

1. BASIC INFORMATION

Course	Contemporary development of sport
Degree program	Bachelor's Degree in Physical Activity and Sport Sciences
School	Physical Activity and Sport Sciences
Year	1st
ECTS	3 ECTS
Credit type	Optional
Language(s)	Spanish / English
Delivery mode	In-person / Online
Semester	1
Academic year	2024/25
Coordinating professor	Javier González del Castillo

2. PRESENTATION

The subject Contemporary Development of Sport aims to provide students with a comprehensive overview of the current state of the field of sport, enabling them to develop skills and accumulate knowledge that will allow them to develop critical judgement and ethically committed behaviour in the face of the main current phenomena in sport, from inequality and discrimination, through new sporting practices and associated bodily identities to fundamental media, economic and social phenomena, such as the Olympic Games.

3. LEARNING OUTCOMES

Knowledge

KN07. Identifies historical, legal, ethical and deontological principles within the framework of sports interventions.

- Brings its own ethical vision in sport debates and professional ethics.
- Identifies the main characteristics of the evolution of sport and physical activity.
- Recognizes the different visions present in the sport field.

Skills

SK27. Adopt a rigorous and scientific approach in order to develop and implement procedures, processes, guidelines and analysis in relation to social, legal, economic, scientific or ethical matters, where necessary and relevant, in any area of professional activity within the sport and physical activity sector (formal and informal physical education and sports instruction; physical and sports training; health-focused exercise; physical activity and sports management).

SK28. Be aware of and know how to apply ethical, deontological and social justice principles in the context of professional performance and engagement; develop habits of scientific and professional rigour; and

uphold standards in professional practice involving the public, underpinned by improvement, excellence, quality and effectiveness.

SK37. Strategic communication. Transmit messages (ideas, concepts, feelings, arguments), both orally and written, strategically aligning the interests of the different stakeholders involved in the communication in the academic and professional environment.

SK41. Critical analysis. Integrate analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on evidence and objective data that lead to effective and valid decision-making.

4. CONTENT

Unit 1. Sport and society: ethics and deontology of sport.

Unit 2. Evolution of the sports field and the Olympic Games.

Unit 3. Trends in sports practice.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Master Class
- Simulation
- Project-based learning
- Cooperative learning

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Master classes	6
Practical application classes	9
Independent work	28
Discussions and colloquiums	4
Tutoring	6
On-site evaluation tests	2
Preparation of reports and writings	6
Research and projects	10
Oral presentations of work	4
TOTAL	75

Online mode:

Learning activity	Number of hours
Synchronous virtual master classes	5
Synchronous virtual classes of practical application	10
Preparation of reports and writings	8
Research and projects	10
Synchronous oral presentations of works	2
Autonomous work	28
Virtual academic tutoring	6
Virtual forums	4
Face-to-face evaluation tests	2
TOTAL	75

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Face-to-face evaluation tests	40-50%
Oral presentations of work	5-10%
Reports and writings	10-20%
Research and projects	25-40%

Online mode:

Assessment system	Weight
Face-to-face evaluation tests	40-50%
Synchronous oral presentations of works	5-10%
Reports and writings	10-20%
Research and projects	25-40%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at least 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at least 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Research practice professional sports and Olympics	October
Inequality and exclusion oral presentation	November
Research work	November
Presentation on sports issues for Congress	November
Face-to-face evaluation test	December

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The reference work for the subject is:

- Moscoso, D. y Sánchez, R. (eds.). (2024). *Sociología del Deporte*. Dykinson.

Below is a recommended bibliography:

- Barbero González, J.I. (1993). *Materiales de Sociología del deporte*. La Piqueta.
- Bourdieu, P. (1988). *La Distinción*. Taurus.
- Brohm, J.M. (1982) *Sociología política del deporte*. Fondo de Cultura Económica.
- Dunning, E. (2003). *El fenómeno deportivo: Estudios sociológicos en torno al deporte, la violencia y la civilización*. Editorial Paidotribo.
- Dunning, E. y Malcolm, D. (2003). *Sport: critical concepts in sociology*. Routledge.
- Eliás, N.; Dunning, E. (1992). *Deporte y ocio en el proceso de civilización*. Fondo de Cultura Económica.
- Maguire, J. and Maguire, J.A. (1999). *Global sport: Identities, societies, civilizations*. Blackwell Publishing.
- Sugden, J. y Tomlinson, A. (2002). *Power games: a critical sociology of sport*. Routledge.
- Wacquant, L.J. (2006). *Entre las cuerdas: cuadernos de un aprendiz de boxeador*. Siglo XXI.
- García Ferrando, M., Puig Barata, N., Lagardera Otero, Llopis Goig, R., y Vilanova Soler, A. (comps.) (2017) *Sociología del Deporte*. Alianza.

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

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.