

Along the years, football, as a sport of interaction through cooperation-opposition between members of the teams in a shared space, has evolved based on the different changes and modifications that it has undergone, with regard to the game dynamics, as well as the use and understanding of the sciences that different agents, especially coaches, have relied on to support the actions aimed at optimising the game and its players. It was initially based on the application of general training theories, supported by the traditional sciences (mechanistic, behavioural, etc.), for training plans originating from individual sports. Over time, each and every one of them has been put into practice, including several analyses, records, interpretations and research. Nevertheless, even though these sciences did not explain phenomena such as the emergence of properties, dynamic interaction or the non-existence of cause-effect, the athlete was ""forced"" to adapt to game contexts and scenarios, not only related to the technical and tactical needs of the game, but also to the way of learning and interpreting (training) it.

Based on what was previously mentioned, throughout the programme, it is proposed to enquire into a new perspective regarding the approach to the developmental processes of athletes immersed in football, which include theories that are based on current sciences (complex dynamic systems, ecological theory, etc.), which have proven to be interesting when creating new training plans. In this aspect, they adjust to the individual (intrapersonal dynamics) and collective (interpersonal dynamics) coordinative needs, giving the coach the possibility of incorporating pedagogical tools in search of awakening the player's curiosity and interest in the game. Besides, it will allow for optimising their learning and development, generating multilevel synergies (player-team and/or team-player) (Ric, 2017), where the tasks to be solved emerge from the environment and the interaction of the players.

In conclusion, along the course the participant will find an evolution of the learning process theories, emphasising the coach-player relationship, understood not as a unidirectional training and from teacher to student, but as a two-way exchange where both of them interact and agree on intentions and focuses on the practice. This exchange goes from feedback to the planning of specific, massive, variable and continuous Preferential Simulation Situations, by the use of constraints.



- **DELIVERY MODE: ONLINE**
- **DURATION: 3 MONTHS**
- **TYPE OF COURSE: EXECUTIVE EDUCATION**
- **DELIVERED IN ENGLISH AND SPANISH**

INSTRUCTORS

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EXPERT INSTRUCTOR



Head of FC Barcelona Methodology Area.



Methodology team

OBJECTIVE

Optimising pedagogical exchange within the framework of complexity theory.

TARGET AUDIENCE

- Sports coaches and trainers.
- Physical trainers.
- Academic coaches.
- Sports monitors.

LEARN TO

- 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.

PROGRAM

COURSE 1: Pedagogical Exchange with the Player: The Role of the Coach-Trainer in the Learning Process

MODULE 1.

Critical Thinking and Methodological Context Where do we come from and where are we going? Understand what is the ultimate goal of the methodology and how to integrate all the existing elements in the learning context.

MODULE 2.

The Coach's Learning Why do the coaches see what they see? Understand how their behaviours emerge and how to get in tune with the team's context.

MODULE 3.

Coach-Player Interaction How to optimise the exchange of information and have a greater impact on the learning process? Understand the environmental conditions through which the player's naturalised behaviours are facilitated and generated.

MODULE 4.

Pedagogical Exchange with the Player. Learning Strategies and Atmosphere.

COURSE 2: Pedagogical exchange with the player: video feedback in the continuum of motor practice

MODULE 1.

Observational learning how to give feedback? Understand what differential aspects are added in the coach's work when combining visual feedback with physical practice.

MODULE 2.

Training practices. Where to give the feedback? Pay attention as a coach to the resulting effect on the player of the relationship between the practice context and the intervention style.

MODULE 3.

Exchange with the player through observational learning. Anticipate and concrete multimodal extrinsic information to enhance the motor learning process.

MODULE 4.

The visual feedback on video. Why give video-feedback? Alter the viewing speed to specify the interaction.

COURSE 3: Pedagogical exchange with the player: the design of the PSS in relation to the preference of didactic content

MODULE 1.

Coordinative Preference PSSs.

MODULE 2.

Cognitive Preference PSSs.

MODULE 3.

Contextual Preference PSSs.

MODULE 4.

Cross-sectional parameters: introduction to variability and oriented or exploratory planning.

EXPERIENCE

All your learning experience will take place in an online platform where you will find all the resources you need to study:

LECTURES

which address the main topics.

VIDEOS

that deepen some subjects of the readings.

ACTIVITIES

to apply the content addressed in each module.

FORUMS

where you can interact with your colleagues.

ONLINE EXPERT

In every course, you will have the support and virtual follow-up of a subject-matter expert. This online expert will perform interventions throughout the different modules to ensure your learning, as well as the interaction with the rest of your peers.

In addition, he will be available in the forum and by internal messaging so that you can appeal to him as many times as you need.

BENEFITS

- **World-class content, designed by experts and sports-industry oriented for an immediate impact.**
- **Round-the-clock access to study material, wherever you want and from any device.**
- **Custom feedback for every individual and teamwork activity.**
- **Spaces of discussion and interaction with industry professionals from all over the world.**
- **Certificate of participation for each course, issued by Barça Innovation Hub - Universitas. If you pass each of the courses that make up the program, and complete and pass the comprehensive final exam, you will also receive a verified certificate of completion for the entire program, with confirmation of identity, issued by Barça Innovation Hub - Universitas.**



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