

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

Code	33204
Name	Motor development, control and learning
Cycle	Grade
ECTS Credits	6.0
Academic year	2023 - 2024

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
CHECA ESQUIVA, IRENE	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

At the end of the course, students are expected to have learned:

1. What are the contributions of Psychology to the understanding of the processes of human development throughout the life cycle, and its application to the practice of physical activities.
2. How can one intervene in the evolutionary process of human motor development to optimize its performance.
3. To identify the main factors that affect human development, facilitating the understanding of the fundamentals of teaching Physical Education and the tasks sports.
4. The scientific foundations of motor learning in the context of the general theory of learning and human motor behaviour.
5. To establish relationships between motor learning and the teaching of physical activity and sporty.
6. To be introduced to the techniques and research lines of motor and sports learning.
7. To work in groups and develop social skills in a scientific framework.
8. How to adapt an inclusive perspective to different groups based on gender, age or conditions such as functional diversity.



DESCRIPTION OF CONTENTS

1. The motor development through the life span.

UNIT 1. The perspective of the life span: concept, contributions and explanatory models of the human motor development.

UNIT 2. Motor development from birth to 2 years.

UNIT 3. Motor development from 2 to 6 years.

UNIT 4. Motor development from 6 to 12 years.

UNIT 5. Motor development in puberty and adolescence.

UNIT 6. Motor development in adulthood and old age.

2. Motor control and learning.

UNIT 7. Learning and motor learning

UNIT 8. Explanatory models of motor learning

UNIT 9. Personal factors that affect learning: attention, perception, motivation, emotion and memory.

UNIT 10. Contextual factors that affect learning: practice programming, contextual interference and transfer

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

Evaluation system

Assessment system 1 (SE1): Exams aimed at assessing the specific knowledge acquired by students regarding the contents of the subject. There will be a theoretical exam that will account for 60% of the final grade. The theoretical exam may be carried out through an objective test or through essay questions. It is necessary to achieve a minimum grade of 5 points in this section to pass the subject, in either the first or the second call. This section is recoverable in the second call.

Assessment system 2 (SE2): The individual or group activities and reports that the students will carry out to assess the level reached with respect to the fundamental competencies proposed. In particular, a group report (SE2a) will be prepared, which will account for 30% of the final grade, and a series of practical activities (SE2b) will be completed throughout the course, which will award 10% of the final grade. A minimum grade of 5 points in this section will be required to pass the subject, in either the first or the second call. This section can be recovered at the second call, through the presentation of a new report (SE2a) or through a specific skills test (SE2b).

Additional considerations:

- The sections contemplated in the evaluation will only be added when the minimum requirements established are met.
- If any of the mandatory sections is not approved in the first call, the points obtained in the other sections will be saved for the second call.

The evaluation of the subject and the challenge of the grade obtained will be subject to the provisions of the Regulation of Assessment and Qualification of the University of Valencia for Grau and Master's Degrees (ACGUV 108/2017 of May 30, 2017).

http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf.



According to this, it is specified in numerical expression from 0 to 10 with one decimal, using the following rating scale:

- From 0 to 4.9: suspense
- From 5 to 6.9: approved
- From 7 to 8.9: remarkable
- From 9 to 10: outstanding or outstanding with Honors

According to current regulations, a honours grade will be awarded by strict order of grade. In the event of a tie, the honours grade will be given to the student with the highest grade in SE1 and if the tie continues, the qualification of SE2 will be considered. If the tie persists, teachers can propose an additional test to the students involved.

Copying or manifest plagiarism in any evaluation task will mean the impossibility of passing the subject and submitting to appropriate disciplinary procedures. It must be highlighted that, in accordance with Article 13. d) of the University Student Statute (RD 1791/2010, of December 30), it is the duty of the students to refrain from the use or cooperation in fraudulent procedures in the evaluation tests, in the work carried out or in official university documents. In the event of fraudulent practices, the procedure determined by the Protocol for action against fraudulent practices at the University of Valencia (ACGUV 123/2020) will be followed: <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

REFERENCES

Basic

- Granda Vera, & Alemany, I. (2002). Manual de aprendizaje y desarrollo motor: una perspectiva educativa. Paidós.
- Ruiz Pérez, L.M. (2020). Deporte y aprendizaje. Procesos de adquisición y desarrollo de habilidades. Machado Nuevo Aprendizaje.
- Ruiz Pérez, L.M. (2020). Lecciones sobre desarrollo Motor: para estudiantes de Ciencias de la Actividad Física y del Deporte. [Independently published].
- Riera, J. (2005). Habilidades en el deporte. Inde.

Additional

- Clark, J. E., & Metcalfe, J. S. (2002). The mountain of motor development: A metaphor. Motor development: Research and reviews, 2(163-190), 183-202.
- Ferriz, R. F., González-Cutre, D., Sicilia, Á., & Beltrán C, V. J. (2018). Estrategias motivacionales para la promoción de la actividad física en niños y adolescentes desde el contexto escolar. Inde



Pikler, E. (1984). *Moverse en libertad: desarrollo de la motricidad global* (Vol. 92). Narcea Ediciones.

Piper, M.C. & Darrah, J. (2022). *Evaluación del desarrollo motor del bebé*. Aurum Volatile.

Wylleman, P., Alfermann, D. y Lavallee, D. (2004). Career transitions in sport: European perspectives. *Psychology of Sport and Exercise*, 5(1), 720. [http://dx.doi.org/10.1016/S1469-0292\(02\)00049-3](http://dx.doi.org/10.1016/S1469-0292(02)00049-3)

