

## 1. OVERVIEW

<b>Subject area</b>	Body Language
<b>Degree</b>	Bachelor's Degree in Exercise and Sport Sciences
<b>School/Faculty</b>	Exercise and Sport Sciences and Physiotherapy
<b>Year</b>	1st
<b>ECTS</b>	6
<b>Type</b>	Core
<b>Language/s</b>	Spanish/English
<b>Delivery Mode</b>	On campus
<b>Semester</b>	S1 and S2
<b>Academic year</b>	2023-24
<b>Coordinating professor</b>	KIKI MARIA RUANO ARRIAGADA
<b>Teacher</b>	KIKI MARIA RUANO ARRIAGADA

## 2. INTRODUCTION

The content of the subject area "Body Language" is organised into 3 broad sections based on the different dimensions to be developed in students: Expression, communication and creativity. This content allows students to explore their body's expressive possibilities through all forms of movement and/or sound. It develops their communication skills, focusing on non-verbal communication, and the ability to evaluate these skills. Creativity is another dimension that is developed in parallel with the other two dimensions because it permeates through all content taught in this subject area.

## 3. SKILLS AND LEARNING OUTCOMES

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

- 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.
- 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):**

- 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.
- CT9: Interpersonal relationship skills: Ability to maintain positive relationships with other people through assertive verbal and non-verbal communication. This means being able to express or communicate what you want, think or feel without discomforting, offending or harming the feelings of other people.
- CT14: Innovation/Creativity: Ability to propose and invent new, original solutions that contribute towards improving problem situations, including ideas from other contexts.
- CT17: Teamwork: Ability to integrate and collaborate actively with other people, departments and/or organisations to reach common goals.
- CT12: Critical thinking: Ability to analyse an idea, occurrence or situation from different perspectives and adopt a personal viewpoint based on scientific rigour and objective reasoning, rather than intuition.

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

- CE1: Ability to design, develop and assess teaching/learning processes related to physical activity and sport, considering the individual characteristics and contexts of the people involved and adhering to the necessary educational, technical and curricular principles.
- CE2: Ability to transmit attitudes and values in professional practice in all areas of physical activity and sport, helping to create a better society.
- CE11: Ability to use your own judgement to act in society, using theoretical, academic and professional discourse in relation to exercise and sport sciences.
- CE6: Ability to assess levels of physical fitness and motor skills, prescribing and planning health-orientated physical exercises in different age groups.
- CE7: Ability to promote and assess long-lasting and autonomous habits of health-orientated physical activity and sport.

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

- RA1: To understand key concepts related to body language.
- RA2: To determine, through specific practical activities, how to apply the subject area content.
- RA3: To develop and perform creative movement.
- RA4: To produce creative products in collaboration with other students.
- RA5: To communicate effectively in different situations, orally and in writing.
- RA6: To perform group work, finding satisfactory solutions to the problems that arise during this work.

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

Skills	Learning outcomes
CB2, CB4, CT6, CT12	RA1: To understand key concepts related to body language.
	RA2: To determine, through specific practical activities, how to apply the subject area content.
CB2, CB4, CB5, CE11, CE7	RA4: To produce creative products in collaboration with other students
CB5, CT6, CT14, CE1, CE2, CE8, CE11	RA3: To develop and perform creative movement.
	RA5: To communicate effectively in different situations, orally and in writing.
	RA6: To perform group work, finding satisfactory solutions to the problems that arise during this work.
CT9, CE2	RA3: To develop and perform creative movement.
	RA6 To perform group work, finding satisfactory solutions to the problems that arise during this work.
CT17, CE1, CE2, CE7, CE11, CT12, CE6, CE7	RA2: To determine, through specific practical activities, how to apply the subject area content.
	RA6 To perform group work, finding satisfactory solutions to the problems that arise during this work.

## 4. CONTENTS

- Expressive skills, creative skills and communication skills.
- Practical application of the studied content.
- Analysis of practical and theoretical content.
- Co-assessment and self-assessment related to the content of the subject.
- Group dynamics
- Relaxation/Breathing
- Evaluation of body language

This content will be divided into the learning units and topics that are listed below.

### **Block I: Introduction to body language**

Topic 1. Introduction to body language.

### **Block II: Contents of body language. Expressive dimension**

Topic 2. Expressive dimension: Expressive alphabet

Topic 3. Expressive dimension: Internal world

**Block III: Contents of body language. Communication dimension**

Topic 4. Communication alphabet

Topic 5. External world

Topic 6. Personal interaction

Topic 7. Discourse exchange

**Block IV: Contents of body language. Creative dimension**

Topic 8. Creative alphabet

Topic 9. Creative body language techniques

Topic 10. Creative process

**Block IV: Body control and awareness techniques**

Topic 11. Breathing

Topic 12. Relaxation.

**Unit V: Teaching skills**

Topic 13. How to create good group dynamics

Topic 14. Assessment in body language

## 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:**

Type of learning activity (AF, by the acronym in Spanish)	Number of hours
Workshop activities	55
Independent working	36

Case studies	9
Group work	32
Tutorials	8
Formative assessment (feedback)	10
<b>TOTAL</b>	<b>150 h</b>

## 7. ASSESSMENT

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

### On campus:

Assessment systems	% Minimum Minimum weighting	% Maximum Maximum weighting
Participation in classroom activities	25	35
On-campus knowledge tests	20	30
Performance observation	15	25
Reflective journal	15	20

### 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.

For written work, no more than 5 spelling mistakes are permitted in order to pass. If subsequent work fails due to spelling mistakes, you recover the original grade for the work.

In any case, you will need a grade of at least 4.0 in the final test for it to be included in the weighting with the other activities.

Boost grade: you can do a theoretical, practical or theoretical/practical project under the supervision of the teacher.

Apply for special honours: the teacher will propose a theoretical, practical or theoretical/practical project to be completed under their supervision.

### 7.2. Extraordinary exam period (resits)

To pass the subject area in the extraordinary exam period, you must achieve a final grade of at least 5.0 out of 10.0 (weighted average) for the subject area.

In any case, you will need a grade of at least 4.0 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
Learning activity: music	Week 4
Learning activity: refrain	Week 6
Test 1	Week 6
Representation rhythm and objects	Week 7
Oral presentation: emotions	Week 7
Oral presentation: non-verbal communication	Week 9
Representation simulations characters	Week 12
Test 2	Week 13
Learning activity: attitude	Week 14

## 9. BIBLIOGRAPHY

The **reference** work for the follow-up of this subject area is:

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The **recommended** bibliography is as follows:

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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 opportunities 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)

## **10. 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.

## SUBJECT AREA STUDY PLAN

### HOW TO CONTACT YOUR TEACHERS

If you have a query about the content or tasks, remember to post it in your subject areas' forums so that all your classmates can read it.

One of them may have the same query as you.

If you have any queries exclusively for the professor, you can send them a private message from the Virtual Campus. Should you need further assistance on a particular issue, you can arrange a tutorial.

Frequently reading the messages sent by students and teaching staff is recommended as they constitute another learning channel.

### TIMELINE

The timeline for submitting all assessable tasks for the subject area is indicated in this section:

Week	Contents	Learning activities/assessable tasks	Weighting of assessable task
Week 4	Body rhythm Personal interaction Creative alphabet Body sounds	Learning activity: music	5%
Week 6	Body rhythm Personal interaction Creative alphabet	Learning activity: refrain	5%
Week 6	Body sounds Body rhythm Object use and experience Object symbolisation Personal interaction Phases creative process Creative alphabet Self-presentation Symbolisation of the body Feeling of gravity Qualities of movement	Test 1	10%
Week 7	Body sounds Body rhythm Object use and experience Object symbolisation Personal interaction Phases creative process Creative alphabet Self-presentation	Representation rhythm and objects  Teamwork	10%  3.75

	Symbolisation of the body Feeling of gravity Qualities of movement		
Week 7	Communication alphabet Personal interaction	Oral presentation: emotions	3.75%
Week 9	Communication alphabet	Oral presentation: non-verbal communication	3.75%
Week 12	Communication alphabet External world Personal interaction Creative alphabet	Representation simulations characters Teamwork	20% 3.75
Week 13	Expressive alphabet Internal world Communication alphabet External world Personal interaction Creative alphabet Creative body language techniques	Test 2	20%
Week 14	Personal interaction	Learning activity: attitude	5%
Week 15	Personal interaction	Attitude	10%

This timetable may be subject to modifications, which will be notified to the student in due time and course.

## PLAGIARISM REGULATIONS

In line with the disciplinary regulations for Universidad Europea students:

- Plagiarism, in whole or in part, of intellectual works of any kind is considered a serious offence.
- Students will be excluded from corresponding exam sessions for serious offences relating to plagiarism and the use of fraudulent means to pass the assessment tests. The offence and its reason will also be recorded in the student's academic report.