Postgraduate Diploma

Child Motor Development

Endorsed by the NBA

tech technological university

tech technological university

Postgraduate Diploma

Child Motor Development

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

Website: **www.techtitute.com/pk/sports-science/postgraduate-diploma/postgraduate-diploma-child-motor-development**

Index

01

Introduction

Depending on the stage of development, a child will have certain motor skills to carry out activities, such as running, jumping or running around an obstacle course. With this in mind, it is the job of the physical education teacher to know and understand these phases in order to plan a strategy that is appropriate for the age of the children. This syllabus focused on child motor development will help students analyze the process of child development in the motor and cognitive areas, as well as learn how to use games as an educational tool. All this in an online program that will help students improve their pedagogy.

Help children to improve their motor development by planning didactic and fun games"

During the first years of a child's life, their brain grows at an amazing rate, they learn to move and use their body to play, express themselves and explore the world around them. This stage is known as "motor development" and is critical to achieving physical and functional independence while brain maturation occurs.

This process should be analyzed in depth by physical education teachers, allowing them to create and plan fun activities for school-age children. All this with the objective of not only improving their fine and gross motor skills, but also motivating them to perform new actions and improve their social skills.

In consideration of the above, the Postgraduate Diploma in Child Motor Development will lay the foundations to apply strategies and methodologies that help children develop their motor, social and cognitive skills. In the first module, the normal process of physical and motor development will be outlined, exploring the Piagetian and Vygotskian approaches.

In addition to physical coaching, the child's self-perception while growing up must also be considered. For this reason, a module will be devoted to self-knowledge and personal autonomy in early childhood education, allowing students to lay the foundations of the concept of self-esteem and identify the warning signs when self-esteem is negatively affected.

One advantage of this Postgraduate Diploma is the option of studying it online, you only need to connect from a computer with access to the Internet. Likewise, this program will represent a turning point for those students who are looking to improve their educational strategies, adapting activities to suit the age of the children.

This **Postgraduate Diploma in Child Motor Development** contains the most complete and up-to-date scientific program on the market. Its most notable features are:

- 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 which they contain, provide scientific and practical information on the disciplines that are essential for professional practice
- The latest news on the educational work of the early childhood education teacher
- Practical exercises where the students undertake self-assessment 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 an Internet connection

Games are an excellent teaching method. Plan the best for the children in your care"

You will learn and grow professionally with this program, leading to an improvement in your working environment"

TECH's online programs are tailored to the needs and schedule of students.

Children need constant stimulation to learn. With this program you will understand how to plan fun and educational games and activities.

The program's teaching staff includes professionals from the sector who pour their work experience into this Postgraduate Diploma, as well as renowned specialists from leading societies and prestigious 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 immersive learning designed for real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

02

Objectives

For the Postgraduate Diploma in Child Motor Development, a series of objectives have been set that will define the learning goals in each module. This way, once the program is completed, students will be able to better understand child motor, social and cognitive development and create physical or sports activities that are appropriate for them and that motivate them to learn.

You can achieve your goals with a program designed to propel you to success"

General Objective

- Help teachers to enhance their practices in the area of early childhood education, taking into account the psychomotor characteristics of their students and encouraging physical activities and healthy habits

Games will become your best tool for building self-concept in young children"

Specific Objectives

Module 1. Psychophysical Development at School Age and its Pedagogical Implications

- Analyze the processes of child development from a physical point of view
- Understand the processes of cognitive development
- Promote the processes of social and emotional development
- Identify the different stages of physical development
- Know the cognitive aspect of the child
- Recognize the different approaches

Module 2. Self-Knowledge and Personal Autonomy in Early Childhood Education

- Know, understand and assist in the emergence of self-knowledge
- Lay the foundations of self-concept and self-esteem, one of the most rewarding tasks of the Early Childhood Education teacher
- Learn about factors that facilitate the development of autonomy in the classroom and some key elements for the separation-individuation process
- Address these aspects and how they interact with each other to have a holistic view of the process at this educational stage
- Identify warning signs relating to the student's level of self-esteem
- Know how to evaluate self-concept

Module 3. Neuromotor Development and Didactics of Physical Education

- Analyze the motor behavior of students
- Know the motor characteristics of Early Childhood Education
- Manage the various activities for effective neuromotor development
- Grasp the elements and features of the body scheme
- Use the fundamentals of motor play as an educational tool
- Competencies, Objectives, Contents and Evaluation Process
- Implement new methodological strategies in the classroom
- Apply strategies and methodologies for effective neuromotor development in the early childhood education stage

03

Structure and Content

Following the recommendations of a group of experts with multiple years in the physical education and teaching sector, this program has been designed to boost students' skills. As a result, it will provide a complete overview of children's motor development and the psychological and social aspects related to it. Consequently, students will improve their skills when planning didactic or sports activities, taking into account the children's ages.

Apply the strategies and methodologies learned for effective neuromotor development in infancy"

Module 1. Psychophysical Development at School Age and its Pedagogical Implications

1.1. Child Development
- 1.1.1. Definition of Development
- 1.1.2. Characteristics of Child Development
- 1.1.3. Influences on Child Development: Heredity, Environment and Critical Periods
- 1.1.4. Psychological Theories and Models of Child Development

1.2. Neurological Bases of Child Development
- 1.2.1. The Brain and its Influence on Learning
- 1.2.2. Current Overview of Neuroscience applied to Early Childhood Education

1.3. Prenatal and Neonatal Development
- 1.3.1. Periods of Prenatal Development
- 1.3.2. Factors Influencing Prenatal Development
- 1.3.3. Prenatal Stimulation
- 1.3.4. The Birth Process
- 1.3.5. Difficulties During Birth
- 1.3.6. Breastfeeding
- 1.3.7. The Newborn Baby

1.4. Physical Development from 0 to 3 Years
- 1.4.1. Maturation and Growth
- 1.4.2. Motor Capabilities
- 1.4.3. Sensory Capabilities

1.5. Cognitive Development from 0 to 3 Years
- 1.5.1. Piagetian Approach: Sensorimotor Stage
- 1.5.2. Information Processing Approach

1.6. Social and Emotional Development from 0 to 3 Years Old
- 1.6.1. Recognition of Others and the Self: Socialization and Self-Differentiation
- 1.6.2. Sexual Identity
- 1.6.3. Social Influences on Infant Development
- 1.6.4. Temperament
- 1.6.5. The First Emotions of the Child
- 1.6.6. Attachment

1.7. Physical Development from 3 to 6 Years Old
- 1.7.1. Maturation and Growth
- 1.7.2. Motor Skills
- 1.7.3. Brain Maturation

1.8. Cognitive Development from 3 to 6 Years Old
- 1.8.1. Piagetian Approach: Preoperational Stage
- 1.8.2. Vygotskian Approach
- 1.8.3. Information Processing Approach

1.9. Social and Emotional Development from 3 to 6 Years Old
- 1.9.1. Development of Self-concept and Autonomy
- 1.9.2. Development of Sexual Identity
- 1.9.3. Play and Relationships with Other Children
- 1.9.4. Relationships with Adults
- 1.9.5. Emergence of Social Emotions
- 1.9.6. Emotional Intelligence in Early Childhood

1.10. Child Development from 7 to 12 Years Old
- 1.10.1. Physical and Motor Development
- 1.10.2. Cognitive Development
- 1.10.3. Socio-Affective and Moral Development

Module 2. Self-Knowledge and Personal Autonomy in Early Childhood Education

2.1. The Development Environment
- 2.1.1. Definition of Self-Awareness, Self-Concept and Self-Esteem
- 2.1.2. The First Context of Development: The Family Environment
- 2.1.3. The Age for Breastfeeding
- 2.1.4. The Role of Parents in Child Development

2.2. The Origins of Competition
- 2.2.1. Introduction
- 2.2.2. Individual Differences at Birth
- 2.2.3. Cognitive Development
- 2.2.4. Communication
- 2.2.5. Motivation

2.3. Development of the Sense of Self: Background
- 2.3.1. Introduction
- 2.3.2. Freudian Theory of Development
- 2.3.3. Some Key Psychoanalytic Theories in Development
- 2.3.4. Theoretical Models of Cognitive Development
- 2.3.5. The Computational Approach or Cognitive Psychology
- 2.3.6. The Systemic Approach to Development
- 2.3.7. Early Emotional Development

2.4. The Importance of Others
- 2.4.1. Introduction
- 2.4.2. Link
- 2.4.3. Fear of Strangers
- 2.4.4. Response to the Absence of Family Figures

2.5. Self-concept: Current Situation and Teaching Role
- 2.5.1. Conceptual Delimitation and Components of Self-Concept
- 2.5.2. Stages of Self-Concept Development
- 2.5.3. Self-Concept: Hierarchical-multidimensional Model
- 2.5.4. Self-Concept: Academic and Non-Academic Dimensions
- 2.5.5. The Teacher's Role in Self-Concept

2.6. The Origins of Autonomy
- 2.6.1. Introduction
- 2.6.2. The Separation-Individuation Process
- 2.6.3. Separation Resistance
- 2.6.4. Non-Autonomous Operation

2.7. Autonomy and Learning
- 2.7.1. Introduction
- 2.7.2. Learning How to Face Reality
- 2.7.3. The Role of Play in Learning to Confront Reality

2.8. The Child in the Family: Influences on Learning
- 2.8.1. Introduction
- 2.8.2. Relationship with Parents
- 2.8.3. Relationship with Siblings

2.9. Development of Self-Awareness and Autonomy in the Early Childhood Classroom
- 2.9.1. Introduction
- 2.9.2. Learning How to Learn
- 2.9.3. Practical Resources for Self-Awareness Education
- 2.9.4. Guidelines for Autonomy Education in the Classroom
- 2.9.5. Final Conclusions

2.10. Assessment of Self-Concept and Self-Esteem in the Early Childhood Classroom
- 2.10.1. Introduction
- 2.10.2. First Considerations on the Assessment of Self-Concept and Self-Esteem
- 2.10.3. Assessment of Self-Concept and Self-Esteem in the Classroom
- 2.10.4. Warning Signs to Detect Potential Self-Concept and Self-Esteem Problems in Children

Module 3. Neuromotor Development and Didactics of Physical Education

3.1. Human Neuromotor Development
- 3.1.1. How to Study this Unit?
- 3.1.2. The Early Childhood Education Stage
- 3.1.3. Neuromotor and Executive Functions
- 3.1.4. Projects and Organization of Activities Based on Neuromotor Development
- 3.1.5. Bibliographical References

3.2. Motor Learning and Motor Competence
- 3.2.1. How to Study this Unit?
- 3.2.2. Constructivist Development applied to Physical Education. Key Concepts
- 3.2.3. Ecological Approach to the Motor Competency Process
- 3.2.4. Bibliographical References

3.3. Fundamentals of Motor Games as an Educational Resource
- 3.3.1. How to Study this Unit?
- 3.3.2. Motor Skills and Motor Play
- 3.3.3. The Motor Game: Characteristics and Application
- 3.3.4. Typology of Games for Students in the Early Childhood Education Stage
- 3.3.5. Teaching Strategies for Motor Play
- 3.3.6. Bibliographical References

3.4. Fields of Work Related to Psychomotor Skills in Early Childhood Education. Competencies, Objectives, Contents and Evaluation Process
- 3.4.1. How to Study this Unit?
- 3.4.2. Competencies and Objectives
- 3.4.3. The Evaluation Process
- 3.4.4. The Psychomotor Session
- 3.4.5. Bibliographical References

3.5. Contents (I). Elements and Characteristics of the Body Scheme in Pre-school Education
- 3.5.1. How to Study this Unit?
- 3.5.2. Psychomotor Education: The Body Scheme
- 3.5.3. Tonic Control and Postural Control
- 3.5.4. Respiratory Control
- 3.5.5. Laterality
- 3.5.6. Spatial-Temporal Structuring
- 3.5.7. Bibliographical References

3.6. Contents (II). Development of Psychomotor Coordination in Early Childhood Education
- 3.6.1. How to Study this Unit?
- 3.6.2. Types of Psychomotor Coordination
- 3.6.3. The Development of Psychomotor Coordination
- 3.6.4. Practical Proposals
- 3.6.5. Bibliographical References

3.7. Contents (III). Basic Motor Skills in Physical Education
- 3.7.1. How to Study this Unit?
- 3.7.2. Displacements
- 3.7.3. Turns
- 3.7.4. Jumps
- 3.7.5. Launches
- 3.7.6. Receptions

3.8. Health Education: Hygienic-Postural Habits in Physical Education
- 3.8.1. How to Study this Unit?
- 3.8.2. Joint by Joint
- 3.8.3. Strength as a Basic Fundamental Physical Ability
- 3.8.4. Resistance
- 3.8.5. Speed
- 3.8.6. Range of Motion
- 3.8.7. Bibliographical References

3.9. New Methodological Proposals for Physical Education in the 21st Century
- 3.9.1. How to Study this Unit?
- 3.9.2. Contexts of Excellence, Creativity and Learning
- 3.9.3. Learning Environments and Movement
- 3.9.4. TIC-TAC in Physical Education
- 3.9.5. Educational Gamification
- 3.9.6. Bibliographical References

3.10. Programs and Tools for the Promotion of Self-Concept, Self-Esteem and Autonomy and other Key Aspects
- 3.10.1. How to Study this Unit?
- 3.10.2. Educating Self-Concept
- 3.10.3. Program to Work on Self-Esteem
- 3.10.4. Habits and routines in the Early Childhood Classroom
- 3.10.5. Thinking Routines for Working on Self-Concept
- 3.10.6. Strategies and Management of Emotions in Early Childhood Education
- 3.10.7. Cognitive and Metacognitive Strategies in Early Childhood Education

A unique, key, and decisive experience to boost your professional development"

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"

Case Study to contextualize all content

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

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

You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.

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

A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

> *Our program prepares you to face new challenges in uncertain environments and achieve success in your career"*

The case method is the most widely used learning system in 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

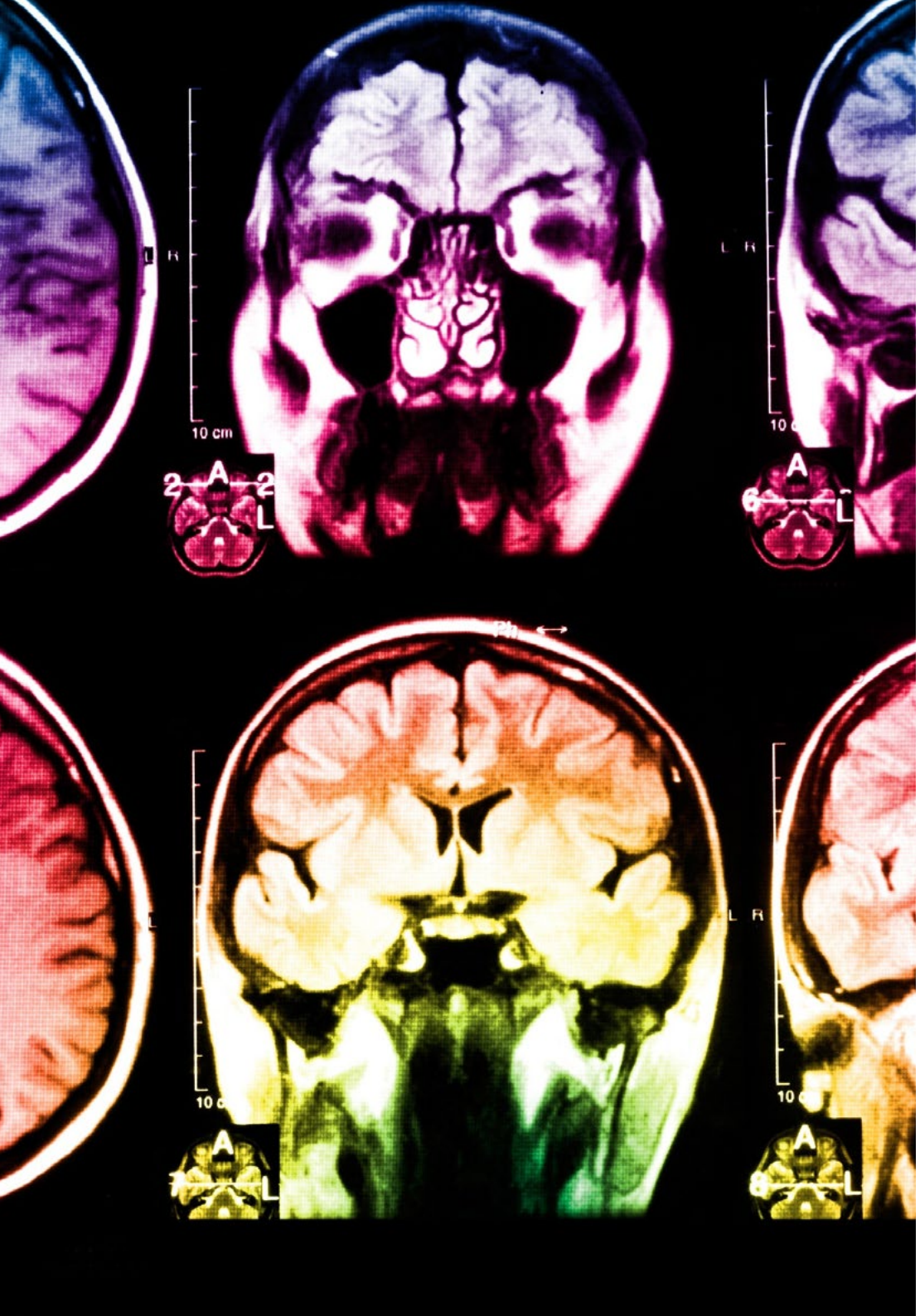
TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study 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 one 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.

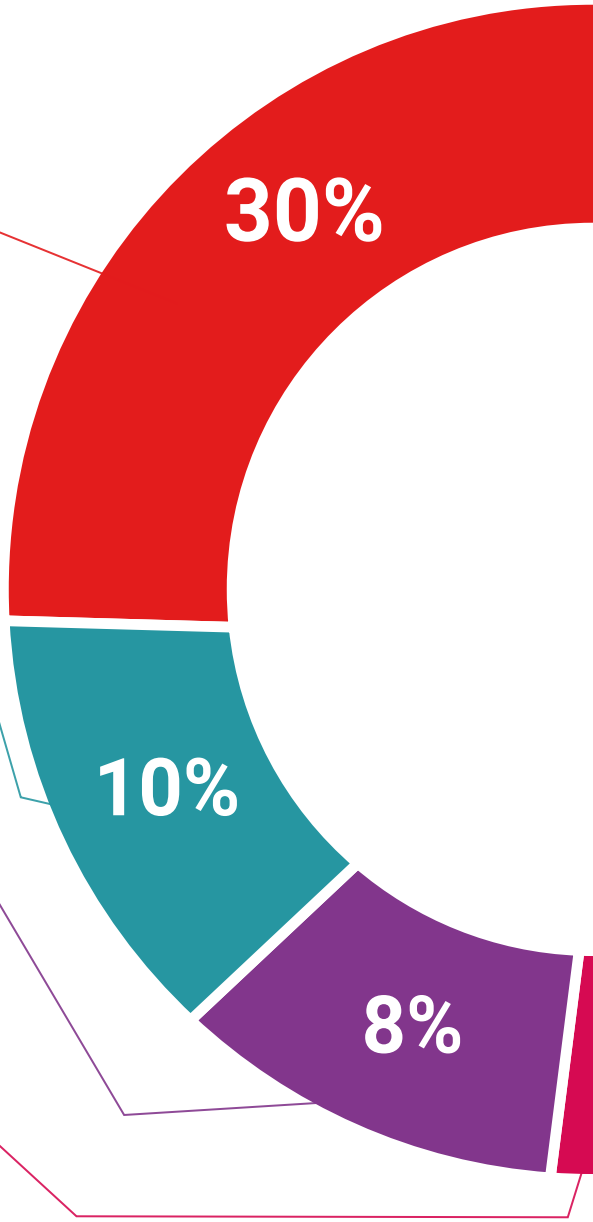
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

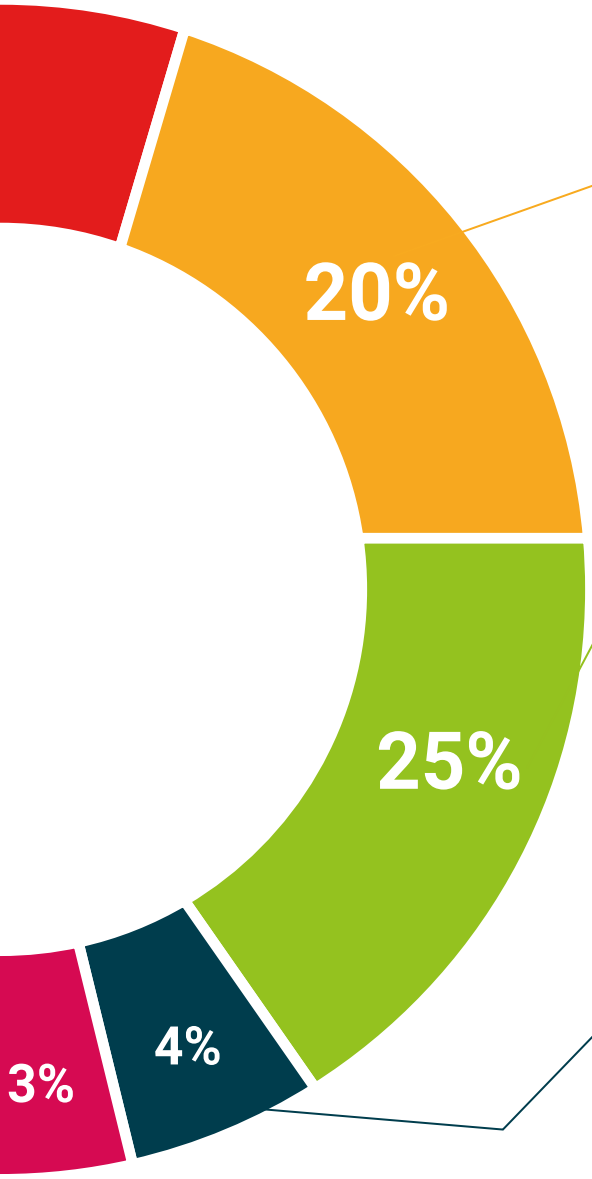
Practising Skills and Abilities

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 that we are experiencing.

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

Students will complete a selection of the best case studies chosen specifically for this situation. Cases that are presented, analyzed, and supervised by the best specialists in the world.

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 educational system for presenting multimedia content 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 their goals.

05

Certificate

The Postgraduate Diploma in Child Motor Development guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.

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

This **Postgraduate Certificate in Child Motor Development** 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 career evaluation committees.

Title: **Postgraduate Diploma in Child Motor Development**

Official Nº of hours: **450 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

Child Motor Development

This is a qualification awarded by this University, equivalent to 450 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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- Exams: **online**

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