

1. OVERVIEW

Subject area	Artistic Gymnastics I
Degree	Bachelor's Degree in Exercise and Sport Sciences
School/Faculty	Faculty of Exercise and Sport Sciences
Year	Second
ECTS	4 ECTS
Type	Optional
Language(s)	Spanish/ English
Delivery mode	On campus
Semester	S3-S4
Academic year	2023/2024
Coordinating professor	Juan Carlos Ariza

2. INTRODUCTION

This subject area aims to provide students with a broad overview of artistic gymnastics and its application in physical education in schools and the early introduction of sports in different contexts.

This is essential content in this area of study not only because artistic gymnastics is a core Olympic sport but also due to its significance in the development and historical evolution of exercise and sport sciences.

Students will explore the theoretical foundations of gymnastics, its history, terminology, technical fundamentals, methods for teaching gymnastics skills (acrobatics and apparatus) and gymnastics equipment and its practical use. The planning, management and assessment of teaching/learning processes in gymnastics. The subject area takes an experiential approach so that, through practice, students come to understand the theoretical/practical concepts included in the programme.

They will also become familiar with the International FIG Code of Points Regulations and the National and Autonomous Community Technical Regulations in Spain.

3. SKILLS AND LEARNING OUTCOMES

Basic skills (CB, by the acronym in Spanish):

- CB1: Students have demonstrated knowledge and understanding of a study area originating from general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.
- CB2: Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.

- CB3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB4: Students can convey information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5: Students have developed the necessary learning skills to undertake further study with a high degree of autonomy.

Transversal skills (CT, by the acronym in Spanish):

- CT6: Oral or written communication: Ability to communicate and gather information, ideas, opinions and viewpoints to understand and be able to act, spoken through words or gestures or written through words and/or graphic elements.
- CT10: Initiative and entrepreneurial spirit: Ability to undertake difficult or risky actions with resolve. Ability to anticipate problems, propose improvements and persevere to ensure they are implemented. Willingness to take on and carry out tasks.
- CT11: Planning and time management: Ability to set objectives and choose the right means to fulfil them through efficient use of time and resources.
- CT13: : Problem solving: Ability to resolve an unclear or complex issue or situation which has no established solution and requires skill to reach a conclusion.
- CT17: Teamwork: Ability to integrate and collaborate actively with other people, departments and/or organisations to reach common goals.

Specific skills (CE, by the acronym in Spanish):

- CE1: Ability to design, develop and assess teaching/learning processes related to physical activity and sport, considering the individual characteristics and contexts of the people involved and adhering to 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, helping to create a better society.
- CE3: Ability to plan, programme, apply, monitor and assess training and competition processes at different levels and in different age groups.
- CE4: Ability to analyse and apply physiological, biomechanical, psychological and social principles in different areas of physical activity, sport and recreation.
- CE9: Ability to select and know how to use the right material and sports equipment for each type of activity, identifying the technical characteristics of different sports spaces.

Learning outcomes (RA, by the acronym in Spanish):

- RA1: To design a teaching/learning process related to gymnastics, considering the individual characteristics and contexts of the people involved and adhering to all necessary educational, technical and curricular principles.
- RA2: To design and create teaching sessions of progressive difficulty with objectives, content and methods for teaching/learning gymnastics.
- RA3: To complete a project on the didactic fundamentals of teaching and learning gymnastics.
- RA4: To plan, programme, apply, monitor and assess teaching and learning processes in gymnastics, at different stages.
- RA5: To understand concepts related to the core technical fundamentals, rules and regulations and the physiological, biomechanical, psychological and social aspects of the different areas of application of artistic gymnastics.

The following table shows how the skills developed in the course match up with the intended learning outcomes:

Skills	Learning outcomes
CB2, CB3, CB4 CT1, CT4, CT8, CT11 CE1, CE3, CE4	RA1. To design a teaching/learning process related to gymnastics, considering the individual characteristics and contexts of the people involved and adhering to all necessary educational, technical and curricular principles.
CB2, CB3, CB4 CT1, CT4, CT8, CT11 CE1, CE3, CE4	RA2. To design and create teaching sessions of progressive difficulty with objectives, content and methods for teaching/learning gymnastics.
CB2, CB4 CT1, CT8, CT11, CT17 CE1, CE3, CE4, CE9	RA3. To complete a project on the didactic fundamentals of teaching and learning gymnastics.
CB2, CB3, CB4 CT4, CT11, CT17 CE1, CE3, CE4, CE9	RA4. To plan, programme, apply, monitor and assess teaching and learning processes in gymnastics, at different stages.
CB2, CB3, CB4, CB5 CT1, CT8 CE1, CE3, CE4	RA5. To understand concepts related to the core technical fundamentals, rules and regulations and the physiological, biomechanical, psychological and social aspects of the different areas of application of artistic gymnastics.

4. CONTENTS

1. Theoretical bases and technical and methodological foundations of gymnastics.
2. Main gymnastics skills.
3. Types of gymnastics.
4. Application of gymnastics in physical education in schools.
5. Planning and organisation of gymnastics sessions.
6. Introduction to sports initiation in Artistic Gymnastics.
7. Introduction to the Code of Points in artistic gymnastics.

5. TEACHING/LEARNING METHODS

The types of teaching-learning methods are as follows:

- Lectures.
- Collaborative learning.
- Problem-based learning (ABP by its acronym in Spanish).

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On campus:

Learning activity	Number of hours
Lectures	14 h
Design of strategies, procedures and intervention plans	55 h
Searching resources and choosing information sources	19 h.
Oral presentations	8 h.
Tutorials	4 h.
TOTAL	100 h.

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

On campus:

Assessment system	Weighting
Knowledge tests	20% (20–30)
Performance monitoring	20% (10–20)
Oral presentations	30% (20–30)
Learning portfolio	30% (20–30)

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

7.1. Ordinary exam period

To pass the subject area in the ordinary exam period you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

In any case, you will need a grade of at least 5.0 in the final test for it to be included in the weighting with the other activities.

7.2. Extraordinary exam period (resits)

To pass the subject area in the ordinary exam period you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

In any case, you will need a grade of at least 5.0 in the final test for it to be included in the weighting with the other activities.

Activities not passed in the ordinary exam period, or those not submitted, must be submitted after receiving the relevant corrections and feedback from the lecturer.

8. TIMELINE

This section presents the timeline and submission dates for the assessable tasks in this subject area.

Assessable tasks	Date
Activity 1. Knowledge tests	Week 18
Activity 2. Design and leadership of gymnastics sessions.	Weeks 4-17
Activity 3. Oral presentations. Independent working: review of key literature and audiovisual documents. Planning and programming projects.	Weeks 4-17
Activity 4. Learning portfolio. Practical session journal.	Week 18

The timeline may be subject to change for logistical reasons related to the activities. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

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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.

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These surveys will be available in the surveys area of your virtual campus or by email.

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Many thanks for taking part.