

Hybrid Master's Degree

Child Psychomotricity



Hybrid Master's Degree

Child Psychomotricity

Modality: Hybrid (Online + Internship)

Duration: 12 months.

Certificate: TECH Global University

Credits: 60 + 4 ECTS

Website: www.techtitude.com/us/education/hybrid-master/hybrid-master-child-psychomotricity

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01

Introduction to the Program

Child Psychomotricity constitutes a comprehensive approach that links the motor, cognitive, and emotional development of children with their learning experiences. Various studies indicate that early intervention in psychomotor skills promotes autonomy, creativity, and social adaptation. Additionally, understanding psychomotor processes allows for the design of more effective pedagogical strategies, enhancing coordination, laterality, and motor planning. For this reason, professionals need to incorporate the most modern methodologies applied to Pre-School Education to integrate movement and play into the child's overall development. With this in mind, TECH Global University launches an innovative university program focused on Child Psychomotricity.



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Thanks to this Hybrid Master's Degree, you will master the most modern techniques of Child Psychomotricity to promote the holistic development of children”

Psychomotor development is a fundamental pillar in childhood, as it directly influences the acquisition of cognitive, social, and emotional skills. In this regard, Child Psychomotricity seeks to promote harmony between the body and mind through structured and playful activities that stimulate coordination, balance, and spatial awareness. In this context, specialists need to have a deep understanding of psychomotor processes and the most effective pedagogical strategies to enhance the holistic development of the child.

In response, TECH Global University has created a pioneering Hybrid Master's Degree in Child Psychomotricity. Designed by true experts in the field, the academic itinerary will delve into the foundations of psychomotor development and the integration of play as an educational tool. The syllabus will also provide cutting-edge strategies to promote autonomy, creativity, and emotional well-being in children. Furthermore, the teaching materials will explore assessment methods and psychomotor progress tracking, enabling professionals to intervene in a personalized manner. As a result, graduates will acquire advanced skills to design and implement psychomotor programs tailored to each developmental stage.

It is worth noting that the first phase of this university program is delivered in a convenient fully online format. Additionally, TECH Global University employs its disruptive Relearning system to ensure a natural and progressive learning experience. Consequently, professionals will only need an internet-enabled device to access the Virtual Campus. There, they will find a library filled with supporting multimedia resources, such as detailed videos, specialized readings, and interactive summaries. Furthermore, students will complete a practical internship at a renowned institution specializing in Child Psychomotricity.

This **Hybrid Master's Degree in Child Psychomotricity** contains the most complete and up-to-date university program on the market. Its most notable features are:

- ♦ Development of over 100 practical cases presented by professionals in Child Psychomotricity
- ♦ Its graphic, schematic and practical contents provide essential information on those disciplines that are indispensable for professional practice
- ♦ Assessment and monitoring of child psychomotor development, intervention in children with neuromotor, cognitive, or socio-emotional difficulties
- ♦ With a special emphasis on research methodologies applied to Child Psychomotricity
- ♦ All of this will be complemented by 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
- ♦ Furthermore, you will be able to carry out an internship in one of the best companies



You will enhance applied research in Psychomotricity as a pathway for pedagogical innovation"

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You will act with responsibility, sensitivity, and respect in supporting child development”

This Hybrid Master's Degree, which is blended in nature, is aimed at updating professionals in the field of Education. The content is based on the latest scientific evidence and is presented in a didactic manner to integrate theoretical knowledge into educational practice. Additionally, the theoretical-practical elements will facilitate the updating of pedagogical knowledge and support informed educational decision-making.

Thanks to its multimedia content developed with the latest educational technology, it will provide education professionals with situated and contextualized learning, meaning a simulated environment that will offer immersive learning designed to train for real-life situations. The design of this program is based on Problem-Based Learning, by means of which the student must try to solve the different professional practice situations that arise during the program. For this purpose, students will be assisted by an innovative interactive video system created by renowned experts.

You will master the fundamental concepts of psychomotor development and their relationship with educational processes.

You will gain valuable lessons learned through real-world case studies in simulated learning environments.



02

Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs, available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it has a huge faculty of more than 6,000 professors of the highest international prestige.



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Study at the largest online university in the world and ensure your professional success. The future begins at TECH”

The world's best online university, according to FORBES

The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future"

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistuba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs in eleven different languages position us as the largest educational institution in the world.



The most complete syllabuses on the university scene

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

A unique learning method

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

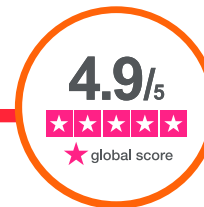
Leaders in employability

TECH has become the leading university in employability. 99% percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.



Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.



The top-rated university by its students

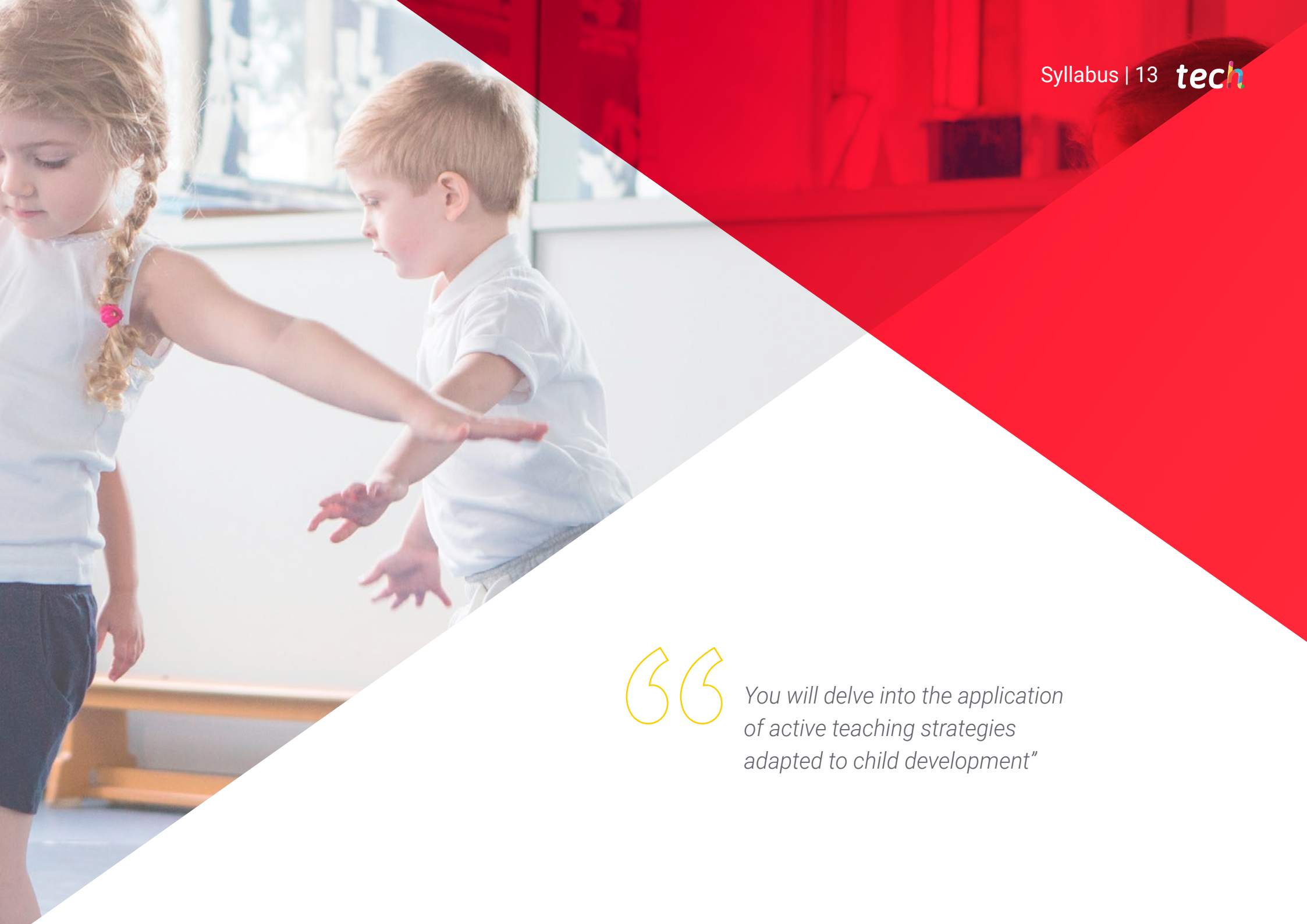
Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.



03 Syllabus

This Hybrid Master's Degree has been developed by true experts in Child Psychomotricity. Thanks to this, the syllabus will delve into the fundamentals of psychomotor development, neuroeducation, and the application of active methodologies in childhood. Additionally, the syllabus will explore the benefits of play, body expression, and movement as essential pedagogical pillars. As a result, graduates will acquire advanced skills to design innovative interventions that promote autonomy, creativity, and child well-being at each developmental stage.





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*You will delve into the application
of active teaching strategies
adapted to child development”*

Module 1. Early Education

- 1.1. Early Care and Education Concepts
 - 1.1.1. The Shift from Early Stimulation to Early Care
 - 1.1.2. Definition of Early Care
 - 1.1.3. Fundamentals of Pre-School Care
 - 1.1.4. Objectives, Principles and Levels of Early Care
 - 1.1.5. Levels of Early Care Prevention
 - 1.1.6. Early Care Support Service
 - 1.1.7. Family-centered Early Care
- 1.2. Basis of Motor Development
 - 1.2.1. Psychomotor Development and Perfection of Movements
 - 1.2.2. Concepts of Development, Maturation, Growth and Learning
 - 1.2.3. Motor Development: Beginnings and Basic Patterns
- 1.3. Basis of Cognitive Development
 - 1.3.1. Neurological Bases of Cognitive Development
 - 1.3.2. Psychological Bases of Cognitive Development
 - 1.3.3. Cognitive Development from 0 to 2 Years
 - 1.3.4. Cognitive Development from 3 to 6 Years Old
- 1.4. Social-Emotional Development in Pre-School Care
 - 1.4.1. Socio-emotional Development
 - 1.4.2. Emotional Regulation
 - 1.4.3. Attachment
 - 1.4.4. The Family as a Principle of Affective-Emotional Development
 - 1.4.5. The School, Children's Needs and Emotional and Affective Well-Being
 - 1.4.6. Development of Autonomy, Self-concept and Self-esteem
 - 1.4.7. Moral Development and Values Education in the Early Stages
- 1.5. Diversity Programs
 - 1.5.1. Diversity and Inclusion
 - 1.5.2. The Classroom as a Space for Diversity
 - 1.5.3. Adapted Methodologies for the Attention of Diversity
 - 1.5.4. Play as a Means to Achieve Learning and Participation

- 1.6. Early Stimulation
 - 1.6.1. Early Stimulation
 - 1.6.2. Where Can Stimulation Be Carried Out?
 - 1.6.3. Stimulation Duration and Materials
- 1.7. Basis to Structure an Pre-School Stimulation Program
 - 1.7.1. Biological Basis of the Brain
 - 1.7.2. The Processes of Brain Development and Developmental Milestones
 - 1.7.3. Socio-cultural Reality
- 1.8. Development Programs as a Formal Modality in the Educational Project
 - 1.8.1. Fundamental Ideas
 - 1.8.2. General Objectives
 - 1.8.3. Concepts and Guidelines to Follow
- 1.9. Influences on Child Development
 - 1.9.1. Factors Influencing Comprehensive Development in Childhood
 - 1.9.2. The Role of the Family and its Relationships
 - 1.9.3. The Role of the Environment
- 1.10. Psychomotor and Sound Stimulation
 - 1.10.1. Movement and Psychomotor Skills in Early Stimulation
 - 1.10.2. General Recommendations for Psychomotor Development
 - 1.10.3. Sensory Periods and Early Stimulation
 - 1.10.4. Areas of Action

Module 2. Psychophysical Development at School Age and its Pedagogical Implications

- 2.1. Child Development
 - 2.1.1. Definition of Development
 - 2.1.2. Characteristics of Child Development
 - 2.1.3. Influences on Child Development: Heredity, Environment and Critical Periods
 - 2.1.4. Psychological Theories and Models of Child Development
- 2.2. Neurological Bases of Child Development
 - 2.2.1. The Brain and its Influence on Learning
 - 2.2.2. Current Overview of Neuroscience applied to Pre-School Education

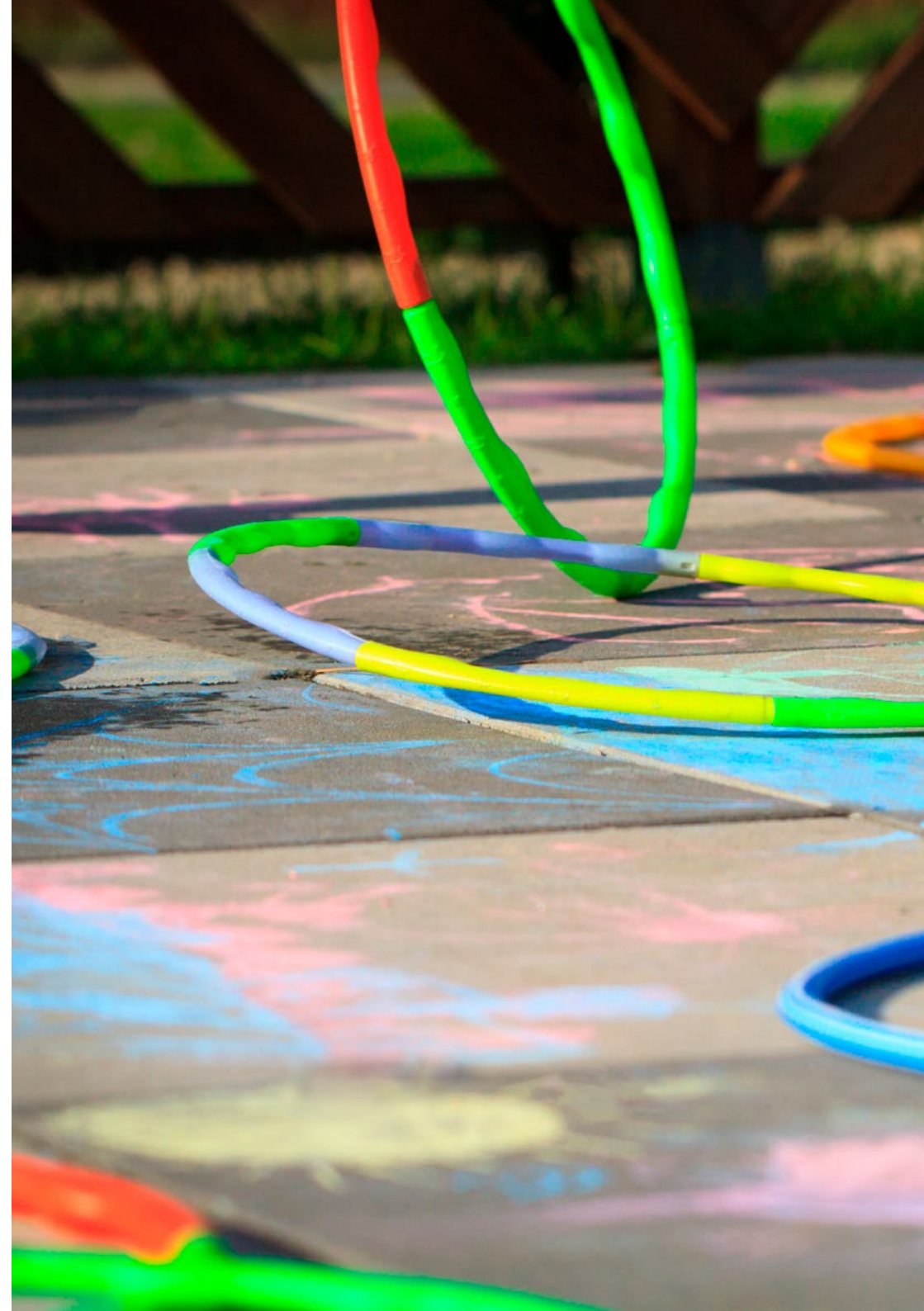
- 2.3. Prenatal and Neonatal Development
 - 2.3.1. Periods of Prenatal Development
 - 2.3.2. Factors Influencing Prenatal Development
 - 2.3.3. Prenatal Stimulation
 - 2.3.4. The Birth Process
 - 2.3.5. Difficulties During Birth
 - 2.3.6. Breastfeeding
 - 2.3.7. The Newborn Baby
- 2.4. Physical Development from 0 to 3 Years
 - 2.4.1. Maturation and Growth
 - 2.4.2. Motor Capabilities
 - 2.4.3. Sensory Capabilities
- 2.5. Cognitive Development from 0 to 3 Years
 - 2.5.1. Piagetian Approach: Sensorimotor Stage
 - 2.5.2. Information Processing Approach
- 2.6. Social and Emotional Development from 0 to 3 Years Old
 - 2.6.1. Recognition of Others and the Self: Socialization and Self-Differentiation
 - 2.6.2. Sexual Identity
 - 2.6.3. Social Influences on Infant Development
 - 2.6.4. Temperament
 - 2.6.5. The First Emotions of the Child
 - 2.6.6. Attachment
- 2.7. Physical Development from 3 to 6 Years Old
 - 2.7.1. Maturation and Growth
 - 2.7.2. Motor Skills
 - 2.7.3. Brain Maturation
- 2.8. Cognitive Development from 3 to 6 Years Old
 - 2.8.1. Piagetian Approach: Preoperational Stage
 - 2.8.2. Vygotsky Approach
 - 2.8.3. Information Processing Approach

- 2.9. Social and Emotional Development from 3 to 6 Years Old
 - 2.9.1. Development of Self-concept and Autonomy
 - 2.9.2. Development of Sexual Identity
 - 2.9.3. Play and Relationships with Other Children
 - 2.9.4. Relationships with Adults
 - 2.9.5. Emergence of Social Emotions
 - 2.9.6. Emotional Intelligence in Middle Childhood
- 2.10. Child Development from 7 to 12 Years Old
 - 2.10.1. Physical and Motor Development
 - 2.10.2. Cognitive Development
 - 2.10.3. Socio-affective and Moral Development

Module 3. Personalized Education. Anthropological, Philosophical, and Psychological Foundations

- 3.1. The Human Person
 - 3.1.1. Educating Taking Into Account The Person
 - 3.1.2. Person and Human Nature
 - 3.1.3. Attributes or Radical Properties of the Person
 - 3.1.4. Strategies to Favor the Unfolding of the Person's Radical Attributes or Properties
 - 3.1.5. The Human Person as a Dynamic System
 - 3.1.6. The Person and the Meaning That They Can Give to Their Life
- 3.2. Pedagogical Foundations of Personalized Education
 - 3.2.1. The Educability of the Human Being as a Capacity for Integration and Growth
 - 3.2.2. What Is and What Is Not Personalized Education
 - 3.2.3. Objectives of Personalized Education
 - 3.2.4. The Personal Teacher-Student Encounter
 - 3.2.5. Protagonists and Mediators
 - 3.2.6. The principles of Personalized Education

- 3.3. Learning Situations in Personalized Education
 - 3.3.1. The Personalized Vision of the Learning Process
 - 3.3.2. Operational and Participatory Methodologies and Their General Characteristics
 - 3.3.3. Learning Situations and Their Personalization
 - 3.3.4. Role of Materials and Resources
 - 3.3.5. Evaluation as a Learning Situation
 - 3.3.6. The Personalized Educational Style and Its Five Manifestations
 - 3.3.7. Promoting the Five Manifestations of the Personalized Educational Style
- 3.4. Motivation: A Key Aspect of Personalized Learning
 - 3.4.1. Influence of Affectivity and Intelligence in the Learning Process
 - 3.4.2. Definition and Types of Motivation
 - 3.4.3. Motivation and Values
 - 3.4.4. Strategies to Make the Learning Process More Attractive
 - 3.4.5. The Playful Aspect of Schoolwork
- 3.5. Metacognitive Learning
 - 3.5.1. What Should Students Be Taught in Personalized Education
 - 3.5.2. Meaning of Metacognition and Metacognitive Learning
 - 3.5.3. Metacognitive Learning Strategies
 - 3.5.4. Consequences of Learning in a Metacognitive Way.
 - 3.5.5. The Evaluation of the Significant Learning of the Learner
 - 3.5.6. Keys to Educating in Creativity
- 3.6. Personalizing the Organization of the School Center
 - 3.6.1. Factors in the Organization of a School
 - 3.6.2. The Personalized School Environment
 - 3.6.3. The Student
 - 3.6.4. Teaching Staff
 - 3.6.5. The Families
 - 3.6.6. The School Center as an Organization and as a Unit
 - 3.6.7. Indicators to Evaluate the Educational Personalization of a School Center





- 3.7. Identity and Profession
 - 3.7.1. Personal Identity: A Personal and Collective Construction
 - 3.7.2. Lack of Social Valuation
 - 3.7.3. Cracking and Identity Crisis
 - 3.7.4. Professionalization Under Debate
 - 3.7.5. Between Vocation and Expert Knowledge
 - 3.7.6. Teachers as Artisans
 - 3.7.7. Fast Food Behavior
 - 3.7.8. Unrecognized Good Guys and Unknown Bad Guys
 - 3.7.9. Teachers Have Competitors
- 3.8. The Process of Becoming a Teacher
 - 3.8.1. Initial Training Matters
 - 3.8.2. At the Beginning, the More Difficult, the Better
 - 3.8.3. Between Routine and Adaptation
 - 3.8.4. Different Stages, Different Needs
- 3.9. Characteristics of Effective Teachers
 - 3.9.1. The Literature on Effective Teachers
 - 3.9.2. Value-Added Methods
 - 3.9.3. Classroom Observation and Ethnographic Approaches
 - 3.9.4. The Dream of Having Countries with Good Teachers
- 3.10. Beliefs and Change
 - 3.10.1. Analysis of Beliefs in the Teaching Profession
 - 3.10.2. Many Actions and Little Impact
 - 3.10.3. The Search for Models in the Teaching Profession

Module 4. Self-knowledge and Personal Autonomy in Pre-School Education

- 4.1. The Development Environment
 - 4.1.1. Definition of Self-Awareness, Self-Concept and Self-Esteem
 - 4.1.2. The First Context of Development: The Family Environment
 - 4.1.3. The Age for Breastfeeding
 - 4.1.4. The Role of Parents in Child Development
- 4.2. The Origins of Competition
 - 4.2.1. Introduction
 - 4.2.2. Individual Differences at Birth
 - 4.2.3. Cognitive Development
 - 4.2.4. Communication
 - 4.2.5. Motivation
- 4.3. Development of the Sense of Self: Background
 - 4.3.1. Introduction
 - 4.3.2. Freudian Theory of Development
 - 4.3.3. Some Key Psychoanalytic Theories in Development
 - 4.3.4. Theoretical Models of Cognitive Development
 - 4.3.4.1. The Computational Approach or Cognitive Psychology
 - 4.3.4.2. The Systemic Approach to Development
 - 4.3.5. Early Emotional Development
- 4.4. The Importance of Others
 - 4.4.1. Introduction
 - 4.4.2. Bonding
 - 4.4.3. Fear of Strangers
 - 4.4.4. Response to the Absence of Family Figures
- 4.5. Self-concept: Current Situation and Teaching Role
 - 4.5.1. Conceptual Delimitation and Components of Self-Concept
 - 4.5.2. Stages of Self-Concept Development
 - 4.5.3. Self-concept: Hierarchical-multidimensional Model
 - 4.5.4. Self-concept: Academic and Non-Academic Dimensions
 - 4.5.4.1. The Teacher's Role in Self-Concept
- 4.6. The Origins of Autonomy
 - 4.6.1. Introduction
 - 4.6.2. The Separation-Individuation Process
 - 4.6.3. Separation Resistance
 - 4.6.4. Non-autonomous Operation
- 4.7. Autonomy and Learning
 - 4.7.1. Introduction
 - 4.7.2. Learning How to Face Reality
 - 4.7.3. The Role of Play in Learning to Confront Reality
- 4.8. The Child in the Family: Influences on Learning
 - 4.8.1. Introduction
 - 4.8.2. Relationship with Parents
 - 4.8.3. Relationship with Siblings
- 4.9. Development of Self-Awareness and Autonomy in the Pre-School Classroom
 - 4.9.1. Introduction
 - 4.9.2. Learning How to Learn
 - 4.9.3. Practical Resources for Self-Awareness Education
 - 4.9.4. Guidelines for Autonomy Education in the Classroom
 - 4.9.5. Final Conclusions
- 4.10. Assessment of Self-Concept and Self-Esteem in the Pre-School Classroom
 - 4.10.1. Introduction
 - 4.10.2. First Considerations on the Assessment of Self-Concept and Self-Esteem
 - 4.10.3. Assessment of Self-Concept and Self-Esteem in the Classroom
 - 4.10.4. Warning Signs to Detect Possible Problems of Self-Concept and Self-Esteem in Children

Module 5. Neuromotor Development and Didactics of Physical Education

- 5.1. Human Neuromotor Development
 - 5.1.1. How to Study this Unit?
 - 5.1.2. The Pre-School Education Stage
 - 5.1.3. Neuromotor and Executive Functions
 - 5.1.4. Projects and Organization of Activities Based on Neuromotor Development
 - 5.1.5. Bibliographic References
- 5.2. Motor Learning and Motor Competence
 - 5.2.1. How to Study this Unit?
 - 5.2.2. Constructivist Development applied to Physical Education. Key Concepts
 - 5.2.3. Ecological Approach to the Motor Competency Process
 - 5.2.4. Bibliographic References
- 5.3. Fundamentals of Motor Games as an Educational Resource
 - 5.3.1. How to Study this Unit?
 - 5.3.2. Motor Skills and Motor Play
 - 5.3.3. The Motor Game: Characteristics and Application
 - 5.3.4. Typology of Games for Students in the Pre-School Education Stage
 - 5.3.5. Teaching Strategies for Motor Play
 - 5.3.6. Bibliographic References
- 5.4. Fields of Work of Psychomotor Skills in Pre-School Education
 - 5.4.1. How to Study this Unit?
 - 5.4.2. Competencies and Objectives
 - 5.4.3. The Evaluation Process
 - 5.4.4. The Psychomotor Session
 - 5.4.5. Bibliographic References
- 5.5. Content (I): Elements and Characteristics of the Body Scheme in Pre-school Education
 - 5.5.1. How to Study this Unit?
 - 5.5.2. Psychomotor Education: the Body Scheme
 - 5.5.3. Tonic Control and Postural Control
 - 5.5.4. Respiratory Control
 - 5.5.5. Laterality
 - 5.5.6. Spatial-temporal Structuring
 - 5.5.7. Bibliographic References
- 5.6. Content (II): Development of Psychomotor Coordination in Pre-School Education
 - 5.6.1. How to Study this Unit?
 - 5.6.2. Types of Psychomotor Coordination
 - 5.6.3. The Development of Psychomotor Coordination
 - 5.6.4. Practical Proposals
 - 5.6.5. Bibliographic References
- 5.7. Content (III): Basic Motor Skills in Physical Education
 - 5.7.1. How to Study this Unit?
 - 5.7.2. Displacements
 - 5.7.3. Turns
 - 5.7.4. Jumps
 - 5.7.5. Launches
 - 5.7.6. Receptions
- 5.8. Health Education: Hygienic-postural Habits in Physical Education
 - 5.8.1. How to Study this Unit?
 - 5.8.2. Joint by Joint or Articulation by Articulation
 - 5.8.3. Strength as a Basic Fundamental Physical Ability
 - 5.8.4. Resistance
 - 5.8.5. Speed
 - 5.8.6. Range of Motion
 - 5.8.7. Bibliographic References
- 5.9. New Methodological Proposals for Physical Education in the 21st Century
 - 5.9.1. How to Study this Unit?
 - 5.9.2. Contexts of Excellence, Creativity and Learning
 - 5.9.3. Learning Environments and Movement
 - 5.9.4. TIC-TAC in Physical Education
 - 5.9.5. Educational Gamification
 - 5.9.6. Bibliographic References

- 5.10. Programs and Tools for the Promotion of Self-Concept, Self-Esteem and Autonomy
 - 5.10.1. Introduction
 - 5.10.2. Educating Self-Concept
 - 5.10.3. Program to Work on Self-Esteem
 - 5.10.4. Habits and routines in the Pre-School Classroom
 - 5.10.5. Thinking Routines for Working on Self-Concept
 - 5.10.6. Strategies and Management of Emotions in Pre-School Education
 - 5.10.7. Cognitive and Metacognitive Strategies in Pre-School Education

Module 6. Physical Education, Health, and Values Education

- 6.1. Physical Education and Health
 - 6.1.1. Physical Education and Health
 - 6.1.2. Definition of Physical Education and its Relation to Health
 - 6.1.3. Physical Education and Health: Scientific Evidence
 - 6.1.4. Another Health-Related Term: Quality of Life
- 6.2. Physical Education and Health: Training in Primary Education (I)
 - 6.2.1. Fitness or Physical Condition
 - 6.2.2. Training and Adaptation
 - 6.2.3. Fatigue and Recovery
 - 6.2.4. Training Components
 - 6.2.5. Principles of Training
- 6.3. Physical Education and Health: Training in Primary Education (II)
 - 6.3.1. Athletic or Sporting Fitness
 - 6.3.2. Adaptation to Training
 - 6.3.3. Energy Systems of Energy Production
 - 6.3.4. Before You Start: Safety
 - 6.3.5. Conditional and Coordinative Capacities
- 6.4. Physical Education and Health: Training in Primary Education (III)
 - 6.4.1. Evaluation of the Intensity of Exertion in Physical Education
 - 6.4.2. Work of the Conditional Capacities in Physical Education: Primary Education
 - 6.4.3. Evaluation of Conditional Abilities in Physical Education: Primary Education





- 6.5. Physical Education and Health: Basic First Aid (I)
 - 6.5.1. Introduction and General Principles
 - 6.5.2. Evaluation of the Injured Person
 - 6.5.3. Order of Action: Basic Cardiopulmonary Resuscitation
 - 6.5.4. Alterations of Consciousness. Lateral Safety Position
 - 6.5.5. Airway Obstruction: Asphyxias
- 6.6. Physical Education and Health: Basic First Aid (II)
 - 6.6.1. Hemorrhages: Shock
 - 6.6.2. Trauma
 - 6.6.3. Injuries Due to Temperature
 - 6.6.4. Neurological Emergencies
 - 6.6.5. Other Emergencies
 - 6.6.6. The First Aid Kit
- 6.7. Teaching of Physical Education in Relation to Health and Improvement of Quality of Life in Primary Education
 - 6.7.1. Hygiene in Physical Education
 - 6.7.2. Teaching First Aid in Primary Education
 - 6.7.3. Physical Activity and Health Contents
- 6.8. Physical Education Teaching in Relation to Education Values in Primary Education
 - 6.8.1. Methodology of Education in Attitudes, Values and Norms.
 - 6.8.2. Influence of the Social Context on Education in Attitudes, Values and Norms.
 - 6.8.3. Attitude, Values and Standards Education Evaluation
 - 6.8.4. Educational Intervention in Attitudes, Values and Norms in Physical Education.
- 6.9. Current and Future of Physical Education
 - 6.9.1. Physical Education Today
 - 6.9.2. The future of Physical Education
- 6.10. The Physical Education Professional
 - 6.10.1. Characteristics of the Physical Education Professional
 - 6.10.2. Design of Activities in Physical Education

Module 7. Anatomical, Physiological and Psychological Bases of Physical Education

- 7.1. Introduction to the Human Body
 - 7.1.1. The Human Body
 - 7.1.2. Levels of Organization
 - 7.1.3. Anatomical Position and Directions
 - 7.1.4. Axes and Body Planes
 - 7.1.5. The Cell and Tissues
 - 7.1.6. The Cell: Size, Shape and Composition
 - 7.1.7. Tissues. Type: Conjunctive, Muscular, and Nervous
- 7.2. The Bone and Joint System. Bone Growth and Development
 - 7.2.1. The Bone System
 - 7.2.2. Anatomical Structure: The Skeleton
 - 7.2.3. Bone Tissue and Bone Types
 - 7.2.4. Functions of the Skeletal System
 - 7.2.5. The Articular System
 - 7.2.6. Bone Growth and Development
- 7.3. The Muscular System. Muscular Growth and Development
 - 7.3.1. The Muscular System
 - 7.3.2. Structure of the Muscular System. Fibers and Myofibrils
 - 7.3.3. Muscle Contraction. Types of Contraction
 - 7.3.4. Functions of the Muscular System. Muscular Growth and Development
- 7.4. Cardiorespiratory System. Evolutionary Characteristics of the System
 - 7.4.1. Cardiorespiratory System
 - 7.4.2. Circulatory System
 - 7.4.3. Respiratory System
 - 7.4.4. Circulatory and Respiratory System Functions
 - 7.4.5. Basic Physiology of the Circulatory and Respiratory Systems
 - 7.4.6. Evolutionary Characteristics of the Cardio-respiratory System
- 7.5. The Nervous System. Physical Education Classroom Implications
 - 7.5.1. The Nervous System
 - 7.5.2. Anatomical Organization and Structure
 - 7.5.3. Functions
 - 7.5.4. Evolutionary Characteristics and Implications of the System in Physical Education Classes
- 7.6. Blood
 - 7.6.1. Blood Characteristics
 - 7.6.2. Blood Plasma
 - 7.6.3. Formed Elements
 - 7.6.4. Red Blood Cells (Red Blood Cells)
 - 7.6.5. Leukocytes (White Blood Cells)
 - 7.6.6. Red Blood Cells and Coagulation
- 7.7. Energy Metabolism
 - 7.7.1. Energy Sources
 - 7.7.2. Carbohydrates
 - 7.7.3. Fats
 - 7.7.4. Proteins
 - 7.7.5. Bio-energy ATP production
 - 7.7.6. ATP-PC System or Alactic Anaerobic System
 - 7.7.7. Glycolytic or Lactic Anaerobic
 - 7.7.8. Oxidative or Anaerobic
 - 7.7.9. Energy Consumption at Rest and During Exercise
 - 7.7.10. Adaptations to Aerobic Training
 - 7.7.11. Causes of Fatigue
- 7.8. Evolutionary Characteristics of Human Behavior in Physical Education Classrooms
 - 7.8.1. Concept and Factors Influencing Student Growth and Development
 - 7.8.2. Psychological
 - 7.8.3. Neuromotor Area
 - 7.8.4. Cognitive Domain
 - 7.8.5. Socio-Affective Area

- 7.9. Psychology in Physical Education
 - 7.9.1. Human Behavior and Psychological Fields of Action in Physical Activity and Sport
 - 7.9.2. Psychology in Physical Activity and Sport: Practice
 - 7.9.3. Problem Solving Techniques in Physical Activity and Sports
- 7.10. Development of Autonomy
 - 7.10.1. Self-Body Control
 - 7.10.2. The Evolution of Children's Autonomy

Module 8. Knowledge of Oneself, of the Environment and Personal Autonomy in Physical Education

- 8.1. Curricular Framework for Physical Education in Pre-school Education
 - 8.1.1. The Domains of Experience and the Development of Motor Skills
 - 8.1.2. The Globalizing Approach to Pre-School Education: Methodological Implications in Physical Education
- 8.2. The Construction of Identity and Self-Knowledge of the Body
 - 8.2.1. The Construction of Personal Identity
 - 8.2.2. Self-Knowledge of the Body
- 8.3. Body Language and the Construction of Personal Identity and Autonomy
 - 8.3.1. Conceptual Framework of Corporal Expression
 - 8.3.2. Body Expression in the Pre-School Education Curriculum
 - 8.3.3. Symbolic Play and Dramatic Play as Methodological Resources in Body Language and Expression.
- 8.4. The body and Interaction with the Environment I. Spatial Organization
 - 8.4.1. Spatial Organization
 - 8.4.2. The Ontogenesis of Spatial Organization
 - 8.4.3. Activities and Games for the Development of Spatial Organization
- 8.5. The Body and Interaction with the Environment II. The Temporal Organization
 - 8.5.1. The Temporal Organization
 - 8.5.2. Temporal Notions: Order, Duration and Rhythm
 - 8.5.3. Ontogenesis of Temporal Organization
 - 8.5.4. Motor Play as a Fundamental Element for the Development of Spatio-Temporal Organization

- 8.6. The Body and Interaction with the Environment III. Coordination
 - 8.6.1. What is General Dynamic Coordination?
 - 8.6.2. Evolution of Coordination
 - 8.6.3. Factors Influencing Coordination
 - 8.6.4. Motor Play in Pre-School Education as an Important Element in Motor Development
 - 8.6.5. Didactic Orientations
- 8.7. Knowledge of the Natural Environment in Physical Education I. Activities in Nature
 - 8.7.1. Conditions of the Natural Environment that Stimulate Growth and Motor Skills
 - 8.7.2. Guidelines for Designing Physical Education Activities in Natural Environments (PEANE)
 - 8.7.3. Implications of Considering PEANE as School Content
- 8.8. Knowledge of the Environment in Physical Education II. Educational Aquatic Activities
 - 8.8.1. Motor Development in Water
 - 8.8.2. Evolution of Motor Patterns and Aquatic Skills
 - 8.8.3. Guidelines for the Design of Aquatic Activities
- 8.9. Physical Education and Interdisciplinary Work
 - 8.9.1. Interdisciplinarity in Pre-School Education: the Globalizing Approach
 - 8.9.2. The Globalizing Approach in Physical Education
 - 8.9.3. Globalizing Methodologies in Physical Education: Motor Stories and Motor Songs
- 8.10. Professional Coordination
 - 8.10.1. The Importance of Teacher Coordination in Physical Education
 - 8.10.2. Teamwork

Module 9. Theory and Individual and Collective Practice of Motor and Pre-Sports Games in Pre-School Education

- 9.1. The Game
 - 9.1.1. Theoretical Approach to the Game Concept
 - 9.1.2. The Game and its Pedagogical Importance
- 9.2. Play and Creativity
 - 9.2.1. Play, Thinking and Creativity
 - 9.2.2. Game Classification

- 9.3. Play in Pre-school Education
 - 9.3.1. The Importance of Play in Pre-School Education
 - 9.3.2. Specific Contents Related to Play in Pre-School Education
 - 9.3.3. Methodological Criteria that Must Govern the Game
- 9.4. Components of the Motor Area
 - 9.4.1. Components of the Motor Area
 - 9.4.2. Classification and Development
- 9.5. Motor Skills in Pre-School Education
 - 9.5.1. Motor and Psychomotor Development
 - 9.5.2. Factors Influencing Motor Development
 - 9.5.3. Motor Skills
- 9.6. The Motor Game
 - 9.6.1. Concept
 - 9.6.2. Classification
 - 9.6.3. Components and Aspects of Motor Play
- 9.7. Material Resources
 - 9.7.1. The Facilities
 - 9.7.2. The Toy
 - 9.7.3. Materials
 - 9.7.4. Safety of Toys and Materials
- 9.8. Games
 - 9.8.1. Traditional and Popular Games
 - 9.8.2. Symbolic Development, Dramatization and Expression Games. Motor Story
 - 9.8.3. Motor Skills Development Games: Circuits, Gymkhanas, Learning Environments
- 9.9. Intelligence and the Theory of Multiple Intelligences from a Gaming Perspective
 - 9.9.1. The Theory of Multiple Intelligences
 - 9.9.2. The Role of Gaming in this Theory
- 9.10. The Design of the Motor Game
 - 9.10.1. General Considerations
 - 9.10.2. The Design of the Motor Game

Module 10. Artistic-Expressive Physical Activities: Dance, Rhythm, and Body Expression

- 10.1. Fundamentals of Artistic- Expressive Physical Activities
 - 10.1.1. Justification in the Pre-School Education Curriculum
 - 10.1.2. Area 1: Self-Awareness and Personal Autonomy
 - 10.1.3. Area 3: Languages: Communication and Representation
 - 10.1.4. Historical and Social Evolution
- 10.2. Artistic-Expressive Physical Activities in Education: Transversality
 - 10.2.1. Skills
 - 10.2.2. Area 2: Knowledge of the Environment
 - 10.2.3. Area 3: Languages: Communication and Representation
- 10.3. Pedagogical Bases of Corporal Expression
 - 10.3.1. The Body Language
 - 10.3.2. The Body and Space
 - 10.3.3. Body Language Techniques
- 10.4. Body Language: The Body
 - 10.4.1. Body Scheme
 - 10.4.2. Tonic Regulation
 - 10.4.3. Postural Adjustment
 - 10.4.4. Balance and Body Alignment
 - 10.4.5. Laterality
 - 10.4.6. Motor Coordination
 - 10.4.7. Relaxation
- 10.5. Pedagogical Bases of Rhythmic Activities
 - 10.5.1. Music
 - 10.5.2. Time
 - 10.5.3. Rhythm
 - 10.5.4. The Movement
 - 10.5.5. Methodology



- 10.6. Pedagogical Bases of Dance
 - 10.6.1. Definition of Dance
 - 10.6.2. Dance Forms
 - 10.6.3. Dance Dimensions
 - 10.6.4. Elements of Dance
 - 10.6.5. Objectives, Aspects and Classification of Dance
 - 10.6.6. Choreography
 - 10.6.7. Methodology
- 10.7. Psychological Bases of Rhythm and Body Language
 - 10.7.1. Multiple Intelligences
 - 10.7.2. Emotions
 - 10.7.3. Personality
- 10.8. Psychological Bases of Dance
 - 10.8.1. Attention
 - 10.8.2. Motivation
 - 10.8.3. Creativity
 - 10.8.4. Learning and Memory
- 10.9. Dance at School
 - 10.9.1. Choreographed Dances
 - 10.9.2. Creative Dances
 - 10.9.3. Methodology of Dance Activities
- 10.10. Programming and Evaluation
 - 10.10.1. Programming in the First Cycle of Pre-School Education
 - 10.10.2. Evaluation in the First Cycle of Pre-School Education
 - 10.10.3. Programming in the Second Cycle of Pre-School Education
 - 10.10.4. Evaluation in the Second Cycle of Pre-School Education

04

Teaching Objectives

The design of this Hybrid Master's Degree will enable students to acquire the necessary competencies to deepen their knowledge in the field of Child Psychomotricity, integrating key aspects of psychophysical development and its pedagogical application. The curriculum offers a comprehensive and practical approach that equips professionals to design intervention strategies tailored to each developmental stage. In this way, TECH Global University sets objectives that ensure academic excellence and the full preparation of future graduates.



“

You will be able to identify psychomotor needs through observation, analysis, and evaluation”



General Objective

- The general objective of this university program is for professionals to acquire advanced specialization in psychomotor development and its educational implications through an eminently practical approach. To achieve this, the university program combines theoretical learning with applied experiences in childhood contexts, alongside specialists in neuroeducation and psychomotricity. This training allows for the refinement of competencies to design, implement, and evaluate interventions that enhance autonomy, creativity, and well-being in the child's developmental process.





Specific Objectives

Module 1. Early Education

- ♦ Analyze the influence of psychomotor stimulation on overall development during the early years of life
- ♦ Design psychomotor strategies that promote learning through movement in early childhood

Module 2. Psychophysical Development at School Age and its Pedagogical Implications

- ♦ Evaluate the processes of motor, cognitive, and socio-emotional development in school-aged children and their impact on learning
- ♦ Implement psychomotor interventions adapted to different stages of child development

Module 3. Personalized Education. Anthropological, Philosophical, and Psychological Foundations

- ♦ Apply personalized approaches in psychomotor teaching based on anthropological and psychological principles
- ♦ Develop intervention programs tailored to the individual needs of each child

Module 4. Self-knowledge and Personal Autonomy in Pre-School Education

- ♦ Promote children's autonomy through psychomotor activities that strengthen confidence and decision-making skills
- ♦ Design intervention strategies that foster self-knowledge and emotional management in children



Module 5. Neuromotor Development and Didactics of Physical Education

- ♦ Identify the foundations of neuromotor development and its relation to the didactics of Physical Education
- ♦ Apply active methodologies to optimize the acquisition of motor skills in early childhood

Module 6. Physical Education, Health, and Values Education

- ♦ Integrate Physical Education as a tool for promoting health and well-being in children
- ♦ Design activities that encourage cooperation, respect, and inclusion through movement

Module 7. Anatomical, Physiological and Psychological Bases of Physical Education

- ♦ Analyze the anatomical and physiological foundations applied to Child Psychomotricity
- ♦ Evaluate the influence of psychological processes on the motor and emotional development of children

Module 8. Knowledge of Oneself, of the Environment and Personal Autonomy in Physical Education

- ♦ Develop psychomotor strategies that facilitate exploration of the environment and the development of spatial skills
- ♦ Implement activities that enhance personal autonomy and a positive self-image in childhood





Module 9. Theory and Individual and Collective Practice of Motor and Pre-Sports Games in Pre-School Education

- ♦ Design motor and pre-sport games programs adapted to the needs and ages of children
- ♦ Evaluate the impact of collective play on the development of social and emotional skills

Module 10. Artistic-Expressive Physical Activities: Dance, Rhythm, and Body Expression

- ♦ Apply dance and body expression as tools to enhance creativity and communication in children
- ♦ Design rhythmic and expressive activities that foster coordination, balance, and self-esteem

“

You will enhance your knowledge through the innovative Relearning methodology, which will allow you to effectively assimilate the material without investing long hours in study”

05

Internship

After completing the online period, this university program includes an internship at a renowned institution highly specialized in the field of Child Psychomotricity. During this process, the graduate will be guided by a tutor who will support both the preparation and development of practical activities. This experience allows for the application of acquired knowledge in real situations, designing and carrying out psychomotor interventions.



“

*You will enjoy an Internship Program at
a prestigious institution in the field of
Child Psychomotricity”*

The practical training period of this university degree consists of an internship at a leading institution in the field of Child Psychomotricity, always accompanied by a specialist in the field. This experience will allow you to observe and participate in real sessions with children, learning alongside experts in the design and implementation of psychomotor strategies tailored to each developmental stage.

In this training proposal, each activity is designed to strengthen and refine the key competencies required for specialized practice in this field. In this way, the professional profile will be enhanced, driving a strong, efficient, and highly competitive performance.

It is, without a doubt, an opportunity to learn in innovative centers where movement, play, and neuroeducation form the core of educational practice. These spaces become the ideal teaching environment to refine professional competencies in Child Psychomotricity, addressing the academic needs of the 21st century.

The practical component will involve the active participation of the student, performing activities and procedures in each area of competence (learning to learn and learning to do), with the guidance and support of professors and fellow trainees who will facilitate teamwork and multidisciplinary integration as cross-cutting competencies for teaching practice (learning to be and learning to relate).





The procedures described below will be the basis of the practical part of the Internship Program, and its realization will be subject to the center's own availability and workload, being the proposed activities the following:

Module	Practical Activity
Modern Techniques in Child Psychomotricity	Comprehensively assess the psychomotor development of children
	Design and implement activities that stimulate coordination, balance, and laterality
	Identify delays or difficulties in motor skills to propose early interventions
	Collaborate with families to reinforce motor and postural habits
Autonomy of Children	Promote routines that encourage independence in tasks such as hygiene, eating, and dressing
	Create activities for emotional and social self-regulation
	Foster self-esteem and confidence in the child's abilities
	Integrate exercises focused on reflecting on emotions and personal needs
Psychomotor Development and Physical Education	Plan physical activity sessions adapted to age and developmental level
	Develop games that integrate hand-eye coordination, balance, and strength
	Evaluate progress in neuromotor development and adjust teaching strategies
	Combine movements with cognitive and social learning
Dance, Rhythm, and Body Communication Activities	Design games that integrate music, dance, and body expression
	Stimulate creativity and a sense of rhythm through movement games
	Enhance motor skills through playful and artistic dynamics
	Work on emotional expression and non-verbal communication

Civil Liability Insurance

The university's main concern is to guarantee the safety of the interns, other collaborating professionals involved in the internship process at the center. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, the university commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the course of the internship at the center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the Internship Program period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.



General Conditions of the Internship Program

The general terms and conditions of the internship agreement for the program are as follows:

1. TUTOR: During the Hybrid Master's Degree, students will be assigned two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times.

On the other hand, they will also be assigned an academic tutor, whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

2. DURATION: The internship program will have a duration of three continuous weeks, in 8-hour days, five days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

3. ABSENCE: If the student does not show up on the start date of the Hybrid Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

4. CERTIFICATION: Professionals who pass the Hybrid Master's Degree will

receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: The Hybrid Master's Degree shall not constitute an employment relationship of any kind.

6. PRIOR EDUCATION: Some centers may require a certificate of prior education for the completion of the Hybrid Master's Degree. In these cases, it will be necessary to submit it to the internship department at TECH so that the assignment of the chosen center can be confirmed.

7. DOES NOT INCLUDE: The Hybrid Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

06

Internship Centers

Below are some of the internship centers selected by TECH Global University for this university program. However, if none of them meet your expectations or needs, TECH Global University is committed to managing the formalization of an agreement with an entity that meets your preferences, ensuring a fully personalized experience.




“

You will complete an internship at a prestigious institution highly specialized in Child Psychomotricity”



The student will be able to complete the practical part of this Hybrid Master's Degree at the following centers:



Education

Escuela Infantil Lalines

Country	City
Spain	Madrid

Address: Avenida del Ingenioso Hidalgo 3A,
Local. 28906, Getafe

Center specialized in holistic Pre-School Education through
innovative active methodologies

Related internship programs:

- Didactics of Pre-School Education
- Improving Teaching Practice in Pre-School Education





“

Boost your career path with holistic teaching, allowing you to advance both theoretically and practically"

07

Career Opportunities

This Hybrid Master's Degree represents a unique opportunity for professionals interested in deepening their knowledge of child psychophysical development and its pedagogical implications. In this regard, graduates will acquire advanced skills to design intervention strategies tailored to each developmental stage. All of this will promote autonomy, creativity, and well-being in children through movement. As a result, experts will be highly prepared to integrate Psychomotricity into educational contexts, fostering meaningful learning and harmonious development in early childhood.





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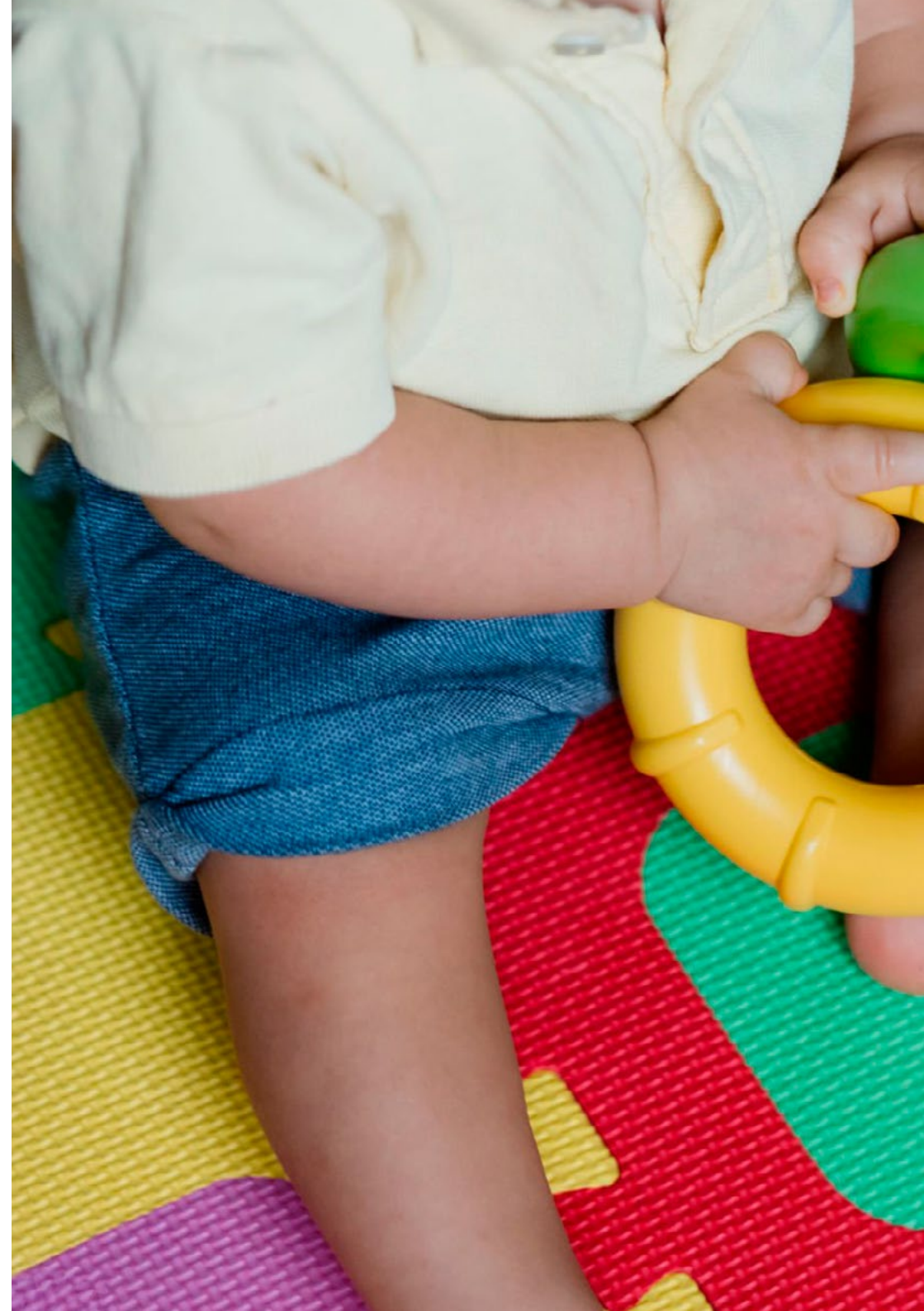
You will design psychomotor activities in early childhood education centers, applying innovative methodologies to enhance the holistic development of children”

Graduate Profile

Graduates of this university program will be highly qualified specialists capable of enhancing psychophysical development during childhood. They will also possess advanced skills to design psychomotor strategies that promote autonomy and the overall well-being of children at each developmental stage. Additionally, they will be prepared to integrate play, personalized education, and the didactics of Physical Education as core components of learning. Moreover, they will be able to lead pedagogical innovation projects and encourage educational practices focused on the holistic development of children.

You will optimize psychomotor programs to ensure the proper neuromotor, cognitive, and socio-emotional stimulation of the children.

- ♦ **Design and Pedagogical Innovation:** Ability to plan, implement, and evaluate innovative psychomotor activities that foster the holistic development of children, adapting to different ages and needs
- ♦ **Assessment and Monitoring of Child Development:** Skill in observing, analyzing, and measuring the neuromotor, cognitive, and socio-emotional progress of children, applying effective psychomotor tools and techniques
- ♦ **Ethical Commitment and Child Well-Being:** Responsibility in applying ethical principles and child protection regulations, ensuring a safe and respectful environment during psychomotor interventions
- ♦ **Interdisciplinary Collaboration:** Aptitude for collaborating with teachers, families, and other early childhood education professionals, integrating psychomotor strategies into educational programs and holistic development plans





After completing the university program, you will be able to apply your knowledge and skills in the following positions:

- 1. Specialized Child Psychomotricity Technician:** Responsible for designing, implementing, and evaluating innovative psychomotor activities to foster the holistic development of children in various educational contexts.
Responsibilities: Develop psychomotor programs, oversee their implementation, and train educational staff in the correct use of active methodologies and teaching resources.
- 2. Child Psychomotricity Advisor:** Provides guidance to teachers, families, and organizations on effective psychomotor strategies, promoting the stimulation of motor, cognitive, and socio-emotional development in early childhood.
Responsibilities: Design guidelines and recommendations, offer personalized tutoring, and support the implementation of psychomotor activities in various educational contexts.
- 3. Child Psychomotricity Program Consultant:** Specialist in designing and implementing psychomotor programs and play-based activities, assisting institutions in optimizing motor and socio-emotional learning.
Responsibilities: Analyze institutional needs, develop educational improvement plans, and oversee the integration of innovative methodologies into daily practice.
- 4. Child Psychomotricity Program Administrator:** Responsible for coordinating and managing psychomotor projects and programs, ensuring the quality, coherence, and effectiveness of educational activities.
Responsibilities: Plan, monitor, and evaluate psychomotor programs, coordinating resources and teams to ensure the holistic and safe development of children.

08

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



“

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”

The student: the priority of all TECH programs

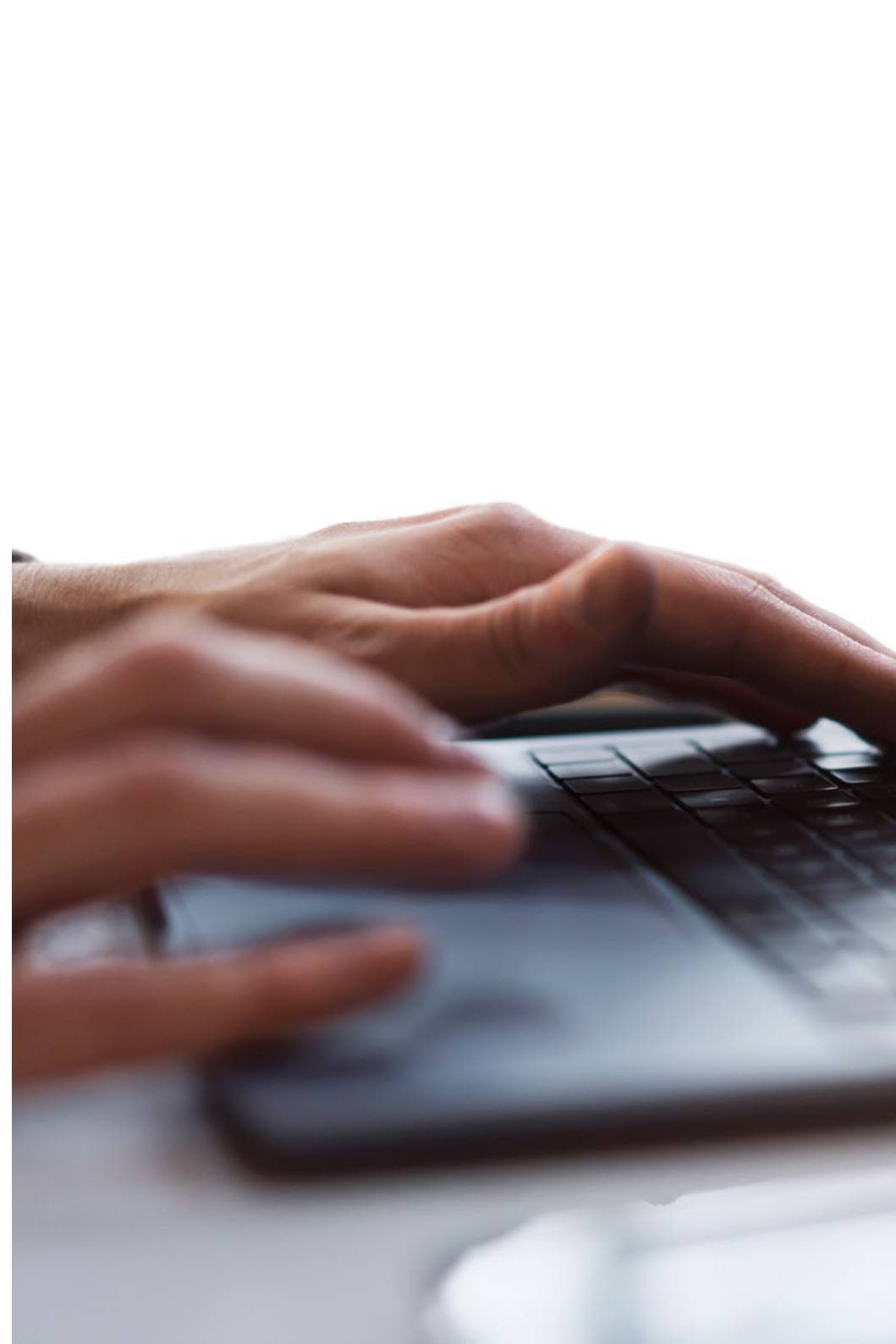
In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes
(which you might not be able to attend)”*



The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want*”

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

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.



A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
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.

The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

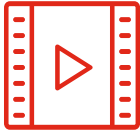
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.



As such, the best educational materials, thoroughly prepared, will be available in this program:



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.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



Interactive Summaries

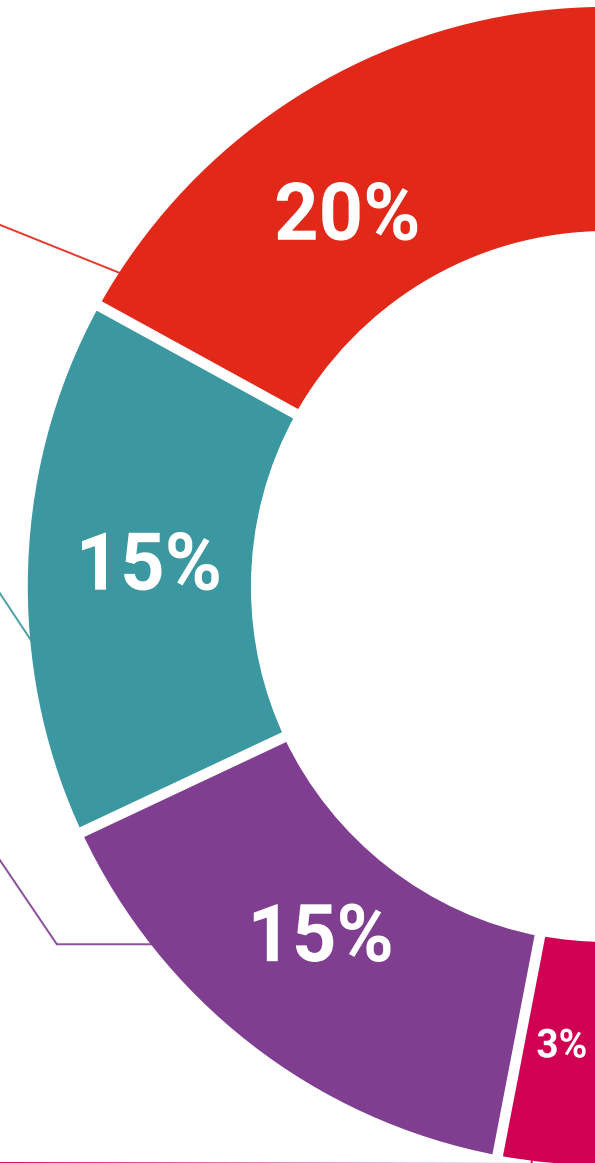
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

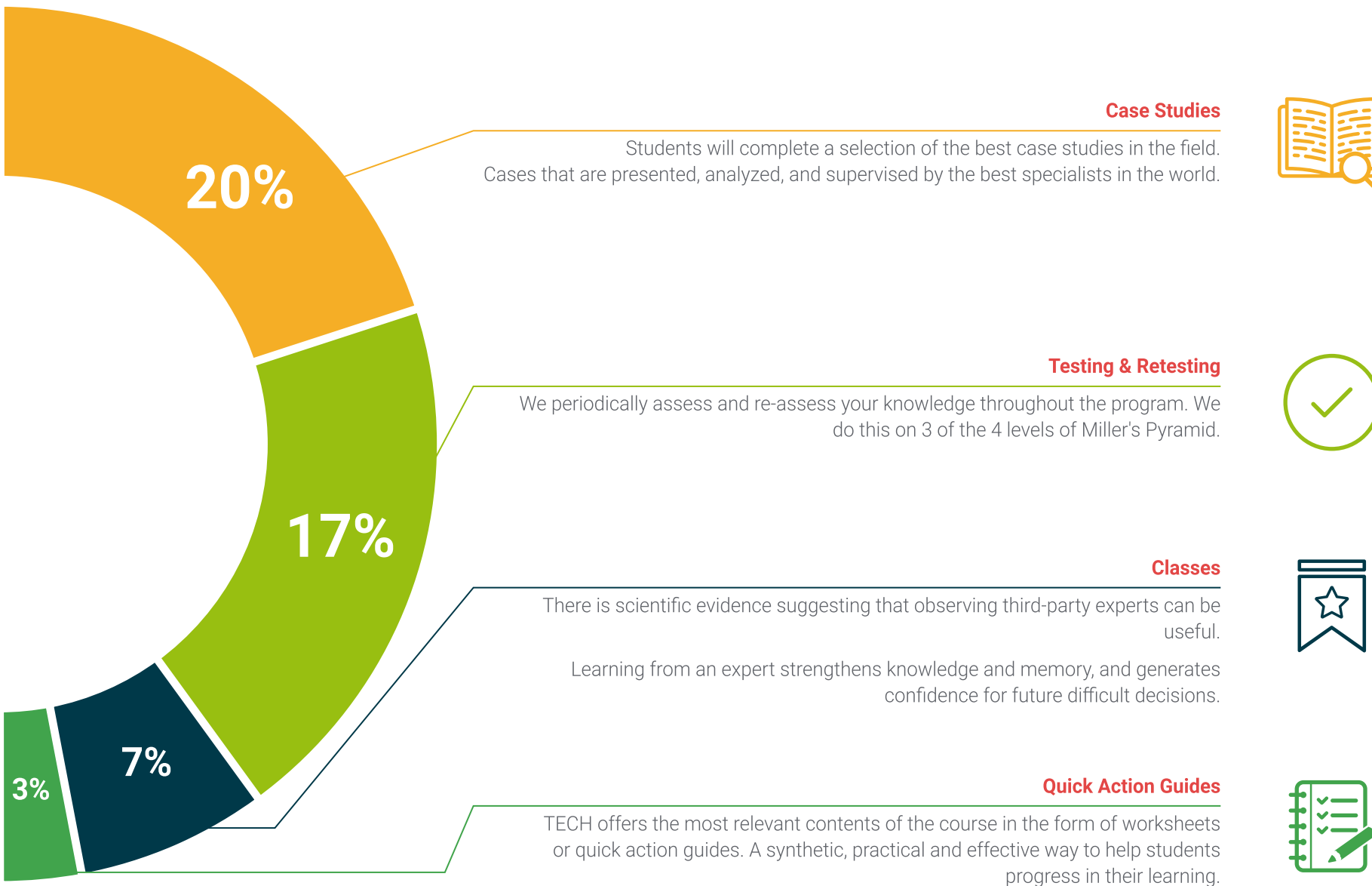
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





09

Certificate

The Hybrid Master's Degree in Child Psychomotricity guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Hybrid Master's Degree issued by TECH Global University.



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

This private qualification will allow you to obtain a diploma for the **Hybrid Master's Degree in Child Psychomotricity** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University, is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

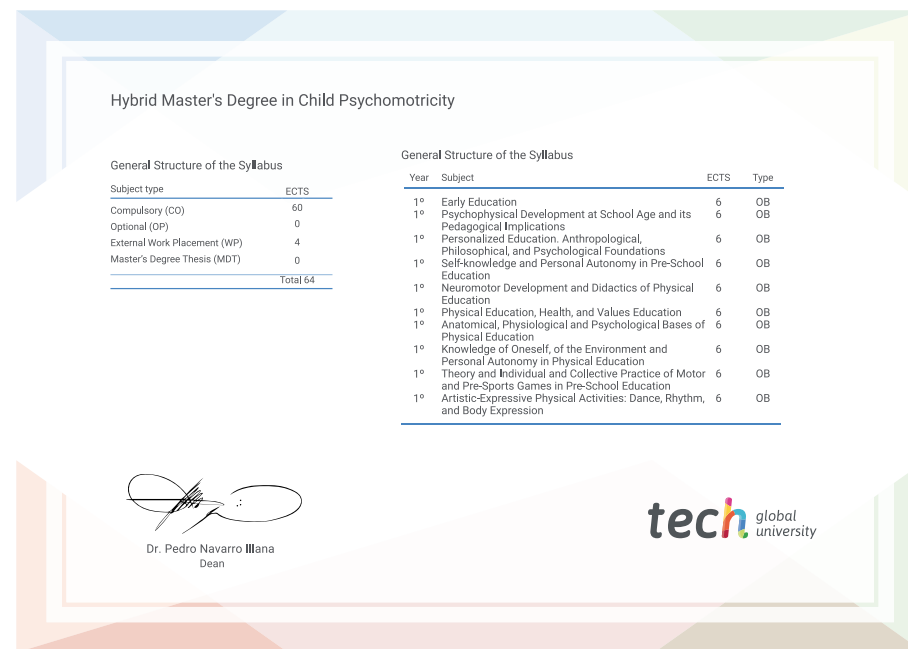
This private qualification from **TECH Global University** is a European continuing education and professional development program that guarantees the acquisition of competencies in its area of expertise, providing significant curricular value to the student who successfully completes the program.

Title: **Hybrid Master's Degree in Child Psychomotricity**

Modality: **Hybrid (Online + Internship)**

Duration: **12 months.**

Credits: **60 + 4 ECTS**



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Hybrid Master's Degree Child Psychomotricity

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Hybrid Master's Degree Child Psychomotricity

