social elements which determine Physical activity and sport			X	
CE6	Know and experience the practice of body language as a means of communication and personal and interpersonal relationship		X		
CE11	Promote and evaluate various expressive forms		X		
CE15	Identifying risks of inadequate physical activity on health			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	50,00%	Written/oral and/or practical tests.
R4	10,00%	Participation and self-assessment.
R2, R3, R4	20,00%	Completion of a project.
R2, R3, R4	20,00%	Oral exhibition of individual and / or group works.

### Observations

#### To pass the subject or in the FIRST ENROLMENT will be essential:

- To pass the course the student must obtain at least 50% of the total mark for each of the sections of assessment (excluding single-group work and self-assessment).
- To overcome the practical part, in the form of partial, the student must pass each quiz with 4 points or more and averaged 5 points or more of all practical questionnaires completed during the course. Failing the student will examine the unsurpassed questionnaires (<4 points) on the 2nd call.
- Failure to pass these criteria will be his second official evaluation in conserving call other scores for the competencies exceeded (desk review, questionnaires, work approved and participation in forums).
- Students who do not meet the requirements to pass the course but the overall rating is equal to or greater than 5 pts. will be rated at 4.5 pts.
- Also be assessed (up 0.5 points to be added to the final grade, once the other sections of approved assessment) collaboration, participation in research projects developed by professors from the UCV and CCAFD / or attendance at scientific-training events (workshops, conferences, symposia,...) related to the use of ICT in the field of CCAFD.



## 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.
- M6      Practical lesson.



## 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, M6	R2, R3, R4	41,50	1,66
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. M3	R1, R3, R4	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, R3, R4	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	R1, R3	12,50	0,50
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>





## 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	R2, R3, R4	35,00	1,40
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	55,00	2,20
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
UD I: History and origin of paddle tennis.	Item 1: Discovery and creation.Item 2: Expansion, evolution and consolidation as a sport.
UD II: Rules of the game.	Item 3: Beginning of the game.Item 4: The service and the return.Item 5: Scoring.Item 6: Rules of etiquette and behavior.
UD III: General considerations.	Item 7: The court, the racket and the ball.
UD IV: Teaching.	Item 8: Division of areas, "the light".
UD V: Technical and progression of strokes.	Item 9: Grips, effects, and movement within paddle tennis.Item 10: The volley.Item 11: The forehand.Item 12: The backhand.Item 13: The serve.Item 14: The return.Item 15: The lob.Item 16: The wall outlet.Item 17: The overhead.
UD VI: Strategy and tactics in paddle tennis.	Item 18: Basic Tactics.
UD VII: Item 19: Correction of errors.	Item 19: Corrections on the forehand, backhand, volley, "tray", overhead, service and lob.
UD VIII: Psychology applied to paddle sports.	Item 20: Optimal situation for competition.Item 21: Verbal and nonverbal communication in paddle tennis.Item 22: Strengthening of the pair through verbal communication.Item 23: Mental training in paddle tennis.
UD IX: Physical preparation for paddle tennis.	Item 24: The specific warm-up.Item 25: Physical Qualities.



## Temporary organization of learning:

Block of content	Number of sessions	Hours
UD I: History and origin of paddle tennis.	2,00	4,00
UD II: Rules of the game.	2,00	4,00
UD III: General considerations.	3,00	6,00
UD IV: Teaching.	4,00	8,00
UD V: Technical and progression of strokes.	8,00	16,00
UD VI: Strategy and tactics in paddle tennis.	3,00	6,00
UD VII: Item 19: Correction of errors.	3,00	6,00
UD VIII: Psychology applied to paddle sports.	2,00	4,00
UD IX: Physical preparation for paddle tennis.	3,00	6,00



## References

### BASIC BIBLIOGRAPHY:

- Almonacid, B. (2012). *Perfil de juego en pádel de alto nivel*. Jaén. Universidad de Jaén.
- Aparicio, J.A. (1998). *Preparación Física en el tenis, la clave del éxito*. Madrid: Editorial Gymnos.
- Castejón, F.J. (1995). *Fundamentos de Iniciación Deportiva y Actividades Físicas organizadas*. Madrid: Editorial Dickinson.
- Castejón, F.J. (2000). *Iniciación Deportiva. Aprendizaje y Enseñanza*. Madrid: Editorial Pila Teleña.
- Federación Internacional de Tenis. (1991). *Mini tenis desarrollo de base.*, Madrid: Editorial Gymnos.
- García Manso JM, Navarro Valdivieso M, Ruiz Caballero J.A. (1997). *Planificación del entrenamiento deportivo*. Madrid: Editorial Gymnos.
- Lasaga, M<sup>a</sup> J., (2010). *Estudio social y metodológico de pádel desde la percepción de técnicos y jugadores: una apuesta educativa*. Sevilla. Universidad de Sevilla.
- Ramón-Llin, J. (2013). *Análisis de la distancia recorrida y velocidad de desplazamiento en pádel*. Valencia. Universitat de València.
- Reglamento del Pádel*. Página web de la Federación Española de Padel.
- Sánchez-Alcaraz, B.J. (2013). *Historia del pádel. Materiales para la Historia del Deporte N°11*
- Sañudo, B., De Hoyo, M., Carrasco, L. (2008). *Demandas fisiológicas y características estructurales de la competición en pádel masculino*. Sevilla. Revista Apunts Educación física y deportes (4º trimestre de 2008).



## 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 content of the practical sessions will be modified so that the students acquire the learning results through other types of educational activities that can be carried out in a non-face-to-face way.



## 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: