



Program Description

This course is designed to equip teachers with a comprehensive understanding of the neuropsychological foundations of learning. Our objective is to develop a repository of learning resources and tools that can be effectively implemented in the classroom, aiming to enhance student motivation and academic performance through the principles of neuroeducation.

Participants will delve into Emotional Education tools and learn how to seamlessly integrate them into the classroom environment. This will enable educators to identify and address instances of bullying, as well as behavioral and emotional challenges.

Additionally, we will furnish teachers with insights into diverse intelligences, allowing them to better cater to the varied needs of their students. This encompasses addressing learning difficulties, accommodating high learning abilities, and nurturing students with high intellectual potential

Competences

Understanding the Neuropsychological Foundations of Learning: Gain insight into the fundamental neuropsychological principles that underpin the learning process.

Development of Learning Resources and Tools: Craft a comprehensive repository of learning resources and tools designed for implementation in the classroom. The primary goal is to enhance student motivation and academic performance through the principles of neuroeducation.

Emotional Education Expertise: Acquire knowledge and practical tools for Emotional Education, enabling effective implementation in the classroom to identify and intervene in instances of bullying, as well as address behavioral and emotional challenges.

Intelligence Diversity Awareness: Develop an understanding of different intelligences to effectively cater to the diverse needs of the classroom, including addressing learning difficulties and fostering the potential of students with high intellectual abilities.

Methodology

Making the Learner the Protagonist: Emphasizing strategies that place the learner at the center of their educational journey, promoting a sense of ownership and autonomy.

Active Learning Techniques: Implementing methodologies that actively engage students, propelling them forward in their educational progress.

Experiential Learning Focus: Shifting the emphasis from rote memorization to learning rooted in experiences, fostering a deeper and more meaningful understanding

Results

Apply Neuropsychological Foundations in Practice: Effectively integrate the neuropsychological basis of learning into their professional practices, enhancing their approach to education.

Develop a Comprehensive Bank of Learning Resources: Design and implement a diverse array of learning resources and tools in the classroom, with the specific goal of elevating student motivation and academic performance through the principles of neuroeducation.

Expertly Address Behavioral Challenges: Successfully identify and intervene in instances of bullying, as well as behavioral and emotional problems within the classroom environment.

Recognize and Respond to Diverse Intelligences: Proficiently identify different intelligences, allowing for a tailored response to the various needs of the classroom, including addressing learning difficulties and nurturing students with high intellectual abilities.

Day by day Planning

DAY 1: The Neuropsychological Basis

- 9:00-9:30 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
- 9:30-10:30 Learning process: the neuropsychological basis
- 10:30-11:00 The importance of perception, emotions and sensorial integration in the learning process
- 11:00-12:30 How do we create our reality? Stress and creativity
- 12:30-14:00 Practical exercises and audio-visual resources

DAY 2: Factors that influence the learning process

- 9:00-11:00 The child and the teenage brains, sensitive periods and how to attract attention in order to generate motivation
- 11:00-12:00 Which factors influence the learning process? The factors that hinder and those that facilitate learning
- 12:00-12:30 Practical exercises and audio-visual resources
- 12:30-14:00 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: Socio-affective, cognitive and metacognitive strategies

- 9:00-10:30 Cooperative learning, different structures of learning process: individualised, competitive and cooperative
- 10:30-11:00 Practical exercises and audio-visual resources
- 11:00-12:30 Socio-affective, cognitive and metacognitive strategies
- 12:30-14:00 Emotion, motivation and cognition. Sensorial integration and emotions

DAY 4: Learning plan based on neuroeducation

- 9:00-10:00 How to design a learning process based on neuroeducation in the classroom
- 10:00-11:00 Practical exercise with bibliographic and audio-visual resources. PHASES

11:00-12:00 Continuation of the previous point.

12:00-14:00 Multiple intelligences and metacognitive strategies

DAY 5: Multiple Intelligences

9:00-11:00 Different trainees, styles and multiple intelligences

11:00-12:00 Examples

12:00-13:00 Auto-regulation and co-regulation, the keys to lifelong success

13:00-14:00 Questions and review of the course. Farewell session and certificates