COURSE DATA

DATA SUBJECT

Code: 43919
Name: Certification of scientific knowledge
Cycle: Master's Degree
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2179 - Master's Degree in Physical Activity and Sport Management	Facultat de Ciències de l'Activitat Física i Esports	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2179 - Master's Degree in Physical Activity and Sport Management	Certification of scientific knowledge	ELECTIVES

COORDINATION

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SUMMARY

This subject belongs to the module M4, which has a load of 14 ECTS credits. It aims to provide the methodological knowledge necessary to deal with research in Management and Management of Physical Activity and Sport. The module has an advanced level and is subdivided into two subjects: "Certification of scientific knowledge" and "Applied research in Physical Activity and Sport Management", which deal with the main aspects related to research and scientific knowledge.

The module has an optional character to be chosen by the students between this one and the module of External Practices of Physical Activity and Sport. Once the module has been chosen, both subjects are compulsory. It is carried out during the 2nd academic semester.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

The previous knowledge is that of a Bachelor's Degree in Physical Activity and Sports Sciences. And in the case of not having the knowledge provided by these studies, it is important to have knowledge in the area of Physical Education and Sports, which can give the studies of Teaching, specializing in Physical Education. Other knowledge from social sciences and law degrees may also be partially valid.

COMPETENCES / LEARNING OUTCOMES

2179 - Master's Degree in Physical Activity and Sport Management

Comprender el ciclo de la ciencia y el papel de la investigación y de su evaluación para la preservación de la calidad.

Comprender y actuar para minimizar el impacto que la organización de eventos y actividades físico-deportivas tiene en el medio ambiente.

Comprender y respetar la diversidad de gustos, intereses y capacidades en la gestión y promoción de la actividad física.

Conocer, comprender y aplicar el proceso de investigación a un proyecto concreto.

Conocer la estructura de los distintos documentos científicos y el tipo de redacción correspondiente.

Conocer las características y fundamentos que conforman los diferentes paradigmas presentes en la investigación sobre gestión de la actividad física y el deporte.

Conocer los límites del conocimiento científico y las principales reglamentaciones y comités de ética aplicables a la investigación.

Conocer y actuar dentro de los principios éticos y deontológicos necesarios para el correcto ejercicio profesional así como de responsabilidad en las actuaciones.

Desarrollar la autonomía e iniciativa necesaria y la creatividad suficiente para un adecuado ejercicio profesional.

Desarrollar la capacidad de análisis, de toma de decisiones y de resolver problemas de forma eficiente.

Fomentar la igualdad entre hombres y mujeres a través de la gestión y organización de la actividad físico-deportiva.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

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.

Valorar el papel de las revistas de gestión de la actividad física y el deporte y ser capaz de analizar y

elaborar documentos científicos conforme a criterios de calidad.

DESCRIPTION OF CONTENTS

1. Certification of scientific knowledg

1. Paradigm and science: research paradigms in Physical Activity and Sport Sciences; epistemological, ontological, theoretical and validity characteristics.
2. Paradigms as frameworks of coherence between theories, models, methods and instruments.
3. The evaluation of scientific knowledge (ex ante, in itinere and ex post) and quality indicators.
4. The communication of knowledge: the important role of scientific journals.
5. Databases in research: access to information, visibility of the production and source of science studies.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	46,00
Total hours	**46,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	70,00
Preparation of lessons	10,00
Preparation for assessment activities	10,00
Resolution of case studies	0,00
Total hours	**90,00**

TEACHING METHODOLOGY

1. Face-to-face and Internet lectures of contents by the teaching staff (theoretical classes).

2. Discussion in small and large groups of students with and without the intervention of the teaching staff (generally in seminars).

3. Time for autonomous or tutored individual study (generally to prepare papers or to prepare evaluation tests).

4. Presentation of work (generally in seminars).

5. Individual tutoring meetings.

EVALUATION

1. The realization of a practical case or written exercise to assess the degree of mastery of the competences of the module. Maximum value: 70% of the final grade.
2. The realization of the proposed tasks, individual and/or group. Maximum value: 30% of the final grade.

Students are reminded that the literal copying, in whole or in part, of other people's works, presenting them as their own, will be considered unacceptable conduct in the academic environment. On the other hand, and according to the Law of Intellectual Property, total or partial reproductions of other people's works are usually forbidden, and their non-compliance may lead to the corresponding criminal offenses or misdemeanors.

REFERENCES

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- 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 Baiget, T. y Torres-Salinas, D. (2013). Informe Apei sobre Publicación en revistas científicas. Gijón: Asociación Profesional de Especialistas en Información. http: //www.udg.edu/Portals/160/docs/centre_redaccio/Informe_APEI_Baiget.pdf Delgado-López-Cózar, E., Ruiz-Pérez, R., Jiménez-Contreras, E. (2006). La edición de revistas científicas. Directrices, criterios y modelos de evaluación. Madrid: Fecyt. http://www.fecyt. es/fecyt/docs/tmp/550433876.pdf Frisby, W (2005) The Good, the Bad, and the Ugly: Critical Sport Management Research. Journal of Sport Management, 19, 1-12 Guba, E.C. y Lincoln, Y.S. (2002) Paradigmas en competencia en investigación cualitativa. En C. Denman y J.A: Haro (comps.) Por los rincones. Antología de métodos cualitativos en investigación social (pp. 113-145). Hermosillo: El Colegio de Sonora. Kirk, D.; Macdonald, D. y O'Sullivan, M. (2006) (eds.). The Handbook of Physical Education. London: Sage. López Yepes, J. y Osuna, M. R. (coords.) (2011).

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