

1. OVERVIEW

Subject area	Basketball II
Degree	Bachelor's Degree in Exercise and Sport Sciences
School/Faculty	Faculty of Exercise and Sport Sciences and Physiotherapy
Year	3rd
ECTS	6 ECTS
Type	Optional
Language/s	Spanish, English
Delivery mode	On campus
Semester	S5 and S6
Academic year	2024/2025
Coordinating professor	Rafael Manuel Navarro Barragán
Teacher	Rafael Manuel Navarro Barragán

2. INTRODUCTION

The general aim of the current programme is for the subject area to serve as a link between the fundamentals of sports subject area and the knowledge acquired on the Elite Basketball subject areas. As such, it should provide a more in-depth study of the specific knowledge related to this sport. The content of the subject area directs the area of study towards a different stage of basketball training, while also focusing more on competition; without losing sight of the methodological aspect and teaching perspective in basketball.

This decision is grounded in the description of the subject area itself (syllabus), which describes the content of the subject area as: Teaching of the sport at an advanced level. Technical, tactical, strategic and regulatory fundamentals. Competition sport. Practical applications.

The subject area provides general knowledge about the different stages of play in basketball, while still focusing on technical/tactical training. However, in this case, we already begin to differentiate between the different positions, leading students to focus on a different stage of basketball training than in the previous programme. As such, the content will not be applicable to mini basketball or beginners' basketball, but rather to the stage of specialisation in this sport.

The main aim of the programme should be: to provide students with the tools needed for them to initiate the process of specialisation in basketball, with players from the *Infantil* (age 13–14), *Cadete* (age 15–16) and *Júnior* (age 17–18) categories of youth basketball in Spain.

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.
- CB3: Students have the ability to gather and interpret relevant data (normally within their area of study) to form opinions which include reflecting on relevant social, scientific or ethical issues.
- CB4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5: Students have developed the learning skills necessary to undertake further study in a much more independent manner.

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

- CT05: Ability to put knowledge into practice, using the skills acquired through the study of mock situations based faithfully on real life issues in the relevant profession.
- CT16: Decision-making: Ability to choose between different options or methods to effectively solve varied situations or problems.
- 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):

- CE02: Ability to transmit attitudes and values in professional practice in all areas of physical activity and sport, helping to create a better society.
- CE04: Ability to analyse and apply physiological, biomechanical, psychological and social principles in different areas of physical activity, sport and recreation.
- CE05: Ability to identify inappropriate practices that pose a risk to health in order to prevent and correct them in different groups of people.
- CE08: Ability to design, plan, organise, implement and evaluate regular and/or one-off sport and recreation programmes, considering all factors that might affect these programmes in different professional, social and economic contexts.
- CE09: 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: Design of a sport training process related to basketball, considering the individual characteristics and contexts of the people involved and following the specific principles of the sport of basketball, as well as all necessary educational, technical and curricular principles.
- RA2: To design and prepare sessions aimed at basketball and the process of refining performance in basketball.
- RA3: To develop a performance-refinement project in basketball training.

- RA4: Planning, programming, application, control and assessment of basketball processes at different levels.
- RA5: Responsible conduct and attitudes for basketball players.
- RA6: Understanding of concepts related to the principles of the game, technical/tactical team resources, rules and regulations, planning, programming, means of training, control of competitions and the physiological, biomechanical, psychological and social aspects of the sport of basketball.

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

Skills	Learning outcomes
CB2, CB3, CB4, CB5, CT5, CT16, CE2, CE4, CE5	RA1: Design of a sport training process related to basketball, considering the individual characteristics and contexts of the people involved and following the specific principles of the sport of basketball, as well as all necessary educational, technical and curricular principles.
	RA2: To design and prepare sessions aimed at basketball and the process of refining performance in basketball.
CB3, CB4, CB5, CT16, CE2, CE4, CE5, CE8	RA3: To develop a performance-refinement project in basketball training.
	RA4: Planning, programming, application, control and assessment of basketball processes at different levels.
CB4, CB5, CT5, CT16, CT17, CE2, CE4, CE5, CE8, CE9	RA5: Responsible conduct and attitudes for basketball players.
	RA6: Understanding of concepts related to the principles of the game, technical/tactical team resources, rules and regulations, planning, programming, means of training, control of competitions and the physiological, biomechanical, psychological and social aspects of the sport of basketball.

4. CONTENTS

- Topic 1: Technical/tactical fundamentals for outside players.
- Topic 2: Technical/tactical fundamentals for inside players
- Topic 3: Analysis of team tactics in 2x2.
- Topic 4: Analysis of team tactics in 3x3.
- Topic 5: Analysis of team tactics in 4x4.
- Topic 6: Counterattack. Phases and construction.
- Topic 7: Structure of offensive play. Attacking against one-on-one defence.

- Topic 8: Structure of defensive play. One-on-one defence.
- Topic 9: Zone defence. Characteristics and types.
- Topic 10: Attacking against zone defence.
- Topic 11: Training methods. Design of teaching tasks.
- Topic 12: Team management.
- Topic 13: Rules of play.

Topic 14: Physical training applied to basketball.

5. TEACHING-LEARNING METHODS

1. Lectures
2. Case studies
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
Lectures (on campus)	12h
Asynchronous lectures (on campus)	8h
Case studies (on campus)	30h
Debates and discussions (on campus)	8h
Oral presentations (on campus)	5h
Group work (seminars, forum participation, etc. (on campus)	20h
Case studies/workshop activities (on campus)	25h
Tutorials (on campus)	8h
Independent working (on campus)	34h
TOTAL	150h

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	30% (30%–40%)
Learning portfolio	10% (10%–20%)
Assessment of reports and written work	50% (35%–75%)
Rubrics	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 under the **continuous assessment** system in the ordinary exam period, students must attend over 80% of the total number of classes in the semester. They must also achieve a final grade equal to or higher than 5.0, based on the sum of the grades achieved in the assessable tasks, **providing that they get a minimum of 5.0 out of 10.0 in each of the assessable tasks for the subject area.**

ALL PROJECTS MUST BE PRESENTED AND DEFENDED IN PERSON OR ONLINE BEFORE THE TEACHER ON THE DATES SET ON THE SUBJECT AREA PORTAL.

7.2. Extraordinary exam period (resits)

To pass the subject area in the extraordinary exam period (resits), you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject area.

Any activities not passed in the ordinary exam period must be submitted after receiving the relevant corrections and feedback from the teacher. Students must also submit any activities that were not submitted in the first place.

ALL PROJECTS MUST BE PRESENTED AND DEFENDED IN PERSON OR ONLINE BEFORE THE TEACHER ON THE DATES SET ON THE SUBJECT AREA PORTAL.

8. TIMELINE

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

Assessable tasks	Date
Presentation/Introduction	Week 1
Topic 1: Technical/tactical fundamentals for outside players.	Weeks 1-2
Practical activity Topic 1	
Topic 2: Technical/tactical fundamentals for inside players.	Week 2
Practical activity Topic 2	
Topic 3: Analysis of team tactics in 2x2.	Weeks 2-3
Practical activity Topic 3	
Topic 4: Analysis of team tactics in 3x3.	Week 4
Practical activity Topic 4	
Presentation of 3x3 projects	Assessment Weeks 5-6
Topic 5: Analysis of team tactics in 4x4.	
Practical activity Topic 5	Week 7
Topic 6: Counterattack. Phases and construction.	
Practical activity Topic 6	Week 8 Assessment
Presentation of Topic 6 projects	
Topic 7: Structure of offensive play. Attacking against one-on-one defence.	Weeks 9-10
Practical activity Topic 7	
Practical activity Topic 7	Assessment
Topic 8: Structure of defensive play. One-on-one defence.	Week 11
Practical activity Topic 8	
Topic 9: Zone defence. Characteristics and types. Topic 10: Attacking against zone defence.	Week 12
Practical activity Topics 9 and 10	
Topic 11: Training methods. Design of teaching tasks.	Week 13
Practical activity Topic 11	
Topic 12: Team management.	Week 14

Topic 13: Rules of play.	
Practical activity Topics 12 and 13	
Topic 14: Physical training applied to basketball.	Week 15
Practical activity Topic 14	
"DEFENCE" OF A TEAM'S TECHNICAL/TACTICAL PLAN	Week 16. Assessment
Presentations	Week 16. Assessment

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 recommended bibliography is indicated below:

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- Bayer, C. (1986) La enseñanza de los juegos deportivos colectivos. Barcelona: Hispano Europea.
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- Bosc, G. y Grosgeorge, B. (1981) El entrenador de baloncesto: conocimientos tácticos, técnicos y pedagógicos. Barcelona: Hispano Europea.
- Bosc, G. y Poulain, T. (1996) Baloncesto. De la escuela... a las asociaciones deportivas. Lérida: Agonos.
- Comas, M. (1991) ¡¡Contraataca!!: contraataque y transición. Madrid: Gymnos.
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- Rojo, J. (coord.) Baloncesto. Madrid: C.O.E.
- Ruiz, F.; García, A. y Casimiro, A. (2001) (coord.) Nuevas tendencias metodológicas. La iniciación deportiva basada en los deportes colectivos. Madrid: Gymnos.
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- Ticó, J. (2000) 1.013 Ejercicios y juegos polideportivos. Barcelona: Paidotribo.
- Tous, J. (1999) Reglamento de baloncesto comentado. Barcelona: Paidotribo.
- Vincenzi, J.P. (1995) Baloncesto: ejercicios y juegos de ataque y defensa. Barcelona: Hispano Europea.

The reference work to follow up the subject is:

- Cometti, G. (2002). La Preparación Física en el Baloncesto. Barcelona. Editorial Paidotribo.
- Dwyer, B. (1979) Técnica del baloncesto: cómo se defiende la zona y cómo se ataca. Madrid: Asociación Nacional de Preparadores de Baloncesto.
- F.E.B. (1999) Cursos de entrenadores de baloncesto, iniciación y primer nivel. Málaga: Instituto Andaluz del Deporte.
- F.I.B.A. (2002) Reglas oficiales de baloncesto. Madrid: F.E.B.

- Gomelski, A. (1990) Baloncesto: la dirección del equipo. Barcelona: Hispano Europea.
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- Primo, G.C. (1986) Baloncesto, el ataque. Barcelona: Martínez Roca.
- Primo, G.C. (1986) Baloncesto, la defensa. Barcelona: Martínez Roca.
- Río del, J.A. (1990) Metodología del baloncesto. Barcelona: Paidotribo.

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

11. 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.