



Information about the course

Degree: Bachelor of Sciences of Physical Activity and Sport

Faculty: Faculty of Physical Activity and Sport Sciences

Code: 282064 **Name:** Inclusive Activities and Practices in the Areas of Education and Leisure Time

Credits: 4,50 ECTS **Year:** 4 **Semester:** 2

Module: 4) Optional Module.

Subject Matter: Inclusive Activities and Practices **Type:** Optativa

Branch of knowledge: Health Sciences

Department: -

Type of learning: Classroom-based learning

Language/-s in which it is given: Spanish

Teachers:

OAC12 Maria Laura Jimenez Monteagudo (**Profesor responsable**)

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Module organization

4) Optional Module.

Subject Matter	ECTS	Subject	ECTS	Year/semester
Inclusive Activities and Practices	4	Inclusive Activities and Practices in the Areas of Education and Leisure Time	4	4/2
Anthropology.	12	Anthropology	6	3/1
		Science, Reason and Faith	6	3/2
Collective Sports	22	Basketball	4	4/2
		Football	4	4/2
		Handball	4	4/2
		Hockey	4	4/2
		Volleyball	4	4/2
Adversary Sports	18	Fencing	4	4/2
		Judo	4	4/2
		Paddle	4	4/2
		Tennis	4	4/2
Sports in the Natural Environment	4	Sports in Nature: Specific Techniques	4	4/2
Individual sports	22	Athletics	4	4/2



Individual sports		Cycling	4	4/2
		Gymnastics	4	4/2
		Swimming	4	4/2
		Triathlon	4	4/2
Direction and Management of Gyms and Sports Centers	4	Gym and Sports Centre Management and Administration	4	4/2
Idiom	9	Inglés Avanzado para Ciencias Actividad Física y Deporte	4	4/2
		Inglés Intermedio para Ciencias Actividad Física y Deporte	4	4/2
Sports facilities	4	Sports Facilities	4	4/2
Research Methods and Techniques	4	Applied Research Methods and Techniques in Sport Sciences	4	4/2
Nutrition	4	Nutrition	4	4/2
Professional Itinerary Electives	27	Fitness and Physical Conditioning	6	4/1
		Pedagogy in Eduational Values in Sports and Physical Activity	6	4/1
		Skills, Entrepreneurship and Employment	3	4/2
		Sports Management of Human and Economic Resources	6	4/1



Professional Itinerary Electives		Theory and Practice of Training for High Performance in Sports	6	4/1
Trends in sports practices	4	Trends in Sports Practices	4	4/2
Social Skills and Group Dynamics	4	Social Skills and Group Dynamics	4	4/2



Learning outcomes

Al finalizar la asignatura, el estudiante deberá demostrar haber adquirido los siguientes resultados de aprendizaje:

R1 - Identify Barriers for Participation and Learning in the Educational Context to Address Student Diversity.

Learning outcomes of the specified title

Type of AR: Habilidades o Destrezas

- Apply the principles derived from the concept of integral ecology in your proposals or actions, whatever the scope and area of knowledge and the contexts in which they are proposed.
- Respect and put into practice the ethical principles and action proposals derived from the objectives for sustainable development, transferring them to all academic and professional activities.

Type of AR: Competencias

- Promote education, dissemination, information and constant guidance to people and leaders on the benefits, significance, characteristics and positive effects of the regular practice of physical and sports activity and physical exercise, and the risks and harms of inadequate practice. and the elements and criteria that identify its adequate execution, as well as information, guidance and advice on the possibilities of appropriate physical activity and sport in its environment in any sector of professional intervention.

R2 - Design and Implement Inclusive Physical Activities Based on the Type of Disability.

Learning outcomes of the specified title

Type of AR: Habilidades o Destrezas

- Apply the principles derived from the concept of integral ecology in your proposals or actions, whatever the scope and area of knowledge and the contexts in which they are proposed.



- Articulate and deploy programs for the promotion, orientation, coordination, supervision and technical-scientific evaluation of physical activity, physical exercise and sport for the entire population, with emphasis on special populations, with the presence of a professional or carried out in a autonomous by the citizen, in the different types of spaces and in any sector of professional intervention in physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; direction of physical activity and sport) according to the possibilities and needs of citizens, with the aim of achieving their autonomy, understanding, and the greatest and most appropriate practice of physical activity and sport.
- Develop theoretical-practical responses based on the sincere search for the full truth and the integration of all dimensions of the human being when faced with the great questions of life.
- Respect and put into practice the ethical principles and action proposals derived from the objectives for sustainable development, transferring them to all academic and professional activities.

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R3 - Analyze the Possibilities of Physical-Sports Activities in Leisure and Recreation for People with Disabilities, Promoting Inclusive Participation.

Learning outcomes of the specified title

Type of AR: Habilidades o Destrezas

- Apply the principles derived from the concept of integral ecology in your proposals or actions, whatever the scope and area of knowledge and the contexts in which they are proposed.
- Articulate and deploy programs for the promotion, orientation, coordination, supervision and technical-scientific evaluation of physical activity, physical exercise and sport for the entire population, with emphasis on special populations, with the presence of a professional or carried out in a autonomous by the citizen, in the different types of spaces and in any sector of professional intervention in physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; direction of physical activity and sport) according to the possibilities and needs of citizens, with the aim of achieving their autonomy, understanding, and the greatest and most appropriate practice of physical activity and sport.



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R4 - Develop Inclusive Physical Activity Programs in Natural Settings, Considering Current Technological Advances.

Learning outcomes of the specified title

Type of AR: Habilidades o Destrezas

- Apply the principles derived from the concept of integral ecology in your proposals or actions, whatever the scope and area of knowledge and the contexts in which they are proposed.
- Articulate and deploy programs for the promotion, orientation, coordination, supervision and technical-scientific evaluation of physical activity, physical exercise and sport for the entire population, with emphasis on special populations, with the presence of a professional or carried out in a autonomous by the citizen, in the different types of spaces and in any sector of professional intervention in physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; direction of physical activity and sport) according to the possibilities and needs of citizens, with the aim of achieving their autonomy, understanding, and the greatest and most appropriate practice of physical activity and sport.
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R5 - Evaluate Proposals and Programs in Physical Education and Inclusive Leisure and Recreation Activities from a Universal Design for Learning Perspective

Learning outcomes of the specified title

Type of AR: Habilidades o Destrezas

- Apply the principles derived from the concept of integral ecology in your proposals or actions, whatever the scope and area of knowledge and the contexts in which they are proposed.
- Articulate and deploy programs for the promotion, orientation, coordination, supervision and technical-scientific evaluation of physical activity, physical exercise and sport for the entire population, with emphasis on special populations, with the presence of a professional or carried out in a autonomous by the citizen, in the different types of spaces and in any sector of professional intervention in physical activity and sport (formal and informal physical-sports teaching; physical and sports training; physical exercise for health; direction of physical activity and sport) according to the possibilities and needs of citizens, with the aim of achieving their autonomy, understanding, and the greatest and most appropriate practice of physical activity and sport.
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Assessment system

Modalidad presencial

Assessed learning outcomes	Granted percentage	Assessment tool
R1, R3, R4	30,00%	Written and/or practical tests.
R1, R3, R5	30,00%	Individual or Group Work / Project.
R2, R3	30,00%	Exercises and Practices in the Classroom.
R4	10,00%	Non-face-to-face autonomous work.

Observations

The student may keep the assessment instruments passed for the 3 years following the first registration.

·It is necessary to obtain 50% in the following instruments:

- Written/oral and/or practical tests
- Completion of a project

According to article 4.2. of the Guidelines for Assessment at the UCV, the limit of absences that may be due to eventualities (medical consultation, bureaucratic procedures, etc.) that do not have to be justified is 30%.

In the event of not complying with any of these criteria, the student will be graded with a maximum of 4.5.

OTHER CLARIFICATIONS



Written/oral and/or practical tests

It will consist of a practical application test with multiple choice and development questions.

Standard penalty system.

Completion of a project

Develop a recreational or educational project related to Physical Activity and disability .

Active participation

Tasks carried out during the practical and theoretical sessions . These tasks can only be carried out by students attending classes.

Independent work.

Carry out and present evidence of an observation, collaboration or intervention in an entity or association related to the recreational and/or educational field of Physical Activity .

The detailed explanation (procedure for the work) as well as the evaluation tools (sheets or rubrics) of each section will be posted on each group's platform at the student's disposal.

Actividades formativas

The methodologies to be used so that the students reach the expected learning outcomes will be the following:

- M1 Attendance at practices.
- M2 Resolution of problems and cases.
- M3 Discussion in small groups.
- M5 Presentation of content by the teacher.
- M6 Practical lesson.
- M7 Group dynamics and activities.

IN-CLASS TRAINING ACTIVITIES

ACTIVITY	RELATIONSHIP WITH THE COURSE LEARNING OUTCOMES	METHODOLOGY	HOURS	ECTS



THEORETICAL CLASS: Presentation of contents by the teacher. Competency analysis. Demonstration of capabilities, skills and knowledge in the classroom.	R1, R3, R5	Presentation of content by the teacher.	12,00	0,48
PRACTICAL CLASS / SEMINAR: Group dynamics and activities. Resolution of problems and cases. Practical laboratories. Data search, computer classroom, library, etc. Meaningful construction of knowledge through student interaction and activity.	R2, R4, R5	Attendance at practices. Resolution of problems and cases. Discussion in small groups. Practical lesson. Group dynamics and activities.	28,00	1,12
EVALUATION: Set of oral and/or written tests used in the evaluation of the student, including the oral presentation of the final degree project.	R2, R4	Resolution of problems and cases.	4,00	0,16
TUTORING: Supervision of learning, evolution. Discussion in small groups. Resolution of problems and cases. Presentation of results before the teacher. Presentation of diagrams and indexes of the proposed works.	R1, R2, R5	Resolution of problems and cases. Discussion in small groups.	1,00	0,04
TOTAL			45,00	1,80



TRAINING ACTIVITIES OF AUTONOMOUS WORK

ACTIVITY	RELATIONSHIP WITH THE COURSE LEARNING OUTCOMES	METHODOLOGY	HOURS	ECTS
GROUP WORK: Problem solving. Preparation of exercises, memoirs, to present or deliver in classes and/or in tutoring.	R1, R2, R3, R4, R5	Resolution of problems and cases. Group dynamics and activities.	27,00	1,08
SELF-EMPLOYED WORK: Study, Individual preparation of exercises, assignments, reports, to present or deliver in classes and/or in tutoring. Activities in platform or other virtual spaces.	R3, R5	Resolution of problems and cases.	40,50	1,62
TOTAL			67,50	2,70



Description of contents

Descripción de contenidos necesarios para la adquisición de los resultados de aprendizaje.

Theoretical content:

Block of content	Contents
Block 1. Inclusive Physical Education	<ol style="list-style-type: none">1. The inclusive paradigm in education and in Physical Education within the current educational system2. Methodology, resources and strategies for inclusive practices in Physical Education classes.3. The evaluation of inclusive Physical Education. Towards a Universal Design for Learning. UDL
Block 2. Inclusion in leisure and recreation	<ol style="list-style-type: none">4. Inclusive leisure and recreation activities. Analysis of the current situation regarding organizations, media, supports and technological adaptations, degree of adaptability of facilities, current regulations, etc.5. Design and planning of inclusive leisure and recreation activities.6. The natural environment as a space for carrying out leisure and recreation activities.7. The Joëlette and the directional bar as a fundamental instrument to make the terrestrial natural environment accessible8. UCV's own projects and programs on inclusion in the natural environment



Temporary organization of learning:

Block of content	Sessions	Hours
Block 1. Inclusive Physical Education	10	20,00
Block 2. Inclusion in leisure and recreation	13	25,00



References

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- Gomendio, M. (2000). *Educación física para la integración de niños con necesidades educativas especiales*. Madrid: Gymnos.
- Hernández Vázquez, F.J. (2012). *Inclusión en Educación Física*. Barcelona: INDE
- Karkaletsis, F., Skordilis, E.K., Evaggelinou, C., Grammatopoulou, E. y Spanaki, E. (2012). Research trends in adapted physical activity on the base of APAQ journal (2006-2010). *European Journal of Adapted Physical Activity*, 5 (2), 45-64.
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- Jiménez-Monteagudo L. y Esteban, L. (2020) Mountains as an inclusive way open to everyone: An analysis. En Vidal, P. (coord.) *Hiking in European Mountains* (pp. 65-75). Editorial De Gruyter. DOI: 10.1515/9783110660715-00
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- Ríos Hernández, M. (2012) *Inclusión del alumnado con discapacidad. Tándem Didáctica de la Educación Física*, 38 (Enero), 7-18.
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- Sánchez-Gómez, V. y López, M. (2020). *Comprendiendo el Diseño Universal desde el Paradigma de Apoyos: DUA como un Sistema de Apoyos para el Aprendizaje*. *Rev. latinoam. Educ inclusiva* 14 (1).
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- Toro, S., Zarco, J. (1995). *Educación Física para niños y niñas con necesidades educativas especiales*. Málaga: Aljibe.
- Decreto 104/2018, de 27 de julio, del Consell, por el que se desarrollan los principios de equidad y de inclusión en el sistema educativo valenciano



Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación.

