

1. BASIC INFORMATION

Course	Racket Sports I
Degree program	Bachelor's Degree in Exercise and Sport Sciences
School	Exercise and Sport Sciences and Physiotherapy
Year	First
ECTS	3 ECTS
Credit type	Compulsory
Language(s)	Spanish/English
Delivery mode	On campus
Semester	S2
Academic year	2024/2025
Coordinating professor	Rosa Bielsa Hierro
Professor	

2. PRESENTATION

The subject "Racket Sports I" is taught in the first year of the Bachelor's Degree of Physical Activity and Sports Sciences. This course provides students with the basic knowledge to take the subjects Racket Sports II and Racket Sports III, which are taught in the third and fourth year, respectively.

The objective pursued is to develop in students a basic knowledge of tennis, paddle and other current racket sports, studying in each of them the rules, history, technical-tactical fundamentals and skills necessary in each of them to put into practice the teaching-learning process of these sports at an introductory level in any context.

3. LEARNING OUTCOMES

Knowledge

KON3. Describes geared towards prevention, adaptation and improvement of physical and sporting performance and health through physical condition and exercise.

- Identifies the concepts related to racket sports, their rules, technical and tactical resources, and practical aspects of the game at beginners' level.
- Identifies the relationship and evolution of the practice of racket sports at beginners' level.

Skills

SK02. Designates exercise-related tasks, progress indicators and strategies to promote health and sports performance based on individual variables and environmental conditions.

- Adopts a comprehensive approach to planning teaching/learning processes for racket sports at beginners' level.

Competences

COMP1. 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).

COMP2. Formulate and apply a methodological process based on observation, reflection, analysis, assessment, performance, technical/scientific evaluation and/or dissemination in various contexts, in all areas of professional practice related to physical activity and sport.

COMP39. Influential leadership. Influence others to guide and direct them towards specific objectives and goals, taking into consideration their points of view, especially in professional situations derived from volatile, uncertain, complex and ambiguous environments in today's world.

COMP40. Teamwork. Cooperate with others in shared academic or professional objectives, participating actively, empathically and exercising active listening and respect for all members.

4. CONTENT

Topic 1. Basic foundations, historical developments, regulation and equipment of sports racket.

Topic 2. Technique and tactics of racket sports at beginner level.

Topic 3. Methodology for teaching the basic strokes of racket sports at the level of initiation. Scheduling of sessions.

5. TEACHING-LEARNING METHODOLOGIES

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

- Master 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
Master classes	6
Practical application classes	9
Oral presentations of work	3
Elaboration of reports and writings	11
Independent work	28
Discussions and colloquiums	4

Tutorials	6
Design of strategies and intervention plans	6
Presential 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
Presential evaluation tests	(40%-50%)
Oral presentations	(5%-10%)
Papers on the design of strategies and intervention plans	(30%-50%)
Reports and written papers	(10%-20%)

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 4.0 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 4.0 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
Knowledge test	Week 7
Knowledge test	Week 14
Practical tests of play control and teaching methodology	Week 8
Practical tests of play control and teaching methodology	Week 14
Elaboration of works	Week 13

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. BIBLIOGRAFÍA

The recommended Bibliography is:

- Crespo, M. (2007). *Estructura de la sesión siguiendo el enfoque basado en el juego*. London: Coach Education Series ITF.
- Crespo, M., Reid, M. (2006). *Métodos de enseñanza modernos y clases programadas para jugadores e intermedios según el enfoque basado en el juego*. Revista Stadium, nº especial, 51-61.
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- FEB. (2023). *Reglas del Bádminton*. Federación Española de Bádminton.
- Gillmeister, H. (2008). Historia del tenis. *ITF Coaching and Sport Science Review*, 15(46), 19-21.
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- López de Subijana, C., Bielsa, R. (2010). *El entrenador personal de tenis*. Madrid: Pila Teleña.
- Llaguno, P., Amatriain, E., & Arranz Escudero, J. A. (2018). *Pádel: Enseñanza y aprendizaje*. UCAM. <https://repositorio.ucam.edu/handle/10952/4020>
- McNamee, P. (2010). *The Original Rules of Tennis*. Melbourne: The Miegunyah Press.
- Moreno de la Higuera, R.A y Moreno de la Higuera, A. (2008). *Manual de pádel: conceptos básicos*. Junta de Andalucía.
- Moreno Salcedo, A.D., Flórez Villamizar, J.A. (2020). *Bádminton. Manual de iniciación*. Editorial Kinesis.
- Moyano Vázquez, J. (2011). *1001 Juegos y Ejercicios de Pádel*. Wanceulen.

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- Sánchez-Alcaraz, B.J. (2013). Historia del Pádel. *Materiales para la Historia del Deporte, 11*, 57-60.
- Remohí Ruiz, J.J. (2016). *Pádel: Lo esencial. Nivel Iniciación y medio*. Edita me.
- Sanz, D. (2004). *El tenis en la escuela*. Barcelona: Paidotribo.
- Torres, G. Carrasco Páez, L. (2005). *El tenis en la escuela*. Zaragoza: INDE

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.