





DESCRIPTION

This course aims to provide teachers with knowledge of the neuropsychological bases of learning. We'll design a bank of learning resources and tools to be put into practice in the classroom with the aim of increasing student motivation and academic performance based on neuroeducation.

Teachers will be introduced to Emotional Education tools and how to carry them out in the classroom in order to detect and intervene in bullying situations, behavioural and emotional problems.

We'll also provide teachers with knowledge about the different intelligences in order to respond to the needs of the classroom in terms of learning problems, high learning problems, high intellectual abilities, etc.



METHODOLOGY

1. Making the learner the protagonist of his or her learning.
2. Active, activating the student's progress.
3. Learning based on experiences and not on memory and repetition.



COMPETENCES

1. Knowledge of the neuropsychological foundations of neuropsychological basis of learning
2. Designing a bank of learning resources and tools to put into practice in the classroom with the aim of to increase student motivation and academic performance based on neuroeducation.
3. Knowledge and tools of Emotional Education; how to carry it out in the classroom in order to detect and intervene in situations of bullying, behavioural and emotional problems.
4. Knowledge about the different intelligences in order to respond to the needs of the classroom needs in terms of learning problems, high intellectual abilities, etc.



RESULTS

By completing this course, participants will be able to:

1. Apply into their work the neuropsychological foundations of neuropsychological basis of learning
2. Designing a bank of learning resources and tools to put into practice in the classroom with the aim of to increase student motivation and academic performance based on neuroeducation.
3. Successfully detecting and intervening in situations of bullying, behavioural and emotional problems.
4. Identify the different intelligences in order to respond to the needs of the classroom needs in terms of learning problems, high intellectual abilities, etc.



DAY BY DAY

WELCOME SESSION

By Inma Doblado, course mentor
Introducing the Tutor
Handing in of the course folders and useful information
Introducing the course objectives.

DAY 1

Introduction of the teacher
Presentation of the participants and a dynamic on what they expect to learn
Questionnaire about the participants' preconceptions
Agenda and contents of the course

COFFEE BREAK

Learning process: the neuropsychological basis
The importance of perception, emotions and sensorial integration in the learning process

BREAK

How do we create our reality? Stress and creativity
Practical exercises and audio-visual resources

DAY 2

The child and the teenage brains, sensitive periods and how to attract attention in order to generate motivation

COFFEE BREAK

Which factors influence the learning process? The factors that hinder and those that facilitate learning

Practical exercises and audio-visual resources

BREAK

Strategies to apply in the classroom taking into account what has been learnt, create a good atmosphere in the classroom, communication, relationships, cohesion game, relaxation, mindfulness and brain breaks. Practical exercises

DAY 3

Cooperative learning, different structures of learning process:
individualised, competitive and cooperative

Practical exercises and audio-visual resources

COFFEE BREAK

Socio-affective, cognitive and metacognitive strategies

BREAK

Emotion, motivation and cognition. Sensorial integration and emotions

DAY 4

How to design a learning process based on neuroeducation in the classroom

Practical exercise with bibliographic and audio-visual resources. PHASES

COFFEE BREAK

Continuation of the previous point.

BREAK

Multiple intelligences and metacognitive strategies

DAY 5

Different trainees, styles and multiple intelligences

Examples

COFFEE BREAK

Auto-regulation and co-regulation, the keys to lifelong success

BREAK

Questions and review of the course

ROUND UP

PERSON IN CHARGE: INMA DOBLADO, COURSE MENTOR

iDevelop Quality Assessment Questionnaire.

Handing in Mobility Agreements.

Handing in Europass Mobility Certificates.

Handing in Training Certificates.



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