

### Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

<b>Designação da Unidade Curricular / Curricular Unit:</b>	[3181200616] Pedagogia das Atividades Físicas e Desportivas I [3181200616] Sports and Physical Activities Pedagogy I		
<b>Plano / Plan:</b>	2007/2008		
<b>Curso / Course:</b>	Desporto e Atividade Física Sport and Physical Activity		
<b>Grau / Diploma:</b>	Licenciado		
<b>Departamento / Department:</b>	CDM - Ciências do Desporto e Motricidade		
<b>Unidade Orgânica / Organic Unit:</b>	Escola Superior de Educação de Viseu		
<b>Área Científica / Scientific Area:</b>	Ciências do Desporto		
<b>Ano Curricular / Curricular Year:</b>	2		
<b>Período / Term:</b>	S1		
<b>ECTS:</b>	6		
<b>Horas de Trabalho / Work Hours:</b>	0162:00		
<b>Horas de Contacto/Contact Hours:</b>			
(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0090:00	(OT) Orientação Tutorial/Tutorial Orientation:	0000:00
(P) Práticas/Practical:	0000:00	(E) Estágio/Internship:	0000:00
(PL) Práticas Laboratoriais/Practical Labs:	0000:00	(O) Outras/Others:	0000:00
(S) Seminário/Seminar:	0000:00		

### Docente Responsável / Responsible Teaching

[2047] João Luís Garcês Esteves [2038] Francisco Emiliano Dias Mendes ;

### **Outros Docentes / Other Teaching**

[2047] João Luís Garcês Esteves

[2315] Francisco José Miranda Gonçalves

[47627] Carlos Jorge de Sequeira Duarte

### **Learning Outcomes of the Curricular Unit**

#### INTRODUCTORY MODULE OF PEDAGOGY

1. To characterize the Pedagogy of Sport identifying its object, the objective and the factors conditioning its effectiveness.
2. Contrast the processes and impacts of different teaching methodologies, particularly those emerging from a cognitive or behaviorist
3. Identify the specific characteristics of each modality or "family" of modalities and their repercussion in the respective teaching- learning
4. Adopt a positive attitude towards parents, planning intervention strategies that take into account the existence of different types parents' role in the process.
5. To problematize and reflect on concrete situations, looking at them in the light of teaching models and techniques of pedagogical intervention, in a multidimensional perspective.
6. Integrate the various knowledge in a multidisciplinary perspective, looking at sport with a space for ethical training and intervention.

#### GYMNASTICS PEDAGOGY MODULE

1. Identifies the training unit as a privileged element of educational intervention in the organization of the teaching-learning process of different gymnastics apparatus.
2. Summarizes the fundamental characteristics trainer profile that, according to the context and suitability of judgment, must be present in his speech in different age groups and levels of learning.

3. Planning and organizing the training session, and produces documents that enhance its intervention in different contexts and subjects with different levels of skill and competence domain.
4. Perspective the Dossier Coach and Athlete as important tools in the development of reflective behavior and teaching the same intervention.

#### FOOTBALL PEDAGOGY MODULE

1. Identify the Training Session (TS), or Training Unit, as a privileged element of didactic intervention in organization of the teaching-learning process of the athlete.
2. Planning and organizing the TS, and prepare documents to enhance the intervention
3. Synthesize the fundamental characteristics of the coach's profile, according to the context and suitability of judgment, must be present in age groups of the initiation in Football.
4. Describe the essential conditions for the development of appropriate practice environments.
5. Know the procedures for the organization and management of TS contribute to the effectiveness of the educational intervention.

### **Learning Outcomes of the Curricular Unit (Lim:1000)**

#### INTRODUCTORY MODULE OF PEDAGOGY

Characterizing the Pedagogy of Sport

Problematize and reflect on teaching-learning in relation to the characteristics of each modality

The adoption of a positive attitude towards parents,

#### GYMNASTICS PEDAGOGY MODULE

Identifies the relevance of the training unit in the teaching-learning process

Synthesizes the fundamental characteristics of the coach's profile.

Plans and organizes the training session

Perspective of the Coach and Athlete Dossier as relevant instruments of their action

#### FOOTBALL PEDAGOGY MODULE

Identify the Training Session (TS) as a privileged element of didactic intervention in the organization of the E/A process

Plan and organize the ST, as well as the supporting documents;

Synthesize the characteristics of the coach's profile against the initial training levels

Describe the appropriate conditions of practice Know the procedures of the organization and management of the TS that contribute to the effectiveness of the intervention

**Syllabus (Lim:1000)**

PEDAGOGY INTRODUCTORY MODULE

A. Pedagogy in the sporting context

1. The concepts of Didactics and Pedagogy
2. The paradigms of research in pedagogy of sport
3. The Principles/Responsibilities of the Coach's Profile
- 4 Bases of pedagogical intervention in training and competition
5. Pedagogical intervention in competition

B. The role of parents and basic strategies for their involvement.

GYMNASTICS PEDAGOGY MODULE:

The Development of Thematic Units;

The Design of Training Session Planning;

The Evaluation of the Training Session.

FOOTBALL PEDAGOGY MODULE:

Communication techniques and strategies in the context of football initiation

Teaching/Learning phases of Collective Sports Games

The design of the planning of Training Sessions (TS) of initiation in Football

The organization of TS with children and young people

Conducting Football Teaching

The TS evaluation

### **Demonstration of the syllabus coherence with the curricular units' learning objectives**

#### INTRODUCTORY MODULE TO PEDAGOGY

The objectives have the purpose of equipping students with technical, personal and ethical knowledge necessary for the professional of the physical and sports activity, having selected the contents that best fulfilled this desiderato.

#### GYMNASTICS PEDAGOGY MODULE

This module focuses on the specific sporting actions such as educational content (and training), through its characterization from a technical view and / or technical-tactical depth, allowing their understanding so that it can be interpreted at various levels, especially the construction of pedagogical progressions, drilling appropriate level of practitioners and / or competitors.

#### FOOTBALL PEDAGOGY MODULE

The program contents integrate the most relevant subjects for the intervention in the initiation phases, namely communication with children, knowledge of the sequential stages of teaching a collective game until the operationalization of the action, through the design of initiation training sessions.

### **Teaching Methodologies (Including evaluation; Lim:1000)**

#### INTRODUCTION MODULE TO PEDAGOGY:

Some classes are declarative in nature. Others, of a more theoretical-practical nature, aim to highlight the practical and methodological implications of options by different paradigms of the teaching learning process. The evaluation comprises the performance of 1 written test.

**GYMNASTICS PEDAGOGY MODULE:** The student in the classroom assumes the role of Pedagogical Supervisor, Teacher and Student. The process of evaluation of these functions is evaluated in 30%, 60% and 10%, respectively

#### PEDAGOGY FOOTBALL MODULE:

The theoretical-practical classes aim at the appropriation of concepts, models and pedagogical strategies appropriate to the student's intervention. The practices aim at their materialization, through activities of planning and implementation of Training Sessions, in microeducation. The evaluation comprises: Planning and Conducting Teaching 50%; Pedagogical Observation and Analysis of Sessions 10%; Dossier 30% Commitment to UC activities 10%

### **Demonstration of the coherence between the teaching methodologies and the learning outcomes**

#### INTRODUCTION TO PEDAGOGY MODULE

The learning objectives focus on aspects of nature and procedurality. In this sense, the methodologies focus on an interaction that promotes the student's critical reflection on the themes addressed in the classes. In classes of a more theoretical-practical nature, students in groups seek the most appropriate solutions to the concrete problems that are proposed.

#### GYMNASTICS AND FOOTBALL MODULES

Classes are guided by contexts of micro-teaching and contextualized teaching facilitators of the Process E/A. The planning of the sessions, integrated in the autonomous work of the student, given the mastery of the components of the criticisms, categories and information fundamental for its elaboration, with monitoring by the teacher. Each session is subsequently analyzed and tendon in view of the quality of the student's intervention, well responsible, as well as the measurement of the effectiveness of the observations made to the other colleagues

### **Bibliografia / Bibliography (Lim:1000)**

#### MÓDULO DE INTRODUÇÃO À PEDAGOGIA

Armour, K., & Makopoulou, K. (2012). Great expectations: Teacher learning in a national professional development programme. *Teaching and Teacher Education: An International Journal of Research and Studies*, 28(3), 336-346.

Mesquita, I., & Rosado, A. (2009). *Pedagogia do Desporto*. Universidade Técnica de Lisboa, FMH.

#### MÓDULO DE PEDAGOGIA DA GINÁSTICA

Araújo, C. (2004). *Manual de Ajudas em Ginástica*. 2ed. Porto Editora.

Nunomura, M., & Tsokamoto, M. (2006). Análise e ensino da Ginástica Olímpica. In *Pedagogia do Desporto*. G. Tani, J. Bento, & J. Petersen, Editora Rio.

Wrisberg, C. (2007). *Sport skill instruction for coaches*. Human Kinetics.

#### MÓDULO DE PEDAGOGIA DO FUTEBOL

Carneiro, R. (2018). *Futebol: Anatomia do jogo*. Prime Books.

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