

**COURSE DATA****DATA SUBJECT**

**Code:** 42393  
**Name:** Applied research II  
**Cycle:** Master's Degree  
**ECTS Credits:** 12  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
2178 - Master's Degree in Research and Intervention in Physical Activity and Sport	Facultat de Ciències de l'Activitat Física i Esports	1	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2178 - Master's Degree in Research and Intervention in Physical Activity and Sport	Applied research 2	COMPULSORY

**COORDINATION**

MOLINA ALVENTOSA JUAN PEDRO

**SUMMARY**

The purpose of this module is to provide the necessary knowledge in sport management and teaching physical activity and sport. It also aims to deepen the student's prior knowledge in physical activity, sport and recreation in different social groups and settings applied, especially the vulnerable ones, to complete their education. This is expected to address the necessary knowledge to deal with research in Physical Activity and Sport Sciences from the point of view of management and teaching of physical activities and sports.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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

**OTHER REQUIREMENTS**

It is not necessary previous knowledge



## COMPETENCES / LEARNING OUTCOMES

-

Comprender y analizar la investigación educativa que se realiza con distintos grupos sociales y en distintos contextos de la actividad física y el deporte.

Know how to communicate conclusions and the knowledge and rationale underpinning these, to specialist and non-specialist audiences, clearly and unambiguously.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

To adapt the design and methodology to the subject matter and research characteristics, as well as to interpret the results, discuss and develop clear and consistent conclusions.

To apply knowledge and be able to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related Physical Activity and Sport Sciences.

To be able to integrate knowledge and make complex judgments based on information that remains incomplete or limited, but include social and ethical responsibility reflections linked to the application of their knowledge and judgments, from a gender perspective.

To identify new problems related to physical activity and sport that can be studied through applied research.

To know and analyze research on consumers attitudes and users of physical activity and sport services.

To know the different research models and designs on teaching physical activity and sport.

To understand and analyze management techniques, strategic planning and management of the institutions and services of physical activity and sport.

To understand and analyze research in sports management developed in different applied contexts.

To understand and analyze research in teacher education and other professionals of sport and physical activity.

To understand and analyze the research being done in the context of exercise and health, physical education and sport, and sports performance and management of physical activity and sport.

## DESCRIPTION OF CONTENTS

1.a) Systems and structures, models and techniques for organizing activities and events



## 1. Research applied to physical activity and sport management

1.a) Systems and structures, models and techniques for organizing activities and events sports: Practical application.

1 to 1. The systems and structures of existing sports entities and organizations.

1.a.2. Types of sports activities and events.

1.a.3. Planning of sporting events.

1.a.4. Practical application of different models and techniques for organizing activities and events.

1.b) Research in the planning and management of sports facilities and equipment.

1.b.1. Advances in planning, direction and management of sports facilities and equipment.

1.b.2. Advances in knowledge about maintenance and conservation of sports materials and equipment.

1.b.3. Research in sports facilities and equipment.

1.c) Analysis of the sports consumer and satisfaction with sports services.

1.c.1. Users of sports services.

1.c.2. Analysis of the sports consumer and satisfaction with sports services.vities and sporting events

## 2. Applied research in teaching physical activity and sports.

2.a) Research models and designs in the teaching of physical activity and sports.

2.a.1. Fields of educational research and teaching of physical activity and sports: curriculum, professional training and teaching.

2.a.2. Techno-effective, mediational and sociocultural research models.

2.a.3. Experimental and quasi-experimental research designs, survey, systematic observation, correlational and case studies Research in the training of teachers and other physical activity and sports professionals.

2.b) The fields of research in the training of physical activity and sports professionals.

2.b.1. New challenges in training and research perspectives on physical activity and sports professionals.

2.b.2. Research in the training of teachers and other physical activity and sports professionals. The research on sports facilities

## 3. Applied research in socially vulnerable groups

3.a. Research on physical activity and sport with specific social groups (e.g. prisoners, immigrants, disabled people and transgender people).

3.a.1. What are socially vulnerable groups?

3.a.2. Research on physical activity and sport in disabled people, immigrants, prisoners, transgender people and others.

### WORKLOAD

#### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	78,00
<b>Total hours</b>	<b>78,00</b>

**NON PRESENCIAL ACTIVITIES**

<b>Activity</b>	<b>Hours</b>
Attendance at other activities	0,00
Individual or group project	78,00
Independent study and work	60,00
Preparation of lessons	22,00
Preparation for assessment activities	0,00
Resolution of case studies	20,00
<b>Total hours</b>	<b>180,00</b>

**TEACHING METHODOLOGY**

The teaching methodology and students' tasks for will depend of the type of activity to be done:

- Teachers lectures on different contents (theoretical lessons).
- Discussion in small and big group of students with and without intervention of the teachers.
- Individual mentorship and seminars for data bases search and search in other sources of information.
- Study (oneself and guided).
- Presentations.
- Mentorship meetings.

**EVALUATION**

For the evaluation of the module, the following will be assessed:

- 1) Attendance and participation in classes (50%), attendance at the seminar classes being additionally mandatory for the preparation of the final work.
- 2) Preparation and presentation of a final individual work of the module (50%), following the instructions given by the module coordinator in the corresponding seminar.

Plagiarism or improper use of artificial intelligence tools may be sanctioned in accordance with article 15 of the evaluation and qualification regulations of the University of Valencia. The use of artificial intelligence tools is strictly limited to form review of works and activities submitted for the course. This is expressly prohibited for generating any type of content, unless their use for such purpose is explicitly acknowledged.



## REFERENCES

- Beltrán, V.; Devís, J.; Peiró, C. y Brown, D. (2012) When physical activity participation promotes inactivity: Negative experiences of Spanish adolescents in Physical Education and sport. *Youth and Society*, 44 (1), 3-27. <http://yas.sagepub.com/content/44/1/3.full.pdf+html>
- Brizuela, G.; Sanz, S.; Aranda, R.; Martínez, I. (2010). Efecto del pedaleo de brazos sobre el sistema cardiorrespiratorio de las personas con tetraplejia. *Ricyde*. 21, 6: 297-310. <http://www.cafyd.com/REVISTA/02104.pdf>
- Brizuela, G.; Polo, M.; Llana, S. Pérez, P. (2009). Case study: Effect of handrim diameter on performance in a Paralympic wheelchair athlete. *Adapted Physical Activity Quarterly*. 26, 4: 352-363. <http://hk.humankinetics.com/eJournalMedia/pdfs/17460.pdf>
- Cochran-Smith, M., Zeichner, K., & Fries, K. (2006). Estudio sobre la formación del profesorado en los Estados Unidos: descripción del informe del comité de la American Educational Research Association (AERA) sobre investigación y formación del profesorado. *Revista de Educación*, 340, 87-116. [http://www.revistaeducacion.mec.es/re340/re340\\_04.pdf](http://www.revistaeducacion.mec.es/re340/re340_04.pdf)
- Devís, J. (1994) Introducción crítica a la investigación positivista en la enseñanza de la E. Física. En Barbero, J.I: (coord.) *II encuentro sobre sociología deportiva. Investigación alternativa en educación física*, Unisport, Junta de Andalucía, pp. 31-72. (Disponible en el aula virtual)
- Devís-Devís, J.; Martos-García, D. y Sparkes, A. (2010) Socialización y proceso de construcción de la identidad profesional del educador físico de una prisión. *Revista de Psicología del Deporte*, 19 (1), 73-88. <http://www.rpd-online.com/login?source=%2Farticle%2Fview%2F658%2Fdevisisparkes>
- Devís, J. y Sparkes, A. (2004) La crisis de identidad de un estudiante universitario de educación física: La reconstrucción de un estudio biográfico. En A. Sicilia y J-M. Fernández-Balboa (coords.) *La otra cara de la investigación. Reflexiones desde la educación física*, Wanceulen, Sevilla, pp. 83-108. (Disponible en el aula virtual)
- Ferrer, J.C.; Sánchez, P.; Pablos, C.; Albalat, R.; Elvira, L.; Sánchez, C. y Pablos, A. (en prensa) Beneficios de un programa ambulatorio de ejercicio físico en sujetos mayores con diabetes mellitus tipo 2. *Endocrinología y Nutrición*. [http://www.elsevier.es/sites/default/files/elsevier/eop/S1575-0922\(11\)00221-X.pdf](http://www.elsevier.es/sites/default/files/elsevier/eop/S1575-0922(11)00221-X.pdf)
- González, LM.; Peiró, C.; Devís, J. Valencia, A; Pérez, E.; Pérez, S. y Querol, F. (2011) Comparison of physical activity and sedentary behaviors between young haemophilia A patients and healthy adolescents. *Haemophilia*, 17 (4), 676-682. <http://onlinelibrary.wiley.com/doi/10.1111/j.1365-2516.2010.02469.x/pdf>



- Aitchison, C.C. (2005) Feminist and gender research in sport and leisure management: Understanding the socialcultural nexus of genderpower relations. *Journal of Sport Management*, 19, 422-441.
- Andrew, D.; Pedersen, P. y McEvoy, C. (2011) Research methods and design in sport management. *Human Kinetics*, Champaign.
- De Bosscher, V.; De Knop, P.; van Bottenburg, M.; Shibli, S. y Bingham, J. (2009) Explaining international sporting success: An international comparison of elite sport systems and policies in six countries. *Sport Management Review*, 12 (3), 113-136.
- Edwards, A. y Skinner, J. (2009) *Qualitative research in sport management*. Elsevier, Amsterdam.
- Frisby, W. (2005) The good, the bad and the ugly: critical sport management research. *Journal of Sport Management*, 19, 1-12.
- Li, M.; Pitts, B.G. y Quarterman, J. (2008) *Research methods in sport management*. Fitness Information Technology, Morgantown.
- Morales, V.; Hernández-Mendo, A. y Blanco, A. (2009) Evaluación de la calidad en organizaciones deportivas: adaptación del modelo SERVQUAL. *Revista de Psicología del Deporte*, 18 (2), 17-150.
- Rienhart, R.E. (2005) Experiencing sport management: The use of personal narrative in sport management studies. *Journal of Sport Management*, 19, 497-522.