

# Syllabus: Pedagogical Exchange with the Player: The Role of the Coach-Trainer in the Learning Process



## SYLLABUS

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- ≡ Objectives
- ≡ Skills
- ≡ Criteria for participation and approval

## TOPICS

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- ≡ Module 1. Critical Thinking and Methodological Context Where do we come from and where are we going?
- ≡ Module 2. The Coach's Learning Why do the coaches see what they see? Understand how their
- ≡ Module 3. Coach-Player Interaction How to optimise the exchange of information and have a greater im
- ≡ Module 4. Pedagogical Exchange with the Player. Learning Strategies and Atmosphere.

# Objectives

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By establishing objectives, we give ourselves a clear idea of what we want to achieve once the teaching and learning process of this course has finished. But our aims are even more specific: we also want to establish what you will need to accomplish in order for this new knowledge to contribute to your educational goals.

To achieve these objectives, you must complete the entire process laid out in the different stages of the course.

Thus, if you work in the way suggested, you will be well-positioned to meet the following objectives:

## General objective

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Optimising pedagogical exchange within the framework of complexity theory.

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# Skills

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The skills we hope you will develop throughout this course are:

## General skills

- 1** **Group and collaborative work:** the ability to work with colleagues in order to accomplish shared goals and to achieve the synergy typical of a high performance group.
- 2** **The capacity of analysis/reflection:** the capacity to methodically examine the different aspects of a certain reality or situation and to carry out an assessment of that situation.
- 3** **Creativity and innovative, knowledge-based solutions:** the capacity to find alternative solutions to existing problems based on formal knowledge.

## Specific skills

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- Understand the practice and competition system as a whole, in order to integrate all the elements and factors that intervene in the process.
- As coaches, become self-aware of the information we have in our practice and competition environment, in order to optimise our pedagogical exchange.
- Know the optimal conditions of the learning environment in order to optimise the player.

- Use video feedback in practice settings as an indispensable resource for motor learning and to develop self-awareness.

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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.

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# Module 1. Critical Thinking and Methodological Context Where do we come from and where are we going?

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