

1. BASIC DATA

Subject	Psychopedagogy of physical activity and sport
Degree	Degree in Physical Activity and Sport Sciences; Double Degree in Physical Activity and Sport Sciences and Physiotherapy
School/Faculty	Physical Activity and Sport Sciences and Physiotherapy
Course	First in CAFYD; Second in Double Degree in CAFYD and Physiotherapy.
ECTS	6 ECTS
Character	Mandatory
Language/s	English
Modality	On-site
Semester	First and second semester
Academic year	2024/2025
Coordinating teacher	Guillermo Higuero
Teachers	Minerva García

2. PRESENTATION

This subject aims to provide the student with a general vision of Psychopedagogy and the basic processes of Psychology. The aim is for the student to acquire a solid basis for understanding and modifying human behaviour for better learning.

On the other hand, the student must become aware of the importance of the psychological factor in basic sport and in the teaching of Physical Education, understanding the importance of this factor for the correct development of a good attitude towards physical exercise from childhood. The aim is to encourage sport as an instrument for the education and all-round development of young people. It is therefore a question of acquiring a theoretical, academic and professional discourse related to the sciences of physical activity and sport, knowing the individual and contextual variables of people and assuming the necessary educational, technical and curricular principles.

3. COMPETENCES AND LEARNING OUTCOMES

Core competences:

- CB1: Students have demonstrated knowledge and understanding in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.
- CB2: Students are able to apply their knowledge to their work or vocation in a professional manner and possess the competences usually demonstrated through the development and defence of arguments and problem solving within their field of study.

- CB3: Students have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgements that include a reflection on relevant social, scientific or ethical issues.
- CB4: Students are able to convey information, ideas, problems and solutions to both specialist and non-specialist audiences.

Transversal Competences:

- TC4: Adaptation to change: ability to perceive, interpret and respond to the environment. Ability to adapt and work effectively in different situations and/or with different individuals or groups. It is the ability to adapt to change according to circumstances and needs. It is the courage to face critical situations in oneself or in the environment, maintaining a level of physical and mental well-being that allows the person to continue to act effectively.
- TC6: Problem solving: ability to find a solution to a confusing question or a complicated situation without a predictable solution, which complicates the achievement of a finish.
- TC7: Decision-making: ability to make a choice between existing alternatives or ways to solve different situations or problems efficiently.
- CT15: Skills in interpersonal relations: Ability to interact with others, as well as to listen with interest and empathy, maintaining at all times an active listening.
- CT17: Self-confidence: Ability to feel confident in achieving good results, in their ability to overcome difficulties and challenges, and in their confidence in their own judgement.

Specific competences:

- CE1: Ability to design, develop and evaluate teaching-learning processes related to physical activity and sport, attending to the individual and contextual characteristics of people and assuming the necessary educational, technical and curricular principles.
- SC2: Ability to transmit attitudes and values in professional practice in all areas of physical activity and sport, participating in the improvement of society.
- SC4: Ability to analyse and apply physiological, biomechanical, psychological and social principles to the different fields of physical activity, sport and recreation.
- CE5: Ability to identify inadequate practices that pose a risk to health, in order to avoid and correct them in the different population groups.
- CE11: Ability to intervene with one's own criteria in society, expressing a theoretical, academic and professional discourse related to the sciences of physical activity and sport.

Learning outcomes:

- RA1: The student is able to understand fundamental concepts related to the practice of physical exercise and/or sport.

- RA2: The student is able to integrate knowledge of basic cognitive processes that describe and explain human behaviour.
- RA3: That the student is able to know the different variables that affect the processes teaching and learning
- RA4: The student is able to acquire a psycho-pedagogical basis for the teaching of any physical activity or sport.
- RA5: The student is able to lay the foundations for exercising true courage.
The aim is to identify the different contexts of practice, as well as inadequate practices that pose a risk to physical health, but fundamentally, to create the basis for guaranteeing a practice that favours the physical and psychological growth of the practitioners.

The table below shows the relationship between the competences developed in the subject and the learning outcomes pursued:

Competences	Learning outcomes
CB1, CB2, CB3, CT4,CT6,CE1, CE4, CE5	RA1. The student is able to understand fundamental concepts related to the practice of physical exercise and/or sport.
CB1, CB2, CB3, CT4, CT6,CE1,CE2,CE4	RA2: The student is able to integrate knowledge of basic cognitive processes that describe and explain human behaviour.
CB1, CB2, CB3,CT4,CT6,CT17,CE1, CE4,CE11	RA3: The student is able to understand the different variables that affect the teaching and learning processes.
CB1, CB2,CB4, CT6, CT15, CT17,CE1, CE2, CE11	RA4: The student is able to acquire a psycho-pedagogical basis for the teaching of any physical activity or sport.
CB1, CB3, CB4,CT4,CT6,CT7, CE2,CE5,CE11	RA5: That the student is able to lay the foundations for exercising a true educational and teaching value in general, and of the practice of sport in particular, identifying the different contexts of practice, as well as inadequate practices that pose a risk to physical health, but fundamentally, creating the basis for guaranteeing a practice that favours the physical and psychological growth of the practitioners.

4. CONTENTS

The subject is organised into six learning units:

Unit 1. Introduction and History of Psychology

- 1.1. Introduction to the PSP
- 1.2. Areas of application of psychology in sport
- 1.3. Types of behaviour
- 1.4. Objectives of psycho-pedagogy
- 1.5. Study method
- 1.6. History of psychology

Unit 2. Learning

- 2.1. Concept
- 2.2. Learning Theories
- 2.3. Learning by association: CC and CO
- 2.4. Cognitive learnings

Unit 3. Development

- 3.1. Introduction
- 3.2. Infancy and childhood
- 3.3. Adolescence
- 3.4. Maturity
- 3.5. Senior citizens

Unit 4. Motivation

- 4.1. Concept and theoretical models
- 4.2. Achievement motivation theory
- 4.3. Intrinsic and extrinsic motivation theory
- 4.4. Attribution theory
- 4.5. Self-efficacy Theory
- 4.6. Self-determination theory

Unit 5. Personality and Attitude

- 5.1. Concept
- Theoretical models
- 5.3. Most relevant features in sport
- 5.4. Concept of attitude
- 5.5. How to develop good attitudes in sport

Unit 6. Psycho-pedagogical model of physical activity and sport

- 6.1. Objectives of sport
- 6.2. Relevant aspects of initiation
- 6.3. Behaviour of technicians
- 6.4. Parental behaviours
- 6..5. How to develop a good educational model in sports initiation and training.

5. TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching-learning methodologies that will be applied:

- Masterclass
- Case methods
- Cooperative learning
- Problem-based learning

6. TRAINING ACTIVITIES

The following identifies the types of training activities to be carried out and the number of hours dedicated by the student to each of them:

Face-to-face mode:

Ac_vity forma_va	Number of hours
Masterclasses	27
Activities in workshops and/or laboratories	25
Debates and colloquiums	10
Group participatory activities (seminars, participation in forums...)	18
Troubleshooting	25
Tutoring	8
Reporting and writing	30
Oral presentations	7
TOTAL	150

7. EVALUATION

The following is a list of the assessment systems, as well as their weighting in the total grade for the subject:

Face-to-face mode:

Evaluation system	Weig ht
Knowledge test	40%
Practical	40%
Competences	20%

On the Virtual Campus, when you access the course, you will be able to consult in detail the assessment activities to be carried out, as well as the deadlines and assessment procedures for each one of them.

7.1. Ordinary call

In order to pass the course in the ordinary exam session, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In order to pass the course, all the practicals must be handed in, supervised by the teacher and on time. A continuous assessment will be carried out, which will include face-to-face classes, with active methodologies, assignments, written tests, practices and expositions. In order to be eligible for this continuous assessment, at least 50% of the face-to-face sessions must be attended. Absences must be duly justified in order not to be counted as such.

A formative assessment will be carried out, i.e. a continuous assessment will be carried out throughout the whole teaching-learning process, so that the student can learn from it and have feedback on his or her own learning process.

The dates for handing in the practicals will be open from the beginning of each subject and the deadline will close when the teacher sets a deadline. After the deadline, the teacher will not review or grade the practicals.

Papers are not assessed by quantity but by quality, and may not be accepted or not graded if the teacher considers that they do not meet the minimum requirements or their authorship. They can be done in draft and consultations can be made for its execution, but once uploaded to the campus there will be no way to repeat it.

More than three spelling mistakes is a sufficient reason for failing the course.

The continuous assessment will be based on three blocks, provided that at least a 5 is obtained in the objective test. If a 5 is not achieved, the practicals will not be added up.

- a) Knowledge block in objective tests (40% of the final mark).
- b) Individual and group practice block (40%)
- c) Personal competences and attendance (20%)

In any case, you will need to obtain a mark of 5.0 or higher in the final test, so that it can be averaged with the rest of the activities.

7.2. Extraordinary call

In order to pass the course in the ordinary exam session, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, you will need to obtain a mark of 5.0 or higher in the final test, so that it can be averaged with the rest of the activities.

Activities not passed in the ordinary exam must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

The student must hand in a practice notebook supervised by the teacher during its development.

8. TIMETABLE

In this section you will find the timetable with dates for the delivery of the course's assessable activities:

Evaluatable Activities	Date
Activity 1. Carrying out a theoretical and applied work that responds to the contents of the syllabus.	Week 3-4
Activity 2. Practical applications of content learnt in the learning environment	Week 5-7
Activity 3. Objective test _po_va _po test	Week 8
Activity 4. Drafting of a theoretical written work on a stage and development of a practical action.	Week 9-12
Activity 5. Development of different types of intervention to influence motivation.	Week 13-15
Activity 6. Problem-solving games on specific situations in sports initiation and training.	Week 18
Activity 7. Test. Final on-site test	Week 19

This timetable may be subject to modifications for logistical reasons. Any modification will be notified to the student in due time and form.

9. BIBLIOGRAPHY

The recommended bibliography is listed below:

Basic Bibliography:

- Buceta, J.M. (2004). *Estrategias psicológicas para entrenadores de deportistas jóvenes*. Madrid: Dykinson.
- Buceta, J.M. (1998) *Psicología del entrenamiento deportivo*. Madrid. Dykinson.
- Buceta, J.M (2015). *Mi hijo es el mejor y además es mi hijo*. Madrid: Dykinson.
- Cox, R. (2007) Sport psychology. Concept and applications. Ed. Panamericana
- Cruz, J. (1997b) motivational factors in children's sport and psychological advice to coaches and parents. In J.Cruz (Ed.) *Psicología del deporte*: Madrid. Síntesis
- Cruz, J.: Boixados, M. Torregrosa, M. Mimbreno, J. (1996) ¿existe un deporte educativo? The role of sports competitions in the socialisation process of the child". *Revista de Psicología del deporte*, 9-10, 111-132.

- Cruz, J., Torregrosa, M., Sousa, C. Mora, A and Viladrich, C. (2010) Behavioural effects of personalised coaching programmes on communication and motivational climate. *Revista de psicología del deporte*, 20, 1, 179-195.
- Weinberg, R.S and Gould, D. (1996). *Fundamentals of Sport and Exercise Psychology*. Barcelona: Ariel Psicología

10.DIVERSITY CARE UNIT

Students with specific educational support needs:

Curricular adaptations or adjustments for students with specific educational support needs, in order to guarantee equality of opportunities, will be regulated by the Diversity Attention Unit (UAD).

A report on curricular adaptations/adjustments must be issued by this Unit, so students with specific educational support needs should contact: unidad.diversidad@universidadeuropea.es at the beginning of each semester.

11.SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to participate in feedback surveys to identify strengths and areas for improvement in the teaching staff, the degree programme and the teaching-learning process.

Surveys will be available in the survey area of your virtual campus or through your email.

Your assessment is necessary to improve the quality of the

Education. Thank you very much for your participation.

WORK PLAN OF THE COURSE

HOW TO COMMUNICATE WITH YOUR TEACHER

When you have a question about content or activities, don't forget to post it in your subject forums so that all your classmates can read it.

It is possible that someone has the same doubt as you!

If you have any questions exclusively addressed to the teacher, you can send him/her a private message from the Virtual Campus. In addition, if you need to go deeper into a subject, you can arrange a tutorial.

It is a good idea to read regularly the messages sent by students and teachers, as they are another way of learning.

SCHEDULE OF ACTIVITIES

In this section, the schedule of training activities is indicated, as well as the dates for the delivery of the course's assessable activities:

Week	Contents	Formative/assessable activities	Weighting in the assessment of the assessable activity
Week 1	Presentation Unit 1. Introduction and History of Psychology	<ul style="list-style-type: none"> • Theoretical and practical classes • Group dynamics • Tutoring 	0%
Week 2	Unit 1. Introduction and History of Psychology	<ul style="list-style-type: none"> • Theoretical and practical classes • Analysis of cases • Tutoring 	0%
Week 3	Unit 1. Introduction and History of Psychology	<ul style="list-style-type: none"> • Theoretical and practical classes • Debates and colloquiums • Tutoring 	0%
Week 4	Unit 2. Learning	<ul style="list-style-type: none"> • Theoretical and practical classes • Analysis of cases • Tutoring <p>Activity 1. Carrying out a theoretical and applied work that responds to the contents of the syllabus.</p>	10%

Week 5	Unit 2. Learning	<ul style="list-style-type: none"> • Theoretical and practical classes • Analysis of cases • Tutoring 	0%
Week 6	Unit 2. Learning	<ul style="list-style-type: none"> • Theoretical and practical classes • Analysis of cases • Tutoring 	0%
Week 7	Unit 2. Learning	<ul style="list-style-type: none"> • Theoretical and practical classes • Analysis of cases • Debate and discussion • Tutoring Activity 2. Practical applications of content learnt in the learning environment	10%
Week 8	Unit 1. Introduction and History of Psychology Unit 2. Learning	<ul style="list-style-type: none"> • Tutoring • Resolving doubts Evaluatable activity 3. Objective test _po test - intermediate	20%
Week 9	Unit 3. Development	<ul style="list-style-type: none"> • Theoretical and practical classes • Analysis of cases • Tutoring 	0%
Week 10	Unit 3. Development	<ul style="list-style-type: none"> • Theoretical and practical classes • Analysis of cases • Tutoring 	0%
Week 11	Unit 3. Development	<ul style="list-style-type: none"> • Theoretical and practical classes • Analysis of cases • Debate and discussion • Tutoring Ac_vity 4. Drafting of a theoretical written work on a stage and development of a practical activity.	10%
Week 12	Unit 4. Motivation	<ul style="list-style-type: none"> • Theoretical and practical classes • Analysis of cases • Debate and discussion • Tutoring 	0%
Week 13	Unit 4. Motivation	<ul style="list-style-type: none"> • Theoretical and practical classes • Analysis of cases • Debate and discussion 	0%

		• Tutoring	
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Week 14	Unit 4. Motivation	<ul style="list-style-type: none"> • Theoretical and practical classes • Analysis of cases • Debate and discussion • Tutoring 	0%
Week 15	Unit 4. Motivation	<ul style="list-style-type: none"> • Theoretical and practical classes • Analysis of cases • Debate and discussion • Tutoring Action 5. Development of different types of intervention to influence motivation.	10%
Week 16	Unit 5. Personality and Attitude	<ul style="list-style-type: none"> • Theoretical and practical classes • Analysis of cases • Debate and discussion • Tutoring 	0%
Week 17	Unit 5. Personality and Attitude Unit 6. Psychopedagogical Model of Physical Activity and Sport	<ul style="list-style-type: none"> • Theoretical and practical classes • Analysis of cases • Debate and discussion • Tutoring 	0%
Week 18	Unit 6. Psycho-pedagogical model of physical activity and sport	<ul style="list-style-type: none"> • Theoretical and practical classes • Analysis of cases • Debate and discussion • Tutoring Activity 6. Problem-solving games on specific situations in sports initiation and training.	10%
Week 19	Unit 1. Introduction and History of Psychology Unit 2. Learning Unit 3. Development Unit 4. Motivation Unit 5. Personality and Attitude Unit 6. Psychopedagogical Model of Physical Activity and Sport	<ul style="list-style-type: none"> • Tutoring • Resolving doubts Activity 7. Test 7. Final on-site test	20 %

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

DESCRIPTION OF EVALUATION ACTIVITIES

Activity 1. Preparation of a report and written work; Oral presentations.

- Understanding the object and method of psychology
- To study a theoretical current in depth and write a theoretical paper.
- To make a representation integrating the most relevant aspects of each current

Activity 2. Applications and development of the contents in practical cases

- Look for examples of learning in everyday life and differentiate between different types of learning in different contexts.
sport
- Acquire theoretical and practical knowledge about the concept of learning and the different ways of learning.
- Developing content in practical situations
- Developing intervention in educational contexts

Activity 3. Development of a developmental stage and preparation of a session

- Acquire knowledge of the evolutionary differences to be taken into account in these processes.
- Work in groups and integrate the specific characteristics of each stage to programme an activity or task.
- Write a theoretical paper on each stage and aspects to be taken into account in the teaching of sport and physical education.

Activity 4. Objective test

- Understand the content developed and be able to apply it in educational contexts.

Activity 5. Personality and attitude

- Understand complex concepts needed to understand behaviour
- Paired game of research, understanding, prediction of future behaviours based on the analysis of characteristics

Activity 6. Motivation

- To understand the concept and the different theoretical arcs that study or
- Reflect on one's own motivation and understand the different theories that explain this concept.
- Knowing how to apply the contents to practical situations

RUBRICS FOR ASSESSABLE ACTIVITIES

Activity 2. Develop content in practical situations and develop intervention in educational contexts.

Activity 3. Write a theoretical paper on each stage and aspects to be taken into account in the teaching of sport and physical education.

Activity 6. Reflect on one's own motivation and understand the different theories that explain this concept.

In relation to the collaborative activities foreseen in these activities, the model rubric for their evaluation is given below:

- Type of activity: group / individual
- Assessment: each activity counts for 13.3% of the total of the course.
- When do you have to hand in the activity?
You have two weeks to submit your activity.
- How to deliver activity?
To carry out the activity you have several tools that you can use or not as you see fit and agree with your teacher:
 - The forum to discuss and organise your work.
 - The wiki to write the reports in a collaborative way. At this point, we recommend that you click on colours to identify the work of each member of the group.
 - Chat to communicate with group members in real time.
- How is it assessed? These activities are graded using the following rubric:

	Not done/ Inadequate	Inadequate	Adequate	Very suitable
Analysis and summary	It does not analyse the information from the material seen in class. Develop the content of informal way and without understanding the subject nor its applications.	Use a method piecemeal to analyse the information With the material seen in class. Develops the content of form poor and terse.	Use a method system for analyse the information With the material seen in class. Develop argues and contrasts information.	Use a systematic method to analyse the information with the material seen in class and supplemented with expert sources. Develops, argues and contrasts opinions and information

Presentation and oral presentation	<p>The work is presents neglected,</p> <p>untidy and, in general,</p> <p>unacceptable to deliver to a prospective client. Your language</p> <p>verbal and non-verbal verbal are lazy and informal during the oral presentation.</p>	<p>The work is presents without front cover,</p> <p>idenDfication of the work and the group,</p> <p>rate of</p> <p>contents and duly</p> <p>structured and</p> <p>tidy. Your</p> <p>verbal and non-verbal language verbal are not correct during the oral presentation.</p>	<p>It provides a proper wording and extension and is well-structured and organised. Your verbal language and non-verbal are correct and appropriate during the oral presentation.</p>	<p>The work is of a presentation adequate, correct and orderly. Your verbal language and non-verbal are notable and during the the oral presentation.</p>
Responsibility and Commitment	<p>All the members of the group coincide</p> <p>to indicate that the contributions of the pupil who</p> <p>is evaluated have been scarce or null</p>	<p>Most of the colleagues show complaints</p> <p>about the contributions to the student's group being assessed</p>	<p>Most of the colleagues show</p> <p>conformity about the contributions to the student's group being assessed</p>	<p>All the members of the group indicate that they are made with the cooperation and contributions from the whole group</p>

PLAGIARISM RULES

In accordance with the disciplinary regulations for students of the Universidad Europea:

- Plagiarism, in whole or in part, of intellectual works of any Dpo is considered a very serious offence.
- Very serious misconduct relating to plagiarism and the use of fraudulent means to pass the assessment tests will result in the loss of the corresponding exam session, as well as the recording of the misconduct and the reason for it on the academic transcript.