

# Advanced Master's Degree Educational Coaching and Emotional Intelligence

Accreditation/Membership

European Association  
of Applied Psychology

*Psychologia - accessibilitas, praxis, adhibitio*



**tech** global  
university





## Advanced Master's Degree Educational Coaching and Emotional Intelligence

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Global University
- » Accreditation: 120 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/education/advanced-master-degree/advanced-master-educational-coaching-emotional-intelligence](http://www.techtute.com/us/education/advanced-master-degree/advanced-master-educational-coaching-emotional-intelligence)

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# 01

# Introduction to the Program

Educational Coaching and Emotional Intelligence are two areas that have gained increasing importance in the educational field due to their positive impact on the comprehensive development of students. According to a UNESCO report on socio-emotional education, emotional skills play a crucial role in adapting to the educational and social challenges of the 21st century. In this context, TECH has developed this postgraduate program that will address how the integration of these practices can enhance students' academic performance and social competencies. Using a 100% online methodology and an up-to-date syllabus, specialists will learn how to create more inclusive, innovative, and resilient educational environments.





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*An exhaustive and 100% online program, exclusive to TECH and with an international perspective supported by our affiliation with the European Association of Applied Psychology”*

Educational Coaching and Emotional Intelligence have emerged as fundamental pillars for the comprehensive development of students. These disciplines focus on enhancing emotional and cognitive well-being, creating more inclusive, resilient, and effective educational environments. By integrating these tools into the academic field, the development of social skills, self-awareness, and self-management is fostered.

In this context, TECH's Advanced Master's Degree in Educational Coaching and Emotional Intelligence will equip professionals with the necessary tools to integrate these disciplines into their educational practices. Through a comprehensive syllabus, key aspects such as the development of emotional skills, supporting change processes, and applying coaching techniques to enhance motivation and academic performance will be covered. Additionally, theories and methodologies on emotional intelligence will be explored in depth. Upon completion, graduates will be equipped to assume leadership roles in educational institutions, supporting students through personalized approaches that foster both emotional and academic development.

The 100% online format will allow educators to tailor their training to their schedules and responsibilities. Through the Relearning methodology, they will be able to assimilate content effectively and permanently. Ultimately, this flexible modality, combined with the quality of the content, makes the program an excellent option for those seeking to advance in their careers without abandoning their work or personal commitments. Finally, experts will benefit from the most innovative ideas through Masterclasses delivered by an International Guest Director.

Therefore, thanks to the membership in the **European Association of Applied Psychology (EAAP)**, students will have access to specialized resources, continuous training, and an annual seminar at no additional cost. Additionally, they will have the opportunity to collaborate with professionals and related organizations, integrate into an international network, and benefit from different membership levels that recognize both professional commitment and outstanding contributions in applied psychology.

This **Advanced Master's Degree in Educational Coaching and Emotional Intelligence** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of practical cases presented by experts in education
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Special emphasis on innovative methodologies in Educational Coaching and Emotional Intelligence
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an internet connection



*You will have the opportunity to be trained directly by a world-renowned expert. Thanks to high-level Masterclasses, you will gain new perspectives in this pedagogical field"*

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*Lead educational change with this Advanced Master's Degree. You will be prepared to address emotional and cognitive challenges in the classroom through a unique and up-to-date approach”*

Its teaching staff includes professionals from the field of education, who bring to this program the experience of their work, as well as recognized specialists from reference societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive learning experience designed to prepare for real-life situations.

This program is designed around Problem-Based Learning, whereby the student must try to solve the different professional practice situations that arise throughout the program. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.

*Thanks to this postgraduate degree, you will transform education from the ground up. You will be trained by experts in the field, with an unparalleled syllabus. Boost your career and enhance educational impact!*

*Do you want to improve emotional well-being in the classroom? Here, you will gain the tools necessary to foster the academic and emotional success of students. Enroll now and grow professionally!*



02

# Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it relies on an enormous faculty of more than 6,000 professors of the highest international renown.



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*Study at the world's largest online university  
and guarantee your professional success.  
The future starts at TECH”*

**The world's best online university, according to FORBES**

The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

**Forbes**

The best online university in the world

**The best top international faculty**

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

**TOP**  
international faculty

**The world's largest online university**

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

**World's No.1**  
The World's largest online university

The most complete  
**syllabus**

**The most complete syllabuses on the university scene**

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

The most effective methodology

**A unique learning method**

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

### The official online university of the NBA

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

### Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.



### Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.



### The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.



# 03 Syllabus

The syllabus of this university program will cover a wide range of topics, from psychology applied to education to the most advanced emotional intervention methodologies. This will enable professionals to manage and enhance emotions in the classroom, creating a more inclusive and motivating environment. Moreover, they will master conflict management, ways to motivate students, and the parameters to foster a more collaborative and productive learning atmosphere.





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*The flexible online methodology will allow you to learn at your own pace while applying what you have learned in real-time. This is the perfect moment to evolve as a professional!”*

## Module 1. Neurosciences and Education

- 1.1. Neuroscience
  - 1.1.1. Introduction
  - 1.1.2. Concept of Neuroscience
  - 1.1.3. Neuromyths
    - 1.1.3.1. We Only Use 10% of the Brain
    - 1.1.3.2. Right Brain vs. Left Brain
    - 1.1.3.3. Learning Styles
    - 1.1.3.4. Male Brain vs. Female Brain
    - 1.1.3.5. Critical Learning Periods
- 1.2. The Brain
  - 1.2.1. Brain Structures
    - 1.2.1.1. Cerebral Cortex
    - 1.2.1.2. Cerebellum
    - 1.2.1.3. Basal Ganglia
    - 1.2.1.4. Limbic System
    - 1.2.1.5. Brainstem
    - 1.2.1.6. Thalamus
    - 1.2.1.7. Spinal Cord
    - 1.2.1.8. Main Functions of the Brain
  - 1.2.2. Triune Model
    - 1.2.2.1. The Reptilian Brain
    - 1.2.2.2. The Emotional Brain
    - 1.2.2.3. The Neocortex
  - 1.2.3. Bilateral Model
    - 1.2.3.1. The Right Hemisphere
    - 1.2.3.2. The Left Hemisphere
    - 1.2.3.3. Functioning of the Cerebral Hemispheres
  - 1.2.4. Cognitive Brain and Emotional Brain
    - 1.2.4.1. The Rational Brain
    - 1.2.4.2. The Emotional Brain
  - 1.2.5. Neurons
    - 1.2.5.1. What Are They?
    - 1.2.5.2. Neuronal Pruning
  - 1.2.6. What Are Neurotransmitters?
    - 1.2.6.1. Dopamine
    - 1.2.6.2. Serotonin
    - 1.2.6.3. Endorphin
    - 1.2.6.4. Glutamate
    - 1.2.6.5. Acetylcholine
    - 1.2.6.6. Norepinephrine
- 1.3. Neuroscience and Learning
  - 1.3.1. What is Learning?
    - 1.3.1.1. Learning as Memorization
    - 1.3.1.2. Learning as Accumulation of Information
    - 1.3.1.3. Learning as Interpretation of Reality
    - 1.3.1.4. Learning as Action
  - 1.3.2. Mirror Neurons
    - 1.3.2.1. Learning by Example
  - 1.3.3. Levels of Learning
    - 1.3.3.1. Bloom's Taxonomy
    - 1.3.3.2. SOLO Taxonomy
    - 1.3.3.3. Levels of Knowledge
  - 1.3.4. Learning Styles
    - 1.3.4.1. Convergent
    - 1.3.4.2. Divergent
    - 1.3.4.3. Accommodating
    - 1.3.4.4. Assimilator
  - 1.3.5. Types of Learning
    - 1.3.5.1. Implicit Learning
    - 1.3.5.2. Explicit Learning
    - 1.3.5.3. Associative Learning
    - 1.3.5.4. Significant Learning
    - 1.3.5.5. Cooperative Learning
    - 1.3.5.6. Cooperative Learning
    - 1.3.5.7. Emotional Learning
    - 1.3.5.8. Rote Learning
    - 1.3.5.9. Discovery Learning
  - 1.3.6. Competencies for Learning

- 1.4. Multiple Intelligences
  - 1.4.1. Definition
    - 1.4.1.1. According to Howard Gardner
    - 1.4.1.2. According to other Authors
  - 1.4.2. Classification
    - 1.4.2.1. Linguistic Intelligence
    - 1.4.2.2. Logical-Mathematical Intelligence
    - 1.4.2.3. Spatial Intelligence
    - 1.4.2.4. Musical Intelligence
    - 1.4.2.5. Bodily-Kinesthetic Intelligence
    - 1.4.2.6. Intrapersonal Intelligence
    - 1.4.2.7. Interpersonal Intelligence
    - 1.4.2.8. Naturopathic Intelligence
  - 1.4.3. Multiple Intelligences and Neurodidactics
  - 1.4.4. How to Work the MI in the Classroom
  - 1.4.5. Advantages and Disadvantages of Applying Multiple Intelligences in Education
- 1.5. Neuroscience- Education
  - 1.5.1. Neuroeducation
    - 1.5.1.1. Introduction
    - 1.5.1.2. What Is Neuroeducation?
  - 1.5.2. Brain Plasticity
    - 1.5.2.1. Synaptic Plasticity
    - 1.5.2.2. Neurogenesis
    - 1.5.2.3. Learning, Environment and Experience
    - 1.5.2.4. The Pygmalion Effect
  - 1.5.3. Memory
    - 1.5.3.1. What Is Memory?
    - 1.5.3.2. Types of Memory
    - 1.5.3.3. Levels of Processing
    - 1.5.3.4. Memory and Emotion
    - 1.5.3.5. Memory and Motivation
  - 1.5.4. Emotion
    - 1.5.4.1. Binomial Emotion and Cognition
    - 1.5.4.2. Primary Emotions
    - 1.5.4.3. Secondary Emotions
    - 1.5.4.4. Functions of Emotions
    - 1.5.4.5. Emotional States and Implication in the Learning Process
  - 1.5.5. Attention
    - 1.5.5.1. Attentional Networks
    - 1.5.5.2. Relationship between Attention, Memory, and Emotion
    - 1.5.5.3. Executive Attention
  - 1.5.6. Motivation
    - 1.5.6.1. The 7 Stages of School Motivation
  - 1.5.7. Contributions of Neuroscience to Learning
  - 1.5.8. What Is Neurodidactics?
  - 1.5.9. Contributions of Neurodidactics to Learning Strategies
- 1.6. Neuroeducation in the Classroom
  - 1.6.1. The Role of the Neuroeducator
  - 1.6.2. Neuroeducational and Neuropedagogical Importance
  - 1.6.3. Mirror Neurons and Teacher Empathy
  - 1.6.4. Empathic Attitude and Learning
  - 1.6.5. Classroom Applications
  - 1.6.6. Classroom Organization
  - 1.6.7. Proposal for Classroom Improvement
- 1.7. Playing and New Technologies
  - 1.7.1. Etymology of Playing
  - 1.7.2. Benefits of Playing
  - 1.7.3. Learning by Playing
  - 1.7.4. The Neurocognitive Process
  - 1.7.5. Basic Principles of Educational Games
  - 1.7.6. Neuroeducation and Board Games
  - 1.7.7. Educational Technology and Neuroscience
    - 1.7.7.1. Integration of Technology in the Classroom
  - 1.7.8. Development of Executive Functions

- 1.8. Body and Brain
  - 1.8.1. The Connection between Body and Brain
  - 1.8.2. The Social Brain
  - 1.8.3. How Do We Prepare the Brain for Learning?
  - 1.8.4. Food Industry
    - 1.8.4.1. Nutritional Habits
  - 1.8.5. Rest
    - 1.8.5.1. Importance of Sleep in Learning
  - 1.8.6. Exercise
    - 1.8.6.1. Physical Exercise and Learning
- 1.9. Neuroscience and School Failure
  - 1.9.1. Benefits of Neuroscience
  - 1.9.2. Learning Disorders
  - 1.9.3. Elements for a Success-Oriented Pedagogy
  - 1.9.4. Some Suggestions for Improving the Learning Process
- 1.10. Reason and Emotion
  - 1.10.1. The Binomial Reason and Emotion
  - 1.10.2. What Are Our Emotions Good for?
  - 1.10.3. Why Educate Emotions in the Classroom?
  - 1.10.4. Effective Learning through Emotions

## Module 2. Beliefs, Values, and Identity

- 2.1. Nature of Beliefs
  - 2.1.1. Concepts about Beliefs
  - 2.1.2. Characteristics of a Belief
  - 2.1.3. Belief Formation
  - 2.1.4. Behavior and Beliefs
  - 2.1.5. Limiting Beliefs
  - 2.1.6. Empowering Beliefs
  - 2.1.7. Origin of Limiting Beliefs
- 2.2. Managing Belief Change
  - 2.2.1. Healing the Past
  - 2.2.2. Basis of Coping with Belief Change
  - 2.2.3. Robert Dilts
  - 2.2.4. Morty Lefkoe
  - 2.2.5. "The Word", Byron Katie

- 2.3. Mindset for Change and Innovation
  - 2.3.1. Fixed Mindset
  - 2.3.2. Growth Mindset
  - 2.3.3. Comparing Fixed and Growth Mindsets
  - 2.3.4. Attitude for Change and Innovation
  - 2.3.5. Zone of Inertia
  - 2.3.6. Learning Zone
- 2.4. Coaching and Change
  - 2.4.1. Simon Sinek's Golden Circle
  - 2.4.2. Neurological Levels of Change and Learning
    - 2.4.2.1. Environment
    - 2.4.2.2. Behavior
    - 2.4.2.3. Capacity
    - 2.4.2.4. Values and Beliefs
    - 2.4.2.5. Identity
    - 2.4.2.6. Transpersonality
  - 2.4.3. Remedial Changes
  - 2.4.4. Generative Changes
  - 2.4.5. Evolutionary Changes
  - 2.4.6. Recognition of the Neurological Level
- 2.5. Values and Counter-Values
  - 2.5.1. Conceptualization of Values
  - 2.5.2. Types of Values
  - 2.5.3. Learning of Values
  - 2.5.4. Values and Behavior
  - 2.5.5. Counter-Values
  - 2.5.6. Value Recognition Dynamics
  - 2.5.7. Dynamics for Counter-Value Recognition
- 2.6. Identity
  - 2.6.1. Identity Traits
  - 2.6.2. Concept of Identity
  - 2.6.3. Tradition and Identity
  - 2.6.4. Psychological Models and Identity
  - 2.6.5. Identity and Science

- 2.7. Personality Models
  - 2.7.1. Enneagram
  - 2.7.2. Discovering Your Own Enneagram
  - 2.7.3. Evolution from the Enneagram
  - 2.7.4. Use of the Enneagram in Social and Group Interactions
  - 2.7.5. Inner Archetypes
  - 2.7.6. Transformational Coaching
- 2.8. Logical Levels
  - 2.8.1. Human needs and Maslow's Pyramid
  - 2.8.2. Richard Barrett's Levels of Consciousness
  - 2.8.3. Self-Realization
  - 2.8.4. Altruism and Service
  - 2.8.5. Alignment of Levels
- 2.9. Approach to Beliefs, Values, and Identity in Education
  - 2.9.1. Beliefs for Educational Excellence
  - 2.9.2. Pygmalion Effect
  - 2.9.3. The Importance of High Expectations
  - 2.9.4. Diversity: Inclusiveness
  - 2.9.5. The Values of Positive Psychology
  - 2.9.6. Values-based Education
  - 2.9.7. Self-Esteem and Recognition: Identity Construction

### Module 3. Coaching

- 3.1. What is Coaching?
  - 3.1.1. An Objective-Driven Process
    - 3.1.1.1. The Importance of Defining the Objective
    - 3.1.1.2. Starting from the End
    - 3.1.1.3. How to Define a SMARTER Objective?
    - 3.1.1.4. From Apparent to Real Objective
    - 3.1.1.5. Target Characteristics
  - 3.1.2. A Process Among People
    - 3.1.2.1. Coaching Framework or Context
    - 3.1.2.2. The Coaching Relationship
    - 3.1.2.3. Influences in the Coaching Process
    - 3.1.2.4. Trust
    - 3.1.2.5. Respect
- 3.1.3. The Bond
- 3.1.4. A Communicative Process
  - 3.1.4.1. The Power of Language
  - 3.1.4.2. Active Listening
  - 3.1.4.3. Lack of Judgment
  - 3.1.4.4. Non-Verbal Communication
- 3.1.5. An Action-Oriented Process
  - 3.1.5.1. The Importance of Action
  - 3.1.5.2. Designing an Action Plan
  - 3.1.5.3. Monitoring
  - 3.1.5.4. Evaluation
  - 3.1.5.5. A Creative Process
  - 3.1.5.6. Generating Options
  - 3.1.5.7. Choosing Options
- 3.2. The Origins and Background of Coaching
  - 3.2.1. Philosophical Origins and Maieutics
    - 3.2.1.1. Pre-Socratics
    - 3.2.1.2. The Maieutics of Socrates
    - 3.2.1.3. Plato
    - 3.2.1.4. Later Philosophical Influences
  - 3.2.2. Influences of Humanistic Psychology
    - 3.2.2.1. The Basics of Humanistic Psychology
    - 3.2.2.2. Confidence in the Client's Ability
    - 3.2.2.3. Focus on Potentialities and Possibilities
  - 3.2.3. Contributions of Positive Psychology
    - 3.2.3.1. The Basics of Positive Psychology
    - 3.2.3.2. Conditions for Positive Psychology
    - 3.2.3.3. Human Strengths
    - 3.2.3.4. Meaning and Purpose in Life
  - 3.2.4. *The Winner Game*
    - 3.2.4.1. Deliberate Practice
    - 3.2.4.2. Improvement in Sports Performance
    - 3.2.4.3. *Galwain*

- 3.2.5. Orientalism
  - 3.2.5.1. Importance of the Process or Pathway
  - 3.2.5.2. Objectives as Goals
  - 3.2.5.3. Detachment from Expectations and Achievements
  - 3.2.5.4. Understanding Suffering
  - 3.2.5.5. The Power of the Present
- 3.2.6. Other Influences
  - 3.2.6.1. Systemic Psychology
  - 3.2.6.2. Gestalt Psychology
  - 3.2.6.3. The Flow Concept
  - 3.2.6.4. Zen Teachings
  - 3.2.6.5. *Management*
  - 3.2.6.6. Neurosciences
  - 3.2.6.7. Epigenetics
- 3.3. Current Schools and Trends
  - 3.3.1. The American School
    - 3.3.1.1. Practical Coaching Approach
    - 3.3.1.2. Thomas Leonard
    - 3.3.1.3. Other Exponents
  - 3.3.2. The European School
    - 3.3.2.1. Humanistic Coaching
    - 3.3.2.2. John Whitmore
    - 3.3.2.3. Other Exponents of European Coaching
  - 3.3.3. The Latin American School
    - 3.3.3.1. The Ontological Coaching Approach
    - 3.3.3.2. Rafael Echeverría and Julio Olalla
    - 3.3.3.3. Other Exponents of Latin American Coaching
- 3.4. Differences Between Coaching and Other Approaches
  - 3.4.1. Relationship Specificities in Coaching
    - 3.4.1.1. The Coachee's Responsibility
    - 3.4.1.2. The Role of the Coach
    - 3.4.1.3. Achieving Objectives
  - 3.4.2. The Limits of Coaching
    - 3.4.2.1. Psychological Conditions of the Coachee
    - 3.4.2.2. The Coach's Review and Personal Work
    - 3.4.2.3. Discomfort and Neurosis in Coaching Processes
    - 3.4.2.4. Signs of Psychosis in the Coachee
    - 3.4.2.5. Considerations on the Referral of the Coachee to Psychotherapy Professionals
    - 3.4.2.6. The Approach to Coaching Processes with Coachees in Psychiatric Treatment
  - 3.4.3. Cognitive-Behavioral
    - 3.4.3.1. The Psychotherapeutic Approach
    - 3.4.3.2. The Psychodynamic Approach
    - 3.4.3.3. The Humanistic Approach
    - 3.4.3.4. The Gestalt Approach
    - 3.4.3.5. The Behavioral Approach
    - 3.4.3.6. The Jungian Approach
    - 3.4.3.7. Systemic Approach
    - 3.4.3.8. Complementation of Psychotherapy in Coaching Processes
  - 3.4.4. *Mentoring*
    - 3.4.4.1. Mentoring Objectives
    - 3.4.4.2. Relationships in Mentoring
    - 3.4.4.3. The Power of Trust in Mentoring
    - 3.4.4.4. Mentoring Advice in Mentoring
    - 3.4.4.5. Limits of Mentoring
    - 3.4.4.6. Complementation of Mentoring with Coaching Processes
  - 3.4.5. *Consulting*
    - 3.4.5.1. Relationships in Consulting
    - 3.4.5.2. The Objectives of Consulting
    - 3.4.5.3. Complementation of Consulting with Coaching processes
  - 3.4.6. *Counseling*
    - 3.4.6.1. Relationships in Counseling
    - 3.4.6.2. Objectives and Scope
    - 3.4.6.3. Complementation of Counselling with Coaching Processes

- 3.4.7. *Empowerment*
  - 3.4.7.1. Definition
  - 3.4.7.2. Processes
  - 3.4.7.3. Types
- 3.4.8. Other Approaches
  - 3.4.8.1. Art Therapy
  - 3.4.8.2. Music Therapy
  - 3.4.8.3. Drama Therapy
  - 3.4.8.4. Dance Therapy
  - 3.4.8.5. Body Therapies and Mind-Body Integrative Therapies
- 3.5. Areas of Coaching
  - 3.5.1. *Live Coaching*
    - 3.5.1.1. Personal
    - 3.5.1.2. Family
    - 3.5.1.3. Relationship
  - 3.5.2. Sports Coaching
    - 3.5.2.1. Professional Sports Coaching
    - 3.5.2.2. Health and Fitness Coaching
    - 3.5.2.3. Executive Coaching
    - 3.5.2.4. Team Coaching
    - 3.5.2.5. Business Coaching
    - 3.5.2.6. Nutritional Coaching
    - 3.5.2.7. Systemic Coaching
    - 3.5.2.8. Psycho-Coaching
    - 3.5.2.9. Transformational Coaching
    - 3.5.2.10. Educational Coaching
- 3.6. The Skills of a Coach
  - 3.6.1. Code of Ethics
    - 3.6.1.1. Ecology
    - 3.6.1.2. Confidentiality
    - 3.6.1.3. Forming Partnerships
    - 3.6.1.4. Creating the Bond
    - 3.6.1.5. Honesty
    - 3.6.1.6. Transparency
    - 3.6.1.7. Respect
    - 3.6.1.8. Commitment
  - 3.6.2. Internal Skills
    - 3.6.2.1. Self-Knowledge
    - 3.6.2.2. Vulnerability
    - 3.6.2.3. Proactivity
    - 3.6.2.4. Empathy
    - 3.6.2.5. Reflection
  - 3.6.3. External Skills
    - 3.6.3.1. Effective Communication
    - 3.6.3.2. Active Listening
    - 3.6.3.3. Admiration
    - 3.6.3.4. Assertiveness
    - 3.6.3.5. Feedback
    - 3.6.3.6. Process Management
    - 3.6.3.7. Silence
    - 3.6.3.8. Motivation
  - 3.6.4. Coaching Associations
    - 3.6.4.1. *International Coach Federation*
    - 3.6.4.2. *International Coaching Community*
    - 3.6.4.3. International Association of Coaching and Psychology
  - 3.6.5. Coaching Qualifications and Preparation
    - 3.6.5.1. Quality Preparation Requirements
    - 3.6.5.2. Accredited Programs
    - 3.6.5.3. Professional Coach Accreditation
    - 3.6.5.4. Certification Process

- 3.6.6. The 11 ICF Core Competencies
  - 3.6.6.1. Laying the Foundations
  - 3.6.6.2. Co-Creating the Relationship
  - 3.6.6.3. Communicating Effectively
  - 3.6.6.4. Cultivating Learning and Growth
- 3.7. Session Structure
  - 3.7.1. Coach and Coachee Roles
    - 3.7.1.1. Role and Responsibilities of the Coach
    - 3.7.1.2. Role and Responsibilities of the Coachee
    - 3.7.1.3. The Coaching Process
    - 3.7.1.4. Defining Objectives
    - 3.7.1.5. Action Plan
    - 3.7.1.6. Commitment
    - 3.7.1.7. Partnerships
    - 3.7.1.8. Evaluation
  - 3.7.2. Sponsor
    - 3.7.2.1. Company, Management or Institution as Sponsor
    - 3.7.2.2. Company and Coachee Objectives
    - 3.7.2.3. Responsibility in the Coaching Process
  - 3.7.3. Structure and Framework
    - 3.7.3.1. Initial Situation
    - 3.7.3.2. Desired Situation
    - 3.7.3.3. Distance Between the Start and Coaching Goal
  - 3.7.4. Partnership and Contract
    - 3.7.4.1. The Suitability of a Partnership
    - 3.7.4.2. The Contract and Contractual Matters
    - 3.7.4.3. Differences and Complementarity Between Partnership and Contract
  - 3.7.5. Types of Session According to their Purpose
    - 3.7.5.1. On Contact
    - 3.7.5.2. On the Starting Process
    - 3.7.5.3. On Development
    - 3.7.5.4. On Follow-Up
    - 3.7.5.5. On Assessment
    - 3.7.5.6. On Closure
  - 3.7.6. Closing the Relationship
    - 3.7.6.1. Evaluation of the Process
    - 3.7.6.2. Relationship Evaluation
    - 3.7.6.3. Evaluation of Goal Achievement
- 3.8. Models
  - 3.8.1. Wasick
  - 3.8.2. *PIE*
  - 3.8.3. *STIR*
  - 3.8.4. GROW Model
    - 3.8.4.1. Objective
    - 3.8.4.2. Reality
    - 3.8.4.3. Options
    - 3.8.4.4. Action
  - 3.8.5. OUTCOMES Model
    - 3.8.5.1. Objectives
    - 3.8.5.2. Reasons
    - 3.8.5.3. Acting from Now
    - 3.8.5.4. Clarifying the Difference
    - 3.8.5.5. Generating Options
    - 3.8.5.6. Motivating to Action
    - 3.8.5.7. Enthusiasm and Incentives
    - 3.8.5.8. Support
  - 3.8.6. ACHIEVES Model
    - 3.8.6.1. *Current Situation*
    - 3.8.6.2. *Creatively Brainstorm Alternatives*
    - 3.8.6.3. *Home Goals*
    - 3.8.6.4. Initiate Options
    - 3.8.6.5. Evaluate Options
    - 3.8.6.6. Valid Action Plan Design
    - 3.8.6.7. *Encourage Momentum*

- 3.9. Coactive Coaching
  - 3.9.1. Fundamentals of Coactive Coaching
  - 3.9.2. The Coactive Coaching Model
  - 3.9.3. The Coactive Coaching Relationship
  - 3.9.4. Contexts
    - 3.9.4.1. Listening
    - 3.9.4.2. Intuition
    - 3.9.4.3. Curiosity
    - 3.9.4.4. Pushing and Deepening
    - 3.9.4.5. Self Management
  - 3.9.5. Principles and Practices
    - 3.9.5.1. Fullness
    - 3.9.5.2. Process
    - 3.9.5.3. Balance
    - 3.9.5.4. Combining
- 3.10. Coaching as a Tool for the Evolution of Groups, Companies, and Communities
  - 3.10.1. Current Challenges for Companies and Institutions
  - 3.10.2. Organizational Coaching
  - 3.10.3. Company Objectives
  - 3.10.4. Coaching Services for Companies
    - 3.10.4.1. Executive
    - 3.10.4.2. Specific Preparation Programs
    - 3.10.4.3. *Shadow Coaching*
    - 3.10.4.4. Group Coaching
    - 3.10.4.5. (Systemic) Team Coaching
    - 3.10.4.6. Psychometric Diagnostic Tools
    - 3.10.4.7. Motivation and Values
  - 3.10.5. Psychometric Diagnostic Tools
    - 3.10.5.1. *MBTI*
    - 3.10.5.2. *FIRO-B*
    - 3.10.5.3. *Feedback 360*
    - 3.10.5.4. *DISC*

- 3.10.5.5. *Belbin*
  - 3.10.5.5.1. Evolution in Systems and Communities
  - 3.10.5.5.2. Change and Innovation through Coaching
  - 3.10.5.5.3. Basic Coaching Tools
    - 3.10.5.5.3.1. Personal Life Wheel
    - 3.10.5.5.3.2. Teaching Wheel
    - 3.10.5.5.3.3. Student Wheel
    - 3.10.5.5.3.4. Personal SWOT Analysis
    - 3.10.5.5.3.5. Johari Window
    - 3.10.5.5.3.6. GROW Scheme
    - 3.10.5.5.3.7. Circle of Control, Influence, and Concern
    - 3.10.5.5.3.8. Head, Heart, Belly
    - 3.10.5.5.3.9. VAK

## Module 4. Systemic Pedagogy

- 4.1. General Systems Theory
  - 4.1.1. What Is a System?
  - 4.1.2. Systemic Approach to Development
  - 4.1.3. The Person as an Open System
  - 4.1.4. Systemic Bases and Laws
  - 4.1.5. Interpretation of the Conceptions of Development within the Framework of Systems Theory
    - 4.1.5.1. Vygotsky
    - 4.1.5.2. Piaget
    - 4.1.5.3. Bronfenbrenner
  - 4.1.6. Systems and Cross-Cultural Development
- 4.2. Current Systemic Currents
  - 4.2.1. Historical Review of Systemic Psychotherapy
  - 4.2.2. Different Schools Today
    - 4.2.2.1. International or Palo Alto School
    - 4.2.2.2. Strategic Structural School
    - 4.2.2.3. Milan School
  - 4.2.3. Contributions of the Systemic Approach to the Organizations
  - 4.2.4. The Systemic Model Applied to the Educational Field

- 4.3. Bert Hellinger's Philosophy
  - 4.3.1. Fundamentals
  - 4.3.2. The Systemic Movements
  - 4.3.3. Systemic Phenomenological Model
  - 4.3.4. Good and Bad Conscience
  - 4.3.5. Distinction between Therapeutic and Pedagogical Interventions
  - 4.3.6. Contribution to the Educational Field
- 4.4. The Orders of Love and the Orders of Help
  - 4.4.1. Educating "Ordering" and Helping Constructive Relational "Love"
  - 4.4.2. Giving/Taking Balance: Teaching/Learning
  - 4.4.3. Analysis for the Improvement of Coexistence
    - 4.4.5.1. Reconciliation
    - 4.4.5.2. Integration
- 4.5. The Three Systemic Intelligences
  - 4.5.1. Transgenerational
  - 4.5.2. Intergenerational
  - 4.5.3. Intragenerational
  - 4.5.4. Emotional and Cognitive from the Intergenerational and Transgenerational Point of View
  - 4.5.5. Family Inheritance as Culture
  - 4.5.6. Loyalties and Beliefs
- 4.6. Systemic Pedagogy
  - 4.6.1. Principles
    - 4.6.1.1. Belonging
    - 4.6.1.2. Order
    - 4.6.1.3. Links
  - 4.6.2. A New Approach to Education
  - 4.6.3. Educational Processes from Systemic Pedagogy
  - 4.6.4. The Place of Emotions in the Educational System
- 4.7. Systemic Pedagogy
  - 4.7.1. Characteristics
  - 4.7.2. Functions
  - 4.7.3. Academic Autobiography
  - 4.7.4. Work Autobiography



- 4.8. The Family System
  - 4.8.1. The Genogram
  - 4.8.2. The Systemic Approach to Couple and Child Relationships
  - 4.8.3. Family History
  - 4.8.4. Occupying the Place in the Family
- 4.9. The School System
  - 4.9.1. Creating Bridges between Family and School
  - 4.9.2. New Family Models and their Influence in the Classroom
  - 4.9.3. The Educational Project of the Centers from the Perspective of Systemic Pedagogy
  - 4.9.4. Life Project in Relation to Feelings and Transgenerational Vision of the Educational Centers

## Module 5. Communication

- 5.1. Communication
  - 5.1.1. Components of Communication
    - 5.1.1.1. Language
    - 5.1.1.2. Emotionality
    - 5.1.1.3. Body
  - 5.1.2. Elements of Communication
    - 5.1.2.1. Emitter
    - 5.1.2.2. Receptor
    - 5.1.2.3. Message
    - 5.1.2.4. Channel
    - 5.1.2.5. Context
    - 5.1.2.6. Codes
    - 5.1.2.7. *Feedback*
  - 5.1.3. Communication Styles
    - 5.1.3.1. Hierarchical
    - 5.1.3.2. Aggressive
    - 5.1.3.3. Passive
    - 5.1.3.4. Assertive
- 5.1.4. Benefits of Assertive Communication
  - 5.1.4.1. Connection
  - 5.1.4.2. The Connection
  - 5.1.4.3. Trust
- 5.1.5. Purpose of Communication
- 5.2. Levels of Communication
  - 5.2.1. Intrapersonal
    - 5.2.1.1. Psychic Instances
    - 5.2.1.2. Self-Dialogue
    - 5.2.1.3. Recognition of Internal Characters and Self-Dialogues
    - 5.2.1.4. Internal Relations
    - 5.2.1.5. Effects of Self-Dialogues on Internal States Management
    - 5.2.1.6. The Interior Assistant
  - 5.2.2. Interpersonal
  - 5.2.3. Coherence and Congruence of Levels
- 5.3. Linguistic Acts
  - 5.3.1. Declaration
    - 5.3.1.1. Definition of Statement
    - 5.3.1.2. Facts and Agreements
    - 5.3.1.3. Authority and Standards
  - 5.3.2. Pledge
    - 5.3.2.1. Definition of Promise
    - 5.3.2.2. Commitment
    - 5.3.2.3. The Trust Equation
  - 5.3.3. Trial
    - 5.3.3.1. Definition of Trial
    - 5.3.3.2. According to the Authority
    - 5.3.3.3. According to Tradition
  - 5.3.4. Affirmation
    - 5.3.4.1. Definition of Affirmation
    - 5.3.4.2. Designation
  - 5.3.5. Language as a Reality Builder

- 5.4. Active Listening
  - 5.4.1. What is Active Listening?
  - 5.4.2. Components of Active Listening
    - 5.4.2.1. Willingness and Attitude
    - 5.4.2.2. Intention
    - 5.4.2.3. Empathy
    - 5.4.2.4. Respect
    - 5.4.2.5. Positive Feedback
  - 5.4.3. Active Listening in Learning Environments
    - 5.4.3.1. Purpose of Active Listening
    - 5.4.3.2. Benefits
  - 5.4.4. Intention of Active Listening
    - 5.4.4.1. Awareness
    - 5.4.4.2. Responsibility
    - 5.4.4.3. Action
- 5.5. Calibration
  - 5.5.1. Calibration Concept
  - 5.5.2. Calibration Process
    - 5.5.2.1. Body Observation
    - 5.5.2.2. Emotionality
    - 5.5.2.3. Language
  - 5.5.3. Calibration Applications in Coaching and Education
    - 5.5.3.1. Observation of Group States
    - 5.5.3.2. Observation of Subgroups and Individuals
    - 5.5.3.3. Understanding and Acceptance
    - 5.5.3.4. Assessment
    - 5.5.3.5. Being Aware
    - 5.5.3.6. Acting from the Needs of Others
- 5.6. Rapport
  - 5.6.1. Concept of Rapport
  - 5.6.2. The Art of Taming Horses
  - 5.6.3. Uses of Rapport

- 5.6.4. Procedures to Generate Rapport
  - 5.6.4.1. Movements and Gestures
  - 5.6.4.2. Words and Language
  - 5.6.4.3. Emotions
  - 5.6.4.4. Energy
  - 5.6.4.5. Application of Rapport in Coaching
  - 5.6.4.6. Application of Rapport in Education
- 5.7. Feedback
  - 5.7.1. Concept of Feedback
  - 5.7.2. Purpose of Good Feedback
    - 5.7.2.1. Nurturing the Communication Process
    - 5.7.2.2. Self-Esteem
    - 5.7.2.3. Motivation
    - 5.7.2.4. Information
  - 5.7.3. Feedback as Communication Reinforcement
  - 5.7.4. The Need for Good Feedback in Education

## Module 6. Educational Coaching

- 6.1. What is Educational Coaching? Basis and Foundations
  - 6.1.1. Definition and Connection with Educational and Psychological Theories
  - 6.1.2. Educating in the Will of Meaning
  - 6.1.3. Nonodynamics and Coaching
  - 6.1.4. Logopedagogy, Coaching and Education in the Self
  - 6.1.5. Challenges for the Education of the Self from Coaching and Logopedagogy
  - 6.1.6. Coaching at the Service of the Dialogic Encounter between Teacher and Student. Pedagogy of Otherness
  - 6.1.7. Helping Relationship Styles and Coaching
- 6.2. Areas of Application of Coaching in Education
  - 6.2.1. Coaching in the Context of the Teacher-Student Relationship. Shared Tutoring
  - 6.2.2. Coaching in the Context of the Student-Student Relationship. Peer Tutoring
  - 6.2.3. Coaching for the Development of the Teaching Profession
  - 6.2.4. Teaching Teams and Faculty. Team Spirit, Synergies
  - 6.2.5. Management Teams and the Development of Executive Tools
  - 6.2.6. Coaching for Parents

- 6.3. Benefits of its Application in Educational Contexts
  - 6.3.1. Coaching and Development of Executive Functions and Metacognition
  - 6.3.2. Coaching and Educational Support Needs
  - 6.3.3. Coaching to Achieve Excellence
  - 6.3.4. Self-Esteem and Self-Concept Development
- 6.4. Pedagogies Based on Cooperation and Autonomy Development and Coaching
  - 6.4.1. Collaborative Pedagogies
  - 6.4.2. Advantages of Collaborative Learning (CL)
  - 6.4.3. How to Work with CL?
  - 6.4.4. CL Techniques
- 6.5. Helping Relationship Styles and Coaching
  - 6.5.1. The Teacher as a Coach
  - 6.5.2. Competencies of the Teacher as a "Coach" of the Student Body
  - 6.5.3. Coaching in the Framework of Shared Mentoring
  - 6.5.4. Teacher Skills as a Facilitator of Change
  - 6.5.5. Classroom Group Applications
  - 6.5.6. Teaching Teams and Faculty. Team Spirit, Synergies
  - 6.5.7. Management Teams and the Development of Executive Tools

## Module 7. Talent, Vocation, and Creativity

- 7.1. Talent and Its Educational Importance
  - 7.1.1. Talent
  - 7.1.2. Components
  - 7.1.3. Talent Is Diverse
  - 7.1.4. Measuring and Discovering Talent
  - 7.1.5. Gallup Test
  - 7.1.6. Garp Test
  - 7.1.7. *Career Scope*
  - 7.1.8. *MBTI*
  - 7.1.9. *Success DNA*
- 7.2. Talent and Key Competencies
  - 7.2.1. Key Competencies Paradigm
  - 7.2.2. Key Competencies
  - 7.2.3. The Role of the Intelligences
  - 7.2.4. Knowledge: Uses and Abuses in Education
- 7.2.5. The Importance of Skills
- 7.2.6. The Differentiating Factor of Attitude
- 7.2.7. Relationship between Talent and Key Competencies
- 7.3. Talent Development
  - 7.3.1. Learning Modalities. Richard Felder
  - 7.3.2. The Element
  - 7.3.3. Talent Development Procedures
  - 7.3.4. Mentor Dynamics
  - 7.3.5. Talent and Educational Approach
- 7.4. Motivation Mechanisms
  - 7.4.1. Needs, Desires and Motivations
  - 7.4.2. Decision Making
  - 7.4.3. Executive Capabilities
  - 7.4.4. Procrastination
  - 7.4.5. Duty, Love and Pleasure in Education
  - 7.4.6. Emotional Habits for Motivation
  - 7.4.7. Motivational Beliefs
  - 7.4.8. Values for Motivation
- 7.5. Vocation, Meaning and Purpose
  - 7.5.1. The Importance of Vocation
  - 7.5.2. Meaning and Purpose
  - 7.5.3. Vision, Mission, Commitment
  - 7.5.4. Exploring Vocation
  - 7.5.5. Teaching Vocation
  - 7.5.6. Educating for Vocation
- 7.6. Towards a Definition of Creativity
  - 7.6.1. Creativity
  - 7.6.2. Brain Functioning and Creativity
  - 7.6.3. Intelligences, Talents and Creativity
  - 7.6.4. Emotions and Creativity
  - 7.6.5. Beliefs and Creativity
  - 7.6.6. Divergent Thinking
  - 7.6.7. Convergent Thinking
  - 7.6.8. The Creative Process and Its Phases
  - 7.6.9. Disney Dynamics

- 7.7. Why Creativity?
  - 7.7.1. Arguments for Creativity Today
  - 7.7.2. Personal Creativity for Life
  - 7.7.3. Creativity in Art
  - 7.7.4. Creativity for Problem Solving
  - 7.7.5. Creativity for Professional Development
  - 7.7.6. Creativity in the Coaching Process
- 7.8. Creativity Development
  - 7.8.1. Conditions for Creativity
  - 7.8.2. Artistic Disciplines as Precursors of Creativity
  - 7.8.3. The Art Therapy Approach
  - 7.8.4. Creativity Applied to Challenges and Problem Solving
  - 7.8.5. Relational Thinking
  - 7.8.6. Edward de Bono's Hats
- 7.9. Creativity as a Value in Education
  - 7.9.1. The Need to Encourage Creativity in Education
  - 7.9.2. Active Methodologies and Novelty
  - 7.9.3. Educational Models that Value Creativity
  - 7.9.4. Means, Times and Spaces to Apply Creativity in the Classroom
  - 7.9.5. Disruptive Education
  - 7.9.6. *Visual Thinking*
  - 7.9.7. Design Thinking

## Module 8. Active Methodologies and Innovation

- 8.1. Active Methodologies
  - 8.1.1. What Are Active Methodologies?
  - 8.1.2. Keys for Methodological Development from the Student's Activity
  - 8.1.3. Relationship Between Learning and Active Methodologies
  - 8.1.4. History of Active Methodologies
    - 8.1.4.1. From Socrates to Pestalozzi
    - 8.1.4.2. Dewey
    - 8.1.4.3. Institutions Promoting Active Methodologies
      - 8.1.4.3.1. The Free Institution of Education
      - 8.1.4.3.2. The New School
      - 8.1.4.3.3. The Unique Republican School

- 8.2. Project Based Learning, Problems and Challenges
  - 8.2.1. Travel Companions. Cooperation Between Teachers
  - 8.2.2. Phases of PBL Design
    - 8.2.2.1. Tasks, Activities and Exercises
    - 8.2.2.2. Rich Socialization
    - 8.2.2.3. Research Tasks
  - 8.2.3. Phases of PBL Development
    - 8.2.3.1. Benjamin Bloom's Theories
    - 8.2.3.2. Bloom's Taxonomy
    - 8.2.3.3. Bloom's Taxonomy Revised
    - 8.2.3.4. Bloom's Pyramid
    - 8.2.3.5. David A. Kolb's Theory: Experience-Based Learning
    - 8.2.3.6. Kolb's Cycle
  - 8.2.4. The Final Product
    - 8.2.4.1. Types of Final Product
  - 8.2.5. Evaluation in PBL
    - 8.2.5.1. Evaluation Techniques and Instruments
    - 8.2.5.2. Observation
    - 8.2.5.3. Performance
    - 8.2.5.4. Questions
  - 8.2.6. Practical Examples. PBL Projects
- 8.3. Thinking-Based Learning
  - 8.3.1. Basic Principles
    - 8.3.1.1. Why, How and Where to Improve Thought?
    - 8.3.1.2. Thought Organizers
    - 8.3.1.3. The Infusion with the Academic Curriculum
    - 8.3.1.4. Attention to Skills, Processes and Disposition
    - 8.3.1.5. The Importance of Being Explicit
    - 8.3.1.6. Attention to Metacognition
    - 8.3.1.7. Learning Transfer
    - 8.3.1.8. Construct an Infused Program
    - 8.3.1.9. The Need for Continuous Personal Development

- 8.3.2. Teaching to Think. *TBL*
  - 8.3.2.1. Collaborative Creation of Thought Maps
  - 8.3.2.2. Thinking Skills
  - 8.3.2.3. Metacognition
  - 8.3.2.4. Thought Design
- 8.4. Event-Based Learning
  - 8.4.1. Approach to the Concept
  - 8.4.2. Basis and Foundations
  - 8.4.3. The Pedagogy of Sustainability
  - 8.4.4. Benefits of Learning
- 8.5. Game-Based Learning
  - 8.5.1. Games as Learning Resources
  - 8.5.2. Gamification
    - 8.5.2.1. What Is Gamification?
    - 8.5.2.2. Fundamentals
    - 8.5.2.3. Narration
    - 8.5.2.4. Dynamics
    - 8.5.2.5. Mechanisms
    - 8.5.2.6. Components
    - 8.5.2.7. Insignias
    - 8.5.2.8. Gamification Apps
    - 8.5.2.9. Examples
    - 8.5.2.10. Criticisms of Gamification, Limitations and Common Errors
  - 8.5.3. Why Use Videogames in Education?
  - 8.5.4. Types of Players According to the Richard Bartle Theory
  - 8.5.5. The *Scaperoom/Breakedu*, an Organizational Way of Understanding Education
- 8.6. Flipped Classroom
  - 8.6.1. Organization of Working Time
  - 8.6.2. Advantages of the Flipped Classroom
    - 8.6.2.1. How Can I Effectively Teach Using Flipped Classrooms?
  - 8.6.3. Disadvantages of the Flipped Classroom Focus
  - 8.6.4. The Four Pillars of the Flipped Classroom
  - 8.6.5. Resources and Tools
  - 8.6.6. Practical Examples
- 8.7. Other Trends in Education
  - 8.7.1. Robotics and Programming in Education
  - 8.7.2. E-learning, Micro-Learning and Other Trends in Networked Methodologies
  - 8.7.3. Neuro-Education Based Learning
- 8.8. Free, Natural Methodologies Based on Individual Development
  - 8.8.1. Waldorf Pedagogy
    - 8.8.1.1. Methodological Basis
    - 8.8.1.2. Strengths, Opportunities and Weaknesses
  - 8.8.2. Maria Montessori, the Pedagogy of Responsibility
    - 8.8.2.1. Methodological Basis
    - 8.8.2.2. Strengths, Opportunities and Weaknesses
  - 8.8.3. Summerhill, a Radical View on How to Educate Methodological Foundations
    - 8.8.3.1. Methodological Basis
    - 8.8.3.2. Strengths, Opportunities and Weaknesses
- 8.9. Educational Inclusion
  - 8.9.1. Is There Innovation without Inclusion?
  - 8.9.2. Cooperative Learning
    - 8.9.2.1. Principles
    - 8.9.2.2. Group Cohesion
    - 8.9.2.3. Simple and Complex Dynamics
  - 8.9.3. Shared Teaching
    - 8.9.3.1. Ratio and Attention to Students
    - 8.9.3.2. Teaching coordination as a strategy for student improvement
  - 8.9.4. Multilevel Teaching
    - 8.9.4.1. Definition
    - 8.9.4.2. Models
  - 8.9.5. Universal Learning Design
    - 8.9.5.1. Principles
    - 8.9.5.2. Guidelines
  - 8.9.6. Inclusive Experiences
    - 8.9.6.1. Rome Project
    - 8.9.6.2. Interactive Groups
    - 8.9.6.3. Dialogue Talks
    - 8.9.6.4. Learning Communities
    - 8.9.6.5. Includ-ED Project

## Module 9. Coaching for Innovation and Educational Excellence

- 9.1. Well-Being as a Factor of Excellence in Educational Communities
  - 9.1.1. Evolution of Society and its Impact on Education
    - 9.1.1.1. Characteristics of Today's Society
    - 9.1.1.2. Challenges of Today's Society
    - 9.1.1.3. New Educational Needs
  - 9.1.2. Social Factors
  - 9.1.3. Professional Factors
  - 9.1.4. Wellness and Excellence
  - 9.1.5. Factors for Educational Well-Being
  - 9.1.6. Inclusivity as a Reality
  - 9.1.7. School and Family
- 9.2. Professional Development and Teacher Welfare Plan
  - 9.2.1. Teacher Unhappiness
  - 9.2.2. Teacher Well-Being
  - 9.2.3. Teaching and Personal Development
  - 9.2.4. Personal and Professional Life
  - 9.2.5. Teacher Review and Evaluation
  - 9.2.6. Teacher Welfare as a Factor of Educational Excellence
  - 9.2.7. Inspired to Inspire Life Paths
  - 9.2.8. Teacher Welfare Plan
- 9.3. Educational Excellence
  - 9.3.1. Towards a Concept of Excellence in Education
  - 9.3.2. Teaching vs. Learning
  - 9.3.3. Excellence Based on Needs
  - 9.3.4. Demand and Excellence
  - 9.3.5. Measurements and Factors
  - 9.3.6. Management for Educational Excellence
- 9.4. Coaching for Innovation
  - 9.4.1. Processes of Educational Innovation through Coaching
    - 9.4.1.1. In the Apprenticeships
    - 9.4.1.2. In the Groups
    - 9.4.1.3. In the Teachers
    - 9.4.1.4. In Executive Management
    - 9.4.1.5. In the Center
  - 9.4.2. Evaluation as a Tool for Innovation
  - 9.4.3. What, When and How to Assess?
  - 9.4.4. Objectives for Innovation
  - 9.4.5. Establish Achievement Indicators
  - 9.4.6. Process Monitoring
  - 9.4.7. Celebrating Achievements
  - 9.4.8. Educational Innovation Plan
- 9.5. Educating in the Will of Meaning
  - 9.5.1. Approach to the Concept
  - 9.5.2. The Thought of Viktor Frankl
  - 9.5.3. Logotherapy and Education
- 9.6. Towards a Pedagogy of Interiority
  - 9.6.1. Spirituality and Pedagogy
  - 9.6.2. "Learning to Be"
- 9.7. Coaching for Integrative Education
  - 9.7.1. Towards a Pedagogy of Interiority
  - 9.7.2. Educating the Whole Person
  - 9.7.3. Educating for the Three Centers
  - 9.7.4. Duty and Pleasure in Education
  - 9.7.5. Educating Integratively
  - 9.7.6. Conclusions: a Road Ahead
  - 9.7.7. An Educational Project based on Educational Coaching
- 9.8. Meaning and Purpose of Education
  - 9.8.1. The Golden Circle
  - 9.8.2. Why and What For?
  - 9.8.3. The How
  - 9.8.4. The What
  - 9.8.5. Alignment of Levels in Education
  - 9.8.6. Educating in the Will of Meaning
  - 9.8.7. Challenges for the Education of the Self from Coaching and Logopedagogy
  - 9.8.8. Tools for the Alignment of Educational Levels
- 9.9. Educating to Be
  - 9.9.1. Pedagogical Contributions in Education to Be
  - 9.9.2. Report of the *Faure* Commission for UNESCO
  - 9.9.3. Jacques Delors Report

- 9.9.4. Decalogue of an Education to Be
- 9.9.5. Beyond Knowledge
- 9.9.6. Educating for Life
- 9.9.7. Educating Integratively
- 9.9.8. Inhabiting the Inside
- 9.9.9. Educating Ego and Self
- 9.9.10. Developing a Sense
- 9.9.11. Inclusivity and the Common Good
- 9.9.12. Self-Realization and Service
- 9.9.13. Transformation

## Module 10. The Emotional Brain

- 10.1. The Emotional Brain
- 10.2. Positive Emotions vs. Negative
- 10.3. Arousal vs. Valencia
- 10.4. Emotional Intelligence and the Education of Emotions according to the Mayer and Salovey Model
- 10.5. Other Models of Emotional Intelligence and Emotional Transformation
- 10.6. Socio-Emotional Skills and Creativity According to Level of Intelligence
- 10.7. Emotional Coefficient vs. Intelligence
- 10.8. Alexithymia vs. Hyperemotiveness
- 10.9. Emotional Health
- 10.10. The Social Brain

## Module 11. Emotional Intelligence I

- 11.1. Definition of Emotional Intelligence
  - 11.1.1. Historical Background of EI
  - 11.1.2. Different Authors who have Coined a Definition of EI
  - 11.1.3. Thorndike and Social Intelligence
  - 11.1.4. Salovey and Mayer
  - 11.1.5. Daniel Goleman
  - 11.1.6. Definition of Emotional Intelligence
  - 11.1.7. Components of Emotional Intelligence
  - 11.1.8. Characteristics of EI Capabilities
  - 11.1.9. Keys to Develop Emotional Intelligence

- 11.2. Emotions
  - 11.2.1. Emotion? The Path to a Definition
  - 11.2.2. What Are Emotions For?
  - 11.2.3. Emotional Process
    - 11.2.3.1. Difference between Emotion and Feeling
  - 11.2.4. Classification and Types of Emotions
- 11.3. Emotions, Attitude, and Competence
  - 11.3.1. Attitude
    - 11.3.1.1. What Is Attitude?
    - 11.3.1.2. Components of Attitude
  - 11.3.2. Optimism
  - 11.3.3. Emotional Competencies
  - 11.3.4. Social Skills or Interpersonal Relationships
- 11.4. Emotional Management
  - 11.4.1. What Does Emotional Management Consist of?
  - 11.4.2. Self-Knowledge
  - 11.4.3. Emotional Awareness
  - 11.4.4. Self-Appraisal
    - 11.4.4.1. Our Strengths and Weaknesses
  - 11.4.5. Internal Communication
  - 11.4.6. External Communication
    - 11.4.6.1. The Power of Words
  - 11.4.7. Assertiveness
    - 11.4.7.1. Communicative Styles
  - 11.4.8. Non-Verbal Language
  - 11.4.9. Posture and Emotions
- 11.5. Emotional Intelligence and Education
  - 11.5.1. Emotional Intelligence in the Classroom
  - 11.5.2. Advantages of EI in the Classroom
  - 11.5.3. Benefits of Emotional Intelligence
  - 11.5.4. Emotional Intelligence in Students
  - 11.5.5. Classroom Climate
    - 11.5.5.1. The Relationship between the Teacher and the Students
    - 11.5.5.2. The Relationship between Students in the Classroom
  - 11.5.6. Emotional Understanding in the Classroom

- 11.5.7. Emotional Intelligence and Academic Performance
- 11.5.8. Emotional Learning
- 11.5.9. Tools for Classroom Management
- 11.6. Thinking Skills
  - 11.6.1. Approach to the Concept
  - 11.6.2. Types of Capabilities and Links between Them
- 11.7. Self-Motivation and Achievement Capabilities
  - 11.7.1. Emotional Education in Teacher Training
  - 11.7.2. Emotions in Teaching Practice
- 11.8. Teacher Well-Being
  - 11.8.1. The Keys to Teacher Well-Being
  - 11.8.2. Emotional Education and the Role of the Teacher
  - 11.8.3. The Emotional Thinking Method
    - 11.8.3.1. Self-Knowledge
    - 11.8.3.2. Self-Esteem
    - 11.8.3.3. Emotional Control
    - 11.8.3.4. Motivation
    - 11.8.3.5. Empathy
    - 11.8.3.6. Leadership
    - 11.8.3.7. The Emotionally Intelligent Teacher
    - 11.8.3.8. Empathy and Communication with Students
    - 11.8.3.9. Techniques to Obtain Enriching Feedback
- 11.9. Habits of People with High Emotional Intelligence
  - 11.9.1. What Is a Person with High Emotional Intelligence?
  - 11.9.2. The Triad of Success
  - 11.9.3. Personal Vision
  - 11.9.4. Personal Leadership
  - 11.9.5. Personal Administration and Management
  - 11.9.6. Interpersonal Leadership
  - 11.9.7. Synergy
  - 11.9.8. Flexibility and Creative Adaptation
  - 11.9.9. Resilience
  - 11.9.10. Elements that Generate High Performance
- 11.10. Highly Sensitive People
  - 11.10.1. Approach to the Concept
  - 11.10.2. High Sensitivity and Other Personality Traits

## Module 12. Emotional Intelligence II

- 12.1. Emotional Intelligence Theories and Models
- 12.2. Components of Emotional Intelligence
- 12.3. Physiology of Emotional Intelligence
- 12.4. Evolution of Emotional Intelligence
- 12.5. Emotional Intelligence Assessment
- 12.6. Emotional Intelligence Gender Differences
- 12.7. The Social Influence of Emotional Intelligence
- 12.8. Family and Emotional Intelligence
- 12.9. Myths and Truths of Emotional Intelligence

## Module 13. Educational Leadership

- 13.1. Structures of Power in an Education Center
- 13.2. Election and Functions of the Leader
- 13.3. Workplace Environment
- 13.4. School Conflict Among Teachers
- 13.5. Conflict with Students
- 13.6. Group Intervention Techniques
- 13.7. Leadership Techniques
- 13.8. Intervention Among Teachers
- 13.9. Intervention in the Classroom
- 13.10. Change in the Classroom

## Module 14. Emotional Intelligence in Early Childhood 0-6 Years Old

- 14.1. Characteristics of Early Childhood
- 14.2. Emotions in Early Childhood
- 14.3. The Role of Parents in Early Childhood
- 14.4. The Role of Others in Early Childhood
- 14.5. Development of Early Childhood
- 14.6. Emotional Disturbances in Early Childhood
- 14.7. Diagnosis in Early Childhood
- 14.8. EI Tools for Early Childhood Intervention
- 14.9. EI Intervention in Early Childhood
- 14.10. EI Efficacy Evaluation in Early Childhood

**Module 15. Emotional Intelligence in Pre-School Teachers**

- 15.1. The Role of a Pre-School Teacher
- 15.2. Functions and Limits of a Pre-School Teacher
- 15.3. Pre-School Teacher Detection and Diagnosis
- 15.4. Tools for Emotional Intelligence (EI) for Pre-School Educators
- 15.5. Intervention in EI for Early Pre-School Educators
- 15.6. Effectiveness of Intervention in EI for Pre-School Educators
- 15.7. Conflict with Peers among Pre-School Educators
- 15.8. Conflict with Parents by Pre-School Educators
- 15.9. EI Intervention in Pre-School Educators' Peer Conflict
- 15.10. Emotional Intelligence Intervention in the Work Environment of Pre-School Educators

**Module 16. Emotional Intelligence in Primary School 6-12 Years Old**

- 16.1. Characteristics of Primary School
- 16.2. Emotions in Primary School
- 16.3. The Role of Parents in Primary School
- 16.4. The Role of Others in Primary School
- 16.5. Development of Primary School
- 16.6. Emotional Disturbances in Primary School
- 16.7. Diagnosis in Primary School
- 16.8. EI Intervention Tools in Primary School
- 16.9. EI Intervention in Primary School
- 16.10. EI Efficacy Evaluation in Primary School

**Module 17. Emotional Intelligence in Primary School Teachers**

- 17.1. The Role of a Primary School Teacher
- 17.2. Multiple Intelligences
- 17.3. Emotional Education in the Classroom
- 17.4. Key Stakeholders in Emotional Education
- 17.5. Elementary School Teacher Detection and Diagnosis
- 17.6. Systemic Teaching: A Comprehensive Approach to Education Today
- 17.7. Emotional Illiteracy in Primary School
- 17.8. Emotional Intelligence Helps Teach from a Place of Strength Rather Than Weakness
- 17.9. Emotional Intelligence in Effective and Affective Communication in Teachers
- 17.10. Emotional Intelligence in Effective and Affective Communication with Students

**Module 18. Emotional Intelligence in Secondary School 12-16 Years Old**

- 18.1. Characteristics of Secondary School
- 18.2. Emotions in Secondary School
- 18.3. The Role of Parents in Secondary School
- 18.4. The Role of Others in Secondary School
- 18.5. Development in Secondary School
- 18.6. Emotional Disturbances in Secondary School
- 18.7. Diagnosis in Secondary School
- 18.8. Emotional Intelligence Intervention Tools in Secondary School
- 18.9. Intervention with Emotional Intelligence in Secondary School
- 18.10. Evaluation of the Efficiency of Emotional Intelligence in Secondary School

**Module 19. Emotional Intelligence in Secondary School Teachers**

- 19.1. The Role of a Secondary School Teacher
- 19.2. Functions and Limits of a Secondary School Teacher
- 19.3. Secondary School Teacher Detection and Diagnosis
- 19.4. Emotional Intelligence Tools of Secondary School Teachers
- 19.5. Intervention in Emotional EI of Secondary School Teachers
- 19.6. Effectiveness of Intervention in EI of Secondary School Teachers
- 19.7. Secondary School Teacher Conflict with Colleagues
- 19.8. Secondary School Teacher Conflict with Parents
- 19.9. Intervention of Emotional Intelligence in the Conflict of a Secondary School Teacher
- 19.10. Intervention of Emotional Intelligence in the Work Environment of a Secondary School Teacher

04

# Teaching Objectives

This Advanced Master's Degree aims to train specialists to become agents of change in the educational field, with a comprehensive approach that combines a deep understanding of emotions and the development of effective coaching skills. Through a rigorous methodology, this university program will provide the necessary tools to manage emotional intelligence, creating healthier and more effective learning environments. Graduates will develop the ability to identify, analyze, and regulate emotions within educational settings.





“

*Only at TECH will you receive high-quality education that promotes your personal development to positively impact educational institutions”*



## General Objectives

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- ♦ Develop skills to apply educational coaching techniques in school and academic contexts
- ♦ Apply principles of emotional intelligence to improve the emotional well-being of students
- ♦ Develop competencies in identifying and managing emotions in the educational environment
- ♦ Implement coaching strategies to foster motivation and self-awareness in students
- ♦ Apply coaching models to improve the relationship between teachers and students
- ♦ Develop skills to facilitate the personal and academic growth of students through coaching
- ♦ Apply emotional intelligence in resolving conflicts within the school environment
- ♦ Develop competencies to teach emotional skills to students for effective learning
- ♦ Manage the use of coaching tools to support students in achieving their educational goals
- ♦ Apply emotional intelligence to improve the management of stress and anxiety in students
- ♦ Develop coaching strategies for enhancing leadership in educational settings
- ♦ Promote the development of social and emotional skills in students using coaching techniques
- ♦ Apply emotional intelligence to improve school climate and promote healthy relationships
- ♦ Develop skills to implement emotional coaching programs in educational institutions
- ♦ Apply coaching techniques to help students overcome emotional blocks in their learning
- ♦ Develop competencies in evaluating and monitoring students' emotional progress
- ♦ Implement educational coaching strategies to improve students' academic and personal performance
- ♦ Apply coaching approaches to develop emotional resilience in students in the face of adversity
- ♦ Develop skills to train other educational professionals in coaching and emotional intelligence techniques



## Specific Objectives

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### Module 1. Neurosciences and Education

- ♦ Identify the concepts between Coaching, Neuroscience, Neurolearning, basic learning devices, multiple intelligences, movement and learning, Neurodidactics, and play within the educational fields
- ♦ Understand the functioning of the brain and its structures
- ♦ Establish the concepts of learning and the different levels, styles, types, and competencies of learning
- ♦ Relate the Basic Learning Devices and Executive Functions in the development of activities

### Module 2. Beliefs, Values, and Identity

- ♦ Understand what beliefs are
- ♦ Identify limiting beliefs
- ♦ Understand cognitive distortions
- ♦ Understand irrational ideas

### Module 3. Coaching

- ♦ Know what the Coaching process is
- ♦ Identify different types of coaching and among them further your understanding educational coaching.
- ♦ Establish the differences between Coaching and other disciplines
- ♦ Describe the historical basis and origin of Coaching from philosophy, education, and psychology

### Module 4. Systemic Pedagogy

- ♦ Learn the theoretical foundations and origins of systemic coaching
- ♦ Understand the functioning of the family system as the primary human relationship system
- ♦ Gain knowledge about the functioning of couples and its application in educational coaching
- ♦ Utilize coaching tools in contexts such as divorce and separations to create the best scenario for the child

### Module 5. Communication

- ♦ Deepen the understanding of the importance of communication in the coaching process
- ♦ Explore the different levels and components of communication
- ♦ Understand the various linguistic acts
- ♦ Delve into the concept of feedback in the educational coaching process.

### Module 6. Educational Coaching

- ♦ Learn techniques for effective management of internal teams, as well as students and parents
- ♦ Recognize different leadership types and specific tools that will enhance management effectiveness
- ♦ Understand the influence of sound and musical elements on human beings
- ♦ Explore the connection between emotional intelligence and musical behavior

### **Module 7. Talent, Vocation, and Creativity**

- ♦ Learn the 5 key elements for recognizing talent
- ♦ Identify the 34 talents from the Gallup Institute and how to use them in coaching sessions and academic counseling
- ♦ Manage the Creative Problem Solving process within both group and individual coaching sessions
- ♦ Learn the use of the 6 Thinking Hats technique as a creative work method in the classroom

### **Module 8. Active Methodologies and Innovation**

- ♦ Understand what active methodologies are and how they work
- ♦ Delve into the concept of project-based, problem-based, and challenge-based learning
- ♦ Learn the basic principles of thought-based, event-based, or game-based learning
- ♦ Explore how The Flipped Classroom works

### **Module 9. Coaching for Innovation and Educational Excellence**

- ♦ Explore well-being as a factor of excellence in educational communities
- ♦ Develop professional development and teacher well-being plans
- ♦ Delve into the concept of educational excellence
- ♦ Understand the different educational innovation processes through coaching

### **Module 10. The Emotional Brain**

- ♦ Analyze the Amygdala and Positive Emotion
- ♦ Explore the Limbic Brain
- ♦ Detail the Papez Circuit
- ♦ Discover the relationship between Intelligence and the Life Cycle.

### **Module 11. Emotional Intelligence I**

- ♦ Identify what emotional intelligence is
- ♦ Discover the history behind emotional intelligence
- ♦ Distinguish myths about emotional intelligence
- ♦ Learn the functions of emotions

### **Module 12. Emotional Intelligence II**

- ♦ Analyze Academic Intelligence
- ♦ Define Emotional Intelligence
- ♦ Understand Multiple Intelligences
- ♦ Clarify emotional illiteracy

### **Module 13. Educational Leadership**

- ♦ Verify the relationship between Intelligence and Creativity
- ♦ Explore Hypersensitivity to emotions
- ♦ Understand the relationship between Intelligence and Emotion
- ♦ Recognize Emotional Intelligence

**Module 14. Emotional Intelligence in Early Childhood 0-6 Years Old**

- ♦ Define the Life Cycle of Emotional Intelligence
- ♦ Recognize the Qualitative Assessment of Emotional Intelligence

**Module 15. Emotional Intelligence in Pre-School Teachers**

- ♦ Explore the relationship between Adulthood and Gender in Emotional Intelligence
- ♦ Analyze the Social Determinism of Emotional Intelligence
- ♦ Understand unitary intelligence
- ♦ Identify Multiple Intelligences

**Module 16. Emotional Intelligence in Primary School 6-12 Years Old**

- ♦ Analyze the relationship between Creativity and Intelligence
- ♦ Discover the role of Self-Knowledge and Intelligence
- ♦ Recognize the social change in Emotional Intelligence
- ♦ Define the role of Family Patterns in Emotional Intelligence

**Module 17. Emotional Intelligence in Primary School Teachers**

- ♦ Differentiate between Emotional Maturation and Emotional Intelligence
- ♦ Discover Emotional Relearning
- ♦ Observe the relationship between Intelligence and Social Competence

**Module 18. Emotional Intelligence in Secondary School 12-16 Years Old**

- ♦ Understand the function of the Amygdala and Negative Emotion
- ♦ Recognize the intensity of emotion
- ♦ Clarify the affective value of emotion

**Module 19. Emotional Intelligence in Secondary School Teachers**

- ♦ Clarify the meaning of Borderline personality
- ♦ Detail the role of Emotional Intelligence
- ♦ Recognize the types of Social Skills Techniques
- ♦ Classify types of Cognitive Restructuring Techniques



*With a comprehensive and efficient approach, you will enjoy a flexible, dynamic and applied academic experience designed to enhance your professional development in this highly specialized field”*

05

# Career Opportunities

This academic itinerary will open a wide range of professional opportunities for graduates, who will become experts in managing emotions within the educational field. In this way, the program will prepare educators to take on key roles that facilitate a healthier, more inclusive, and productive academic environment. Graduates will have access to various career paths, such as educational coaching, where they will serve as mentors and guides in the emotional learning process of students.



“

*Do you want to lead and transform the educational field? You've come to the right place. Thanks to TECH, you will aim for high-level positions that will allow you to positively impact future generations”*

### Graduate Profile

The graduate will be characterized by their holistic approach, combining solid knowledge of emotional processes with practical coaching tools, enabling them to intervene effectively in both individual and collective education. Through deep learning in emotional intelligence, the expert will be able to identify, analyze, and manage the emotions of students, teachers, and educational teams, contributing to the development of a more inclusive and healthy environment.

*With an innovative and multidisciplinary approach, you will position yourself as a leader in the educational field, with a strong social and ethical commitment. You will adapt to the constant changes and needs of the sector!*

- ♦ **Emotional Management and Self-Awareness:** Identifying, understanding, and regulating one's own emotions, which will allow educators to foster an emotionally healthy and empathetic environment both in educational settings and in their personal lives.
- ♦ **Effective Communication and Empathy:** Mastering communication skills, improving the ability to listen, understand, and respond empathetically, which is essential for coaching and emotional education.
- ♦ **Transformational Leadership:** Leading and motivating educational teams, using coaching tools to inspire positive changes in students, teachers, and collaborators, fostering a climate of collaboration, trust, and continuous growth.
- ♦ **Conflict Resolution and Decision-Making:** Effectively managing and resolving conflicts by applying emotional intelligence strategies that facilitate mediation and decision-making in complex educational contexts.



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

1. **Educational Coach:** Responsible for working with students and teachers to improve their performance, develop emotional skills, and achieve academic and personal goals.
2. **Emotional Intelligence Consultant:** Advisor to educational institutions for integrating emotional intelligence into their programs, enhancing the well-being of both students and faculty.
3. **Coordinator of Emotional Development Programs:** Responsible for designing, implementing, and evaluating educational programs that promote emotional development and student well-being.
4. **Trainer in Educational Coaching:** Responsible for training other educators and coaches in coaching techniques and emotional skills to improve academic and personal performance.
5. **Psychopedagogical Support Officer:** Responsible for offering emotional and educational support to students with academic difficulties, helping them manage their emotions to enhance their performance.
6. **Consultant in Emotional Education:** Advisor to schools and universities for integrating emotional practices into the academic curriculum, promoting positive learning environments.
7. **Conflict Management Advisor:** Supervisor in resolving disputes in educational contexts, using coaching and mediation techniques to manage the emotions involved and find effective solutions.
8. **Director of Personal Development in Educational Institutions:** Coordinator of activities that foster personal and emotional growth for students and educational staff within an institution.
9. **Developer of School Emotional Well-being Programs:** Designer of programs focused on students' emotional health, using coaching tools to foster a healthy environment.
10. **Educational Leadership Coach:** Responsible for working with educational leaders to improve their emotional skills, promoting empathetic and efficient leadership within the educational community.



*Transform the educational future with your coaching through 100% online training at your own pace! Develop the emotional skills that students need to achieve success”*

06

# Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



“

*TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”*

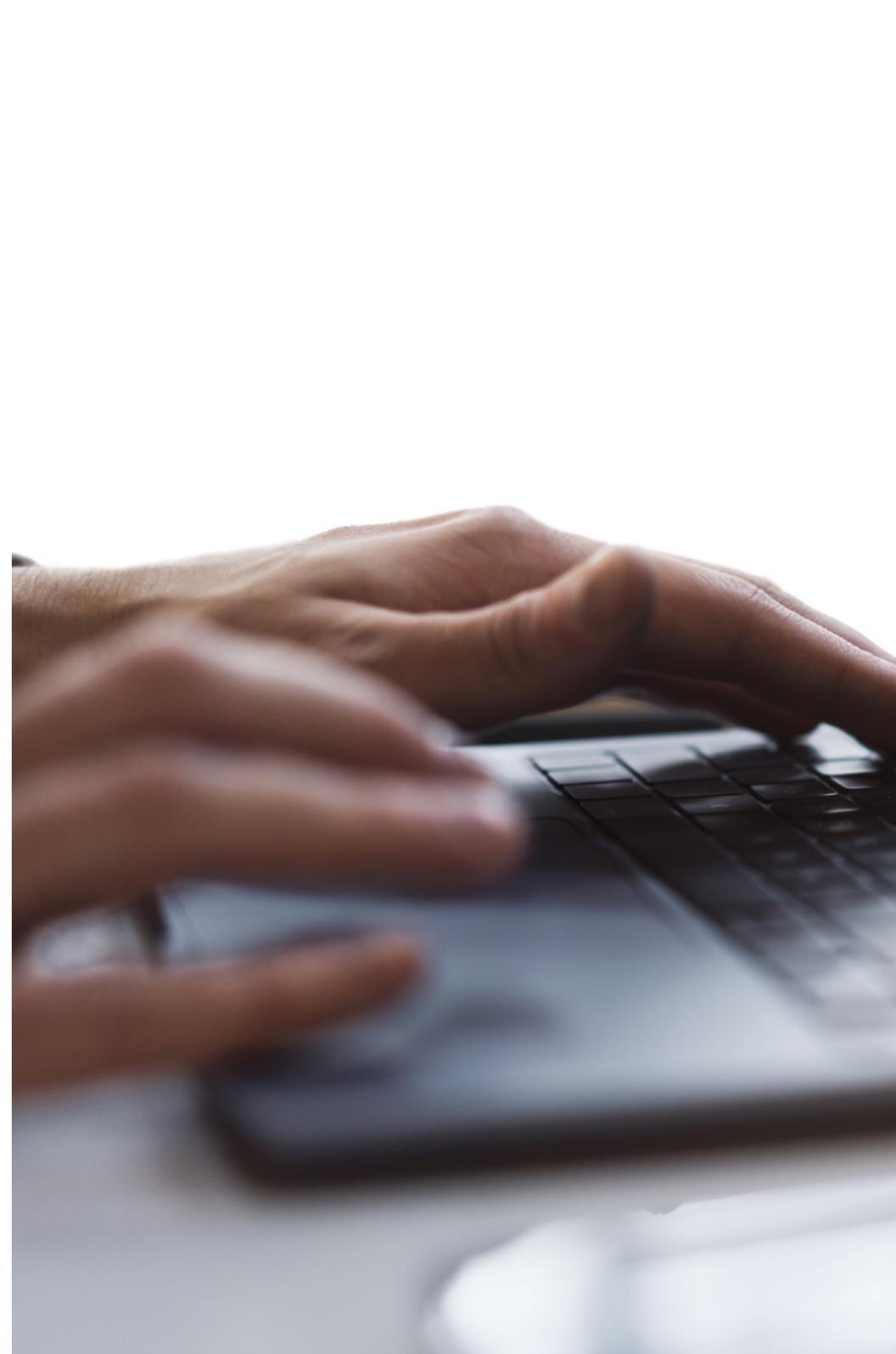
### The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist. The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes  
(which you might not be able to attend)”*



### The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“

*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want”*

## Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



## Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

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



## A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



*The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule”*

### The effectiveness of the method is justified by four fundamental achievements:

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

### The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

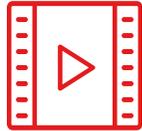
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

*Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.*

*You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.*



As such, the best educational materials, thoroughly prepared, will be available in this program:



#### Study Material

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

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



#### Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



#### Interactive Summaries

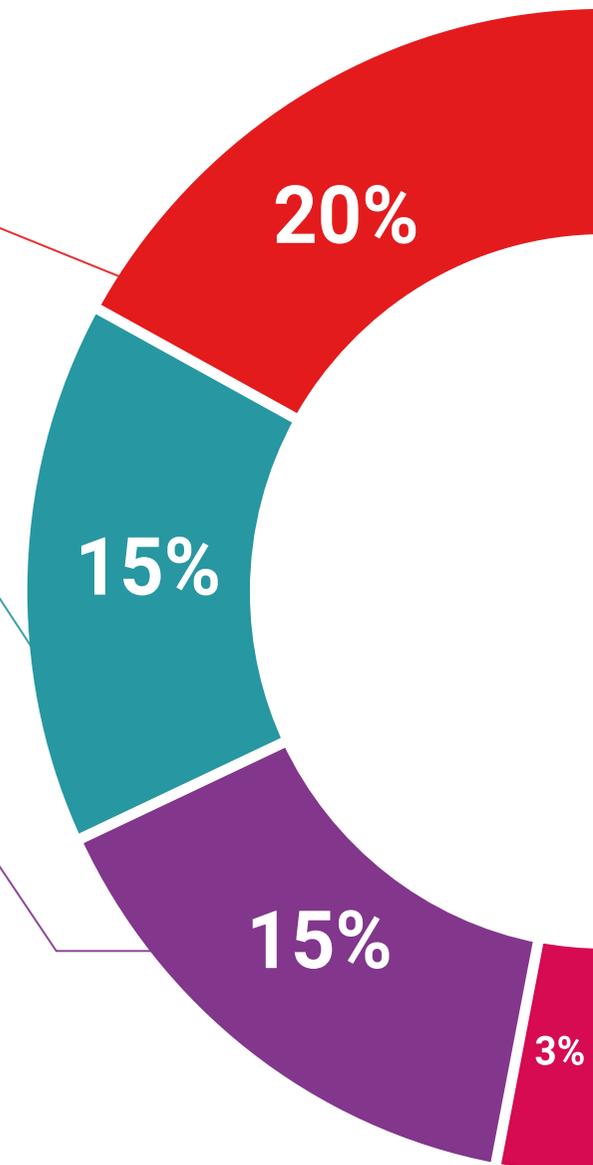
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

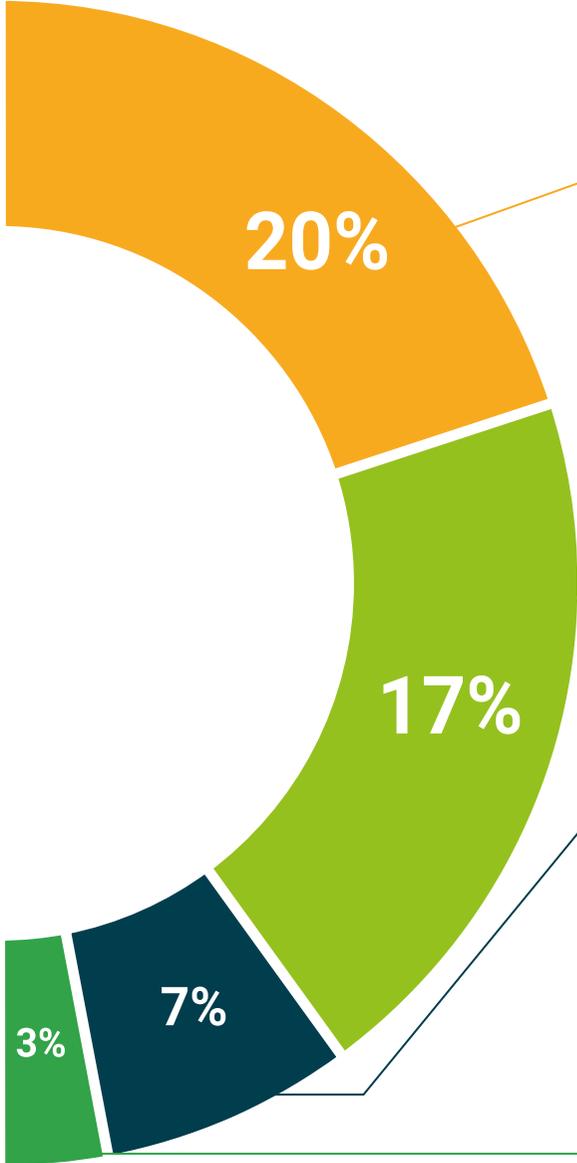
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### Additional Reading

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





**Case Studies**

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.



**Testing & Retesting**

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.



**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 for future difficult decisions.



**Quick Action Guides**

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical and effective way to help students progress in their learning.



07

# Teaching Staff

The teaching staff of this university program consists of highly qualified professionals with extensive experience in both the educational and psychological fields. In this regard, this multidisciplinary team of experts stands out not only for their top-level academic training but also for their commitment to educational innovation and their ongoing update on the most relevant global trends. Ultimately, each mentor has been selected not only for their theoretical knowledge but also for their ability to connect with students and provide them with high-quality teaching that combines both the emotional and cognitive aspects of learning.





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*Thanks to their professional experience in various educational and organizational contexts, the instructors will offer an enriching perspective that closely aligns with the practical realities of educational coaching”*

## International Guest Director

Dr. Christian van Nieuwerburgh is the main international reference in Educational Coaching, having developed an extensive career in this area that has led him to be the author and editor of such relevant works as *An Introduction to Coaching Skills: A Practical Guide* and *Coaching in Education: Getting Better Results for Students, Educators and Parents*.

Among his many assignments in this field are his management positions in institutions such as Growth Coaching International and the International Centre for Coaching in Education, of which he is Global Director and Executive Director. He is also a senior fellow at the Centre for Wellbeing Science at the University of Melbourne and an honorary fellow of the Carnegie School of Education at Leeds Beckett University, UK.

As a coaching expert, he has lectured on motivation and leadership in the United States, the United Kingdom, Australia, Europe and East Asia, and has published numerous academic articles in leading scientific journals.



## Dr. Van Nieuwerburgh, Christian

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- ♦ Global Director at Growth Coaching International, Sydney, Australia
- ♦ Executive Director of the International Centre for Coaching in Education
- ♦ Author and editor of key books in the field of coaching such as *Coaching in Education: Getting Better Results for Students, Educators and Parents*
- ♦ PhD in English from University of Birmingham
- ♦ Master's Degree in Psychology from University of East London
- ♦ Professor of Coaching and Positive Psychology at the Centre for Positive Psychology and Health of the Royal College of Surgeons in Ireland
- ♦ Honorary Fellow of the Carnegie School of Education at Leeds Beckett University, United Kingdom
- ♦ Senior Fellow of the Centre for Wellbeing Science at the Melbourne Graduate School of Education at University of Melbourne, Australia

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

## Management



### Dr. De la Serna, Juan Moisés

- ♦ Independent Psychologist and expert writer in Neurosciences
- ♦ Writer specialized in Psychology and Neurosciences
- ♦ Author of the Open Chair of Psychology and Neurosciences
- ♦ Scientific Disseminator
- ♦ Doctorate in Psychology
- ♦ Bachelor's Degree in Psychology. University of Seville
- ♦ Master's Degree in Neurosciences and Behavioral Biology. Pablo de Olavide University, Seville
- ♦ Expert in Teaching Methodology. La Salle University
- ♦ University Specialist in Clinical Hypnosis, Hypnotherapy. National University of Distance Education - UNED
- ♦ Diploma in Social Graduate, Human Resources Management, Personnel Administration. University of Seville
- ♦ Expert in Project Management, Administration and Business Management. Federation of Services U.G.T
- ♦ Trainer of Trainers. Official College of Psychologists of Andalusia



### Mr. Riquelme Mellado, Francisco

- ♦ Head of Studies at CEA Mar Menor. Torre-Pacheco, Murcia, Spain
- ♦ Teacher Counselor at the Regional Ministry of Education of the Region of Murcia
- ♦ Professor of the specialty of Drawing
- ♦ Coordinator of the Visual Arts Projects in the Hospital Classrooms of the Region of Murcia
- ♦ Education Project Trainer and Head of the Botín Foundation in the Region of Murcia
- ♦ He writes for the educational magazine INED21. Educational Project *"Una Educación para Ser"*
- ♦ Blogger and educational communicator
- ♦ Degree in Fine Arts from the Polytechnic University of Valencia
- ♦ Specialist Master's Degree in Art Therapy by the School of Practical Psychology of Murcia
- ♦ Gestalt Training with the SAT program (Claudio Naranjo Foundation)
- ♦ ICF, ADESCO AECOP AECOP certified coach with competencies in NLP and Systemic Coaching
- ♦ Trainer of trainers for CEFIRE of Orihuela and CPR Murcia

## Teachers

### Mr. García Pérez, José Blas

- ♦ Teacher in Hospital Classrooms at the University Clinical Hospital Virgen de la Arrixaca Murcia, Spain
- ♦ Associate Professor in the Department of School Organization at the Faculty of Education, University of Murcia
- ♦ Teacher and Graduate in Psychopedagogy from the University of Murcia
- ♦ Master's Degree in Education and Audiovisual Communication from the International University of Andalusia

### Ms. Vicente Galant, Carola

- ♦ Teacher of Therapeutic Pedagogy at IES Azud de Alfeitamí. Almoradí, Alicante
- ♦ Coordinator at the Practicum Center of the Master's Degree in Secondary Education Teacher Training at the Miguel Hernández University of Elche and the University of Alicante
- ♦ Bachelor's Degree in Psychopedagogy from the Open University of Catalonia (UOC)
- ♦ Diploma in Teacher Training from the University School of Teacher Training with a Specialization in Pre-School Education from the University of Alicante
- ♦ Master's Degree in Systemic Pedagogy at CUDEC

### Mr. Salido Durán, Daniel

- ♦ Transpersonal Therapist
- ♦ University Expert in Emotional Intelligence
- ♦ Master's Degree in Educational Coaching
- ♦ Bachelor's Degree in Philosophy and Educational Sciences from the University of Seville

### Ms. González Vélez, Virginia

- ♦ Coach at Radiance Partners
- ♦ Founder of Vircoach Center
- ♦ Director of Bywellbeing
- ♦ Executive Coach
- ♦ Training Coach
- ♦ Bachelor's Degree in Law from the Complutense University of Madrid
- ♦ Master Certified Coach by the International Coaching Federation
- ♦ Professional Certified Coach (PCC)

### Ms. Rodríguez Ruiz, Celia

- ♦ Clinical Psychologist at EVEL Center
- ♦ Psychopedagogical Area Manager at Atenea Study Center. Pedagogical Advisor at Cuadernos Rubio
- ♦ Editor of Hacer Familia Magazine
- ♦ Editor of Webconsultas Healthcare Medical Team
- ♦ Collaborator at the Eduardo Punset Foundation
- ♦ Bachelor's Degree in Psychology from the UNED
- ♦ Bachelor's Degree in Pedagogies from the Complutense University Madrid
- ♦ Specialist in Cognitive Behavioral Therapy in Childhood and Adolescence from the UNED
- ♦ Specialist in Clinical Psychology and Child Psychotherapy by INUPSI
- ♦ Trained in Emotional Intelligence, Neuropsychology, Dyslexia, ADHD, Positive Emotions, and Communication

**Mr. González Lorca, Enrique**

- ♦ Professor of Community Services at the Ministry of Education of the Autonomous Community of the Region of Murcia
- ♦ President of the Association of Technical Teachers of Community Services of Murcia
- ♦ Partner and Director of MOTIVIA
- ♦ Director of Quality and Organization at the Silvestre Group
- ♦ Bachelor's Degree in Psychology from the University of Murcia
- ♦ Master's Degree in Human Resources from the Universitat Jaume I
- ♦ Master's Degree in Prevention with Specialization in Ergonomics from the Universitat Jaume I

**Ms. Pellicer Royo, Irene**

- ♦ Expert in Emotional Education at the Jesuitas-Caspe School, Barcelona
- ♦ Professional Master's Degree in Medical Sciences Applied to Physical Activity and Sport by the University of Barcelona
- ♦ Master's Degree in Emotional Education and Well-being from the University of Barcelona
- ♦ Bachelor's Degree in Physical Activity and Sport Sciences at the University of Lérida

**Ms. Cabero, Lourdes**

- ♦ Professional executive, team and organizational coach
- ♦ Success Coach at Success Unlimited Network®
- ♦ Mentor, Executive Development Consultant, Trainer in "Leader-Coach" and "Team Coaching" programs
- ♦ Psychologist

**Ms. Jurado, Pilar**

- ♦ Neurocoach Certified as an International Coaching Expert by the National Learning Institute (INA)
- ♦ Master's Degree in Primary Education
- ♦ Teacher in Hospital Classrooms of the HUVA in Murcia
- ♦ Trainer in Change Management with tools such as Lego Serious Play at the Human High-Performance Center of Anna Fortea
- ♦ Bachelor's Degree in Primary Education from the University of Murcia, specializing in Intercultural Education and Learning Difficulties
- ♦ Administration and Finance at the High School Miguel de Cervantes

**Mr. Maciá Pérez, Francisco Javier**

- ♦ Art History Teacher in Compulsory Secondary Education
- ♦ Director of Artistic Management for international companies
- ♦ Bachelor's Degree in Art History
- ♦ Master's Degree in Cultural Services Management
- ♦ Diploma in Cultural Heritage Management

08

# Certificate

This Advanced Master's Degree in Educational Coaching and Emotional Intelligence guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Advanced Master's Degree issued by TECH Global University.



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*Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”*

This private qualification will allow you to obtain a **Advanced Master's Degree in Educational Coaching and Emotional Intelligence** endorsed by **TECH Global University**, the world's largest online university.

**TECH Global University** is an official European University publicly recognized by the Government of Andorra (*official bulletin*). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

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

TECH is a member of the European Association of Applied Psychology (EAAP), an organization that brings together the best specialists and experts in psychology from more than 120 countries. Thanks to this, students will have access to panel discussions, forums, exclusive material and connections with professionals and research centers from all over the world, thereby expanding their opportunities for learning and professional development.

TECH is a member **European Association of Applied Psychology**



Title: **Advanced Master's Degree in Educational Coaching and Emotional Intelligence**

Modality: **online**

Duration: **2 years**

Accreditation: **120 ECTS**



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



## Advanced Master's Degree Educational Coaching and Emotional Intelligence

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Global University
- » Accreditation: 120 ECTS
- » Schedule: at your own pace
- » Exams: online

# Advanced Master's Degree Educational Coaching and Emotional Intelligence

Accreditation/Membership

European Association  
of Applied Psychology 

*Psychologia - accessibilitas, praxis, adhibitio*

