



## Information about the subject

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

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

**Code:** 282064 **Name:** Inclusive Activities and Practices in the Areas of Education and Leisure Time

**Credits:** 4,50 **ECTS Year:** 3, 4 **Semester:** 2

**Module:** 4) Optional Module.

**Subject Matter:** Inclusive Activities and Practices **Type:** Elective

**Field of knowledge:** Health Sciences

**Department:** -

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

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

**Lecturer/-s:**

OAC12 Maria Laura Jimenez Monteagudo (**Responsible Lecturer**)

[laura.jimenez@ucv.es](mailto:laura.jimenez@ucv.es)



## Module organization

### 4) Optional Module.

Subject Matter	ECTS	Subject	ECTS	Year/semester
Inclusive Activities and Practices	4,50	Inclusive Activities and Practices in the Areas of Education and Leisure Time	4,50	3, 4/2
Anthropology.	12,00	Anthropology	6,00	3/1
		Science, Reason and Faith	6,00	3/2
Collective Sports	22,50	Basketball	4,50	3, 4/2
		Football	4,50	3, 4/2
		Handball	4,50	3, 4/2
		Hockey	4,50	This elective is not offered in the academic year 25/26
		Volleyball	4,50	4/2
Adversary Sports	18,00	Fencing	4,50	This elective is not offered in the academic year 25/26
		Judo	4,50	4/2
		Paddle	4,50	4/2
		Tennis	4,50	3, 4/2



Sports in the Natural Environment	4,50	Sports in Nature: Specific Techniques	4,50	3, 4/2
Individual sports	22,50	Athletics	4,50	3, 4/2
		Cycling	4,50	This elective is not offered in the academic year 25/26
		Gymnastics	4,50	This elective is not offered in the academic year 25/26
		Swimming	4,50	This elective is not offered in the academic year 25/26
		Triathlon	4,50	3, 4/2
Direction and Management of Gyms and Sports Centers	4,50	Gym and Sports Centre Management and Administration	4,50	This elective is not offered in the academic year 25/26
Idiom	9,00	Inglés Avanzado para Ciencias Actividad Física y Deporte	4,50	3, 4/2
		Inglés Intermedio para Ciencias Actividad Física y Deporte	4,50	3, 4/2
Sports facilities	4,50	Sports Facilities	4,50	This elective is not offered in the academic year 25/26
Research Methods and Techniques	4,50	Applied Research Methods and Techniques in Sport Sciences	4,50	3, 4/2
Nutrition	4,50	Nutrition	4,50	3, 4/2



Professional Itinerary Electives	27,00	Fitness and Physical Conditioning	6,00	4/1
		Pedagogy in Educational Values in Sports and Physical Activity	6,00	4/1
		Skills, Entrepreneurship and Employment	3,00	4/2
		Sports Management of Human and Economic Resources	6,00	4/1
		Theory and Practice of Training for High Performance in Sports	6,00	4/1
Trends in sports practices	4,50	Trends in Sports Practices	4,50	This elective is not offered in the academic year 25/26
Social Skills and Group Dynamics	4,50	Social Skills and Group Dynamics	4,50	This elective is not offered in the academic year 25/26

## 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 Identify Barriers for Participation and Learning in the Educational Context to Address Student Diversity.
- R2 Design and Implement Inclusive Physical Activities Based on the Type of Disability.
- R3 Analyze the Possibilities of Physical-Sports Activities in Leisure and Recreation for People with Disabilities, Promoting Inclusive Participation.
- R4 Develop Inclusive Physical Activity Programs in Natural Settings, Considering Current Technological Advances.
- R5 Evaluate Proposals and Programs in Physical Education and Inclusive Leisure and Recreation Activities from a Universal Design for Learning Perspective



## 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
R1, R3, R4	30,00%	Written and/or practical tests.
R1, R3, R5	30,00%	Individual or Group Work / Project.
R2, R3	30,00%	Exercises and Practices in the Classroom.
R4	10,00%	Non-face-to-face autonomous work.

### Observations

Students may keep the assessment tools they have passed for three years after their first enrollment.

A 50% grade must be obtained on the following tools:

- Written/oral and/or practical tests
- Project completion

If any of these criteria are not met, the student will be given a maximum grade of 4.5.

#### OTHER CLARIFICATIONS

The detailed explanation (assignment procedure) 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/oral and/or practical tests

This will consist of a practical application test with multiple-choice and essay questions. Standard penalty system.

Project completion

Develop a recreational or educational project related to physical activity and disability.

Active participation

Tasks completed during practical and theoretical sessions. These tasks can only be completed by students attending classes.

Independent work.

Produce and present evidence of an observation, collaboration, or intervention in an organization or association related to the recreational and/or educational field of Physical Activity.



## 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	R1, R3, R5	12,00	0,48
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, M6, M7	R2, R4, R5	28,00	1,12
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	R2, R4	4,00	0,16
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, R5	1,00	0,04
<b>TOTAL</b>		<b>45,00</b>	<b>1,80</b>



## 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	27,00	1,08
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	R3, R5	40,50	1,62
<b>TOTAL</b>		<b>67,50</b>	<b>2,70</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
Block 1. Inclusive Physical Education	<ol style="list-style-type: none"><li>1. The inclusive paradigm in education and in Physical Education within the current educational system</li><li>2. Methodology, resources and strategies for inclusive practices in Physical Education classes.</li><li>3. The evaluation of inclusive Physical Education. Towards a Universal Design for Learning. UDL</li></ol>
Block 2. Inclusion in leisure and recreation	<ol style="list-style-type: none"><li>4. Inclusive leisure and recreation activities. Analysis of the current situation regarding organizations, media, supports and technological adaptations, degree of adaptability of facilities, current regulations, etc.</li><li>5. Design and planning of inclusive leisure and recreation activities.</li><li>6. The natural environment as a space for carrying out leisure and recreation activities.</li><li>7. The Joëlette and the directional bar as a fundamental instrument to make the terrestrial natural environment accessible</li><li>8. UCV's own projects and programs on inclusion in the natural environment</li></ol>



## Temporary organization of learning:

Block of content	Number of sessions	Hours
Block 1. Inclusive Physical Education	10,00	20,00
Block 2. Inclusion in leisure and recreation	12,50	25,00



## References

- Blázquez, D. (2017). *Cómo evaluar bien en Educación Física. El enfoque de la evaluación formativa*. Barcelona: INDE.
- Bueno Sequera, F.J. (2012). *Manual de guiado de ciegos en montaña*. Madrid: IBERSAF.
- Gomendio, M. (2000). *Educación física para la integración de niños con necesidades educativas especiales*. Madrid: Gymnos.
- Hernández Vázquez, F.J. (2012). *Inclusión en Educación Física*. Barcelona: INDE
- Karkalets, F., Skordilis, E.K., Evaggelinou, C., Grammatopoulou, E. y Spanaki, E. (2012). Research trends in adapted physical activity on the base of APAQ journal (2006-2010). *European Journal of Adapted Physical Activity*, 5 (2), 45-64.
- Jiménez-Monteagudo, L. y Esteve, H. (2022). Experiencia en el ámbito Universitario para la Inclusión a través del deporte de orientación, el senderismo y la silla de montaña Joëlette. En Esteve, H. y Casadó R. (coord.) *El Deporte de Orientación como recurso educativo* (pp.169-195). Editorial INDE.
- Jiménez-Monteagudo L. y Esteban, L. (2020) Mountains as an inclusive way open to everyone: Ananalysis. En Vidal, P. (coord.) *Hiking in European Mountains* (pp. 65-75). Editorial De Gruyter. DOI: 10.1515/9783110660715-00
- Mendoza Laiz, N. (2009). *Propuestas prácticas de Educación Física inclusiva para la etapa de secundaria*. Barcelona: INDE
- Meyer, A., Rose, D. y Gordon, D. (2014). *Universal design for learning. Theory and practice*. Wakefield, MA: CAST Professional Publishing.
- Pastor, C. A. (2018). *El Diseño Universal para el Aprendizaje: Educación para todos y prácticas de enseñanza inclusivas*. Ediciones Morata.
- Pérez Tejero, J. (2009). La investigación en Actividades Físicas y Deportes Adaptados: un camino aún por recorrer. RICYDE. *Revista Internacional de Ciencias del Deporte*, V (16), I-III.
- Reina Vaíllo, R. (2010). *La actividad física y deporte adaptado ante el espacio europeo de enseñanza superior*. Sevilla: Wanceulen.
- Ríos Hernández, M. (2012) *Inclusión del alumnado con discapacidad. Tándem Didáctica de la Educación Física*, 38 (Enero), 7-18.
- Ríos Hernández, M. (2014). *565 juegos y tareas de iniciación deportiva adaptada a las personas con discapacidad*. Barcelona: Paidotribo.
- Sánchez-Gómez, V. y López, M. (2020). Comprendiendo el Diseño Universal desde el Paradigma de Apoyos: DUA como un Sistema de Apoyos para el Aprendizaje. *Rev. latinoam. Educ inclusiva* 14 (1).
- Sanz, D. y Reina, R. (2012). *Actividades físicas y deportes adaptados para personas con discapacidad*. Barcelona: Paidotribo.
- Toro, S., Zarco, J. (1995). *Educación Física para niños y niñas con necesidades educativas especiales*. Málaga: Aljibe.
- Decreto 104/2018, de 27 de julio, del Consell, por el que se desarrollan los principios de equidad y de inclusión en el sistema educativo valenciano



Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación.

