

1. BASIC INFORMATION

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| Course | Psychopegagogy of the excersice and the sport |
| Degree program | Bachelor's Degree in Physical Activity and Sports Sciences |
| School | Physical Activity and Sports Sciences and Physiotherapy |
| Year | First |
| ECTS | 6 |
| Credit type | Compulsory |
| Language(s) | English |
| Delivery mode | Face and Online |
| Semester | S2 |
| Academic year | 2024/2025 |
| Coordinating professor | Guillermo Higuero |

2. PRESENTATION

This course aims to provide students with a general overview of Psychopedagogy and the basic processes of Psychology. It is intended for the student to acquire a solid foundation to understand and modify human behavior for better learning.

Additionally, the student should become aware of the importance of the psychological factor in grassroots sports and in the teaching of Physical Education, understanding the significance of this factor in developing a good attitude towards physical exercise from childhood. The aim is to promote sports as a tool for education and the comprehensive development of young people. Therefore, it is about acquiring a theoretical, academic, and professional discourse related to the sciences of physical activity and sports, understanding the individual and contextual variables of people, and adopting the necessary educational, technical, and curricular principles.

3. LEARNING OUTCOMES

KNOWLEDGE

CON2. Describes the design of a teaching-learning process related to physical activity and sports, considering the individual and contextual characteristics of people, as well as educational, technical, and ethical principles.

- Identifies the historical and scientific foundations of Psychopedagogy and Psychology.

- Recognizes the basic processes of classical and operant conditioning, and their possible applications in different educational and sports contexts.
- Correctly identifies the guidelines, adjusting them to the main characteristics of the different stages of development.
- Identifies the different theories on motivational processes in sports practice in childhood and adolescence.
- Identifies the different variables that make up personality and their influence on human behavior.
- Explains the functionality of the different psychological processes in grassroots sports.

SKILLS

SK1. Describe, develop, and apply the procedures, strategies, activities, resources, techniques, and methods involved in the teaching-learning process efficiently, covering all areas of professional intervention in physical activity and sports (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; direction of physical activity and sports).

SK4. Adapt educational intervention to the characteristics and individual needs of the entire population, with an emphasis on special populations such as schoolchildren, the elderly (senior citizens), people with reduced mobility, and people with pathologies, health problems, or similar (diagnosed and/or prescribed by a doctor), taking into account gender and diversity.

SK38. Digital competence: Use information and communication technologies for data search and analysis, research, communication, and learning.

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.

SK43. Ethical-social competence. Show ethical behaviors and social commitment in the performance of professional activities, as well as sensitivity to inequality and diversity.

4. CONTENT

Topic 1. Psychopedagogy and Basic General Psychology.

Topic 2. Human Learning: Understanding the Basis of Behaviors.

Topic 3. Child and Youth Psychopedagogy: Understanding Childhood, Adolescence, and Their Particularities.

Topic 4. Motivational Processes.

Topic 5. Personality: The Study of Individual Differences.

Topic 6. Child Sports Psychopedagogy: Applying What Has Been Learned.

5. TEACHING-LEARNING METHODOLOGIES

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

- Lecture Class
- Simulation
- 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:

Campus-based mode:

| Learning activity | Number of hours |
|---|-----------------|
| Lecture classes | 12 |
| Practica application classes | 18 |
| Autonomous work | 56 |
| Debates and discussions | 8 |
| On-site evaluation test | 4 |
| Desing of strategies and intervention plans | 28 |
| Oral work presentations | 4 |
| Writing reports | 8 |
| TOTAL | 150 |

Online mode

| Learning activity | Número de horas |
|---|-----------------|
| Lecture classes synchronous | 8 |
| Synchronous virtual practical application classes | 16 |
| Writing reports | 14 |
| Synchronous oral presentations of works | 4 |
| Desing of strategies and intervention plans | 28 |

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|---------------------------------------|------------|
| Autonomous work | 56 |
| Synchronous virtual academic tutoring | 12 |
| Virtual forums | 8 |
| On-site evaluation test | 4 |
| TOTAL | 150 |

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 |
|---|--------|
| On-site evaluation test | 50% |
| Oral work presentations | 10% |
| Writing reports | 10% |
| Desing of strategies and intervention plans | 30% |

Online mode:

| Assessment system | Peso |
|---|------|
| On-site evaluation test | 50% |
| Exposiciones orales | 10% |
| Informes y escritos | 10% |
| Desing of strategies and intervention plans | 30% |

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 subject in the ordinary call, you must obtain a grade equal to or greater than 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary to obtain a grade equal to or greater than 5.0 in the final exam for it to be averaged with the rest of the activities.

7.2. Second exam period

To pass the subject in the extraordinary call, you must obtain a grade equal to or greater than 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary to obtain a grade equal to or greater than 5.0 in the final exam for it to be averaged with the rest of the activities.

You must submit the activities not passed in the ordinary call after receiving the corresponding corrections from the teacher or those that were not submitted.

8. SCHEDULE

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

| Evaluable Activities | DEADLINE |
|---|-----------------|
| Actividad 1. Realización de un trabajo teórico y aplicado que dan respuesta a los contenidos de temario | Week 3-4 |
| Actividad 2. Aplicaciones prácticas de contenidos aprendidos en el ámbito de aprendizaje | Week 5-7 |
| Actividad 3. Prueba objetiva tipo test | Week 8 |
| Actividad 4. Redacción de un trabajo escrito teórico sobre una etapa y desarrollo de una actividad práctica. | Week 9-12 |
| Actividad 5. Desarrollo de distintos tipos de intervención para incidir en la motivación | Week 13-15 |
| Actividad 6. Juegos de resolución e problemas sobre situaciones concretas en a iniciación y formación deportiva | Week 18 |
| Actividad 7. Prueba Actividad 7. Prueba final presencial | Week 19 |

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 recommended Bibliography is:

- Buceta, J.M. (2004). Estrategias psicológicas para entrenadores de deportistas jóvenes. Madrid: Dykinson.
- Buceta, J.M. (1998) Psicología del entrenamiento deportivo. Madrid. Dykinson.
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- Cox, R. (2007) Psicología del deporte. Concepto y aplicaciones. Ed. Panamericana
- Cruz. J. (1997b) Factores motivacionales en el deporte infantil y asesoramiento psicológico a entrenadores y padres. En J.Cruz (Ed.) Psicología del deporte: Madrid. Síntesis
- Cruz, J.: Boixados, M. Torregrosa, M. Mimbbrero, J, (1996) ¿existe un deporte educativo?. Papel de las competiciones deportivas en el proceso de socialización del niño”. Revista de Psicología del deporte, 9-10, 111-132.
- Cruz, J., Torregrosa, M., Sousa, C. Mora, A y Viladrich, C. (2010) Efectos conductuales de programas personalizados de asesoramiento a entrenadores en estilo de comunicación y clima motivacional. Revista de psicología del deporte, 20, 1, 179-195.
- Weinberg, R.S y Gould, D. (1996). Fundamentos de Psicología del deporte y el ejercicio físico. Barcelona: Ariel Psicología

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.