



PEDAGOGY OF THE GAME

*(Bachelor's Degree in
Pedagogy)*

Universidad Católica de Valencia

Year **2020/2021**



TEACHING GUIDE OF THE MATTER AND/OR SUBJECT

		ECTS
Subject: PEDAGOGY OF THE GAME		6
Subject-Matter: SOCIO-COMMUNITY INTERVENTION		30
Module: SOCIO-COMMUNITY INTERVENTION		30
Type of learning: ELECTIVE	Year: 4th	Semester: 2nd
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ORGANISATION OF THE MODULE

SOCIO-COMMUNITY INTERVENTION		30 ECTS		
Duration and temporal location within the curriculum: (breve justificación)				
Subject-Matters and Subjects				
Subject-Matter	ECTS	SUBJECT	ECTS	Year/ Semester
SPECIFIC NEEDS AND ATTENTION TO DIVERSITY	30	Social policies and welfare systems	6	3rd/2nd
		Pedagogy, participation and associationism	6	3rd/2nd
		Educational intervention in maladjustment problems	6	4th/1st
		Socio-educational intervention in the elderly	6	4th/ 2nd
		Pedagogy of the Game	6	4th/2nd



TEACHING GUIDE SUBJECT: PEDAGOGY OF THE GAME				
Prerequisites: THERE ARE NO PREREQUISITES				
GENERAL GOALS				
CROSS-SECTIONAL SKILLS	Importance of the skill			
	1	2	3	4
2. - To organise and plan				X
7.- Solve problems and make decisions			X	
10.- To recognise and respect diversity and multiculturality			X	
11.- To apply interpersonal skills			X	
21.- To acquire the value of commitment with the identity, development and professional ethics				X
SPECIFIC SKILLS	Importance of the skill			
	1	2	3	4
11.- To design, develop and evaluate, educational intervention programmes tailored to the differential characteristic of individuals and situations, in the different educational domains.				X
21.- To know and incorporate the social skills necessary for effective and educational action personally and in the different contexts from work and interpersonal relationship with the pedagogue.				X
LEARNING OUTCOMES	SKILLS			
5. - The student promotes healthy and playful leisure and free time for young people, adults and the elderly.	C2, C7, C10, C11, C21, S11, S21			



EDUCATIONAL ACTIVITIES OF CLASSROOM WORK			
ACTIVITY	Teaching-Learning Methodology	Relation with skills of the module	ECTS
PARTICIPATIVE LECTURES	Teacher presentation of contents, analysis of skills, explanation and demonstration of capacities, abilities and knowledge in the classroom.	C-1, C- 20, C-7	1.08
PRACTICAL EXERCISES	Sessions of group work supervised by the professor. Study of cases, diagnostic analyses, problems, field work, computer classroom, visits, data search, libraries, network, Internet, etc. Meaningful construction of knowledge through the interaction and activity of the student.	C-9, C-10, S-11	0.44
SEMINARS	Supervised monographic sessions with shared participation	C-7 S-16, S-20	0.26
GROUP PRESENTATION OF PAPERS	Application of interdisciplinary knowledge	C-7, C-10, S-20	0.20
FACE-TO-FACE ADVISING	Customised attention and in small group. Period of instruction and/or direction carried out by an advisor with the aim of reviewing and discussing the materials and subjects presented in the classes, seminaries, readings, elaboration of works, etc.	C-7, C-10 S-20	0.32
CLASSROOM ASSESSMENT	Set of tests oral and/or written used in the initial, formative or additive evaluation of the student.	ALL	0.10
Total			2.40



EDUCATIONAL ACTIVITIES OF STUDENT INDEPENDENT WORK (BLENDED)			
ACTIVITY	Teaching-Learning Methodology	Relation with Skills of the Module	ECTS
ASYNCHRONOUS THEORETICAL VIRTUAL SESSIONS	Through previous planning the professor distributes a detailed guide with the order of study of the materials that he/she activates in the virtual classroom: documents, video-lessons created by the professor at UCV, external links and/or additional bibliography.	C-6, C-7, S-8, S-9	0.80
VIRTUAL SUPERVISING	Individual attention for the follow-up and direction of the learning process carried out by the advisor with the intention of reviewing and discussing the materials and subjects, seminars, readings, paper writing.	ALL	0.30
GROUP WORK	Group preparation of readings, essays, resolution of problems, seminars, papers, reports, etc. to present or to submit in the theoretical classes, practical classes and/or small group session. Work carried out on the platform or other virtual spaces.	C-9, C-11, C-18, S-13, S-20	0.90
DISCUSSION FORUMS	Active participation in discussion forums referred to the subject matter, moderated by the professor of the subject.	C-8, C-10, E-20	0.30
CONTINUOUS ASSESSMENT ACTIVITIES	Self-assessments, submission of individual tasks on: problem solving, reviews,..., to submit at different times throughout the course.	ALL	0.40
INDEPENDENT WORK	Study done by the student: Individual preparation of readings, tests, problem resolution, seminars, papers, reports, etc. . to present or to submit in the theoretical classes, practical exercises and/or individual or small groups. Work carried out on the platform or other virtual spaces.	C-2, C-15, C-21, S-11, S-13, S-21	0.90
Total			3.60



SYSTEM OF EVALUATION OF SKILL ACQUISITION AND MARKING SYSTEM	
Assessment Instrument	Allocated percentage
Written tests	40 %
Resolution of practical cases	20 %
Oral presentation of group and individual papers	15 %
Follow-up of student work in the non-face to face sessions	15 %
Active participation in the theoretical-practical sessions, seminars and supervised sessions.	10 %

CRITERIA FOR THE CONCESSION OF A PASS WITH HONOURS DISTINCTION:

To specify concrete criteria for the subject and faculty to which the degree is ascribed and in agreement with the general norm indicating that only a pass with honours can be granted to every 20 students. It cannot be granted to a fraction of 20 excluding the case of groups with fewer than 20 students altogether, in which case only one a pass with honours can be granted.

BRIEF DESCRIPTION OF THE SUBJECT
<p>Pedagogy of the game. The game as symbolic representation. Types of games. The spontaneous game and the regulated game. The didactic game. The game as support. Psychopedagogical abilities of the educator in the domain of the game. Game and coexistence. Psychomobility and game</p>

DESCRIPTION OF CONTENTS	SKILLS
Organisation in blocks of content or thematic groups. Development of the contents in the teaching Guides.	(To indicate, numerically, the related skills)
1.- Theories on the pedagogical value of the game: Parlebás, Piaget,...	CS2
2.- Equipment, resources, importance of the implements, spaces and control of contingencies to stimulate a game.	CS2, CS7, CS10, S4
3.- Classification of games based on: sociological structure (Parlebás), psychological nature (Piaget), other classifications.	CS2, CS10



4.- Educational goals of games. Reflective approach of the game, the tactics, the technique, cooperation-opposition, the respect for norms, tacit agreements in the games, educability of the game	C2, C10
5.- The figure of the socio-cultural entertainer in games at different ages	C2, S21
6.- Games for different ages and groups: 3-6 /6-12/ 12 - adult/elderly	C11, C21, S11, S21
7.- The theory of goal perspectives.	C2, C10, C21, S11
8.- Motor, sport, popular and traditional table games, big games ...	C11, C21, S11, S21

TEMPORAL ORGANISATION OF LEARNING (first enrolment students):		
	BLOCK OF CONTENIDO/ DIDACTIC UNIT	Number of sessions
1	Theories on the pedagogical value of the game: Parlebás, Piaget,...	1
2	Equipment, resources, importance of the implements, spaces and control of contingencies to vitalise a game.	1
3	Classification of games based on: their sociological structure (Parlebás), psychological structure (Piaget), other classifications.	1
4	Educational goals of games. Reflective approach of the game, the tactics, the technique, cooperation-opposition, the respect for norms, tacit agreements in the games, educability of the game	4
5	The figure of the entertainer in games at different ages	1
6	Games for different ages and groups: 3-6 /6-12/ 12-adultos/the elderly	4
7	The theory of the goal perspectives.	1
8	Motor, sport, popular and traditional table games, big games	2



BIBLIOGRAPHY

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(Degree)

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

Blackboard Collaborate Ultra



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

Blackboard Collaborate Ultra



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.