

<b>ID</b>	3680
<b>Curricular Unit</b>	Motor Development
<b>Regent</b>	Rita Cordovil (Licenciatura em Ciências do Desporto) / Carlos Neto (Licenciatura em Dança)
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the motor development process by identifying and discussing its theoretical perspectives, the research methodology used and by defining and applying the correct terminology of this area</li> <li>2. Demonstrate an understanding of the main evolution trends of motor action, of physical capabilities and of perceptual-motor development that occur throughout lifespan, analyzing the human development process considering the different developmental stages.</li> <li>3. Understand the variability of the development process, knowing the main influences of internal and external variables in this process, and being able to propose strategies to optimize the physical and socio-cultural environments that influence it.</li> <li>4. Know and apply different techniques to assess development, being able to select strategies and instruments adapted to the characteristics of the subject and the goals of the assessment.</li> </ol>
<b>Syllabus</b>	<ol style="list-style-type: none"> <li>1. Theoretical perspectives of motor development. Fundamental concepts in human development. Research methodology used for understanding the developmental process.</li> <li>2. Stages of development during lifespan. Reflex and spontaneous, rudimentary, fundamental and specialized movements. The development of locomotor, manipulative and postural actions. Changes in perceptual-motor and information processing systems during lifespan. The importance of experience in the perception of affordances. The specific case of child safety and the perception of risk affordances. Changes in physical capabilities throughout lifespan.</li> <li>3. Variability in the development process. Relevant variables in human development. The development of motor competence and the concept of physical literacy. The development of play activities. Play spaces as promoters of children's development. Managing safety-risk issues.</li> <li>4. Types and instruments for motor assessment. Selection and administration of different motor assessment instruments.</li> </ol>
<b>Evaluation</b>	<p>Continuous evaluation: 1 written test (60%) and 2 assignments (40%: 20% + 20%)</p> <p>OR</p> <p>Final evaluation: 1 written exam (100%)</p>

**Bibliography**

Cordovil, R., & Barreiros, J. (2014). Desenvolvimento Motor na Infância. Lisboa: FMH Edições.

Cratty, B.J. (1986). Perceptual and motor development in infants and children. Englewood Cliffs: Prentice-Hall.

Eckert, H.M. (1993). Desenvolvimento motor. S. Paulo: Ed. Manole.

Gabbard, C.P. (1992). Lifelong motor development. Madison : Brown & Benchmark Publishers.

Gallahue, D. & Ozmun, J. (2005). Compreendendo o Desenvolvimento Motor (3ª Ed.). Phorte Editora.

Payne, V.G. & Isaacs, L. (1995 ). Human motor development (3ª ed.). Mountain View : Mayfield.

Haywood, K.M.,& Getchell, N. (2009). Life Span Motor Development (5th ed.). Champaign, IL: Human Kinetics.