Professional Master's Degree
Physical Education Teacher in Primary Education

tech technological university

tech technological university

Professional Master's Degree
Physical Education Teacher in Primary Education

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/us/education/professional-master-degree/master-physical-education-teacher-primary-education**

Index

01

Introduction

The evolutionary development in the primary education cycle needs to be encouraged from all aspects where education can intervene. In this sense, working in the field of sports is an essential intervention in the process of brain development through physical activity. A benefit that is added to the usual benefits of sport and places this area in the place of importance it deserves in the elementary school syllabus. This program offers you all the latest news and advances in this instructional area in a high-level program that will allow you to apply the best valued tools of the sector in your professional practice.

Boost the global development of your students with the most innovative methodology in the field of physical education, including the most innovative aspects of brain development"

Physical Education teachers must be able to tailor the exercises and practical lessons to the physical qualities of their students, for this reason, within the elementary education setting, the lessons must be adapted to the students in order to achieve better outcomes. Sport is fundamental for team building, healthy habits, encouraging companionship or individual endurance, so it is essential that children develop in this area from an early age.

It is at this stage, between the ages of 7 and 12, when children begin to acquire habits that they are expected to keep for the rest of their lives. Therefore, it is essential that physical education teachers are able to transmit their passion for sport and healthy lifestyle habits to their students, a knowledge that will stay with them for the rest of their lives, achieving physical and psychological benefits that will allow them to improve their quality of life.

With this Professional Master's Degree, TECH has proposed to qualify teachers to be able to easily and accurately handle the teaching of this educational stage. To this end, the order and distribution of the subjects and their topics is specially designed to allow students to decide their dedication and self-manage their time. Additionally, they will have at their disposal theoretical materials presented through enriched texts, multimedia presentations, exercises and guided practical activities, motivational videos, master classes and practical cases, where they will be able to evoke in an orderly way the knowledge and train the decision-making that demonstrates their training within the field of teaching.

This program is distinguished by the fact that it can be taken in a 100% online format, adapting to the needs and obligations of students, in an asynchronous and completely self-manageable manner. Students will be able to choose which days, at what time and how much time to dedicate to the study of the contents of the program. Always in tune with the capabilities and skills dedicated to it.

This **Professional Master's Degree in Physical Education Teacher in Primary Education** contains the most complete and up-to-date educational program on the market. The most important features include:

- The development of practical cases presented in simulated scenarios by experts in the field of study, where the student will evoke in an orderly manner the knowledge learned and demonstrate the acquisition of the competencies
- The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- The latest developments on the educational task of the Primary Education teacher
- Practical exercises where the students undergo the self-assessment process to improve learning, as well as activities at different skill levels
- Special emphasis on innovative methodologies and teaching research
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

TECH provides you with the main educational tools to help you to develop your work in the field of teaching"

Immerse yourself in the study of this complete program, in which you will find everything you need to acquire a higher professional level and compete with the best"

You will have access to the contents from any fixed or portable device with internet connection, even from your cell phone.

With the most highly valued study methods in online teaching, this Professional Master's Degree will allow you to make unstoppable progress in your professional growth.

Its teaching staff includes professionals in the field of Primary Education, who pour their work experience into this course, as well as renowned specialists from leading societies and prestigious universities.

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

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

02

Objectives

This high-impact educational program aims to provide students of the Professional Master's Degree with the theoretical and practical knowledge they need to intervene in the area of physical education with the solvency of a specialist. Throughout their development they will incorporate the latest advances in teaching in this field into their way of working, pushing the results of their praxis to the highest level.

Achieve your goal of professional growth and place yourself among the best in the industry in a quick and easy way"

General Objectives

- Design, plan, deliver, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals of the center
- Recognize the importance of rules in all educational processes
- Promote participation and respect for the rules of coexistence
- Know the organization of elementary schools
- Foster educational skills in teachers that will enable them to improve the way they teach their lessons

Specific Objectives

Module 1. Education and Coexistence in and outside of the Classroom

- Analyze the current situation in educational centers with respect to coexistence
- Identify the different models to establish a good coexistence inside and outside the classroom
- Identify possible discrimination that may occur in a school
- Acquire skills to solve and prevent possible conflicts in a school
- Know the intervention strategies and techniques
- Understanding how media and technology work in schools

Module 2. Knowledge of Physical Education and Sport in Elementary School

- Know the origin and background of Physical Education
- Discover what is understood by the concept of Physical Education and what is included in it
- Recognize the conceptions of the body from their lived experiences and critically analyze the contribution that Physical Education can make to culture and society, in order to value its importance in the integral development of people
- Compare the main paradigms developed from Physical Education for every stage with respect to the physical education experienced, reflecting and exposing their ideas
- Know and value the main teaching and learning activities of Physical Education, as a strategy for the promotion of adherence to a systematic practice of physical activity
- Clarify the relationship between Physical Education and events in daily life
- Analyze challenges when facing Physical Education

Module 3. Equality and Diversity in the Classroom

- Know the different terms closely related to each other and their application in the classroom
- Detecting possible factors of school failure
- Acquire the necessary tools to avoid school failure
- Picking up on the signs of possible bullying at school
- Develop tools to promote inclusive and intercultural schools
- Achieve the skills to work with the different ICTs
- Identify the different disorders in educational centers
- Developing psychomotor functioning in elementary education

Module 4. Innovation and Improvement of Teaching Practice

- Produce innovation and improvement of teaching practice, which has become an essential element to increase the quality and efficiency of Educational Centers
- Establish the transformation of the educational reality through the redefinition of the role of teachers
- Learn about the various educational improvement projects
- Broaden the knowledge of how to approach the improvement of the center
- Acquire the tools to achieve a more autonomous and cooperative learning
- Know the most important aspects of educational resilience

Module 5. Physical Education Didactics in Elementary School

- Know the teaching foundations in educational planning and intervention applicable to the teaching-learning process of Physical Education
- Understand the relationship between theoretical teaching aspects and their practical application in Physical Education
- Know the curriculum of physical education in Elementary School
- Acquire the basic concepts of the subject, define them and relate them to
- Promote the acquisition of knowledge for the development of planning, implementation and evaluation processes of physical education activities at school
- Acquire skills in guidance, counselling and implementation of adaptations of the physical education curriculum and in the resolution of Teaching-Learning problems
- Evaluate the teaching intervention of the motor practice according to physical education principles

Module 6. Physical Education, Health and Education in Values

- Know the relationship between physical education and health
- Value the importance of physical education and its implication in the improvement of people's quality of life
- Know the basic first aid for the most common situations in a physical education class

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

- Provide basic and essential knowledge about the structure and functioning of the human body
- Be able to rationalize, understand and adapt physical activity to the harmonious development of the child

Module 8. Psychomotor Development of the Individual and its Treatment at School

- Obtain an advanced knowledge of psychomotor development
- Understand how humans control their movements with intent

Module 9. Individual and Collective Theory and Practice of the Game and Sport

- Provide students with knowledge of the theoretical bases and practical experiences of the game
- Provide students with specific resources for physical education practice

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

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

Get in line with the best professionals in the industry and give your career as a physical education teacher a boost"

03

Skills

After passing the evaluations of this Professional Master's Degree in Physical Education Teacher in Primary Education, the professionals will have acquired the necessary skills to carry out a quality educational practice, up to date and with the most innovative educational methodology.

A journey of the highest level that will allow you to change the way you teach physical education in Primary Education, making it one of the most interesting areas of this cycle"

General Skills

- Promote and facilitate learning in Primary Education, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor, and volitional dimensions
- Apply specific knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and problem solving within their area of study
- Develop as a teacher in in the area of Physical Education by applying specific skills and adapting lessons to the students' age

This program will allow you to acquire the necessary skills to develop your work with total guarantees of success"

Specific Skills

- Apply intervention strategies appropriate to each educational level to establish a correct coexistence at school
- Know the origins of Physical Education, its evolution and future challenges
- Identify possible cases of bullying or school failure and intervene to solve them
- Improve your teaching practice by applying the latest tools and methodologies
- Design exercise programs for Physical Education lessons taking into account the age and characteristics of the students
- Promote healthy lifestyle habits among students
- Encouraging children's development through exercise
- Know and explain psychomotor development
- Apply games to daily activities in Physical Education
- Use dance and corporal expression as educational tools in Physical Education

04

Structure and Content

The structure of the contents has been designed by top level professionals within the educational panorama, with a wide trajectory and recognized prestige in the profession, endorsed by their experience, and with a wide command of the new technologies applied to teaching.

The best content to create the best teachers”

Module 1. Education and Coexistence in and outside of the Classroom

1.1. School Coexistence
- 1.1.1. Definition of Coexistence
- 1.1.2. Models on School Coexistence
- 1.1.3. Development of Basic Skills for Good Coexistence
- 1.1.4. School Spaces for Coexistence

1.2. Coexistence and Equality Plan
- 1.2.1. The Coexistence and Equality Plan
- 1.2.2. Objectives of the Coexistence and Equality Plan
- 1.2.3. Phases of the Coexistence and Equality Plan
- 1.2.4. Actions of the Coexistence and Equality Plan
- 1.2.5. Evaluation of the Monitoring of the Coexistence and Equality Plan

1.3. Discrimination at School
- 1.3.1. Concept of Discrimination
- 1.3.2. Types of Discrimination
- 1.3.3. Causes of Discrimination and How to Detect It
- 1.3.4. Guidelines for Detecting Situations of Discrimination

1.4. School Conflict
- 1.4.1. The Definition of Conflict
- 1.4.2. Causes of the Conflict
- 1.4.3. Characteristics of the Conflict
- 1.4.4. Types of School Conflict
- 1.4.5. Forms of Positive Conflict Resolution

1.5. Preventive Strategies and Intervention Techniques
- 1.5.1. School Conflict Prevention Programs
- 1.5.2. Negotiation at School
- 1.5.3. School Mediation
- 1.5.4. Intervention in Cases Detected

1.6. Family and School
- 1.6.1. Family-School Relationship
- 1.6.2. Influence of the Family on School Coexistence
- 1.6.3. Conflict Between the Family and the Education Center
- 1.6.4. Action Protocol for School Conflict
- 1.6.5. Recommendations for Families

1.7. Influence of the Media and Technology
- 1.7.1. The Technological Era and its Influence in Social Relationships
- 1.7.2. Advantages and Disadvantages of ICT for Coexistence
- 1.7.3. Influence of ICT on School Conflict
- 1.7.4. Cyber Risks in the Student Body
- 1.7.5. Educational Tools for the Responsible Use of ICT

1.8. Teacher Professional Development Programs
- 1.8.1. Learning by Doing
- 1.8.2. Principles Guiding Effectiveness
- 1.8.3. Utilitas, Firmitas and Venustas
- 1.8.4. Proposals that Work
- 1.8.5. The Student as an Indicator
- 1.8.6. Program Evaluation and Program Improvement
- 1.8.7. Feedback through Technologies

1.9. Towards Excellence in Teachers' Professional Development
- 1.9.1. Premises and Principles of Teacher Professional Development Basis
- 1.9.2. The Ingredients for Excellence
- 1.9.3. Some Policy Suggestions

1.10. In-Service Teacher Training: Motivations, Achievements and Needs
- 1.10.1. Concept of Lifelong Learning
- 1.10.2. The Teacher as an Object of Research
- 1.10.3. Methodological Approach
- 1.10.4. Motivations for Continuing Education Activities
- 1.10.5. Level of Participation in Training Activities
- 1.10.6. Fields in which Training is Most in Demand

Module 2. Knowledge of Physical Education and Sport in Elementary School

2.1. History of Physical Education
- 2.1.1. First Stage (First Half of the 19th century)
- 2.1.2. Second Stage (Second Half of the 19th Century and First Half of the 20th Century)
- 2.1.3. Third Stage (Second Half of the 20th century)

2.2. Currently
- 2.2.1. Basic Motor Skills
- 2.2.2. Sports
- 2.2.3. Corporal Expression
- 2.2.4. Motor Games
- 2.2.5. Physical Activity for Health
- 2.2.6. Activities in Nature

2.3. What is Physical Education Today?
- 2.3.1. Unknowns to be Discovered
- 2.3.2. Physical Education: Body and Movement
- 2.3.3. Social Dimension of Physical Education
- 2.3.4. The Sociocultural Perspective

2.4. Objectives and Contents
- 2.4.1. Intentionality of Physical Education
- 2.4.2. Objectives
- 2.4.3. Current Content of Physical Education

2.5. Teaching Effectively
- 2.5.1. How Should It Be Taught?
- 2.5.2. How to be an Effective Teacher?
- 2.5.3. Rules for Efficient Teaching-Learning

2.6. Pedagogical Aspects to Be Taken into Consideration
- 2.6.1. Women
- 2.6.2. Special Educational Needs
- 2.6.3. Education for Nonviolence
- 2.6.4. Discrimination and Social Exclusion
- 2.6.5. Responsibility for the Environment
- 2.6.6. Promoting Responsible Consumption

2.7. Relationships of Physical Education with Sport and Health
- 2.7.1. Introduction
- 2.7.2. Sport as Education/Learning
- 2.7.3. Competitive Sports
- 2.7.4. Sport as Health

2.8. Relationship Between Physical Education and Leisure Time
- 2.8.1. Relations with Sports
- 2.8.2. Maintenance Sports
- 2.8.3. Recreational Sports

2.9. Body and Mind
- 2.9.1. Human Physiology in Physical Exercise
- 2.9.2. Lower Limb and Trunk
- 2.9.3. Upper Limb and Neck

2.10. Challenges and Changes Facing Physical Education
- 2.10.1. Education in the 21st Century
- 2.10.2. Physical Education in the 21st Century
- 2.10.3. Physical Education in the School of the Future

Module 3. Equality and Diversity in the Classroom

3.1. Basic Concepts of Equality and Diversity
- 3.1.1. Equality, Diversity, Difference, Justice and Fairness
- 3.1.2. Diversity as Something Positive and Essential to Life
- 3.1.3. Relativism and Ethnocentrism
- 3.1.4. Human Dignity and Human Rights
- 3.1.5. Theoretical Perspectives on Diversity in the Classroom
- 3.1.6. Bibliographical References

3.2. Evolution from Special Education to Inclusive Education in Early Childhood Education
- 3.2.1. Key Concepts from Special Education to Inclusive Education
- 3.2.2. Inclusive School Conditions
- 3.2.3. Promoting Inclusive Education in Early Childhood Education

3.3. Characteristics and Needs in Early Childhood
- 3.3.1. Acquisition of Motor Skills
- 3.3.2. Acquisition of Psychological Development
- 3.3.3. Development of Subjectivation

3.4. Exclusion in Schools
- 3.4.1. The Hidden Syllabus
- 3.4.2. Intolerance and Xenophobia
- 3.4.3. How to Detect Bullying in the Classroom?
- 3.4.4. Bibliographical References

3.5. Main Factors of School Failure
- 3.5.1. Stereotypes and Prejudices
- 3.5.2. Self-Fulfilling Prophecies, the Pygmalion Effect
- 3.5.3. Other Factors Influencing School Failure
- 3.5.4. Bibliographical References

3.6. Inclusive and Intercultural School
- 3.6.1. The School as an Open Entity
- 3.6.2. Dialogue
- 3.6.3. Intercultural Education and Attention to Diversity
- 3.6.4. What is Intercultural Schooling?
- 3.6.5. Problems in the School Environment
- 3.6.6. Performance
- 3.6.7. Proposals on Interculturality to Work in the Classroom
- 3.6.8. Bibliographical References

3.7. Digital Exclusion in the Digital Information Society
- 3.7.1. Transformations in the Digital Information Society
- 3.7.2. Access to Information
- 3.7.3. Web 2.0: From Consumers to Creators
- 3.7.4. Risks Associated with the Use of ICT
- 3.7.5. The Digital Divide: A New Type of Exclusion
- 3.7.6. Education in the Face of Digital Exclusion
- 3.7.7. Bibliographical References

3.8. The Inclusion of ICT in the Diverse School
- 3.8.1. School Inclusion and Digital Inclusion
- 3.8.2. Digital Inclusion at School, Advantages and Requirements
- 3.8.3. Changes in the Conception of the Educational Process
- 3.8.4. Transformations in Teacher and Student Roles

3.8.5. ICT as an Element of Attention to Diversity
3.8.6. The Use of ICT for Students with Educational Developmental Support Needs
3.8.7. Bibliographical References
3.9. Active Learning Methodologies with ICT
3.9.1. Introduction and Objectives
3.9.2. ICT and the New Educational Paradigm: Personalization of Learning
3.9.3. Active Methodologies for Effective ICT Learning
3.9.4. Learning by Research
3.9.5. Collaborative and Cooperative Learning
3.9.6. Problem- and Project-Based Learning
3.9.7. Flipped Classroom
3.9.8. Strategies for Choosing the Right ICT for Each Methodology: Multiple Intelligences and Learning Landscapes
3.9.9. Bibliographical References
3.10. Collaborative Learning and Flipped Classroom
3.10.1. Introduction and Objectives
3.10.2. Definition of Collaborative Learning
3.10.3. Differences with Cooperative Learning
3.10.4. Tools for Cooperative and Collaborative Learning: Padlet
3.10.5. Definition of Flipped Classroom
3.10.6. Didactic Actions for Programming Flipped
3.10.7. Digital Tools to Create your Flipped Classroom
3.10.8. Reversed Classroom Experiences
3.10.9. Bibliographical References

Module 4. Innovation and Improvement of Teaching Practice

4.1. Innovation and Improvement of Teaching Practice
4.1.1. Introduction
4.1.2. Innovation, Change, Improvement, and Reform
4.1.3. The school Effectiveness Improvement Movement
4.1.4. Nine Key Factors for Improvement
4.1.5. How is Change Made? The Phases of the Process
4.1.6. Final Reflection
4.2. Teaching Innovation and Improvement Projects
4.2.1. Introduction
4.2.2. Identification Data
4.2.3. Project Justification
4.2.4. Theoretical Framework
4.2.5. Objectives
4.2.6. Methodology
4.2.7. Resources
4.2.8. Timing
4.2.9. Results Evaluation
4.2.10. Bibliographical References
4.2.11. Final Reflection
4.3. School Management and Leadership
4.3.1. Objectives
4.3.2. Introduction
4.3.3. Different Concepts of Leadership
4.3.4. The Concept of Distributed Leadership
4.3.5. Approaches to Distributed Leadership
4.3.6. Resistance to Distributed Leadership
4.3.7. Final Reflection
4.4. The Training of Teaching Professionals
4.4.1. Introduction
4.4.2. Initial Teacher Training
4.4.3. The Training of Novice Teachers
4.4.4. Teacher Professional Development
4.4.5. Teaching Skills
4.4.6. Reflective Practice
4.4.7. From Educational Research to the Professional Development of Educators
4.5. Formative Creativity: The Principle of Educational Improvement and Innovation
4.5.1. Introduction
4.5.2. The Four Elements that Define Creativity
4.5.3. Some Theses on Creativity Relevant to Education
4.5.4. Formative Creativity and Educational Innovation

4.5.5. Educational or Pedagogical Considerations for the Development of Creativity
4.5.6. Some Techniques for the Development of Creativity
4.5.7. Final Reflection

4.6. Towards a More Autonomous and Cooperative Learning (I): Learning How to Learn
4.6.1. Introduction
4.6.2. Why is Metacognition Necessary?
4.6.3. Teaching to Learn
4.6.4. Explicit Teaching of Learning Strategies
4.6.5. Classification of Learning Strategies
4.6.6. The Teaching of Metacognitive Strategies
4.6.7. The Problem of Evaluation
4.6.8. Final Reflection

4.7. Towards a More Autonomous and Cooperative Learning (II): Emotional and Social Learning
4.7.1. Introduction
4.7.2. The Concept of Emotional Intelligence
4.7.3. Emotional Skills
4.7.4. Emotional Education and Social and Emotional Learning Programs
4.7.5. Techniques and Concrete Methods for the Training of Social Skills
4.7.6. Integrating Emotional and Social Learning into Formal Education
4.7.7. Final Reflection

4.8. Towards a More Autonomous and Cooperative Learning (III): Learning by Doing
4.8.1. Introduction
4.8.2. Active Strategies and Methodologies to Encourage Participation
4.8.3. Problem-Based Learning
4.8.4. Project Work
4.8.5. Cooperative Learning
4.8.6. Thematic Immersion
4.8.7. Final Reflection

4.9. Evaluation of Learning
4.9.1. Introduction
4.9.2. A Renewed Assessment
4.9.3. Modalities of Evaluation
4.9.4. The Procedural Evaluation Through the Portfolio
4.9.5. The Use of Rubrics to Clarify the Evaluation Criteria
4.9.6. Final Reflection

4.10. The Role of the Teacher in the Classroom
4.10.1. The Teacher as a Guide and Orientator
4.10.2. The Teacher as Class Director
4.10.3. Ways of Directing the Class
4.10.4. Leadership in the Classroom and in the Center
4.10.5. Coexistence in the Center

Module 5. Physical Education Didactics in Elementary School

5.1. Motor Development
5.1.1. Introduction
5.1.2. Motor Development and Executive Functions in Children from 6 to 12 Years of Age
5.1.3. Neuromotor
5.1.4. Resources for Neuromotor Development

5.2. Good Motor Competence is Achieved by Good Motor Learning
5.2.1. Introduction to the Subject
5.2.2. Key Concepts
5.2.3. Physical Education as Part of Constructivist Development
5.2.4. Motor Competence and Its Ecological Approach

5.3. Play as an Educational Resource
5.3.1. Introduction
5.3.2. Is it Possible to Work on Motor Skills by Playing?
5.3.3. Characteristics and Implementation of the Motor Game
5.3.4. Types and Strategies of Motor Games

5.4. Objectives, Contents and Assessment of Physical Education in the Curriculum
5.4.1. Physical Education Skills in Elementary School
5.4.2. Physical Education Objectives in Elementary School
5.4.3. Physical Education Assessment in Elementary School
5.4.4. Content Development Proposals

5.5. Contents: Hygienic-Postural Habits
- 5.5.1. Introduction
- 5.5.2. Articulation by Articulation
- 5.5.3. The Strength
- 5.5.4. Strength Learning Methods for Elementary School

5.6. Contents: Basic Physical Capabilities
- 5.6.1. Introduction
- 5.6.2. Resistance
- 5.6.3. Speed
- 5.6.4. Movement

5.7. Contents: Basic Motor Skills
- 5.7.1. Introduction
- 5.7.2. Displacements
- 5.7.3. Turns
- 5.7.4. Jumps
- 5.7.5. Launches
- 5.7.6. Receptions

5.8. Contents: Sports Activities in the Area of Physical Education
- 5.8.1. Introduction
- 5.8.2. Individual Sports
- 5.8.3. Adversarial Sports
- 5.8.4. Collective Sports:
- 5.8.5. Evolution of the Conception of Sport up to the Present Day

5.9. Methodology in Physical Education in Primary Education
- 5.9.1. Classroom Scheduling
- 5.9.2. Elements of a Didactic Unit in Physical Education
- 5.9.3. Physical Education Teaching Resources and Materials

5.10. New Methodological Proposals
- 5.10.1. Excellence, Creativity and Learning
- 5.10.2. ICT in Physical Education
- 5.10.3. Gamification in Physical Education

Module 6. Physical Education, Health and Education in Values

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: Elementary School
- 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. Consciousness Alterations. 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 Didactics 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. Present 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. The Cardiorespiratory System. Evolutionary Characteristics of the System
7.4.1. The 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 for the System in Physical Education Classes
7.6. Blood
7.6.1. Blood Characteristics
7.6.2. Blood Plasma
7.6.3. Formal 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. Bioenergy 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: Praxis
7.9.3. Problem Solving Techniques in Physical Activity and Sports
7.10. Development of Autonomy
7.10.1. Control of One's Own Body
7.10.2. The Evolution of Children's Autonomy

Module 8. Psychomotor Development of the Individual and its Treatment at School

8.1. Corporeality of the Individual
8.1.1. Integrality of the Person and Psychophysical Relationships
8.1.2. Ourselves
8.1.3. Knowing the Entire Body
8.2. Motor Development
8.2.1. Grow
8.2.2. Motor Behavior and its Measurement
8.2.3. Human Growth and Maturation
8.2.4. Motor Development and the Influence of Physical Activity on Motor Development

8.3. Influence of Psychomotor Skills on Motor Development
- 8.3.1. Motor Learning
- 8.3.2. Objectives of Psychomotor Education
- 8.3.3. Structuring of Motor Learning and Physical Development of the Child
- 8.3.4. Psychomotor Skills and Education

8.4. Elements Influencing Psychomotor Development
- 8.4.1. Body Image and Body Scheme
- 8.4.2. Controlling Posture
- 8.4.3. Breathing Control
- 8.4.4. Laterality
- 8.4.5. Spatial and Temporal Structuring
- 8.4.6. Motor Coordination
- 8.4.7. Relationship Between Early Learning and Psychomotor Skills

8.5. Disorders of Motor and Psychomotor Development
- 8.5.1. What are Motor and Psychomotor Development Disorders?
- 8.5.2. What are the Causes and Symptoms?
- 8.5.3. How Do We Evaluate Psychomotor Development?
- 8.5.4. Intervention Practices and Psychomotor Methodology

8.6. Basic Physical Capabilities
- 8.6.1. Resistance
- 8.6.2. Strength
- 8.6.3. Speed
- 8.6.4. Flexibility
- 8.6.5. Agility
- 8.6.6. Health Effects of Physical Activity

8.7. Motor Skills
- 8.7.1. Communication
- 8.7.2. What are Motor Skills?
- 8.7.3. Motor Tasks and their Classification
- 8.7.4. Motor Task Analysis
- 8.7.5. Motor Tasks in Elementary Education

8.8. Principles of Motor Learning
- 8.8.1. Motor Learning
- 8.8.2. Implementation of Motor Learning
- 8.8.3. Phases and Models of Motor Learning
- 8.8.4. Factors Influencing Motor Learning
- 8.8.5. Transfer and Motor Learning

8.9. What We Find in the Field of Physical Education
- 8.9.1. What is Physical Education?
- 8.9.2. What are your Objectives?
- 8.9.3. What are its Contents?
- 8.9.4. Individual Motor Actions in Stable Environments
- 8.9.5. Motor Actions in Oppositional Situations
- 8.9.6. Motor Actions in Cooperative Situations, with or without Opposition
- 8.9.7. Motor Actions in Situations of Adaptation to the Physical Environment
- 8.9.8. Motor Actions in Artistic or Expressive Situations
- 8.9.9. Evaluation Criteria (Royal Decree 126/2014)

8.10. Content Blocks Included in the Physical Education Field
- 8.10.1. Objectives of Physical Education
- 8.10.2. Block of Contents
- 8.10.3. Block 1: Common Contents
- 8.10.4. Block 2: Body Awareness
- 8.10.5. Block 3: Motor Skills
- 8.10.6. Block 4: Games and Sports Activities
- 8.10.7. Block 5: Artistic/Expressive Physical Activities

Module 9. Individual and Collective Theory and Practice of the Game and Sport

9.1. Motor Play and Sport in the Educational Environment
- 9.1.1. What are Motor Games?
- 9.1.2. Characteristics of Motor Games
- 9.1.3. Classification of Motor Games
- 9.1.4. What is Sport?
- 9.1.5. Characteristics of Sports
- 9.1.6. Classification of Sports

9.2. Methodology and Teaching
- 9.2.1. Traditional and Compressive Teaching Models
- 9.2.2. Traditional Teaching Styles
- 9.2.3. Participatory Teaching Style
- 9.2.4. Cognitive Teaching Styles
- 9.2.5. Submission of Papers
- 9.2.6. Aspects to be Taken into Account in the Teaching-Learning Process

9.3. Games
- 9.3.1. What are Popular Games?
- 9.3.2. Popular Games: Classification, Distribution and Description
- 9.3.3. What are Traditional Sports?
- 9.3.4. Traditional Sports: Classification, Distribution and Description
- 9.3.5. Popular, Traditional and Autochthonous Games

9.4. Individual Sports: Athletics
- 9.4.1. Concept and Classification of Individual Sports
- 9.4.2. Displacements
- 9.4.3. Jumps
- 9.4.4. Launches
- 9.4.5. Regulations, a Detailed Analysis

9.5. Individual Sports: Rhythmic Gymnastics
- 9.5.1. Individual Sport. Characteristics and Technical and Tactical Aspects
- 9.5.2. From Basic to More Complex Skills
- 9.5.3. Specialties in: Rhythmic Gymnastics and Artistic Sports Gymnastics

9.6. Adversarial Sports: Badminton
- 9.6.1. Concept and Classification of Adversary Sports
- 9.6.2. Racquet Sports: Badminton
- 9.6.3. Basic Rules
- 9.6.4. Clarification on Strokes and Displacements

9.7. Adversarial Sports: Judo
- 9.7.1. Adversarial Sport. Common Characteristics and Technical and Tactical Aspects
- 9.7.2. Judo as a Model
- 9.7.3. Fundamentals of Foot Judo (*Tachi Waza*)
- 9.7.4. Fundamentals of Ground Judo (*Ne Waza*)
- 9.7.5. Judo Fundamentals

9.8. Team Sports: Basketball
- 9.8.1. Concept and Classification of Collective Sports
- 9.8.2. Invasion Sport: Basketball
- 9.8.3. Basic Rules
- 9.8.4. Phases of Offensive and Defensive Collective Play

9.9. Team Sports: Volleyball
- 9.9.1. Collective Sports. Common Characteristics and Technical and Tactical Aspects
- 9.9.2. Volleyball as a Network Sport
- 9.9.3. Regulations, Space and Communication
- 9.9.4. Regulatory and Technical Fundamentals

9.10. Games and Sports Activities
- 9.10.1. Motor Games and Sport as Social Integration
- 9.10.2. Motor Games and Sport as an Educational Tool
- 9.10.3. Motor Games and Sport as a Social Model of Integration
- 9.10.4. Use of Recycled or Alternative Materials
- 9.10.5. Relation of Games and Sports Activities with the Objectives
- 9.10.6. Relation of Games and Sports Activities with the Evaluation Criteria
- 9.10.7. Relation of Games and Sports Activities with the Contents
- 9.10.8. Future of Sports Games and Activities

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

10.1. Fundamentals of Artistic-Expressive Physical Activities
- 10.1.1. Justification in the Early Childhood 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. 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 Early Childhood Education
- 10.10.2. Evaluation in the First Cycle of Early Childhood Education
- 10.10.3. Programming in the Second Cycle of Early Childhood Education
- 10.10.4. Evaluation in the Second Cycle of Early Childhood Education

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.

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.

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:

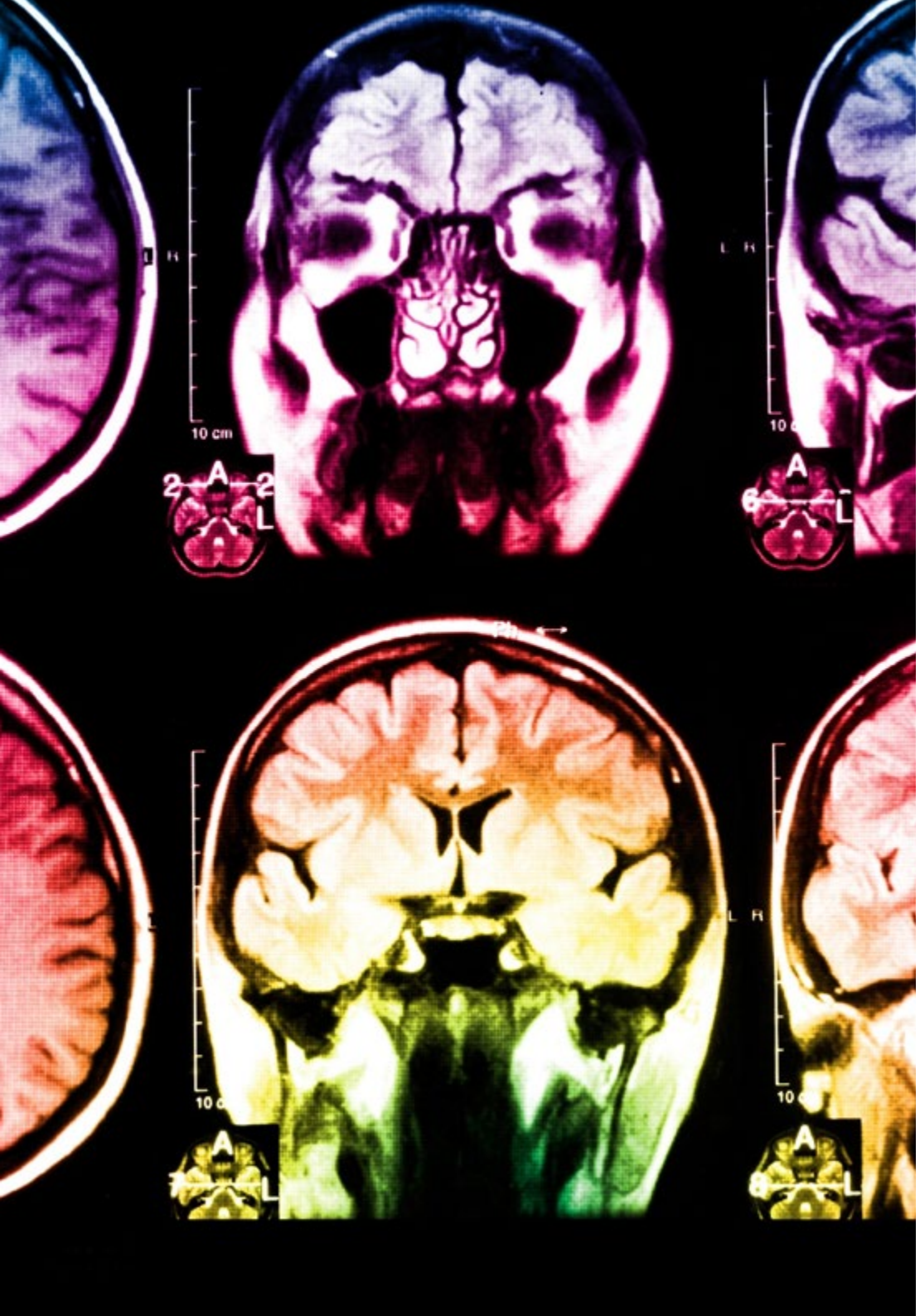
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. 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.

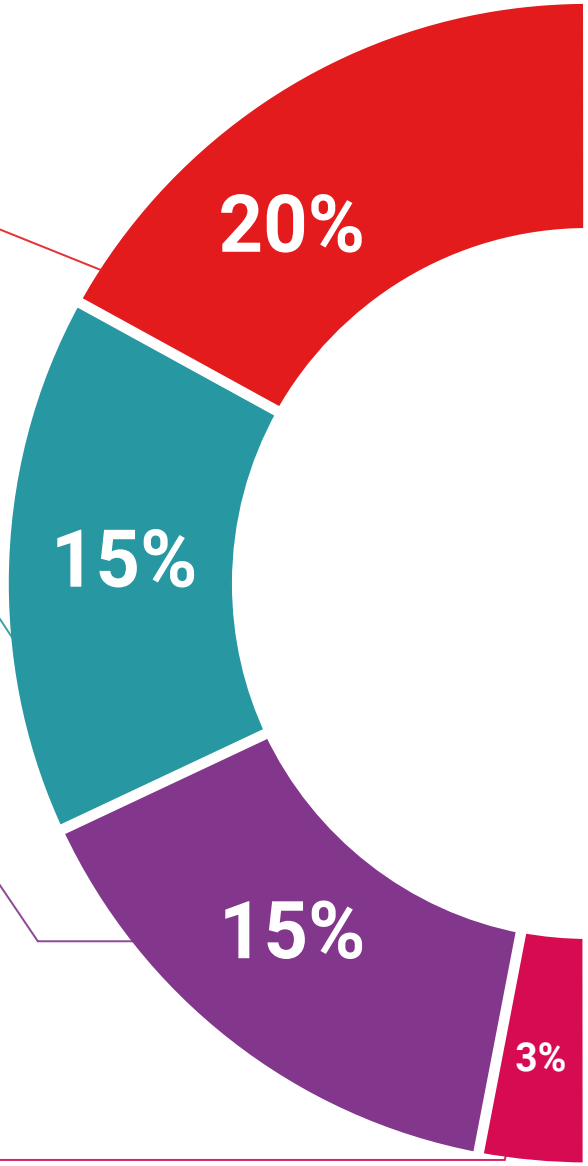
Interactive Summaries

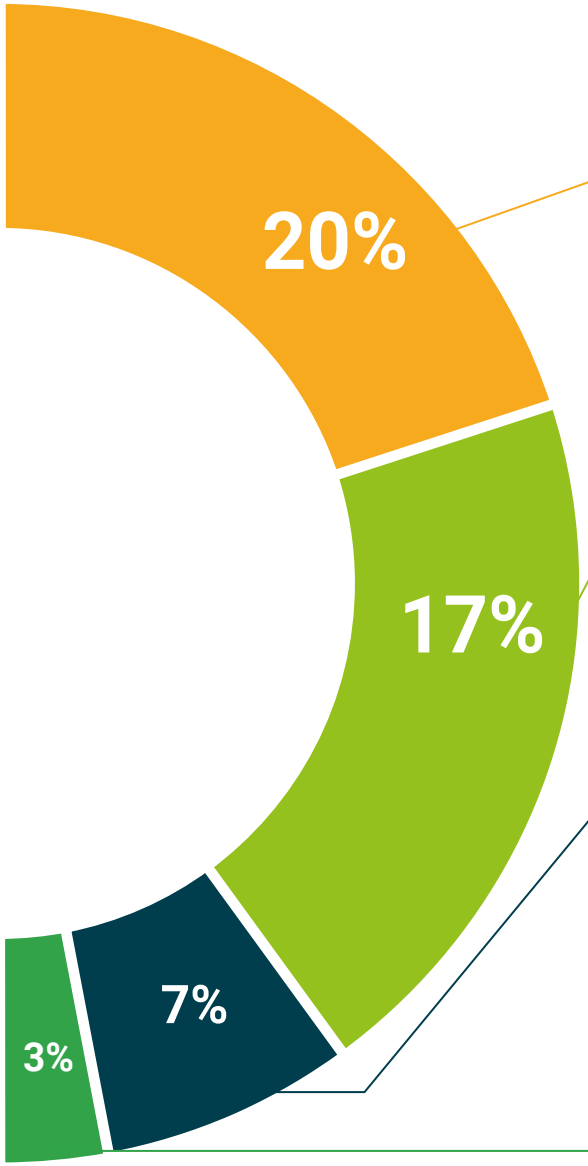
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

This Professional Master's Degree in Physical Education Teacher in Primary Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree diploma issued by TECH Technological University.

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

This **Professional Master's Degree in Physical Education Teacher in Primary Education** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Professional Master's Degree** issued by **TECH Technological University** via tracked delivery*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Professional Master's Degree, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Professional Master's Degree in Physical Education Teacher in Primary Education**

Official N° of Hours: **1,500 h.**


tech technological university

Awards the following

DIPLOMA

to

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

For having successfully passed and accredited the following program

PROFESSIONAL MASTER'S DEGREE

in

Physical Education Teacher in Primary Education

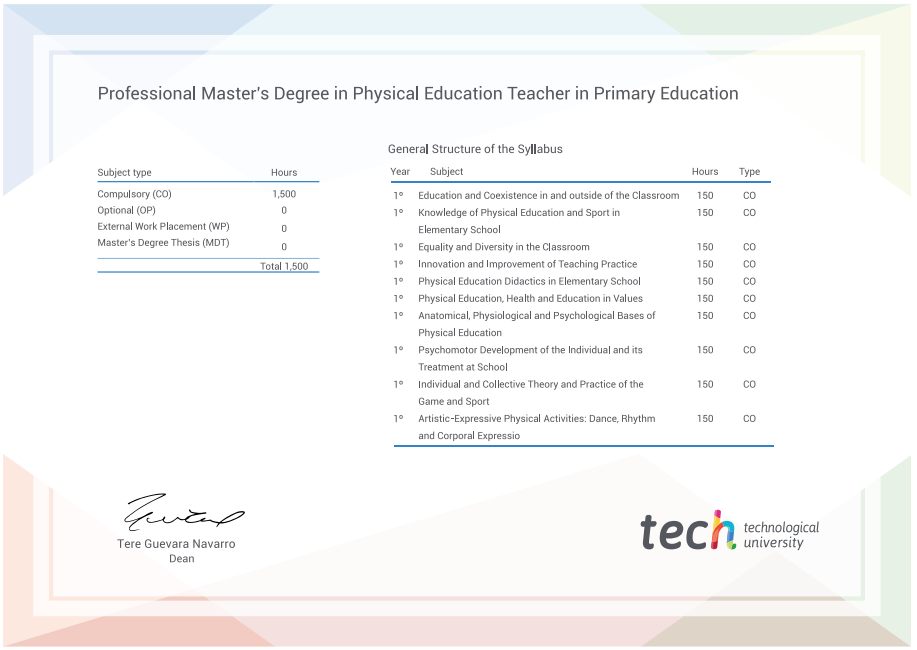
This is a qualification awarded by this University, equivalent to 1,500 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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

June 17, 2020

Tere Guevara Navarro
Dean

Unique TECH Code: AFWOR023S techtitute.com/certificates


Professional Master's Degree in Physical Education Teacher in Primary Education

Subject type	Hours
Compulsory (CO)	1,500
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 1,500

General Structure of the Syllabus

Year	Subject	Hours	Type
1°	Education and Coexistence in and outside of the Classroom	150	CO
1°	Knowledge of Physical Education and Sport in Elementary School	150	CO
1°	Equality and Diversity in the Classroom	150	CO
1°	Innovation and Improvement of Teaching Practice	150	CO
1°	Physical Education Didactics in Elementary School	150	CO
1°	Physical Education, Health and Education in Values	150	CO
1°	Anatomical, Physiological and Psychological Bases of Physical Education	150	CO
1°	Psychomotor Development of the Individual and its Treatment at School	150	CO
1°	Individual and Collective Theory and Practice of the Game and Sport	150	CO
1°	Artistic-Expressive Physical Activities: Dance, Rhythm and Corporal Expressio	150	CO

Tere Guevara Navarro
Dean

tech technological university

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

tech technological university

Professional Master's Degree

Physical Education Teacher in Primary Education

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Professional Master's Degree
Physical Education Teacher in Primary Education

tech technological university