

Professional Master's Degree

Physical Education Teacher in Primary Education

Endorsed by the NBA



tech technological
university



Professional Master's Degree Physical Education Teacher in Primary Education

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

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

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01

Introduction

Sport is fundamental for team building, healthy habits, encouraging companionship or individual endurance, so it is essential that children develop in this area from an early age. Physical Education teachers must be able to tailor the exercises and practical lessons to the physical qualities of their students, for this reason, within the Primary Education setting, the lessons must be adapted to the students in order to achieve better outcomes. With this high-level program, the professional will specialize in Physical Education, under the guidance of professionals with years of experience in the sector, in a program that stands out for the quality of its contents and its innovative teaching methodology.



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The work from the sports field is an essential intervention in the process of brain development through physical activity"

The purpose of Physical Education is to provide students with education in oral and body language and comprehension, as well as artistic sense, creativity and emotion.

During the primary education stage, children begin to acquire habits that will remain throughout their lives. Therefore, it is essential that teachers can spread their enthusiasm for sport and physical activity, so that students acquire healthy habits that improve not only their physical condition, but also their mental health, allowing them to improve their quality of life.

This Professional Master's Degree will provide teachers with the appropriate skills for teaching at this stage of education. The student will have theoretical materials presented with enriched texts, multimedia presentations, exercises and guided practical activities, motivational videos, master classes and case studies, where the student will be able to acquire knowledge in an orderly manner and practise decision-making that demonstrates their education within the field of teaching.

An online Professional Master's Degree that will provide students with the ease of being able to study it comfortably, wherever and whenever they want, through the use of a device with internet access. A modality in keeping with the current times with all the guarantees to position the teacher in a highly demanded sector and launch his career a step further.

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

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



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

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This Professional Master's Degree offers you all the developments and advances in this educational area in a highly qualified course that will allow you to apply the best valued tools of the sector in your professional practice"

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

This Professional Master's Degree will allow you to advance unstoppably in your professional growth.

Its teaching staff includes professionals belonging to the field of Primary Education, who bring to this program the experience of their work, as well as recognized specialists from prestigious reference societies and 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 professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the specialist will be assisted by an innovative interactive video system developed by renowned and experienced experts in Physical Education.



02 Objectives

This program is designed to strengthen your teaching and leadership skills in the field of education, in addition to developing new competencies and skills that will be essential in your professional development. Throughout the program, you will incorporate the latest advances in Physical Education to your work style, boosting the results of your practice to the highest level. At the end of the program, the professional will have acquired the necessary skills for quality and up-to-date teaching based on the most innovative teaching methodology.



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*Reach your professional improvement goals
with the quality of a Professional Master's
Degree designed to propel you to excellence"*



General Objectives

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





Specific Objectives

Module 1. Education and Coexistence in and out of the classroom

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

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

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

Module 3. Equality and Diversity in the Classroom

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

Module 4. Innovation and Improvement of Teaching Practice

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

Module 5. Teaching Physical Education in Primary Education

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

Module 6. Physical Education, Health and Values Education

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

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

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

Module 8. Human Psychomotor Development and its Management in the School

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

Module 9. Individual and Collective Theory and Practice of Games and Sports

- ♦ Provide students with knowledge of the theoretical bases and practical experiences of the game
- ♦ Provide the student with specific resources for the practice of Physical Education

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

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



03 Skills

After passing the assessments of the Professional Master's Degree in Physical Education Teacher in Primary Education, the professional will have acquired the skills required to carry out quality and up-to-date educational practice. A unique opportunity for the professional who wishes to specialize in Primary School Physical Education and acquire the most advanced skills and strategies in teaching the subject.





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You will study under the guidance of the best professionals in the sector, which will allow you to give a boost to your career as a Physical Education teacher”



General Skills

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

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Succeed with the best and acquire the knowledge and skills you need to embark on a career in the physical education teaching industry”





Specific Skills

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



04

Structure and Content

TECH guarantees students quality content that meets their expectations, giving them the opportunity to excel in their field. Additionally, the student will be able to perform the various functions related to this Professional Master's Degree, along with the most innovative proposals in this field of action, thus guiding them towards excellence. The structure of the contents has been designed by top level professionals within the educational panorama, with a wide trajectory and recognized prestige in the profession, endorsed by their experience, and with a wide command of the new technologies applied to teaching.





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*You will benefit from innovative
content meticulously designed
by renowned professionals”*

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

- 1.1. School Coexistence
 - 1.1.1. Definition of Coexistence
 - 1.1.2. Models on School Coexistence
 - 1.1.3. Development of Basic Skills for Good Coexistence
 - 1.1.4. School Spaces for Coexistence
- 1.2. Coexistence and Equality Plan
 - 1.2.1. The Coexistence and Equality Plan
 - 1.2.2. Objectives of the Coexistence and Equality Plan
 - 1.2.3. Phases of the Coexistence and Equality Plan
 - 1.2.4. Actions of the Coexistence and Equality Plan
 - 1.2.5. Evaluation of the Monitoring of the Coexistence and Equality Plan
- 1.3. Discrimination at School
 - 1.3.1. Concept of Discrimination
 - 1.3.2. Types of Discrimination
 - 1.3.3. Causes of Discrimination and How to Detect It
 - 1.3.4. Guidelines for Detecting Situations of Discrimination
- 1.4. School Conflict
 - 1.4.1. The Definition of Conflict
 - 1.4.2. Causes of the Conflict
 - 1.4.3. Characteristics of the Conflict
 - 1.4.4. Types of School Conflict
 - 1.4.5. Forms of Positive Conflict Resolution
- 1.5. Preventive Strategies and Intervention Techniques
 - 1.5.1. School Conflict Prevention Programs
 - 1.5.2. Negotiation at School
 - 1.5.3. School Mediation
 - 1.5.4. Intervention in Cases Detected



- 1.6. Family and School
 - 1.6.1. Family-school Relationship
 - 1.6.2. Influence of the Family on School Coexistence
 - 1.6.3. Conflict Between the Family and the Education Center
 - 1.6.4. Action Protocol for School Conflict
 - 1.6.5. Recommendations for Families
- 1.7. Influence of the Media and Technology
 - 1.7.1. The Technological Era and its Influence 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. Lifelong 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. Currently
 - 2.2.1. Basic Motor Skills
 - 2.2.2. Sports
 - 2.2.3. Body Language
 - 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 Non-Violence
 - 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/Training
 - 2.7.3. Competitive Sports
 - 2.7.4. Sport as Health
- 2.8. Relationship Between Physical Education and Leisure Time
 - 2.8.1. Relations with Sports
 - 2.8.2. Maintenance Sports
 - 2.8.3. Recreational Sports
- 2.9. Body and Mind
 - 2.9.1. Human Physiology in Physical Exercise
 - 2.9.2. Lower Limb and Trunk
 - 2.9.3. Upper Limb and Neck
- 2.10. Challenges and Changes Facing Physical Education
 - 2.10.1. Education in the 21st Century
 - 2.10.2. Physical Education in the 21st Century
 - 2.10.3. Physical Education in the School of the Future

Module 3. Equality and Diversity in the Classroom

- 3.1. Basic Concepts of Equality and Diversity
 - 3.1.1. Equality, Diversity, Difference, Justice and Fairness
 - 3.1.2. Diversity as Something Positive and Essential to Life
 - 3.1.3. Relativism and Ethnocentrism
 - 3.1.4. Human Dignity and Human Rights
 - 3.1.5. Theoretical Perspectives on Diversity in the Classroom
 - 3.1.6. Bibliographical References
- 3.2. Evolution from Special Education to Inclusive Education in Early Childhood Education
 - 3.2.1. Key Concepts from Special Education to Inclusive Education
 - 3.2.2. Inclusive School Conditions
 - 3.2.3. Promoting Inclusive Education in Early Childhood Education

- 3.3. Characteristics and Needs in Early Childhood
 - 3.3.1. Acquisition of Motor Skills
 - 3.3.2. Acquisition of Psychological Development
 - 3.3.3. Development of Subjectivation
- 3.4. Exclusion in Schools
 - 3.4.1. The Hidden Syllabus
 - 3.4.2. Intolerance and Xenophobia
 - 3.4.3. How to Detect Bullying in the Classroom?
 - 3.4.4. Bibliographical References
- 3.5. Main Factors of School Failure
 - 3.5.1. Stereotypes and Prejudices
 - 3.5.2. Self-Fulfilling Prophecies, the Pygmalion Effect
 - 3.5.3. Other Factors Influencing School Failure
 - 3.5.4. Bibliographical References
- 3.6. Inclusive and Intercultural School
 - 3.6.1. The School as an Open Entity
 - 3.6.2. Dialogue
 - 3.6.3. Intercultural Education and Attention to Diversity
 - 3.6.4. What Is Intercultural Schooling?
 - 3.6.5. Problems in the School Environment
 - 3.6.6. Performance
 - 3.6.7. Proposals on Interculturality to Work in the Classroom
 - 3.6.8. Bibliographical References
- 3.7. Digital Exclusion in the Digital Information Society
 - 3.7.1. Transformations in the Digital Information Society
 - 3.7.2. Access to Information
 - 3.7.3. Web 2.0: From Consumers to Creators
 - 3.7.4. Risks Associated with the Use of ICTs
 - 3.7.5. The Digital Divide: A New Type of Exclusion
 - 3.7.6. Education in the Face of Digital Exclusion
 - 3.7.7. Bibliographical References

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

Module 4. Innovation and Improvement of Teaching Practice

- 4.1. Innovation and Improvement of Teaching Practice
 - 4.1.1. Introduction
 - 4.1.2. Innovation, Change, Improvement, and Reform
 - 4.1.3. The School Effectiveness Improvement Movement
 - 4.1.4. Nine Key Factors for Improvement
 - 4.1.5. How Is Change Made? The Phases of the Process
 - 4.1.6. Final Reflection
- 4.2. Teaching Innovation and Improvement Projects
 - 4.2.1. Introduction
 - 4.2.2. Identification Data
 - 4.2.3. Project Justification
 - 4.2.4. Theoretical Framework
 - 4.2.5. Objectives
 - 4.2.6. Methodology
 - 4.2.7. Resources
 - 4.2.8. Timing
 - 4.2.9. Results Evaluation
 - 4.2.10. Bibliographical References
 - 4.2.11. Final Reflection
- 4.3. School Management and Leadership
 - 4.3.1. Objectives
 - 4.3.2. Introduction
 - 4.3.3. Different Concepts of Leadership
 - 4.3.4. The Concept of Distributed Leadership
 - 4.3.5. Approaches to Distributed Leadership
 - 4.3.6. Resistance to Distributed Leadership
 - 4.3.7. Final Reflection

- 4.4. The Training of Teaching Professionals
 - 4.4.1. Introduction
 - 4.4.2. Initial Teacher Training
 - 4.4.3. The Training of Novice Teachers
 - 4.4.4. Teacher Professional Development
 - 4.4.5. Teaching Skills
 - 4.4.6. Reflective Practice
 - 4.4.7. From Educational Research to 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 Didactics
 - 4.5.4. Formative Creativity and Educational Innovation
 - 4.5.5. Didactic 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. Renewed Assessment
 - 4.9.3. Assessment Modalities
 - 4.9.4. Procedural Assessment Through the Portfolio
 - 4.9.5. The Use of Rubrics to Clarify the Assessment 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. Teaching 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 Syllabus
 - 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 Training 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 Didactic Unit in Physical Education
 - 5.9.3. Physical Education Teaching Resources and Materials
- 5.10. New Methodological Proposals
 - 5.10.1. Excellence, Creativity and Learning
 - 5.10.2. ICT in Physical Education
 - 5.10.3. Gamification in Physical Education

Module 6. Physical Education, Health and 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 Disorders. 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. Didactics 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. Didactics of Physical Education in Relation to Values Education in Primary Education
 - 6.8.1. Methodology of Education in Attitudes, Values and Norms
 - 6.8.2. Influence of the Social Context on Education in Attitudes, Values and Norms
 - 6.8.3. Attitude, Values and Standards Education Evaluation
 - 6.8.4. Educational Intervention in Attitudes, Values and Norms in Physical Education
- 6.9. Present and Future of Physical Education
 - 6.9.1. Physical Education Today
 - 6.9.2. The Future of Physical Education
- 6.10. The Physical Education Professional
 - 6.10.1. Characteristics of the Physical Education Professional
 - 6.10.2. Design of Activities in Physical Education

Module 7. Anatomical, Physiological and Psychological Principles 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. Skeletal System Functions
 - 7.2.5. The Articular System
 - 7.2.6. Bone Growth and Development
- 7.3. The Muscular System. Muscle Growth and Development
 - 7.3.1. The Muscular System
 - 7.3.2. Muscular System Structure. Fibers and Myofibrils
 - 7.3.3. Muscle Contraction Types of Contraction
 - 7.3.4. Muscular System Functions. Muscular Growth and Development
- 7.4. The Cardiorespiratory System. Evolutionary Characteristics of the System
 - 7.4.1. The Cardiorespiratory System
 - 7.4.2. Circulatory System
 - 7.4.3. Respiratory System
 - 7.4.4. Circulatory and Respiratory System Functions
 - 7.4.5. Basic Physiology of the Circulatory and Respiratory Systems
 - 7.4.6. Evolutionary Characteristics of the Cardio-respiratory System
- 7.5. The Nervous System. Physical Education Classroom Implications
 - 7.5.1. The Nervous System
 - 7.5.2. Anatomical Organization and Structure
 - 7.5.3. Functions
 - 7.5.4. Evolutionary Characteristics and Implications 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. Control of One's Own Body
 - 7.10.2. The Evolution of Children's Autonomy

Module 8. Human Psychomotor Development and its Management in the School

- 8.1. Human Corporeality
 - 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. In the Area of Physical Education, We Find:
 - 8.9.1. What is Physical Education?
 - 8.9.2. What are its 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. BORRAR

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 Awareness

8.10.5. Block 3: Motor Skills

8.10.6. Block 4: Games and Sports Activities

8.10.7. Block 5: Artistic/Expressive Physical Activities

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

9.1. Motor Play and Sport in the Educational Environment

9.1.1. What Are Motor Games?

9.1.2. Characteristics of Motor Games

9.1.3. Classification of Motor Games

9.1.4. What Is Sport?

9.1.5. Characteristics of Sports

9.1.6. Classification of Sports

9.2. Methodology and Teaching

9.2.1. Traditional and Compressive Teaching Models

9.2.2. Traditional Teaching Styles

9.2.3. Participatory Teaching Style

9.2.4. Cognitive Teaching Styles

9.2.5. Submission of Papers

9.2.6. Aspects to Consider in the Teaching-Learning Process

9.3. Games

9.3.1. What Are Popular Games?

9.3.2. Popular Games: Classification, Distribution and Description

9.3.3. What Are Traditional Sports?

9.3.4. Traditional Sports: Classification, Distribution and Description

9.3.5. Popular, Traditional and Autochthonous Games

9.4. Individual Sports: Athletics

9.4.1. Concept and Classification of Individual Sports

9.4.2. Displacements

9.4.3. Jumps

9.4.4. Launches

9.4.5. Regulations, a Detailed Analysis

9.5. Individual Sports: Rhythmic Gymnastics

9.5.1. Individual Sport. Characteristics and Technical and Tactical Aspects

9.5.2. From Basic to More Complex Skills

9.5.3. Specialties in: Rhythmic Gymnastics and Artistic Sports Gymnastics

9.6. Adversarial Sports: Badminton

9.6.1. Concept and Classification of Adversary Sports

9.6.2. Racquet Sports: Badminton

9.6.3. Basic Rules

9.6.4. Clarification on Strokes and Displacements

9.7. Adversarial Sports: Judo

9.7.1. Adversarial Sport. Common Characteristics and Technical and Tactical Aspects

9.7.2. Judo as a Model

9.7.3. Fundamentals of Foot Judo (Tachi Waza)

9.7.4. Fundamentals of Ground Judo (Ne Waza)

9.7.5. Judo Fundamentals

9.8. 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-Expressive Physical Activities: Dance, Rhythm and Body Language

- 10.1. Fundamentals of Artistic-Expressive Physical Activities
 - 10.1.1. Justification in the Early Childhood Education curriculum
 - 10.1.2. Area 1: Self-Awareness and Personal Autonomy
 - 10.1.3. Area 3: Languages: Communication and Representation
 - 10.1.4. Historical and Social Evolution
- 10.2. Artistic-Expressive Physical Activities in Education: Transversality
 - 10.2.1. Skills
 - 10.2.2. Area 2. Knowledge of the Environment
 - 10.2.3. Area 3. Languages: Communication and Representation
- 10.3. Educational Principles of Body Language
 - 10.3.1. Body Language
 - 10.3.2. The Body and Space
 - 10.3.3. Body Language Techniques
- 10.4. Body Language: The Body
 - 10.4.1. Body Scheme
 - 10.4.2. Tonic Regulation
 - 10.4.3. Postural Adjustment
 - 10.4.4. Balance and Body Alignment
 - 10.4.5. Laterality
 - 10.4.6. Motor Coordination
 - 10.4.7. Relaxation
- 10.5. Pedagogical Principles of Rhythmic Activities
 - 10.5.1. Music
 - 10.5.2. Time
 - 10.5.3. Rhythm
 - 10.5.4. Movement
 - 10.5.5. Methodology
- 10.6. Pedagogical Principles 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 Principles of Rhythm and Body Expression
 - 10.7.1. Multiple Intelligences
 - 10.7.2. Emotions
 - 10.7.3. Personality
- 10.8. Psychological Principles 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. Assessment in the First Cycle of Pre-School Education
 - 10.10.3. Programming in the Second Cycle of Pre-School Education
 - 10.10.4. Assessment in the Second Cycle of Pre-School Education



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*Gain the ability to advance
your work as a Physical
Education teacher and
make your work stand out
in any education center"*

05 Methodology

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

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



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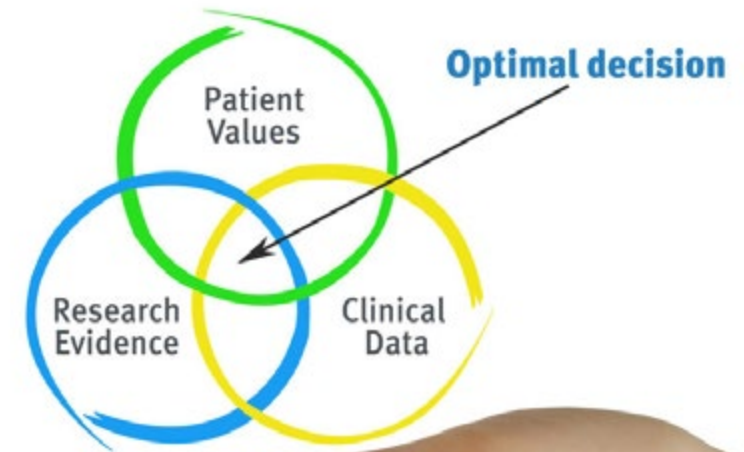
Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

“

At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world"



You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.



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

A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

“*Our program prepares you to face new challenges in uncertain environments and achieve success in your career*”

The case method is the most widely used learning system in 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.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

In 2019, we obtained the best learning results of all 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 Relearning.

Our university is the only one in the world authorized to employ 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 online university indicators.



In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and relearn). Therefore, we combine each of these elements concentrically.

With this methodology, we have 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.

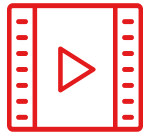
Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to 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 material, prepared with professionals in mind:



Study Material

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

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



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.



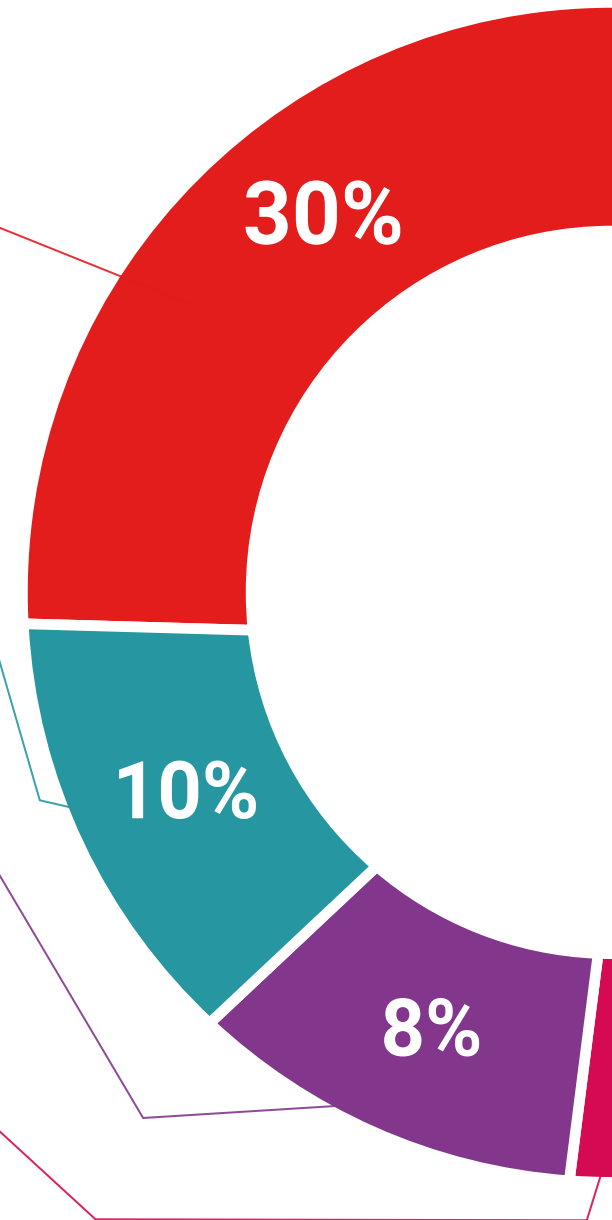
Practising Skills and Abilities

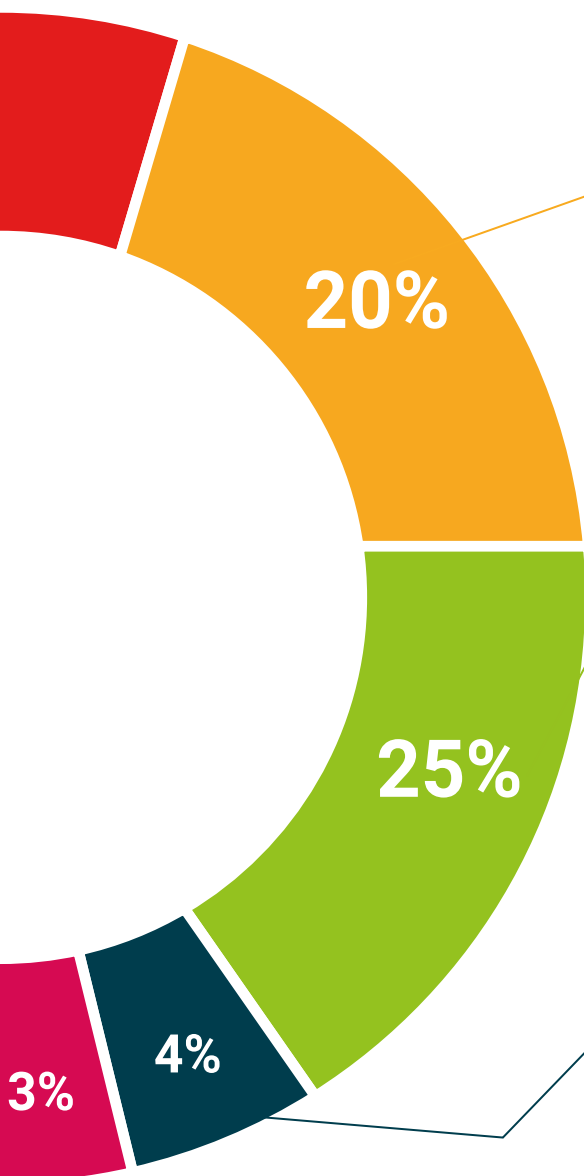
They will carry out activities to develop specific competencies and skills in each thematic area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.



Additional Reading

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





Case Studies

Students will complete a selection of the best case studies chosen specifically for this situation. Cases that are presented, analyzed, and supervised by the best specialists in the world.



Interactive Summaries

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

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



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



06 Certificate

The Professional Master's Degree in Physical Education Teacher in Primary Education guarantees you, in addition to the most rigorous and updated training, access to a Postgraduate Diploma issued by TECH Technological University.



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*Successfully complete this program
and receive your university degree
without travel or laborious paperwork”*

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

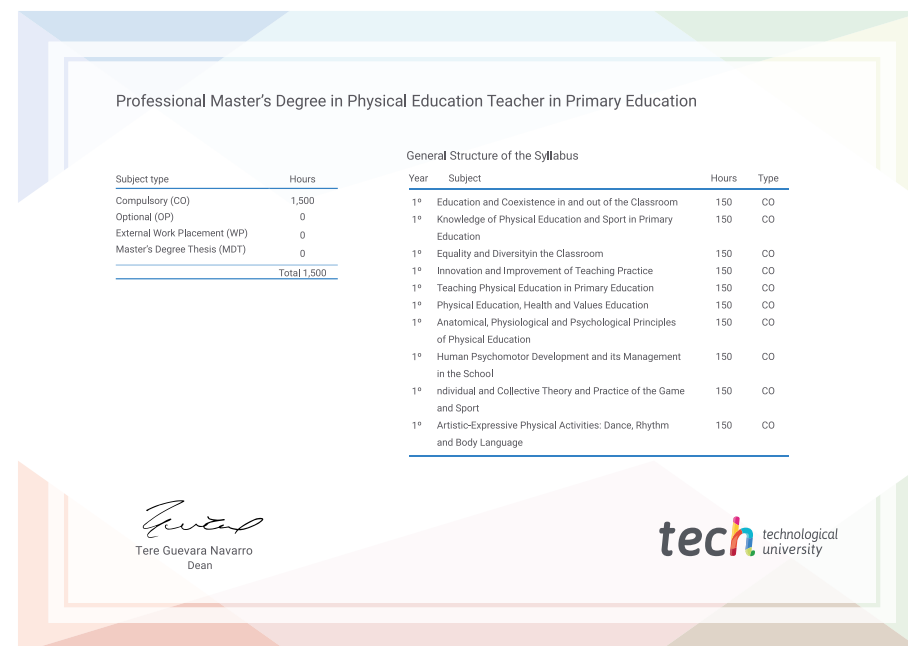
After the student has passed the assessments, they will receive their corresponding **Professional Master's Degree** issued by **TECH Technological University** via tracked delivery*.

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

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

Official N° of hours: **1,500 h.**

Endorsed by the NBA



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



Professional Master's Degree

Physical Education Teacher
in Primary Education

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

Professional Master's Degree

Physical Education Teacher in Primary Education

Endorsed by the NBA



tech technological
university

