

Postgraduate Diploma

Basic Motor Skills in Elementary Education





Postgraduate Diploma Basic Motor Skills in Elementary Education

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/in/education/postgraduate-diploma/postgraduate-diploma-basic-motor-skills-elementary-education

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01

Introduction

Basic motor skills begin to develop from the first years of life, but it is in the elementary school stage when children begin to perform them with full fluency. Physical education classes are the perfect setting for comprehensive learning, so teachers must have the ability to promote the most appropriate exercises for each age group. TECH offers this very extensive program to specialize in this field.





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We offer you a high-level specialization for you to acquire a higher education in basic motor skills that will allow you to develop as a Physical Education teacher"

Adapting physical activity in schools to the students' age group is a fundamental task of physical education teachers. This is an essential subject in schools, which allows children to develop and achieve motor skills adapted to their age. Therefore, the objective of this Postgraduate Diploma is for teachers to acquire a higher level of knowledge to help children in their physical development, especially focusing on motor skills.

To this purpose, this educational program includes everything from teaching values or the anatomical and physiological bases of physical education, to individual and collective games, or dance and physical expression. A program that covers different interrelated topics that can improve children's development.

With this Postgraduate Diploma, TECH has proposed to train teachers to be able to manage with ease and accuracy in the teaching of this educational stage. To this end, the order and distribution of the subjects and their topics is specially designed to allow students to decide their dedication and self-manage their time. Additionally, they will have at their disposal theoretical materials presented through enriched texts, multimedia presentations, exercises and guided practical activities, motivational videos, master classes and practical cases, where they will be to evoke knowledge in an orderly manner and use decision-making skills that will demonstrate their knowledge within the field of teaching.

This program is distinguished by the fact that it can be taken 100% online, adapting to students' needs and obligations, in an asynchronous and completely self-manageable manner. Students will be able to choose which days, at what time and how much time to dedicate to studying the contents of the program.

This **Postgraduate Diploma in Basic Motor Skills in Primary Education** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of practical cases presented in simulated scenarios by experts in the field of study, where the student will evoke in an orderly manner the knowledge learned and demonstrate the acquisition of the competencies
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ The latest developments on the educational task of the primary school teacher.
- ♦ Practical exercises where the students undergo the self-assessment process to improve learning, as well as activities at different skill levels
- ♦ Special emphasis on innovative methodologies and teaching research
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with Internet connection



TECH provides you with the main educational tools to train you to develop your work in the field of teaching”

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This Postgraduate Diploma may be the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge on Basic Motor Skills in Elementary Education, you will obtain a Postgraduate Diploma from TECH Technological University"

Its teaching staff includes professionals in the field of Primary Education, who pour their work experience into this course, as well as renowned specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will allow professionals to learn in a contextual and situated learning environment, i.e., a simulated environment that will provide immersive specialization for real situations.

The design of this program focuses on Problem-Based Learning, by means of which teachers must try to solve the different professional practice situations that are presented to them. For this purpose, specialists will be assisted by an innovative interactive video system created by renowned and experienced experts in Basic Motor Skills in Elementary Education.

You will have access to the contents from any fixed or portable device with internet connection, even from your cell phone.

The program invites us to learn and grow, to develop as teachers, to learn about educational tools and strategies in relation to the most common needs in our classrooms.



02

Objectives

This Postgraduate Diploma in Basic Motor Skills in Elementary Education is aimed at developing students' skills required for the exercise of their profession. For this purpose, TECH offers the most complete specialization from the hand of the main experts in the field.





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Increase your skill set as an elementary school teacher thanks to this opportunity offered by TECH, the world's largest online university"



General Objectives

- ◆ Design, plan, deliver, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals of the center
- ◆ Promote participation and respect for the rules of coexistence
- ◆ Foster educational skills in teachers that will enable them to improve the way they teach their lessons



Our goal is to achieve academic excellence and to help you achieve it too"





Specific Objectives

Module 1. Physical Education, Health and Education in Values

- ◆ Know the relationship between physical education and health
- ◆ Value the importance of physical education and its implication in the improvement of people's quality of life
- ◆ Know the basic first aid for the most common situations in a physical education class

Module 2. Anatomical, Physiological and Psychological Bases of Physical Education

- ◆ Provide basic and essential knowledge about the structure and functioning of the human body
- ◆ Be able to rationalize, understand and adapt physical activity to the harmonious development of children

Module 3. Individual and Collective Theory and Practice of the Game and Sport

- ◆ Provide students with knowledge of the theoretical bases and practical experiences of the game
- ◆ Provide students with specific resources for physical education practice

Module 4. Individual and Collective Theory and Practice of Games and Sport

- ◆ Analyze the psychological and pedagogical bases of rhythmic activities, body language and dance
- ◆ Know the present and the future of the artistic-expressive physical activities and dance

03

Structure and Content

The structure of the contents has been designed by top level professionals within the educational panorama, with a wide trajectory and recognized prestige in the profession, endorsed by their experience, and with a wide command of the new technologies applied to teaching.





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The best content to create the best teachers”

Module 1. Physical Education, Health and Education in Values

- 1.1. Physical Education and Health
 - 1.1.1. Physical Education and Health
 - 1.1.2. Definition of Physical Education and its Relation to Health
 - 1.1.3. Physical Education and Health: Scientific Evidence
 - 1.1.4. Another Health-Related Term: Quality of Life
- 1.2. Physical Education and Health: Training in Elementary Education (I)
 - 1.2.1. Fitness or Physical Condition
 - 1.2.2. Training and Adaptation
 - 1.2.3. Fatigue and Recovery
 - 1.2.4. Training Components
 - 1.2.5. Principles of Training
- 1.3. Physical Education and Health: Training in Elementary Education (II)
 - 1.3.1. Athletic or Sporting Fitness
 - 1.3.2. Adaptation to Training
 - 1.3.3. Energy Systems of Energy Production
 - 1.3.4. Before You Start: Safety
 - 1.3.5. Conditional and Coordinative Capacities
- 1.4. Physical Education and Health: Training in Elementary Education (III)
 - 1.4.1. Evaluation of the Intensity of Exertion in Physical Education
 - 1.4.2. Work of the Conditional Capacities in Physical Education: Elementary Education
 - 1.4.3. Evaluation of Conditional Abilities in Physical Education: Primary Education
- 1.5. Physical Education and Health: Basic First Aid (I)
 - 1.5.1. Introduction and General Principles
 - 1.5.2. Evaluation of the Injured Person
 - 1.5.3. Order of Action: Basic Cardiopulmonary Resuscitation
 - 1.5.4. Consciousness Alterations. Lateral Safety Position
 - 1.5.5. Airway Obstruction: Asphyxias





- 1.6. Physical Education and Health: Basic First Aid (II)
 - 1.6.1. Hemorrhages: Shock
 - 1.6.2. Trauma
 - 1.6.3. Injuries Due to Temperature
 - 1.6.4. Neurological Emergencies
 - 1.6.5. Other Emergencies
 - 1.6.6. The First Aid Kit
- 1.7. Teaching of Physical Education in Relation to Health and Improvement of Quality of Life in Primary Education
 - 1.7.1. Hygiene in Physical Education
 - 1.7.2. Teaching First Aid in Primary Education
 - 1.7.3. Physical Activity and Health Contents
- 1.8. Physical Education Didactics in Relation to Values Education in Primary Education
 - 1.8.1. Methodology of Education in Attitudes, Values and Norms.
 - 1.8.2. Influence of the Social Context on Education in Attitudes, Values and Norms
 - 1.8.3. Attitude, Values and Standards Education Evaluation
 - 1.8.4. Educational Intervention in Attitudes, Values and Norms in Physical Education
- 1.9. Present and Future of Physical Education
 - 1.9.1. Physical Education Today
 - 1.9.2. The Future of Physical Education
- 1.10. The Physical Education Professional
 - 1.10.1. Characteristics of the Physical Education Professional
 - 1.10.2. Design of Activities in Physical Education

Module 2. Anatomical, Physiological and Psychological Bases of Physical Education.

- 2.1. Introduction to the Human Body
 - 2.1.1. The Human Body
 - 2.1.2. Levels of Organization
 - 2.1.3. Anatomical Position and Directions
 - 2.1.4. Axes and Body Planes
 - 2.1.5. The Cell and Tissues
 - 2.1.6. The Cell: Size, Shape and Composition
 - 2.1.7. Tissues. Type: Conjunctive, Muscular, and Nervous
- 2.2. The Bone and Joint System. Bone Growth and Development
 - 2.2.1. The Bone System
 - 2.2.2. Anatomical Structure: The Skeleton
 - 2.2.3. Bone Tissue and Bone Types
 - 2.2.4. Functions of the Skeletal System
 - 2.2.5. The Articular System
 - 2.2.6. Bone Growth and Development
- 2.3. The Muscular System. Muscular Growth and Development
 - 2.3.1. The Muscular System
 - 2.3.2. Structure of the Muscular System. Fibers and Myofibrils
 - 2.3.3. Muscle Contraction. Types of Contraction
 - 2.3.4. Functions of the Muscular System. Muscular Growth and Development
- 2.4. The Cardiorespiratory System. Evolutionary Characteristics of the System
 - 2.4.1. The Cardiorespiratory System
 - 2.4.2. Circulatory System
 - 2.4.3. Respiratory System
 - 2.4.4. Circulatory and Respiratory System Functions
 - 2.4.5. Basic Physiology of the Circulatory and Respiratory Systems
 - 2.4.6. Evolutionary Characteristics of the Cardiorespiratory System
- 2.5. The Nervous System. Physical Education Classroom Implications
 - 2.5.1. The Nervous System
 - 2.5.2. Anatomical Organization and Structure
 - 2.5.3. Functions
 - 2.5.4. Evolutionary Characteristics and Implications for the System in Physical Education Classes
- 2.6. Blood
 - 2.6.1. Blood Characteristics
 - 2.6.2. Blood Plasma
 - 2.6.3. Formal Elements
 - 2.6.4. Red Blood Cells (Red Blood Cells)
 - 2.6.5. Leukocytes (White Blood Cells)
 - 2.6.6. Red Blood Cells and Coagulation
- 2.7. Energy Metabolism
 - 2.7.1. Energy Sources
 - 2.7.2. Carbohydrates
 - 2.7.3. Fats
 - 2.7.4. Proteins
 - 2.7.5. Bioenergy. ATP production
 - 2.7.6. ATP-PC System or Alactic Anaerobic System
 - 2.7.7. Glycolytic or Lactic Anaerobic
 - 2.7.8. Oxidative or Anaerobic
 - 2.7.9. Energy Consumption at Rest and During Exercise
 - 2.7.10. Adaptations to Aerobic Training
 - 2.7.11. Causes of Fatigue
- 2.8. Evolutionary Characteristics of Human Behavior in Physical Education Classrooms
 - 2.8.1. Concept and Factors Influencing Student Growth and Development
 - 2.8.2. Psychological
 - 2.8.3. Neuro-Motor Field
 - 2.8.4. Cognitive Domain
 - 2.8.5. Socio-Affective Environment

- 2.9. Psychology in Physical Education
 - 2.9.1. Human Behavior and Psychological Fields of Action in Physical Activity and Sport
 - 2.9.2. Psychology in Physical Activity and Sport: Praxis
 - 2.9.3. Problem Solving Techniques in Physical Activity and Sports
- 2.10. Development of Autonomy
 - 2.10.1. Control of One's Own Body
 - 2.10.2. The Evolution of Children's Autonomy

Module 3. Individual and Collective Theory and Practice of the Game and Sport

- 3.1. Motor Play and Sport in the Educational Environment
 - 3.1.1. What are Motor Games?
 - 3.1.2. Characteristics of Motor Games
 - 3.1.3. Classification of Motor Games
 - 3.1.4. What is Sport?
 - 3.1.5. Characteristics of Sports
 - 3.1.6. Classification of Sports
- 3.2. Methodology and Teaching
 - 3.2.1. Traditional and Compressive Teaching Models
 - 3.2.2. Traditional Teaching Styles
 - 3.2.3. Participatory Teaching Style
 - 3.2.4. Cognitive Teaching Styles
 - 3.2.5. Submission of Papers
 - 3.2.6. Aspects to be Taken into Account in the Teaching-Learning Process
- 3.3. Games
 - 3.3.1. What are Popular Games?
 - 3.3.2. Popular Games: Classification, Distribution and Description
 - 3.3.3. What are Traditional Sports?
 - 3.3.4. Traditional Sports: Classification, Distribution and Description
 - 3.3.5. Popular, Traditional and Autochthonous Games
- 3.4. Individual Sports: Athletics
 - 3.4.1. Concept and Classification of Individual Sports
 - 3.4.2. Displacements
 - 3.4.3. Jumps
 - 3.4.4. Launches
 - 3.4.5. Regulations, a Detailed Analysis
- 3.5. Individual Sports: Rhythmic Gymnastics
 - 3.5.1. Individual Sport. Characteristics and Technical and Tactical Aspects
 - 3.5.2. From Basic to More Complex Skills
 - 3.5.3. Specialties in: Rhythmic Gymnastics and Artistic Sports Gymnastics.
- 3.6. Adversarial Sports: Badminton
 - 3.6.1. Concept and Classification of Adversarial Sports
 - 3.6.2. Racquet Sports: Badminton
 - 3.6.3. Basic Rules
 - 3.6.4. Clarification on Strokes and Displacements
- 3.7. Adversarial Sports: Judo
 - 3.7.1. Adversarial Sport. Common Characteristics and Technical and Tactical Aspects
 - 3.7.2. Judo as a Model
 - 3.7.3. Fundamentals of Foot Judo (*Tachi - Waza*)
 - 3.7.4. Fundamentals of Ground Judo (*Ne - Waza*)
 - 3.7.5. Judo Fundamentals
- 3.8. Team Sports: Basketball
 - 3.8.1. Concept and Classification of Collective Sports
 - 3.8.2. Invasion Sport: Basketball
 - 3.8.3. Basic Rules
 - 3.8.4. Phases of Offensive and Defensive Collective Play
- 3.9. Team Sports: Volleyball
 - 3.9.1. Collective Sports. Common Characteristics and Technical and Tactical Aspects
 - 3.9.2. Volleyball as a Network Sport
 - 3.9.3. Regulations, Space and Communication
 - 3.9.4. Regulatory and Technical Fundamentals

- 3.10. Games and Sports Activities
 - 3.10.1. Motor Games and Sport as Social Integration
 - 3.10.2. Motor Games and Sport as an Educational Tool
 - 3.10.3. Motor Games and Sport as a Social Model of Integration
 - 3.10.4. Use of Recycled or Alternative Materials
 - 3.10.5. Relation of Games and Sports Activities with the Objectives.
 - 3.10.6. Relation of Games and Sports Activities with the Evaluation Criteria
 - 3.10.7. Relation of Games and Sports Activities with the Contents.
 - 3.10.8. Future of Sports Games and Activities

Module 4. Artistic-Expressive Physical Activities: Dance, Rhythm and Corporal Expression.

- 4.1. Fundamentals of Artistic and Expressive Physical Activities
 - 4.1.1. Justification in the Early Childhood Education Curriculum.
 - 4.1.2. Area 1: Self-Awareness and Personal Autonomy
 - 4.1.3. Area 3: Languages: Communication and Representation
 - 4.1.4. Historical and Social Evolution
- 4.2. Artistic-Expressive Physical Activities in Education: Transversality.
 - 4.2.1. Skills
 - 4.2.2. Area 2: Knowledge of the Environment
 - 4.2.3. Area 3: Languages: Communication and Representation
- 4.3. Pedagogical Bases of Corporal Expression
 - 4.3.1. The Body Language
 - 4.3.2. The Body and Space
 - 4.3.3. Body Language Techniques
- 4.4. Body Language: The Body
 - 4.4.1. Body Scheme
 - 4.4.2. Tonic Regulation
 - 4.4.3. Postural Adjustment
 - 4.4.4. Balance and Body Alignment
 - 4.4.5. Laterality
 - 4.4.6. Motor Coordination
 - 4.4.7. Relaxation
- 4.5. Pedagogical Bases of Rhythmic Activities
 - 4.5.1. Music
 - 4.5.2. Time
 - 4.5.3. Rhythm
 - 4.5.4. The Movement
 - 4.5.5. Methodology
- 4.6. Pedagogical Bases of Dance
 - 4.6.1. Definition of Dance
 - 4.6.2. Dance Forms
 - 4.6.3. Dance Dimensions
 - 4.6.4. Elements of Dance
 - 4.6.5. Objectives, Aspects and Classification of Dance
 - 4.6.6. Choreography
 - 4.6.7. Methodology
- 4.7. Psychological Bases of Rhythm and Body Language
 - 4.7.1. Multiple Intelligences
 - 4.7.2. Emotions
 - 4.7.3. Personality
- 4.8. Psychological Bases of Dance
 - 4.8.1. Attention
 - 4.8.2. Motivation
 - 4.8.3. Creativity
 - 4.8.4. Learning and Memory
- 4.9. Dance at School
 - 4.9.1. Choreographed Dances
 - 4.9.2. Creative Dances
 - 4.9.3. Methodology of Dance Activities
- 4.10. Programming and Evaluation
 - 4.10.1. Programming in the First Cycle of Early Childhood Education
 - 4.10.2. Evaluation in the First Cycle of Early Childhood Education
 - 4.10.3. Programming in the Second Cycle of Early Childhood Education
 - 4.10.4. Evaluation in the Second Cycle of Early Childhood Education



04

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





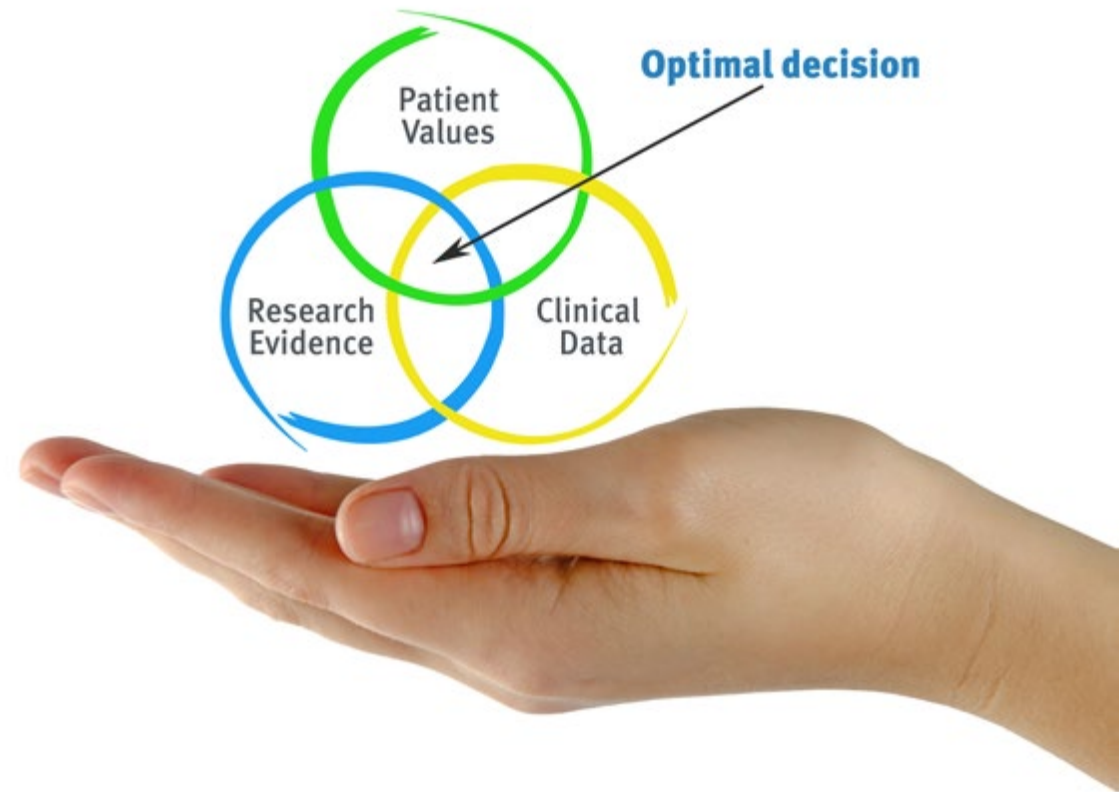
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

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Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

The effectiveness of the method is justified by four fundamental achievements:

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.

At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise. These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

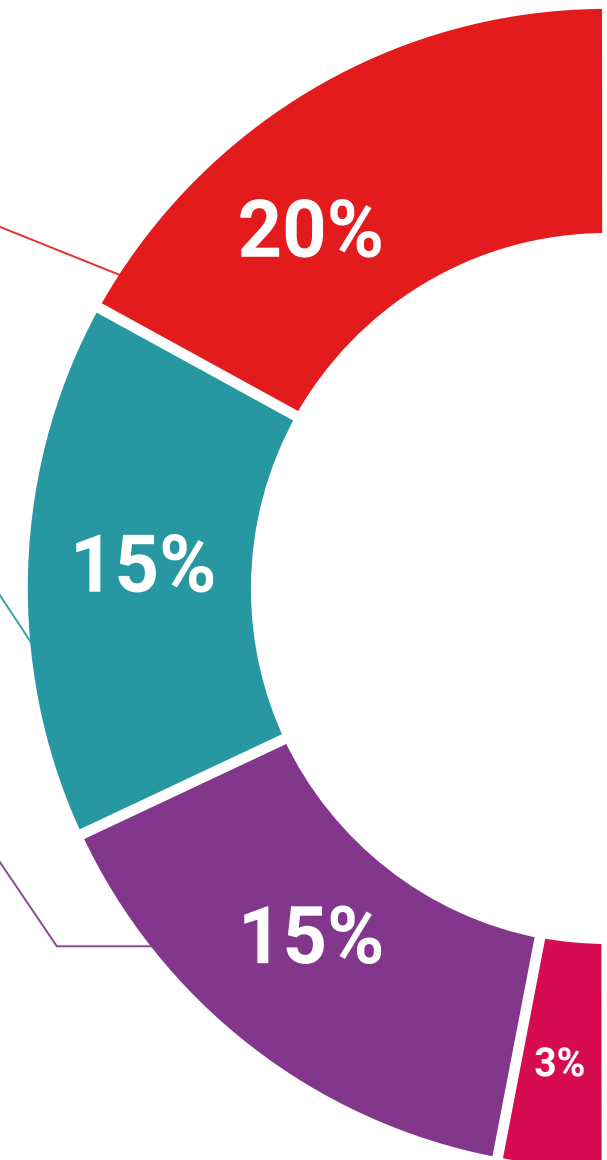
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



05

Certificate

This Postgraduate Diploma in Basic Motor Skills in Elementary Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.





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Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”

This **Postgraduate Diploma in Basic Motor Skills in Elementary Education** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University via tracked delivery***.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Certificate: **Postgraduate Diploma in Basic Motor Skills in Primary Education**

Official N° of Hours: **600 h.**



*Apostille Convention. In the event that the student wishes to have their paper certificate issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
development language
virtual classroom

tech technological
university

Postgraduate Diploma
Basic Motor Skills in
Elementary Education

- » Modality: online
- » Duration: 6 months
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- » Dedication: 16h/week
- » Schedule: at your own pace
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