

Master's Degree

Physical Education Teacher in Primary Education

Endorsed by the NBA



tech global
university



Master's Degree

Physical Education Teacher in Primary Education

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

Website: www.techtute.com/us/sports-science/master-degree/master-physical-education-teacher-primary-education

Index

01

Introduction to the Program

p. 4

02

Why Study at TECH?

p. 8

03

Syllabus

p. 12

04

Teaching Objectives

p. 26

05

Career Opportunities

p. 32

06

Study Methodology

p. 36

07

Teaching Staff

p. 46

08

Certificate

p. 50

01

Introduction to the Program

The role of the Physical Education Teacher in Primary Education is crucial for the motor, cognitive, and socio-emotional development of children. Several studies have shown that quality physical education improves academic performance and reduces sedentary behavior. For example, according to the World Health Organization, 81% of children and adolescents do not meet the recommended daily physical activity level. In response to this need, TECH Global University has developed this university program to provide professionals with updated tools and innovative strategies. Through a 100% online methodology, based on teaching materials and interactive resources, the program ensures training adapted to the current challenges of physical activity in childhood.



A young boy with dark hair, wearing a blue t-shirt, is looking down with a slight smile. To his left, a girl with blonde hair, also in a blue t-shirt, is partially visible. The background is a bright, outdoor setting. The image is split diagonally, with the top right corner being a solid blue color.

“

*You will refine your skills through
a 100% online format to stand
out as a Physical Education
Teacher in Primary Education”*

The impact of physical activity on the holistic development of children is undeniable. Beyond the obvious health benefits, exercise enhances cognitive, emotional, and social skills, becoming an essential pillar in the school environment. In a context where sedentary lifestyles and technology reduce movement in childhood, expert guidance in Physical Education is crucial to fostering healthy habits and strengthening values such as cooperation, effort, and resilience.

To address current challenges in the educational field, TECH Global University will delve into innovative academic pathways, exploring strategies that promote coexistence both inside and outside the classroom, creating an inclusive environment that ensures equal opportunities. Furthermore, the program will approach classroom diversity from an innovative perspective, offering tools to optimize teaching practices and encourage a dynamic and meaningful space. This will facilitate adaptation to different educational contexts while promoting a teaching approach focused on continuous improvement.

This university program will provide professionals with the tools to perfect their competencies as Physical Education Teachers, incorporating updated approaches that blend new pedagogical methodologies with social and technological realities. Throughout the syllabus, you will acquire advanced strategies for designing didactic proposals that motivate students, enhance motor development, and contribute to more equitable and effective education.

Additionally, the TECH Global University methodology is based on a flexible model that allows training to be completed at any time and from any device with an internet connection. Thanks to its 100% online format and the implementation of Relearning, knowledge retention will be optimized through the strategic repetition of key concepts. Moreover, the program will feature a world-renowned guest speaker and 10 Masterclasses that will enrich the academic experience with high-level perspectives.

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

Its most notable features are:

- ♦ The development of practical cases presented by experts in 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
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies in physical activity for the holistic development of children
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



You will have access to a series of 10 unique Masterclasses, delivered by a prestigious international instructor, specializing in educational research"

“

You will develop strategies to strengthen coexistence both inside and outside the classroom”

The faculty includes professionals from the field of Physical Education in Primary Education, 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 integrate innovative approaches into your daily practice to create an inclusive environment that ensures equal opportunities.

You will address classroom diversity from an innovative perspective, promoting more equitable and effective teaching.



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".

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 Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

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



The most complete syllabuses on the university scene

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

A unique learning method

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

The official online university of the NBA

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

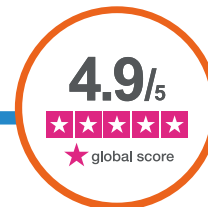
Leaders in employability

TECH has become the leading university in employability. 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 innovative academic journey will allow for an in-depth exploration of physical education from a multidimensional approach, integrating health, motor development, and values education to strengthen teaching in primary education. Through the analysis of the anatomical, physiological, and psychological foundations of movement, the planning of activities that promote well-being and student knowledge will be optimized. Additionally, strategies will be analyzed to apply scientific concepts in improving physical performance and preventing injuries. This will enhance the ability to design teaching interventions that promote healthy habits within the school environment.





“

You will delve into the physiological and psychological foundations of movement, understanding their impact on physical performance”

Module 1. Education and Coexistence Inside and Outside 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 on Social Relationships
 - 1.7.2. Advantages and Disadvantages of ICTs for Coexistence
 - 1.7.3. Influence of ICTs on School Conflict
 - 1.7.4. Cyber Risks in the Student Body
 - 1.7.5. Educational Tools for the Responsible Use of ICTs
- 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 Primary Education

- 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. Current Status
 - 2.2.1. Basic Motor Skills
 - 2.2.2. Exercise
 - 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 an Integral Part of 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. Bibliographic References
- 3.2. Evolution from Special Education to Inclusive Education in Pre-School 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 Pre-School 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 School
 - 3.4.1. The Hidden Curriculum
 - 3.4.2. Intolerance and Xenophobia
 - 3.4.3. How to Detect Bullying in the Classroom?
 - 3.4.4. Bibliographic 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. Bibliographic 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. Actions
 - 3.6.7. Proposals on Interculturality to Work in the Classroom
 - 3.6.8. Bibliographic References
- 3.7. Digital Exclusion in the Knowledge Society
 - 3.7.1. Transformations in the Information and Knowledge 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 ICTs
 - 3.7.5. The Digital Divide: A New Form of Exclusion
 - 3.7.6. Education and Digital Exclusion
 - 3.7.7. Bibliographic 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 the Roles of Teachers and Students
 - 3.8.5. ICT as an Element of Attention to Diversity
 - 3.8.6. Using ICT for Students with Educational Support Needs
 - 3.8.7. Bibliographic References
- 3.9. Active Methodologies for Learning 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 through Investigation
 - 3.9.5. Collaborative and Cooperative Learning
 - 3.9.6. Problem-Based 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 Styles
 - 3.9.9. Bibliographic 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 Learning
 - 3.10.7. Digital Tools to Create Your Flipped Classroom
 - 3.10.8. Experiences of Flipped Classroom
 - 3.10.9. Bibliographic 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 Implemented? 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. Justification of the Project
 - 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. Bibliographic 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
 - 4.3.8. 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 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. Didactics of Physical Education in Primary Education

- 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 Evaluation of Physical Education in the Curriculum.
 - 5.4.1. Physical Education Competencies in Primary Education
 - 5.4.2. Physical Education Objectives in Primary Education
 - 5.4.3. Assessment of Physical Education in Primary Education
 - 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 Primary School Education
- 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 School.
 - 5.9.1. Classroom Scheduling
 - 5.9.2. Elements of a Teaching 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 Values Education

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



- 6.5. Physical Education and Health: Basic First Aid (I)
 - 6.5.1. Introduction and General Principles
 - 6.5.2. Evaluation of the Injured Person
 - 6.5.3. Order of Action: Basic Cardiopulmonary Resuscitation
 - 6.5.4. 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 Teaching in Relation to Education Values in Primary Education
 - 6.8.1. Methodology of Education in Attitudes, Values and Norms.
 - 6.8.2. Influence of the Social Context on Education in Attitudes, Values and Norms.
 - 6.8.3. Attitude, Values and Standards Education Evaluation
 - 6.8.4. Educational Intervention in Attitudes, Values and Norms in Physical Education.
- 6.9. Current and Future of Physical Education
 - 6.9.1. Physical Education Today
 - 6.9.2. The future of Physical Education
- 6.10. The Physical Education Professional
 - 6.10.1. Characteristics of the Physical Education Professional
 - 6.10.2. Design of Activities in Physical Education

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

- 7.1. Introduction to the Human Body
 - 7.1.1. The Human Body
 - 7.1.2. Levels of Organization
 - 7.1.3. Anatomical Position and Directions
 - 7.1.4. Axes and Body Planes
 - 7.1.5. The Cell and Tissues
 - 7.1.6. The Cell: Size, Shape and Composition
 - 7.1.7. Tissues. Type: Conjunctive, Muscular, and Nervous
- 7.2. The Bone and Joint System. Bone Growth and Development
 - 7.2.1. The Bone System
 - 7.2.2. Anatomical Structure: The Skeleton
 - 7.2.3. Bone Tissue and Bone Types
 - 7.2.4. Functions of the Skeletal System
 - 7.2.5. The Articular System
 - 7.2.6. Bone Growth and Development
- 7.3. The Muscular System. Muscular Growth and Development
 - 7.3.1. The Muscular System
 - 7.3.2. Structure of the Muscular System. Fibers and Myofibrils
 - 7.3.3. Muscle Contraction Types of Contraction
 - 7.3.4. Functions of the Muscular System. Muscular Growth and Development
- 7.4. 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 Cardiovascular-Respiratory System
- 7.5. The Nervous System. Physical Education Classroom Implications
 - 7.5.1. The Nervous System
 - 7.5.2. Anatomical Organization and Structure
 - 7.5.3. Functions
 - 7.5.4. Evolutionary Characteristics and Implications of the System in Physical Education Classes

- 7.6. Blood
 - 7.6.1. Blood Characteristics
 - 7.6.2. Blood Plasma
 - 7.6.3. 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. Self-Body Control
 - 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 Primary 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 Area

- 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 Knowledge
- 8.10.5. Block 3: Motor Skills

Module 9. Individual and Collective Theory and Practice of Play 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. Deporte de adversario. 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. Collective 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. Collective 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 and 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

This university program aims to equip primary school Physical Education professionals with essential competencies to optimize their teaching practice. Through preventive strategies and intervention techniques, it strengthens the ability to manage conflicts and foster a more harmonious school environment. Additionally, the design of prevention programs helps improve classroom coexistence, while strengthening the relationship between family and school will enhance a more holistic education. Moreover, the program will delve into physical activity for health, providing tools to promote appropriate motor habits and children's well-being.





“

*You will recognize the key strategies
for strengthening the relationship
between family and school, fostering
a collaborative education”*



General Objectives

- ♦ Develop strategies to promote coexistence both inside and outside the classroom, fostering a harmonious and respectful educational environment
- ♦ Deepen understanding of the foundations of Physical Education and sport in primary education, optimizing its pedagogical application
- ♦ Implement innovative approaches that promote equality and diversity in the classroom, ensuring inclusive teaching
- ♦ Incorporate updated methodologies to improve teaching practices in the field of Physical Education
- ♦ Design effective didactic proposals that enhance student learning through movement and physical activity
- ♦ Relate Physical Education to health and values education, promoting healthy lifestyle habits
- ♦ Apply anatomical, physiological, and psychological knowledge to improve motor performance and child development
- ♦ Integrate play, sports, and artistic-expressive activities as key tools in teaching Physical Education





Specific Objectives

Module 1. Education and Coexistence Inside and Outside the Classroom

- Design effective strategies to foster school coexistence, promoting inclusive and respectful spaces both inside and outside the classroom
- Implement actions within the coexistence and equality plan to prevent conflicts and ensure an equitable educational environment
- Identify and address discrimination in the school environment, applying proper detection and intervention guidelines
- Identify and address discrimination in the school environment, applying proper detection and intervention guidelines

Module 2. Knowledge of Physical Education and Sport in Primary Education

- Analyze the evolution of Physical Education throughout history, understanding its current impact and influence on student development
- Implement innovative pedagogical strategies that promote effective Physical Education teaching, addressing classroom diversity
- Relate Physical Education to sport and health, encouraging active lifestyle habits and awareness of physical and mental well-being
- Address current challenges in Physical Education, adapting approaches to the needs of the 21st century and school context demands

Module 3. Equality and Diversity in the Classroom

- Explore the fundamental concepts of equality and diversity in the classroom, understanding their impact on education and the creation of inclusive environments
- Identify the main factors of academic failure, analyzing how stereotypes and self-fulfilling prophecies influence academic performance
- Evaluate the role of ICT in educational inclusion, highlighting their impact on addressing diversity and reducing the digital divide
- Implement active methodologies such as collaborative learning and Flipped Classroom to foster a dynamic and participatory educational environment

Module 4. Innovation and Improvement of Teaching Practice

- Design innovative strategies that enhance teaching practices and promote autonomous and cooperative learning
- Identify the key factors in the implementation of educational innovation and improvement projects, considering their justification, methodology, and evaluation
- Analyze school leadership approaches and their impact on the management of educational centers and promotion of distributed leadership
- Apply active techniques and methodologies that encourage creative learning, problem-based learning, and renewed assessment in the classroom

Module 5. Didactics of Physical Education in Primary Education

- ♦ Relate motor development to executive functions in children aged 6 to 12
- ♦ Explain the influence of motor learning on motor competence
- ♦ Analyze the role of play as an educational resource in Physical Education
- ♦ Examine the objectives, contents, and assessment in the Physical Education curriculum
- ♦ Describe hygienic-postural habits and basic physical capacities
- ♦ Explore innovative methodologies such as ICT and gamification in Physical Education

Module 6. Physical Education, Health, and Values Education

- ♦ Link Physical Education with health and quality of life in Primary Education
- ♦ Identify the principles of training and their impact on children's physical fitness
- ♦ Determine strategies to assess exercise intensity and conditional capacities
- ♦ Apply basic first aid knowledge in the school context
- ♦ Relate Physical Education to teaching values and social norms
- ♦ Explore current and future trends in Physical Education

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

- ♦ Explain the structure and functions of the main anatomical systems in the context of Physical Education
- ♦ Relate energy metabolism to physical performance and adaptation to training
- ♦ Identify the evolutionary characteristics of human behavior and their impact on physical activity
- ♦ Analyze the role of psychology in motivation and the development of autonomy in sports contexts

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

- ♦ Relate psychomotor development to human maturation and its impact on motor learning
- ♦ Identify the elements influencing psychomotor development and their application in Physical Education
- ♦ Analyze motor and psychomotor developmental disorders, their causes, and intervention methodologies
- ♦ Explain the principles of motor learning and its implementation in the school environment

**Module 9. Individual and Collective Theory and Practice of Play and Sport**

- ♦ Differentiate between motor play and sports in the educational context, highlighting their characteristics and classifications
- ♦ Examine various teaching models and styles applied to the methodology of play and sport
- ♦ Analyze the influence of popular, traditional, and indigenous games on motor and social development
- ♦ Explain the technical, tactical, and regulatory fundamentals of individual and opponent sports
- ♦ Identify the characteristics and strategies of basketball and volleyball as collective sports
- ♦ Relate motor games and sports activities to their impact on social integration and education

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

- ♦ Explain the fundamentals of artistic-expressive physical activities and their relevance in the early childhood curriculum
- ♦ Identify the pedagogical and psychological foundations of body expression, rhythm, and dance in child development
- ♦ Analyze the transversal role of rhythmic and expressive activities in education, linking them to competencies and areas of knowledge
- ♦ Design programming and evaluation strategies for integrating dance and body expression into the educational context

05

Career Opportunities

This university program will provide the key skills and tools to work in educational centers, sports institutions, and physical activity promotion projects in Primary Education. Additionally, it will open opportunities in public organizations, private entities, and inclusion programs that use sports as an educational tool. Thanks to an innovative approach, it will be possible to develop initiatives in schools, sports academies, and extracurricular programs, contributing to children's well-being and promoting healthy habits from a pedagogical and social perspective.





“

You will have access to the latest updates in physical activity, allowing you to take on roles in projects focused on well-being”

Graduate Profile

Graduates of this Master's Degree will have a comprehensive view of Physical Education within the school context. They will also develop innovative strategies to improve children's motor performance and encourage healthy habits from a pedagogical perspective. Furthermore, graduates will acquire skills to design programs adapted to the diversity of students, integrating active methodologies and educational technology. They will also be prepared to lead projects in educational centers and collaborate with institutions specialized in physical activity. With these competencies, graduates will be able to foster dynamic learning environments and contribute to physical and emotional development in primary education.

With this effective university program, you will master the use of educational technology to innovate in Physical Education teaching.

- ♦ **Pedagogical Leadership:** Guide and motivate students in the development of their motor skills, fostering a dynamic and participatory learning environment in Physical Education.
- ♦ **Adaptability and Innovation:** Integrate active methodologies and educational technology into teaching, adapting to individual needs and emerging trends in the sports and school environment.
- ♦ **Teamwork:** Collaborate with other education and sports professionals, designing joint strategies that enhance physical and social well-being in the school environment.
- ♦ **Effective Communication:** Convey knowledge clearly and motivatingly, facilitating the understanding of key concepts in physical activity and promoting healthy habits in the educational community.





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

1. **Physical Education Teacher in Primary Education:** Responsible for designing and implementing physical activity programs tailored to students' age, promoting motor development, teamwork, and healthy lifestyle habits.
2. **School Sports Activities Coordinator:** Manager of sports events within the school setting, encouraging participation and the development of physical and social skills in students.
3. **Psychomotor Specialist:** Dedicated to applying strategies to enhance motor and cognitive development in children, addressing their individual needs and facilitating learning through movement.
4. **Educational Technology Consultant for Physical Education:** Responsible for implementing digital tools and innovative methodologies to optimize the teaching of physical activity and track student progress.
5. **Designer of Physical Activity and Health Programs:** Focused on creating exercise plans tailored to various ages and needs, promoting disease prevention and improving physical well-being in the educational environment.
6. **Coordinator of Inclusion Projects Through Sport:** Responsible for developing initiatives that use physical activity as a tool for social integration, ensuring accessibility and equity in sports practice.
7. **School Sports Coach:** In charge of coaching and guiding school teams in various sports disciplines, promoting a healthy competitive spirit and the development of tactical and technical skills.
8. **Consultant in Educational Policies Related to Physical Activity:** Advisor in the creation and implementation of governmental or institutional strategies to strengthen Physical Education within the school curriculum.
9. **Researcher in Education and Physical Activity:** Responsible for developing new teaching methodologies in the field of Physical Education, contributing to pedagogical innovation and optimizing students' motor performance.

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

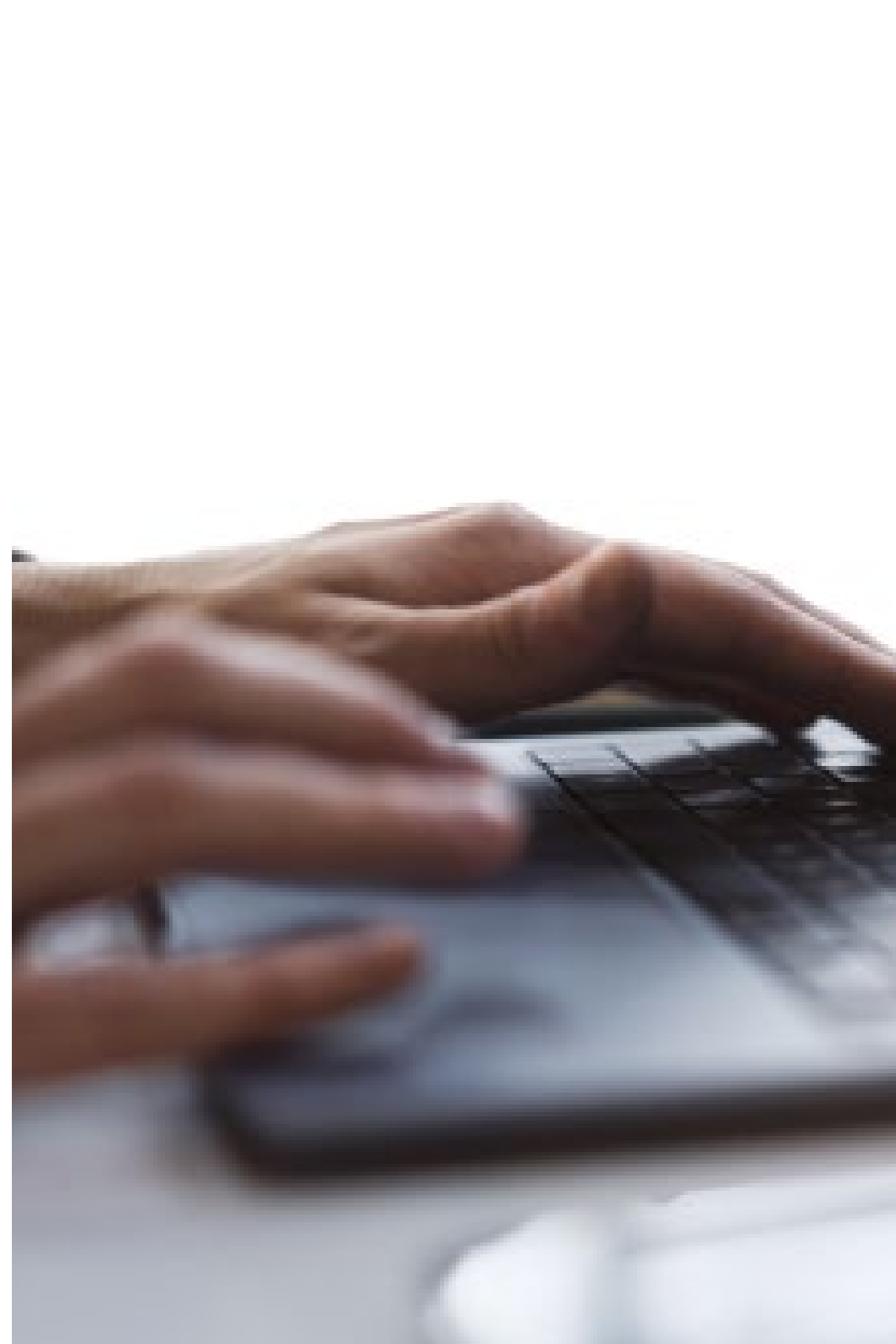
In TECH's study methodology, the student is the main protagonist.

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.

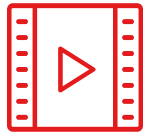
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

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

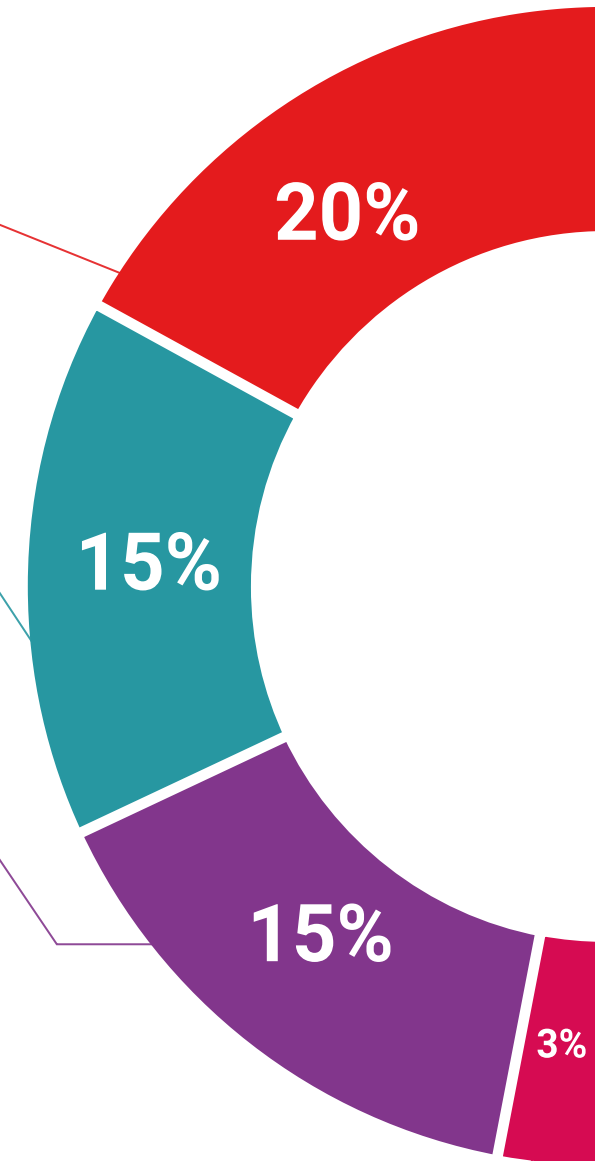
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

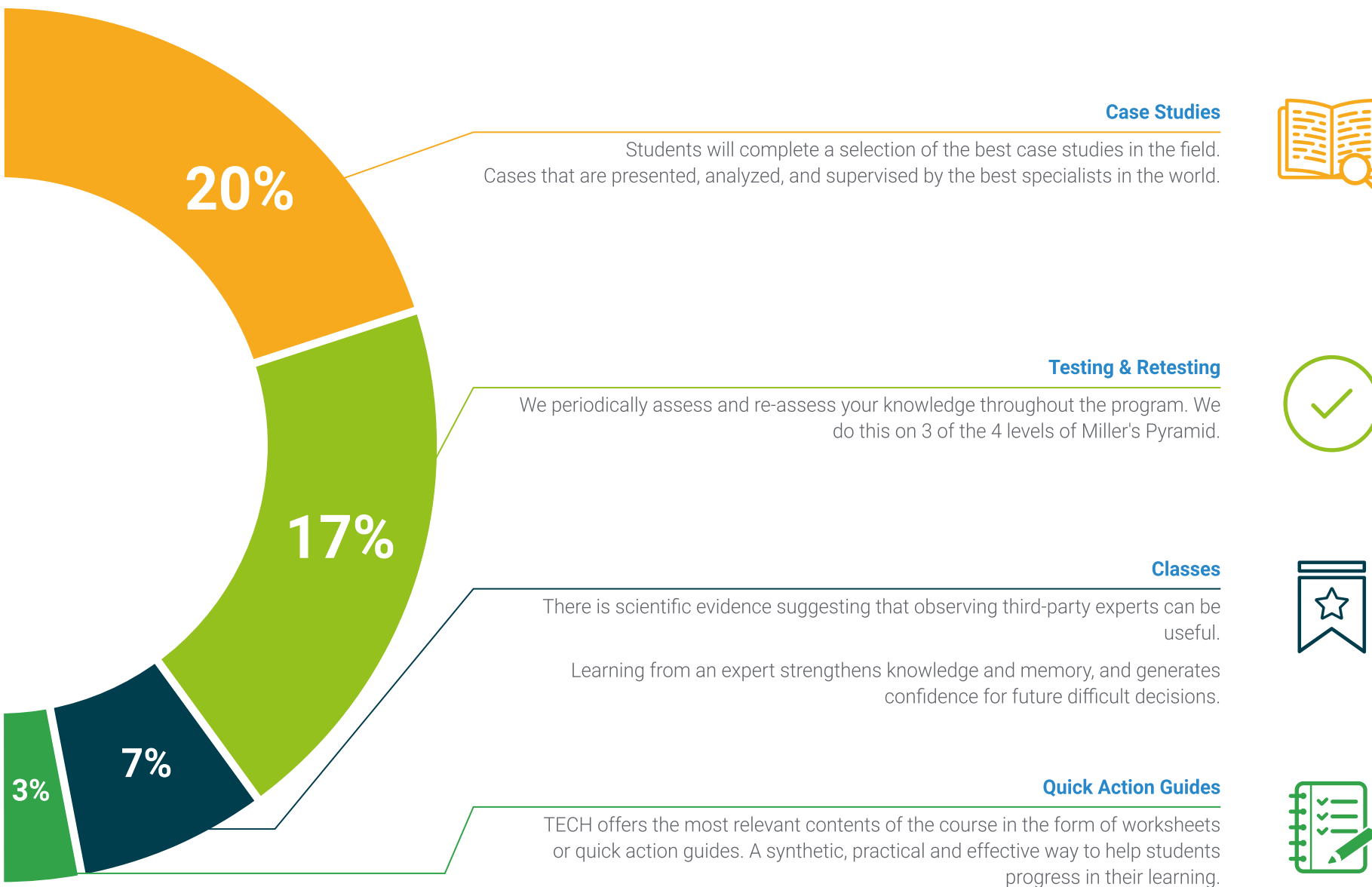
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





07

Teaching Staff

The instructors behind this Master's Degree in Physical Education Teaching for Primary Education are highly qualified professionals committed to the comprehensive training of future teachers. In fact, they have a strong theoretical and practical foundation in Pedagogy, Developmental Psychology, and the specific didactics of Physical Education within the Primary Education context. Their approach will focus on fostering the motor, cognitive, and socio-emotional development of children, as well as promoting healthy lifestyle habits and values such as teamwork, respect, and inclusion.





“

The faculty members of this university program are up-to-date with the latest teaching trends and methodologies, constantly adapting their practice to provide high-quality training”

International Guest Director

Phillip Ward, Ph.D., is passionate about **Physical Education** and the specialized training of **teachers** who will be engaged in this discipline at the **primary** level. Throughout his career, he has been dedicated to improving instruction in the subject through **disruptive teaching tools** and **strategies**. His work has had a significant impact in countries such as the **United States** and **China**, even receiving official recognition from the government of the Asian country as a **High-Level Foreign Expert**.

His research has promoted **peer-assisted learning techniques** in Physical Education. This methodological vision has been used and cited beyond the limits of the school subject and has been linked to areas such as **Medicine** and **Special Education**. Regarding the applications of his studies, he has published at least **160 articles** and **monographs**. Also, he has appeared as co-author or author of chapters in scientific volumes and has attended more than **150 conferences** around the world as a speaker.

On the other hand, Dr. Ward directs the **Physical Education Teaching Research Program** in the **Department of Human Sciences** at The Ohio State University. From there, he leads multi-methodological projects that integrate specialists linked to centers of study of global prestige. Among them, the University of Louvain (Belgium), the East China Normal University and the Hong Kong Institute of Education (China), the University of Tsukuba and the Nippon University of Sport Science-Nittaidai (Japan), and the University of West Virginia and Zinman College (Israel) stand out.

He has also been one of the eight specialists who published a **review** for the conformation of a **Doctorate program for Physical Education Teachers**. He is also a **consultant** for the *Journal of Teaching in Physical Education and Quest* (Quality Improvement Experiential Student Training).



Dr. Ward, Phillip

- Director of Physical Education Research, Ohio State University, United States
- Director of the Master's Degree in Athletic Training, Ohio State University, United States
- Professor of Kinesiology, Department of Human Sciences, The Ohio State University
- Professor, Department of Health, Physical Education, Recreation and Dance, Illinois State University
- Consultant to the Department of Education and Physical Education, City of Victoria, Australia
- Physical Education Teacher, Manningham Rd. Primary School, Victoria, Australia
- Ph.D. in Physical Education Teaching, Ohio State University
- Master of Arts in Physical Education Teaching, Victoria College, Australia
- Bachelor of Education, Deakin University, Australia
- Postgraduate Diploma in Sport Science from Victoria College, Australia
- Postgraduate Diploma in Teaching from North Brisbane College of Advanced Education, Australia
- Member of: International Association for Physical Education in Higher Education, National Academy of Kinesiology, National Association of Kinesiology in Higher Education, Society of Physical and Health Educators



Thanks to TECH, you will be able to learn with the best professionals in the world"

08 Certificate

The 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 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 **Master's Degree in Physical Education Teacher in Primary Education** 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.

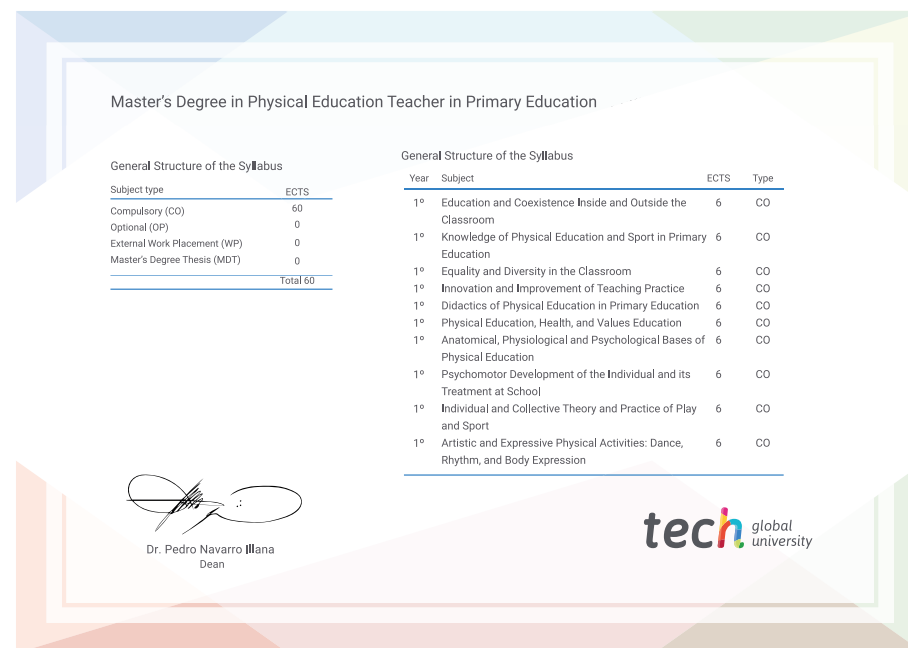
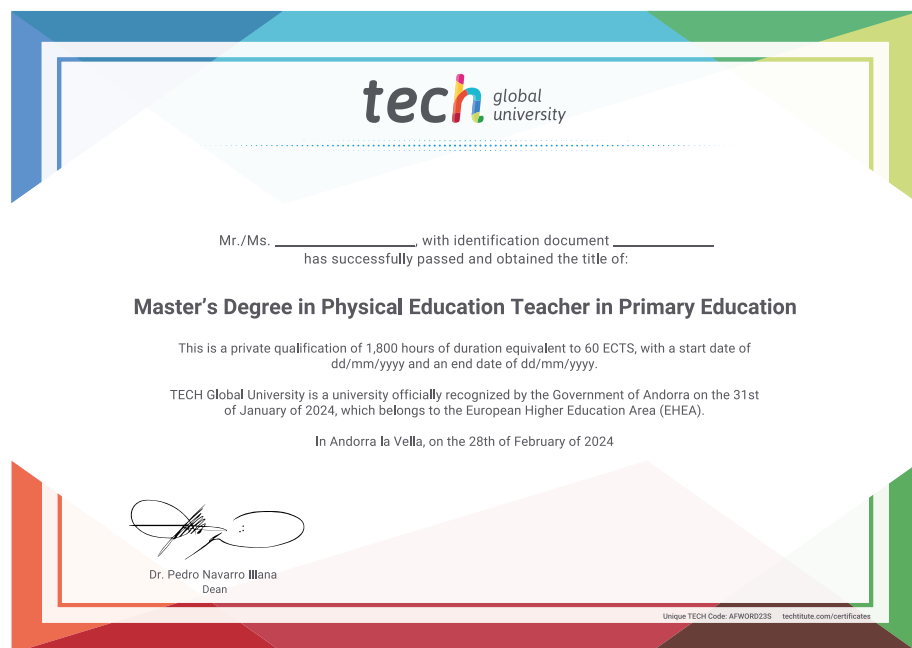
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

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

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**





Master's Degree

Physical Education Teacher
in Primary Education

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

Master's Degree

Physical Education Teacher in Primary Education

Endorsed by the NBA



tech global
university