

# Advanced Master's Degree Educational Coaching and Emotional Intelligence





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

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

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

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# 01

# Introduction

Teaching has been evolving over the years in favor of innovation and implementation of new strategies to put into practice with students. Therefore, Coaching is allowing educators to learn a great variety of dynamics and quality tools that will bring about change and personal development in children, families and teachers. A change that is closely linked to emotions, which are a fundamental axis of much of life; and for which it is also very important to have knowledge in Emotional Intelligence. This discipline has emerged independently with a theoretical body based on neuroscience and a wide field of application, including social and school relationships.





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*Teachers must update their competencies and skills in Coaching and Emotional Intelligence to advance in their profession. In this Advanced Master's Degree we give you the keys to these innovative techniques"*

This Advanced Master's Degree stands out above the rest, not only for the experience of its teachers and the quality of its content, but for covering all areas of Coaching and emotional intelligence in the academic world: from formal to non-formal education, taking into account the different evolutionary stages of the student.

The program can be divided into two main blocks: Coaching and emotional intelligence. In the case of educational Coaching, its excellent teaching program integrates uncommon disciplines such as neurolinguistic programming, neuroscience or Mindfulness, which are approached as perfectly complementary and compatible tools with a coaching process at an individual and group level. In addition, it delves into the figure of the teacher and the family, as well as the psycho-evolutionary and educational characteristics of children and adolescents during their development, through the use of practical and educational multimedia content. This will allow the future coach to quickly assimilate new tools and skills to apply in the daily practice of his profession.

In the field of emotional intelligence for teachers, a broad and comprehensive vision of this complex world is offered from an applied perspective, starting from the theoretical and biological bases, and including the different practical approaches, so that professionals know what emotional intelligence is, how to assess and interpret it and, above all, how to apply it to their jobs.

Thanks to the participation of several educational psychologists in the development of contents, this program offers a holistic vision of Coaching, with which to provide value to special groups. It will also provide the educator with the necessary skills to manage some of the major challenges of today's society, such as Bullying or the impact of social networks on minors. In addition, it deals with socially relevant topics such as the application of emotional intelligence to solve the main demands of parents, teachers or business leaders.

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 latest technology in e-learning software
- ♦ Intensely visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- ♦ Practical case studies presented by practising experts
- ♦ State-of-the-art interactive video systems
- ♦ Teaching supported by telepractice
- ♦ Continuous updating and recycling systems
- ♦ Self-regulated learning: full compatibility with other occupations
- ♦ Practical exercises for self-assessment and learning verification
- ♦ Support groups and educational synergies: Questions to the expert, discussion forums and knowledge
- ♦ Communication with the teacher and individual reflection work
- ♦ Content that is accessible from any fixed or portable device with an Internet connection
- ♦ Supplementary documentation databases are permanently available, even after the program



*A high level scientific educational program, supported by advanced technological development and the teaching experience of the best professionals"*

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*An educational program created for professionals who aspire to excellence that will allow you to acquire new skills and strategies in a smooth and effective way"*

Our teaching staff is made up of working professionals. In this way, TECH ensures that it delivers the intended educational update objective. A multidisciplinary team of qualified and experienced professionals in different environments, who will develop the theoretical knowledge efficiently, but, above all, will put at the service of the specialization the practical knowledge derived from their own experience: one of the differential qualities of this Advanced Master's Degree.

This command of the subject is complemented by the effectiveness of the methodological design of this Advanced Master's Degree. Developed by a multidisciplinary team of e-Learning experts, it integrates the latest advances in educational technology. In this way, you will be able to study with a range of comfortable and versatile multimedia tools, which will give you the operability you need in your specialization.

The design of this program is based on Problem-Based Learning: an approach that views learning as a highly practical process. To achieve this remotely, we will use telepractice. With the help of an innovative interactive video system and Learning from an Expert, you will be able to acquire the knowledge as if you were facing the scenario you are currently learning. A concept that will allow you to integrate and fix learning in a more realistic and permanent way.

*A complete and thorough immersion in the strategies and approaches in Educational Coaching and Emotional Intelligence.*

*The quality of a program designed to prepare the best teachers available to you, in a unique opportunity for growth.*



# 02

# Objectives

The objective of this Advanced Master's Degree is to prepare highly qualified professionals for work experience. An objective that is complemented, moreover, in a global manner, by promoting human development that lays the foundations for a better society. This objective materializes by helping professionals reach a much higher level of expertise and control. A goal that you can take for granted, with a high-intensity and high-precision specialization.







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*If your goal is to improve in your profession, to acquire a qualification that will enable you to compete among the best, look no further: welcome to TECH Technological University”*



## General objectives

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- ♦ Know what the Coaching process is and the elements that compose it, as well as the differences with other approaches
- ♦ Establish the psycho-evolutionary development of the children-adolescents to whom the Educational Coaching is addressed
- ♦ Discover the process to be carried out in Coaching sessions (GROW)
- ♦ Understand the profound relationship between communication and interpersonal relationships
- ♦ Recognize the importance of communication in a Coaching process
- ♦ Know the structure of feedback and when to apply it
- ♦ Learn the structure and intention of integrating parts
- ♦ Analyze communication in children and adolescents
- ♦ Discover and use Storytelling and Metaphors
- ♦ Identify the relationship that Coaching has with the fields of Neuroscience
- ♦ Know what Emotional Intelligence is
- ♦ Know and strengthen social-emotional competencies
- ♦ Identify the importance of motivation
- ♦ Know the characteristics of self-esteem
- ♦ Learning to apply Emotional Intelligence in the classroom
- ♦ Discover what identity is
- ♦ Familiarization with in-depth tools such as the Enneagram, and psycho-technical tools such as the MBTI
- ♦ Know the nature of beliefs and how they are formed
- ♦ Know the main cognitive distortions
- ♦ Learn how to generate a growth mindset
- ♦ Generate transformational changes
- ♦ Identify and detect vocation and purpose
- ♦ Know how to carry out a team coaching process for the teaching staff and the management team
- ♦ Identify family cycles and know how to accompany families in their process
- ♦ Provide the future coach with tools to identify talent, as well as tools for its development through Empowerment and sponsorship
- ♦ Update knowledge about Emotional Intelligence in its different fields of application, whether in the clinical, educational or work field, in order to increase the quality of the professional's praxis in their performance
- ♦ Introduce students to the vast world of emotional intelligence from a practical perspective, so that they learn about the different disciplines covered by emotions in relation to human behavior and its possibilities
- ♦ Know the tools used in the practice of Emotional Intelligence
- ♦ Enable the development of skills and abilities by encouraging continuous preparation and research



## 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
- ♦ Know the functioning of the brain and its structures
- ♦ Establish the concepts of learning and the different levels, styles, types, and competences of learning
- ♦ Relate the Basic Learning Devices and Executive Functions in the development of activities
- ♦ Know the multiple forms of intelligence and the feasibility of implementing them in the educational field
- ♦ Recognize the importance of play as a tool for Neurodidactics and Learning
- ♦ Implement Movement and Learning exercises in the classroom as learning sessions
- ♦ Relate Coaching with Neuroscience and the empowerment it generates in students
- ♦ Determine clearly the way to refer students

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

- ♦ Understanding what beliefs are
- ♦ Identify limiting beliefs
- ♦ Understanding cognitive distortions
- ♦ Understanding irrational ideas
- ♦ Understanding belief change
- ♦ Learn the dynamics of belief change
- ♦ Generate growth mindset
- ♦ Generate transformational changes
- ♦ Identify what talent is

- ♦ List the characteristics of talent
- ♦ Use the exercises and techniques of the element
- ♦ Master the Gallup test
- ♦ Learn how to accompany young people in their academic orientation
- ♦ Identify what creativity is
- ♦ Know how to adopt a creative attitude on the part of the Coach
- ♦ Know and use the literary art in the Coaching process
- ♦ Know and use the performing arts in the Coaching process
- ♦ Practice the use of plastic and scenic arts in the Coaching sessions
- ♦ Know the function of the visual arts
- ♦ Identify what vocation is
- ♦ Detect the purpose
- ♦ Practice dynamics to discover vocation

### **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
- ♦ Know the different currents and schools, as well as their philosophy
- ♦ Differentiate the different elements of Coaching: Coach, Coachee, and Coaching
- ♦ Analyze the psycho-evolutionary development of the children-adolescents targeted by Educational Coaching: affective, social, and cognitive
- ♦ Discover the main Coaching associations
- ♦ Know the areas of application of Coaching in education

- ♦ Observe and analyze individual, group and family coaching sessions
- ♦ Recognize the different competencies that a Coach must respond to
- ♦ Inquire into the process to be carried out in Coaching sessions (GROW)

### **Module 4. Systemic Pedagogy**

- ♦ Learn the theoretical bases and origins of Systemic Coaching
- ♦ Know the functioning of the family system as the first system of human relationship
- ♦ Acquire knowledge about the functioning of the couple and its application in Educational Coaching
- ♦ Handle Coaching tools for contexts such as divorce and separations and to favor the best scenario for the child
- ♦ Know the legal framework that affects the process of separation and divorce in relation to minors and the work with the coach
- ♦ Know how the different stages of the life cycle influence people and how to apply it in contexts of Educational Coaching to favor the maturing process of the child and the family system

### **Module 5. Communication**

- ♦ Delve into the importance of communication in the Coaching process
- ♦ Delve into the different levels and components of communication
- ♦ Know the different linguistic acts
- ♦ Study in depth the concept of feedback in the educational coaching process
- ♦ Further understanding of the Rapport method

### **Module 6. Educational Coaching**

- ♦ Learn techniques for the effective management of teams within the center, as well as with students and parents
- ♦ Recognize the different types of leadership, as well as specific tools that will allow for greater effectiveness in their management

- ♦ Recognizing the influence of sound and the constituent elements of music on human beings
- ♦ Connection between emotional intelligence and musical behavior
- ♦ Recognize body sensations, emotions, beliefs, and behaviors of stage anxiety
- ♦ Identify specific tools for individual and group coaching with vulnerable groups: children, adolescents, gender violence, ethnic minorities and immigration, etc
- ♦ Identify specific tools for nutritional coaching: the four pillars approach
- ♦ Learn how to use Coaching to encourage healthy eating habits instead of using rewards and punishments with food
- ♦ Learn how to use the discipline of Coaching in technical sports education and high-performance team environments
- ♦ Establish strategies for setting sports goals
- ♦ Learn the dynamics and strategies of Educational Coaching for teachers to apply in the classroom, at an individual and group level

### **Module 7. Talent, vocation, and creativity**

- ♦ Know the 5 keys to recognize a talent
- ♦ Identify the 34 Talents of the Gallup Institute and know how to use them in the Coaching session and in academic orientation
- ♦ Know and manage the Creative Problem Solving process within a group and individual Coaching session
- ♦ Learn the use of the 6 Thinking Hats technique as a method of creative work in the classroom
- ♦ Handle scenic, plastic and literary techniques for emotional expression and the incorporation of fundamental skills for public speaking, written expression, etc
- ♦ Master the dynamics that allow the exploration of vocation and purpose at early ages

### **Module 8. Active methodologies and innovation**

- ♦ Know what active methodologies are and how they work
- ♦ Delve into the concept of learning based on projects, problems and challenges
- ♦ Know the basic principles of learning based on thoughts, events or games
- ♦ Delve into how the The Flipped Classroom works
- ♦ Learn about new trends in education
- ♦ Delve into the free, natural methodologies based on the development of the individual

### **Module 9. Coaching for Transformation, Innovation and Excellence**

- ♦ Delve into well-being as a factor of excellence in educational communities
- ♦ Carry out Professional Development and Teacher Welfare Plans
- ♦ Delve into the concept of educational excellence
- ♦ Know the different processes of educational innovation through coaching
- ♦ Know the different meanings and purposes of education

### **Module 10. Emotions**

- ♦ Analyze the amygdala and positive emotion
- ♦ Exploring the limbic brain
- ♦ Discover what The Papez Circuit is
- ♦ Discover the relationship between intelligence and the life cycle
- ♦ Unraveling inherited intelligence
- ♦ Classify the direct assessment of intelligence
- ♦ Determine what the indirect assessment of intelligence is
- ♦ Identify the Flynn Effect
- ♦ Understand the relationship between the Central Nervous System and emotional intelligence

- ♦ Understand the relationship between childhood and gender in emotional intelligence
- ♦ Know Gardner's proposals
- ♦ Know the Mayer and Salovey model

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

- ♦ Identify what emotional intelligence is
- ♦ Discover the history behind emotional intelligence
- ♦ Distinguish myths from legends
- ♦ Know the functions of emotions
- ♦ Establish the characteristics of emotions
- ♦ Describe the processes of emotions
- ♦ Relate the interaction between emotion and thought processes
- ♦ Recognize the influence of emotions on thought processes
- ♦ Identify the various emotional competencies
- ♦ Know strategies for the development of emotional competences
- ♦ Characterize the process of emotional integration
- ♦ Know how to integrate the different emotions
- ♦ Identify the importance of motivation
- ♦ Recognize how to enhance motivation
- ♦ Know the characteristics of self-esteem
- ♦ Identify the components of self-esteem and how to foster them
- ♦ Understand the importance of the emotionally intelligent teacher
- ♦ Establish the benefits of the emotionally intelligent teacher
- ♦ Show how to apply emotional intelligence in the classroom
- ♦ Recognize the importance of emotional education in the classroom

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

- ♦ Analyze academic intelligence
- ♦ Define emotional intelligence
- ♦ Understand multiple intelligences
- ♦ Define emotional illiteracy
- ♦ Classify high abilities
- ♦ Explore giftedness
- ♦ Understand people with functional diversity
- ♦ Determine the role of Intelligence Labeling

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

- ♦ Verify the connection between intelligence and creativity
- ♦ Explore hypersensitivity to emotions
- ♦ Understand the relationship between intelligence and emotion
- ♦ Recognize emotional intelligence

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

- ♦ Define the life cycle of emotional intelligence
- ♦ Recognize the qualitative assessment of emotional intelligence
- ♦ Discover the quantitative assessment of emotional intelligence

### **Module 15. Emotional Intelligence in Early Childhood Teachers**

- ♦ Explore the relationship between adulthood and gender in emotional intelligence
- ♦ Analyze the social determinism of emotional intelligence
- ♦ Understand unitary intelligence
- ♦ Identify multiple intelligence



### **Module 16. Emotional Intelligence in Childhood 6-12 Years Old**

- ♦ Analyze the relationship between creativity and intelligence
- ♦ Discover the role of self-awareness and intelligence
- ♦ Recognize social change in emotional intelligence
- ♦ Define the role of family patterns in emotional intelligence
- ♦ Understand emotional control and management

### **Module 17. Emotional Intelligence in Elementary School Teachers**

- ♦ Differentiate between emotional maturation and emotional intelligence
- ♦ Discover emotional relearning
- ♦ Observe the relationship between intelligence and social skills

### **Module 18. Emotional Intelligence in Middle School and High School 12-16 Years Old**

- ♦ Understand the function of the amygdala and negative emotion
- ♦ Recognize the intensity of emotion
- ♦ Determine the affective value of emotion

### **Module 19. Emotional Intelligence in Middle School and High School Teachers**

- ♦ Clarify the meaning of Border Line personality
- ♦ Recognize the role of emotional intelligence
- ♦ Recognize the types of social skills techniques
- ♦ Classify the types of cognitive restructuring techniques

# 03 Skills

Once all the contents have been studied and the objectives of the Advanced Master's Degree in Educational Coaching and Emotional Intelligence have been achieved, the professional will have superior competence and performance in this field. A very complete approach, in a high-level Advanced Master's Degree, which makes the difference.







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*Achieving excellence in any profession requires effort and perseverance. But, above all, the support of professionals, who will give you the boost you need, with the necessary means and assistance. At TECH Technological University we put at your service everything you need"*



## General skills

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- ♦ Acquire a knowledge of Coaching and its epistemological sources
- ♦ Recognize the fields of action of Coaching
- ♦ Assuming the importance of the dialogic encounter in Education
- ♦ Appreciate and understand the role of coaching in developing management skills
- ♦ Rate the basis of Neuroscience and neuromyths in Education
- ♦ Understand how the brain works
- ♦ Become familiar with the types and styles of learning
- ♦ Learn about Emotional Intelligence and its contributions to Education
- ♦ Appreciate the role of active methodologies for educational innovation
- ♦ Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context
- ♦ Apply acquired knowledge and problem-solving skills in new or unfamiliar environments, within broader (or multidisciplinary) contexts related to the field of study
- ♦ Integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments
- ♦ Communicate their conclusions, knowledge and ultimate rationale to specialized and non-specialized audiences in a clear and unambiguous manner
- ♦ Acquire the learning skills that will enable further studying , in a largely self-directed or autonomous manner





## Specific skills

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- ♦ Have an understanding of Coaching and its epistemological sources
- ♦ Identify the actors involved in the Coaching process
- ♦ Recognize the fields of action of Coaching
- ♦ Become aware of the differences between Coaching, Mentoring and Psychotherapy
- ♦ Become familiar with the basic concepts of Coaching and the structures most commonly used in its processes
- ♦ Learn about educational and psychological theories related to Educational Coaching
- ♦ Understanding the need and search for meaning in coaching processes
- ♦ Assuming the importance of the dialogic encounter in Education
- ♦ Take on the competences of the teacher-Coach
- ♦ Have knowledge of the phases of the Educational Coaching process and know how to apply them to classroom groups
- ♦ Use the potential of Coaching in the creation of synergies between teaching teams
- ♦ Appreciate and understand the role of coaching in developing management skills
- ♦ Rate the basis of Neuroscience and neuromyths in Education
- ♦ Understand how the brain works
- ♦ Become familiar with the types and styles of learning Familiarizarse con los tipos y estilos de aprendizaje
- ♦ Learn about Emotional Intelligence and its contributions to Education
- ♦ Acquire the fundamentals of neuroeducation and its contributions to learning
- ♦ Become familiar with and embrace the contributions of gaming and ICTs to learning

- ♦ Understand the social brain and its functions
- ♦ Apply how to prepare the brain for learning
- ♦ Practice success-oriented pedagogy
- ♦ Generate growth mindset
- ♦ Generating transformational changes
- ♦ Appreciating the importance of values in education
- ♦ Make a critical analysis and reflection of the problems and their causes that affect the classroom, promoting a change in attitudes and behaviors
- ♦ Carry out actions and programs aimed at raising awareness of certain situations of injustice and changing values to combat them
- ♦ Encourage networking with other entities in the sector, to achieve a greater impact in our actions
- ♦ Appreciate the importance of communication in the Coaching process
- ♦ Identify different Communication Styles
- ♦ Know the Components of Communication
- ♦ Discover the Capacity of Communicative Acts to Generate Meaning and Reality
- ♦ Develop Active Listening Skills
- ♦ Know the Calibration Process
- ♦ Understand the importance of Rapport
- ♦ Understand the Importance of Feedback in Communication
- ♦ Appreciating the Importance of Generating Insights
- ♦ Discover respectful confrontation as a means to generate learning
- ♦ Discover the nature of beliefs and how they are formed
- ♦ Understand your ability to constrain or empower
- ♦ Know the main cognitive distortions
- ♦ Know how irrational ideas work
- ♦ Generate growth mindset
- ♦ Generating transformational changes
- ♦ Appreciating the importance of values in education
- ♦ Know the Enneagram personality model and appreciate the various adaptation strategies of the enneatypes
- ♦ Adequately address beliefs and values in Education
- ♦ Know the basics of the general theory of systems
- ♦ Knowledge of current trends and schools
- ♦ Understand the fundamentals of Bert Hellinger's philosophy
- ♦ Learning to apply Systemic Coaching in the educational environment
- ♦ Apply systemic intelligence to the improvement of coexistence
- ♦ Appreciate systemic intelligence
- ♦ Know the approach of systemic pedagogy
- ♦ Understand the links and the necessary bridges between family and school
- ♦ Apply systemic pedagogical tools in curricular work and conflict resolution
- ♦ Analyze the mechanisms of motivation
- ♦ Understand talent and its role in education
- ♦ Reflect on the relationship between Key Competencies and Talent
- ♦ Be able to apply the Gallup test to detect talent
- ♦ Know how to apply strategies for talent development
- ♦ Explore the possibilities of Coaching to discover your vocation
- ♦ Appreciate the importance of creativity as a value in education
- ♦ Learn creative techniques
- ♦ Develop creativity

- ♦ Know what active methodologies are and their characteristics
- ♦ Appreciate the role of active methodologies for educational innovation
- ♦ Manage the basics of PBA and its application
- ♦ Know how to apply thinking-based learning in the classroom
- ♦ Know how to apply event-based and game-based learning
- ♦ Know and appreciate the possibilities of the inverted classroom
- ♦ Appreciate the possibilities Robotics and Programming in Education
- ♦ Know the trends of network methodologies
- ♦ Appreciate Well-being as a factor of educational excellence
- ♦ Know the causes and factors of discomfort
- ♦ Know the factors of educational well-being
- ♦ Appreciate Inclusive Education
- ♦ Reflect on the importance of the personal development of teachers
- ♦ Assume a deep and broad concept of educational excellence
- ♦ Manage Educational Coaching tools
- ♦ Apply educational innovation processes
- ♦ Know and use evaluation as a tool for innovation
- ♦ Appreciate the possibilities of the Transformational Coaching approach
- ♦ Assume the need for meaning and purpose in Education
- ♦ Reflect on the contributions of a pedagogy of internalization
- ♦ Manage an integrative approach in Education
- ♦ Elaborate an Educational Project from the Educational Coaching perspective
- ♦ Understand the inspirational depth of the Education of the being
- ♦ Recognize the characteristics of emotional intelligence
- ♦ Discovering the initial model of Emotional Intelligence
- ♦ Analyze the new models of Emotional Intelligence
- ♦ Understand the cognitive components of Emotional Intelligence
- ♦ Explore the social components of Emotional Intelligence
- ♦ Elucidate the relationship between the peripheral nervous system and EQ
- ♦ Recognize the application of EQ in emotional adjustment
- ♦ Delve into the application of Emotional Intelligence in happiness
- ♦ Explore the definition and assessment of anger
- ♦ Clarify the influence of anger on health
- ♦ Delve into the definition and assessment of guilt
- ♦ Understand the influence of optimism on health
- ♦ Explore the definition and assessment of resilience
- ♦ Delve into the influence on health of resilience
- ♦ Understand the design of Emotional Intelligence intervention programs
- ♦ Explore the evaluation of Emotional Intelligence intervention
- ♦ Delve into the I.Q. assessment
- ♦ Understand the definition and assessment of helplessness
- ♦ Discover the new proposals of Multiple Intelligences
- ♦ Unravel the multipersonal Intelligence
- ♦ Delve into the interpersonal Intelligence
- ♦ Know the influence of helplessness on health
- ♦ Understand the emotional adjustment of emotional control and management
- ♦ Explore the applied practice of Systematic Desensitization
- ♦ Explore the applied practice of social skills
- ♦ Discover the influence on the health of Anxiety

# 04

# Course Management

As part of the Advanced Master's Degree concept of total quality, students are provided with a teaching staff of the highest level, chosen for their proven experience in the educational field. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.





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*Our teachers will put their experience and teaching skills at your disposal to offer you a stimulating and creative process of specialization"*

## 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 leadership 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 of 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, 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.
- ♦ Ph.D. in English from the University of Birmingham
- ♦ Master's Degree in Psychology from the 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 the 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



### Mr. Riquelme Mellado, Francisco

- Educational Coaching Specialist
- Degree in Fine Arts from the Polytechnic University of Valencia.
- Professional Master's Degree in Art Therapy by the School of Practical Psychology of Murcia.
- Gestalt Training with the SAT program (Claudio Naranjo Foundation)
- ICF and ASESCO - AECOP certified coach with competencies in NLP and Systemic Coaching.
- Trainer of trainers for Cefire Orihuela and CPR Murcia
- Teacher in the Department of Education of the Region of Murcia with 25 years of experience. Professor of the specialty of Drawing
- Coordinator of the Visual Arts Projects in the Hospital Classrooms of the Region of Murcia.
- Member of the zero team and trainer of the Responsible Education Project in the Region of Murcia (Botín Foundation).
- He writes for the educational magazine INED21. Educational Projects "An Education to Be".
- Blogger and educational communicator



### Dr. De la Serna, Juan Moisés

- ◆ PhD in Psychology
- ◆ Master's Degree in Neurosciences and Behavioral Biology
- ◆ Director of the Open Chair of Psychology and Neurosciences and science communicator

## Professors

### Mr. Blas García, José

- ◆ Teacher in the Hospital Classrooms of the Hospital Clínico Universitario Virgen de la Arrixaca de Murcia
- ◆ Teacher and graduate in psycho-pedagogy from the University of Murcia
- ◆ Master's Degree in Education and Audiovisual Communication from the International University of Andalusia
- ◆ Associate Professor in the Department of School Organization at the Faculty of Education of the University of Murcia

### Mr. González Lorca, Enrique

- ◆ Professor of Community Services
- ◆ Psychologist specializing in health and HR
- ◆ Certified Professional Coach

### Ms. Jurado, Pilar

- ◆ Graduate in primary education Specialization in intercultural and learning difficulties
- ◆ Neurocoach Certified as an International Coaching Expert by INA
- ◆ Graduate in Primary Education, University of Murcia, specializing in Intercultural and learning difficulties
- ◆ Trainer in "Change Management" with tools such as Lego serious play, at Anna Fortea's High Human Performance Center

**Ms. Vicente Galant, Carola**

- ♦ Graduated from the University School of Teacher Training, specializing in Early Childhood Education at the University of Alicante (1985/1988), working as an Early Childhood Education teacher for fifteen Years
- ♦ Degree in Psychopedagogy from the UOC (University Oberta de Catalunya) (2006/2013)
- ♦ Master's Degree in Systemic Pedagogy CUDEC (Madrid 2014/2016)
- ♦ She is currently a teacher of Therapeutic Pedagogy at IES Azud de Alfeitamí in Almoradí (Alicante) and coordinator at the center of the Practicum of the Professional Master's Degree in Secondary Teacher Training for students of the Miguel Hernández University of Elche and the University of Alicante

**Ms. Cabero, Lourdes**

- ♦ Professional executive, team and organizational coach
- ♦ Mentor, management development consultant, trainer in "Leader-Coach" and "Team Coaching" programs
- ♦ Psychologist, with a career in the area of people development

**Ms. Gonzalez Velez, Virginia**

- ♦ Executive Coach
- ♦ Coach, Trainer and Postgraduate Diploma in Organizational Wellbeing I
- ♦ Coaching and Talent Development I From Silence to Action with Purpose





**Ms. Rodríguez, Celia**

- ♦ Psychologist Col: M-27405 Madrid College of Psychologists
- ♦ Degree in Psychology, UNED
- ♦ Graduate in Pedagogy. Complutense University of Madrid
- ♦ University Specialist in Cognitive Behavioral Therapy in Childhood and Adolescence. UNED
- ♦ Specialist in clinical psychology and child psychotherapy. (INUPSI)
- ♦ Training Courses: Emotional Intelligence, Neuropsychology, Dyslexia, ADHD, Positive Emotions, Communication
- ♦ Author, creation and design of courses and psycho-pedagogical programs
- ♦ Author of pedagogical contents, textbooks and work material
- ♦ Teaching, educational guidance
- ♦ Clinical health psychology

**D. Salido Durán, Daniel**

- ♦ Postgraduate Diploma in Emotional Intelligence
- ♦ Master's Degree in Educational Coaching Transpersonal Therapist
- ♦ Degree in Educational Sciences

**Mr. Pérez, Francisco M**

- ♦ Founder and Coordinator of La Escuela de la Vida Family Care and Training Center
- ♦ Integrative Therapist and Family Educator
- ♦ Trainer, Family Mediator and Scholar
- ♦ Specialist in Personal Growth
- ♦ Higher Diploma in Mindfulness, Management and Emotional Intelligence
- ♦ Systemic Coach

# 05

# Structure and Content

The contents of this specialisation have been developed by the different teachers of this Advanced Master Degree, with a clear purpose: to ensure that our students acquire each and every one of the necessary skills to become true experts in this field. The content of this program will allow you to learn all aspects of the different disciplines involved in this field. A comprehensive and well-structured program that will lead you to the highest standards of quality and success.





“

*Through a very well structured development, you will be able to access the most advanced knowledge of the moment in Educational Coaching and Emotional Intelligence"*

## 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. Body and 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 IIMM in the Classroom
  - 1.4.5. Advantages and Disadvantages of Applying the IIMM 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 figure 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. Feeding
    - 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 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. Behaviour
    - 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. Discovery of one's 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 SMARTERObjective?
    - 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
- 3.2. 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 Councelling
    - 3.4.6.2. Objectives and Scope
    - 3.4.6.3. Complementation of Councelling 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. PsychoCoaching
    - 3.5.2.9. Transformational Coaching
    - 3.5.2.10. Educational Coaching
- 3.6. The Competences of a Coach
  - 3.6.1. The Code of Conduct
    - 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. In-house Skills
    - 3.6.2.1. Self-Knowledge
    - 3.6.2.2. Vulnerability
    - 3.6.2.3. Being proactive
    - 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
    - 3.6.4.4. International Coaching Community
    - 3.6.4.5. 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. Accreditation 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. Assessment

- 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. Process Evaluation
  - 3.7.6.2. Relationship Evaluation
  - 3.7.6.3. Evaluating the Achievement of Objectives
- 3.8. Models
  - 3.8.1. Wasick
  - 3.8.2. PIE
  - 3.8.3. STIR
  - 3.8.4. GROWModel
    - 3.8.4.1. Objective
    - 3.8.4.2. Reality
    - 3.8.4.3. Options
    - 3.8.4.4. Action
  - 3.8.5. OUTCOMESModel
    - 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. ACHIEVESModel
    - 3.8.6.1. Access Curre and Situation
    - 3.8.6.2. Create Brainstorming of Alternatives
    - 3.8.6.3. Home Goals
    - 3.8.6.4. Initiate Options
    - 3.8.6.5. Assess Options
    - 3.8.6.6. Validate Action Program
    - 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 development 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. GROWScheme
        - 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"
  - 4.4.4. Giving/Taking Balance: Teaching/Learning
  - 4.4.5. 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. Features
  - 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. Link
    - 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 AC?
  - 6.4.4. AC 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 fields
  - 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. Pensamiento Visual
  - 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 Students 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. Blooms 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. Thought 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. Teach 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. Play 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/Breakeyu, 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 Unrest
  - 9.2.2. Teacher Welfare
  - 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 Apprenticeships
    - 9.4.1.2. In the Groups
    - 9.4.1.3. In 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. Educate 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. Valence
- 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
  - 11.1.3. Different Authors who have Coined a Definition of EI
  - 11.1.4. Thorndike and Social Intelligence
  - 11.1.5. Salovey and Mayer
  - 11.1.6. Daniel Goleman
  - 11.1.7. Definition of Emotional Intelligence
  - 11.1.8. Components of Emotional Intelligence
  - 11.1.9. Characteristics of EI Capabilities
  - 11.1.10. Keys to Develop Emotional Intelligence
- 11.2. Emotions
  - 11.2.1. Emotion? the Road 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 Welfare
  - 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 Childhood 0-6 Years Old

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

### Module 15. Emotional Intelligence in Early Childhood Teachers

- 15.1. The Role of an Early Childhood Teacher
- 15.2. Functions and Limits of an Early Childhood Teacher
- 15.3. Early Childhood Teacher Detection and Diagnosis
- 15.4. EI Tools for Early Childhood Teachers
- 15.5. EI Intervention of the Early Childhood Teacher
- 15.6. EI Intervention Effectiveness of Early Childhood Teachers
- 15.7. Early Childhood Teacher Conflict with Colleagues
- 15.8. Early Childhood Teacher Conflict with Parents
- 15.9. EI Intervention in Early Childhood Teacher Conflict
- 15.10. EI Intervention in the Work Environment of Early Childhood Teachers

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

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

### Module 17. Emotional Intelligence in Elementary School Teachers

- 17.1. The Role of an Elementary School Teacher
- 17.2. Functions and Limits of an Elementary School Teacher
- 17.3. Elementary School Teacher Detection and Diagnosis
- 17.4. Primary School Teacher Emotional Intelligence Tools
- 17.5. Primary School Teacher Intervention in Emotional Intelligence
- 17.6. Effectiveness of Primary School Teacher Intervention in EI
- 17.7. Elementary School Teacher Conflict with Colleagues
- 17.8. Elementary School Teacher Conflict with Parents
- 17.9. Intervention of Emotional Intelligence in the Conflict of an Elementary School Teacher
- 17.10. Intervention of Emotional Intelligence in the Work Environment of a Primary School Teacher

### Module 18. Emotional Intelligence in Middle School and High School 12-16 Years Old

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



### Module 19. Emotional Intelligence in Middle School and High School Teachers

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

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*A comprehensive specialized program that will take you through the necessary education to compete with the best in your profession”*

06

# Methodology

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

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





“

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

## At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

*With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.*



*It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.*

“

*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

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

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
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.



## Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



*Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

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

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

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



#### Study Material

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

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



#### Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



#### Interactive Summaries

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

This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



#### Additional Reading

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





**Expert-Led Case Studies and Case Analysis**

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



**Testing & Retesting**

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



**Classes**

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

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



**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

# Certificate

The Advanced Master's Degree in Educational Coaching and Emotional Intelligence guarantees you, in addition to the most rigorous and up-to-date training, access to a Advanced Master's Degree issued by TECH Technological University.



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

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

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

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

Title: **Advanced Master's Degree in Educational Coaching and Emotional Intelligence**  
 Official N° of hours: **3,000 h.**



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

future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
development languages  
virtual classroom



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

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

# Advanced Master's Degree Educational Coaching and Emotional Intelligence

