



COURSE GUIDE
Universidad Católica de Valencia

THE GAME AS AN EDUCATION TOOL

Year 2023-24



COURSE GUIDE TO THE GAME AS AN EDUCATION TOOL

		ECTS
MODULE: Itinerary Optional courses: Educator Specialist in Sociocultural animation.		30
FIELD: Educator Specialist in Sociocultural animation..		30
Subject: Social participation and partnership		6
Type of learning: Optational	YEAR: 4º Semester: 2º	
Teacher: Dr. Marcelo Viera Abelleira	Department: Inclusive Education, Socio-Community Development and Occupational Sciences.	
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MODULE ORGANIZATION

EDUCATOR SPECIALIST IN SOCIOCULTURAL ANIMATION	Nº ECTS: 30
<p>Duration and temporal location within the curriculum: This module is one of the Elective Training Itineraries on offer in the Curriculum of Social Education. It has a total of 30 ECTS and consists of five different subjects, each of 6 ECTS. The first subject is active in the in the second half and in particular is "Social Participation and Partnership." The second is "Pedagogy of Leisure and Leisure" and is taught in third grade in the second half. The other three subjects are activated in the fourth grade, between the first and second semester. These are: "Group dynamics", "animation techniques, expression and creativity" and "the game as an educational tool." They all make up the module Educator Specialist in Socio.</p>	



Field and Subject						
Field	ECTS	Subject	ECTS	Course/ Semester		
Specialist educator in sociocultural animation.	30	Participation and partnership	6	2/2		
		Group dynamics	6	3/2		
		Pedagogy of Leisure	6	4/1		
		The Game as an educational tool	6	4/1		
		Expression's techniques and creativity's techniques	6	4/2		
COURSE GUIDE TO THE SUBJECT: THE GAME AS AN EDUCATIONAL TOOL						
Prerequisites: None						
GENERAL GOALS						
a. Asum the game's value using it as an educational tool. b. Develop strategies and technical resources to promote educative models using game as a tool. c. Know and understand the process of professionalization of the social educator d. Locate social education in the world of associations. e. Reflecting on the central axes of volunteerism and solidarity linked to social and education associations. f. Develop, by using game grup experiences in orther to revue actituds, values and conductual g. Participate in the "Open House" developing concrete actions and actively participating in it. This project is part of the certification of degree and in the Project Learning methodology						
CROSS-SECTIONAL COMPETENCES			Competence measuring scale			
Instrumental			1	2	3	4
1. Ability to analyze and synthesize.					X	
2. Ability to organize and plan.						X
3. Ability in oral and written in mother tongue Communications.					X	



5. IT skills for the academic and professional contexts			X	
6. Information management skills.				X
7. Ability for problem-solving and decision-taking				X
Interpersonal				
8. Ability for general assessment and self assessment.			x	
10. Ability to accept and respect the different cultures as well as the different customs.				X
11. Interpersonal skills.			X	
12. Ethical commitment.			X	

Systemic	1	2	3	4
13. Independence in learning.			X	
14. Self-adaptation to new situations.				X
15. Creativity.				X
16. Leadership.			X	
17. Entrepreneur spirit and initiative.			X	
18. Willingness in long term learning.	X			
19. Ethical and professional commitment as well as commitment for development.			x	
SPECIFIC COMPETENCES				
	1	2	3	4
4. Ability to know and diagnose the special needs and main interests to plan the social educational performance.			X	
5. Ability to analyze and diagnose the current situations that might need the socio - educational performance.				X
6. Ability to know the pedagogical, sociological and psychological			X	



assumptions underlying the processes of the socio-educational performance.				
7. Ability to plan, to design, to assess and to manage socio-educational projects and programmes in the different areas of performance.				X
8. Ability to manage, coordinate and supervise organizations and equipments according to the different contexts and needs.			X	
9. Ability to know and use the tools and necessary resources in the different performance areas.			X	
11. Ability to facilitate the processes of social mediation.			X	
12. Ability to know the different socio-educational methodologies and research techniques.			X	
14. Ability to design specialized educational programmes and projects (addictive problems, prison, special educational needs, social groups with risk of exclusion, etc.)			X	
15. Ability to know and use the specific techniques for socio-educational and community performance (team-building, motivation, negotiation, assertiveness, etc)				X
18. Ability to design, organize and manage cultural projects and services as well as those dealing with leisure and environment.				X
19. Ability to know and use the new technologies applied to training purposes.			X	
20. Be empathetic, respectful, helpful and reliable with people and institutions related to the social education.			X	



LEARNING OUTCOMES	COMPETENCES
R1 The student knows and use correctly tools for use in socioeducative context	G1, G7,G15 E6, E9
R2 The student identifies and master the strategies necessary to promote community development from social education adapted to the different social realities.	G3, G6,G7, G19 E5, E6
R3 The students understand the fundamentals of game and the evolution of it.	G1, G3, G6 E11, E15
R4 The student knows appropriate tools and methodologies for the analysis of reality on which to intervene.	E5, E9, E11,E12
R5 The student shows critical capacity and an empathic and respectful attitude towards the different groups involved in volunteering and professionalized associations.	G10, G11, G19 E20
R6 Students meet, designed properly interpreted and technical reports on the complex realities involved in the social educator.	G6, G3 E5, E17, E12
R7 The student generates appropriate strategies for individual and groups to participate in the project "Open doors".	G2, G7, G11, G15 E11, E20

- The R6 and R7, is linked to Practicum III.



ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	ECTS
*ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R1, R2, R3, R5	1
*PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.	R1, R6,R7,R8	0.5
*SEMINARY	Application of multidisciplinary knowledge	R1, R6	0.7
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student	R1, R4, R5, R6, R7	0.2
Total			2.4



INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship of Course with Learning Outcomes	ECTS
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	R1-R8	1.6
INDEPENDENT WORK	Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	R1-R8	1.7
Total			3.6

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Active and participatory class attendance. Attitudes shown in the classroom.	R1, R2, R6 y R7	25%
Group work and exposition: elaboration work and exposition:	R1, R2, R4, R5, R6 y R7	30%



attitudes and skills		
Diary of the sessions	R1, R2, R3, R4, R5, R6, R7	15%
Written test: development questions and case study.	R1, R2,R3, R4, R5, R6 y R7	30%

Classroom mode: It is essential to attend at least 80% of the theoretical-practical sessions, in which all the aspects mentioned in the previous table will be scored.

The written test will be evaluated with a theoretical-practical exam, having to reach a minimum grade of 5 to be able to make the average with the rest of the evaluation criteria of the previous table.

In the diary of the sessions, reflective opinions about the educational potential of the games and creativity in the constructive criticism of the sessions will be valued.

In case of plagiarism of any work or diary of the sessions, the student will lose one session of the course.

Criteria for the awarding of Honor Grades: One out of every 20 participants will be awarded and the highest grade will be selected after obtaining a 9 as long as the result is a consequence of an excellent academic achievement combined with an effort and interest in the subject. In case of similar marks, the exam will be evaluated first and the session diary second.

*The delivery of work will be carried out according to university regulations.

- Through the digital platform

- Cover page, table of contents, pagination, bibliography, justified margins, etc., taking into account the APA norms 7th.

Translated with www.DeepL.com/Translator (free version)

Students each one have to choose one of those temas:

- 1) Game from 3 to 6 years old
- 2) Game from 6 to 12 years old
- 3) Game from 12 to 18 years old
- 4) Game with senior citizens
- 5) Game in people with disability
- 6) New game

* Other skills will be acquired and evaluated through the practice in schools.



DESCRIPTION OF CONTENTS	COMPETENCES
<ol style="list-style-type: none"> 1) Game as educative tool teori's: Parlebas, Piaget... 2) Equipment, resources, space...for dinamize games 3) Game classification in order to different estruture. Reading the book The 4 corners of the games (Parlebás): classroom activities. 4) Educative objectives in games: tactics-tecnics, cooperation –oposition, educative vision. 5) The animator figure 6) Goal theory perspective 7) Motor game, sportive game, popular game... 8) Multiculturalism through play. 9) Socio-educational and psychosocial intervention strategies through play as an educational resource. 10) Current socio-educational themes: emotional intelligence, multiple intelligences, new technologies, gender violence, conduct disorders, ADHD and addictions. 	R1, R2,R3, R4, R5, R6 y R7

TEMPORAL ORGANIZATION OF LEARNING:		
	CONTENT/TEACHING UNIT	NºOF MEETINGS
1	Unique content/teaching	27

REFERENCES
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- SORIA M.A. y CAÑELLAS A.(1998): La animación deportiva. Ed. INDE, Barcelona.
- STÜCKL, P; SOJER, G. (1996): Manual completo de montaña. Ed. Desnivel.
- VARGAS, L.; BUSTILLOS, G. Y MARFAN, M. (1993): Técnicas participativas para la educación popular. Ed. Popular, Madrid.
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Addendum to the Course Guide of the Subject The Game as an education tool

(Degree in Social Education)

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 onsite activities described in this section of the Course Guide, 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:

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:

ONLINE 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.

