COURSE DATA

Data Subject	
Code	33228
Name	Motor skills
Cycle	Grade
ECTS Credits	6.0
Academic year	2020 - 2021

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
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 universitary studies. However, it is recommended that students possess a certain sports life occurences, 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 theorical 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 of the theory will be developed through presentations by the teacher as an introduction of each topic and through activities with technological support both individually and in groups for the development and deepening of the same. In the practical classes, the teachers will exemplify with sessions the different groups of motor skills and capacities giving tools for the understanding and for the development of sessions by the students. In this sense, students will be asked to develop some of the activities in some of the sessions, to end up presenting a complete session in a group. The classes will be complemented with different readings and visualization of audio-visual material that will be worked individually in some cases and in others in a group way to generate debate and group work dynamics.

EVALUATION

For the evaluation, two options will be offered depending on the attendance:

Mode A, continuous evaluation (80% attendance to the practical sessions):

- 30% examination of the contents worked on in the theoretical sessions
- 20% exposure of a practical session
- 20% bibliographic search work
- 20% work on the discussions generated in class
- 10% monitoring of theoretical and practical activities

Mode B, final evaluation:

- 100% examination on the theoretical and practical contents of the subject. This exam will consist of two parts, a test on the theoretical contents and a development part on the practical contents and on the works that will have had to be developed previously.

REFERENCES

Basic

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-Corrace, J. (1988). Bases neuropsicológicas del movimiento. Buenos Aires: Paidós.
-Cratty, B.J. (1982). Desarrollo perceptual y motor en los niños. Barcelona: Paidós.
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-Famose, P. (1992). Aprendizaje motor y dificultad en la tarea. Barcelona: Paidotribo.
-García Ferriol, A. (1998). Los juegos y tareas perceptivo-motoras, en Miguel Villamón (Dir.). La Educación Física en el Currículum Escolar. Valencia: Consellería de Educació i Ciència.
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-Lawther, J. (1983). Aprendizaje de las habilidades motrices. Barcelona: Paidós.
-Le Boulch, J. (1971). Hacia una ciencia del movimiento humano. Introducción a la psicokinética. París: Paidós.
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-Meniel, K. y Schnabel, R. (1986). Teoría del movimiento. Buenos Aires: Stadium.
-Ruíz Pérez, L. (1994). Deporte y aprendizaje. Proceso de adquisición y desarrollo de habilidades. Madrid: Visor.
-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.
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-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 covid-19 1º y 2º cuat, 2020-2021

In the case of choosing mode A, the form of evaluation would not be modified since semi-attendance would only affect the theoretical sessions and the work would be adapted to this situation, except in the theoretical examination, which would be replaced by work corresponding to that 30% of the assessment.

In the case of selecting option B, if it was not possible to attend the examination in person due to the security measures due to COVID-19, an examination would not be carried out, but rather the evaluation would be carried out as follows:

- 20% literature search work
- 20% reflection work on materials to be provided to students
- 60% session and practical case studies work

Addendum to the teaching guide for the 2nd term of the academic year 2020/2021:

The teaching from February 2021 will start on 8 February, in online and synchronous mode, and will be maintained until the Consell de Govern de la Universitat de València reports on its completion and/or modifications.