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| ID | 3349 |
| Curricular Unit | Pedagogy of Sport Training |
| Regent | Vítor Manuel Santos Silva Ferreira |
| Learning Outcomes | <p>The pedagogy of sport aims to provide the student the deepening of pedagogical intervention-related matters within the framework of sports training.</p> <p>The pedagogical research and understanding of professional intervention, and also the ethical aspects, are the subject of formation of this discipline. To motivate the students to the Scientific deepening in relation to different types of processes of interaction. To give them the possibility to explain the results within the context of the research in Pedagogy of Sports Training and to demonstrate the ability to perform pedagogical-scientific innovation projects. The student is oriented, in a scientific way, for the analysis of "practice" and the type and nature of their interventions as a "Coach".</p> |
| Syllabus | <p>Topic 1: Pedagogy and the Sports Pedagogy.</p> <p>Topic 2: The working session.</p> <p>Topic 3: Specificities of a didactic nature.</p> <p>Topic 4: The conditions of practice.</p> <p>Topic 5: The pedagogical interaction.</p> <p>Topic 6: Introduction to the "Observation" study.</p> <p>Topic 7: The teaching analysis model and the role of diagnostic observation.</p> <p>Topic 8: Systematic observation systems in Physical Education and Sport.</p> <p>Topic 9: The process of self-observation.</p> <p>Topic 10: Education for safety.</p> |

1. General Aspects:

The attendance of the student must be equal to or greater than 2/3 of theoretical-practical lessons; the student is approved in the discipline with a positive overall rating (10 values or higher); cannot get a mark of less than 7.5 in any assessment acts; an oral test is mandatory.

2. Assessment of the 'Theoretical-Practical' module ('simulated teaching sessions'):

a) Presence in the theoretical-practical classes, b) Fulfillment of all works indicated in the classes (including simulated teaching sessions, report of the sessions taught and their presentation, as well as commitment in all sessions performed).

3. Evaluation of the 'Theoretical' module: one thematic work of introduction to research in the area of Pedagogy of Sports Training (to be defined by the teachers).

4. Final classification: a) Theoretical knowledge: research work and presentation (50% of final grade); b) Theoretical-practical knowledge (50% of final grade) divided as follows: Report (analysis of the simulated teaching sessions and their presentation): 80%, and Assessment of the level of commitment (includes participation in classes as 'student/athlete', the activity of teaching as 'teacher/coach', and attendance): 20%.

5. Final Exam: a theoretical exam and a practical exam (if the student is not approved in the continuous assessment, points 1 to 4).

Evaluation

Main Bibliography:

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Ferreira, V. (1994). Contributo para a caracterização e organização das sessões de Educação Física e Desporto. *LUDENS*, 14(4), Out-Dez. 1994, pp. 11-18.

Haag, H. (1994). State-of-the-Art Review of Sport Pedagogy. *Sport Science Review*, 3(1), p.1-10.

Knudson, D.V. & Morison, C.S. (1997). *Qualitative Analysis of Human Movement*, Champaign: Human Kinetics.

Mosston, M. (1966). *Teaching physical education. From command to discovery*. Columbus, Ohio: Charles E. Merrill Publishing.

Piéron, M.(1986). *Enseignement des activités physiques et sportives - observations et recherches*, Liège: Université de Liège.

Pieron, M.; Cheffers, J. & Barrete, G. (1980). *Introduction to the Terminology of Sport Pedagogy*, ICSSPE.

Sarmiento, P; Rosado, A; Rodrigues, J.; Leça-Veiga, A. & Ferreira, V. (1998). *Pedagogia do Desporto II - Instrumentos de Observação Sistemática da Educação Física e do Desporto*. 3ª Edição. Lisboa: Edições FMH.

Siedentop, D. (1983). *Developing Teaching Skills in Physical Education*. Palo Alto: Mayfield Pub. Comp.

Complementary Bibliography:

Anguera, M. Teresa (1997). *Metodología de la observación en las ciencias humanas*. Madrid: Ediciones Cátedra.

Robb, M. (1972). *The Dynamics of Motor-skill Acquisition*, Prentice-Hall.

Rosenshine, B. & Furts, N. (1973). The use of direct observation to study teaching. In R. Travellers (ed), *Second Handbook of Research on Teaching*. Chicago: Rand Mc Nally, 122-183.

Bibliography