

ID	3036
Curricular Unit	Sports Training
Regent	António Fernando Boleto Rosado
Learning Outcomes	The aim of the course is to develop a set of scientific, technical, professional and personal competences, to support the professional activity of sports coaches considering their educational dimension.
Syllabus	<p>Theme I - The athlete's development in the long term. Development models of the athlete's career. Models of inclusion. Deliberate practice and prospects centered in the athlete.</p> <p>Theme II - Youth and Sports: Contribution of sports practice in education and youth development. The guiding principles of pedagogical intervention of teachers. Pedagogical foundations of leadership and communication. The role of parents and leaders. The issues of early specialization and respect for the phases and stages of development.</p> <p>Theme III - Pedagogical Intervention in Athletic Training. The pedagogical intervention of coaches. Effectiveness and quality of teaching physical education and sports activities. Models, strategies, methods and techniques of teaching. The Sports Education model. The Model of Teaching Games for Understanding. Teaching Sports Technique: a) techniques of time management and spatial, material and human resources; b) instructional techniques; c) climate and discipline techniques; d) security management.</p>
Evaluation	<p>The approval in this discipline implies an overall positive rating (higher than 10). The approval in the discipline can be achieved in two ways: on a "continuous" assessment or final exam. Students who get a grade equal to or higher than 10 on continuous assessment is approved. A student with less than 9.4 rating in the continuous assessment shall be subject to a written test. Continuous assessment focuses on two modules, corresponding to the theoretical course and the theoretical and practical course, and results of the simple arithmetic average of the two modules. The theoretical module, therefore, corresponds to 50% of the final grade and the theoretical-practical module refers to the remaining 50%. The theoretical and practical module is evaluated based on the following parameters: quality assessment of sessions taught (25%) and evaluation of the report (25%). The grade will always be greater than 9.4. The theoretical module is assessed through a written frequency. If the theoretical evaluation is lower than 9,4, the student (...)</p>

Bibliography

- Arend, R. (1995). Aprender a Ensinar. McGraw-Hill.
- Bento, J. (1998). Planeamento e Avaliação em Educação Física. Livros Horizonte.
- Bento, J., Garcia, R., Graça, A . (1999). Contextos da Pedagogia do Desporto. Livros Horizonte.
- Bento, J. (1995). O Outro Lado do Desporto, Vivências e Reflexões Pedagógicas, Campo das Letras Ed., Porto.
- Christina, R; Corcos, D. (1988). Coaches Guide to Teaching Sports Skills. Human Kinetics. Champaign.
- Coelho, O . (1988). Pedagogia do Desporto. Contributo para uma Compreensão do Desporto Juvenil. Horizonte.
- Cunha, P. (1995). Para uma Deontologia da Profissão Docente, Brotéria, 140, p.39-53.
- Rink, J. (1993). Teaching Physical Education for Learning. Mosby.
- Rodrigues, J., Sarmiento, P., Rosado, A., Leça-Veiga, A ., Ferreira, V., Moreira, L. (1998). Quadro Conceptual da Investigação Pedagógica em Desporto. Estudos de Pedagogia do Desporto. Nº 6. Investigação. UTL. 11-13 de Dezembro. Pp.7-17.
- Rosado, A. (1998). Nas Margens da Educação Física e do (...)