

## 1. OVERVIEW

<b>Subject area</b>	Basketball I
<b>Degree</b>	Bachelor's Degree in Sports Science
<b>School/Faculty</b>	School of Sports Science and Physiotherapy
<b>Year</b>	First year
<b>ECTS</b>	3 ECTS
<b>Type</b>	Mandatory
<b>Language(s)</b>	Spanish and English
<b>Delivery mode</b>	On-campus
<b>Semester</b>	S1
<b>Year</b>	2024/2025
<b>Academic coordinator</b>	Rafael Manuel Navarro Barragán
<b>Professor</b>	Rafael Manuel Navarro Barragán

## 2. INTRODUCTION

This subject area is related to the contents of Basketball 1, a first-year subject area of the Bachelor's Degree in Sports Science.

The basic goal of this subject area is to develop students' skills and expertise as a basketball teacher/coach for beginners, in any context (school, young players, etc.). Students should be able to develop a critical view of training and be able to teach specific training programmes in basketball.

## 3. LEARNING OUTCOMES

### KNOWLEDGE

KOW2. Describes how to design a teaching/learning process related to physical activity and sport, based on the individual and contextual characteristics of people and educational, technical and ethical principles.

- Identifies how to design a teaching/learning process related to basketball, taking into account people's individual and contextual characteristics.
- Identifies the basis for teaching in basketball education and learning.
- Explores concepts linked to the principles of basketball, technical and tactical resources, the rules, and the physiological, biomechanical, psychological, and social aspects of basketball for beginners.

### COMPETENCES

**COM1.** Effectively describe, formulate, and apply the procedures, strategies, activities, resources, techniques and methods involved in the teaching/learning process, while developing comprehensive programmes for the entire professional 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).

**COM3.** Communicate and interact appropriately and effectively in various contexts related to physical activity and sport, while consciously, naturally, and continuously drawing on teaching skills.

**COM37.** 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.

**COM41.** 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. CONTENTS

The contents will be divided into the following parts:

Topic 1. Introduction to basketball

Topic 2. Technical and tactical individual fundamentals for offence and defence.

Topic 3. Technical and tactical team fundamentals for offence and defence.

## 5. TEACHING-LEARNING METHODS

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

1. Master class
2. Cooperative learning.
3. Project-based learning.

## 6. LEARNING ACTIVITIES

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

**On campus:**

Learning activity	Number of hours
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Lectures	<b>9 h</b>
Self-study	<b>28 h</b>
Face-to-face evaluation	<b>2 h</b>
Design and management of practical sessions	12 h
Talks and events	<b>4 h</b>
Practical application classes	<b>6 h</b>
Oral presentations	<b>2 h</b>
Tutorials	<b>6 h</b>
Preparation of reports and writings	<b>6 h</b>
<b>TOTAL</b>	<b>75 h</b>

## 7. ASSESSMENT

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

### On campus:

Assessment system	Weighting
Face-to-face evaluation tests	40%-50%
Design work for strategies and intervention plans	30%-50%
Oral presentations	5%-10%
Reports and writings	5%-10%

When you access the subject area on the *Virtual Campus*, you'll find a description of the assessment activities you must complete, as well as the deadline and assessment procedure for each one.

### 7.1. Ordinary exam period

To pass the subject area in the ordinary exam period, you must attend at least 80% of all classes during the semester and achieve a grade equal to or higher than 5.0 out of 10.0 as the final grade (sum of the grades for each assessment activity, as long as the grade achieved for each individual activity is equal to or higher than 5.0 out of 10.0).

### 7.2. Extraordinary exam period (re-sits)

To pass the subject area in the extraordinary exam period, you must sit an exam on the contents of the whole subject area.

## 8. SCHEDULE

This table shows the timeline with due dates of assessable tasks in the subject area:

Assessment activities	Date
Session design/U12	last month of semester
Cellphone practice	last week of class
Diary	last week of class
Written test	last month of semester

The timeline may be subject to modifications for logistical reasons. Students will be informed of any changes in due time.

## 9. BIBLIOGRAPHY

The set texts for this subject area are:

- Bayer, C. (1992). Enseñanza de los juegos deportivos colectivos, Hispano Europea.
- Beard, B. (1991). El jugador completo de baloncesto. Hispano Europea.
- Blázquez, D. (1986). Iniciación a los deportes de equipo, Martínez Roca.
- De Miguel, A. (2021). Speak Basketball. Vaughan.
- Garchow, K. & Dickinson, A. (1992). Youth basketball, Cooper Publishing Group. Fundamentals of coaching basketball, Wm C. Brown Company Publishers.
- Giménez, F.J. y Saénz, P. (2004). Aspectos teóricos y prácticos de la iniciación al baloncesto. Sevilla. Wanceulen.
- Jiménez, S. y Lorenzo, A. (2009). Formación de entrenadores de baloncesto. Aplicaciones didácticas. Sevilla. Wanceulen.
- Junoy, J. (1996). Baloncesto: actividad física y deportiva extraescolar en los centros educativos, MEC.
- Krause, B. et al. (1994). Coaching basketball, Master Press. Basketball coach's survival guide. Parker Publishing Company.
- Manzano, A. (2005). Baloncesto. Cómo formar al jugador completo. Esencias del baloncesto de ataque. Madrid. Gymnos.
- Wissel, H. (1995). Aprender y progresar. Paidotribo.

Publications and related websites:

- Virtual Campus: <http://campusvirtual.uem.es/moodle>
- Coaches development: <http://www.coachesclipboard.net/>
- Coaches development: <http://www.cybersportsusa.com/hooptactics/HoopTactics.asp>
- ACB league: <http://www.acb.com/>
- Federación Española de Baloncesto: <http://www.feb.es/>
- FIBA: <http://www.fiba.com/>
- FIBA Europe: <http://www.fibaeurope.com/>
- NBA league: <http://www.nba.com/>
- WNBA league: <http://www.wnba.com/>
- EUROLEAGUE: <http://www.euroleague.net/>
- NCAA: <http://www.ncaachampionships.com/>
- News and interviews: <http://hoopshype.com/>
- <http://www.eurobasket.com/>

Case studies, exercises and related documents.

## 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 student satisfaction surveys to identify strengths and areas for improvement for staff, degrees 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 degree.

Many thanks for taking part.