

1. OVERVIEW

Subject area	Volleyball I
Degree	Bachelor's Degree in Exercise and Sport Sciences.
School/Faculty	School of Exercise and Sport Sciences and Physiotherapy.
Year	2nd
ECTS	4 ECTS
Type	Optional
Language/s	Spanish/ English
Delivery mode	On campus
Semester	S3/S4
Academic year	2024/2025
Coordinating professor	Eduardo López Martínez

2. INTRODUCTION

This subject area is the first level of one of the sports that students can study on the Bachelor's Degree in Exercise and Sport Sciences.

In 2017, volleyball was the 9th most popular sport in Spain in terms of number of federation licences issued, and the 4th team sport on this list. It is also taught on the secondary school curriculum in Spain. The aim of this subject area is to introduce students to this sport, setting out the main rules, techniques and tactics and the different tools for teaching and planning the initial introduction to this sport.

3. SKILLS AND LEARNING OUTCOMES

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

- CB1: Students have shown their 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 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):

- CT1: Independent Learning: Ability to choose the most effective strategies, tools and opportunities for independent learning and implementation of what has been learnt.
- 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.

- CT15: Responsibility: Ability to fulfil commitments to themselves and others when undertaking a task and try to meet a range of objectives within the learning process. Ability to face and accept the consequences of actions taken freely.
- 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.
- 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.
- CE5: Ability to identify inappropriate practices that pose a risk to health in order to prevent and correct them in different groups of people.
- 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 volleyball, 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 teaching/learning objectives, content and methods for volleyball.
- RA3: To complete a project on the didactic fundamentals of volleyball teaching and learning.
- RA4: To plan, programme, apply, control and assess teaching and learning processes at an introductory level for volleyball.
- RA5: To write a report identifying levels of physical fitness and motor skills in order to prescribe physical, motor, technical and tactical exercises and to promote and assess long-lasting and autonomous sport habits at an introductory level in volleyball.
- RA6: To demonstrate attitudes and behaviours in the learning activities and practical sessions in line with the applicable codes of good practice in volleyball.
- RA7: To understand concepts related to the principles of the game, technical/tactical resources, rules and regulations and the physiological, biomechanical, psychological and social aspects in all stages of the different areas of volleyball.

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

Skills	Learning outcomes
CB3, CT1, CT13, CE1, CE3, CE4, CE9.	RA1: To design a teaching/learning process related to volleyball, considering the individual characteristics and contexts of the people involved and adhering to all necessary educational, technical and curricular principles.
CB3, CT1, CT13, CE1, CE3, CE4, CE5, CE9	RA2: To design and create teaching sessions of progressive difficulty with teaching/learning objectives, content and methods for volleyball.
CB2, CB5, CT1, CT13, CE1, CE3, CE5, CE9	RA3: To complete a project on the didactic fundamentals of volleyball teaching and learning.

CB2, CB3, CB4, CT1, CT13, CE1, CE3, CE4	RA4: To plan, programme, apply, control and assess teaching and learning processes at an introductory level for volleyball.
CB3, CB4, CT15, CE4, CE5	RA5: To write a report identifying levels of physical fitness and motor skills in order to prescribe physical, motor, technical and tactical exercises and to promote and assess long-lasting and autonomous sport habits at an introductory level in volleyball.
CB1, CB5, CT15, CT17, CE5	RA6: To demonstrate attitudes and behaviours in the learning activities and practical sessions in line with the applicable codes of good practice in volleyball.
CB4, CB5, CE3, CE4	RA7: To understand concepts related to the principles of the game, technical/tactical resources, rules and regulations and the physiological, biomechanical, psychological and social aspects in all stages of the different areas of volleyball.

4. CONTENTS

This section lists the content of each of the topics included in the learning units.

Topic 0: Volleyball in its historical/social context.

0.1 – Brief historical presentation.

0.2 – A constantly evolving sport.

0.3 – Brief historical evolution of the rules and regulations.

0.4 – Basic rules in volleyball at an introductory level: area of play, net and posts, balls, participants, teams, game format, different types of contact with the ball, regulatory game actions, libero, player conduct, etc.

0.5 – Adaptation of the rules to the needs of children.

0.6 Promotion and development of volleyball

Topic 1. Elaboration of the process: Programming teaching situations: Mini volleyball.

1.1 – Basic rules of mini volleyball.

1.2 – Mini volleyball stages of learning.

1.3 – Mini volleyball as a game: from 3v3 to 4v4.

Topic 2. Concepts and elements in the teaching/learning process for volleyball.

2.1 – Teaching methods applied to volleyball.

2.2 – Methodological needs of volleyball according to different learning contexts.

2.3 – Methodological use of a volleyball session.

- 2.4 – Feedback: Use and adaptation to the levels of play and characteristics of different players.
- 2.5 – Adaptation of rules, spaces and equipment for beginners. Safety considerations in the teaching/learning process for volleyball.
- 2.6 – Organisation of tournaments, competitions or programmes related to volleyball training: needs, opportunities and responsibilities.
- 2.7 – National sports structure applied to volleyball: Sport promotion programmes.

Topic 3. Basic models of play. Techniques and styles of play:

- 3.1 – Hand touch.
- 3.2 – Forearm touch.
- 3.3 – Attacking.
- 3.4 – Blocking: Solo technique and side-step block. Double block.
- 3.5 – Serving: Underhand serve. Overhand serve, jump serve and float serve.
- 3.6 – Defence: Defence tactics
- 3.7 – Critical points in learning the key techniques and correction of errors due to poor execution.
- 3.8 – Transferring techniques to real game situations.

Topic 4. Key strategy. Basic beginner systems 6v6

- 4.1 – The play dimension: strategic means.
- 4.2 – Basic systems or structures for occupying space in Complex I.
- 4.3 – Basic systems or structures for occupying space in Complex II.
- 4.4 – The serve as a tactical element of the mediatization of the game.

5. TEACHING/LEARNING METHODS

The types of teaching-learning methods are as follows:

- Lectures.
- Collaborative learning.
- 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
Activity type A: Lectures.	12h
Activity type B: Drawing up written reports.	20 h
Activity type C: Design of strategies, procedures and intervention plans	5 h
Activity type D: Tutorials	4 h
Activity type E: Group activities (seminars, forums)	50 h.
Activity type F: Formative assessment (feedback on assessment)	5h.
Asynchronous lectures	4h.
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
<i>Activity 1: On-campus knowledge tests – conceptual test.</i>	40% (30–50%)
<i>Activity 2: Assessment of reports and written work – Development of a written programme for training category and reports about teams.</i>	30% (30–50%)
<i>Activity 3: Strategy design projects and intervention plans – Execution analysis and proposed intervention in audiovisual format.</i>	20% (20–25%)
<i>Activity 4: Participation in classroom activities – Attendance and participation.</i>	10% (10–20%)

On the Virtual Campus, when you open the subject area, you'll find details of your assessment activities, including the submission dates and assessment procedures for each activity.

7.1. Ordinary exam period

To pass the subject area in the ordinary exam period, you must:

- Achieve an overall average in the assessable tasks of at least 5.
- Achieve a grade of at least 5 in the written test.

- Submit the "out-class" practical activities report, demonstrating attendance at and analysis of at least 2 competition games or 2 training sessions of lower category federated teams.
- Regular classroom attendance of at least 80% of the subject classes. In exceptional circumstances and if suggested by the teacher, absences can be recovered by attending extra "out-class" practical training sessions or games and submitting the corresponding reports. If the required level of attendance is not reached by the end of the semester, students will receive a FAIL for the subject area, losing the right to assessment in the ordinary exam period. Similarly, any student with an absence rate of over 50% will lose the right to assessment in the ordinary exam period and must pass the subject area in the extraordinary exam period, in line with the Universidad Europea de Madrid regulations.

7.2. Extraordinary exam period (resits)

To pass the subject area in the extraordinary exam period (resits), you must:

- Achieve an average of at least 5 for the set of assessment tests.
- Pass the activities or tests that were failed or not submitted in the ordinary exam period, including any "out-class" practical activities that were not submitted.
- Achieve a grade of at least 5 in the written test if it has not already been passed.
- If the minimum level of attendance is not reached in the ordinary exam period, students will have to take a practical test in the extraordinary exam period on the acquisition of technical elements in basic models of execution, achieving a minimum grade of 5 in this test.

8. TIMELINE

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

Assessable tasks	Date
Activity 1. Theory test	Week 16
Activity 2a. Mini volleyball project	Weeks 4 to 7
Activity 2b. "Out-class" practical activities	Weeks 5 to 16
Activity 3. Correction programme and video error detection project	Weeks 8 to 10
Activity 4a. Attendance and attitude in the classroom	Weeks 1 to 16

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

9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

•

The recommended bibliography is indicated below:

- ANDUX, C. FERNÁNDEZ, E. (1986) *Voleibol subsistema del deporte de alto rendimiento*. La Habana: Instituto Nacional de Deportes.
- ARAGÓN, P., RODADO, P. (1985) *Voleibol del aprendizaje a la competición*. Madrid: A. Pilateleña.
- BECHERONI, A. CARANELLI, C. (1987) *Elementi di minivoleibol*. Roma: Societa Stampa Sportiva.
- BENTELSTAHL, D. (1988). *La pallavollo per tutti*. Roma: Gremese Editore.
- BLUME, G. (1989). *Voleibol*. Barcelona: M.Roca.
- CARRERO, L. (1973). *Voleibol femenino*. Madrid: Almena.
- CASSIGNOL, R. (1978) *Las cinco etapas del voleibol*. Buenos Aires: Kapelusz.
- CHÊNE, E. LAMOUCHE, C. PETIT, D. (1990) *De la Escuela a las asociaciones deportivas*. Lérida: Deportiva Agonos.
- CLOÛTRE, Y. (1990). *Les fondamentaux pédagogiques et techniques du volley-ball*. París: E. Vigot.
- DÍAZ, J. (1984). *Voleibol en la escuela*. Madrid: Gymnos.
- DOTAXX, D. (1987). *Volley-ball du smash au match*. París: E. Vigot.
- DÜERRWÄETCHTER, G. (1988). *Iniciación al Voleibol, aprender jugando*. Buenos Aires: Stadium.
- FERNÁNDEZ, L. *Técnica*. En Ramiro Villar. *Voleibol*. (59-112) Madrid: Comité Olímpico Español.
- FROHNER, B. (1985). *Voleibol, juegos para el entrenamiento*. Buenos Aires: Stadium.
- GENSON, M. (1983). *Voleibol. Actividad deportiva escolar*. Madrid: C.S.D.
- GÖTSCH, W., PAPAGAGEORGIU, A. (1983) *Minivoleibol*. Buenos Aires: Stadium.
- UCAS, J. (1991). *El voleibol iniciación y perfeccionamiento*. Barcelona: Paidotribo.
- PALAU, N. (1992). *Historia del Voleibol*. En Ramiro Villar Ruiz. *Voleibol* (15-59) Madrid. C.O.E.
- PELETIER, C., CAGNON, N., TANGUAY, E. (1983). *El voleibol al alcance del niño*. Quebec:
- PITTEIRA, R. (1982). *Voleibol dentro del movimiento*. Madrid: Revista Voleibol.
- RIVERA, E., MORENTE, C. (1994) *Programa de minivoleibol*. Cádiz: Jiménez Mena A.G.
- SANTOS del CAMPO. (1996). *La actividad física y deportiva extraescolar en los centros educativos*. VOLEIBOL. C.S.D.: Madrid.
- TORRES, J., MORENTE, C. (1992) *Manual del preparador de minivoleibol*. Cádiz: Jiménez Mena A.G.
- UREÑA, A. (1994). *Manual del preparador de voleibol*. Cádiz: Federación Andaluza de Voleibol La Voz.
- VARGAS, R. (1986). *Clinic I de Base*. Cádiz: Diputación de Cádiz.
- VARGAS, R. (1991). *Voleibol 1001 ejercicios y juegos*. Madrid: A. Pilateleña.
- ZHELEEZNIK, D., KLESSEHEV, Y., CHEJOV, O. (1969) *La preparación de los voleibolistas jóvenes*. Moscú: Científico técnica.

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

Students with special educational needs:

To ensure equal opportunities, curricular adaptations or adjustments for students with special educational needs will be outlined by the Diversity Awareness Unit (UAD, Spanish acronym).

As an essential requirement, students with special educational needs must obtain a report about the curricular adaptations/adjustments from the Diversity Awareness Unit by contacting unidad.diversidad@universidadeuropea.es at the beginning of each semester.

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 survey area of your virtual campus or by email.

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

Many thanks for taking part.