

# Syllabus: Elite Athletic Performance in 3.0 Environments



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# Objectives

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Setting goals allows you to have a concrete idea of what you intend to achieve by partaking in the learning and teaching process that is taking this course. But the case for setting goals is even stronger yet: it allows for the establishment of what needs to be done in order to fulfill the very purpose for which the goals were set. To achieve these goals, you should complete this course as designed, going through the different stages of the course. If you complete the course as instructed, you will be equipped to achieve the following objectives:

## Overall objective

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Understand the impact of new technological and communicational developments within the context of high performance training processes and competition, intended for a generationally diverse audience.

## Specific objectives

1

Become familiar with the principle psycho-social characteristics of the new generations entering into sports communities, with the aim of planning out teaching/learning processes adapted to this audience.

2

Take a glimpse at 21st century educational paradigms integrated with information and communication technologies (ICTs), as tools for empowering athletic performance in today's processes for training and competition.

3

Link current technological devices to the creation of innovative training processes and to the preparation for specific competitive conditions.

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# Skills

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We hope you will develop the following skills throughout the course:

## General skills

- 1** **Teamwork and collaboration:** the ability to work together with colleagues in order to achieve shared goals and develop high performance-level group synergy.
- 2** **Capacity for analysis and reflection:** the ability to methodically examine the varying aspects of a situation or set of facts and make an assessment.
- 3** **Creative and innovative solutions based on knowledge:** the ability to provide innovative alternative solutions to existing problems based on formal learning.

## Specific Skill

- Be able to manage diversity using the technologies available in the field of sports.

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# Criteria for participation and approval

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## Participation criteria

During the month of course, the student is expected to:

- Browse the multimedia contents of each of the modules that make up the course.
- Solve the evaluations assigned in each module.
- Carry out the proposed activities, whether group or individual.
- Take the final exam.

## Approval criteria

For the approval of the course, the student is required to complete the (4) proposed activities in the course and pass the final exam. The student must obtain a final score of 70% or more. This grade will be the average between the activities and the final exam.

# Module 1. Diversity Management and High Athletic Performance

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## Unit 1.1 Psycho-Social Traits of Generational Diversity in the Athletic Community

1.1.1 Baby Boomers (born between 1944 – 1960)

1.1.2 Generation X (born between 1961 – 1980)

1.1.3 Generation Y (born between 1981 – 2000)

1.1.4 Generation Z (born between 2001 and the present)

## Unit 1.2 Generational Diversity in Training Processes and Competition

1.2.1 Interpersonal Communication Map in Generational Diversity, Adapted to Training Processes and Sports Competition

1.2.2 Map for Managing Conflicts in Generational Diversity, Adapted to Training Processes and Sports Competition

1.2.3 Descriptive Feedback on Performance in Generational Diversity, Adapted to Training Processes and Sports Competition

1.2.4 Reinforcement Policies in Generational Diversity, Adapted to Training Processes and Sports Competition

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# Module 2. 21st Century Educational Paradigms Integrated with Information & Communication Technology

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## Unit 2.1 The 21st Century Educational Paradigm and High Athletic Performance

2.1.1 Planning the Teaching Process – Athletic Learning for 3.0 Athletes

2.1.2 Adherence to Athletic Behavior Training via Competency-based Management Models (Adapted from the Field of Business Management)

2.1.3 Transferring Athletic Behavior to its Competitive Situation via Specific Behavioral Indicators.

2.1.4 Assessing the Athletic Teaching-Learning Process for 3.0 Athletes

## Unit 2.2 Social Networks and High Athletic Performance

2.2.1 Social Networks with Audio-Visual Impact as Modelers for the Acquisition and Consolidation of Athletic Skills

2.2.2 Social Networks with Audio-Visual Impact as Channels of Feedback for the Execution of Athletic Behavior in Competitive Situations

2.2.3 Social Networks with Communicational Impact as Facilitators of Coaches' and Athletes' Active Involvement in the Resolution of Specific Sports Situations

2.2.4 Social Networks and the Increase of the Audience Effect Implications for Athletes – Coaching Staffs – Directors – the Global Community

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# Module 3. Technological Training Devices and Competition-Specific Preparation

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## Unit 3.1 Training Phases Integrated with Technological Devices for High Athletic Performance

3.1.1 Video Game Consoles – Mobile Apps and Attentional Focus Training – Modeling and Shaping of Abilities.

3.1.2 Headphones - Underwater Headphones and Repetitive Practice in the Presence of Distractions.

3.1.3 Simulators as a Rehearsal for Competitive Conditions.

3.1.4 GoPro Cameras and Pre-Competition-Specific Preparation.

## Unit 3.2 Online Software for Managing Athletic Performance

3.2.1 Online Handicap Software: Detecting the Needs, Interests and Preferences of Athletes, Coaches, and Sports Communities in General, via Real-Time Online Surveys.

3.2.2 Online Performance Software: Athletes' and Coaches' Level of Skill Mastery, via Real-Time Online Performance Assessments (in 90°, 180°, and 360° formats)

3.2.3 Online "Gol" Software: Athletic Skill Training based on Cognitive Indicators and Automatic Behavior Feedback, via Individual Dashboards Customized for Diverse Athletic Disciplines and Competitive Levels.

**3.2.4** Integrated Scouting Image Editing Software – Real-Time Statistics – Simultaneous “Streaming” Transmissions and Their Implications on Pre-Competition, Competition, and Post-Competition Phases.

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## Module 4. Integrative reading

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### Integrative reading

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