



## COURSE DATA

### DATA SUBJECT

**Code:** 33204

**Name:** Motor development, control and learning

**Cycle:** Undergraduate Studies

**ECTS Credits:** 6

**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
1312 - Degree in Physical Activity and Sport Sciences	Facultat de Ciències de l'Activitat Física i Esports	1	Second quarter, First quarter
1331 - Degree in Physical Activity and Sport Sciences (Ont)	Facultat de Ciències de l'Activitat Física i Esports	1	First quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1312 - Degree in Physical Activity and Sport Sciences	Psychology	BASIC
1331 - Degree in Physical Activity and Sport Sciences (Ont)	Psicología	BASIC

### COORDINATION

CHECA ESQUIVA IRENE

## SUMMARY

The subject "Development, Motor Control and Learning" is part of the basic module "Psychology", which aims to analyze the process of human development through the life span, as well as its basic elements, principles and factors which influence the learning process of motor and sportive skills.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

## OTHER REQUIREMENTS



This subject does not require previous knowledge.

## COMPETENCES / LEARNING OUTCOMES

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Apply physiological, biomechanical, behavioural and social principles to the different fields of physical activity and sport.

Apply psychological principles to the different fields of physical activity and sport.

Apply the principles of fundamental rights, gender equality, equal opportunities, universal accessibility for people with disabilities, solidarity, environmental protection, the culture of peace and democratic values.

Be able to analyse the sporting context in which the behaviour of sportsmen and sportswomen and group processes take place.

Be able to describe and evaluate interaction processes, group dynamics and group and intergroup structure.

Be able to identify the most relevant problems according to group and intergroup needs.

Be able to select and administer the tools to obtain relevant data for the evaluation of sports contexts.

Develop habits of professional excellence and quality.

Develop resources to adapt to new situations and to solve problems, and for independent learning and creativity.

Develop skills for the evaluation of maturative processes and motor learning.

Develop the ability to work in a team and collaborate effectively with others.

Gain basic scientific training applied to physical activity and sport in their diverse forms.

Know and understand the behavioural and social factors that determine the practice of physical activity and sport.

Know and understand the effects of the practice of physical exercise on the psychological and social dimensions of the human being.

Know and understand the epistemological, historical and educational foundations of physical activity and sport.

Know the basic laws of the different psychological processes that regulate human behaviour.

Know the functions, characteristics and limitations of the different theoretical models of the social psychology of physical activity and sport.

Know the main processes and stages in the development of motor skills.



Know the main stages of psychological development of the human being throughout the life cycle.

Know the psychological abilities and competences of athletes and physical exercise practitioners.

Know the psychological processes involved in the processing of information as regards the control and learning of motor and sports skills.

Know the psychosocial principles of the functioning of athletes and sports groups.

Promote and evaluate the acquisition of enduring and autonomous habits of practising physical activity and sport.

Select and know how to use sports material and equipment, suitable for each type of activity and population.

Understand the scientific literature in the field of physical activity and sport in English and in other languages with significant presence in the scientific field.

**DESCRIPTION OF CONTENTS**

**1. The motor development through the life span.**

UNIT 1. The perspective of the life span: concept, contributions and explanatory models of the human motor development.

UNIT 2. Motor development from birth to 2 years.

UNIT 3. Motor development from 2 to 6 years.

UNIT 4. Motor development from 6 to 12 years.

UNIT 5. Motor development in puberty and adolescence.

UNIT 6. Motor development in adulthood and old age.

**2. Motor control and learning.**

UNIT 7. Learning and motor learning

UNIT 8. Explanatory models of motor learning

UNIT 9. Personal factors that affect learning: attention, perception, motivation, emotion and memory.

UNIT 10. Contextual factors that affect learning: practice programming, contextual interference and transfer

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theory	45,00



Classroom practices	15,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	35,00
Preparation of lessons	15,00
Preparation for assessment activities	15,00
Resolution of case studies	5,00
<b>Total hours</b>	<b>90,00</b>

### TEACHING METHODOLOGY

1. Theoretical lectures, in which theoretical contents of the different topics will be presented during lectures where attendance is compulsory. Following the texts of reference, these lectures will serve to fix the knowledge linked to the foreseen competences, and will lead to the practical sessions scheduled.

2. Practical sessions in which the concepts learnt during the theoretical sessions will be applied.

Taking the theoretical and practical sessions as a starting point, the students will be proposed to develop personal essays, for which they will count on the support of the Professor during scheduled tutorials.

From all this, students will be asked to answer, presenting their individual essays in front of the Professor and the rest of the class, and commenting them during a personal tutorial between each student and the Professor, as well as passing written exams for the theoretical and practical sessions.

The aim of these academic activities is to achieve that the students develop a process of knowledge gathering for contents which will be fundamental for the subject, as well as acquiring the specific competences mentioned above.

### EVALUATION

#### Evaluation system

Assessment system 1 (SE1): Exams aimed at assessing the specific knowledge acquired by students



regarding the contents of the subject. There will be a theoretical exam that will account for 60% of the final grade. The theoretical exam may be carried out through an objective test or through essay questions. It is necessary to achieve a minimum grade of 5 points in this section to pass the subject, in either the first or the second call. This section is recoverable in the second call.

Assessment system 2 (SE2): The individual or group activities and reports that the students will carry out to assess the level reached with respect to the fundamental competencies proposed. In particular, a group report (SE2a) will be prepared, which will account for 30% of the final grade, and a series of practical activities (SE2b) will be completed throughout the course, which will award 10% of the final grade. A minimum grade of 5 points in this section will be required to pass the subject, in either the first or the second call. This section can be recovered at the second call, through the presentation of a new report (SE2a) or through a specific skills test (SE2b).

Additional considerations:

- The sections contemplated in the evaluation will only be added when the minimum requirements established are met.

- If any of the mandatory sections is not approved in the first call, the points obtained in the other sections will be saved for the second call.

The evaluation of the subject and the challenge of the grade obtained will be subject to the provisions of the Regulation of Assessment and Qualification of the University of Valencia for Grau and Master's Degrees (ACGUV 108/2017 of May 30, 2017). [http://www.uv.es/graus/normatives/2017\\_108\\_Reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf).

According to this, it is specified in numerical expression from 0 to 10 with one decimal, using the following rating scale:

- From 0 to 4.9: suspense
- From 5 to 6.9: approved
- From 7 to 8.9: remarkable
- From 9 to 10: outstanding or outstanding with Honors

According to current regulations, a honours grade will be awarded by strict order of grade. In the event of a tie, the honours grade will be given to the student with the highest grade in SE1 and if the tie continues, the qualification of SE2 will be considered. If the tie persists, teachers can propose an additional test to the students involved.

Copying or manifest plagiarism in any evaluation task will mean the impossibility of passing the subject and submitting to appropriate disciplinary procedures. It must be highlighted that, in accordance with



Article 13. d) of the University Student Statute (RD 1791/2010, of December 30), it is the duty of the students to refrain from the use or cooperation in fraudulent procedures in the evaluation tests, in the work carried out or in official university documents. In the event of fraudulent practices, the procedure determined by the Protocol for action against fraudulent practices at the University of Valencia (ACGUV 123/2020) will be followed: <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

## REFERENCES

- Granda Vera, & Alemany, I. (2002). Manual de aprendizaje y desarrollo motor: una perspectiva educativa. Paidós. Ruiz Pérez, L.M. (2020). Deporte y aprendizaje. Procesos de adquisición y desarrollo de habilidades. Machado Nuevo Aprendizaje. Ruiz Pérez, L.M. (2020). Lecciones sobre desarrollo Motor: para estudiantes de Ciencias de la Actividad Física y del Deporte. [Independently published]. Riera, J. (2005). Habilidades en el deporte. Inde.
- Clark, J. E., & Metcalfe, J. S. (2002). The mountain of motor development: A metaphor. *Motor development: Research and reviews*, 2(163-190), 183-202. Ferriz, R. F., González-Cutre, D., Sicilia, Á., & Beltrán C, V. J. (2018). Estrategias motivacionales para la promoción de la actividad física en niños y adolescentes desde el contexto escolar. Inde Pikler, E. (1984). *Moverse en libertad: desarrollo de la motricidad global* (Vol. 92). Narcea Ediciones. Piper, M.C. & Darrah, J. (2022). Evaluación del desarrollo motor del bebé. *Aurum Volatile*. Wylleman, P., Alfermann, D. y Lavallee, D. (2004). Career transitions in sport: European perspectives. *Psychology of Sport and Exercise*, 5(1), 720. [http://dx.doi.org/10.1016/S1469-0292\(02\)00049-3](http://dx.doi.org/10.1016/S1469-0292(02)00049-3)