

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

<b>Code</b>	33211
<b>Name</b>	Football
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1312 - Degree in Physical Activity and Sport Sciences	Faculty of Physical Education and Sport Sciences	2	Other cases
1331 - Degree in Physical Activity and Sport Sciences (Ontinyent)	Faculty of Physical Education and Sport Sciences	2	Other cases

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1312 - Degree in Physical Activity and Sport Sciences	9 - Foundations of team sports	Obligatory
1331 - Degree in Physical Activity and Sport Sciences (Ontinyent)	9 - Fundamentos de los Deportes Colectivos	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
ARANDA MALAVES, RAFAEL	122 - Physical and Sports Education

**SUMMARY**

The aim of the subject “Fundamentals of team sports: football” is to provide the future graduate in Physical Activity and Sport Sciences with a correct location for football in sports teaching and practice. This subject must meet the characteristics expected of a compulsory subject located in the second year of the degree. Thus, on the one hand, it should be introductory to a specific sport but located within the general framework of team sports and, on the other hand, it should be explanatory of the most relevant concepts and procedures of this sport.

The introductory nature of the subject is justified by the fact of its compulsory profile, which means that



all students have to take it and, given the heterogeneity of the students as well as the reduced teaching load of the subject would make seeking his domain was a frustrating goal.

On the other hand, the curriculum is structured in such a way that the subject is introduced and the fundamentals of the sport of football are learned so that in later courses, the student can perfect or deepen his knowledge according to the their interests and skills.

We understand that the subject "Fundamentals of Collective Sports: Football" will offer a complete training for the graduate in Physical Activity and Sport Sciences and the knowledge and skills can be applied to the five fields or professional profiles. . Needing a little more, the subject is also justified by the need to provide the student of Physical Activity and Sport Sciences with theoretical and practical knowledge for the planning, design, organization and assessment of sports activities in the different areas or professional profiles related to football.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

There are no previous requirements

## OUTCOMES

### 1312 - Degree in Physical Activity and Sport Sciences

- Know and understand the fundamentals, structures and functions of human motor skills and movement patterns.
- Know and understand the fundamentals of game play and sport.
- 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.
- Design, implement and evaluate the teaching-learning processes related to physical activity and sport, paying attention to the individual, collective and contextual characteristics of people.
- Plan, implement and evaluate the motor skills training process at its different levels and practice environments.
- Select and know how to use sports material and equipment, suitable for each type of activity and population.



- Develop resources to adapt to new situations and to solve problems, and for independent learning and creativity.
- Know and understand the common characteristics of collective sports (football, basketball and handball).
- Master the specific gestural motor development in collective sports (football) in the theoretical-practical aspects of the game in attack and defence.
- Integrate collective sports (football, basketball and handball) as an educational means in the school stages.
- Apply the strategic tactical fundamentals of team play in collective sports (football, basketball and handball).
- Select and know how to develop sports material and equipment suitable for each type of collective sport.
- Design, implement and evaluate the teaching and learning processes of collective sports (football, basketball and handball).
- Apply the principles of fundamental rights, gender equality, equal opportunities, universal accessibility for people with disabilities, the culture of peace and democratic values.

## LEARNING OUTCOMES

They will be assessed during the year depending on the pacing of student's learning.

## DESCRIPTION OF CONTENTS

### 1. Concept and classification of football.

### 2. History of football.

### 3. Structural factors and rules of football.

### 4. Teaching-learning methods in football.



**5. 5. Games for understanding in football.**

**6. 6. Concept and classification of individual technic-tactic actions in football.**

**7. 7. Individual offensive technic-tactic actions in football.**

**8. 8. Individual defensive technic-tactic actions in football.**

**9. 9. Different types os attack, defense and transitions attack to defense and defense to attack**

**10. 10. Football as a universal sport. Practice of football at different ages, gender equality and universal access. Individual and collective values of football and its environement.**

## WORKLOAD

ACTIVITY	Hours	% To be attended
Classroom practices	60,00	100
Attendance at events and external activities	4,00	0
Development of group work	6,00	0
Development of individual work	20,00	0
Study and independent work	20,00	0
Preparation of evaluation activities	15,00	0
Preparing lectures	5,00	0
Preparation of practical classes and problem	15,00	0
Resolution of case studies	5,00	0
<b>TOTAL</b>	<b>150,00</b>	

## TEACHING METHODOLOGY

The teaching methods that we will use during the course are:



- Group learning:
- Group dynamics.
- Cooperative learning.
- Study of cases.
- Project-oriented learning.
- Autonomous Learning.
- Tutoring.

In the practices that take place in the classroom we will use small group dynamics, case studies, cooperative learning and we will guide autonomous learning, while in the field the students will participate in practical soccer activities, experiencing those players and teachers or coaches practical experiences proposed by the teacher or the classmates themselves. Students are encouraged at the beginning of the practice to reflect on what they are doing, and then, in the final part, use the Socratic method through questions, answers and suggestions.

In the practices carried out at home they will use strategies for information processing, such as the elaboration of concept maps, as well as autonomous learning. The works will be carried out in pairs of students as well as the expositions in class. The works carried out in the field will be individual. The tutorials will serve to supervise the works and to be able to solve any doubt or problem regarding some content or procedure of the subject.

## EVALUATION

### Subject evaluation system

To carry out the evaluation we have a self-evaluation of the subject where its operation will be reflected. This questionnaire will be filled in by both students and the teacher of the subject, specifically on the following aspects:

- The structuring of the classes,
- the clarity of the explanations,
- the structuring and topics of the practices,
- the class climate,
- the materials you use,
- the teaching strategies used,





In order to carry out the continuous summative evaluation of the student, the evaluative proposal to obtain the final qualification is the following one:

- a) 25% practical exam (at the end of the course).
- b) A weighted average of 20% of the marks obtained in the theoretical works and in the partial exams and tasks entrusted by the teachers carried out during the course, which can be entrusted through the virtual classroom.

Delivery dates set by the teacher.

- c) The 25% “workbook” of the subject, which will be given to the teacher when he requires it and as many times as he requires it, can be without prior notice !.
- d) 30% of the grade will correspond to the weighted average of the marks obtained in the practices that have been carried out throughout the course (day to day).

Each of the previous sections (a .; b .; c; and d.) Must be approved independently. In the event that the final practical exam cannot be taken, sections b, c and d will be valid for 25, 35 and 40% respectively.

Those students who do not attend 80% of the practical classes will not be able to take the continuous summative evaluation and will have to realize a theoretical-practical examination of all the content of the subject, in addition to delivering the workbook, counting the latter with 30% and exam with 70% to calculate the final grade

There is no distinction between justified and unjustified absences for the purpose of calculating absences, and for personal needs, the student must reserve the margin of 20% of the absences he has allowed. The final grade in the case of the second call will result from weighting the theoretical-practical exam of the entire content of the subject, with the workbook, counting the latter with 30% and the exam with 70%.

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## REFERENCES

### Basic

- Referència b1: Ardá, A. i Casal, C. (2005). Metodología de la enseñanza del futbol. Paidotribo.
- Referència b2: Bayer, C. (1986). La enseñanza de los juegos deportivos col.lectius, Hispano Europea.
- Referència b3: Blázquez Sánchez, D. (1986). La Iniciación a los Esports de Equipo. Ed. Martínez. Ruca.
- Referència b4: Blázquez Sánchez, D. (Dir.) (1995). La iniciación deportiva i el esport escolar. Ed. Inde
- Referència b5: Castelo, J. (1999). Futbol. Estructura i dinàmica del juego. Inde.
- Referència b6: Devís, J. i Peiró, C. (1992) (comps.) Nuevas perspectivas curriculares en la educación física: la salud i los juegos modificados. INDE.



- Referència b7: Gréhaigne, J. F. (2001). La organización del juego en el fútbol. INDE.
- Referència b8: Hernández Moreno, J. (2001). La iniciación a los esports desde su estructura i dinámica. Aplicación a la E. F. escolar i al entrenamiento deportivo. Barcelona, INDE Publicaciones.
- Referència b9: Lasierra, G. i Lavega, P. (1993). 1015 juegos i formas jugadas de iniciación a los esports de equipo. Paidotribo.
- Referència b10: Mombaerts, É. (2000). Fútbol. Del análisis del juego a la formación del jugador. Ed. Inde.
- Referència b11: Riera, J. (1989). Fundamentos del aprendizaje de la técnica i la táctica deportiva. Inde.
- Referència b12: Wein, H. (1995). Fútbol a la medida del niño. RFEF. Madrid.
- Referència b13: Wein, H. (1999). Fútbol a la medida del Adolescente CEDIFA. Sevilla Mateo

#### **Additional**

- Referència c1: Bangsbo, J. (1997). Entrenamiento de la condición física en el fútbol. Barcelona: Paidotribo.
- Referència c2: Godik, M.A. i Popov A.V. (1993). La preparación del futbolista. Barcelona: Paidotribo

#### **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

#### **ADENDA CONVID-19**

IF the Adenda COVID activates, teaching will become online and synchronous classes. This will remain until the authorities of the University of Valencia reports its completion and/or modifications.

##### **1. Contenidos**

Es manté sense modificacions respecte a la guia docent

##### **2. Volume de treball i planificació temporal de la docència**

Es manté sense modificacions respecte a la guia docent

##### **3. Metodologia docent**



Els mètodes d'ensenyament que utilitzarem durant el curs son:

- Lliçons magistrals
- Aprenentatge en grups:
  - Dinàmiques de grup.
  - Aprenentatge cooperatiu.
  - Estudi de casos.
- Aprenentatge orientat a projectes.
- Aprenentatge autònom.
- Tutories.

Cada 2 o 3 sessions pràctiques es farà una sessió teòric-pràctica a distància per introduir i assimilar conceptes necessaris per a les pràctiques que es realitzen al camp de futbol. Amb aquestes sessions s'usaran l'estudi de casos, la resolució de problemes l'aprenentatge autònom, mentre que en les sessions al camp els estudiants participaran en les activitats pràctiques de futbol, vivenciant aquelles experiències pràctiques que proposa el professor ó els propis companys com a jugadors i especialment dirigint tasques d'entrenament. Els estudiants son estimulats al principi de la pràctica a reflexionar sobre allò que estan fent, per a després, en la part final, utilitzar el mètode socràtic mitjançant de preguntes, respostes i suggerències.

En les pràctiques del quadern que es realitzen en casa es podran usar estratègies per al procesament de la informació, com l'elaboració de mapes conceptuals, així com l'aprenentatge autònom.

Els treballs es podran realitzar per parelles d'alumnes o podran ser individuals.

Les tutories serviran per a supervisar els treballs i per a poder resoldre qualsevol dubte o problema respecte a algun contingut o procediment de l'assignatura.

## **4. Avaluació**

Es manté sense modificacions respecte a la guia docent

## **5. Bibliografia**

Es manté sense modificacions respecte a la guia docent