

1. BASIC INFORMATION

Course	Swimming & Water Activities I
Degree program	Bachelor's Degree in Physical Activity and Sports Sciences
School	Physical Activity and Sports Sciences and Physiotherapy
Year	2nd
ECTS	3
Credit type	Compulsory
Language(s)	Spanish/English
Delivery mode	Face-to-face
Semester	S4
Academic year	25-26
Coordinating professor	Mar de Coig-O'Donnell Cabezas

2. PRESENTATION

The subject of Swimming and Water Activities I is considered of special interest within the curriculum of the degree in Physical Activity and Sports Sciences due to the current trend towards the growth in demand for this type of activity.

It is necessary for undergraduate students to develop competencies around the knowledge of the physical and biological foundations for performance in the aquatic environment. This is because, by phylogenesis, the human locomotor system is naturally efficient in the terrestrial environment, making the aquatic environment a challenge that must be faced.

Therefore, students must develop competencies in the processes of teaching swimming in its various phases. It is especially important to equip participants of these activities with the tools to survive in the aquatic environment, using a methodology appropriate to the individual characteristics of each participant.

We must not forget the importance of other types of aquatic activities, such as educational activities for the integral formation of participants using the aquatic environment for this purpose, recreational activities that promote a fun and social use of the environment, as well as hygienic activities that help participants maintain or develop a good quality of life.

3. LEARNING OUTCOMES

Skills

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

- Implements sessions focused on the teaching/learning of different approaches to water activities: utilitarian, educational, therapeutic and recreational, taking into account the physical and biological foundations of performance in water environments, as well as the educational aspects for its development.
- Acquires basic and specific practical water skills.
- Develops your learning through teamwork.

Competences

COMP20. Identify, organize, direct, plan, coordinate, implement, and carry out technical-scientific evaluations of various types of physical and sports activities adapted to the development, characteristics, and needs of individuals and the typology of the activity, space, and entity, in all types of physical activity and sports services, including sports events, and in any type of organization, population, context, environment, and population, with an emphasis on special populations such as: the elderly (senior citizens), school children, people with disabilities, and people with pathologies, health problems, or similar issues (diagnosed and/or prescribed by a doctor) and in any professional intervention sector of physical activity and sports (formal and informal physical-sports education; physical and sports training; physical exercise for health; management of physical activity and sports), ensuring safety, efficiency, and professionalism in the activity performed in compliance with current regulations.

COMP29. Know, develop, and know how to apply the ethical-deontological, structural, organizational, professional performance conditions, and regulations of the professional practice of Graduates in Physical Activity and Sports Sciences, in any professional sector of physical activity and sports (formal and informal physical-sports education; physical and sports training; physical exercise for health; management of physical activity and sports); as well as being able to develop multidisciplinary work.

COMP37. Strategic Communication: Convey messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of the various stakeholders involved in communication in the academic and professional environment.

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. The physical and biological foundations of performance in water environments

Topic 2. The teaching process for swimming: stages of learning and aspects of teaching

Topic 3. Educational, therapeutic and recreational water activities

5. TEACHING-LEARNING METHODOLOGIES

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

- Masterclass
- Project-based learning
- Challenge-based learning
- Cooperative learning

6. LEARNING ACTIVITIES

The types of formative activities that will be carried out and the student's dedication in hours to each of them are identified below:

Campus-based mode:

Learning activity	Number of hours
Lectures	2
Practical Application Classes	13
Oral presentations of papers	3
Freelance work	28
Debates and colloquia	4
Mentoring	6
Face-to-face assessment tests	2
Preparation of reports and writings	11
Design of strategies and intervention plans	6
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
Face-to-face assessment test	40-50%
Oral presentations	5-10%
Reports and Briefs	5-10%
Work on the design of strategies and intervention plans	30-50%

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 regular examination period, the student must achieve a grade of 5.0 or higher in each of the parts that make up the course. Otherwise, the student will retain the part(s) they have passed.

The student can pass the course through continuous or alternative evaluation.

Continuous evaluation can be carried out as long as the student has attended at least 80% of the in-person classes. If the student exceeds the limit of absences, they will be transferred directly to alternative evaluation (the instructor will provide a guide with the tasks that make up the alternative evaluation).

If the student exceeds 50% of absences, they will go to the extraordinary examination period.

If the student does not participate in a pool practice, it will be considered as half attendance.

7.2. Second exam period

In order to pass the course in the extraordinary exam, the student must have an evaluation equal or higher than 5.0 in each of the parts, maintaining the same type of evaluation as in the ordinary exam (continuous or alternative)..

8. SCHEDULE

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

Assessable activities	Deadline
Activity 1. Physical and biological foundations of performance in the aquatic environment	Week 4-5
Activity 2. Session development stage 1	Week 8
Activity 3. Session development stage 2	Week 9
Activity 5. Observation and preparation of an observation-research report related to the teaching of AA	Week 6 & 15
Activity 6. Preparation of recreational target sessions	Week 14-15
Activity 7. Objective Knowledge Test	PO Week

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:

- Bekendam, N., & Díaz-Ureña, G. (2016). Acquisition of Aquatic Motor Skills in Children Aged 3 to 11. *Kronos*, 15(2).
- Brockmann, P. (1978). *Swimming: Methodological Aids for Teaching*. Buenos Aires: Kapelusz.
- Bucher, W., Arnet, E., & Ruiz Gabás, F. (1995). *1000 Exercises and Games for Swimming and Aquatic Activities: Swimming, Diving, Synchronized Swimming, Lifesaving, Water Polo, Diving*. Barcelona: Hispano Europea.
- Camiña Fernández, F. (2008). *Treatise on Swimming: From Initiation to Perfection*. Barcelona: Paidotribo.
- Capllonch Bujosa, M. (2001). *Basic Aquatic Activities File*. Barcelona: Inde.
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- Colado Sánchez, J. C. (2004). *Physical Conditioning in the Aquatic Environment*. Barcelona: Paidotribo.
- Conde Pérez, E., Pérez Pueyo, Á., & Peral Pérez, F. L. (2003). *Towards Educational Swimming: The Importance of Swimming in Child Development*. Madrid: Gymnos.
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- González Barragán, C. A., & Sebatiani Obrador, E. (2000). *Recreational Aquatic Activities*. Barcelona: Inde.
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- Jardí Pinyol, C. (2006). *Moving in the Water* (5th ed.). Barcelona: Paidotribo.
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- Katz, J., Brown, M., & Márquez, A. (1995). *Swimming for Everyone*. Madrid: Tutor.
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- Maglischo, E. W. (1999). *Swim Faster: Complete Treatise on Swimming* (4th ed.). Barcelona: Hispano Europea.
- Moreno Murcia, J. A., & Gutiérrez Sanmartín, M. (1998). *Methodological Bases for Learning Educational Aquatic Activities*. Barcelona: Inde.
- Moreno Murcia, J. A., Marín de Oliveira, L. M., & University of Murcia. (2008). *New Contributions to Aquatic Activities*. Murcia: University of Murcia, Unit of Research in Physical Education and Sports.
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- Navarro Valdivielso, F. (1995). *Towards Mastery of Swimming*. Madrid: Gymnos.
- Palacios Aguilar, J., & Sánchez Molina, J. A. (1994). *Diving: Didactics, Recreation, and Safety*. BastiagueiroLa Coruña: Centro Galego de Documentación e Edicións Deportivas.

- Pappas Gaines, M. (2000). Aquatic Activities: Toning, Cardiovascular, and Rehabilitation Exercises (2nd ed.). Barcelona: Paidotribo.
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- Soler Vila, Á., & Jimeno Calvo, M. (1998). Aquatic Activities for Seniors: Theoretical Foundations and Practical Sessions. Madrid: Gymnos.
- Thomas, D. G., & Bonilla Rueda, M. (2006). Complete Guide to Swimming: Progressive Programs, Step by Step, from Initiation to Advanced Levels for All Ages. Madrid: Tutor.
- Royal Spanish Swimming Federation (2017). Swimming +. Seville. CLV
- Vázquez Menlle, J. (1999). Swimming and Disabilities: Intervention in the Aquatic Environment. Madrid: Gymnos.

Below is another recommended webography:

- <https://www.worldaquatics.com/>
- https://resources.fina.org/fina/document/2021/02/15/9a112735-2180-48e1-ba03-624dddc75b5a/sportsdep_sfa_sfl_reference_manual_en.pdf
- <https://rfen.es/>
- <https://www.britannica.com/sports/swimming-sport/Womens-swimming-world-championships>

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.