

## 1. OVERVIEW

Subject area	Games: Theory and Practice
Degree	Bachelor's Degree in Exercise and Sport Sciences
School/Faculty	Medicine, Health and Sports
Year	1st
ECTS	4
Type	Compulsory
Language/s	Spanish/English
Delivery Mode	On campus
Semester	S1/S2
Academic year	2025/2026
Coordinating professor	Silvia Burgos Postigo

## 2. INTRODUCTION

The aim of this subject area is to explore the place and importance of games in the field of exercise and sport sciences. The theoretical basis of games has become an important area of research thanks to its very close connection to the individual and social nature of human beings. The importance of games in shaping the nature of society and individual people will be studied through a range of existing theories.

On a more practical level, the subject area aims to provide students with the knowledge and skills needed to adopt a specific methodological approach. Games are an important means of achieving the objectives set in many physical activities and sports. This more utilitarian concept will also be explored as a key part of the subject.

We will provide a vision of games as the hallmark of some societies. Traditional sports and games form the cultural identity of many villages. We will study some of the most significant examples of these forms of games.

The development of professional skills is intrinsically woven into the dynamics of the subject area through the individual and group projects, oral and written presentations and communications, practical sessions based on games and our discussions and debates, contributing to the spirit and process of critical reflection.

### 3. SKILLS AND LEARNING OUTCOMES

#### **Basic skills (CB, by the acronym in Spanish):**

- CB1: Students have demonstrated knowledge and understanding of a study area originating from general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.
- CB2: Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.
- CB3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB4: Students can convey information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5: Students have developed the necessary learning skills to undertake further study with a high degree of autonomy.

#### **Cross-curricular skills (CT, by the acronym in Spanish):**

- CT3: Ability to adapt to new situations: Being able to evaluate and understand different points of view, adapting one's own approaches to suit the situation.
- CT6: Oral or written communication: Ability to communicate and gather information, ideas, opinions and viewpoints to understand and be able to act, spoken through words or gestures, or written through words and/or graphic elements.
- CT10: Initiative and entrepreneurial spirit: Ability to undertake difficult or risky actions with resolve. Ability to anticipate problems, propose improvements and persevere to ensure they are implemented. Willingness to take on and carry out tasks.
- CT11: Planning and time management: Ability to set objectives and choose the right means to fulfil them through efficient use of time and resources.
- CT17: Teamwork: Ability to integrate and collaborate actively with other people, departments and/or organisations to reach common goals.

#### **Specific skills (CE, by the acronym in Spanish):**

- CE2: Ability to transmit attitudes and values in professional practice in all areas of physical activity and sport, helping to create a better society.
- CE4: Ability to analyse and apply physiological, biomechanical, psychological and social principles in different areas of physical activity, sport and recreation.
- CE5: Ability to identify inappropriate practices that pose a risk to health in order to prevent and correct them in different groups of people.

- CE8: Ability to design, plan, organise, implement and evaluate regular and/or one-off sport and recreation programmes, considering all factors that might affect these programmes in different professional, social and economic contexts.
- CE9: Ability to select and know how to use the right material and sports equipment for each type of activity, identifying the technical characteristics of different sports spaces.
- CE11: Ability to use your own judgement to act in society, using theoretical, academic and professional discourse in relation to exercise and sport sciences.

**Learning outcomes (RA, by the acronym in Spanish):**

RA1. To understand the motor, cognitive and social characteristics of games. RA2. To be able to use games as a tool for educational and training purposes.

RA3. To understand the fundamentals of designing and leading games sessions.

RA4. To build an awareness of the importance of teamwork.

RA5. To develop the self-confidence and empowerment needed to plan games and manage games-related activities.

The following table shows how the skills developed in the course match up with the intended learning outcomes:

Skills	Learning outcomes
CB1, CB3, CT3 CE4, CE11	RA1. To understand the motor, cognitive and social characteristics of games.
CB2, CB3, CB4 CT3, CT10 CE2, CE4, CE5, CE8, CE9, CE11	RA2. To be able to use games as a tool for educational and training purposes.
CB2, CB3, CB4, CB5 CT3, CT6, CT10, CT11 CE2, CE4, CE5, CE8, CE9, CE11	RA3. To understand the fundamentals of designing and leading games sessions.
7. ASSESSMENT CE2	RA4. To build an awareness of the importance of teamwork.
CB2, CB3, CB4, CB5 CT3, CT6, CT10, CT11 CE2, CE4, CE5, CE8, CE9, CE11	RA5. To develop the self-confidence and empowerment needed to plan games and manage games-related activities.

## 4. CONTENTS

The subject is organised into seven learning units:

1. Concept of games, classifications, and types
2. Theories that explain games
3. Games in different stages of life
4. Games applied to physical education and sport
  - 4.1 Games to develop motor skills
  - 4.2 Introduction to sports through games
  - 4.3 The session
  - 4.4 Equipment and facilities
5. Popular and traditional games and sports
6. Alternative games and sports
7. Current trends

## 5. TEACHING/LEARNING METHODS

The types of teaching-learning methods are as follows:

- Lectures
- Collaborative learning.
- Problem-based learning

## 6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

**On campus:**

Learning activity	Number of hours	On campus
Lectures	10	100
Asynchronous lectures	4	0
Problem-solving	27	15
Search for resources and choosing information sources	15	5
Oral presentations	10	100
Formative assessment (feedback on assessment)	10	10
Tutorials	4	100

Design and leadership of practical sessions	20	70
<b>TOTAL</b>	<b>100</b>	

## 7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

### On campus:

Assessment system	Weighting
On-campus knowledge test	20%-30%
Learning portfolio	20%-30%
Strategy design projects and intervention plans	10%-20%
Assessment of reports and written work	20%-30%

On the Virtual Campus, when you open the subject area, you'll find details of your assessment activities, including the submission dates and assessment procedures for each activity.

### 7.1. Ordinary exam period

To pass the subject area in the ordinary exam period you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

In any case, you will need a grade of at least 5.0 in the final test for it to be included in the weighting with the other activities.

### 7.2. Extraordinary exam period (resits)

To pass the subject area in the ordinary exam period you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

In any case, you will need a grade of at least 5.0 in the final test for it to be included in the weighting with the other activities.

Activities not passed in the ordinary exam period, or those not submitted, must be submitted after receiving the relevant corrections and feedback from the lecturer.

## 8. TIMELINE

This section presents the timeline and submission dates for the assessable tasks in this subject area.

Assessable tasks	Date
Activity 1. Practical application of games to develop motor skills. Leading a session.	Weeks 1–3
Activity 2. Practical application of alternative games and sports. Presentation of an invented alternative game.	Weeks 4–6
Activity 3. Practical application of popular and traditional games and sports. Presentation of a traditional sport.	Weeks 7–10
Activity 4. Practical application of current trend in games, gamification.	Weeks 10–13
Activity 5. Final objective test	Week 14

The timeline may be subject to change for logistical reasons related to the activities. Students will be informed of any changes in due time and course.

## 9. BIBLIOGRAPHY

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- Moreno, J.A. (2002). Aprendizaje a través del juego. Archidona. Aljibe.
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- PAREDES, J. (2003). Juego luego soy: teoría de la actividad lúdica. Sevilla: Wanceulen
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## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunity for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. STUDENT SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.