# 1. BASIC INFORMATION

| | |
|---|---|
| **Subject** | Ecuador Project |
| **Bachelor** | Bachelor´s Degree in Physical Activity and Sports Science |
| **School/Faculty** | Faculty of Medicine, Health, and Sports |
| **Course** | Second |
| **ECTS** | 2 ECTS |
| **Type** | Obligatory |
| **Language** | English |
| **Modality** | Face-to-face |
| **Semester** | S3-S4 |
| **Academic Course** | 2025-2026 |
| **Coordinator** | Mar de Coig-O´Donnell Cabezas |

# 2. INTRODUCTION

This subject aims for the student to understand, distinguish, and define the main advantages and disadvantages of using bibliographic search protocols. Additionally, it seeks to provide the student with criteria that are useful for prioritizing certain sources of information over others when consulting information for the development of research projects, assignments, etc.

The significance of the development of this subject lies in its close connection to the Bachelor's Thesis course taken in the 4th year, as it assists the student in acquiring the competencies necessary for success in the same.

# 3. SKILLS AND LEARNING OUTCOMES

**Basic Competences:**

- CB2: Students should be able to apply their knowledge to their work or vocation in a professional manner and possess the competencies usually demonstrated through the development and defense of arguments and problem-solving within their field of study.
- CB3: Students should have the ability to gather and interpret relevant data (typically within their field of study) to make judgments that include reflection on socially, scientifically, or ethically relevant issues.
- CB4: Students should be able to convey information, ideas, problems, and solutions to both specialized and non-specialized audiences.
- CB5: Students should have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

**Transversal Competences:**

- CT1: Autonomous Learning: Ability to choose strategies, tools, and moments considered most effective for learning and independently applying what has been learned.

- CT4: Analysis and Synthesis Skills: Ability to break down complex situations into their constituent parts; also, evaluate alternative perspectives to find optimal solutions. Synthesis aims to reduce complexity to better understand it and/or solve problems.
- CT10: Initiative and Entrepreneurial Spirit: Capacity to tackle challenging or risky actions with resolution. Ability to anticipate problems, propose improvements, and persevere in their achievement. Preference for assuming and carrying out activities.
- CT11: Planning and Time Management: Ability to set goals and choose the means to achieve them using time and resources effectively.

**Specific Competences:**

- CE8: Ability to design, plan, organize, execute, and evaluate programs of continuous and/or occasional sports and recreational activities, considering all factors that influence their development in different professional, social, and economic contexts.
- CE10: Ability to participate in the efficient management and/or direction of entities, both public and private, that provide physical activity services in any of their spectrums (recreation, health, sports, education, etc.), identifying, defining, and systematizing the processes necessary to achieve their objectives.
- 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: Understanding of fundamental concepts related to the rest of the modules and subjects throughout the degree program in an integrated manner.
- RA2: Designing an experimental study in an area of Physical Activity and Sport Sciences, considering a general assessment of all areas affecting it.
- RA3: Conducting in-depth and synthesis work based on searching fundamental bibliographic sources related to the entire degree program in an integrated manner.

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

| Skills | Learning Outcomes |
|---|---|
| CB2, CB3, CB4,CB5,CT1, CT4, CT10, CT11, CT 8, CE10, CE11 | RA1: Understanding fundamental concepts related to the other modules and subjects throughout the entire degree program in an integrated manner. |
| CB2, CB3, CB4,CB5, CT1, CT4, CT10, CT11, CE8, CE11 | Designing an experimental study in a specific area of Physical Activity and Sport Sciences, with a general assessment of all the areas that impact. |
| CB2,CB3, CB4,CB5 CT1, CT4, CT10, CT11, CE8, CE11 | Conducting in-depth and synthesis work based on searching fundamental bibliographic sources related to the entire degree program in an integrated manner. |

## 4. CONTENTS

- Review and use of existing sources of information.
- Utilization of technological resources.
- Utilization of appropriate observation and analysis methods and techniques.

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies that will be applied are as follows:

• Problem-Based Learning (PBL).

## 6. ASSESSMENT ACTIVITIES

Below, the types of formative activities that will be carried out are identified, along with the student's dedication in hours to each of them:

**Face to face modality:**

| Assessment Activity | Number of hours |
|---|---|
| Search of bibliographic and information resources | 25 h |
| Tutorship | 25 h |
| **TOTAL** | **50 h** |

**Hybrid Modality**

| Assessment Activity | Number of hours |
|---|---|
| Search of bibliographic and information resources | 25 h |
| Online tutorship | 25 h |
| **TOTAL** | **50 h** |

## 7. ASSESSMENT

Below, the assessment systems are listed, along with their weight on the total grade for the course:

**Face-to face and online modality:**

| Assessment System | Weight |
|---|---|
| Performance Observation | 30-40% |
| Report and Writing Evaluation | 30-40% |
| Classroom Activities Participation | 30-35% |

On the Virtual Campus, when you access the course, you can consult in detail the evaluation activities you need to perform, as well as the submission dates and evaluation procedures for each of them.

## 7.1. Ordinary Call

To pass the subject in the regular examination period, the student must obtain a grade equal to or higher than 5.0.

Continuous assessment can be carried out as long as the student has **attended 100%** of the mandatory face-to-face classes indicated in the schedule. If unable to attend the sessions established as mandatory due to reasons specified in the document "assessment methods change criteria," the student must notify the designated teacher one week in advance of the scheduled date and provide the necessary justifications to conduct the mandatory face-to-face class.

All students must adhere to the schedule published during the regular examination period.

Once the Ecuador Project Work is completed and submitted to the teacher, the teacher will assess it according to the evaluation instruments posted on the virtual campus.

For the student to receive **a PASS grade** from the teacher, they must obtain an **Approved** status in the Evaluation Control List (Checklist available at canvas) for monitoring and elaboration process and the Evaluation of the work format. The Approved status will be achieved if the student receives a **YES** in all items on that list. Once this part is successfully completed, the teacher will grade the Scientific Technical Quality and participation in classroom activities of the work according to the rubric published on the virtual campus.

Students who receive a grade of NOT SUBMITTED, NOT APPROVED, or FAIL from the teacher may participate in the Extraordinary Examination period.

## 7.2. Extraordinary Call

To pass the subject in the extraordinary examination period, the student must obtain a grade equal to or higher than 5.0. Students who have received a grade of Not Submitted, Not Approved, or Fail in the regular examination period for the Ecuador Project Work have the right to participate in the extraordinary examination period.

For the student to receive a passing grade from the teacher in the extraordinary examination period, they must meet the same conditions and requirements established for the regular examination period, as outlined in the regulations for the Ecuador Project Work.

Students who have not passed the regular evaluation must complete the following mandatory actions: Tutorial 1, pre-delivery, and final delivery. All of this should align with the schedule of dates for the extraordinary evaluation. If unable to attend the sessions established as mandatory face-to-face classes due to reasons specified in the document "assessment methods change criteria," the student must notify the designated teacher one week in advance of the scheduled date and provide the necessary justifications to conduct the mandatory face-to-face class.

# 8. SCHEDULE

In this section, the schedule with delivery dates for assessable activities of the subject is provided:

Regular Evaluation Schedule:

| Activities | Date |
|---|---|
| Session 1: presentation and explanation of the systematic review project. | Week 1 |
| Mandatory Submission 0: Title of TPE | Week 2 |
| Mandatory Session 1: Explanation of the Ecuador Project | Week 2 |
| Mandatory Session 2: Library (APA FORMAT) | Week 3 |
| Mandatory Submission 1: Chosen title, flowchart, 5 complete articles, summary table of authors | Week 5 |
| Mandatory Session 3: Feedback on Submission 1 | Week 7 |
| Mandatory submission 2: Complete work | Week 9 |
| Mandatory Session 4: Feedback on 2nd submission | Week 11 |
| Final submission (3). Complete work | Week 14 |

Schedule for the extraordinary call:

| Activities | Dates |
|---|---|
| Optional in-person session | Week 1 |
| Mandatory Pre-Job. Extraordinary Submission 1 (complete work according to the regulation for review and 5 selected downloaded complete articles) | Week 1 |
| Optional in-person session. Feedback on Submission 1 | Week 2 |
| Mandatory submission. Completed Work. All the papers must be downloaded and submitted | Exam´s week |

The fulfillment of each of the dates published by the teacher/tutor is mandatory for all students. Failure to meet any of these dates results in an assessment of Not Approved (FAIL) on the control list by the teacher.

This schedule may undergo modifications due to logistical reasons for the activities. Any changes will be communicated to the student in a timely manner.

# 9. REFERENCES


- Biblioteca Dulce Chacón - Universidad Europea De Madrid. (2018). Biblioteca. Recuperado 1 agosto 2020, de https://web-uem.bibliocrai.universidadeuropea.es/index.php/es/buscar-informacion-sobre/gestion-bibliografica

- Benito, P. J., Díaz, V., Calderón, J., Peinado, A. B., Martín, C., Álvarez, M., Pérez, J.(2007). La revisión bibliográfica sistemática en fisiología del ejercicio:recomendaciones prácticas. Revista

Internacional de Ciencias del Deporte, 6(3), 1-11.Recuperado de <http://www.cafyd.com/REVISTA/art1n6a07.pdf>

- Moher, D., Liberati, A., Tetzlaff, J., Altman, D., y PRISMA Group, T. (2014). Ítems de referencia para publicar Revisiones Sistemáticas y Metaanálisis: La Declaración PRISMA. Revista Española de Nutrición Humana y Dietética, 18(3), 172-181. doi:<http://dx.doi.org/10.14306<ç/renhyd.18.3.114>

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

Students with specific educational support needs:

Adaptations or curricular adjustments for students with specific educational support needs, to ensure equal opportunities, will be guided by the Diversity Support Unit (UAD).

It will be an essential requirement to obtain a report on adaptations/curricular adjustments from this Unit. Therefore, students with specific educational support needs should contact the unit via email at unidad.diversidad@universidadeuropea.es at the beginning of each semester.

## 11. SATISFACTION SURVEYS

¡Your opinion matters!

The European University encourages you to participate in satisfaction surveys to identify strengths and areas for improvement regarding faculty, the degree program, and the teaching-learning process.

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

Your feedback is essential to enhance the quality of the degree program.

Thank you very much for your participation.