

Postgraduate Diploma

Emotions in Neuroeducational Processes Based on Motor Action





Postgraduate Diploma Emotions in Neuroeducational Processes Based on Motor Action

- » 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-emotions-neuroeducational-processes-based-motor-action

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01

Introduction

Numerous studies in the field of neurodevelopment and human activity have determined that the physical practice and performance of the subject are closely related to their emotions, varying the production of substances such as dopamine or serotonin, neurotransmitters involved in a leading role in the behavior of the person. For this reason, in the field of education, much importance has been given to this field, focusing on the technical efficiency of the sport as an asset to achieve the physical and emotional well-being of the student. And so that teachers can learn in detail the advances that have been made in Neuroeducation from the motor action, TECH has developed this program, thanks to which they can delve into the most effective and innovative pedagogical models and physical activity over 600 hours of the best program 100% online.



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Physical Neuroeducation has become the best way to stimulate the psychomotor development of students. What are you waiting for to implement it to your teaching practice?"

The impact that emotions have on the human body is very large. Numerous studies carried out in the fields of Physical Activity and Physiotherapy have determined that aspects such as stress, anxiety, fear or sadness affect considerably, not only the athlete's performance, but also their health, increasing the chances of suffering various injuries in the muscular and skeletal system. For this reason, Neuroeducation has been gaining importance in recent years, especially in the academic environment, as it has shown that the control of feelings and motor action are closely related and that their promotion favors incalculably to the quality of life of the person, projecting not only to physical activity, but to other fields such as rest, learning or psychosocial development.

For this reason, there are more and more educational centers that advocate this type of teaching, in order to guide their students towards the control of emotions through early intervention and sports practice. And with the aim that teachers can specialize in this field, TECH and its team of professionals in the area of teaching, have developed this comprehensive program, a program at the forefront of Neuroeducation that includes 600 hours of multidisciplinary content to delve into its novelties. It is an intensive academic program adapted to the latest pedagogical advances, which includes the most effective teaching strategies to enhance the teaching-learning process through various methods and models such as MED, TGfU or flipped classroom, among others.

However, the most significant feature of this program is undoubtedly its 100% online format, so that the graduate will be able to access the Virtual Campus where all the theoretical, practical and additional content will be hosted from wherever and whenever they want. In addition, you will have the support of a teaching team versed in Neuroeducation, thanks to which you will be able to get even more out of this academic program. All this in just 6 months of high-level education with which you will be able to enhance the multiple intelligences of your students through the effective management of their emotions through physical activity.

This **Postgraduate Diploma in Emotions in Neuroeducational Processes Based on Motor Action** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ Case studies presented by experts in Education and Innovation
- ♦ The graphic, schematic and practical contents of the book provide technical and practical information on those disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ 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 an Internet connection



A rigorous qualification at the forefront of education, so that you can learn in detail the pedagogical strategies that have shown the best results in terms of motivation and learning"



Emotional Education and the development of intelligence through the management of feelings has shown great results in the academic field. Would you like to apply them to your teaching practice?"

The program's teaching staff includes professionals from the sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

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

The design of this program focuses on Problem-Based Learning, by means of which the professionals must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the students will be assisted by an innovative interactive video system created by renowned experts.

A program that also focuses on the physiological processes of neuroeducational processes, so that you can understand the behavior of your students from the perspective of biology and human chemistry.

This Postgraduate Diploma will allow you to implement in your practice aspects such as the play-technical model, a strategy that is causing a sensation in leading countries in the field of education.



02

Objectives

Neuroeducation is increasingly present in the different levels of academia, as well as in the different subjects that make up their curricula, including physical activity. For this reason, TECH has considered it necessary to develop this program so that professionals in this sector can learn in detail the pedagogical models that apply to their subject to enhance emotions in a consensual way with the motor action in the school gymnastics environment. Thus, not only will you update your practice, but you will be able to implement the most effective and innovative teaching methodologies for the physical-cognitive development of students.



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Do you want to turn your classes into a gamified environment where creativity, cooperation and, above all, emotional learning are enhanced? If the answer is yes, this program is perfect for you"



General Objectives

- Know the basis and main elements of Neuroeducation
- Integrate the new contributions of Brain Science in the teaching-learning processes
- Discover how to enhance brain development through motor action

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This program will give you the keys to perfectly manage the teaching tools and strategies that favor Physical Neuroeducation in today's academic environment"





Specific Objectives

Module 1. Neuroeducation

- ♦ Define the principles of Neuroeducation
- ♦ Explain the main neuromyths
- ♦ Explain strategies for early stimulation and interventions
- ♦ Define the theory of attention
- ♦ Explain emotion from a neurological point of view
- ♦ Explain learning from a neurological point of view
- ♦ Explain memory from a neurological point of view

Module 2. The Incidence of Emotions in Neuroeducational Processes Based on Motor Action

- ♦ Explain the emotional brain
- ♦ Describe the emotional process from a neuroscientific perspective
- ♦ Describe the main brain structures that make up the emotional process
- ♦ Define the role of emotion in the processes of learning and memory
- ♦ Describe the brain reward system
- ♦ Explain the basis of emotion education
- ♦ Describe emotional competencies
- ♦ Explain emotional chemistry in response to motor action
- ♦ Define the role of motor action in emotional changes

Module 3. Pedagogical Models and Evaluation in Physical Neuroeducation

- ♦ Know the conceptual approach of the terms related to methodology in Physical Education
- ♦ Carry out an assessment of the teaching- learning process in Physical Neuroeducation
- ♦ Learn about cooperative learning models and apply them in the sports field

Module 4. Methodologies, Methods, Tools and Didactic Strategies favoring Physical Neuroeducation

- ♦ Learn about new teaching methodologies through the Flipped Classroom
- ♦ Use gamification and ludification strategies to promote children's neurophysical learning
- ♦ Know other methods, tools and didactic strategies that would be promoted through Physical Neuroeducation

03

Course Management

The faculty of this program is composed of a team versed in Neuroeducation, Pedagogy and Child and Adolescent Psychology, also characterized by its extensive and long career in the effective management of projects of various kinds based on physical activity and emotion regulation. Thanks to this, the graduate will be able to obtain a critical and realistic vision of the current academic context, allowing them to know in detail and through the experience of experts in the sector, the best pedagogical strategies to promote the psychomotor development of their students.



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In the Virtual Campus you will find a direct communication channel so that you can get in touch with the teaching team and ask any questions you may have during the course of this program"

Management



Ms. Pellicer Royo, Irene

- ◆ Degree in Physical Activity and Sports Science Master's Degree in Medical Sciences applied to Physical Activity and Sport
- ◆ Certificate in Management and Administration of Sports Entities
- ◆ Master's Degree in Emotional Education and Well-being
- ◆ Postgraduate in Neuroeducation Learning to our full potential

Professors

Dr. Navarro Ardoy, Daniel

- ◆ PhD. Exercise Physiology Applied to Health Physical activity and health program Faculty of Medicine
- ◆ Degree in Physical Activity and Sports Science

Ms. Rodríguez Ruiz, Celia

- ◆ Degree in Pedagogy
- ◆ Degree in Psychology
- ◆ Specialization in clinical psychology and child psychotherapy
- ◆ Specialization in Cognitive Behavioral Therapy in Childhood and Adolescence

Dr. De la Serna, Juan Moisés

- ◆ Doctor in Psychology Master's Degree in Neurosciences and Behavioral Biology
- ◆ University Specialist in Clinical Hypnosis
- ◆ Director of the Open Chair in Psychology and Neurosciences
- ◆ Diploma in Didactic Methodology Expert in Project Management Occupational Trainer



04

Structure and Content

The design of the syllabus of this program has been carried out by the teaching team, which, being specialized in the field of Neuroeducation and Pedagogy, knows in detail the novelties of this sector, as well as the information that the graduate must handle to become an expert. In this way, through the 600 hours of theoretical, practical and additional content included in the program, you will be able to learn about the best methodologies and teaching strategies for the motivation of the motor action in a way that equates with the development and management of emotions in Physical Education.



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You will be able to access the Virtual Campus from any device with internet connection, so that you can take advantage of any time to improve your academic practice through this program"

Module 1. Neuroeducation

- 1.1. Introduction to Neuroeducation
 - 1.1.1. Fundamentals of Psychological Processes in the Classroom
 - 1.1.2. Neuroeducation in the Classroom
- 1.2. Main Neuromyths
 - 1.2.1. Age of Learning
 - 1.2.2. Autism Brain
- 1.3. Attention
 - 1.3.1. Brain and Attention
 - 1.3.2. Attention in the Classroom
- 1.4. Emotion
 - 1.4.1. Brain a
 - 1.4.2. Emotion in the Classroom
- 1.5. Motivation
 - 1.5.1. Brain and Motivation
 - 1.5.2. Motivation in the Classroom
- 1.6. The Learning Process
 - 1.6.1. The Brain and Learning
 - 1.6.2. Learning in the Classroom
- 1.7. Memory
 - 1.7.1. Brain and Memory
 - 1.7.2. Memory in the Classroom
- 1.8. Stimulation and Early Interventions
 - 1.8.1. Social Influence on Learning
 - 1.8.2. Cooperative Learning
- 1.9. Importance of Creativity in Neuroeducation
 - 1.9.1. Defining Creativity
 - 1.9.2. Creativity in the Classroom
- 1.10. Methodologies that allow the Transformation of Education in Neuroeducation
 - 1.10.1. The Traditional Methodology in Education
 - 1.10.2. The New Methodology from Neuroeducation

Module 2. The Incidence of Emotions in Neuroeducational Processes Based on Motor Action

- 2.1. Concept of Emotion and Main Emotional Theories
 - 2.1.1. The Need for Emotional Development
 - 2.1.2. Concept of Emotion
 - 2.1.3. Function and Characteristics of Emotions
 - 2.1.4. The Affective Value and the Intensity of Emotion
 - 2.1.5. Theory of Emotions
- 2.2. Education of Emotions
 - 2.2.1. The Emotional Competence Builder
 - 2.2.2. The GROPE Competency Model
 - 2.2.3. Emotional Maturity
- 2.3. Emotional Intelligence
 - 2.3.1. The Concept of Emotional Intelligence
 - 2.3.1. The Model of Mayer and Salovey
 - 2.3.3. The Social-Emotional Model of Bar-On
 - 2.3.4. Goleman's Competency Model
- 2.4. The Role of Emotion in the Body and Motor Action
 - 2.4.1. The Learning Process
 - 2.4.2. Emotion in Learning Processes
 - 2.4.3. Emotions in Motor Action
- 2.5. The Emotional Brain
 - 2.5.1. The Emotional Brain or Limbic System
 - 2.5.2. The Socioemotional Brain
- 2.6. Emotional Processing in Brain Structures
 - 2.6.1. The Main Brain Structures Involved in Emotional Processes
 - 2.6.2. Emotional Intensity and Emotional Appraisal in the Brain Structures
 - 2.6.3. Particular Emotional Brains
- 2.7. Amygdala and Emotional Processes
 - 2.7.1. The Role of the Amygdala in Emotions
 - 2.7.2. The Conditioned Emotional Response
 - 2.7.3. Self-Control and Attention
 - 2.7.4. Self-Regulation and Exercise



- 2.8. Positive Emotions and the Brain's Reward System
 - 2.8.1. Classifications of Salient Emotions
 - 2.8.2. The Ability to Self-Generate Positive Emotions
 - 2.8.3. The Functioning of the Brain's Reward System
- 2.9. Emotional Chemistry in Response to Motor Action
 - 2.9.1. From Emotion to Action
 - 2.9.2. The Neurochemistry of Emotion
 - 2.9.3. Neurochemistry in Motor Action
 - 2.9.4. Epigenetics and Exercise
- 2.10. Emotional Health through Motor Action
 - 2.10.1. Psychoneuroimmunology
 - 2.10.2. Positive Emotions and Health
 - 2.10.3. Emotional Health from the Body

Module 3. Pedagogical Models and Evaluation in Physical Neuroeducation

- 3.1. Conceptual Approach of the Terms Related to Methodology in Physical Education
 - 3.1.1. Teaching and Learning
 - 3.1.2. Didactic Intervention
 - 3.1.3. Teaching Technique and Style
 - 3.1.4. Teaching-Learning Based on Direct Instruction
 - 3.1.5. Teaching-Learning Based on Inquiry or Searching
 - 3.1.6. Strategy in Practice
 - 3.1.7. Pedagogical Methods and Models
- 3.2. Assessment of the Teaching- Learning Process in Physical Neuroeducation
 - 3.2.1. Conceptual Clarification of the Terms Related to the Assessment
 - 3.2.2. Assessment Techniques, Procedures and Instruments
 - 3.2.3. Types of Assessment in Physical Education
 - 3.2.4. Moments of Physical Education Assessment
 - 3.2.5. Evaluation- Research Binomial
 - 3.2.6. Neuroevaluation in Physical Education

- 3.3. Assessment of Student Learning with a focus on Physical Neuroeducation
 - 3.3.1. Competential Assessment
 - 3.3.2. Formative Assessment
 - 3.3.3. Personalized Assessment
 - 3.3.4. Practical Proposals for Assessment in Physical Education from a Neurodidactic Perspective
- 3.4. Cooperative Learning
 - 3.4.1. Description of the Model
 - 3.4.2. Practical Proposals
 - 3.4.3. Recommendations for Implementation
- 3.5. Sports Education Model (SEM)
 - 3.5.1. Description of the Model
 - 3.5.2. Practical Proposals
 - 3.5.3. Recommendations for Implementation
- 3.6. Personal and Social Responsibility Model
 - 3.6.1. Description of the Model
 - 3.6.2. Practical Proposals
 - 3.6.3. Recommendations for Implementation
- 3.7. Comprehensive Sport Initiation Model (TGfU)
 - 3.7.1. Description of the Model
 - 3.7.2. Practical Proposals
 - 3.7.3. Recommendations for Implementation
- 3.8. Ludotechnical Model
 - 3.8.1. Description of the Model
 - 3.8.2. Practical Proposals
 - 3.8.3. Recommendations for Implementation
- 3.9. Adventure Education Model
 - 3.9.1. Description of the Model
 - 3.9.2. Practical Proposals
 - 3.9.3. Recommendations for Implementation



- 3.10. Other Models
 - 3.10.1. Motor Literacy
 - 3.10.2. Attitudinal Model
 - 3.10.3. Self-Construction of Materials
 - 3.10.4. Health Education
 - 3.10.5. Hybridization of Models

Module 4. Methodologies, Methods, Tools and Didactic Strategies favoring Physical Neuroeducation

- 4.1. Flipped Classroom or Inverted Classroom
 - 4.1.1. Description
 - 4.1.2. Practical Proposals
 - 4.1.3. Recommendations for Implementation
- 4.2. Problem-Based and Challenge-Based Learning
 - 4.2.1. Description
 - 4.2.2. Practical Proposals
 - 4.2.3. Recommendations for Implementation
- 4.3. Project-Based Learning
 - 4.3.1. Description
 - 4.3.2. Practical Proposals
 - 4.3.3. Recommendations for Implementation
- 4.4. Case Method and Service Learning
- 4.5. Learning Environments
 - 4.5.1. Description
 - 4.5.2. Practical Proposals
 - 4.5.3. Recommendations for Implementation
- 4.6. Motor Creativity or Corporal Synectics
 - 4.6.1. Description
 - 4.6.2. Practical Proposals
 - 4.6.3. Recommendations for Implementation
- 4.7. Game-Based Learning
 - 4.7.1. Description
 - 4.7.2. Practical Proposals
 - 4.7.3. Recommendations for Implementation
- 4.8. Ludification or Gamification
 - 4.8.1. Description
 - 4.8.2. Practical Proposals
 - 4.8.3. Recommendations for Implementation
- 4.9. Other Methods, Tools and Didactic Strategies Favoring Physical Neuroeducation
 - 4.9.1. Case Method
 - 4.9.2. Didactic Contract
 - 4.9.3. Corner Work
 - 4.9.4. Aronson's Puzzle
 - 4.9.5. Interactive Methodology
 - 4.9.6. Technologies for Learning and Knowledge (TAC)
 - 4.9.7. Portfolio
- 4.10. Methodological Guidelines and Recommendations for the Design of Programs, Units and Sessions Based on Physical Neuroeducation
 - 4.10.1. Methodological Orientations According to Physical Neuro-Education
 - 4.10.2. Recommendations for the Design of Programs, Didactic Units and Sessions based on Physical Neuroeducation
 - 4.10.3. Examples of Units and Sessions Based on Physical Neuroeducation



A program at the forefront of education through which you will be able to better connect with your students to foster their emotional and motor skills through positive motivation and understanding"

05

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.



06

Certificate

The Postgraduate Diploma in Emotions in Neuroeducational Processes Based on Motor Action 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 Emotions in Neuroeducational Processes Based on Motor Action** 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.

Title: **Postgraduate Diploma in Emotions in Neuroeducational Processes Based on Motor Action**

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



Postgraduate Diploma
Emotions in Neuroeducational
Processes Based
on Motor Action

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

Postgraduate Diploma

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