

POLI ESCOLA SUPERIOR EDUCAÇÃO COMUNICAÇÃO DESPORTO TÉCNICO GUARDA	SUBJECT DESCRIPTION	MODELO PED.012.03
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<i>Course</i>	Graduation in Sports					
<i>Subject</i>	Sport Pedagogy					
<i>Academic year</i>	2023/24	<i>Curricular year</i>	1st	<i>Study period</i>	2nd semester	
<i>Type of subject</i>	Compulsory	<i>Student workload (H)</i>	Total: 135	Contact: 60	<i>ECTS</i>	5
<i>Professor(s)</i>	Teresa de Jesus Trindade Moreira da Costa e Fonseca Helder Miguel Graça Fernandes					
<input checked="" type="checkbox"/> <i>Area/Group Coordinator</i> <input type="checkbox"/> <i>Head of Department</i>			<i>(select)</i> Teresa de Jesus Trindade Moreira da Costa e Fonseca			

Planned SD

1. LEARNING OBJECTIVES

The subject of Sport Pedagogy aims to provide students with specific skills related to pedagogical intervention in the context of sports training, using different strategies for different sports contexts.

1. Recognize the potential of values education through sport and the importance of the role of coach as a mediator in the process of sports training.
2. Understand the concepts associated with issues of equality in sport and enhance the ability to identify and integrate diversity as a structuring element of teaching practice in the context of training.
3. Recognize and identify the requirements and the essential ethical and deontological skills for the professional practice of sport coach and its role in the social context.
4. Identify the pedagogical principles that promote an inclusive and constructive pedagogy, which supports meaningful, committed, and enthusiastic sports participation.
5. Understand and identify the principles of a practitioner-centered pedagogical intervention, as well as the cooperative work of the training process.
6. Recognize the training process as a teaching-learning process, and its didactic dimensions and respective components.
7. Recognize, internalize, and discriminate the personal, social, and deontological values that should be associated with the activity of physical fitness technicians and outdoor activities instructors, and assume attitudes consistent with these values.

2. PROGRAMME

a) The coach as a teacher of young people and an educational mediator

- The educational value of sport.
- Conceptualization of sport pedagogy and contemporary theories of learning in sport.

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- Training as a pedagogical act.
- The pedagogical perspective of interpersonal relationships in the training context.
- The criterion of values as a sustainer of coaches' practices.

b) Equality as a fundamental principle of teaching practice and the compromise between competition and inclusion in youth training

- Training and equality of practice opportunities.
- The respect for diversity in sports settings and as an influential factor in pedagogical practice.
- Competition and inclusion: two conditions to be included into the training of children and youth.
- Differentiation in coaching and the central place of competition in sports practice.
- Formal and informal sports competition in initial training stages: the importance of effective participation.

c) Learning to be a coach: mission and project

- Fundamental skills of the coach and its professional regulation.
- The role of the coach in promoting sports practice, and collaborative work between the various agents involved in the training process.
- Basic elements of effective commitment to the professional activity.
- The coach as a practical-theoretical agent: the relevance of "knowledge in use".
- The significance of developing functional and adaptive routines in training and competition.

d) The culture of pedagogical quality in promoting adherence and affiliation to sport

- The nature of sports practice: from informal to formal process.
- Encouraging adherence to sports practice and the quality of communication as a central factor in pedagogical effectiveness.
- Praise over punishment and error as a (re)learning opportunity.
- Barriers to sport participation, respect for individual differences and the promotion of competent, confident, and enthusiastic performance in sport.

e) The sports training focused on the practitioner, his/her long-term development and his/her progressive autonomy in training and competition

- Guidelines in youth training: Promoting autonomy, accountability, and commitment.
- Accountability of practitioners in learning-related tasks (formal and informal practice).
- Current training goals: supporting the practitioner to learn to "Take care of yourself".
- The role of the coach as facilitator and the importance of cooperative learning.
- The commitment between cooperative work and the acquisition of individual skills.

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- The importance of guided discovery in the autonomy of practitioners and the role of understanding in decision making.
- The information (explicit to implicit, from formal to informal): purposes and (dis)advantages.
- The relevant role of social agents (coach, parents, siblings, friends, etc.) in sustaining a long-term sports involvement.

f) The sport training as a teaching-learning process

- The management of training time, human resources, and logistics.
- The organization of the teaching-learning process: Planning, implementation, and evaluation.
- Optimization and management of typical instructional moments/sessions.
- Instructional strategies that promote learning: the exposure, demonstration, pedagogical feedback, questioning and observation.
- Constraints and strategies for optimizing the teaching-learning environment.

g) The particularities of physical fitness technicians and outdoor activities instructors

- Fundamental skills of physical fitness technicians and its professional regulation.
- Fundamental skills of the outdoor activities' instructors.
- The educational intervention of physical fitness technicians and outdoor activities instructors.
- The quality of communication (non-verbal and verbal) of physical fitness technicians and outdoor activities instructors.

3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

The programmatic contents are coherent with the learning objectives of the subject, as:

- Topic a) of the syllabus aims to achieve the point 1 of the objectives.
- Topic b) of the syllabus aims to achieve the point 2 of the objectives.
- Topic c) of the syllabus aims to achieve the point 3 of the objectives.
- Topic d) of the syllabus aims to achieve the point 4 of the objectives.
- Topic e) of the syllabus aims to achieve the point 5 of the objectives.
- Topic f) of the syllabus aims to achieve the point 6 of the objectives.
- Topic g) of the syllabus aims to achieve the point 7 of the objectives.

4. MAIN BIBLIOGRAPHY

4.1. Main bibliography

Armour. K. (2013). *Sport pedagogy: An introduction for teaching and coaching*. Routledge.

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Martens, R. (1995). *El entrenador: Nociones sobre psicología, pedagogía, fisiología y medicina para conocer el éxito*. Editorial Hispano Europea.

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4.2. Secondary bibliography

Coelho, O. (2004). *Pedagogia do desporto: Contributos para uma compreensão do desporto juvenil* (2ª ed.). Livros Horizonte.

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Obrador, E. & Sánchez, D. (Eds.) (2012). *Como formar un buen deportista: Un modelo basado en competencias*. Editorial INDE.

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Tani, G., Bento, J. & Peterson, R. (2006). *Pedagogia do Desporto*. Ed. Guanabara Koogan.

Watson, D. & Clocksin, B. (2013). *Using physical activity and sport to teach personal and social responsibility*. Human Kinetics.

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5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

The methodology to be followed will be based on the teaching of theoretical and theoretical-practical classes, using oral presentation alongside the interaction with audiovisual media. Classes will follow a cooperative learning, active, creative, and student-centered approach, and include the analysis and reflection on case studies and practical examples with the aim of better acquiring, developing, and consolidating knowledge, skills, and understanding. Other tasks may include individual research, field work, observation of processes, argumentative, factual, or experimental demonstration, and group work. In addition, small research tasks will be distributed for students to develop outside contact hours. A set of supporting texts illustrating specific points of the program will be made available.

The evaluation of students will follow the IPG School Regulations for First-Cycle degree programmes (Regulation n.º 772/2010, 15th of October) and includes two types of assessment: continuous evaluation or evaluation by exam.

The continuous evaluation includes the mandatory presence of the student in at least 75% of the total theoretical-practical contact hours (except student workers) and will reflect the regular assessment of students' performance based on the following components:

- Responsibility/participation (10% of the final grade);
- Completion of two written tests (40% of the final grade);
- Group research project assignment (50% of the final grade).

The evaluation by exam consists of a written test (100% of the final grade).

6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

The teaching methodologies are consistent with the objectives of the course unit, given that the expository, active, creative, and cooperative learning methodologies make it possible to achieve the points 1, 4, 5 and 6 of the objectives, and all other objectives.

The analysis and reflection on case studies and practical examples by students, with the aim of better acquiring, developing, and consolidating knowledge, skills, and understanding, as well as the completion of small research tasks outside contact hours makes it possible to achieve the points 2, 3 and 7 of the objectives.

The assessment/evaluation methods enable all objectives to be met.

7. ATTENDANCE

For the purposes of continuous evaluation, students must be present in at least 75% of the total theoretical-practical contact hours (except student workers).

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Students who failed the subject in the previous year, if in possession of proof of overlapping timetables with other subjects from the curricular year in which they are enrolled, must coordinate with the teachers the attendance regime to be followed. Nevertheless, presence at all evaluation moments is mandatory.

Notwithstanding the specific attendance regime in this curricular unit, the student is required to be punctual, and failure to comply with this rule must only be exceptional and justified.

8. CONTACTS AND OFFICE HOURS

Teresa Fonseca	Miguel Fernandes
Monday: 16:00 to 18:00 Thursday: 16:30 to 18:30	Monday: 17:30 to 18:30
E-mail: tfonseca@ipg.pt	E-mail: hmfernandes@ipg.pt
Office nº. 1.9	Office nº. 1.12

DATE

February 19, 2024

SIGNATURES

Area/Group Coordinator

(Teresa de Jesus Trindade Moreira da Costa e Fonseca)

Professor

(Teresa de Jesus Trindade Moreira da Costa e Fonseca)

Professor

(Helder Miguel Graça Fernandes)