

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

Code	33228
Name	Motor skills
Cycle	Grade
ECTS Credits	6.0
Academic year	2019 - 2020

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	Second term

Subject-matter

Degree	Subject-matter	Character
1312 - Degree in Physical Activity and Sport Sciences	24 - Motor skills	Obligatory
1331 - Degree in Physical Activity and Sport Sciences (Ontinyent)	24 - Habilidad Motora	Obligatory

Coordination

Name	Department
GARCIA FERRIOL, ANGEL	122 - Physical and Sports Education
MOMPO BUCHON, JOSE MARIA	122 - Physical and Sports Education
PELLICER CHENOLL, MARIA TERESA	122 - Physical and Sports Education

SUMMARY

Motor Skill is applied within the concept of Basic Physical Education. Its main objective is the study and the practical application of the relationships between human motor function and perceptual abilities, the main elements involved in the educational and research treatment of Motor Skills. This subject use the motor-psychomotor, cognitive and socioemotional areas as basic contents of teaching and learning, fundamental in the corporal education efficiency, focus of Motor Skills, applicable in the Physical Education, Special Education, Sports Introduction and physical and sport training teaching.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

The theoretical and practical contents of this subject give students the opportunity to gain knowledge from practice to theory, with unique and specific activities that give it character, requiring no specific requirement, regardless of the minimum academic qualifications to pursue these university studies. However, it is recommended that students possess a certain sports life occurrences, which guarantees their motor experience to facilitate the understanding of the practices, which represents the 80% of

OUTCOMES

1312 - Degree in Physical Activity and Sport Sciences

- Know and understand the effects of the practice of physical exercise on the structure and function of the human body.
- Know and understand the fundamentals, structures and functions of human motor skills and movement patterns.
- 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 and apply aesthetic and expressive foundations to human movement.
- 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 fundamentals, structures and functions of motor skills.
- Understand and develop the basic skills derived from play actions.
- Plan teaching-learning processes for the acquisition of motor skills.
- Plan training processes for the development and improvement of motor skills.
- Understand and master the motor skills related to sports initiation.
- Master the material resources and apply them to improving motor skills.
- 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

1. The Study, analysis and application of the basic contents of interaction between the theoretical variables of the motor function and perceptual factors involved in Motor Skill, to know and understand the foundations, structure and functions of skills and human movement patterns.
2. Introduction of students in the study, research and educational applications of Motor Skill, as the first manifestation of perceptual-motor body efficiency, based on a basic skills understanding and development resulting from motor actions.
3. Acquiring theoretical and practical knowledges about the variables or elements that interact meaningfully in the motor skills development, through planning processes of Motor Skills teaching and learning.
4. Materials and methods of the situations and motor skill tasks practical experience, in the context of Sport and Physical Education at the same time as planning the development and improvement process (training) of the motor ability.
5. Motor skills understanding and testing, related to the sport beginning, with the aim of dominating the relevant educational resources and materials.

DESCRIPTION OF CONTENTS

1. Ability and Motor Skills in physical education and sport.

Introduction, previous concepts and contextual application. Specific practical and theoretical constructs of socio-motor ability, perceptual-motor and psychomotor. First concept map.

2. Basic motor skills.

Introduction, previous concepts. Basic Motor Skills motor and perceptual characteristics, specific constructs of basic motor skills, visuomotor and coordinative. Second concept map.

3. Motor Skill teaching and learning.

Introduction, previous concepts and contextual application. Theory about teaching and learning of Motor Skills. Specific theoretical and practical constructs of dissociate and perceptual-motor motor skills: movement and motor skill: speed. Third concept map.

4. Motor Skill Training.

Introduction, previous concepts and contextual application. Motor Skills physical-sport training theory. Theoretical and practical specific constructs of Motor Skills: running, jumping and throwing. Fourth concept map.

**5. Sports-Motor Skill.**

Introduction, previous concepts and contextual application. Foundations of sport initiation, stages of sport-motor skills teaching and learning. Theoretical and practical specific constructs of Motor Skills: eye-hand and eye-pedic. Conceptual map fifth.

6. Perceptual mechanisms of Motor Skill.

Introduction, previous concepts and contextual application. Perception and educational activities in Motor Skill. Perceptual-motor learning in Physical education. Concept Map sixth.

7. Fundamentals of Motor Skill.

Introduction, previous concepts and contextual application. Motor skill and play relationships in Physical education and sport. The play as perceptual-motor skill and its impact on Motor Skill. Concept Map seventh.

8. Educational status of sport-motor skill.

Introduction, previous concepts and contextual application. Educational status of sport-motor skill teaching and learning. Concept Map eighth.

9. Motor Skill educational designs.

Introduction, previous concepts and contextual application. Educational programming / planning of Motor Skill in different contexts. Educational programming principles and elements for diversity. Methodology of motor skill tasks design. Concept Map ninth.

WORKLOAD

ACTIVITY	Hours	% To be attended
Classroom practices	45,00	100
Theory classes	15,00	100
Development of individual work	30,00	0
Study and independent work	30,00	0
Preparation of evaluation activities	30,00	0
TOTAL	150,00	



TEACHING METHODOLOGY

The teaching methodology is developed through a Motor Skill workbook , prepared by the teacher for each semester and year. This book involves the following tasks by the students:

1. First part of Motor Skills Workbook Task : to record and develop theoretical constructs and practical alternative to the original presented by the teacher. These constructs represent the theoretical support of this course that are developed and tested in each of the practical class sessions.
2. Second part of Motor Skills Workbook Task: Submit iconographically certain motor skill tasks and creative alternatives to the experienced in the practice session for the students.
3. Third part of Motor Skills Workbook Task: Develop specific issues and specific questions on thematic content of motor skill, from quality indicatives, concreted and stimulated in theoretical class, relevant to the theme of the course, some of them explained and discussed by participants in class.

EVALUATION

To evaluate and as a result qualify the students work , and consequently the foreground, it is done through the presentation of this Handbook by the students.

Evaluative context of this subject is based on the following indicators of quality, as described below:

1. Assessment criterion indicatives of students first paragraph (theoretical and practical constructs, described as 0 to 10):
 - Interactions between the variables of the construct developed by the students, and relevant to each of the practices. Rate from 0 to 5.
 - Organization of lines of thought, arising from a particular interaction pattern established for this purpose. Rate from 0 to 3.
 - Presentation global construct: clarity of presentation, personalization of the lines of thought, conceptual cleaning, corresponding glossary placement of codes. Rate from 0 to 2.
2. Assessment criterion indicatives of students second paragraph (task iconographic practices plus workshop practices, calls from 0 to 10):
 - Level of fitness between practice and title of the selected variable. Rate from 0 to 3.
 - Iconography, interpretive quality of the graphical representation of tasks drawn, presented by students for each session. Rate from 0 to 2.
 - Originality on the level of customization work and creativity displayed exhibition. Rate from 0 to 2.
 - The workshop groups qualify from 0 to 3 points.
3. Assessment criterion indicatives of students third paragraph (questions, calls from 0 to 10):



- Development, display quality and quantity of meaningful and relevant to the issue or proposed task content. Rate from 0 to 4.
- Presentation of content in an orderly manner, with references and a work order, ideas and concepts. Rate from 0 to 2.
- Indicated, shaded and well underlined words meaning. Rate from 0 to 2.
- Originality, valued mainly based on the conclusions and student contributions. Rate from 0 to 2.

REFERENCES

Basic

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- Cratty, B.J. (1982). Desarrollo perceptual y motor en los niños. Barcelona: Paidós.
- Diccionario de las Ciencias de la Educación (1983). Madrid: Diagonal Santillana.
- Famose, P. (1992). Aprendizaje motor y dificultad en la tarea. Barcelona: Paidotribo.
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- Wickstrom, R. L. (1983). Patrones motores básicos. Madrid: Alianza.

Additional

- Blázquez, D. (1999). La iniciación deportiva y el deporte escolar. Barcelona: Inde.
- Díaz, J. (1999). La enseñanza y aprendizaje de las habilidades y destrezas motrices básicas. Barcelona: Inde.
- Diccionario de las ciencias del Deporte. (1992). Málaga: Unisport/ Junta de Andalucía.
- Florence, J. (1991). Tareas significativas en la educación física escolar. Barcelona: Inde.
- Ruíz Pérez, L. (1987). Desarrollo motor y actividades físicas. Madrid: Gymnos.
- Mayor, J. y Pinillos, J.L. (1989). Aprendizaje y condicionamiento. Madrid: Alhambra- Universidad.



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 A LA GUÍA DOCENTE MOTIVADA POR COVID 19 - 2º CUATRIMESTRE (1º y 2º CONVOCATORIA)

2. Volumen de trabajo y planificación temporal de la docencia

No se mantienen los horarios, se ha dado libertad al estudiante para realizar las actividades programadas de acuerdo con su propia programación.

Con las observaciones siguientes:

1-Presentación de la memoria/cuaderno de trabajo del cuatrimestre con los mismos indicativos reflejados en la guía docente.

2-Una vez confeccionado este cuaderno se deberá remitir al profesor por la vía que proceda en fecha establecida del periodo de exámenes.

3-Tanto la teoría como la práctica son recogidos en este cuaderno de trabajo a través de tres apartados. (apartado de constructos, de tareas prácticas iconografiadas y el de cuestiones específicas.) Serán tutorizados por el profesor vía “on line!

4-La calificación de la asignatura se obtiene en base a las calificaciones obtenidas en estos tres apartados, en primera convocatoria. En la segunda el alumno solo debe exponer el apartado suspendido.

3. Metodología docente

1-El alumno en posesión del cuaderno de trabajo tiene todas las herramientas discentes para completarlo.

2-Las tutorizaciones en esta etapa están abiertas sin horario establecido.

3-Las plataformas utilizadas son las existentes puestas al servicio por la Universidad.

4. Evaluación

Adaptaciones para la evaluación de la Primera y Segunda Convocatoria del segundo cuatrimestre curso 2019/2020 motivadas por COVID-19:

1-El alumno presenta el cuaderno completamente elaborado y lo re-envía al profesor para ser evaluado/calificado con los indicativos de calidad que ya han sido explicados.



2-Entre los tres apartados establecidos en el cuaderno y puntuados de 1 a 10 se extrae la nota final.

