

## 1. BASIC INFORMATION

<b>Subject</b>	Swimming & Water Activities I
<b>Titration</b>	Bachelor's Degree in Physical Activity and Sports Sciences
<b>School/ Faculty</b>	Faculty of Medicine, Health and Sport
<b>Course</b>	2nd
<b>ECTS</b>	3 ECTS
<b>Character</b>	Compulsory
<b>Language/s</b>	Spanish/ English
<b>Modality</b>	On site
<b>Semester</b>	S4
<b>Academic year</b>	25-26
<b>Coordinating Teacher</b>	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 of the demand for this type of activity.

It is necessary for the undergraduate student to have competencies around the knowledge of the physical and biological foundations for performance in the aquatic environment, since, by phylogenesis, the locomotor system of the human being, the efficient environment is in the terrestrial environment and the aquatic environment is a challenge that he has to face.

That is why the student must develop competencies around the processes of teaching swimming in the different phases, being especially important to give the participant of this type of activities 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 or recreational activities that promote a fun and socializing use of the environment, as well as hygienic activities that help participants to maintain or develop a good quality of life.

## 3. LEARNING OUTCOMES

### **Skills**

**SK02.** Design tasks, progressions, and physical exercise strategies aimed at health and sports performance based on individual variables and environmental conditions.

- It applies sessions aimed at the teaching-learning process of the different approaches to aquatic activities: utilitarian, educational, hygienic and recreational, taking into account the physical and biological foundations of performance in the aquatic environment, as well as the didactic aspects for its development.
- Acquire basic and specific aquatic skills at a practical level.
- Builds their learning through teamwork.

### **Competences**

**COMP20.** Identify, organize, direct, plan, coordinate, implement, and carry out technical-scientific evaluation of the 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 sporting events, and in any type of organization, population, context, environment and population and with emphasis on populations of a special nature such as: elderly people (elderly), schoolchildren, people with disabilities and people with pathologies, health problems or similar (diagnosed and/or prescribed by a doctor) and in any sector of professional intervention of physical activity and sport (formal and informal physical-sports education; physical and sports training; physical exercise for health; activity management physical and sport) guaranteeing safety, efficiency and professionalism in the activity carried out in compliance with current regulations.

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

**COMP37.** Strategic communication: Transmit messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of the different agents 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. Physical and biological foundations of performance in the aquatic environment.

Topic 2. Swimming teaching process. Learning stages and didactic aspects.

Topic 3. Educational, hygienic and recreational water activities.

## **5. TEACHING-LEARNING METHODOLOGIES**

The following are the types of teaching-learning methodologies that will be applied:

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

## 6. LEARNING ACTIVITIES

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

### Campus bases mode:

Learning activity	Number of hours
Lectures	2
Practical Application Classes	13
Oral presentations of papers	3
Freelance work	28
Debates and colloquia	4
Guardianship	6
Face-to-face assessment tests	2
Preparation of reports and writings	11
Design of strategies and intervention plans	6
<b>TOTAL</b>	<b>75</b>

## 7. EVALUATION

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

### Campus-based mode:

Evaluation 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%

On the Virtual Campus, when you access the subject, you will be able to consult in detail the evaluation activities you must carry out, as well as the delivery dates and evaluation procedures for each of them.

### 7.1. Ordinary call

To pass the subject in the ordinary call, the student must have a score equal to or greater than 5.0 in each of the parts that make up the subject. Otherwise, the passed part(s) will be saved.

Continuous assessment can be carried out as long as the student has attended at least 80% of the face-to-face classes. In the event of exceeding the limit of absences, the student will go directly to extraordinary evaluation.

Absence is considered to be absent from the session in person for any justified or unjustified reason.

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

## 7.2. Extraordinary call

To pass the subject in the extraordinary call, the student must have a score equal to or greater than 5.0 in each of the parts.

## 8. SCHEDULE

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

Assessable activities	Deadline
Activity 1. Observation and preparation of an observation-research report related to the teaching of AA and hygienic-rehabilitative aquatic activities	Week 4-15
Activity 2. Project development stage 1/stage 2	Week 6/7
Activity 3. Elaboration of the sports initiation project	Week 10
Activity 4. Preparation of recreational project	Week 14-15
Activity 5. Objective Knowledge Test	PO Week

This schedule may be subject to change for logistical reasons relating to the activities. The student will be notified of any changes as and when appropriate.

## 9. BIBLIOGRAPHY

The main reference work for this subject is:

- Bekendam, N y Díaz-Ureña, G (2016). Adquisición de Habilidades Motrices Acuáticas en Niños de 3 A 11 Años. *Kronos*, 15(2).
- Brockmann, P. (1978). *Natación: Ayudas metodológicas para la enseñanza*. Buenos Aires: Kapelusz.
- Bucher, W., Arnet, E., & Ruiz Gabás, F. (1995). *1000 ejercicios Y juegos de natación Y actividades acuáticas: Natación, buceo, natación sincronizada, salvamento, waterpolo, saltos*. Barcelona: Hispano Europea.
- Camiña Fernández, F. (2008). *Tratado de natación: De la iniciación al perfeccionamiento*. Barcelona: Paidotribo.
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- Colado Sánchez, J. C. (2004). *Acondicionamiento físico en el medio acuático*. Barcelona: Paidotribo.
- Conde Pérez, E., Pérez Pueyo, Á., & Peral Pérez, F. L. (2003). *Hacia una natación educativa: La importancia de la natación en el desarrollo infantil*. Madrid: Gymnos.
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- González Barragán, C. A., & Sebatiani Obrador, E. (2000). *Actividades acuáticas recreativas*. Barcelona: Inde.
- Gosálvez García, M., Joven Pérez, A., Moreno Blanco, F., España, & Consejo Superior de Deportes. (1997). *Natación: Y sus especialidades deportivas*. Madrid: Ministerio de Educación y Ciencia. Consejo Superior de Deportes.
- Jardí Pinyol, C. (2006). *Movernos en el agua* (5a ed.). Barcelona: Paidotribo.
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- Katz, J., Brown, M., & Márquez, A. (1995). *Natación para todos*. Madrid: Tutor.
- Katz, J., Brown, M., & Márquez, A. (2007). *Natación para todos* (8a ed.). Madrid: Tutor.
- Maglischo, E. W. (1999). *Nadar más rápido: Tratado completo de natación* (4a ed.). Barcelona: Hispano Europea.
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- Moreno Murcia, J. A., Marín de Oliveira, L. M., & Universidad de Murcia. (2008). *Nuevas aportaciones a las actividades acuáticas*. Murcia: Universidad de Murcia, Unidad de Investigación en Educación Física y Deportes.
- *Natación*. (2001). [Video/DVD] Madrid: Once.
- Navarro Valdivielso, F. (1995). *Hacia el dominio de la natación*. Madrid: Gymnos.
- Palacios Aguilar, J., & Sánchez Molina, J. A. (1994). *Las zambullidas: Didáctica, recreación y seguridad*. BastiagueiroLa Coruña: Centro Galego de Documentación e Edicións Deportivas.
- Pappas Gaines, M. (2000). *Actividades acuáticas: Ejercicios de tonificación, cardiovasculares y de rehabilitación* (2a ed.). Barcelona: Paidotribo.
- Pedroletti, M. (2007). *Actividades acuáticas infantiles. Del descubrimiento a las primeras brazadas*. Editorial Octaedro, S.L.
- Soler Vila, Á., & Jimeno Calvo, M. (1998). *Actividades acuáticas para personas mayores: Fundamentos teóricos y sesiones prácticas*. Madrid: Gymnos.
- Thomas, D. G., & Bonilla Rueda, M. (2006). *Guía completa de natación: Programas progresivos, paso a paso, desde la iniciación hasta los niveles avanzados para todas las edades*. Madrid: Tutor.
- Real Federación Española de Natación (2017). *Natación +*. Sevilla. CLV
- Vázquez Menlle, J. (1999). *Natación y discapacitados: Intervención en el medio acuático*. Madrid: Gymnos.

Here is another recommended webography:

- <https://www.worldaquatics.com/>
- <https://rfen.es/>

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance, Diversity and Inclusion 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 mean 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 opportunity 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 on virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation