

1. BASIC INFORMATION

Course	Didactic and Ludic-Sports Interventions
Degree program	Bachelor's Degree in Exercise and Sport Sciences
School	Physical Activity and Sports Sciences and Physiotherapy
Year	2º
ECTS	6
Credit type	Obligatory
Language(s)	Spanish and English
Delivery mode	On campus
Semester	S4
Academic year	2025-2026
Coordinating professor	Daniel Frías López

2. PRESENTATION

This course will provide knowledge about the elements involved in the teaching-learning process in any professional context related to motor skills where intervention can take place, focusing especially on ludic and sports contexts.

It will train the student to use and manage different methodologies and resources, both organizational and didactic, related to intervention as teachers in this process.

The main content areas will cover:

- Contexts of didactic application in the field of motor skills.
- Analysis of the elements of the teaching-learning process.
- Organizational resources.
- Teaching styles.
- Analysis of teaching.

3. LEARNING OUTCOMES

Knowledge

KON2. 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—the key concepts and contexts for educational intervention in sports and leisure activities.

- Identifies the features of the key components involved in the teaching/learning process.
- Understands the various elements of the interaction between teacher and learner in an educational intervention process.

Skills

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

- Designs suitable tasks, progressions and strategies for different situations of educational intervention in sports and leisure activities.
- Manages manage the organisational resources used for educational intervention in sports and leisure settings.
- Implements teaching methods and styles in different sports and leisure settings.

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.

COMP3. Communicate and interact appropriately and effectively in various contexts related to physical activity and sport, while consciously, naturally and continuously drawing on teaching skills.

COMP13. Develop and implement programmes to promote, guide, coordinate and monitor physical activity, exercise and sports for the entire population, and conduct technical/scientific evaluations of said programmes. These programmes must be geared towards particular groups, in the presence of a professional or carried out independently, in various spaces and 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), according to the capabilities and needs of the public, in a bid to promote autonomy and understanding, and to maximise participation in suitable physical activities and sports.

COMP37. 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.

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 concepts and contexts for educational intervention in sports and leisure activities
- Topic 2. Key aspects of the teaching/learning process: the teacher and the learner
- Topic 3. Teacher-learner interaction in the teaching/learning process (communication, affective climate, group management, feedback, assessment, etc.)
- Topic 4. Tasks, progressions and strategies of intervention
- Topic 5. Organisational resources
- Topic 6. Teaching methods and styles

5. TEACHING-LEARNING METHODOLOGIES

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

- Lectures
- Simulations Environments
- 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
Lectures	10
Independent work	56
Debates and discussions	8
Tutoring	12
In-person assessment test	2
Practical application classes	20
Design of strategies, procedures and intervention plans	20
Report and writing preparation	6
Oral presentations	6
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-campus knowledge tests	40 - 50%
Strategy design projects and intervention plans	25 - 30%
Oral presentations	5 - 10%
Assessment of reports and written work	15 - 25%

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 area in the ordinary exam period, you must achieve a final grade of at least 5 out of 10, based on the weighted average of all assessable aspects.

Given the importance of some of the essential subject area content needed to attain the learning outcomes, in order to apply the weighted average, **a minimum grade of 5 is required in the following learning activities and assessment tests**. Any elements which do not meet this criteria will not be included in the weighting to calculate the final grade.

- Learning activity 1. Knowledge test.
- Learning activity 2. Teaching styles.
- Learning activity 3. Organisational resources.

Likewise, and in line with the subject area design (continuous process, on-going transfer of knowledge and progressive evolution), students must achieve a **minimum attendance of 75%**. If they do not, they will lose the right to assessment in the ordinary exam period and will therefore fail the subject area in this period.

In addition, students must attend in person all practical classes (application of sessions/exercises that provide examples of the content in sports spaces) *delivered by either the teacher or the students*. A **minimum of 100% attendance in person of practical sessions** is required. If students fail to meet this criteria, they will lose the right to assessment in the ordinary exam period and will therefore fail the subject area in this period.

Learning activities will be marked using the example rubrics as a guide. These rubrics will be adapted, where necessary, to the corresponding content or special characteristics of the group. The description, assessment criteria and specific assessment guide for each assessable task will be available on the virtual campus.

7.2. Second exam period

To pass the subject area in the extraordinary exam period, students must achieve a final grade of at least 5 out of 10, based on the weighted average of all assessable elements. As such, they must retake any assessable tasks that were not passed in the ordinary exam period after receiving the relevant feedback, suggested improvements and corrections from the teacher, individually and according to the specific instructions published in this exam period on the Virtual Campus.

Just as in the ordinary exam period, given the importance of some of the essential subject area content needed to attain the learning outcomes, in order to apply the weighted average, **a minimum grade of 5 is required in the following learning activities and assessment tests**. Any elements which do not meet this criteria will not be included in the final weighted average grade in this exam period.

- Learning activity 1. Knowledge test.
- Learning activity 2. Teaching styles.
- Learning activity 3. Organisational resources.

8. SCHEDULE

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

Assessable activities	Deadline
Learning activity 4. Knowledge assimilation and application activities	Weeks 2–12
Learning activity 3. Organisational resources.	Weeks 4–10
Learning activity 2. Teaching styles	Weeks 10–16
Learning activity 1. Knowledge test.	Weeks 17–18

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:

Álamo, J.M. (2007). *Concepto, evolución y diferentes manifestaciones del deporte: la iniciación deportiva y el deporte escolar*. Las Palmas de Gran Canaria: Anroart Ediciones.

Alonso, P.M. (1994). *La educación física y su didáctica*. Madrid: Publicaciones I.C.C.E.

Baena, A., y García, M. (2009). *Dinámicas y estrategias de re-creación: más allá de la actividad físico-deportiva*. Barcelona: Graó.

- Barceló, O., Ruano, K. (2011). *Buenas prácticas en el entorno EEES*. Sevilla: Wanceulen Editorial Deportiva.
- Bengué, L. (2005). *Fundamentos transversales para la enseñanza de los deportes de equipo*. Zaragoza: INDE.
- Bernal, J.A. (2002). *Juegos y actividades con material de desecho*. Sevilla: Wanceulen.
- Bilbrough, A. (1986). *Didáctica y desarrollo de la educación física*. Buenos Aires: Kapelusz.
- Blández, J. (1998). *La utilización del material y del espacio en educación física: propuestas y recursos didácticos* (2ª ed.). Madrid: INDE, D.L.
- Blázquez, D., y Sebastiani, E. (2012). *¿Cómo formar un buen deportista?: un modelo basado en competencias*. Barcelona: INDE.
- Castejón Oiva, F.J. (1995). *Juegos motrices cooperativos*. Madrid: Dykinson, D.L.
- Castejón, F.J. (2003). *Iniciación deportiva, la enseñanza y el aprendizaje comprensivo en el deporte*. Sevilla: Wanceulen.
- Castejón, F.J. (2010). *Deporte y enseñanza comprensiva*. Sevilla: Wanceulen.
- Contreras, J. y Onofre, R. (1998). *Didáctica de la educación física: un enfoque constructivista*. Zaragoza: INDE, D.L.
- Contreras, J., y Onofre, R. (2012). *Las competencias del profesor de Educación Física*. Barcelona: INDE, D.L.
- Curto, C. (2009). *Experiencias con éxito de aprendizaje cooperativo en educación física*. Barcelona: INDE, D.L.
- Cutrera, J.C. (1997). *Recreación: fundamentos, didáctica y recursos*. Buenos Aires: Stadium.
- Dechavanne, N. (1991). *El animador de las actividades fisicodeportivas para todos* (1ª ed.). Barcelona Madrid: Paidós Ibérica Centro de Publicaciones del Ministerio de Educación y Ciencia.
- Delgado, M.A. (1991). *Los estilos de enseñanza en la educación física*. Granada: Universidad, D.L.
- Delgado, M.A., y Sicilia, A. (2002). *Educación física y estilos de enseñanza: análisis de la participación del alumnado desde un modelo socio-cultural del conocimiento escolar*. Barcelona: INDE.
- Delgado, M.A. (1997). *Formación y actualización del profesorado de educación física y del entrenador deportivo: experiencias en formación inicial y permanente*. Sevilla: Wanceulen.
- Devís, J., y Peiró, C. (1997). *Nuevas perspectivas curriculares en educación física: la salud y los juegos modificados* (2ª ed.). Barcelona: INDE, D.L.

- Fernández, E., Zagalaz, M.L. y Cecchini, J.A., (2002). *Didáctica de la educación física en la educación primaria*. Madrid: Síntesis.
- Fernández, J.C., Ruiz, M., y Fuster, M. (1997). *Los materiales didácticos de educación física* (1ª ed.). Sevilla: Wanceulen, D.L.
- Florence, J., Carlier, G., y Brunelle, J. (2002). Enseñar educación física en Secundaria: motivación, organización y control. Barcelona: INDE, D.L.
- Fraille, A. (2004). *Didáctica de la educación física: una perspectiva crítica y transversal*. Madrid: Biblioteca nueva.
- Galera, A.D. (2001). *Manual de didáctica de la educación física: una perspectiva constructivista integradora*. Barcelona: Paidós.
- Gallardo, P., y Mendoza, A. (2010). *Didáctica de la actividad física y deportiva: metodología, estilos de enseñanza, programación y evaluación*. Sevilla: Wanceulen.
- Gil Morales, P.A. (2007). *Metodología didáctica de las actividades físicas y deportivas: manual para la enseñanza y animación deportiva*. Sevilla: Wanceulen.
- González, C., Monguillot, M., y Zurita, C. (2014). *Una educación física para la vida: recursos prácticos para un aprendizaje funcional*. Barcelona: INDE, D.L.
- Guillen del Castillo, M. (1998). *Curso de actualización en didáctica y educación físico-deportiva para postgraduados universitarios*. Córdoba: Obra Social y Cultural de CajaSur Instituto Andaluz del Deporte, D.L.
- Jiménez, P.J., y Castejón, F.J. (2008). *Manual de estrategias de intervención en actividad física, deporte y valores*. Madrid: Síntesis, D.L.
- Learreta, B., Sierra, M.A., y Ruano, K. (2006). *Didáctica de la expresión corporal: talleres monográficos*. Barcelona: Inde.
- López, V.M. (1999). *Prácticas de evaluación en educación física: estudio de casos en primaria, secundaria y formación de profesorado*. Valladolid: Universidad, Secretariado de Publicaciones e Intercambio Editorial, D.L.
- López, V.M., Monjas, R., y Pérez, D. (2003). *Buscando alternativas a la forma de entender y practicar la educación física escolar*. Zaragoza: INDE, D.L.
- Lucas, J.M. (2001). *Manual de didáctica de la educación física*. Alcalá de Henares: Universidad, Servicio de Publicaciones.
- Marqués, J.L. (1997). *Iniciación a juegos y deportes alternativos: actividades de educación física*. Madrid: Escuela Española, D.L.
- Moral, C. (2010). *Didáctica: teoría y práctica de la enseñanza* (2ª ed.). Madrid: Piramide, D.L.

- Muska Mosston, S. (1993). *La enseñanza de la educación física: la reforma de los estilos de enseñanza*. Barcelona: Hispano Europea, D.L.
- Ortí, J. (2004). *La animación deportiva, el juego y los deportes alternativos*. Barcelona: INDE, D.L.
- Ortiz, M.M. (2002). *Expresión corporal: una propuesta didáctica para el profesorado de educación física*. Granada: Grupo Editorial Universitario.
- Pieron, M. (1988). *Didáctica de las actividades físicas y deportivas*. Madrid: Gymnos, D.L.
- Pieron, M. (1999). *Para una enseñanza eficaz de las actividades físico-deportivas*. Zaragoza: INDE.
- Pinos, M. (1997). *Actividades físico deportivas en la naturaleza para niños y jóvenes*. Madrid: Gymnos, D.L.
- Rieder, H., Fischer, G., y Siso, M.J. (1990). *Aprendizaje deportivo: metodología y didáctica*. Barcelona: Martínez Roca, D.L.
- Riera, J. (1994). *Fundamentos del aprendizaje de la técnica y la táctica deportivas* (2ª ed.). Barcelona: INDE.
- Romero, C., Linares, D., y Torre, E. (1996). *Estrategias metodológicas para el aprendizaje de los contenidos de la educación física escolar*. Granada: PROMECO.
- Sánchez Bañuelos, F. (1992). *Bases para una didáctica de la educación física y el deporte* (2ª ed.). Madrid: Gymnos, D.L.
- Sánchez Bañuelos, F. (2003). *Didáctica de la Educación Física para Primaria*. Madrid: Prentice Hall, cop.
- Seners, P. (2001). *Didáctica del atletismo*. Barcelona: INDE.
- Sicilia, A. (2001). *La investigación de los estilos de enseñanza en la educación física: un viejo tema para un nuevo siglo*. Madrid: Wanceulen, D.L.
- Sicilia, A. (2003). *La otra cara de la enseñanza: la educación física desde una perspectiva crítica*. Barcelona: INDE, D.L.
- Siedentop, D. (2008). *Aprender a enseñar la educación física* (2ª ed.). Barcelona: INDE.
- Solana, A.M. (2007). *Aprendizaje cooperativo en las clases de educación física*. Sevilla: Wanceulen.
- Target, C., y Cathelineau, J. (2002). *Cómo se enseñan los deportes* (1ª ed.). Zaragoza: INDE Publicaciones.
- Timón, L.M., Hormigo, F., y Arráez, A. (2010). *La construcción de materiales en educación física: contribuciones educativas de dichos materiales en el proceso educativo*. Sevilla: Wanceulen.

Vázquez, B. (2001). *Bases educativas de la actividad física y el deporte*. Madrid: Síntesis, D.L.

Velázquez, C. (2010). *Aprendizaje cooperativo en Educación Física: fundamentos y aplicaciones*. Barcelona: INDE, D.L.

Villada, P., y Vizuete, M. (2002). *Los fundamentos teórico-didácticos de la educación física*. Madrid: Ministerio de Educación, Cultura y Deporte, Subdirección General de Información y Publicaciones, D.L.

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.