

## 1. OVERVIEW

<b>Subject area</b>	Handball I
<b>Degree</b>	Bachelor's Degree in Exercise and Sport Sciences
<b>School/Faculty</b>	Exercise and Sport Sciences and Physiotherapy
<b>Year</b>	Second
<b>ECTS</b>	4
<b>Type</b>	Optional
<b>Language/s</b>	Spanish, English
<b>Delivery Mode</b>	On campus
<b>Semester</b>	S3 and S4
<b>Academic year</b>	2024/2025
<b>Coordinating professor</b>	Javier Martín Sanz

## 2. INTRODUCTION

Handball, as a team sport, has been and is one of the most important, successful, followed and play sports in Spain. The number of sport licences and people involved in the world of handball are testament to this. And it is not just the case in Spain: handball is becoming a mainstream sport across Europe, and its popularity is booming in South America, some parts of the Middle East, Japan and Korea.

The evolution of the sport, with greater availability of economic resources and new contributions from a technological perspective, has seen handball become one of the sports with the most potential for scientific and technical development in areas such as sports faculties at universities.

In keeping with its current standing on a national and international level, the content of the subject area Handball I is organised into three main units

Block 1. General concepts and fundamental aspects of sport

Block 2. Individual aspects of handball

Block 3. Collective aspects of handball

The subject area aims to serve as a didactic and methodological tool for handball and, by extension, other team sports and sport in general.

### 3. SKILLS AND LEARNING OUTCOMES

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

- 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.
- CB4 - Students can communicate 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

#### **Cross-curricular skills (CT, by the acronym in Spanish):**

- CT01: CT01 - Independent learning: The ability to choose the most effective strategies, tools and opportunities for independent learning and implementation of what they have learnt.
- CT02: Self-confidence: Ability to evaluate one's own results, performance and skills with the self-determination necessary to complete tasks and meet any objectives.
- CT04: Ability to analyse and synthesize: Being able to break down complex problems into manageable blocks, as well as evaluate alternatives and perspectives to find the ideal solution. Synthesising aims to reduce the complexity and better understand the situation and/or solve problems.
- CT06: Oral or written communication: Ability to communicate and gather information, ideas, opinions and viewpoints, in order to understand and be able to act, whether expressed through spoken words, gestures, written text or graphic elements.
- CT08: Information management: Ability to seek, choose, analyse and integrate information from diverse sources.

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

- CE02: Ability to transmit attitudes and values in professional practice in all areas of physical activity and sport, helping to create a better society.
- CE03: Ability to plan, programme, apply, monitor and assess training and competition processes at different levels and in different age groups.
- CE05: Ability to identify inappropriate practices that pose a risk to health in order to prevent and correct them in different groups of people.

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

- RA01: To design, develop and assess teaching/learning processes related to the sport of handball, considering the individual characteristics and contexts of the people involved and adhering to all necessary educational, technical and curricular principles.
- RA02: To identify levels of physical fitness and motor skills in order to prescribe health-orientated physical exercises and to promote and assess long-lasting and autonomous habits in the sport of handball.
- RA03: To select and know how to use the right spaces and sports material and equipment for different practical activities related to handball.

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

Skills	Learning outcomes
CB2, CB4, CB5, CT02, CT04, CT06, CE03, CE05	<b>RA1:</b> To design, develop and assess teaching/learning processes related to the sport of handball, considering the individual characteristics and contexts of the people involved and adhering to all necessary educational, technical and curricular principles.
CB2, CB4, CT01, CT04, CT08, CE02, CE03, CE05	<b>RA2:</b> To identify levels of physical fitness and motor skills in order to prescribe health-orientated physical exercises and to promote and assess long-lasting and autonomous habits in the sport of handball
CB4, CT01, CT02, CT06, CE02, CE05	<b>RA3:</b> To select and know how to use the right spaces and sports material and equipment for different practical activities related to handball

## 4. CONTENTS

- Knowledge of the national and international history of handball.
- Knowledge of the rules of play
- Handball study, following the phases of play model

This content is organised into the following learning units, which, in turn, are divided into topics:

### **UA1 – Handball as a sport.**

- Topic 1. Origins and evolution of handball.
- Topic 2. General characteristics of handball.
- Topic 3. Nomenclature and graphical representation of handball.
- Topic 4. Methods of teaching handball at an beginner level.

### **UA2 – Individual aspects of handball**

- Topic 5. Individual offense techniques and tactics.
  - Topic 5.1. Passing/catching, dribbling and ball handling.
  - Topic 5.2. Losing your marker.
  - Topic 5.3. Faking.
  - Topic 5.4. Shooting.
- Topic 6. Individual defence techniques and tactics
  - Topic 6.1. Basic defence skills.
  - Topic 6.2. Helping.
  - Topic 6.4. Interception of the ball.
  - Topic 6.5. Blocking the ball.
- Topic 7. Goalkeeper techniques and tactics

### **UA3 – Collective aspects of handball**

- Topic 8. Collective tactics I.
  - Topic 8.1. Basic collective offense tactics: Crosses, swaps, successive penetrations, pass and go, blocking, screen, curtain, fly shot.
  - Topic 8.2. Basic collective defence tactics: Change of opponent and sliding.
- Topic 9. Introduction to systems of play.

## 5. TEACHING/LEARNING METHODS

The types of teaching-learning methods are as follows:

1. Lectures
3. Collaborative learning
4. Problem-based learning

## 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
Design and leadership of practical sessions	30
Lectures	13
Group activities (seminars, forums)	9
Independent working	20
Reports and written work	20
Tutorials	4
Asynchronous lectures	4
<b>TOTAL</b>	<b>100</b>

## 7. ASSESSMENT

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

**On campus:**

Assessment system	Weighting
On-campus knowledge tests	40% (30–50%)
Participation in classroom activities	25% (10–25%)
Learning portfolio	20% (10–25%)
Performance monitoring	15% (10–20%)

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:

- Achieve a final grade equal to or higher than 5.0 out of 10.0 in the final grade (weighted average) for the subject area.
- Achieve a minimum grade of 5.0 in the written theory test.
- Attend 100% of the practical classes where assessable tasks are carried out.
- Following the Universidad Europea de Madrid regulations, all students who do not attend 50% of the on-campus sessions will lose the right to sit the ordinary exam period knowledge test.

## 7.2. Extraordinary exam period (resits)

To pass the subject area in the extraordinary exam period, you must achieve a final grade of at least 5.0 out of 10.0 (weighted average) for the subject area.

- Achieve a minimum grade of 5.0 in the written theory test.

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 of handball rules	Weeks 5–7
Activity 2. Elaboration of teaching sessions of individual technical-tactical means.	Week 10
Activity 3. Practical development of teaching sessions of individual technical-tactical means.	Weeks 11–14
Activity 5. Class folder.	Week 17-18
Activity 6. Knowledge test.	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

The reference material for the subject area is as follows:

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- **Unidad de Aprendizaje 2. Aspectos individuales del balonmano**
  - ANTÓN, J.L. (2000). Balonmano. Nuevas aportaciones para el perfeccionamiento y la investigación. Editorial: Inde.
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  - TORRES, G. (1998) "La finta: factores y variables de la práctica". Comunicación técnica no 167. Revista Asociación de Entrenadores de Balonmano. Número 3.Abril.
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  - FALKOWSKI, M. y ENRIQUEZ, E. (1988): Aprendiendo a jugar. Ed. Esteban Sanz. Madrid. 2a edición ampliada y corregida.
  - LAGUNA, M. (2006). Jugar y hacer jugar: La formación de jugadores para el ataque posicional. Comunicación técnica nº 245. R.F.E.BM.
  - LAGUNA, M. (2008). El ataque posicional en las etapas de formación: Hacer bien lo fácil. Comunicación técnica nº 264. R.F.E.BM.
  - LAGUNA, M. (2015). Los Fundamentos del Entrenamiento en las Categorías Cadete y Juvenil. Clinic de Balonmano Base.
  - RIBERA, J. (2016). Defensa 5:1 modelo Brasil. Clinic de Balonmano Ciudad de Avilés.
  
- **Unidad de Aprendizaje 3. Aspectos colectivos del balonmano**
  - ANTÓN, J.L. (2000). Síntesis de los medios tácticos grupales defensivos y su aplicación estratégica durante el desarrollo de los sistemas defensivos. En: Antón, J.L. (2000). Balonmano. Perfeccionamiento e investigación. Barcelona: Inde, 147-163.
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## **10. DIVERSITY AWARENESS UNIT**

From the Educational Guidance and Diversity Unit (ODI) we offer support to our students throughout their university life to help them achieve their academic achievements. Other pillars of our actions are the inclusion of students with specific educational support needs, universal accessibility in the different campuses of the university and equal opportunities.

This Unit offers students:

1. Accompaniment and monitoring through counseling 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, that is, at the level of methodology and evaluation, for those students with specific educational support needs, thus pursuing equal opportunities for all students.
3. We offer students different extracurricular training resources to develop different competencies that will enrich their personal and professional development.
4. Vocational guidance through the provision of tools and counseling 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. STUDENT SATISFACTION SURVEYS**

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

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

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.