

Postgraduate Diploma

Motor Action in the Cerebral Processes of Learning





Postgraduate Diploma

Motor Action in the Cerebral Processes of Learning

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-motor-action-cerebral-processes-learning

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01

Introduction

Neuroscience has demonstrated through decades of intensive research that there is an intimate connection between the interactions of cognition and motor actions. Physical activity helps children to enhance skills such as coordination, strength or practical thinking, among others, contributing to a correct psychosocial development that also affects their academic evolution. For this reason, TECH has developed a program that gathers the most relevant and innovative information in this regard. Thus, over 6 months, teachers will be able to work intensively on the implementation of the most advanced pedagogical strategies in their practice through a multidisciplinary and 100% online training.





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perspective of motor action in the educational environment from the base and up to the most advanced, innovative and effective didactic and pedagogical strategies”

The importance of Physical Education in the school environment, from the first levels until the end of adolescence, lies in the ability of this science to promote motor, cognitive, social and healthy development in students. Through movement and cooperative practice, children and young people perfect a series of skills such as coordination, strength, flexibility, endurance and agility, and work on the cerebral processes involved in psycho-affective relationships, aspects that are undoubtedly fundamental in the different environments of society (for work, learning, sports, etc.).

In this context, the role played by the teacher is fundamental, since in addition to transmitting to the students the guidelines to develop certain exercises and, therefore, specific motor skills, they act as supervisors of their correct physical and cognitive evolution, trying to correct those behaviors that are not adequate for a positive progress. And to carry out this practice efficiently and based on the most innovative methodology of Neuroeducation you can count on this Postgraduate Diploma in which you will find the pedagogical and didactic guidelines that are having the best results in the main academic systems in the world.

This is a 6-month experience in which the graduates will have access to 600 hours of the best theoretical, practical and additional content based on the brain processes of learning in physical practice, in the guidelines and playful dynamics for the promotion of effective learning and in the most innovative methods to transmit healthy lifestyle habits through exercise and teaching in the school environment. In addition, its convenient 100% online format will allow you to access the course of this academic experience from wherever and whenever you want, using any device with an Internet connection. This way you don't have to worry about schedules or face-to-face classes, while perfecting your teaching skills based on the latest developments in the most innovative teaching of the moment.

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

- ♦ Practical cases presented by experts in Neuroeducation
- ♦ The graphic, schematic and practical contents of the book provide technical and practical information on those disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



You will get to know in detail the pedagogical models for Physical Neuroeducation that are causing a furor in the main academic systems of the world"

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A unique opportunity to hone your skills in health promotion through physical activity and neurodevelopment”

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

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

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

You will be able to implement in your practice the latest learning models of Educational Robotics based on meaningful and active teaching, as well as on game-centered education.

You will have access to 600 hours of the best multidisciplinary content to delve in a personalized way in aspects such as gamification models or MED for cooperative learning.



02

Objectives

TECH's objective with this and all its qualifications is to make available to the graduates who trust in this university the most rigorous, complete and updated information on the subject in which they wish to specialize. For this reason, for this program has worked conscientiously in order to frame in 600 hours of the best theoretical, practical and additional content all the material that allows you not only to know in detail the progress of Physical Neuroeducation, but also improve their skills in the design of innovative, dynamic and widely beneficial classes for psychocognitive development of students.



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A program at the highest educational level, so that professionals like you acquire the necessary knowledge to develop innovative neuroacademic projects based on gamification"



General Objectives

- Implement the innovations of Neuroeducation in the subject of Physical Education
- Achieve specialized skills as Neuroeducation professionals in the field of Motor Action
- Discover how to enhance brain development through motor action



Achieving even your most ambitious academic goals will become a simple task to accomplish thanks to the flexibility of this program and the innovative educational techniques you will find in it"





Specific Objectives

Module 1. The social brain in motor action from a neuroscientific perspective

- ♦ Describe mirror neurons
- ♦ Explain complex social functions
- ♦ Describe the role of motor action in the development of social health
- ♦ Explain the social relationship in personal wellbeing
- ♦ Explain the implication of mental health and interpersonal relationships
- ♦ Define the relevance of cooperation from a neuroeducational perspective
- ♦ Explain the importance of climate in learning environments

Module 2. Impact of Motor Action on Brain Learning Processes and on Health Development

- ♦ Explain the main neurotransmitters and hormones related to motor practice and learning ability
- ♦ Apply strategies for disease prevention and improvement of quality of life in terms of cardiovascular and other risk diseases
- ♦ Describe the different motor practices that have an impact on brain development

Module 3. Pedagogical Models and Evaluation in Physical Neuroeducation

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

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

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

03

Course Management

TECH considers that having a team versed in Neuroeducation is not only a necessity, but an obligation, thanks to which the graduates will be able to get more out of this academic experience. Since they are a group of professionals specialized in the academic area and knowledgeable about the methodologies and didactic strategies that show the best results for different types of students (ages, levels, abilities, etc.), they have been able to put together a very detailed syllabus. In addition, they will accompany you throughout the degree, providing extra content and resolving any doubts that may arise.



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In the Virtual Campus you will find a direct communication channel with the teaching team, which you will be able to use to solve any doubts that may arise during the course of this Postgraduate Diploma"

Management



Ms. Pellicer Royo, Irene

- ◆ Expert in Emotional Education at the Jesuitas-Caspe School
- ◆ Master in Medical Sciences Applied to Physical Activity and Sport by the University of Barcelona
- ◆ Master's Degree in Emotional Education and Well-being from the University of Barcelona
- ◆ Degree in Physical Activity and Sport Sciences at the University of Lérida

Professors

Ms. Rodríguez Ruiz, Celia

- ◆ Psychologist and Writer expert in Neurosciences
- ◆ Writer specializing in Psychology and Neurosciences
- ◆ Author of the Open Chair in Psychology and Neurosciences
- ◆ Scientific disseminator
- ◆ PhD in Psychology
- ◆ Degree in Psychology. University of Seville
- ◆ Master's Degree in Neurosciences and Behavioral Biology Pablo de Olavide University, Seville
- ◆ Expert in Teaching Methodology. La Salle University
- ◆ University Specialist in Clinical Hypnosis, Hypnotherapy. National University of Distance Education - UNED
- ◆ Diploma in Social Graduate, Human Resources Management, Personnel Administration. University of Seville
- ◆ Expert in Project Management, Administration and Business Management. Federation of Services U.G.T
- ◆ Trainer of Trainers. Official College of Psychologists of Andalusia

Dr. Navarro Ardoy, Daniel

- ♦ Principal CEO at Teacher MBA
- ♦ PROFITH (PRomoting FITness and Health) Research Group
- ♦ SAFE Research Group
- ♦ EFFECTS 262 Research Group
- ♦ Physical Education Teacher
- ♦ Ph.D. in Physical Education Applied to Health, Physical Activity and Health Program from the University of Granada
- ♦ PhD in Physical Education Applied to Health with research stay at Karolinska Institutet in Stockholm
- ♦ Degree in Physical Activity and Sport Sciences from the University of Granada

Dr. De la Serna, Juan Moisés

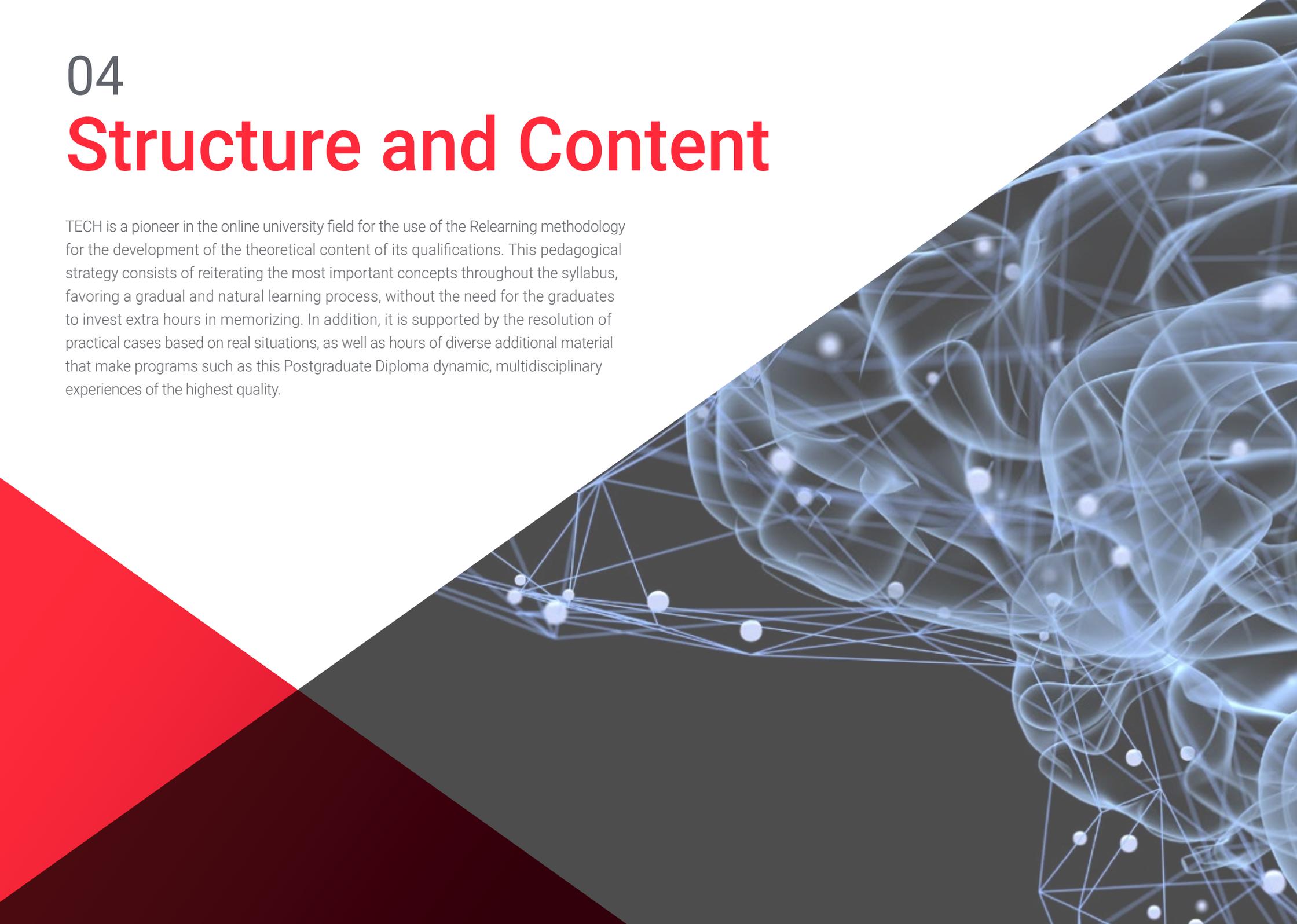
- ♦ Doctor in Psychology Master's Degree in Neurosciences and Behavioral Biology
- ♦ University Specialist in Clinical Hypnosis
- ♦ Director of the Open Chair in Psychology and Neurosciences
- ♦ Diploma in Didactic Methodology Expert in Project Management Occupational Trainer



04

Structure and Content

TECH is a pioneer in the online university field for the use of the Relearning methodology for the development of the theoretical content of its qualifications. This pedagogical strategy consists of reiterating the most important concepts throughout the syllabus, favoring a gradual and natural learning process, without the need for the graduates to invest extra hours in memorizing. In addition, it is supported by the resolution of practical cases based on real situations, as well as hours of diverse additional material that make programs such as this Postgraduate Diploma dynamic, multidisciplinary experiences of the highest quality.



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Would you like to learn about the latest developments in game-based learning methodologies for Physical Education? Enroll in this program and you will master them in just 6 month”

Module 1. The social brain in motor action from a neuroscientific perspective

- 1.1. The Human Being: A Social Being
 - 1.1.1. The Social Nature of the Human Being
 - 1.1.2. Evolution of Human Social Capabilities
 - 1.1.3. Why We Live in Society
 - 1.1.1. The Individual as Part of the Social Group
 - 1.1.5. Social Development: Socialization
 - 1.1.6. The Social and Affective Needs of the Human Being
 - 1.1.7. The Consequences of Social Deprivation
 - 1.1.8. The Development of Identity in Society
 - 1.1.9. Human Societies and Social Groups: Coexistence and Conflicts
- 1.2. The Social Brain
 - 1.2.1. A Brain Prepared for the Social
 - 1.2.2. How Does the Social Brain Work?
 - 1.2.3. The Autonomic Nervous System
 - 1.2.4. Oxytocin: An Essential Neurochemical Mediator
 - 1.2.5. The Antisocial Capacity: Serotonin and MAO Enzyme
 - 1.2.6. The Dorsal Vagus Nucleus: Responsible for Playful and Welcoming Social Interaction
 - 1.2.7. Face Perception
- 1.3. Mirror Neurons
 - 1.3.1. The Discovery of Mirror Neurons
 - 1.3.2. How do Mirror Neurons Work?
 - 1.3.3. Social Empathy and Mirror Neurons
 - 1.3.4. Identification with Others
 - 1.3.5. Theory of Mind. Representing the Mind of Others
 - 1.3.6. The Educational and Therapeutic Implication of Mirror Neurons
- 1.4. The Complex Social Functions
 - 1.4.1. Social Functions
 - 1.4.2. Executive Functions
 - 1.4.3. Self-Control Function
 - 1.4.4. Social Emotions
 - 1.4.5. Altruism and Prosocial Behavior
 - 1.4.6. Conflict, Aggression and Violence
 - 1.4.7. Social relations
 - 1.4.8. Prejudice and Stereotypes
 - 1.4.9. Living Together
- 1.5. Integral Health from a Social Competence Perspective
 - 1.5.1. What is Integral Health?
 - 1.5.2. Health and Social Competence as a Component of Integral Health
 - 1.5.3. Adaptive Behaviors that Make Up Social Competence
 - 1.5.4. Disadaptive behaviors
 - 1.5.5. The Effect of the Absence of Social Competence on Health
 - 1.5.6. How to Promote the Development of Social Competence
- 1.6. Role of Motor Action in the Development of Social Health
 - 1.6.1. What is Meant by Social Health?
 - 1.6.2. Why is Social Health important?
 - 1.6.3. The Body as an Element of Social and Emotional Health
 - 1.6.4. The Motor Action and the Development of Health
 - 1.6.5. Promotion of the Social Health through the Motor Action
 - 1.6.6. Tools to Promote Motor Action and Social Health Development
- 1.7. Social Relationship in Personal Well-Being
 - 1.7.1. Social Interactions
 - 1.7.2. Why do Human Beings Need Relationships?
 - 1.7.3. Social Relationships and Individual Needs
 - 1.7.4. The Power of Healthy and Satisfactory Relationships
 - 1.7.5. The Social Role
 - 1.7.6. The Social Relationship and Well-Being
 - 1.7.7. Lack of Relationships and Their Consequences
 - 1.7.8. Social Isolation

- 1.8. Mental Health and Interpersonal Relationships
 - 1.8.1. Interpersonal Relationships and Their Role
 - 1.8.2. Affective Needs
 - 1.8.3. Social Expectations and Beliefs
 - 1.8.4. The Role of Stereotypes and our Mental Health
 - 1.8.5. The Importance of Social Support for Mental Health (Perceived and Real)
 - 1.8.6. Interpersonal Relationships as a Basis for Well-Being
 - 1.8.7. The Quality of Interpersonal Relationships
 - 1.8.8. The Consequences on Mental Health of the Lack of Relationships
- 1.9. Relevance of Cooperation from a Neuroeducational Perspective
 - 1.9.1. What is Cooperation
 - 1.9.2. The Brain that Learns in a Group
 - 1.9.3. The Role of Cooperation for Development
 - 1.9.4. Oxytocin, the Chemical Element of Cooperation
 - 1.9.5. Reward Processes and Cooperation
 - 1.9.6. Why is Cooperation Important?
- 1.10. Climate in Learning Environments
 - 1.10.1. Social climate
 - 1.10.2. Positive and Negative Climates
 - 1.10.3. Factors that Determine the Type of Climate
 - 1.10.4. The Influence of Climate on the Learning Environment
 - 1.10.5. Elements of a Climate that Favors the Learning Environment
 - 1.10.6. Recognizing Climates in Learning Environments
 - 1.10.7. The Role of the Teacher as a Promoter of a Favorable Climate
 - 1.10.8. Tools to Create Positive and Favorable Climates

Module 2. Impact of Motor Action on Brain Learning Processes and on Health Development

- 2.1. Impact of Motor Action on Learning Processes
 - 2.1.1. Concepts Related to Motor Action and Learning
 - 2.1.2. Motor Learning: Phases and Factors
 - 2.1.3. The Information Processing Model: Perception, Decision, Execution, Movement Control and Feedback
 - 2.1.4. Benefits of Motor Action on Brain Learning Processes
- 2.2. Motor Action and Neurophilic Factors. BDNF
 - 2.2.1. Neurogenesis and Neuroplasticity
 - 2.2.2. Neurotrophins or Neurotrophic Factors What Are They and What are They For?
 - 2.2.3. Prominent Role and Benefits of Motor Action on BDNF
- 2.3. Motor Action, Neurotransmitters and Hormones
 - 2.3.1. The Main Neurotransmitters and Hormones Related to Motor Practice and Learning Abilities
 - 2.3.2. Endorphins
 - 2.3.3. Serotonin
 - 2.3.4. Oxytocin
 - 2.3.5. Dopamine
 - 2.3.6. Adrenaline and Noradrenaline
 - 2.3.7. Glucocorticoids
- 2.4. The Importance of the Cerebellum in Coordination and Cognitive Processes
 - 2.4.1. Structure of the Cerebellum
 - 2.4.2. Functions of the Cerebellum and its Importance in Motor Action
 - 2.4.3. Importance of the Cerebellum in Cognitive Processes
- 2.5. Impact of Motor Action on Memory Processes
 - 2.2.1. What is Memory and How is it Divided?
 - 2.2.2. In What Part of the Brain is Memory Located?
 - 2.2.3. Prominent Role of the Hippocampus in Memory
 - 2.2.4. Impact of Motor Action on Memory

- 2.6. The Prefrontal Cortex, Seat of the Brain's Executive Functions
 - 2.6.1. Executive Functions of the Brain
 - 2.6.2. The Four Lobes of Each Cerebral Hemisphere
 - 2.6.3. Frontal Lobe: Executive Director of the Brain
 - 2.6.4. The Prefrontal Cortex: The Orchestra Conductor
 - 2.6.5. Cerebral Structures Connected to the Frontal Lobe
 - 2.7. Impact of Motor Action with Executive Processes: Decision-Making
 - 2.7.1. Somatic Markers
 - 2.7.2. Brain Structures Involved in Decision Making
 - 2.7.3. The Development of Somatic States
 - 2.7.4. Decision-Making in Sports Practice
 - 2.8. Impact of Motor Action with Executive Processes: Pause and Reflection Response
 - 2.8.1. Regulating Emotions
 - 2.8.2. Conflicts, Inconsistencies and the Prefrontal Cortex
 - 2.8.3. The Relevance of Heart Rate
 - 2.9. Motor Action and Predisposition to Learning
 - 2.9.1. Motor Action and Learning
 - 2.9.2. How Does Motor Action Predispose to Learning?
 - 2.9.3. How Can the Benefits of Motor Action be Enhanced?
 - 2.10. Impact of Motor Action on Neuroprotective Processes
 - 2.10.1. Conceptualization of Neuroprotection
 - 2.10.2. Effects of Exercise on Brain Protection
- Module 3. Pedagogical Models and Evaluation in Physical Neuroeducation**
- 3.1. Conceptual Approach to Terms Related to Methodology in Physical Education
 - 3.1.1. Teaching and Learning
 - 3.1.2. Didactic Intervention
 - 3.1.3. Teaching Technique and Style
 - 3.1.4. Teaching-Learning Based on Direct Instruction
 - 3.1.5. Teaching-Learning Based on Inquiry or Searching
 - 3.1.6. Strategy in Practice
 - 3.1.7. Pedagogical Methods and Models
 - 3.2. Assessment of the Teaching-Learning Process in Physical Neuroeducation
 - 3.2.1. Conceptual Clarification of the Terms Related to the Assessment
 - 3.2.2. Assessment Techniques, Procedures and Instruments
 - 3.2.3. Types of Assessment in Physical Education
 - 3.2.4. Moments of Physical Education Assessment
 - 3.2.5. Evaluation– Research Binomial
 - 3.2.6. Neuroevaluation in Physical Education
 - 3.3. Assessment of Student Learning with Focus on Physical Neuroeducation
 - 3.3.1. Competential Assessment
 - 3.3.2. Formative Assessment
 - 3.3.3. Personalized Assessment
 - 3.3.4. Practical Proposals for Assessment in Physical Education from a Neurodidactic Perspective
 - 3.4. Cooperative Learning
 - 3.4.1. Description of the Model
 - 3.4.2. Practical Proposals
 - 3.4.3. Recommendations for Implementation
 - 3.5. Sports Education Model (SEM)
 - 3.5.1. Description of the Model
 - 3.5.2. Practical Proposals
 - 3.5.3. Recommendations for Implementation
 - 3.6. Personal and Social Responsibility Model
 - 3.6.1. Description of the Model
 - 3.6.2. Practical Proposals
 - 3.6.3. Recommendations for Implementation
 - 3.7. Comprehensive Sport Initiation Model (TGfU)
 - 3.7.1. Description of the Model
 - 3.7.2. Practical Proposals
 - 3.7.3. Recommendations for Implementation
 - 3.8. Ludotechnical Model
 - 3.8.1. Description of the Model
 - 3.8.2. Practical Proposals
 - 3.8.3. Recommendations for Implementation

- 3.9. Adventure Education Model
 - 3.9.1. Description of the Model
 - 3.9.2. Practical Proposals
 - 3.9.3. Recommendations for Implementation
- 3.10. Other Models
 - 3.10.1. Motor Literacy
 - 3.10.2. Attitudinal Model
 - 3.10.3. Self-Construction of Materials
 - 3.10.4. Health Education
 - 3.10.5. Hybridization of Models

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

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



A program that will mark a before and after in your professional career as a teacher through the most avant-garde Neuroeducation methodologies"

05

Methodology

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

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





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

At TECH Education School we use the Case Method

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

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



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

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

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

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



Relearning Methodology

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

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



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

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

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

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

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

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



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



Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Educational Techniques and Procedures on Video

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



Interactive Summaries

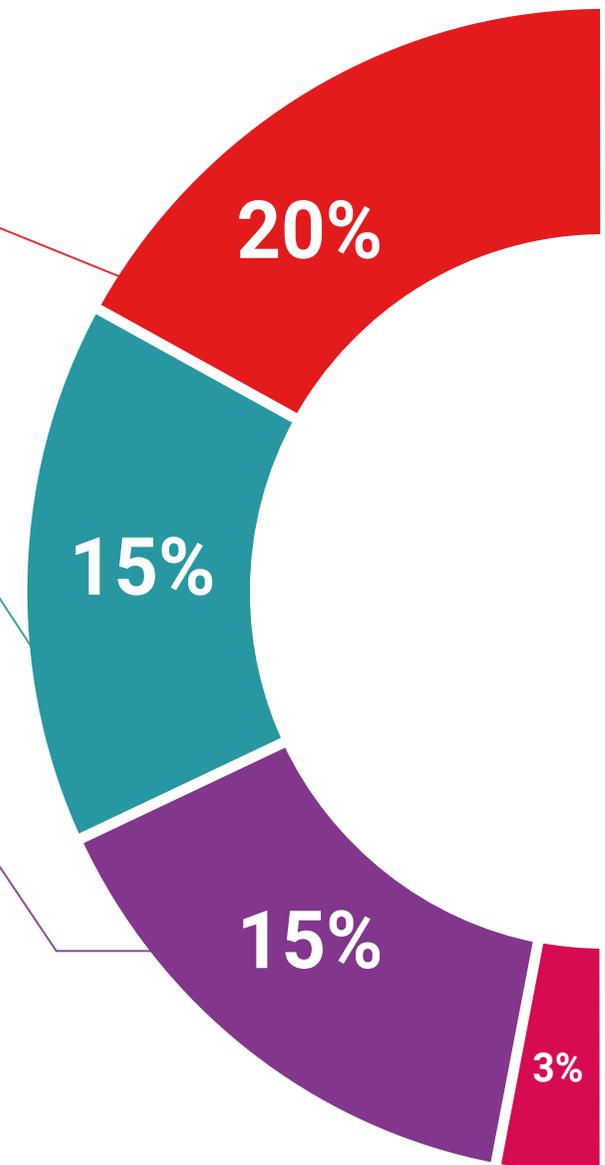
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

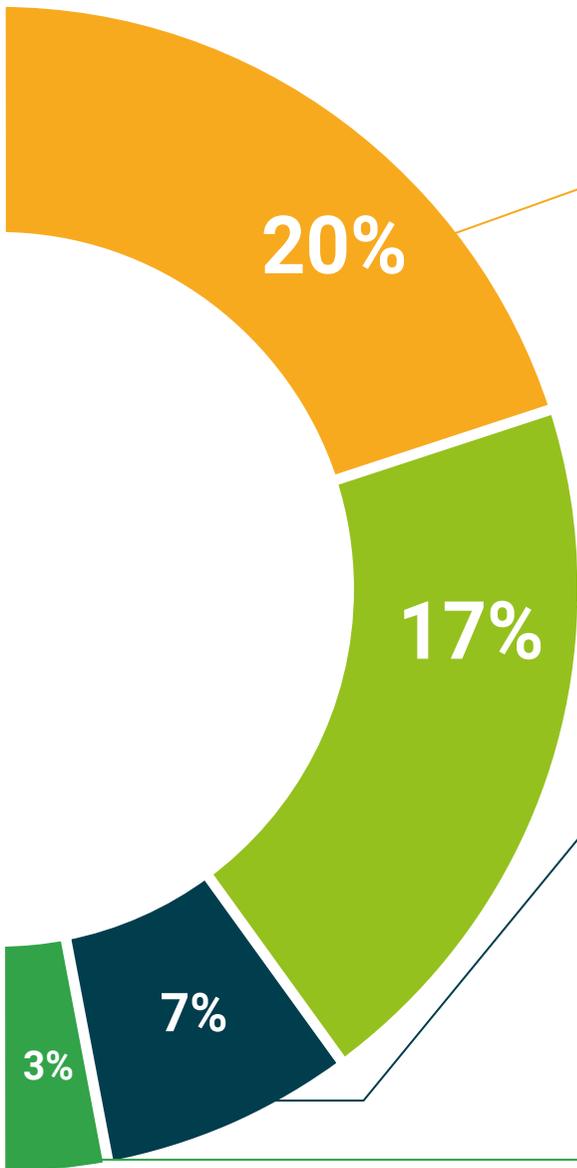
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



Additional Reading

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





Expert-Led Case Studies and Case Analysis

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



Testing & Retesting

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



Classes

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

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



Quick Action Guides

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



06

Certificate

The Postgraduate Diploma in Motor Action in the Cerebral Processes of Learning guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma 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 program will allow you to obtain your **Postgraduate Diploma in Motor Action in the Cerebral Processes of Learning** 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.

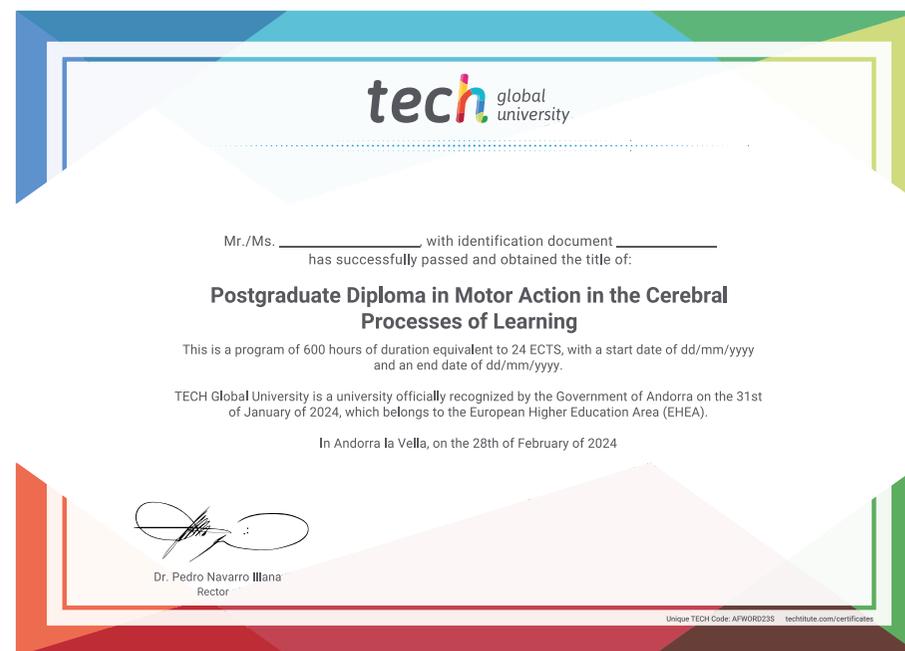
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Motor Action in the Cerebral Processes of Learning**

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**



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



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- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Diploma

Motor Action in the Cerebral Processes of Learning