

Postgraduate Diploma

Emotions in Neuroeducational Processes Based on Motor Action

Endorsed by the NBA





Postgraduate Diploma

Emotions in Neuroeducational Processes Based on Motor Action

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

Website: www.techtute.com/us/physiotherapy/postgraduate-diploma/postgraduate-diploma-emotions-neuroeducational-processes-based-motor-action

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01

Introduction

The study of Emotions in Neuroeducational Processes Based on Motor Action becomes essential for physiotherapeutic work in this fascinating field.

A unique opportunity to specialize in a fascinating sector with a high demand for professionals. You will have the latest educational resources and the most innovative and innovative knowledge in the sector.





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A highly specific Postgraduate Diploma, which will allow you to obtain, in a short period of time, the necessary tools to work on Emotions from Motor Action"

In recent times, neuroscience has become a revolutionary way of understanding almost all fields of human development. Its logic is indisputable: the brain, moderator, organizer and creator of every human development holds the keys to these processes. New scientific procedures for brain exploration have opened the door to a deeper understanding of all these cognitive processes.

Specialization and education of physiotherapists in neuropsychoeeducation is necessary: understanding the brain mechanisms underlying learning, memory, language, sensory and motor systems, attention, emotions and the influence of the environment on all of these.

Science has advanced in the study of the brain as a learning organ in order to help each person develop their cognitive, intellectual and emotional potential to the fullest. Although current education aims at a comprehensive education, it is still focused on cognitive aspects, with little development in terms of emotional matters; little and/or no management of own and other people's emotions, scarce self-motivation, self-control and communication skills.

The prestigious professors of this program have drawn on their specialized and advanced knowledge based on experience and rigorous scientific criteria in the development of this highly scientifically and academically rigorous education.

All modules are accompanied by abundant iconography, with photos and videos by the authors, which are intended to illustrate, in a very practical, rigorous and useful way, advanced knowledge in neuroeducation and physical education for physical therapists.

This **Postgraduate Diploma in Emotions in Neuroeducational Processes Based on Motor Action** contains the most complete and up-to-date scientific program on the market. Its most notable features are:

- ◆ Development of case studies presented by experts in Neuroeducation and Physical Education
- ◆ 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
- ◆ It contains practical exercises where the self-assessment process can be carried out to improve learning
- ◆ With special emphasis on innovative methodologies in Neuroeducation and Physical Education
- ◆ 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
- ◆ Complementary content available in multimedia format



A content chosen to make this Postgraduate Diploma a highly effective learning process”

“

Motor action, as a tool in the development of emotions in Neuroeducational Processes. A novel concept of enormous importance for the quality of life of students”

It includes in its teaching staff professionals belonging to the field of Neuroeducation and Physical Education, who bring to this program the experience of their work, in addition to recognized specialists belonging to reference societies and prestigious universities.

Thanks to its multimedia content developed with the latest educational technology, it will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to prepare in real situations.

The design of this program is based on Problem-Based Learning, through which the educator must try to solve the different situations of professional practice that arise throughout the entire program. For this, the educator will be assisted by an innovative interactive video system, developed by recognized experts in the field of Neuroeducation and Physical Education with extensive teaching experience.

Motor action as a starting point for working on emotional processes associated with cognitive development.

Get up to date on the new educational and evaluative processes in physical neuroeducation and give a fresh boost to your professional career.



02 Objectives

This comprehensive program is aimed at facilitating the performance of the dedicated professional with the latest advances and most innovative treatments in the sector. Beyond its potential in physical terms, in this Postgraduate Diploma we will work on its protective capacity of the brain, its influence on brain function, emotions, motivation, perception, in short, learning.



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Incorporate a neuroscientific approach to your work in the field of Physical Education to add to your teaching objectives cognitive and emotional development through this new form of educational intervention”



General Objectives

- ◆ Know the basis and main elements of Neuroeducation
- ◆ Integrate the new contributions of brain science in the teaching and learning processes
- ◆ Discover how to enhance brain development through Motor Action
- ◆ Implement the innovations of Neuroeducation in the subject of Physical Education
- ◆ Achieve specialized skills as Neuroeducation professionals in the field of Motor Action





Specific Objectives

Module 1. Neuroeducation

- ◆ Define the principles of Neuroeducation
- ◆ Explain the main neuromyths
- ◆ Explain strategies for early stimulation and interventions
- ◆ Define the theory of attention
- ◆ Explain emotion from a neurological point of view
- ◆ Explain learning from a neurological point of view
- ◆ Explain memory from a neurological point of view

Module 2. The Incidence of Emotions in Neuroeducational Processes Based on Motor Action

- ◆ Explain the emotional brain
- ◆ Describe the emotional process from a neuroscientific perspective
- ◆ Describe the main brain structures that make up the emotional process
- ◆ Define the role of emotion in the processes of learning and memory
- ◆ Describe the brain reward system
- ◆ Explain the basis of emotion education
- ◆ Describe emotional competencies
- ◆ Explain emotional chemistry in response to motor action
- ◆ Define the role of motor action in emotional changes

Module 3. Educational Models and Assessment in Physical Neuroeducation.

- ◆ Know the conceptual approach of the terms related to methodology in Physical Education
- ◆ Conduct 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



The advances of neuroeducation in the field of Physical Education, from an eminently practical approach that will allow you to give an innovative twist to your professional practice"

03

Course Management

The design and development of this Postgraduate Diploma has been carried out by a multidisciplinary teaching staff of recognized competence. Aiming for excellence, the course program puts its expertise at your disposal to create learning situations that will make you become an expert in the field. With the support of the best specialists in Neuroeducation and Physical Education.





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The teaching staff has been selected for their experience and background in the fields of Neuropsychology and Physical Education. A highly competent teaching staff that will accompany you throughout the learning process”

Management



Ms. Pellicer Royo, Irene

- ◆ Master's Degree in Emotional Education and Well-being
- ◆ Postgraduate in Neuroeducation
- ◆ Certificate in Management and Administration of Sports Entities
- ◆ Degree in Physical Activity and Sports Science Master's Degree in Medical Sciences applied to Physical Activity and Sport

Professors

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

Dr. Navarro Ardoy, Daniel

- ◆ PhD. Exercise Physiology Applied to Health Physical activity and health program
Faculty of Medicine
- ◆ Degree in Physical Activity and Sports Science

Ms. Rodríguez Ruiz, Celia

- ◆ Specialization in clinical psychology and child psychotherapy
- ◆ Specialization in Cognitive Behavioral Therapy in Childhood and Adolescence
- ◆ Degree in Pedagogy
- ◆ Degree in Psychology



04

Structure and Content

The structure of the contents has been created so that the student is able to acquire all the necessary knowledge in the field of neurosciences. Through a complete syllabus, the different fields of interest that the professional will need to master in the exercise of his profession will be developed.





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The world's largest Online University, with the most developed teaching software on the market today, at your fingertips”

Module 1. Neuroeducation

- 1.1. Introduction to Neuroeducation
 - 1.1.1. Fundamentals of Psychological Processes in the Classroom
 - 1.1.2. Neuroeducation in the Classroom
- 1.2. Main Neuromyths
 - 1.2.1. Age of Learning
 - 1.2.2. Autism Brain
- 1.3. Attention
 - 1.3.1. Brain and Attention
 - 1.3.2. Attention in the Classroom
- 1.4. Emotion
 - 1.4.1. Brain a
 - 1.4.2. Emotion in the Classroom
- 1.5. Motivation
 - 1.5.1. Brain and Motivation
 - 1.5.2. Motivation in the Classroom
- 1.6. The Learning Process
 - 1.6.1. Motivation in the Classroom
 - 1.6.2. Learning in the Classroom
- 1.7. Memory
 - 1.7.1. Brain and Memory
 - 1.7.2. Memory in the Classroom
- 1.8. Stimulation and Early Interventions
 - 1.8.1. Social Influence on Learning
 - 1.8.2. Cooperative Learning
- 1.9. Importance of Creativity in Neuroeducation
 - 1.9.1. Defining Creativity
 - 1.9.2. Creativity in the Classroom
- 1.10. Methodologies that allow the Transformation of Education in Neuroeducation
 - 1.10.1. The Traditional Methodology in Education
 - 1.10.2. The New Methodology from Neuroeducation

Module 2. The Incidence of Emotions in Neuroeducational Processes, Based on Motor Action

- 2.1. Concept of Emotion and Main Emotional Theories
 - 2.1.1. The Need for Emotional Development
 - 2.1.2. Concept of Emotion
 - 2.1.3. Function and Characteristics of Emotions
 - 2.1.4. The Affective Value and the Intensity of Emotion
 - 2.1.5. Theory of Emotions
- 2.2. Education of Emotions
 - 2.2.1. The Emotional Competence Builder
 - 2.2.2. The GROPE Competency Model
 - 2.2.3. Emotional Maturity
- 2.3. Emotional Intelligence
 - 2.3.1. The Emotional Competence Builder
 - 2.3.2. The Model of Mayer and Salovey
 - 2.3.3. The Social-Emotional Model of Bar-On
 - 2.3.4. Goleman's Competency Model
- 2.4. The Role of Emotion in the Body and Motor Action
 - 2.4.1. The Learning Process
 - 2.4.2. Emotion in Learning Processes
 - 2.4.3. Emotions in Motor Action
- 2.5. The Emotional Brain
 - 2.5.1. The Emotional Brain or Limbic System
 - 2.5.2. The Socioemotional Brain
- 2.6. Emotional Processing in Brain Structures
 - 2.6.1. The Main Brain Structures Involved in Emotional Processes
 - 2.6.2. Emotional Intensity and Emotional Appraisal in the Brain Structures
 - 2.6.3. Particular Emotional Brains
- 2.7. Amygdala and Emotional Processes
 - 2.7.1. The Role of the Amygdala in Emotions
 - 2.7.2. The Conditioned Emotional Response
 - 2.7.3. Self-Control and Attention
 - 2.7.4. Self-Regulation and Exercise

- 2.8. Positive Emotions and the Brain's Reward System
 - 2.8.1. Classifications of Salient Emotions
 - 2.8.2. The Ability to Self-Generate Positive Emotions
 - 2.8.3. The Functioning of the Brain's Reward System
- 2.9. Emotional Chemistry in Response to Motor Action
 - 2.9.1. From Emotion to Action
 - 2.9.2. The Neurochemistry of Emotion
 - 2.9.3. Neurochemistry in Motor Action
 - 2.9.4. Epigenetics and Exercise
- 2.10. Emotional Health through Motor Action
 - 2.10.1. Psychoneuroimmunology
 - 2.10.2. Positive Emotions and Health
 - 2.10.3. Emotional Health from the Body

Module 3. Educational Models and Assessment in Physical Neuroeducation.

- 3.1. Conceptual Approach of the 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 a focus on Physical Neuroeducation
 - 3.3.1. Competency Assessment
 - 3.3.2. Educational 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. Compressive Model of Sport Initiation (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 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 Favoring 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 and Recommendations for the Design of Programs, Units and Sessions Based on Physical Neuroeducation
 - 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 unique, key, and decisive educational experience to boost your professional development"

05

Methodology

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

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





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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 wtte use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Physiotherapists/kinesiologists learn better, faster, and more sustainably over time.

With TECH you will experience a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions of professional physiotherapy practice.

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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. Physiotherapists/kinesiologists 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 has a clear focus on practical skills that allow the physiotherapist/kinesiologist 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.



Relearning Methodology

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

This university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, a real revolution with respect to the mere study and analysis of cases.

The physiotherapist/kinesiologist 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 trained more than 65,000 physiotherapists/kinesiologists with unprecedented success in all clinical specialties, regardless of the workload. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

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

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 specialists 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.



Physiotherapy Techniques and Procedures on Video

TECH brings students closer to the latest techniques, the latest educational advances and to the forefront of current Physiotherapy techniques and procedures. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

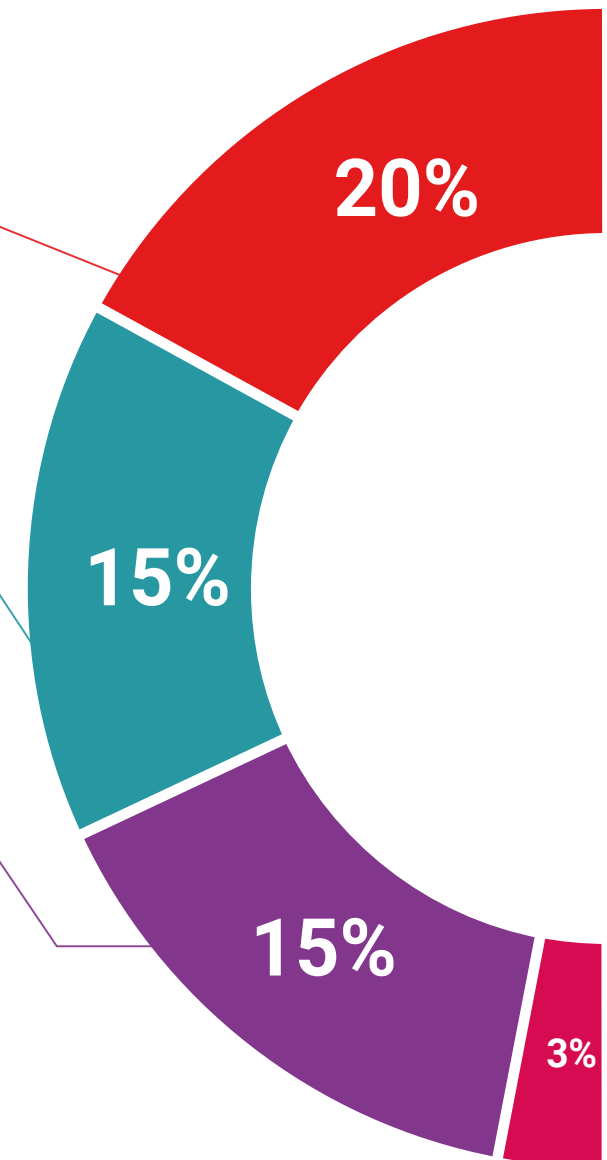
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

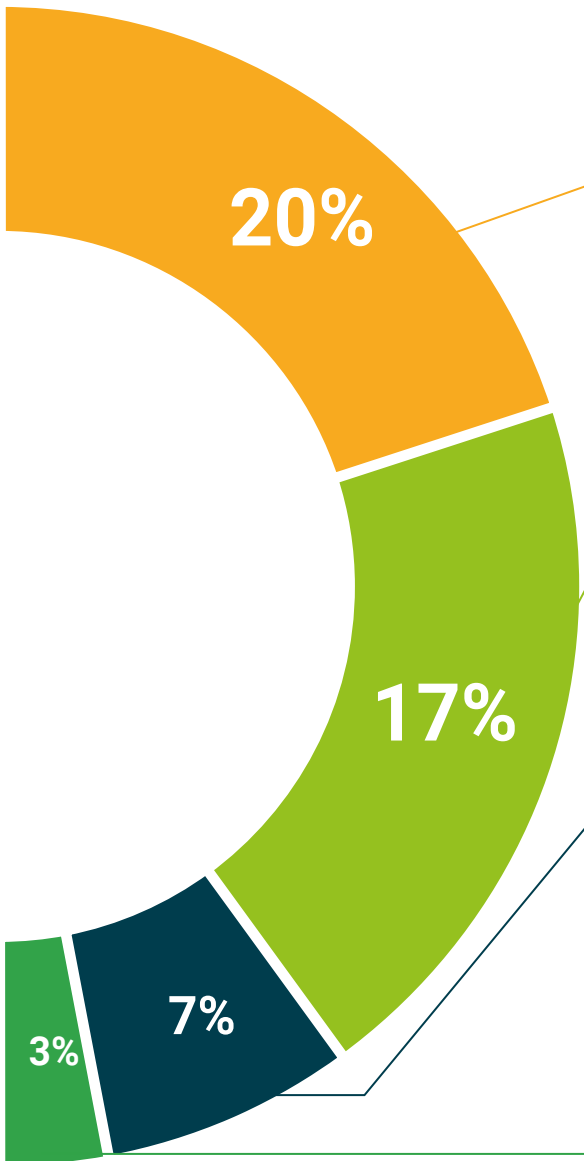
This unique multimedia content presentation training system was awarded by Microsoft as a "European Success Story".



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 their goals.



Classes

There is scientific evidence on the usefulness of learning by observing experts. The system known as 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 Emotions in Neuroeducational Processes Based on Motor Action guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



“

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

This **Postgraduate Diploma in Emotions in Neuroeducational Processes Based on Motor Action** contains the most complete and up-to-date scientific program on the market.

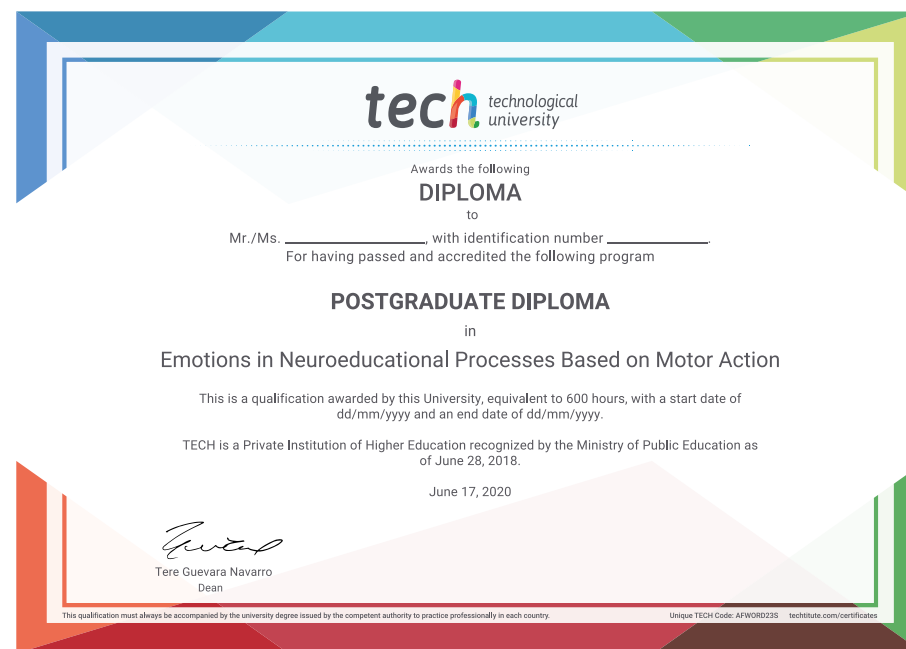
After the student has passed the evaluations, they will receive their corresponding **certificate** issued by **TECH Technological University** via tracked delivery*.

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

Title: **Postgraduate Diploma in Emotions in Neuroeducational Processes Based on Motor Action**

Official N° of hours: **600 h.**

Endorsed by the NBA



*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.

future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

personalized service innovation

knowledge present emotion

online training

development language

virtual classroom

tech technological
university

Postgraduate Diploma

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Postgraduate Diploma

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