Postgraduate Diploma

Basic Motor Skills in Elementary Education

Endorsed by the NBA

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Postgraduate Diploma

Basic Motor Skills in Elementary Education

Course Modality: **Online**

Duration: **6 months.**

Certificate: **TECH Technological University**

Official Nº of hours: **600 h.**

Website: **www.techtitute.com/sports-science/postgraduate-diploma/postgraduate-diploma-basic-motor-elementary-education**

Index

01

Introduction

Motor skills are one of the main tools that children have to develop and relate to the world around them. In this period of their education, children begin to master their movements and proper guidance in this aspect can be fundamental for their growth as individuals in a dynamic and changing social environment. With this degree the sports professional who wants to work as a teacher will be able to obtain all the necessary skills to contribute to the correct motor development of children in a vital stage of their lives that will shape their family and social progress.

The work from the sports field is an essential intervention in the process of brain development through physical activity"

Specialization is an increasingly demanded element in the area of Sports Sciences, as it is a rapidly evolving field. Thus, professionals need to update and expand their knowledge in order to be competitive in the workplace. Professions related to children's physical activity are also a growing sector and require professionals who are able to understand their needs in order to help them develop properly.

The primary education stage is a very important time in the lives of students, so it requires special attention and specific knowledge and tools to be able to teach them properly. For this reason, TECH's Postgraduate Diploma in Basic Motor Skills in Primary Education is a decisive step forward in this area for all those interested in specializing in this field.

Among the skills to be developed by children at this early age, motor skills are one of the most important, since they are the ones they use to relate to their closest environment, especially family and friends, but also to the world around them. Motor skills are therefore essential for students to understand and interact with their immediate environment.

This Postgraduate Diploma prepares the professional to face and understand the motor needs of students, as well as to increase their knowledge in Sports Sciences applied to Early Childhood Education, which will open the doors to new didactic and work possibilities.

The **Postgraduate Diploma in Basic Motor Skills in Primary Education** presents a complete and innovative didactic plan. The most salient features of this program are:

- The methodology used, which emphasizes practical exercises, making teaching a richer and deeper experience for the students of this Postgraduate Diploma
- The application of the latest scientific and educational innovations to offer the best contents, making this program an instruction that will turn the professionals who take it into specialists in basic motor skills.
- The execution of a self evaluation process through the performance of practical activities, with which the professional can obtain the necessary knowledge to develop his working life
- Its flexibility, adapting to the needs of the student in the program.
- Its theoretical contents and the other didactic tools available in the program, such as questions to teachers or discussion forums to exchange ideas and opinions.
- Access to the program from any device, whether portable or fixed, accommodating the circumstances of each student.

Specialize and become an expert, increasing your value as an educator and expanding your career possibilities"

TECH makes things easy for you: study where you want and how you want, receiving the best possible education"

Acquire new work tools to be able to work in the field of Early Childhood Education.

If you want to turn your professional career around, study at TECH, a leading University in the field of Sports Sciences.

Its teaching staff includes professionals belonging to the field of Primary Education, who bring to this program the experience of their work, as well as recognized specialists from prestigious reference societies and universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive training experience designed to train for real life situations.

The design of this program focuses on Problem Based Learning, by means of which the teacher must try to solve the different professional practice situations that are presented to them. For this purpose, the specialist will be assisted by an innovative interactive video system developed by renowned and experienced experts in Physical Education.

02

Objectives

The Postgraduate Diploma in Basic Motor Skills in Primary Education seeks to turn students into sought-after specialists in their professional field. Meet this objective, TECH offers a complete and intensive education thanks to its teaching methods and its teaching staff, who are experts in the field.

TECH teachers are true specialists and will guide you through the entire educational process"

General Objectives

- Understand the importance of basic motor skills in childhood
- Acquire tools for the motor development of children
- Specialize in a field that is highly demanded by the labor market
- Open professional paths, focusing the knowledge of Sports Sciences to another field with a great present and future, such as Primary Education
- Obtain basic educational and didactic competencies with respect to early childhood education
- Be able to develop a complete program of motor development applied to Primary Education
- Find synergies between different educational fields, so that the teaching of the program is as complete and deep as possible
- Apply theoretical contents in practical activities, so that the education received can be used professionally from day one

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

Specific Objectives

Module 1. Physical Education, Health and Values Education

- 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 the child

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

- Provide students with knowledge of the theoretical bases and practical experiences of the game
- Provide the student with specific resources for the practice of Physical Education

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

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

03

Structure and Content

The structure of this Postgraduate Diploma in Basic Motor Skills in Primary Education is designed to adapt to the needs of your students, and was designed by the best professionals in this field, so that the contents are absolutely innovative and disruptive. TECH offers, thus, an education focused on those who are looking for the best teaching in this field.

The skills that you will acquire after completing this Postgraduate Diploma can be fundamental in your professional career"

Module 1. Physical Education, Health and Values Education

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 Primary 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 Primary 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 Primary 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: Primary 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. Didactics 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. Didactics of Physical Education 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. Current 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 of 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. Bio-Energy 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. Neuromotor Area
2.8.4. Cognitive Domain
2.8.5. Socio Affective Area
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. Theory and Individual and Collective 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 Adversary 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.Deporte de adversario. 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. Collective 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. Collective 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-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 Expression
4.3.2. The Body and Space
4.3.3. Body Expression Techniques
4.4. Body Expression: 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. The Weather
4.5.3. The 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 Expression
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 academic program offers students 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.***

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 we use the Case Method

Our program offers a revolutionary method of skills and knowledge development. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

At TECH, you will experience a way of learning that is shaking the foundations of traditional universities around the world"

Our university is the first in the world to combine Harvard Business School case studies with a 100% online learning system based on repetition.

The student will learn, through collaborative activities and real cases, how to solve complex situations in real business environments.

A learning method that is different and innovative.

This intensive Sports Science program at TECH Technological University prepares you to face all the challenges in this field, both nationally and internationally. We are committed to promoting your personal and professional growth, the best way to strive for success, that is why at , TECH you will use Harvard case studies, with which we have a strategic agreement that allows us to provide our students with material from the best university the world.

> *We are the only online university that offers Harvard materials as teaching materials on its courses"*

The case method is the most widely used learning system by the best faculties in the world. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

Relearning Methodology

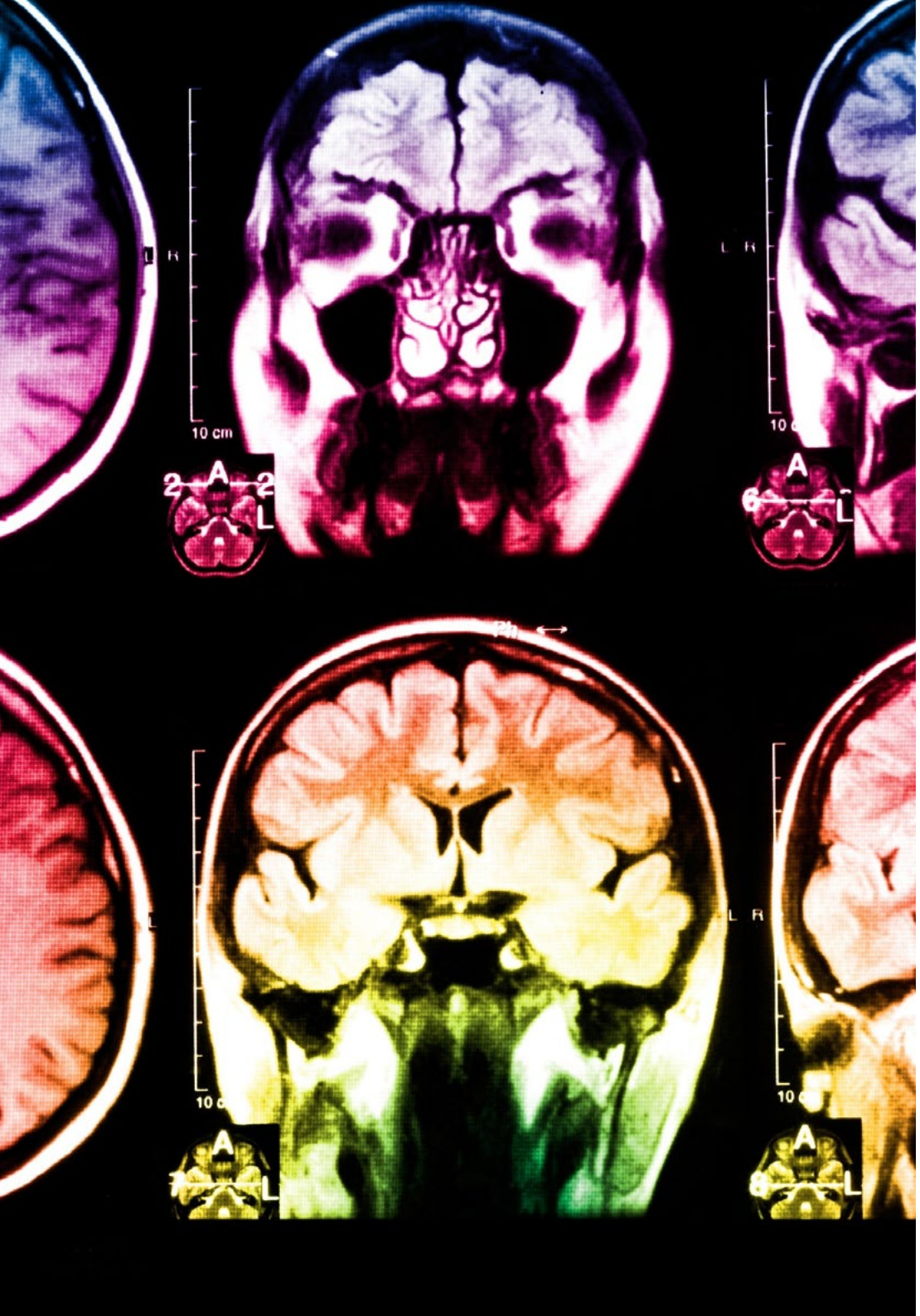
Our university is the first in the world to combine Harvard University case studies with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance Harvard case studies with the best 100% online teaching method: Relearning.

In 2019, we obtained the best learning results of all online universities in the world.

At TECH, you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our university is the only university in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.



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. With this methodology we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. 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 training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.

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

Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly 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.

Classes

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

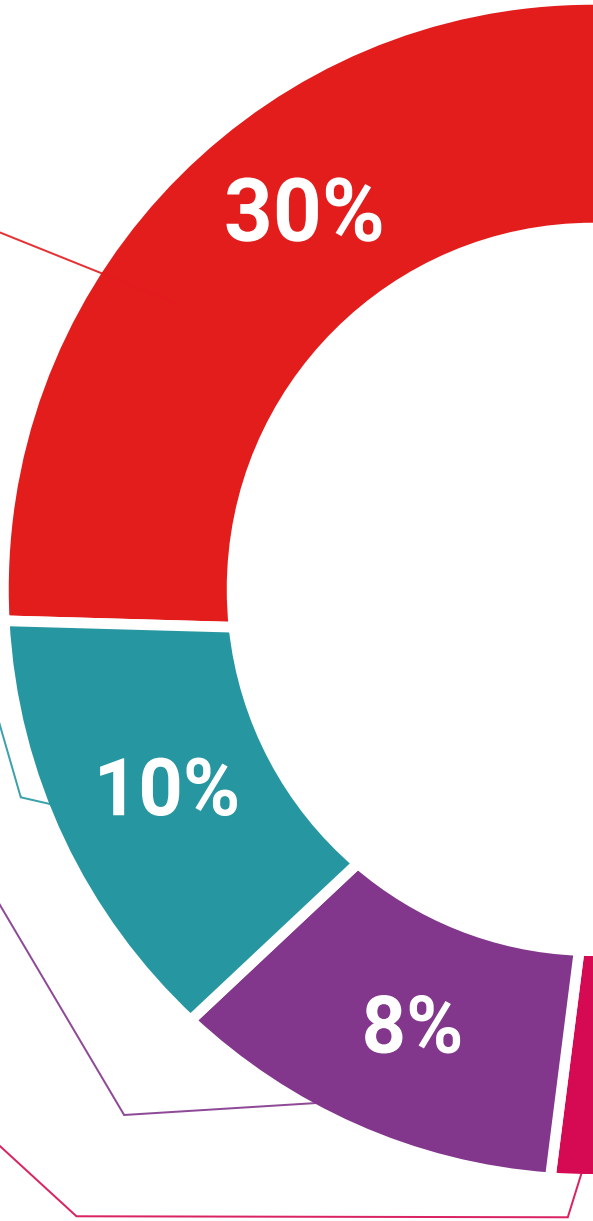
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

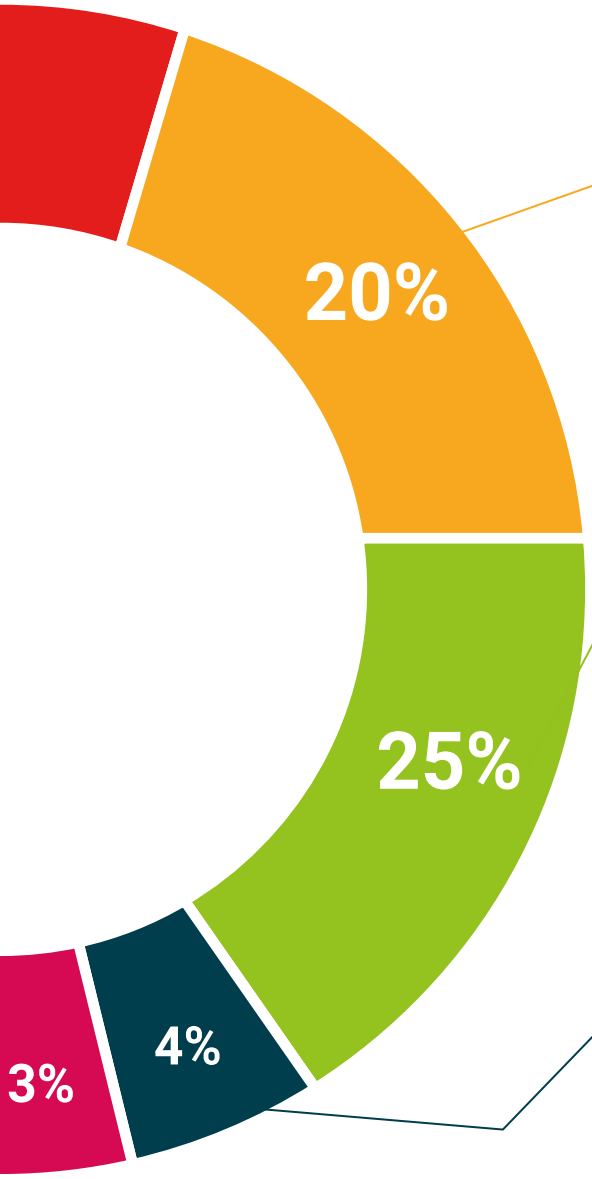
Practising Skills and Abilities

They will carry out activities to develop specific competencies and skills in each thematic area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization we live in.

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.





Case Studies

They will complete a selection of the best case studies in the field used at Harvard. Cases that are presented, analyzed, and supervised by the best senior management specialists in Latin America.

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".

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.

05

Certificate

The Postgraduate Diploma in Physical Education Teacher in Primary Education guarantees you, in addition to the most rigorous and up to date training, access to a Postgraduate Diploma issued by TECH Technological University

TECH thinks about its students: after passing the program you will receive your university degree at home"

This **Postgraduate Diploma in Basic Motor Skills in Primary Education** contains the most complete and up to date scientific 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 from career evaluation committees.

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

Official Nº of hours: **600 h.**

Endorsed by the NBA


tech technological university

Awards the following

CERTIFICATE

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Basic Motor Skills
in Elementary Education

This is a qualification awarded by this University, equivalent to 600 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country.

Unique TECH Code: AFWORD23S techtitute.com/certificates

*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.

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