

**COURSE DATA****Data Subject**

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| Code | 33204 |
| Name | Motor development, control and learning |
| Cycle | Grade |
| ECTS Credits | 6.0 |
| Academic year | 2022 - 2023 |

Study (s)

| Degree | Center | Acad. year | Period |
|---|--|-------------------|---------------|
| 1312 - Degree in Physical Activity and Sport Sciences | Faculty of Physical Education and Sport Sciences | 1 | Other cases |
| 1331 - Degree in Physical Activity and Sport Sciences (Ontinyent) | Faculty of Physical Education and Sport Sciences | 1 | First term |

Subject-matter

| Degree | Subject-matter | Character |
|---|-----------------------|------------------|
| 1312 - Degree in Physical Activity and Sport Sciences | 1 - Psychology | Basic Training |
| 1331 - Degree in Physical Activity and Sport Sciences (Ontinyent) | 1 - Psicología | Basic Training |

Coordination

| Name | Department |
|-------------------|--|
| ROCA RUIZ, JAVIER | 305 - Developmental and Educational Psychology |

SUMMARY

The subject “Development, Motor Control and Learning” is part of the basic module “Psychology”, which aims to analyze the process of human development through the life span, as well as its basic elements, principles and factors which influence the learning process of motor and sportive skills.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

This subject does not require previous knowledge.

OUTCOMES

1312 - Degree in Physical Activity and Sport Sciences

- Gain basic scientific training applied to physical activity and sport in their diverse forms.
- Know and understand the epistemological, historical and educational foundations of physical activity and sport.
- Know and understand the behavioural and social factors that determine the practice of physical activity and sport.
- Know and understand the effects of the practice of physical exercise on the psychological and social dimensions of the human being.
- Apply the principles of fundamental rights, gender equality, equal opportunities, universal accessibility for people with disabilities, solidarity, environmental protection, the culture of peace and democratic values.
- Promote and evaluate the acquisition of enduring and autonomous habits of practising physical activity and sport.
- Apply physiological, biomechanical, behavioural and social principles to the different fields of physical activity and sport.
- Select and know how to use sports material and equipment, suitable for each type of activity and population.
- Understand the scientific literature in the field of physical activity and sport in English and in other languages with significant presence in the scientific field.
- Develop resources to adapt to new situations and to solve problems, and for independent learning and creativity.
- Develop habits of professional excellence and quality.
- Know the main stages of psychological development of the human being throughout the life cycle.
- Know the main processes and stages in the development of motor skills.
- Know the basic laws of the different psychological processes that regulate human behaviour.



- Know the psychological processes involved in the processing of information as regards the control and learning of motor and sports skills.
- Apply psychological principles to the different fields of physical activity and sport.
- Know the psychological abilities and competences of athletes and physical exercise practitioners.
- Develop skills for the evaluation of maturative processes and motor learning.
- Know the functions, characteristics and limitations of the different theoretical models of the social psychology of physical activity and sport.
- Know the psychosocial principles of the functioning of athletes and sports groups.
- Be able to analyse the sporting context in which the behaviour of sportsmen and sportswomen and group processes take place.
- Be able to identify the most relevant problems according to group and intergroup needs.
- Be able to describe and evaluate interaction processes, group dynamics and group and intergroup structure.
- Be able to select and administer the tools to obtain relevant data for the evaluation of sports contexts.
- Develop the ability to work in a team and collaborate effectively with others.

LEARNING OUTCOMES

When finishing the course, students are intended to have acquired the following knowledge:

1. The basic contributions from Psychology to the understanding of human development processes throughout the life span and its applicability to practice of physical activities
2. How to intervene in the evolution process of motor human development in order to optimize its performance.
3. Identify principal factors which influence human development, facilitating the understanding of basic grounds for teaching in Physical Education and sport tasks.
4. The scientific grounds of motor learning in the frame of the General Theory of Learning and Motor Human Behavior
5. Establish relations between motor learning and teaching of Physical Activity and Sport.
6. Get in touch with techniques and research lines in motor and sport learning.
7. Work in groups and develop social skills in a scientific framework.



DESCRIPTION OF CONTENTS

1. The motor development through the life span.

1. The life span perspective: concept, contributions and explicative models of motor human development. 2. Motor human development from birth until 2 years of age. 3. Motor human development from 2 until 6 years of age. 4. Motor human development from 6 until 12 years of age. 5. Motor development in puberty and adolescence. 6. Motor development in adulthood and old age. 7. Motor development research.

2. Motor control and learning.

1. Learning and motor learning: models and explicative theories. 2. Attention and concentration in sport learning. 3. Perception in learning of motor tasks. 4. Practice in learning of motor skills. 5. Motivation in learning of motor skills. 6. Instructions and demonstrations in learning of motor skills. 7. Memory in learning of motor skills. 8. Motor control and learning research.

WORKLOAD

| ACTIVITY | Hours | % To be attended |
|--|---------------|------------------|
| Theory classes | 45,00 | 100 |
| Classroom practices | 15,00 | 100 |
| Development of group work | 10,00 | 0 |
| Development of individual work | 10,00 | 0 |
| Study and independent work | 20,00 | 0 |
| Readings supplementary material | 15,00 | 0 |
| Preparation of evaluation activities | 15,00 | 0 |
| Preparing lectures | 10,00 | 0 |
| Preparation of practical classes and problem | 5,00 | 0 |
| Resolution of case studies | 5,00 | 0 |
| TOTAL | 150,00 | |

TEACHING METHODOLOGY

1. Theoretical lectures, in which theoretical contents of the different topics will be presented during lectures where attendance is compulsory. Following the texts of reference, these lectures will serve to fix the knowledge linked to the foreseen competences, and will lead to the practical sessions scheduled.



2. Practical sessions in which the concepts learnt during the theoretical sessions will be applied.

Taking the theoretical and practical sessions as a starting point, the students will be proposed to develop personal essays, for which they will count on the support of the Professor during scheduled tutorials.

From all this, students will be asked to answer, presenting their individual essays in front of the Professor and the rest of the class, and commenting them during a personal tutorial between each student and the Professor, as well as passing written exams for the theoretical and practical sessions.

The aim of these academic activities is to achieve that the students develop a process of knowledge gathering for contents which will be fundamental for the subject, as well as acquiring the specific competences mentioned above.

EVALUATION

Obtain a score of 5 between the two parts to be assessed: assignments during the course and final exam. In order to establish the average, both parties must be approved. The weight of each part will be 40% the tasks during the course and 60% the final exam.

There will be a theoretical exam, which will take place at the end of the semester, with a load of 60% of the final qualification. The theoretical exam may be carried out by means of an objective test or through questions to be developed. In the case of the objective test, it will be corrected using the formula $C = \frac{\text{Correct answers} - (\text{Errors} / 3)}{(\text{N}^\circ \text{ Items} / 10)}$. For open questions to be developed, also elements regarding expression will be taken into account, not only the content of the answer.

REFERENCES

Basic

- Ruiz Pérez, L.M. (2020). Deporte y aprendizaje. Procesos de adquisición y desarrollo de habilidades. Madrid: Machado Nuevo Aprendizaje.
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- Weinberg, R.S. y Gould, D. (2010, 4ª ed.). Fundamentos de psicología del deporte y del ejercicio físico. Madrid: Editorial Médica Panamericana
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- McClenaghan, B. y Gallahue, D. (1985). Movimientos Fundamentales: Su desarrollo y rehabilitación. Buenos Aires: Panamericana.
- Wickstrom, R. (1983). Patrones motores básicos. Madrid: Alianza Deporte.



Additional

- Cox, R.H. (2009). Psicología del deporte. Conceptos y sus aplicaciones. Madrid: Ed. Médica Panamericana.
- Granda, J. y Alemany, I. (2003). Manual de aprendizaje y desarrollo motor. Barcelona: Paidós.
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- Oña, A.; Martínez, M.; Moreno, F. y Ruiz, L.M. (1999). Control y aprendizaje motor. Madrid: Síntesis.
- Riera, J. (2005). Habilidades en el deporte. Zaragoza: Inde.
- Ruiz Pérez, L.M. y Sánchez Bañuelos, F. (1997). Rendimiento deportivo: Claves para la optimización de los aprendizajes. Madrid: Gymnos.
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- Schmidt, R.A. (1988). Motor control and learning. Champaign, Illinois: Human Kinetics.
- Famose, J.P. (1999). Cognición y rendimiento motor. Zaragoza: Inde.