

# Professional Master's Degree Neuroeducation and Physical Education in Sport

Endorsed by the NBA





## Professional Master's Degree Neuroeducation and Physical Education in Sport

Course Modality: Online

Duration: 12 months.

Certificate: TECH Technological University

60 ECTS Credits

Teaching Hours: 1,500 hours.

Website: [www.techitute.com/sports-science/professional-master-degree/master-neuroeducation-physical-education-sport](http://www.techitute.com/sports-science/professional-master-degree/master-neuroeducation-physical-education-sport)

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# 01

# Introduction

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







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*Movement, as a tool for the development and enhancement of cognitive functions, is the key to the development and implementation of Neuroeducation in Physical Education. A novel concept of enormous importance for the quality of life of students"*

Science has advanced in the study of the brain as a learning organ, with the aim of helping each student to develop their cognitive, intellectual and emotional potential to the fullest. Although current education aims for a comprehensive education, it is still focused on cognitive aspects, with little development in terms of emotional aspects; little and/or no management of one's own and others' emotions, little self-motivation and self-control, and communication skills.

This program has the purpose of expanding the benefits that can be offered from the subject of physical education to students, from the perspective of sports performance, academic performance, and also in relation to personal development based on physical and emotional well-being. This is based on new knowledge of brain science to focus, in a practical way, on how to implement it in the environment of educational centers.

Physical Education acquires a dimension of extraordinary importance, transcending the important objectives of developing motor skills, to access the use of movement as a tool for the development and improvement of cognitive functions.

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

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

This **Professional Master's Degree in Neuroeducation and Physical Education in Sport** contains the most complete and updated educational program on the market. The most important features include:

- ◆ Development of case studies presented by experts in Neuroeducation and Physical Education.
- ◆ Its graphic, schematic and eminently practical contents provide scientific and practical information on those disciplines that are essential for professional practice.
- ◆ Contains practical exercises where the self-evaluation process can be carried out to improve learning.
- ◆ Its special emphasis on innovative methodologies in Neuroeducation and Physical Education.
- ◆ All this will be complemented with theoretical lessons, questions to the expert, discussion forums on controversial issues and individual reflection work.
- ◆ Availability of content from any device, fixed or portable, with an Internet connection.
- ◆ Complementary content available in multimedia format



*A highly effective TECH Master's Degree that will provide you with the necessary tools to apply the neuroscience approach in Physical Education"*

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*The quality of a program designed to promote Physical Education with the reinforcement of Neuroeducation, giving it a place of relevance in the training of students"*

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

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

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

*Incorporate the neuroscience approach to your work in the area of Physical Education, and bring to your objectives, the goal of cognitive and emotional development of this new form of educational intervention.*

*New advances and developments in neuroscience applied to teaching in the area of Physical Education, from an eminently practical approach.*



# 02 Objectives

The main objective of this comprehensive program is to provide the student with the vision and skills necessary to turn the area of Physical Education into an invaluable tool for the development of the integral wellbeing of the human being. Beyond its potential in physical terms, this TECH Master's Degree will work on its protective capacity of the brain, its influence on brain function, emotions, motivation, perception, in short, learning.





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*By means of the most developed online technology, this TECH Master's Degree will offer you a training with which you will be able to include, in your work, the development of multiple intelligences through movement"*



## General Objectives

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- ◆ Know the basis and main elements of Neuroeducation.
- ◆ Integrate the new contributions of Brain Science in the teaching-learning processes.
- ◆ Discover how to enhance brain development through motor action.
- ◆ Implement the innovations of Neuroeducation in the subject of Physical Education.
- ◆ Achieve specialized training as Neuroeducation professionals in the field of motor action.



*Learn about the invisible training of brain development and motor learning and get up to date on intervention processes through Neuroeducation and Physical Education in Sport"*





## Specific Objectives

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### Module 1. Basis of Neurosciences

- ◆ Describe the functioning of the nervous system.
- ◆ Explain the basic anatomy of learning-related structures.
- ◆ Define the basic physiology of learning-related structures.
- ◆ Identify the main brain structures related to motor skills.
- ◆ Defining the plastic brain and neuroplasticity.
- ◆ Explain the effects of environment on brain development.
- ◆ Describe the changes in the infant's brain.
- ◆ Explain the evolution of the adolescent brain.
- ◆ Define the characteristics of the adult brain.

### Module 2. Neuroeducation

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

### Module 3. Incidence of Emotions in Neuroeducational Processes from the point of view of Motor Action

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

### Module 4. Social Brain in Motor Action from a Neuroscientific Perspective.

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



## **Module 5. Impact of Motor Action on Brain Learning Processes and Health Development**

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

## **Module 6. Physical Neuroeducation and Learning**

- ◆ Explain the relevance of body-brain language together with embodied cognition.
- ◆ Establish the importance of mental health with exercise.
- ◆ Explain the development of cognitive functions through the practice of physical exercise.
- ◆ Know the positive influence of motor skills in students with learning difficulties.

## **Module 7. Motor Practices that have an Impact on Brain Development**

- ◆ Know the importance of expressive and artistic activities and brain development from a socioemotional perspective.
- ◆ Identify outdoor activities and brain development.
- ◆ Establish the anaerobic and aerobic physical activities that promote brain development in young people.





#### **Module 8. Invisible Training in Brain Development**

- ◆ Understand the role of the main myokines in relation to exercise and health.
- ◆ Identify new postulates for disease prevention and improvement of quality of life in cardiovascular risk diseases (obesity, diabetes or metabolic syndrome).
- ◆ Analyze the relevance of body posture from a neuroscientific point of view.

#### **Module 9. Pedagogical Models and Evaluation in Physical Neuroeducation**

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

#### **Module 10. Methodologies, Methods, Tools and Didactic Strategies favoring Physical Neuroeducation**

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



# 03 Skills

After passing the evaluations of the Professional Master's Degree in Neuroeducation and Physical Education in Sport, the professional will have acquired the necessary professional competences for a quality and up-to-date praxis based on the most innovative didactic methodology.





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*Get involved in the new form of education, acquiring the necessary skills to apply the scientific basis of neuroscience to your work as a trainer in Physical Education"*

At the end of this program, the professional will be able to:



## General Skills

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- ◆ Possess knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context.
- ◆ Apply acquired knowledge and problem-solving skills, in new or unfamiliar environments, within broader (or multidisciplinary) contexts related to their area of study.
- ◆ Integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.
- ◆ Communicate their conclusions, knowledge, and supporting arguments, to specialized and non-specialized audiences in a clear and unambiguous manner.
- ◆ Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous





## Specific Skills

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- ◆ Describe the functioning of the nervous system.
- ◆ Explain the basic anatomy of structures related to learning.
- ◆ Define the basic physiology of learning-related structures.
- ◆ Identify the main brain structures related to motor skills.
- ◆ Define the plastic brain and neuroplasticity.
- ◆ Explain the effects of environment on brain development.
- ◆ Describe the changes in the infant's brain.
- ◆ Explain the evolution of the adolescent brain.
- ◆ Define the characteristics of the adult brain.
- ◆ Define the principles of Neuroeducation.
- ◆ Explain the main neuromyths.
- ◆ Explain strategies for early stimulation and interventions.
- ◆ Define the theory of attention.
- ◆ Explain emotion from a neurological point of view.
- ◆ Explain learning from a neurological point of view.
- ◆ Explain memory from a neurological point of view.
- ◆ Explain the emotional brain.
- ◆ Describe the emotional process from a neuroscientific perspective.
- ◆ Describe the main brain structures that make up the emotional process.
- ◆ Define the role of emotion in the processes of learning and memory.
- ◆ Describe the brain reward system.
- ◆ Explain the basis of emotion education.
- ◆ Describe emotional competencies.
- ◆ Explain emotional chemistry in response to motor action.
- ◆ Define the role of motor action in emotional changes.
- ◆ Describe mirror neurons.
- ◆ Explain complex social functions.
- ◆ Describe the role of motor action in the development of social health.
- ◆ Explain the social relationship in personal wellbeing.
- ◆ Explain the implication of mental health and interpersonal relationships.
- ◆ Define the relevance of cooperation from a neuroeducational perspective.
- ◆ Explain the importance of climate in learning environments.
- ◆ Explain the main neurotransmitters and hormones related to motor practice and learning ability.
- ◆ Apply strategies for disease prevention and improvement of quality of life in terms of cardiovascular and other risk diseases.
- ◆ Describe the different motor practices that have an impact on brain development.

# 04

# Course Management

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







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*This complete program will allow you to learn from the experience of high-level teachers, experts in the areas of Physical Education and Neuroeducation, who will accompany you throughout your training with the most intensive online presence"*

## Management



### Pellicer Royo, Irene

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

## Professors

### Dr. De la Serna, Juan Moisés

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

### Dr. Navarro Ardoy, Daniel

- ◆ PhD. Exercise physiology applied to health
- ◆ Physical activity and health program Faculty of Medicine
- ◆ 6-month research stay at Karolinska Institute Stockholm (Sweden)
- ◆ Degree in Physical Activity and Sports Science

### Rodríguez Ruiz, Celia

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





# 05

## Structure and Content

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





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*This Professional Master's Degree in Neuroeducation and Physical Education in Sport contains the most complete and up-to-date scientific program on the market"*



## Module 1. Basis of Neurosciences

- 1.1. The Nervous System and Neurons
  - 1.1.1. Introduction
  - 1.1.2. The Nervous System and Neurons
- 1.2. Basic Anatomy of Learning-Related Structures.
  - 1.2.1. Structures Related to Learning.
  - 1.2.2. Basic Anatomy of Learning-Related Structures.
- 1.3. Psychological Processes Related to Learning.
  - 1.3.1. Psychological Processes of Learning.
- 1.4. The Main Brain Structures Related to Motor Skills.
  - 1.4.1. Motricity and Main Brain Structures.
- 1.5. The Plastic Brain and Neuroplasticity.
  - 1.5.1. What is Brain Plasticity?
  - 1.5.2. Neuroplasticity.
- 1.6. Epigenetics.
  - 1.6.1. Definition of Epigenetics.
- 1.7. Effects of the Environment on Brain Development.
  - 1.7.1. Environment and Brain Development.
- 1.8. Changes in the Infant's Brain.
  - 1.8.1. Infant Brain.
  - 1.9.1. Evolution of the Adolescent Brain.
- 1.9. Adolescent Brain.
- 1.10. Adult Brain.





## Module 2. Neuroeducation

- 2.1. Introduction to Neuroeducation.
  - 2.1.1. Definition and Development.
- 2.2. Main Neuromyths.
  - 2.2.1. Neuromyths in Neuroeducation.
- 2.3. The Attention.
  - 2.3.1. Concept and Development.
- 2.4. The Emotion
  - 2.4.1. Concept and Development.
- 2.5. The Motivation.
  - 2.5.1. Concept and Development.
- 2.6. The Learning Process.
  - 2.6.1. Concept and Development.
- 2.7. The Memory.
  - 2.7.1. Concept and Development.
- 2.8. Stimulation and Early Interventions.
  - 2.8.1. Stimulation.
  - 2.8.2. Early Intervention.
- 2.9. Importance of Creativity in Neuroeducation.
  - 2.9.1. Creativity and Neuroeducation.
- 2.10. Methodologies that allow the Transformation of Education in Neuroeducation
  - 2.10.1. Methodology

**Module 3.** The incidence of emotions in neuroeducational processes, from motor action.

- 3.1. Concept of Emotion and Main Emotional Theories.
  - 3.1.1. Main Emotional Theories.
- 3.2. Education of Emotions.
  - 3.2.1. Emotional Education.
- 3.3. Emotional Intelligence.
- 3.4. The Role of Emotion in the Body and Motor Action.
  - 3.4.1. Motor Action and Emotions.
- 3.5. The Emotional Brain.
  - 3.5.1. Fundamentals and Development.
- 3.6. Emotional Processing in Brain Structures.
  - 3.6.1. Brain Structures of Emotion.
- 3.7. Amygdala and Emotional Processes.
  - 3.7.1. Amygdala and Emotion.
- 3.8. Positive Emotions and the Brain's Reward System.
  - 3.8.1. Brain and Positive Emotion.
- 3.9. Emotional Chemistry in Response to Motor Action.
  - 3.9.1. Emotional Chemistry and Motor Action.
- 3.10. Emotional Health through Motor Action.
  - 3.10.1. Emotional Health and Motor Action.

**Module 4.** The Social Brain in Motor Action, from a Neuroscientific Perspective.

- 4.1. The Human Being: A Social Being.
  - 4.1.1. Approach
- 4.2. Social Brain.
  - 4.2.1. Definition and Development.
- 4.3. Mirror Neurons.
  - 4.3.1. Structure and Operation
- 4.4. The Complex Social Functions.
  - 4.4.1. Complex Social Functions.
- 4.5. Integral Health from a Social Competence Perspective.
  - 4.5.1. Health and Social Competence.
- 4.6. Role of Motor Action in the Development of Social Health.
  - 4.6.1. Social Health and Motor Action.
- 4.7. Social Relationship in Personal Well-Being.
  - 4.7.1. Social Relationship and Well-Being.
- 4.8. Mental Health and Interpersonal Relationships.
  - 4.8.1. Mental Health and Interpersonal Relationships.
- 4.9. Relevance of Cooperation from a Neuroeducational Perspective.
  - 4.9.1. Cooperation and Neuroeducation.
- 4.10. Climate in Learning Environments.
  - 4.10.1. Climate and Learning.

## Module 5. Impact of Motor Action on Brain Learning Processes and on Health Development.

- 5.1. Impact of Motor Action on Learning Processes.
  - 5.1.1. Motor Action and Learning.
- 5.2. Motor Action and Neurophilic Factors. Brain Derived Neurotrophic Factor (BDNF).
  - 5.2.1. BDNF.
- 5.3. Motor Action, Neurotransmitters and Hormones.
  - 5.3.1. Motor Action.
  - 5.3.2. Neurotransmitters and Hormones.
- 5.4. The Importance of the Cerebellum in Coordination and Cognitive Processes.
  - 5.4.1. Cerebellum.
- 5.5. Impact of Motor Action on Memory Processes.
  - 5.5.1. Memory Processes and Motor Action.
- 5.6. The Prefrontal Cortex, Seat of the Brain's Executive Functions.
  - 5.6.1. Executive Functions.
- 5.7. Impact of Motor Action with Executive Processes: Decision-Making.
  - 5.7.1. Decision-Making.
- 5.8. Impact of Motor Action with Executive Processes: Pause and Reflection Response.
  - 5.8.1. Pause and Reflection Response.
- 5.9. Motor Action and Predisposition to Learning.
  - 5.9.1. Motor Action and Learning.
- 5.10. Impact of Motor Action on Neuroprotective Processes.
  - 5.10.1. Neuroprotection.

## Module 6. Physical Neuroeducation and Learning.

- 6.1. Body-Brain Language and Embodied Cognition.
  - 6.1.1. Embodied Cognition.
- 6.2. Mental Health and Exercise.
  - 6.2.1. Mental Health and Exercise.
- 6.3. Development of Cognitive Functions through Physical Exercise.
  - 6.3.1. Cognitive Functions and Physical Exercise.
- 6.4. Executive Attention and Exercise.
- 6.5. Working Memory in Motor Action.
  - 6.5.1. Working Memory.
- 6.6. Improvement of Cognitive Performance derived from Motor Action.
- 6.7. Academic Results and their Relationship to Physical Practice.
- 6.8. Positive Influence of Motor Skills on Students with Learning Difficulties.
- 6.9. Pleasure, a Fundamental Element in Physical Neuroeducation.
- 6.10. General Recommendations for the Implementation of Didactic Proposals.

## Module 7. Motor practices that have an impact on brain development.

- 7.1. Body Wisdom.
- 7.2. Aerobic Exercise.
- 7.3. Anaerobic Exercise.
- 7.4. Playing.
- 7.5. Muscular Strength.
- 7.6. Coordination Activities.
- 7.7. Relaxation and Meditation Activities.
- 7.8. Expressive and Artistic Activities and Brain Development from a Social-Emotional Perspective
- 7.9. Natural Environment Activities and Brain Development.
- 7.10. Global Proposals for Physical Neuroeducation.



### Module 8. Invisible Training in Brain Development.

- 8.1. Invisible Training Concept.
- 8.2. The Role of Main Myokines in Relation to Exercise and Health.
- 8.3. Nutrition.
- 8.4. Relevance of Sleep in Learning.
- 8.5. Active Breaks.
- 8.6. Prevention of Harmful Habits.
- 8.7. Body Posture from a Neuroscientific Perspective.
- 8.8. Disease Prevention and Improvement of the Quality of Life in terms of Cardiovascular Risk Diseases (Obesity, Diabetes or Metabolic Syndrome).
- 8.9. Prevention of Diseases and Improvement of the Quality of Life, derived from the Physical Practice at a Mental Level (Alzheimer's, Parkinson's, etc.).
- 8.10. Prevention and Amelioration of Carcinogenic Processes due to Motor Action.

### Module 9. Pedagogical Models and Evaluation in Physical Neuroeducation.

- 9.1. Conceptual Approach of the Terms Related to Methodology in Physical Education
- 9.2. Assessment of the Teaching-Learning Process in Physical Neuroeducation.
- 9.3. Assessment of Student Learning with a focus on Physical Neuroeducation.
- 9.4. Cooperative Learning.
- 9.5. Sports Education Model (SEM).
- 9.6. Personal and Social Responsibility Model.
- 9.7. Comprehensive Sport Initiation Model (TGfU).
- 9.8. Ludotechnical Model.
- 9.9. Adventure Education Model.
- 9.10. Other Models.





## Module 10. Methodologies, Methods, Tools and Didactic Strategies favoring Physical Neuroeducation

- 10.1. Flipped Classroom or Inverted Classroom.
- 10.2. Problem-Based and Challenge-Based Learning.
- 10.3. Project-Based Learning.
- 10.4. Case Method and Service Learning.
- 10.5. Learning Environments.
- 10.6. Motor Creativity or Corporal Synectics.
- 10.7. Game-Based Learning.
- 10.8. Ludification or Gamification.
- 10.9. Other Methods, Tools and Didactic Strategies Favoring Physical Neuroeducation.
- 10.10. Methodological Guidelines and Recommendations for the Design of Programs, Units and Sessions Based on Physical Neuroeducation.



*Boost your professional development with a unique training in the teaching market"*



06

# Methodology

This training program provides you with a different way of learning. Our methodology uses a cyclical learning approach: ***Re-learning.***

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





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



## At TECH we use the Case Method

Our program offers a revolutionary method of skills and knowledge development. Our objective is to strengthen competencies in a changing, competitive and highly demanding context.

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*With TECH you can experience a way of learning that is shaking the foundations of traditional universities around the world”*



*Our University is the first in the world to combine Harvard Business School case studies with a 100%-online learning system based on repetition.*



### A learning method that is different and innovative.

This intensive program in Sports Science at TECH Technological University prepares students to face all the challenges in this area, both nationally and internationally. We are committed to promoting personal and professional growth, the best way to walk towards success, so TECH uses case studies from Harvard, with which we have a strategic agreement that allows us to bring our students the materials of the best university in the world.

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*We are the only online university that offers Harvard materials as teaching materials on its courses”*

*The student will learn, through collaborative activities and real cases, how to solve complex situations in real business environments.*

The case method is the most widely used learning system by the best faculties in the world. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

In a given situation, what should a professional do? This is the question we face in the case method, an action-oriented learning method. Throughout the program, students will be confronted with multiple real cases. They must integrate all their knowledge, research, argue and defend their ideas and decisions.

## Re-learning Methodology

Our University is the first in the world to combine Harvard University case studies with a 100%-online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance Harvard case studies with the best 100% online teaching method: Re-learning.

*In 2019 we obtained the best learning results of all Spanish-language online universities in the world.*

At TECH you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Re-learning.

Our University is the only one in Spanish-speaking countries licensed to incorporate this successful method. In 2019 we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best Spanish online university indicators.





In our program, learning is not a linear process, but happens in a spiral (learn, unlearn, forget and relearn). Therefore, we combine each of these elements concentrically. This methodology has trained more than 650,000 university graduates with unprecedented success. In fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets and financial instruments. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

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

Based on the latest evidence in neuroscience, not only do we know how to organize information, ideas, images, memories, but we also know that the place and context where we have learned something is crucial for us to be able to remember it and store it in the hippocampus, and retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.





This program offers the best educational materials, thoroughly prepared for professionals:



### Study Material

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

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



### Classes

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

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



### Practising Skills and Abilities

Carry out activities to develop specific competencies and skills in each thematic area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization we live in.



### Additional Reading

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





#### Case Studies

Complete a selection of the best-case studies in the field used at Harvard. Cases that are presented, analyzed, and supervised by the best senior management specialists in Latin America.



#### Interactive Summaries

The TECH team presents the contents in an attractive and dynamic way in multimedia pills that include audios, videos, images, diagrams and conceptual maps in order to reinforce knowledge.

This unique educational system for the presentation of multimedia content was awarded by Microsoft as a "European Success Story".



#### Testing & Re-Testing

The student's knowledge is periodically evaluated and re-evaluated throughout the program, through evaluative and self-evaluative activities and exercises: in this way, the student can check how they are achieving their goals.



07

# Certificate

The Professional Master's Degree in Neuroeducation and Physical Education in Sport guarantees, in addition to the most rigorous and up-to-date specialization, access to a TECH Master's Degree Certificate issued by TECH Technological University.



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*Successfully complete this TECH Master's Degree and receive your university degree without travel or laborious paperwork"*



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

After passing all the evaluations in this course, the student will receive their corresponding **TECH Master's Degree Certificate** from **TECH Technological University**.

This degree contributes to the academic development of the professional and adds a high university level value to their training, and is 100% valid in all competitive examinations, labor exchanges and professional career evaluation committees.

Title: **Professional Master's Degree in Neuroeducation and Physical Education in Sport**

ECTS: **60**

Official Number of Hours: **1,500 hours**.

**Endorsed by the NBA**



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

future

health

confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

personalized service innovation

knowledge present quality

online training

development languages

virtual classroom

**tech** technological  
university

## Professional Master's Degree

Neuroeducation  
and Physical Education  
in Sport

Course Modality: Online

Duration: 12 months.

Certificate: TECH Technological University

60 ECTS Credits

Teaching Hours: 1,500 hours.

# Professional Master's Degree Neuroeducation and Physical Education in Sport

Endorsed by the NBA

