

## 1. BASIC INFORMATION

<b>Course</b>	Volleyball I
<b>Degree program</b>	Bachelor's Degree in Physical Activity and Sports Sciences.
<b>School</b>	Faculty of Sport Sciences
<b>Year</b>	Segundo
<b>ECTS</b>	3 ECTS
<b>Credit type</b>	Obligatoria
<b>Language(s)</b>	Español/Inglés
<b>Delivery mode</b>	Presencial
<b>Semester</b>	S3
<b>Academic year</b>	2025/2026
<b>Coordinating professor</b>	Eduardo López Martínez

## 2. PRESENTATION

This program corresponds to the first level of one of the sports that students can opt for in the CCAFYD degree.

Volleyball as a sport ranked 9th in number of federation licenses in 2023, being the 4th of the team sports. In addition, it constitutes content included in the Compulsory Secondary Education Curriculum.

Through the subject, the student will be introduced to this sport, learn the main rules, technique, tactics and different tools to be able to develop the teaching and program the initiation to this sport.

## 3. LEARNING OUTCOMES

### Knowledge

KON 3.

- It describes activities for the prevention, adaptation and improvement of physical-sports performance and health through physical condition and physical exercise.
- It recognizes concepts related to the principles of the game, the technical-tactical resources, the regulations, the physiological, biomechanical, psychological and social aspects of the different volleyball fields in all its stages

### Skills

- SK02. Design tasks, progressions, and physical exercise strategies aimed at health and sports performance based on individual variables and environmental conditions.
- Manifests behaviours and attitudes during training activities and practical sessions, aligned with the codes of good practice of reference in the university community, volleyball and sport in general.
- Design a teaching-learning process in volleyball, taking into account the individual and contextual characteristics of people and assuming the necessary methodological, technical or curricular principles.

## Competences

COMP18.

To develop and implement the technical-scientific evaluation of the elements, methods, procedures, activities, resources and techniques that make up the manifestations of movement and the processes of physical condition and physical exercise; taking into account the development, characteristics, needs and context of individuals, the different types of population and the spaces where physical activity and sport are carried out; in the various sectors of professional intervention and with emphasis on populations of a special nature.

COMP38.

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

COMP41.

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

- Topic 1. Introduction to Volleyball: Historical-social context, basic regulations and teaching methodologies.
- Topic 2. The basic models of execution. Playing technique and playing style:
- Topic 3. Basic tactics in initiation

## 5. TEACHING-LEARNING METHODOLOGIES

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

A continuación, se indican los tipos de metodologías de enseñanza-aprendizaje que se aplicarán:

- Lectures
- Project-based learning.
- Learning based on workshop/laboratory teachings.
- Simulation environments

## 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
Freelance work	28
Debates and colloquia	4
Tutorials	6
Preparation of reports and writings	5
Activities in workshops or laboratory	9
Design of strategies and intervention plans	6
Face-to-face assessment tests	2
<b>TOTAL</b>	<b>75</b>

## 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 assessment tests - <i>Conceptual test.</i>	40-50%
Work on the design of strategies and intervention plans - <i>Analysis of execution and proposal of intervention in audiovisual format.</i>	25-35%
Reports and writings <i>Development of written programming for training category and reports about matches.</i>	10-25%
Performance Evaluation – <i>Attendance and Participation</i>	5-10%

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 an average between the different evaluation markers equal to or greater than 5.
- Pass the written test with a grade equal to or higher than 5.
- Deliver the "out-class practices" report, which demonstrates attendance and analysis in at least 2 competitive matches or 2 training sessions of federated teams in lower categories.
- Regular classroom attendance in at least 80% of the classes of the subject.
- Exceptionally, and at the proposal of the teacher, it is allowed to make up hours of absence by attending more out-class practices of training or matches and presenting their corresponding reports. In the event of not reaching the necessary face-to-face attendance at the end of the semester, the subject will obtain a grade of FAIL, losing the right to pass the subject in the ordinary call. In the same way, any student who exceeds 50% of absences in the subject will lose the right to the ordinary call, having to pass the subject in an extraordinary call in accordance with the regulations of the same Universidad Europea de Madrid.

## 7.2. Second exam period

To pass the extraordinary call subject you must ....

- Obtain an average equal to or greater than 5 in the set of assessment tests.
- Pass the activities or tests not presented or passed in the ordinary call, including the "out class" practices if they have not been presented.
- Pass the written test with a mark equal to or higher than 5 if they have not previously passed it.
- In the event of not having reached the minimum percentage of attendance in the ordinary call, the student must pass in the extraordinary call a practical test focused on the acquisition of technical elements in basic execution models, with a grade equal to or higher than 5.

## 8. SCHEDULE

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

Assessable activities	Deadline
Activity 1. Theoretical test	Week 16
Activity 2b. Out-class internships	Week 13
Activity 3. Video error detection work and program correction	Week 10

Activity 4a. Classroom attendance and attitude	Week 1 a 16

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 main reference work for this subject is:

- 

The recommended Bibliography is:

- Salas, C., & Molina, J. J. (2009). *Voleibol Táctico* (1ª). Paidotribo.
- ANDUX, C. FERNÁNDEZ, E.(1986) *Voleibol subsistema del deporte de alto rendimiento*. La Habana: Instituto Nacional de Deportes.
- ARAGÓN, P., RODADO, P. (1985) *Voleibol del aprendizaje a la competición*. Madrid: A. Pilateleña.
- BECHERONI,A. CARANELLI,C.(1987) *Elementi di minivoleibol*. Roma: Societa Stampa Sportiva.
- BENTELSTAHL, D. (1988). *La pallavollo per tutti*. Roma: Gremese Editore.
- BLUME, G. (1989). *Voleibol*. Barcelona: M.Roca.
- CARRERO, L. (1973). *Voleibol femenino*. Madrid: Almena.
- CASSIGNOL, R. (1978) *Las cinco etapas del voleibol*. Buenos Aires: Kapelusz.
- CHÊNE, E. LAMOUCHE,C. PETIT, D. (1990) *De la Escuela a las asociaciones deportivas*. Lérida: Deportiva Agonos.
- CLOÛTRE, Y. (1990). *Les fondamentos pédagogiques et techniques du volley-ball*. París: E. Vigot.
- DÍAZ, J. (1984). *Voleibol en la escuela*. Madrid: Gymnos.
- DOTAXX, D.(1987). *Volley-ball du smash au match*. París: E.Vigot
- DÛJERRWÄETCHTER, G.(1988).*Iniciación al Voleibol, aprender jugando*. Buenos Aires: Stadium.
- FERNÁNDEZ, L. *Técnica*. En Ramiro Villar. *Voleibol*.(59-112)Madrid: Comité Olímpico Español.
- FROHNER, B.(1985). *Voleibol, juegos para el entrenamiento*. Buenos Aires: Stadium.
- GENSON, M. (1983). *Voleibol. Actividad deportiva escolar*. Madrid:C.S.D.
- GÖTSCH, W., PAPAGAGEORGIU,A.(1983) *Minivoleibol*. Buenos Aires: Stadium.
- UCAS, J.(1991). *El voleibol iniciación y perfeccionamiento*. Barcelona: Paidotribo.
- PALAU, N. (1992). *Historia del Voleibol*. En Ramiro Villar Ruiz. *Voleibol* (15-59) Madrid. C.O.E.
- PELETIER,C., CAGNON, N., TANGUAY, E. (1983). *El voleibol al alcance del niño*. Quebec:
- PITTERA, R. (1982). *Voleibol dentro del movimiento*. Madrid: Revista Voleibol.
- RIVERA, E., MORENTE, C. (1994) *Programa de minivoleibol*. Cádiz: Jiménez Mena A.G.

- SANTOS del CAMPO. (1996). *La actividad física y deportiva extraescolar en los centros educativos*. VOLEIBOL. C.S.D.: Madrid.
- TORRES, J., MORENTE, C. (1992) *Manual del preparador de minivoleibol*. Cádiz: Jiménez Mena A.G.
- UREÑA, A. (1994). *Manual del preparador de voleibol*. Cádiz: Federación Andaluza de Voleibol La Voz.
- VARGAS, R. (1986). *Clinic I de Base*. Cádiz: Diputación de Cádiz.
- VARGAS, R. (1991). *Voleibol 1001 ejercicios y juegos*. Madrid: A. Pilateleña.
- ZHELEEZNIK, D., KLESSEHEV, Y., CHEJOV, O. (1969) *La preparación de los voleibolistas jóvenes*. Moscú: Científico técnica.

## 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](mailto: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.