

Professional Master's Degree Child Psychomotricity

Endorsed by the NBA





Professional Master's Degree Child Psychomotricity

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/sports-science/professional-master-degree/master-child-psychomotricity

Index

01

Introduction to the Program

p. 4

02

Why Study at TECH?

p. 8

03

Syllabus

p. 12

04

Teaching Objectives

p. 24

05

Career Opportunities

p. 30

06

Study Methodology

p. 34

07

Certificate

p. 44

01

Introduction to the Program

Child Psychomotricity is a key field in the development of motor, cognitive, and emotional skills during early childhood. According to a report from the World Health Organization, 6.2% of the child population exhibits some delay in psychomotor development, highlighting the need for effective intervention strategies. In response to this reality, TECH Global University promotes this university program to delve into psychomotor evaluation and intervention, providing evidence-based tools. Through a 100% online methodology and dynamic teaching materials, the program facilitates access to updated knowledge that encourages the implementation of innovative techniques, promoting a comprehensive approach to the stimulation and treatment of psychomotor disorders in childhood.



“

With this 100% online Professional Master's Degree, you will enhance your knowledge and gain expertise in Child Psychomotricity”

Integral development in childhood largely depends on the interaction between the body, mind, and environment. In this context, it is essential to have strategies that enhance motor, cognitive, and socio-emotional skills from an early age. Through updated approaches, it is possible to identify difficulties in coordination, balance, or laterality, facilitating timely interventions that optimize learning and autonomy in children. Therefore, in educational and therapeutic settings, the application of strategies based on Child Psychomotricity has gained greater relevance, enabling young children to achieve harmonious and functional development.

In response to this need, TECH Global University will provide an in-depth curriculum focusing on key aspects such as early stimulation and early intervention, integrating tools that support the detection of difficulties in psychophysical development. Additionally, the program will cover strategies aimed at fostering personal autonomy within the educational environment, promoting the acquisition of skills that directly impact the quality of life for children.

As such, this university program will offer professionals specialized knowledge to apply in various contexts, ranging from educational to therapeutic settings. With structured content tailored to current demands, the program will explore innovative methodologies that allow the design of effective strategies for child development. In doing so, you will acquire competencies that enhance the identification of specific needs and the application of techniques that promote well-being and psychomotor development in early childhood.

Finally, to ensure a flexible and efficient learning experience, TECH Global University implements a 100% online methodology that allows you to access content at any time and from any device with an internet connection. Through the innovative Relearning system, knowledge retention is optimized through the strategic repetition of key concepts, avoiding rote memorization and enhancing a deep understanding of the topics covered.

This **Professional Master's Degree in Child Psychomotricity** contains the most complete and up-to-date scientific program on the market. The most important features include:

- The development of practical cases presented by experts in Child Psychomotricity
- 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
- Practical exercises where the self-assessment process can be carried out to improve learning
- Special emphasis on innovative methodologies for integral development in childhood
- 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



With content available 24 hours a day, 7 days a week, you will become a reference in integral development in childhood"

“

You will enhance your skills in early stimulation to foster child development from its earliest stages”

The faculty includes professionals from the field of Child Psychomotricity, who bring their work experience to this program, along with renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive learning experience designed to prepare for real-life situations.

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

You will optimize your knowledge in various methodologies for detecting difficulties in psychophysical development.

You will deepen your understanding of the most effective approaches to fostering personal autonomy within the educational environment.



02

Why Study at TECH?

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



“

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

The world's best online university, according to FORBES

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

Forbes

The best online university in the world

The most complete **syllabus**

The most complete syllabuses on the university scene

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

The best top international faculty

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

TOP
international faculty



The most effective methodology

A unique learning method

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

The world's largest online university

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

World's No.1
The World's largest online university

The official online university of the NBA

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

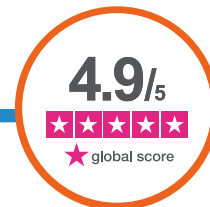
Leaders in employability

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



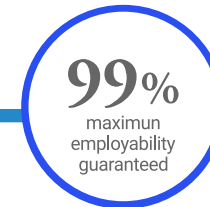
Google Premier Partner

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



The top-rated university by its students

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



03 Syllabus

This comprehensive academic program will delve into Child Psychomotricity, addressing its impact on neuromotor development and its relationship with physical education. Throughout the university program, the anatomical foundations will be explored to understand the evolution of movement in childhood, alongside the physiological principles that regulate coordination and balance. Additionally, psychological factors involved in the acquisition of motor skills will be analyzed, enabling the application of effective teaching strategies. In this way, tools will be provided to optimize training and foster harmonious development in various contexts.





“

You will have access to an enriched Virtual Campus with high-quality multimedia materials to deepen your understanding of the impact on neuromotor development”

Module 1. Early Education

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

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

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

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

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

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

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

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

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

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

Module 4. Self-knowledge and Personal Autonomy in Early Childhood Education

- 4.1. The Development Environment
 - 4.1.1. Definition of Self-Awareness, Self-Concept and Self-Esteem
 - 4.1.2. The First Context of Development: The Family Environment
 - 4.1.3. The Age for Breastfeeding
 - 4.1.4. The Role of Parents in Child Development



- 4.2. The Origins of Competition
 - 4.2.1. Introduction
 - 4.2.2. Individual Differences at Birth
 - 4.2.3. Cognitive Development
 - 4.2.4. Communication
 - 4.2.5. Motivation
- 4.3. Development of the Sense of Self: Background
 - 4.3.1. Introduction
 - 4.3.2. Freudian Theory of Development
 - 4.3.3. Some Key Psychoanalytic Theories in Development
 - 4.3.4. Theoretical Models of Cognitive Development
 - 4.3.5. The Computational Approach or Cognitive Psychology
 - 4.3.6. The Systemic Approach to Development
 - 4.3.7. Early Emotional Development
- 4.4. The Importance of Others
 - 4.4.1. Introduction
 - 4.4.2. Link
 - 4.4.3. Fear of Strangers
 - 4.4.4. Response to the Absence of Family Figures
- 4.5. Self-concept: Current Situation and Teaching Role
 - 4.5.1. Conceptual Delimitation and Components of Self-Concept
 - 4.5.2. Stages of Self-Concept Development
 - 4.5.3. Self-Concept: Hierarchical-Multidimensional Model
 - 4.5.4. Self-concept: Academic and Non-Academic Dimensions
 - 4.5.5. The Teacher's Role in Self-Concept
- 4.6. The Origins of Autonomy
 - 4.6.1. Introduction
 - 4.6.2. The Separation-Individuation Process
 - 4.6.3. Separation Resistance
 - 4.6.4. Non-autonomous Operation

- 4.7. Autonomy and Learning
 - 4.7.1. Introduction
 - 4.7.2. Learning How to Face Reality
 - 4.7.3. The Role of Play in Learning to Confront Reality
- 4.8. The Child in the Family: Influences on Learning
 - 4.8.1. Introduction
 - 4.8.2. Relationship with Parents
 - 4.8.3. Relationship with Siblings
- 4.9. Development of Self-Awareness and Autonomy in the Early Childhood Classroom
 - 4.9.1. Introduction
 - 4.9.2. Learning How to Learn
 - 4.9.3. Practical Resources for Self-Awareness Education
 - 4.9.4. Guidelines for Autonomy Education in the Classroom
 - 4.9.5. Final Conclusions
- 4.10. Assessment of Self-Concept and Self-Esteem in the Early Childhood Classroom
 - 4.10.1. Introduction
 - 4.10.2. First Considerations on the Assessment of Self-Concept and Self-Esteem
 - 4.10.3. Assessment of Self-Concept and Self-Esteem in the Classroom
 - 4.10.4. Warning Signs to Detect Possible Problems of Self-Concept and Self-Esteem in Children

Module 5. Neuromotor Development and Physical Education Teaching

- 5.1. Human Neuromotor Development
 - 5.1.1. How to Study this Unit?
 - 5.1.2. The Pre-School Education Stage
 - 5.1.3. Neuromotor and Executive Functions
 - 5.1.4. Projects and Organization of Activities Based on Neuromotor Development
 - 5.1.5. Bibliographic References
- 5.2. Motor Learning and Motor Competence
 - 5.2.1. How to Study this Unit?
 - 5.2.2. Constructivist Development applied to Physical Education. Key Concepts
 - 5.2.3. Ecological Approach to the Motor Competency Process
 - 5.2.4. Bibliographic References
- 5.3. Fundamentals of Motor Games as an Educational Resource
 - 5.3.1. How to Study this Unit?
 - 5.3.2. Motor Skills and Motor Play
 - 5.3.3. The Motor Game: Characteristics and Application
 - 5.3.4. Typology of Games for Students in the Pre-School Education Stage
 - 5.3.5. Teaching Strategies for Motor Play
 - 5.3.6. Bibliographic References
- 5.4. Fields of Work Related to Psychomotor Skills in Early Childhood Education. Competencies, Objectives, Content, and Evaluation Process
 - 5.4.1. How to Study this Unit?
 - 5.4.2. Competencies and Objectives
 - 5.4.3. The Evaluation Process
 - 5.4.4. The Psychomotor Session
 - 5.4.5. Bibliographic References
- 5.5. Contents (I). Elements and Characteristics of the Body Schematic in Pre-school Education
 - 5.5.1. How to Study this Unit?
 - 5.5.2. Psychomotor Education: the Body Scheme
 - 5.5.3. Tonic Control and Postural Control
 - 5.5.4. Respiratory Control
 - 5.5.5. Laterality
 - 5.5.6. Spatial-temporal Structuring
 - 5.5.7. Bibliographic References
- 5.6. Contents (II). Development of Psychomotor Coordination in Early Childhood Education
 - 5.6.1. How to Study this Unit?
 - 5.6.2. Types of Psychomotor Coordination
 - 5.6.3. The Development of Psychomotor Coordination
 - 5.6.4. Practical Proposals
 - 5.6.5. Bibliographic References
- 5.7. Contents (III). Basic Motor Skills in Physical Education
 - 5.7.1. How to Study this Unit?
 - 5.7.2. Displacements
 - 5.7.3. Turns
 - 5.7.4. Jumps
 - 5.7.5. Launches
 - 5.7.6. Receptions

- 5.8. Health Education: Hygienic-Postural Habits in Physical Education
 - 5.8.1. How to Study this Unit?
 - 5.8.2. Joint by Joint
 - 5.8.3. Strength as a Basic Fundamental Physical Ability
 - 5.8.4. Resistance
 - 5.8.5. Speed
 - 5.8.6. Range of Motion
 - 5.8.7. Bibliographic References
 - 5.9. New Methodological Proposals for Physical Education in the 21st Century
 - 5.9.1. How to Study this Unit?
 - 5.9.2. Contexts of Excellence, Creativity and Learning
 - 5.9.3. Learning Environments and Movement
 - 5.9.4. TIC-TAC in Physical Education
 - 5.9.5. Educational Gamification
 - 5.9.6. Bibliographic References
 - 5.10. Programs and Tools for the Promotion of Self-Concept, Self-Esteem and Autonomy and other Key Aspects
 - 5.10.1. How to Study this Unit?
 - 5.10.2. Educating Self-Concept
 - 5.10.3. Program to Work on Self-Esteem
 - 5.10.4. Habits and routines in the Early Childhood Classroom
 - 5.10.5. Thinking Routines for Working on Self-Concept
 - 5.10.6. Strategies and Management of Emotions in Early Childhood Education
 - 5.10.7. Cognitive and Metacognitive Strategies in Early Childhood 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. Development of Conditional Capacities in Physical Education: Primary Education
 - 6.4.3. Assessment of Conditional Capacities 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. Cardiorespiratory System. Evolutionary Characteristics of the System
 - 7.4.1. Cardiorespiratory System
 - 7.4.2. Circulatory System
 - 7.4.3. Respiratory System
 - 7.4.4. Circulatory and Respiratory System Functions
 - 7.4.5. Basic Physiology of the Circulatory and Respiratory Systems
 - 7.4.6. Evolutionary Characteristics of the Cardiorespiratory 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. Bio-energy ATP production
 - 7.7.6. ATP-PC System or Alactic Anaerobic System

- 7.7.7. Glycolytic or Lactic Anaerobic
 - 7.7.8. Oxidative or Anaerobic
 - 7.7.9. Energy Consumption at Rest and During Exercise
 - 7.7.10. Adaptations to Aerobic Training
 - 7.7.11. Causes of Fatigue
 - 7.8. Evolutionary Characteristics of Human Behavior in Physical Education Classrooms
 - 7.8.1. Concept and Factors Influencing Student Growth and Development
 - 7.8.2. Psychological
 - 7.8.3. Neuromotor Area
 - 7.8.4. Cognitive Domain
 - 7.8.5. Socio-Affective Area
 - 7.9. Psychology in Physical Education
 - 7.9.1. Human Behavior and Psychological Fields of Action in Physical Activity and Sport
 - 7.9.2. Psychology in Physical Activity and Sport: 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. Self-Knowledge, Environment, and Personal Autonomy in Physical Education**
- 8.1. Curricular Framework for Physical Education in Early Childhood Education
 - 8.1.1. Body and Movement in the LOE
 - 8.1.2. The Domains of Experience and the Development of Motor Skills
 - 8.1.3. The Holistic Approach to Early Childhood Education: Methodological Consequences in Physical Education
 - 8.2. The Construction of Identity and Self-Knowledge of the Body
 - 8.2.1. The Construction of Personal Identity
 - 8.2.2. Self-Knowledge of the Body
 - 8.3. Body Language and the Construction of Personal Identity and Autonomy
 - 8.3.1. Conceptual Framework of Corporal Expression
 - 8.3.2. Body Expression in the Early Childhood Education Curriculum
 - 8.3.3. Symbolic Play and Dramatic Play as Methodological Resources in Body Language and Expression
 - 8.4. The body and Interaction with the Environment I. Spatial Organization
 - 8.4.1. Spatial Organization
 - 8.4.2. The Ontogenesis of Spatial Organization
 - 8.4.3. Activities and Games for the Development of Spatial Organization
 - 8.5. The Body and Interaction with the Environment II. The Temporal Organization
 - 8.5.1. The Temporal Organization
 - 8.5.2. Temporal Notions: Order, Duration and Rhythm
 - 8.5.3. Ontogenesis of Temporal Organization
 - 8.5.4. Motor Play as a Fundamental Element for the Development of Spatio-Temporal Organization
 - 8.6. The Body and Interaction with the Environment II. Coordination
 - 8.6.1. What is General Dynamic Coordination?
 - 8.6.2. Evolution of Coordination
 - 8.6.3. Factors Influencing Coordination
 - 8.6.4. Motor Play in Early Childhood Education as an Important Element in Motor Development
 - 8.6.5. Didactic Orientations
 - 8.7. Knowledge of the Natural Environment in Physical Education I. Activities in Nature
 - 8.7.1. Conditions of the Natural Environment that Stimulate Growth and Motor Skills
 - 8.7.2. Guidelines for AFMN Design
 - 8.7.3. Implications of Considering AFMN as School Content
 - 8.8. Knowledge of the Environment in Physical Education II Educational Aquatic Activities
 - 8.8.1. Motor Development in Water
 - 8.8.2. Evolution of Motor Patterns and Aquatic Skills
 - 8.8.3. Guidelines for the Design of Aquatic Activities
 - 8.9. Physical Education and Interdisciplinary Work
 - 8.9.1. Interdisciplinarity in Early Childhood Education: The Holistic Approach
 - 8.9.2. The Holistic Approach in Physical Education
 - 8.9.3. Holistic Methodologies in Physical Education: Motor Stories and Motor Songs
 - 8.10. Professional Coordination
 - 8.10.1. The Importance of Teacher Coordination in Physical Education
 - 8.10.2. Teamwork

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

- 9.1. The Game
 - 9.1.1. Theoretical Approach to the Game Concept
 - 9.1.2. The Game and its Pedagogical Importance
- 9.2. Play and Creativity
 - 9.2.1. Play, Thinking and Creativity
 - 9.2.2. Game Classification
- 9.3. Play in Early Childhood Education
 - 9.3.1. The Importance of Play in Early Childhood Education
 - 9.3.2. Specific Contents Related to Play in Early Childhood Education
 - 9.3.3. Methodological Criteria that Must Govern the Game
- 9.4. Components of the Motor Area
 - 9.4.1. Components of the Motor Area
 - 9.4.2. Classification and Development
- 9.5. Motor Skills in Early Childhood Education
 - 9.5.1. Motor and Psychomotor Development
 - 9.5.2. Factors Influencing Motor Development
 - 9.5.3. Motor Skills
- 9.6. The Motor Game
 - 9.6.1. Concept
 - 9.6.2. Classification
 - 9.6.3. Components and Aspects of Motor Play
- 9.7. Material Resources
 - 9.7.1. The Facilities
 - 9.7.2. The Toy
 - 9.7.3. Materials
 - 9.7.4. Safety of Toys and Materials
- 9.8. Games
 - 9.8.1. Traditional and Popular Games
 - 9.8.2. Symbolic Development, Dramatization and Expression Games. Motor Story
 - 9.8.3. Motor Skills Development Games: Circuits, Gymkhanas, Learning Environments



- 9.9. Intelligence and the Theory of Multiple Intelligences from a Gaming Perspective
 - 9.9.1. The Theory of Multiple Intelligences
 - 9.9.2. The Role of Gaming in this Theory
- 9.10. The Design of the Motor Game
 - 9.10.1. General Considerations
 - 9.10.2. The Design of the Motor Game

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

- 10.1. Foundations 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. The Body Language
 - 10.3.2. The Body and Space
 - 10.3.3. Body Language Techniques
- 10.4. Body Language: The Body
 - 10.4.1. Body Scheme
 - 10.4.2. Tonic Regulation
 - 10.4.3. Postural Adjustment
 - 10.4.4. Balance and Body Alignment
 - 10.4.5. Laterality
 - 10.4.6. Motor Coordination
 - 10.4.7. Relaxation
- 10.5. Pedagogical Bases of Rhythmic Activities
 - 10.5.1. Music
 - 10.5.2. Time
 - 10.5.3. Rhythm
 - 10.5.4. The Movement
 - 10.5.5. Methodology
- 10.6. Pedagogical Bases of Dance
 - 10.6.1. Definition of Dance
 - 10.6.2. Dance Forms
 - 10.6.3. Dance Dimensions
 - 10.6.4. Elements of Dance
 - 10.6.5. Objectives, Aspects and Classification of Dance
 - 10.6.6. Choreography
 - 10.6.7. Methodology
- 10.7. Psychological Bases of Rhythm and Body Language
 - 10.7.1. Multiple Intelligences
 - 10.7.2. Emotions
 - 10.7.3. Personality
- 10.8. Psychological Bases of Dance
 - 10.8.1. Attention
 - 10.8.2. Motivation
 - 10.8.3. Creativity
 - 10.8.4. Learning and Memory
- 10.9. Dance at School
 - 10.9.1. Choreographed Dances
 - 10.9.2. Creative Dances
 - 10.9.3. Methodology of Dance Activities
- 10.10. Programming and Evaluation
 - 10.10.1. Programming in the First Cycle of 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

04

Teaching Objectives

The primary focus of this university program is to equip professionals with the necessary competencies to effectively intervene in child development, promoting strategies that support maturation and growth at each stage. Through a prevention-based approach, the ability to identify specific needs and apply methodologies that optimize autonomy and psychomotor balance will be strengthened. In fact, evidence-based practice will be promoted, enabling precise decisions tailored to different contexts. This will ensure professional intervention that addresses current challenges in educational and therapeutic settings.





“

You will access practical cases and the latest updates, facilitating a deeper, more applied understanding of psychomotor balance”



General Objectives

- ♦ Develop strategies to enhance early childhood education, promoting learning and maturation in the early stages of childhood
- ♦ Integrate knowledge of psychophysical development in school-age children, applying pedagogical approaches that optimize the educational process
- ♦ Apply anthropological, philosophical, and psychological foundations in personalized education, adapting teaching to individual needs
- ♦ Foster self-knowledge and personal autonomy in children, promoting well-being and independence in the educational environment
- ♦ Optimize physical education teaching through neuromotor development and the implementation of effective teaching methodologies
- ♦ Link physical education with health and values education, encouraging positive habits from an early age
- ♦ Deepen understanding of the anatomical, physiological, and psychological foundations of physical education to improve motor interventions
- ♦ Design playful and artistic proposals through motor games, pre-sport activities, and expressive exercises, enhancing creativity and child motor skills





Specific Objectives

Module 1. Early Education

- ♦ Identify the foundations of early childhood intervention, its prevention levels, and its impact on child development
- ♦ Analyze the bases of motor, cognitive, and socio-emotional development, considering their influence on early education
- ♦ Explore methodologies adapted to diversity, promoting inclusive learning from early childhood
- ♦ Relate psychomotor and auditory stimulation to developmental processes, enhancing the acquisition of motor and cognitive skills

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

- ♦ Examine the biological and environmental influences on psychophysical development during childhood and their impact on learning
- ♦ Understand the evolution of motor, cognitive, and emotional development in school-age children and its relationship to pedagogical practices
- ♦ Analyze psychological and neuroscientific models applied to early childhood education to promote holistic development
- ♦ Identify key processes in social and emotional development in childhood, emphasizing autonomy and emotional intelligence

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

- ♦ Explore the anthropological, philosophical, and psychological foundations that support personalized education
- ♦ Identify strategies to enhance metacognitive learning and creativity in the educational field
- ♦ Analyze the importance of motivation and affection in a personalized teaching process
- ♦ Reflect on the identity and professionalization of the teacher in an ever-evolving educational context

Module 4. Self-knowledge and Personal Autonomy in Early Childhood Education

- ♦ Analyze the relationship between self-knowledge, self-concept, and self-esteem in child development
- ♦ Examine the role of the family environment and attachment in building personal autonomy
- ♦ Identify teaching strategies to promote self-knowledge and autonomy in the early childhood classroom
- ♦ Explore theoretical models explaining the development of self-concept and its influence on learning

Module 5. Neuromotor Development and Physical Education Teaching

- ♦ Explore the relationship between neuromotor development and executive functions in early childhood
- ♦ Identify teaching strategies based on motor play to enhance learning in physical education
- ♦ Analyze the importance of body schema and its influence on psychomotor development in childhood
- ♦ Examine new methodologies and the use of digital tools for innovative physical education in the 21st century

Module 6. Physical Education, Health and Education in Values

- ♦ Explore the relationship between physical education and health, highlighting its impact on quality of life
- ♦ Analyze the principles of training in primary education and its influence on physical fitness
- ♦ Identify teaching strategies for first aid education in physical education
- ♦ Evaluate the role of physical education in promoting values and attitudes in the school environment

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

- ♦ Describe the structure and functions of the skeletal, joint, and muscular systems in physical development
- ♦ Relate energy metabolism to physical activity in primary education
- ♦ Determine the evolutionary characteristics of human behavior and their impact on physical education classes
- ♦ Examine the role of psychology in physical education and its applications in teaching and sports

Module 8. Self-Knowledge, Environment, and Personal Autonomy in Physical Education

- ♦ Explore the physical education curriculum framework in early childhood and its impact on motor development
- ♦ Identify the relationship between body expression, identity, and personal autonomy in students
- ♦ Analyze the interaction between the body and environment through spatial organization, temporal coordination, and motor skills
- ♦ Assess the importance of physical education in interdisciplinary work and teacher coordination

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

- ♦ Understand the importance of play in early childhood education and its impact on motor and cognitive development
- ♦ Relate play to creativity and thinking, highlighting its role in early learning
- ♦ Examine different types of motor games and their influence on child motor skills
- ♦ Design motor play proposals considering safety, materials, and appropriate pedagogical approaches

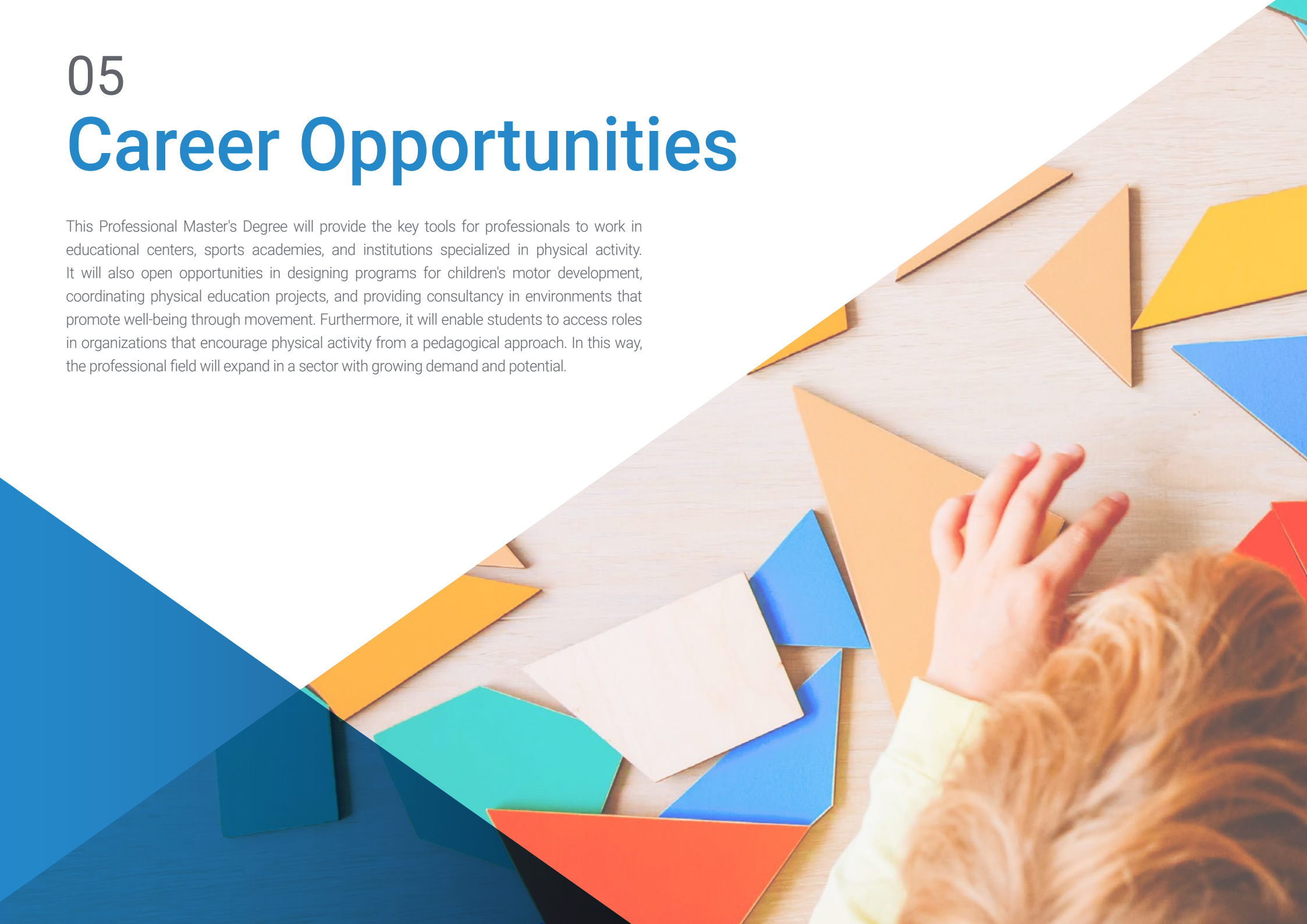
Module 10. Artistic-Expressive Physical Activities: Dance, Rhythm, and Body Expression

- ♦ Explore the foundations of artistic-expressive physical activities and their role in child development
- ♦ Relate body expression to the development of body schema and motor skills
- ♦ Identify the pedagogical foundations of rhythm, dance, and their impact on creativity and emotional expression
- ♦ Design methodological proposals for teaching dance and body expression in early childhood education

05

Career Opportunities

This Professional Master's Degree will provide the key tools for professionals to work in educational centers, sports academies, and institutions specialized in physical activity. It will also open opportunities in designing programs for children's motor development, coordinating physical education projects, and providing consultancy in environments that promote well-being through movement. Furthermore, it will enable students to access roles in organizations that encourage physical activity from a pedagogical approach. In this way, the professional field will expand in a sector with growing demand and potential.





“

You will specialize in designing programs aimed at enhancing children's motor skills in various environments”

Graduate Profile

Graduates will possess a deep understanding of psychomotor development in childhood, allowing them to detect needs and enhance motor skills from an integrative perspective. They will be able to design and apply strategies to strengthen coordination, balance, and laterality in educational and therapeutic settings. Additionally, graduates will develop competencies for intervening in psychomotor difficulties, using evidence-based approaches. Moreover, they will have the ability to lead projects that promote children's well-being through physical activities tailored to each growth stage.

You will contribute to the development of laterality in therapeutic environments, optimizing coordination through specialized strategies.

- ♦ **Analytical Skills:** Evaluate various situations in the field of Child Psychomotricity, identifying needs and proposing effective strategies to enhance motor development
- ♦ **Creativity:** Adapt and innovate in the design of activities, facilitating experiences that enhance motor and cognitive skills in children
- ♦ **Teamwork:** Collaborate with professionals from various fields, ensuring an integrated and consistent intervention in educational and therapeutic settings
- ♦ **Problem-Solving:** Address challenges in children's psychomotor development, applying effective solutions tailored to the individual needs of each child





After completing the continuing education program, you will be able to perform your knowledge and skills in the following positions:

- 1. Child Psychomotricist:** Responsible for designing and implementing strategies to enhance motor and cognitive development in children, addressing difficulties through play and movement.
- 2. Early Stimulation Specialist:** Dedicated to applying specific techniques to promote neuromotor, sensory, and cognitive development in early childhood, adapting each intervention to individual needs.
- 3. Psychomotricity Program Coordinator:** Manager of implementing projects aimed at strengthening motor skills in educational, sports, or therapeutic centers.
- 4. Psychomotor Therapist in Rehabilitation Centers:** Responsible for intervening in the functional recovery of children with motor difficulties, using specific exercises to improve their autonomy and coordination.
- 5. Psychomotor Materials Designer:** Dedicated to creating tools and resources to optimize child motor skills, from specialized toys to digital stimulation programs.
- 6. Specialist in Psychopedagogical Intervention:** Leader in strategies to enhance the motor and cognitive development of children with specific needs, collaborating with families and multidisciplinary teams.
- 7. Researcher in Psychomotricity:** Responsible for developing new strategies to enhance children's motor development, contributing innovations in educational and therapeutic fields.
- 8. Coordinator of Therapeutic Play Spaces:** Manager of environments that promote exploration and motor development, adapting them to different ages and needs.

06

Study Methodology

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

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



“

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

The student: the priority of all TECH programs

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

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

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

“

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



The most comprehensive study plans at the international level

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

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

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

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

Case Studies and Case Method

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

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

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



Relearning Methodology

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

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

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

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



A 100% online Virtual Campus with the best teaching resources

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

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

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

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



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

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

The university methodology top-rated by its students

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

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

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

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



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



Study Material

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

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



Practicing Skills and Abilities

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



Interactive Summaries

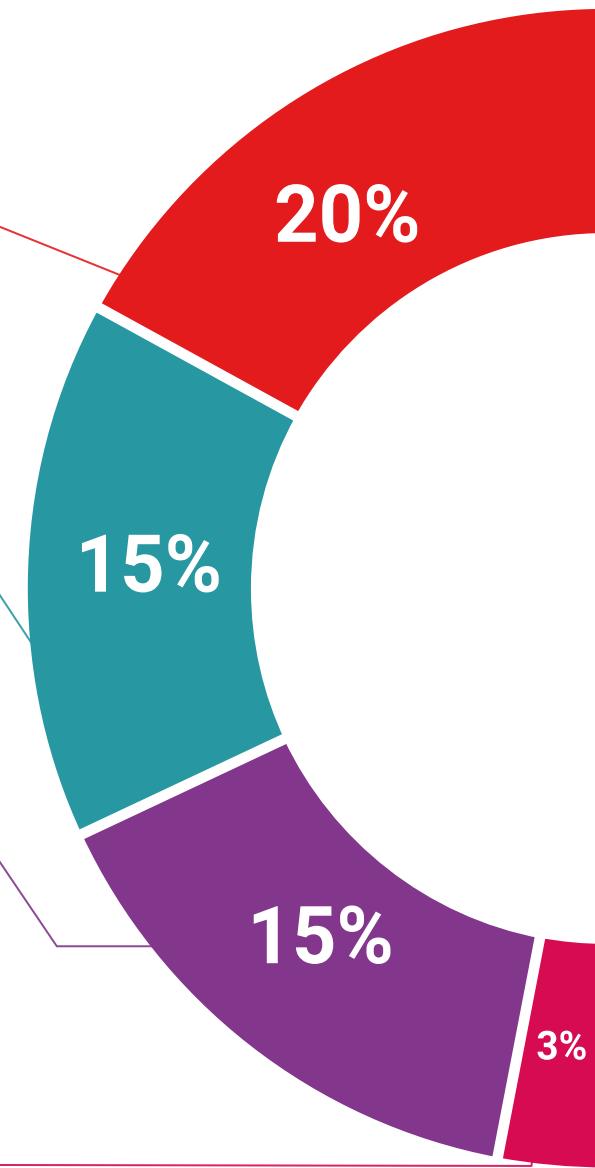
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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



Additional Reading

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





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.



Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.



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 for 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.



07

Certificate

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



“

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

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

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

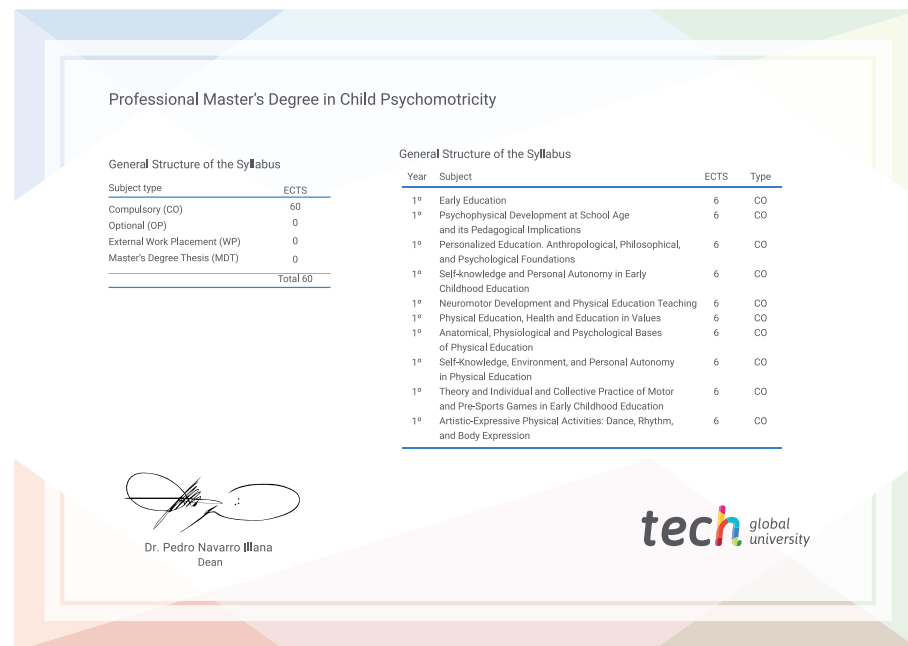
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

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

Modality: **online**

Duration: **12 months**

Accreditation: **60 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.

future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

personalized service innovation

knowledge present

online training

development languages

virtual classroom

tech global
university

Professional Master's Degree

Child Psychomotricity

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Professional Master's Degree Child Psychomotricity

Endorsed by the NBA

