1. BASIC DATA

Subject	Cycling I
Title	Degree in Physical Activity and Sports Sciences
School/Faculty	Physical activity and sports sciences and physiotherapy
Course	Second
ECTS	4 ECTS
Character	Optional
Languages	English
Modality	In-person
Semester	S1/S2
Academic course	2024/2025
Coordinating teacher	David Barranco Gil
Teacher	Hadi Nobari

2. PRESENTATION

Cycling I is an optional subject taught in the second year of the Physical Activity and Sports Sciences degree. This 4 ECTS credit subject aims to provide the student with tools for developing activities and events related to cycling. This way, the student will deepen their knowledge of this sport's different cycling modalities, regulations, competitions, and regulatory bodies. In addition, students will learn to carry out practical sessions adapted to various ages and levels of biological development, focused on improving technique skills on the bicycle, handling different bicycle types, and correct bicycle adjustment. Or the MTB route guide, for example.

The subject is developed to reinforce the theoretical contents with related practices, such as in the cycling workshop, in the gym, or outdoors, using indoor, MTB, and road cycling bicycles.

In addition, classroom practices, debates, video analysis, and other activities that reinforce learning are carried out. In this way, the future graduate intends to acquire skills, knowledge, and competencies that allow them to organize, develop, and supervise any sporting activity related to cycling with the utmost rigor.

3. COMPETENCES AND LEARNING OUTCOMES

Basic skills :

- CB2: That students know how to apply their knowledge to their work or vocation. Professional manner and possess the competencies typically demonstrated through elaborating and defending arguments and resolving problems within their study area.
- CB3: Students can gather and interpret relevant data (usually within their area of study) to make judgments that include a

  reflection on relevant topics of a social, scientific, or ethical nature.
- CB4: Students can transmit information, ideas, problems, and solutions to a specialized and non-specialized audience.

Transversal skills:

- CT13: Problem-solving: The ability to find a solution to a confusing or complicated situation without a predefined solution makes it challenging to achieve a goal.
- CT15: Responsibility: Ability to fulfill the commitments that the person reaches with themselves and others when carrying out a task and trying to achieve a set of objectives within the learning process. Capacity exists in every subject to recognize and accept the consequences of an act carried out freely.
- CT17: Teamwork: Ability to integrate and collaborate actively with others, areas, and organizations to achieve common objectives.

Specific competencies:

- CE1: Ability to design, develop, and evaluate teaching-learning processes related to physical activity and sport, taking into account the individual and contextual characteristics of people and assuming the necessary educational, technical, and curricular principles.
- CE2: Ability to transmit attitudes and values in professional practice in all areas of physical activity and sport, participating in the improvement of society
- CE5: Ability to identify inappropriate practices that pose a health risk, avoid them, and correct them in different types of populations.
- CE6: Ability to evaluate the level of physical condition and motor ability by prescribing and programming physical exercises for health at different ages.
- CE7: Ability to promote and evaluate lasting and autonomous habits of practicing physical activity and sport aimed at health.

Learning outcomes:

- RA1: Design of a teaching-learning process related to physical activity and sport, taking into account the individual and contextual characteristics of people and assuming the necessary educational, technical, and curricular principles.
- RA2: Design and prepare teaching sessions for the progression of difficulty with the objectives, contents, and work methodology for teaching the basic skills and abilities of cycling.
- RA3: Project of the didactic foundations in the teaching and learning of cycling.
- RA4: Carrying out the planning, programming, application, control, and evaluation of the teaching and learning processes in the different stages.
- RA5: Diagnostic report on the level of physical condition and motor ability to prescribe physical, motor, technical, and tactical exercises aimed at health and promote and evaluate lasting and autonomous habits of practicing physical and sports activity through the practice of cycling and use of the bicycle.
- RA6: Students' Behaviors and attitudes in training activities and practical sessions aligned with the reference codes of good practices.
- RA7: Understanding concepts related to the principles of the game, the technical-tactical resources, the regulations, the physiological, biomechanical, psychological, and social aspects of the different fields of physical activity, sports, and recreation at this stage.

The table below shows the relationship between the competencies developed in the subject and the learning outcomes pursued:

Competencies	Learning outcomes
CB2, CB4, CT1, CT15, CE1	RA1: Design of a teaching-learning process related to physical activity and sport, considering people's individual and contextual characteristics and assuming the necessary educational, technical, and curricular principles.
	RA4: Carrying out the planning, programming, application, control, and evaluation of the teaching and learning processes in the different stages.
CB3, CT13, CE2, CE5	RA2: Design and prepare teaching sessions for the progression of difficulty with the objectives, contents, work methodology for teaching the basic skills, and abilities of cycling.
	RA5: Diagnostic report on the level of physical condition and motor ability to prescribe physical, motor, technical, and tactical exercises aimed at health and promote and evaluate lasting and autonomous habits of practicing physical and sports activity through the practice of cycling and use of the bicycle.
CB2, CE6, CE7, CT17	RA6: Students' Behaviors and attitudes in training activities and practical sessions aligned with the reference codes of good practices.
	RA7: Understanding concepts related to the principles of the game, the technical-tactical resources, the regulations, the physiological, biomechanical, psychological, and social aspects of the different fields of physical activity, sports, and recreation at this stage.
	RA3: Project of the didactic foundations in the teaching and learning of cycling.

4. CONTENTS

Topic 1 - History of the bicycle.
Topic 2 - Basic cycling technique.
Topic 3 - The bicycle and its components, basic mechanics.
Topic 4 - Specific cyclist clothing.
Topic 5 – Cycling Modalities. Cycle-orientation.

5. TEACHING-LEARNING METHODOLOGIES

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

- Master class.
- Design and direction of practical sessions
- Problem-based learning.
- Project-based learning.

6. FORMATION ACTIVITIES

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

Face-to-face modality:

Training activity	Number of hours
Master lessons	12 noon
Design and direction of practical sessions	36 hours
Activities in workshops and laboratories	12 noon
Autonomous work	3 pm
Formative evaluation	5 pm
Tutoring	4 hours
Asynchronous Masterclasses	4 hours
TOTAL	**100 hours**

7. ASSESSMENT

The evaluation systems are listed below, as well as their weight on the total grade of the subject:

Face-to-face modality:

Evaluation system	Weight
In-person knowledge tests	60-70%
Participation in classroom activities	30-40%

In the Virtual Campus, when you access the subject, you can consult in detail about the evaluation activities you must carry out, the delivery dates, and the evaluation procedures for each.

7.1. Ordinary call

To pass the subject in the ordinary call, it is necessary to obtain a final grade equal to or greater than 5.0, which will result from the sum of the grades obtained in the different evaluable activities (practices, delivery of reports, and objective knowledge test) as long as The grade is greater than or equal to 5.0 out of 10.0 in each of the evaluable activities of the subject.

7.2. Extraordinary call

To pass the subject in an extraordinary session, obtaining a grade greater than or equal to 5.0 out of 10.0 in the subject's final grade is necessary. The activities not passed in the ordinary call must be submitted after receiving the corresponding corrections from the teacher or those not submitted.

The teacher will study Particular and exceptional cases and inform the students personally about what is happening in their situation.

8. SCHEDULE

This section indicates the schedule with delivery dates for evaluable activities of the subject:

Evaluable activities	Date
Activity 1: Learn about the history and evolution of the bicycle and the sport of cycling.	Week 15
Activity 2: Handling and driving in different cycling skills.	Weeks 4, 5,6,7,8,9 and 10
Activity 3: It will consist of being able to mount and dismount both wheels and replace the tubes, cut a chain, and join it.	Week 11
Activity 4 will consist of being able to travel a certain distance in the shortest time possible.	Week 15
Activity 5: Select the correct answer among the options presented on the knowledge developed in the subject	Week 15
Activity 6: Regularly attend class and have appropriate behavior consistent with what is expected of students of their age and academic level.	Week 1-15

This schedule may be modified for logistical reasons. If any modification is made, the student will be notified promptly.

9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

- Mayor Y. Cycling and performance: guide to optimize training and improve cycling. Madrid: Tutor; 2011
- Allen H. Cycling: Advanced Training. Madrid: Tutor; 2013
- Allen H. Coggan A. Training and running with a power meter. Barcelona: Paidotribo; 2013.
- Barbado C. Indoor Cycle Manual. Barcelona: Paidotribo; 2005.
- Barbado C, Barranco D. Advanced Indoor Cycle Manual. Barcelona: Paidotribo; 2007.
- Zabala M, Cheung S. The science of cycling. The definitive link between knowledge and performance. Madrid: Ed Tutor; 2018
- Zani Z. Pedaling well. Madrid: Tutor; 2010.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit (ODI), we support our students throughout their university lives to help them achieve their academic goals. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility on the different campuses of the university, and the equalization of opportunities.

This Unit offers students:

1. Accompaniment and monitoring by providing personalized advice and plans to students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, at the level of methodology and evaluation, in those students with specific educational support needs, thereby pursuing equity of opportunities for all students.
3. We offer students different extracurricular training resources to develop various skills to enrich their personal and professional development.
4. Vocational guidance by providing tools and advice to students with vocational doubts or who believe they have made a mistake in choosing a degree.

Students who need educational support can write to us at orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

The European University encourages you to participate in satisfaction surveys to detect strengths and areas for improvement regarding the teaching staff, the degree, and the teaching-learning process.

The surveys will be available in the survey space of your virtual campus or through your email.

Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.