



Universidad de Jaén

Faculty of Human Sciences and Education

Sports, Health and Life Quality in Social Education

2024-2025

Grado en Educación Social



GRUPO



Acceso Mayores 40

Guías docentes UJA

Horarios de tutorías

Llamamientos PAU

Movilidad (Coordinador)

P.O.D.

Solicitud bilingüismo

Syllabus 2024-25 - 12712002 - Sports, Health and Life Quality in Social Education (Deporte, salud y calidad de vida en educación social)

Caption

- Level 1: Tutorial support sessions, materials and exams in this language
- Level 2: Tutorial support sessions, materials, exams and seminars in this language
- Level 3: Tutorial support sessions, materials, exams, seminars and regular lectures in this language

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DEGREE:

Grado en Educación Social

FACULTY:

FACULTY OF HUMAN SCIENCES AND EDUCATION

ACADEMIC YEAR:

2024-25

COURSE:

Sports, Health and Life Quality in Social Education

SYLLABUS

1. COURSE BASIC INFORMATION

NAME: Sports, Health and Life Quality in Social Education

CODE: 12712002

ACADEMIC YEAR: 2024-25

LANGUAGE: English

LEVEL: 0

ECTS CREDITS: 6.0

YEAR: 3

SEMESTER: SC

2. LECTURER BASIC INFORMATION

NAME: MORENO DEL CASTILLO, RAFAEL JORGE

DEPARTMENT: U109 - DIDACTICA EXPR. MUSICAL PLASTICA y CORP.

FIELD OF STUDY: 245 - EDUCACIÓN FÍSICA Y DEPORTIVA

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WEBSITE: -

ORCID: <https://orcid.org/0000-0002-8255-6664>

LANGUAGE: -

LEVEL: 1

3. CONTENT DESCRIPTION

UNIT I. CONCEPTUAL APPROACH: SPORT, HEALTH AND QUALITY.

UNIT II. PHYSICAL ACTIVITY AND SPORTS IN SOCIAL EDUCATION.

UNIT III. STRATEGIES AND METHODOLOGICAL RESOURCES FOR THE APPLICATION OF PHYSICAL ACTIVITY AND SPORTS IN SOCIAL EDUCATION.

UNIT IV. DESIGN OF PROJECTS THROUGH PHYSICAL ACTIVITY AND SPORTS IN SOCIAL EDUCATION.

4. COURSE DESCRIPTION AND TEACHING METHODOLOGY

The methodology to be used throughout the teaching-learning process is very marked by the fact that the subject of "SPORT, HEALTH AND QUALITY OF LIFE IN SOCIAL EDUCATION" has a theoretical-practical nature, which entails a Combination of theoretical sessions in the classrooms, theoretical-practical sessions in the pavilion or any other suitable installation for it.

Finally, the following are the different methods of activities that will be developed throughout this educational process.

A) Lectures.

The lecture or theoretical class could be defined as "a busy teaching time, whole or

Mainly due to the continuous exposure of a lecturer. Students can ask and participate

In the small discussions on the subject treated, but usually do nothing but listen and take

Notes. "From this definition we can conclude that the method used mainly in these expositions

Is the expositive affirmative method, in which the teacher communicates contents to the students without having

Oral response by the student, and in which students occasionally have the opportunity to ask or

Participate in a small discussion.

B) Debates.

On certain occasions, the experiences and the reviews on specific subjects by the students lend themselves to establishing discussions and debates about certain aspects related to physical activity and its relation with health, introducing the students in a much more participatory process. In addition, this type of activity encourages university students to exchange opinions and develop a critical and reflective attitude.

C) Theoretical-practical classes.

The theoretical-practical classes have an eminently practical component that is quite considerable, but not forgetting that during this type of sessions, concepts are introduced before, during or after them.

The demonstrative affirmative method is employed, in which the emphasis is not on the teacher's explanation but on the task to be performed and its execution.

D) Documentary reviews.

The documentary revisions are part of the training process of the students and offers them the opportunity on the one hand, not to limit their knowledge to what is strictly explained in class, with the gain of time that this supposes, and on the other hand, to foster the attitude And the habit of increasing their cognitive baggage. The knowledge acquired through these reviews will be part of the content to be evaluated and can be expressed through written works, exhibitions, debates, etc., so that they become more meaningful.

E) Seminars that will deal with monographic contents.

D) Educational outings

During the course, activities will be carried out outside the classroom and educational outings related to the practice of healthy physical activities in the natural environment. Its timing came from the organization of practical content and logistics.

Students with special educational needs should contact the Student Attention Service (Servicio de Atención y Ayudas al Estudiante) in order to receive the appropriate academic support

5. ASSESSMENT METHODOLOGY

To overcome the theoretical and practical contents of the subject, an evaluation system of a continuous and formative nature has been proposed during the course of the academic period.

A) Class attendance will be compulsory and controlled through a control register. The overcoming of 20% of absences, both theoretical and practical, will mean the loss of the right of the student to be evaluated through this system. In this case the students to pass the subject will have to present themselves to the test of theoretical-practical knowledge (examination) in the official dates established in the academic guide of the corresponding course. Your qualification being 100% of the official test. In this way, the students enrolled in the subject are offered the possibility of passing the subject according to the Academic Regulations for the Evaluation of the students of the University of Jaén. This test will be both the theoretical part and the practical part of the subject.

B) For all students who did not exceed 20% absences, the instruments and / or means of evaluation and their percentages are as follows:

B.1. Assistance and participation (50%)

In this section, an attendance check will be carried out using a registration form. Regarding the participation of the students during the theoretical and practical classes, activities will be proposed that favor the evaluation of active and reflexive participation during the theoretical and practical classes of the subject.

B.2. Works (30%). In this section we have to differentiate two types of works:

1. Individual works: Documentary review, Article analysis and Practice reports, Practical assumptions, ...

2. Group work: This will consist of the design of intervention proposals and / or projects to promote physical activity and sport in the various fields of social education. In these works will be written reports and in some cases will have to be publicly exposed.

B.3. Theoretical-practical conceptual test (20%)

6. BOOKLIST ([Access the bibliography in the Library catalog](#))

MAIN BOOKLIST:

- The New Psychology of Sport and Exercise: The Social Identity Approach. Edition: 1ª. Author: Haslam, S. Alexander ; Fransen, Katrien ; Boen, Filip. Publisher: Sage Publications Ltd ([Library](#))

ADDITIONAL BOOKLIST:

- Deporte y cambio social en el umbral del siglo XXI . Edition: -. Author: Asociación Española de Investigación Social Aplicada al Deporte. Congreso (6{̆u00AA}. 2000. Granada). Publisher: Librerías Deportivas Esteban Sanz ([Library](#))
- Deporte y cambio social en el umbral del siglo XXI . Edition: -. Author: Asociación Española de Investigación Social Aplicada al Deporte. Congreso (6{̆u00AA}. 2000. Granada). Publisher: Librerías Deportivas Esteban Sanz ([Library](#))

7. SUSTAINABLE DEVELOPMENT GOALS

Salud y bienestar

Educación de calidad

DETAILED INFORMATION**Introduction**

Including the Sustainable Development Goals (SDGs) in the teaching guide of the subject "Sport, Health, and Quality of Life" in the Bachelor's Degree in Social Education is crucial for training professionals capable of promoting and improving quality of life through education and sports. Specifically, SDG 3 (Good Health and Well-Being) and SDG 4 (Quality Education) are fundamental to ensuring that future social educators can foster healthy and educational environments that benefit the community as a whole.

SDG 3: Good Health and Well-Being**Importance of SDG 3 in Social Education**

- **Promotion of Comprehensive Well-Being:** Social education aims to improve people's quality of life. Integrating SDG 3 into the subject allows students to understand the importance of physical, mental, and emotional health for the overall well-being of individuals and communities.
- **Disease Prevention:** Teaching healthy habits and promoting physical activity from an educational perspective helps prevent chronic diseases and improves public health in general.
- **Improvement of Psychosocial Well-Being:** Physical activity and sports not only enhance physical health but also mental and emotional health, reducing stress and promoting social cohesion.

Implementation of SDG 3 in the Subject

- **Theoretical and Practical Content:** Include both theoretical content on the importance of health and well-being and practical activities that promote physical activity and healthy habits.
- **Intervention Strategies:** Train students in social intervention strategies that use sports and physical activity as tools to improve health and well-being in various populations.
- **Impact Evaluation:** Teach students to evaluate the impact of interventions in health and well-being, using appropriate indicators and measurement tools.

SDG 4: Quality Education**Importance of SDG 4 in Social Education**

- **Access to Education for All:** Social education must ensure that all individuals, regardless of their background or socioeconomic status, have access to quality education that includes components of health and well-being.
- **Comprehensive Training:** Quality education is not limited to academic instruction but also includes the development of life skills, such as promoting health and well-being.
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Equity and Inclusion: Promote inclusive education that meets the needs of all individuals, especially those in vulnerable situations, ensuring that no one is left behind.

Implementation of SDG 4 in the Subject

Design of Educational Programs: Develop educational programs that integrate health and sports as essential components, ensuring comprehensive training for students.

Inclusive Methodologies: Use inclusive teaching methodologies that cater to the diversity of the student body and promote the active participation of all students.

Continuous Evaluation and Improvement: Implement continuous evaluation systems to measure the effectiveness of educational programs and make improvements based on the results obtained.

Long-Term Benefits

Improvement of Public Health: By training professionals capable of promoting health and well-being, the public health improves, and healthcare costs are reduced.

Development of Healthy Communities: Well-trained social educators can play a crucial role in creating healthier and more cohesive communities, using sports and physical activity as tools for social change.

Sustainability and Social Development: Integrating SDGs 3 and 4 into social education contributes to sustainable development, ensuring that future generations are equipped to face health and education challenges effectively and equitably.

Conclusion

Including SDGs 3 and 4 in the teaching guide of the subject "Sport, Health, and Quality of Life" is essential for training future social educators committed to promoting health, well-being, and quality education. These goals not only enrich academic training but also prepare students to contribute positively to sustainable development and the improvement of the quality of life in communities. The justification of these goals should be clear and explicit in the teaching guide, highlighting their relevance and the need for their effective implementation in the educational curriculum.

8. VIRTUAL / CLASSROOM TEACHING SCENARIO

TEACHING METHODOLOGY AND TRAINING ACTIVITIES

Formation activities

Format (in person/online)*

Teaching methodology Description

15 practical sessions

50% face-to-face

Development of 15 practical sessions, each lasting two hours, applying rotation in small groups of 50%.

15 theory sessions on the contents of the program

On-line

15 sessions of master classes (synchronous and asynchronous), lasting one hour each, carried out by videoconference (asynchronous and synchronous)

Tutoring

On-line

Tutorial sessions will be carried out online (synchronous and asynchronous)

2- EVALUATION SYSTEM

Ordinary call

Evaluation test

Format (in-person/online synchronous or asynchronous)

Description

Percentage

Exam

Synchronous online

Conceptual test on the theoretical and practical contents of the subject.

25%

Carrying out work, cases or practical exercises

In-person + Online synchronous and asynchronous

Carrying out individual and group work.

fifty%

Attendance and participation in in-person and/or virtual activities. Participation in voluntary activities

Online synchronous and asynchronous

Attendance record and monitoring of active participation in classes, both theoretical and practical.

25%

Extraordinary call

Evaluation test

Format (in-person/online synchronous or asynchronous)

Description

Percentage

Exam and/or work

Synchronous online

Conceptual test around the theoretical and practical contents of the subject

80%

Carrying out work, cases or practical exercises

In-person + Online synchronous and asynchronous

Resolution of the proposed activities with creativity, originality, innovation and rigor, through both individual and group work.

twenty%

9. VIRTUAL TEACHING SCENARIO

NON-PRESENTIAL SCENARIO

TEACHING METHODOLOGY AND TRAINING ACTIVITIES

Formation activities

Format (in person/online)*

Teaching methodology Description

15 practical sessions

50% face-to-face

Development of 15 practical sessions, each lasting two hours, applying rotation in small groups of 50%.

15 theory sessions on the contents of the program

On-line

15 sessions of master classes (synchronous and asynchronous), lasting one hour each, carried out by videoconference (asynchronous and synchronous)

Tutoring

On-line

Tutorial sessions will be carried out online (synchronous and asynchronous)

DATA PROTECTION CLAUSE (on line exams)

Institution in charge of data processing: Universidad de Jaén, Campus Las Lagunillas, s/n, 23071 Jaén

Data Protection Delegate: dpo@ujaen.es

Purpose: In accordance with the Universities Law and other national and regional regulations in force, carrying out exams and assessment tests corresponding to the courses students are registered in. In order to avoid frauds while sitting the exam, the exam will be answered using a videoconference system, being able the academic staff of the University of Jaén to compare and contrast the image of the person who is answering the exam with the student's photographic files. Likewise, in order to provide the exam with evidential content for revisions or claims, in accordance with current regulation frameworks, the exam will be recorded and stored.

Legitimacy: compliance with legal obligations (Universities Law) and other national and regional regulations currently in force.

Addressees: service providers who are the owners of the platforms where the exams are carried out and with whom the University of Jaén has signed the corresponding data access contracts.

Storage periods: those established in current in force regulations. In the specific case of exam videoconference recordings, not before the examination records and transcripts are closed or the exam can still be reviewed or challenged.

Rights: you can exercise your right of access, amendment, cancellation, opposition, suppression, limitation and portability by sending a letter to the postal or electronic address indicated above. In the event that you consider that your rights have been violated, you may submit a complaint to the Andalusian Council for Transparency and Data Protection www.ctpdandalucia.es

CLASS RECORDING CLAUSE PERSONAL DATA PROTECTION

Person in charge: Universidad de Jaén, Paraje Las Lagunillas, s/n; Tel.953 212121; www.ujaen.es

Data protection delegate (DPO): TELEFÓNICA, S.A.U. ; Email: dpo@ujaen.es

Procedure aim: To manage proper recordings of teaching sessions with the aim of facilitating learning process under a multimodal and/or online teaching

Period for record storage: Images will be kept during legal term according to regulations in force

Legitimacy: Data will be managed according to legal regulations (Organic Law 6/2001, December 21, on Universities) and given consent provided by selecting corresponding box in legal admission documents

Data recipients (transfers or assignments): Any person allowed to get access to every teaching modality

Rights: You may exercise your rights of access, rectification, cancellation, portability, limitation of processing, deletion or, where appropriate, opposition. To exercise these rights, you must submit a written request to the Information, Registration and Electronic Administration Service of the University of Jaén at the address above, or by e-mail to the address above. You must specify which of these rights you are requesting to be satisfied and, at the same time, you must attach a photocopy of your ID card or equivalent identification document. In case you act through a representative, legal or voluntary, you must also provide a document that proves this representation and identification. Likewise, if you consider that your right to personal data protection has been violated, you may file a complaint with the Andalusian Data Protection and Transparency Council www.ctpdandalucia.es

