

# Advanced Master's Degree

## Inclusive Education: Social Exclusion and High Capacities



## Advanced Master's Degree Inclusive Education: Social Exclusion and High Capacities

- » 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-inclusive-education-social-exclusion-high-capacities](http://www.techtute.com/pk/education/advanced-master-degree/advanced-master-degree-inclusive-education-social-exclusion-high-capacities)

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01

# Introduction

A classroom holds a great diversity of students, each with their own learning needs, which must be recognized by teachers in order to promote inclusive education. Children at risk of social exclusion or students with high capacities may have educational problems that are difficult to recognize or diagnose, so it is necessary to have specialized teachers who are able to address these situations.



Humanity



# tolerance

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*The wide variety of student characteristics forces us to have specialized teachers, capable of detecting the particularities and needs of each student. In this Advanced Master's Degree, we give you the keys to Inclusive Education so that you can apply them to your daily work”*

Teachers should direct their specialization and work toward Inclusive Education in which all students, regardless of their abilities, are treated as equals and receive an education tailored to their needs whereby their particularities and needs are taken as strengths on which to work to develop their skills and abilities to the maximum.

This specialization aims to provide a vision of Inclusive Education so all children and young people who are at risk of social exclusion or who have high capacities can learn on equal terms from the knowledge of their reality, and provide them with a quality experience focused on how to support their learning, their achievements and their full participation in their life at the institution and in society.

This program offers a comprehensive vision of the inclusive school in all its dimensions, both from the perspective of educational institutions and the role played by teachers and families, providing tools and experiences guaranteed by our teaching staff. In this way, students will learn from the faculty's professional experience and pedagogic knowledge, thus making the specialization more effective and accurate. In addition, it must be noted this is a multidisciplinary specialization, since the contents on Inclusive Education are related to aspects involving social exclusion and high capacities.

Throughout this specialization, the student will learn all of the current approaches to the different challenges posed by their profession. A high-level step that will become a process of improvement, not only on a professional level, but also on a personal one.

This challenge is one of TECH's social commitments: to help highly qualified professionals to specialize and develop their personal, social and work skills during the course of their training.

Not only will we take you through the theoretical knowledge offered, but we will show you another way of studying and learning, more organic, simpler and more efficient. We work to keep students motivated and to instill in them a passion for learning.

This **Advanced Master's Degree in Inclusive Education: Social Exclusion and High Capacities** 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
- ◆ The development of 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 academic specialization, supported by advanced technological development and the teaching experience of the best professionals”*

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*A training program created for professionals who aspire for excellence, and that will enable you to acquire new skills and strategies easily and effectively”*

Our teaching staff is made up of working professionals. In this way TECH ensures to offer you the updating objective it intends. A multidisciplinary team of psychologists specialized and experienced in different environments, who will develop the theoretical knowledge in an efficient way, but, above all, will bring the practical knowledge derived from their own experience to the course: 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 program. Developed by a multidisciplinary team of e-Learning experts, it integrates the latest advances in educational technology. This way, you will be able to study with a range of easy-to-use and versatile multimedia tools that will give you the necessary skills you need for your specialization.

The design of this program is centered on Problem-Based Learning: an approach that conceives learning as an eminently practical process. To achieve this remotely, we will use telepractice. With the help of an innovative, interactive video system and Learning from an Expert, students will be able to acquire the knowledge as if they were dealing with the case in real life. A concept that will allow students to integrate and memorize what they have learnt in a more realistic and permanent way.

*A deep and comprehensive dive into strategies and approaches in Inclusive Education: Social Exclusion and High Capacities.*

*We have the best teaching methodology and a multitude of simulated cases that will help you train in real situations.*



# 02

# Objectives

The objective is to train 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 is focused on helping professionals reach a much higher level of expertise and control. A goal that our students can take for granted with a high-intensity and high-precision specialization.





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*If your goal is to advance your career, to acquire a qualification that will enable you to compete among the best, look no further: Welcome to TECH”*



## General objectives

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- ♦ Train students to teach children at risk of exclusion
- ♦ Define the main characteristics of Inclusive Education
- ♦ Employ techniques and strategies to deal with the diversity of students, and with the educational community: families and the community
- ♦ Analyze the role of teachers and families in the context of inclusive education
- ♦ Interpret all the elements and aspects concerning teacher preparation in inclusive schools
- ♦ Develop in students the capacity to elaborate their own methodology and work system
- ♦ Internalize the typology of at-risk and socially excluded students, and how the educational system should respond to them
- ♦ Describe how the child and youth protection system functions
- ♦ Study the different types of protection measures and their treatment in school settings
- ♦ Analyze child abuse and the action protocols for teachers
- ♦ Identify the stages of development from birth to adolescence; achieving that students have their own judgment to establish the effects that cognitive, communicative, motor and emotional processes have on child development
- ♦ Detect different risk factors that may alter development throughout the life cycle
- ♦ Describe the general circumstances of students under guardianship and how these may affect their education
- ♦ Learn how to respond to students under guardianship and their families in the school environment
- ♦ Apply mediation as a pedagogical tool for conflict resolution and harmony the educational community
- ♦ Learn to recognize and initiate the detection of children who present characteristics compatible with the high capacity spectrum
- ♦ Introduce the main characteristics of high capacities, as well as to the pedagogical, and legal framework in which this reality is framed
- ♦ Present the main assessment tools, as well as the criteria to complete the process of indentifying the specific educational needs required for high capacities
- ♦ Train in the use of techniques and strategies in educational intervention, as well as for response guidance in different extracurricular areas
- ♦ Develop the capacity to elaborate specific adaptations, and collaborate in or promote integral programs within educational projects and attention plans for diversity at the center
- ♦ Value the multidimensionality of high capacities and the need for multiprofessional interventions with flexible and adaptive methodologies from an inclusive perspective
- ♦ Consolidate innovation and the application of new technologies as a central and useful element in the educational process
- ♦ Awaken in our students the necessary sensitivity and the initiative to become the driving force behind the necessary paradigmatic change that will make an inclusive educational system possible



## Specific objectives

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### Module 1. Inclusive Education and Social Inclusion

- ◆ Describe key concepts related to educational and social inclusion
- ◆ Explain the traditional methods of education
- ◆ Define key inclusive education methods
- ◆ Identify student needs
- ◆ Identify the needs and possibilities of the educational center
- ◆ Plan an educational response adapted to the needs

### Module 2. Teacher Preparation for Inclusive Schools

- ◆ Describe a historical evolution of exclusivity in the classroom
- ◆ Interpret the main sources of inclusive scope
- ◆ Analyze the main components for teacher learning
- ◆ Instruct on different models of Inclusive Schooling
- ◆ Use tools for learning in the field of exclusivity
- ◆ More effective interpretation of inclusive schooling

### Module 3. The Role of the Family and the Community in Inclusive Schooling

- ◆ Define the types of families that exist
- ◆ Apply techniques and strategies for intervention in diverse family settings
- ◆ Explain how to work with these families from the perspective of inclusion
- ◆ Guide families to become actively involved in their children's education
- ◆ Analyze the role played by society in terms of inclusion
- ◆ Describe the role played by families in learning communities
- ◆ Develop the student's ability to develop their own methodology and work system

### Module 4. Main Psychological Theories and Stages of Evolutionary Development

- ◆ Maintain a holistic view of human development and provide the key factors to reflect on this area of knowledge
- ◆ Describe the characteristics and contributions of the different theoretical models in developmental psychology
- ◆ Become familiar with the main theories on human development Become familiar with the most relevant theoretical positions that explain changes from birth to adolescence
- ◆ Explain each developmental stage and the transition periods between them

### Module 5. Attachment and Affective Bonds

- ◆ Explain the importance of attachment style in relating to others
- ◆ Describe attachment styles and how they affect the way we interact in society
- ◆ Explain the current theory of attachment and the preceding theories that inspired it
- ◆ Establish a relationship between the educational style of caregivers and the attachment style that the child will develop with that adult
- ◆ Describe the possible consequences, at the psychological level, of a non-secure attachment pattern
- ◆ Describe how a child's attachment style may affect their learning and interaction in educational contexts
- ◆ Define guidelines to establish safe contexts with children and youth in the classroom

### **Module 6. The Educational System as an Area of Social Exclusion**

- ♦ Describe the implications of the educational system for the inclusion of different traditionally excluded social groups
- ♦ Value the importance of the inclusive school for the attention to student diversity
- ♦ Recognize the main SEN that can be presented in children
- ♦ Delve into the HIP and the models of attention to their SEN
- ♦ Establish the relationship between inclusion and multiculturalism
- ♦ Explain the importance of cooperative learning for inclusion
- ♦ Promote the value of coeducation for the reduction of school exclusion
- ♦ Identify the most influential aspects in the social climate of the classroom

### **Module 7. The Child Protection System**

- ♦ Analyze the legal framework of the child protection system
- ♦ Define the basic concepts of protection
- ♦ Identify the various types of protection measures
- ♦ Explain the operation of residential centers and their coordination with the school
- ♦ Develop skills to intervene in the school environment with children living in foster families or adopted children

### **Module 8. Educational Environment for Students under Guardianship**

- ♦ Define the specific characteristics of foster and adopted children
- ♦ Acquire knowledge about the specific needs of children in foster and adoptive families
- ♦ Define the different agents involved in guardianship procedures and decision-making processes
- ♦ Describe the different protection measures
- ♦ Acquire tools to deal with situations derived from the condition of being under guardianship
- ♦ Internalize and make essential the need for coordination between the different social agents surrounding the child under guardianship or the girl under guardianship
- ♦ Provide real alternatives in the field of social and labor insertion

### **Module 9. School Action in the Event of Child Abuse**

- ♦ Define the concept and typology of child abuse in all its possible versions
- ♦ Recognize the consequences of child abuse, as well as its sequelae in development and behavior
- ♦ Identify and know how to implement protocols for detecting child abuse in different contexts
- ♦ Identify and know how to act in situations of abuse among peers in the school context
- ♦ Identify and understand child-parental violence, recognizing the possible causes in order to acquire intervention strategies
- ♦ Establish criteria for intervention and coordination of the cases: available resources, institutions involved, family, teachers, etc.

### **Module 10. School Mediation as a Tool for Inclusion**

- ♦ Analyze the conflicts that occur in the educational environment
- ♦ Study the conceptualization of school mediation
- ♦ Define the steps to follow for an adequate implementation of mediation
- ♦ Delve into the pedagogical value of school mediation
- ♦ Acquire skills for the implementation of mediation
- ♦ Establish the appropriate space for the implementation of mediation in the classroom

### **Module 11. Educational Paradigm and Pedagogical Framework for High Capacities**

- ♦ Know the characteristics of the current emerging educational paradigm within our pedagogical and scientific framework
- ♦ Differentiate the roles played by the different educational agents in the new paradigm
- ♦ Refresh the theoretical bases of the learning process in individuals
- ♦ Value the advantages of attention to diversity as opposed to obsolete educational models that are no longer useful
- ♦ Explore the possible routes to achieving quality education
- ♦ Know the place of high capacities in this new scenario of change

- ◆ Learn the scientific foundations for high capacities and the differential cognitive functioning of these students
- ◆ Interpret the different models and theories that define high capacities from different points of view
- ◆ Delve deeper into the examination of giftedness carried out in our closest environment
- ◆ Share the educational challenges of the present and the objectives of a school in the 21st century
- ◆ Understand Inclusive Education and attention to diversity as a fundamental right of all students
- ◆ Analyze the pedagogical and legal framework passing through the different institutional levels that mark the right to and the bases of education

### **Module 12. Definition and Classification of High Capacities**

- ◆ Differentiate between special and specific educational needs
- ◆ Understand the criteria of maximum normality behind Inclusive Education
- ◆ Know how attention to diversity is vertically structured throughout across educational stages
- ◆ Understand the structure of the educational system and how educational projects and plans are developed
- ◆ Understand the bases of curricular organization at the center and classroom level
- ◆ Know the different possibilities of classroom organization within the framework of personalized, adaptive or inclusive attention
- ◆ Understand the functioning and expertise of educational guidance teams and their role in attention to diversity and high capacities
- ◆ Analyze the historical background of high capacities both in Europe and around the world
- ◆ Identify this evolution in the different autonomous communities of our country

### **Module 13. High-Capacity Identification**

- ◆ Describe the evolution of the concept of intelligence through different models and theories
- ◆ Critically analyze the definitions of intelligence that have emerged throughout history
- ◆ Justify the current definitions of human intelligence
- ◆ Know the current definitions of high capacities
- ◆ Critically analyze the actions of the different educational administrations regarding high capacities
- ◆ Know the differential cortical development of high capacities both at a structural and functional level
- ◆ Analyze the differential diagnosis model as a basis for any type of intervention

### **Module 14. Neuropsychology in High Capacity**

- ◆ Demonstrate the importance of emotions in learning processes
- ◆ Describe the advantages of play and motor activity in the learning process
- ◆ Organize small educational practices based on neuropedagogical evidence in order to determine their incidence
- ◆ Apply cognitive strategies to one's own learning process, as well as in teaching
- ◆ Understand the peculiarities of the adolescent brain and the mechanisms of reward, self-control and motivation
- ◆ Differentiate neuromyths applied in education from educational practices based on neuroeducational postulates
- ◆ Understand divergent thinking and creativity as a differential trait
- ◆ Review case studies in which specific educational needs derived from high capacity are addressed

- ♦ Identify successful educational responses based on the analysis of cases of specific educational needs
- ♦ Learn about the intervention focused on the improvement of self-esteem and self-knowledge of the individual
- ♦ Analyze problem solving strategies and their application to high-capacity students
- ♦ Learn the dimensions of planning and learning focused on individual attention
- ♦ Analyze gnostic, mnemonic and attentional mechanisms and proposals for educational practice

#### **Module 15. Clinical Aspects and Educational Needs in High Capacities**

- ♦ Describe the non-pathological clinical aspects of high capacities
- ♦ Critique reference manuals and their applicability to the area of high capacities
- ♦ Know the biological, psychological and social foundations of clinical models
- ♦ Analyze the different types of dyssynchrony that accompany high capacities
- ♦ Compare from a clinical-educational point of view internal dyssynchrony with external dyssynchrony
- ♦ Interpret the presence of the Pygmalion effect in the classroom, both positive and negative
- ♦ Anticipate the potential for identity diffusion syndrome in adolescents
- ♦ Understand overexcitability and its probable incidence in high capacities
- ♦ Differentiate between the types of overexcitability and their manifestations

#### **Module 16. New Technologies in High-Capacity Education**

- ♦ Understand the urgent need for specific teacher training in the area of high capacities
- ♦ Discuss the advantages and disadvantages of the transformation of education through new methods and technological tools
- ♦ Know digital educational content, digital tools and educational platforms
- ♦ Elaborate a base of technological resources that can be used for educational practice
- ♦ Compare digital resources and share experiences to compile a resource bank
- ♦ Know the institutions that bet on and work for Inclusive Education, for research and to defend the rights of students with high capacities

#### **Module 17. Educational Strategies and Methodologies**

- ♦ Identify the educational needs of students with high capacities
- ♦ Understand the importance of implementing precise curricular adaptations
- ♦ Critique the different educational measures proposed by educational administrations by analyzing the advantages and disadvantages
- ♦ Demonstrate the need for early intervention and an integrated and proactive diagnosis
- ♦ Understand the different rhythms of cognitive, physical and emotional development, as well as the incidence of dyssynchronies during development
- ♦ Know the classification of high capacities in the broad spectrum that represents this multidimensional reality
- ♦ Interpret the differential cognitive profiles
- ♦ Differentiate between quantitative and qualitative cut-off points on both sides of population statistical distribution
- ♦ Know the characteristics of intellectual precocity in children and primary school stages
- ♦ Analyze real cases of intellectual precocity
- ♦ Describe the different types of talent, both simple and compound
- ♦ Review real cases of the different types of talent, both simple and compound

**Module 18. Self-Regulated Learning**

- ♦ Analyze the differential characteristics and complexity of giftedness, as well as the underlying clinical variables
- ♦ Become familiar with practical cases of giftedness in secondary education
- ♦ Interpret gender and developmental differential variables that accompany giftedness
- ♦ Discuss the importance of assessing and considering the cognitive learning styles of students in the design of educational programs
- ♦ Analyze the different models that explain learning styles
- ♦ Compare learning styles with cognitive styles
- ♦ Compare assessment tools of cognitive learning styles

**Module 19. Creativity and Emotional Education in the Classroom**

- ♦ Plan educational actions and precise guidance to favor the development of each learning style
- ♦ Know the main obstacles and aspects to avoid in order not to compromise student normal development while respecting their learning styles
- ♦ Discuss the consideration of learning styles and their repercussion on the different educational stages
- ♦ Understand the process of identifying specific educational needs in high-capacity students
- ♦ Plan the most frequent questions and answers regarding the detection of student potential
- ♦ Propose strategies and projects for initial screening in schools
- ♦ Differentiate between individual screening and group-classroom screening
- ♦ Review screening projects carried out in our environment
- ♦ Know the different screening protocols and tools used with teachers, students and families
- ♦ Apply screening instruments in close contexts

**Module 20. Neurolinguistics and High Capacities**

- ♦ Justify the importance of language and neurolinguistic programming as a support to the educational process
- ♦ Review the importance of executive functions in the learning process
- ♦ Apply emotional management and social skills techniques oriented to educational practice
- ♦ Propose strategies of accompaniment and intervention focused on families
- ♦ Review strategies of emotional intelligence applied to family intervention in cases of high capacities
- ♦ Review educational intervention based on educational projects and diversity plans
- ♦ Critique teacher training plans
- ♦ Propose innovative teacher training plans adjusted to current knowledge

**Module 21. New Technologies and Cooperative Learning**

- ♦ Identify new technologies that benefit learning
- ♦ Recognize new educational platforms
- ♦ Know the substantial codes that govern new technologies

**Module 22. Intervention in High Capacities**

- ♦ Know the integrated diagnostic model and its phases
- ♦ Know the comorbidities that usually accompany the high-capacity spectrum
- ♦ Differentiate between manifestations or symptoms that could be related to high capacity and symptoms that could be related to the presence of disorders
- ♦ Organize the decision-making process based on initial diagnoses
- ♦ Propose specific lines of action for educational intervention
- ♦ Analyze the lines of intervention proposed at family and personal levels based on case studies assessing their impact

# 03 Skills

Once all the contents have been studied and the objectives reached for this Advanced Master's Degree in Inclusive Education: Social Exclusion and High Capacities, professionals will have superior expertise and performance in this area. A comprehensive approach in a high-level specialization program that makes the difference.





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*Achieving excellence in any profession requires effort and perseverance. But above all, the support you will get from our professionals, who will give you the boost you need with the necessary means and assistance. At TECH, we offer you everything you need”*



## General skills

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- ♦ Apply the knowledge acquired in a practical way, with a sound theoretical basis, to solve any problem that arises at the workplace, adapting to new challenges related areas of study
- ♦ Integrate the knowledge gained in this Advanced Master's Degree with previous knowledge, and reflect upon the implications in professional practice, applying personal values, and thereby improving the quality of the service provided
- ♦ Transmit the theoretical and practical knowledge acquired, and develop the capacity for criticism and reasoning, before a specialized and non-specialized audience, in a clear and unambiguous manner
- ♦ Develop self-learning skills that will allow them to continue training for the best professional performance
- ♦ 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 their area 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
- ♦ Learn to communicate conclusions, knowledge and supporting arguments to specialized and non-specialized audiences in a clear and unambiguous way
- ♦ Acquire the learning skills to continue studying in a manner that will be largely self-directed or autonomous





## Specific skills

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- ♦ Identify the elements and principles in inclusive schools as an educational model system to educate and develop students at risk of social exclusion
- ♦ Define an appropriate teaching style as an optimal model to put into practice the parameters of Inclusive Education and adapt them to each specific case
- ♦ Design guidelines to promote family participation with the school as a relevant and essential agent for the integral development of students
- ♦ Differentiate the stages of evolutionary development to determine children's needs and characteristics at each age
- ♦ Discriminate attachment styles to respond to student reactions and behaviors and to improve educational intervention
- ♦ Analyze how education systems themselves are spaces of social exclusion so teachers can better respond and address education in the face of diversity
- ♦ Recognize the different protection measures and how they function as an essential part in the design of an Inclusive Education system that can cover the needs of students under guardianship
- ♦ Elaborate curricular programs that cover the needs of students at risk of exclusion to favor their overall development both at school and at home
- ♦ Detect situations of child abuse to establish programs and intervention plans from the school center
- ♦ Organize mediation teams as a basic tool for conflict resolution and socio-educational cohesion that establish positive social climates in the classroom

- ♦ Organize emotional management activities applied to the classroom
- ♦ Know the characteristics of curricular enrichment, as well as the different models today
- ♦ Justify the need for curricular enrichment for all students
- ♦ Discuss the advantages and disadvantages of flexibilization or acceleration as applied to high capacities
- ♦ Describe the precise curricular adaptation model for high capacity students
- ♦ Know the precise curricular accommodation model for all students
- ♦ Review the importance of metacognition in the learning process
- ♦ Understand the importance of self-regulated learning in self-managing thinking, behavior and motivations
- ♦ Know the importance of emotional intelligence applied to the classroom and the different emotional education models
- ♦ Acquire teaching skills to deal with hypermotivity and demotivation in students with high capacities
- ♦ Value the use of personal learning environments and tools used to favor metacognition
- ♦ Learn about dynamic learning experiences based on the application of neurolinguistic programming
- ♦ Apply strategies in the selection and organization of information to reflect on one's own practice
- ♦ Review tools, tests, records, assessments and monitoring plans in the application of Natural Language Processing (NLP)
- ♦ Describe the basis of cooperative learning applied to high capacities
- ♦ Analyze the structure of cooperative learning
- ♦ Discuss cooperative learning strategies applied to the whole group
- ♦ Review research and projects on cooperative learning
- ♦ Critique educational experiences based on cooperative learning in different educational stages
- ♦ Reflect on the role of the teacher as a facilitator in cooperative learning processes
- ♦ Compare the use of new technologies with other educational tools
- ♦ Differentiate between information technologies, learning technologies and student empowerment technologies
- ♦ Justify the need for both teachers and students to advance in digital expertise
- ♦ Discuss the advantages and disadvantages of the transformation of education with new methods and technological tools
- ♦ Know the educational experiences carried out in early childhood education and related to interest learning centers
- ♦ Analyze cognitive stimulation programs in early childhood education
- ♦ Plan innovative educational actions in early childhood education based on curricular organization
- ♦ Analyze the impact flipped classrooms have on different educational stages
- ♦ Discuss the advantages and disadvantages of using gamification as a teaching and learning method
- ♦ Propose activities and strategies to implement arts education as a backbone element parallel to other educational areas
- ♦ Learn about virtual learning environments that manage learning curves and adapt to student pace at different educational stages
- ♦ Review the characteristics of project-based learning, both vertically and horizontally



- ◆ Assess experiences in primary and secondary school related to the use of mobile devices and different free use applications
- ◆ Know digital educational content, digital tools and educational platforms
- ◆ Learn about the application of dialogic discussions in different curricular areas
- ◆ Elaborate a base of technological resources that can be used for educational practice
- ◆ Compare digital resources and share experiences to compile a resource bank
- ◆ Contribute personal experiences, knowledge and work that help to consolidate and transfer what has been learned
- ◆ Organize ideas and approaches to guide future action as an educational guide or project facilitator
- ◆ Elaborate a personalized action, guidance or intervention plans in education from the perspective of managing talent in the classroom

# 04

# Course Management

For our program to be of the highest quality, TECH is proud to work with a teaching staff of the highest level, chosen for their proven track record in the field of education. 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 professors will put their experience and teaching skills at your disposal to offer you a stimulating and creative specialization process”*

## Management



### **Notario Pardo, Francisco**

- ♦ Pedagogue and Social Educator
- ♦ Expert Diploma in Dysfunctional Families and Children at Risk Intervention
- ♦ Intervention Technician in Residential and Family Foster Care



### **Dr. Medina Cañada, Carmen Gloria**

- ♦ Director of the Instituto Canario de Altas Capacidades (Canary Islands Institute of High Capacities)
- ♦ Degree in Psychology, and postgraduate courses in Clinical Psychology from the University of La Laguna



## Professors

### Ms. Rodríguez Ventura, María Isabel

- ◆ Director, Coordinator and Therapist at Gabinete Pedagógico Lanzarote S.L.
- ◆ Coordinator, Therapist and Head Pedagogue at Asociación Creciendo Yaiza
- ◆ Member of the Instituto Canario de Altas Capacidades (Canary Institute of High Capacities) Lanzarote delegation
- ◆ Speaker and author at talks for the “prevention of bullying” in different high schools on the island of Lanzarote organized by the Cabildo de Lanzarote
- ◆ Bachelor's Degree in Pedagogy, University of La Laguna
- ◆ Master's Degree in Intervention in Learning Difficulties from ISEP

### Mr. Hernández Calvín, Francisco Javier

- ◆ Manager of the Neurosynchrony Project in Alicante
- ◆ Professional speaker in evaluations and interventions at the Valencian Community International Institute of High Capacities
- ◆ Degree in Psychopedagogy from ULPGC
- ◆ Diploma in Primary Education from ULPGC

### Ms. Herrera Franquis, María del Carmen

- ◆ Director of the Instituto Canario de Altas Capacidades (Canary Islands Institute of High Capacities)
- ◆ Director of the Canary Islands Psychological Center CePsiCan.
- ◆ Forensic Psychologist, External Collaborator and Family and School Mediator for the Canary Islands Government Administration of Justice
- ◆ Degree in Psychology
- ◆ Postgraduate Course in Neuropsychology
- ◆ Master's Degree in Legal Forensic Psychology
- ◆ Specialist Psychotherapist with a European Certification in Psychology

### Dr. Hernández Felipe, Eduardo

- ◆ Volunteer psychologist at the women's and children's shelter The Catholic Worker Farm
- ◆ Psychologist in charge of an immediate care center (ICC) for minors under the child protection system
- ◆ Degree in Psychology from the University of La Laguna
- ◆ Master's Degree in Family Intervention from the University of Gran Canaria
- ◆ Master's Degree in General Health Psychology from the University of Valencia

### Dr. Peguero Álvarez, María Isabel

- ◆ Doctor specializing in Family and Community Medicine
- ◆ Interim in pediatrics in primary care for 8 years
- ◆ Primary Care Team Coordinator
- ◆ Degree in General Medicine and Surgery from the University of Extremadura

### Ms. Pérez Santana, Lirian Ivana

- ◆ Guidance Counselor at IES Vega de San Mateo
- ◆ Director of the Instituto Canario de Altas Capacidades (Canary Institute of High Capacities)
- ◆ Guidance Counselor at CPEIPS NTRA. SRA. DE LAS NIEVES (part-time)
- ◆ Career Civil Servant
- ◆ Bachelor's Degree in Pedagogy, University of La Laguna
- ◆ International Master's Degree in Forensic Psychology from the Spanish Association of Behavioral Psychology

**D. Gris Ramos, Alejandro**

- ◆ Director and co-author of the Master's Degree in Digital Teaching and Learning at TECH University of Technology
- ◆ Professional Marketing Consultant
- ◆ Lecturer and enthusiast of Education and income generation on the Internet
- ◆ Founder of Club de Talentos (clubdetalentos.com)
- ◆ Qualified Technical Computer Engineer

**Ms. Antón Ortega, Noelia**

- ◆ Therapeutic Pedagogue
- ◆ Special Education Teacher at Miguel Hernández Primary School

**Ms. Antón Ortega, Patricia**

- ◆ Psychologist at CIAF Family Foster Care Intervention Center of Alicante

**Ms. Beltrán Catalán, María**

- ◆ Pedagogical therapist at Oriéntate POLARIS
- ◆ Co-director of the Spanish Postbullying Association
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- ◆ Foster Care Coordinator of Alicante

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- ◆ Territorial Director of the Extremeño-Castilla La Mancha Institute of High Capacities
- ◆ Degree in Primary Education Master's Degree in Neuropsychology of High Capacities
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# Structure and Content

The contents of this specialization have been developed by the different teachers on this program 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 on the program teaches students every relevant aspect of the different disciplines and branches in education. A comprehensive and well-structured program that will lead our student to the highest standards of quality and success.

“

*Through a very well-organized program, you will be able to access the most advanced knowledge today in Inclusive Education: Social Exclusion and High Capacities”*

## Module 1. Inclusive Education and Social Inclusion

- 1.1. Inclusive Education: Concept and Key Components
  - 1.1.1. Conceptual Approach
  - 1.1.2. Difference Between Integration and Inclusion
    - 1.1.2.1. Integration Concept
    - 1.1.2.2. Inclusion Concept
    - 1.1.2.3. Difference Between Integration and Inclusion
  - 1.1.3. Key Elements of Educational Inclusion
    - 1.1.3.1. Key Strategic Aspects
  - 1.1.4. The Inclusive School and the Education System
    - 1.1.4.1. The Challenges of the Education System
- 1.2. Inclusive Education and Attention to Diversity
  - 1.2.1. Concept of Attention to Diversity
    - 1.2.1.1. Types of Diversity
  - 1.2.2. Diversity and Educational Inclusion Measures
    - 1.2.2.1. Methodological guidelines
- 1.3. Multilevel Teaching and Cooperative Learning
  - 1.3.1. Key Concepts
    - 1.3.1.1. Multilevel Teaching
    - 1.3.1.2. Cooperative Learning
  - 1.3.2. Cooperative Teams
    - 1.3.2.1. Conceptualization of Cooperative Teams
    - 1.3.2.2. Functions and Principles
    - 1.3.2.3. Essential Elements and Advantages
  - 1.3.3. Benefits of Multilevel Teaching and Cooperative Learning
    - 1.3.3.1. Benefits of Multilevel Teaching
    - 1.3.3.2. Benefits of Cooperative Learning
  - 1.3.4. Barriers to the Implementation of Inclusive Schools
    - 1.3.4.1. Political Barriers
    - 1.3.4.2. Cultural Barriers
    - 1.3.4.3. Didactic Barriers
    - 1.3.4.4. Strategies to Overcome Barriers
- 1.4. Social Inclusion
  - 1.4.1. Inclusion and Social Integration
    - 1.4.1.1. Definition of Integration and Elements
    - 1.4.1.2. Concept of Social Inclusion
    - 1.4.1.3. Inclusion vs. Integration
  - 1.4.2. Inclusion in Education
    - 1.4.2.1. Social Inclusion at School
- 1.5. Inclusive School Assessment
  - 1.5.1. Assessment Parameters
- 1.6. ICT and UDL in Inclusive Schools
  - 1.6.1. Traditional Teaching Methods
  - 1.6.2. ICT
    - 1.6.2.1. Concept and Definition of ICT
    - 1.6.2.2. Characteristics of ICT
    - 1.6.2.3. Telematics Applications and Resources
    - 1.6.2.4. ICT in the Inclusive School
  - 1.6.3. Universal Design for Learning
    - 1.6.3.1. What is UDL?
    - 1.6.3.2. UDL Principles
    - 1.6.3.3. The Application of the UDL to the Curriculum
    - 1.6.3.4. Digital Resources and UDL
  - 1.6.4. Digital Media to Individualize Classroom Learning

**Module 2. Teacher preparation for Inclusive Schools**

- 2.1. Historical Evolution and Teacher Training
  - 2.1.1. The Old Paradigm: "Normal Schools"
    - 2.1.1.1. What Do We Mean by Normal Schools?
    - 2.1.1.2. Main Characteristics of Normal Schools
  - 2.1.2. Teacher Training in the 21st Century
    - 2.1.2.1. Main Aspects of Teacher Training
    - 2.1.2.2. New Challenges in Education
  - 2.1.3. Legal Framework
    - 2.1.3.1. International Regulations
- 2.2. Contextualization of the Inclusive School
  - 2.2.1. Main Features
    - 2.2.1.1. Basic Principles
    - 2.2.1.2. Objectives of Today's Inclusive School
- 2.3. Teacher Training for Inclusive Schools
  - 2.3.1. Previous Aspects to Consider
    - 2.3.1.1. Basis and Purpose
    - 2.3.1.2. Essential Components in Initial Training
  - 2.3.2. Main Theories and Models
  - 2.3.3. Design and Development Criteria for Teacher Training
  - 2.3.4. Continuing education
  - 2.3.5. Profile of the Teaching Professional
  - 2.3.6. Teaching Expertise in Inclusive Education
    - 2.3.6.1. The Support Teacher Functions
    - 2.3.6.2. Emotional Competencies
- 2.4. Emotional Intelligence of Teachers
  - 2.4.1. Emotional Intelligence Concept
    - 2.4.1.1. Daniel Goleman's Theory
    - 2.4.1.2. The Four Phase Model
    - 2.4.1.3. Emotional Competencies Model
    - 2.4.1.4. Emotional and Social Intelligence Model
    - 2.4.1.5. Theory of Multiple Intelligences
  - 2.4.2. Basic Aspects of Teachers' Emotional Intelligence

- 2.4.2.1. Emotions
- 2.4.2.2. Self-esteem
- 2.4.2.3. Self-Efficacy
- 2.4.2.4. The Development of Emotional Skills
- 2.4.3. Teacher Self-Care
  - 2.4.3.1. Strategies to Self-Care
- 2.5. External Elements: Administrations, Resources and Family
- 2.6. Quality in Inclusive Education
  - 2.6.1. Inclusion and Quality
    - 2.6.1.1. Conceptualization of Quality
    - 2.6.1.2. Dimensions in the Quality of Education
    - 2.6.1.3. Quality Parameters in the Inclusive School
  - 2.6.2. Successful Experiences

### Module 3. The Role of the Family and the Community in Inclusive Schooling

- 3.1. The Diversity of Current Family Models
  - 3.1.1. Definition of Family Concept
  - 3.1.2. Evolution of Family Concept
    - 3.1.2.1. The Family in the 21st Century
  - 3.1.3. Family Models
    - 3.1.3.1. Types of Family Models
    - 3.1.3.2. Educational Styles in Family Models
  - 3.1.4. Educational Attention to the Different Family Models
- 3.2. Family Involvement in the School
  - 3.2.1. The Family and the School as Developmental Environments
  - 3.2.2. The Importance of Cooperation between Educational Agents
    - 3.2.2.1. The Management Team
    - 3.2.2.2. The Teaching Team
    - 3.2.2.3. The Family
  - 3.2.3. Types of Family Participation
    - 3.2.3.1. Direct Participation
    - 3.2.3.2. Indirect Participation
    - 3.2.3.3. Non-Participation

- 3.2.4. Parent Schools
- 3.2.5. The Parent-Teacher Association (PTA)
- 3.2.6. Difficulties in Participation
  - 3.2.6.1. Intrinsic Participation Difficulties
  - 3.2.6.2. Extrinsic Participation Difficulties
- 3.2.7. How to improve Family Participation?
- 3.3. The Family and the School as Developmental Environments
- 3.4. Society and Inclusive School
- 3.5. Learning Communities
  - 3.5.1. Conceptual Framework of Learning Communities
  - 3.5.2. Characteristics of Learning Communities
  - 3.5.3. Creation of a Learning Community
- 3.6. Creation of a Learning Community

### Module 4. Main psychological theories and stages of evolutionary development

- 4.1. Main Authors and Psychological Theories of Childhood Development
  - 4.1.1. Psychoanalytic Theory of Child Development by S. Freud
  - 4.1.2. Psychosocial Development Theory by E. Erikson
  - 4.1.3. Cognitive Development Theory by Jean Piaget
    - 4.1.3.1. Adaptation: The Processes of Assimilation and Accommodation lead to Equilibrium
    - 4.1.3.2. Stages of Cognitive Development
    - 4.1.3.3. Sensory-motor Stage (0-2 years)
    - 4.1.3.4. Pre-operative Stage: Pre-operative Sub-period (2-7 years)
    - 4.1.3.5. Stage of Concrete Operations (7-11 years)
    - 4.1.3.6. Formal Operations Stage (11-12 years and older)
  - 4.1.4. Lev Vygotsky's Sociocultural Theory
    - 4.1.4.1. How do we Learn?
    - 4.1.4.2. Higher Psychological Functions
    - 4.1.4.3. Language as a Mediating Tool
    - 4.1.4.4. Proximal Development Zone
    - 4.1.4.5. Development and Social Context



- 4.2. Introduction to Early Intervention
  - 4.2.1. History of Early Intervention
  - 4.2.2. Definition of Early Intervention
    - 4.2.2.1. Levels of Intervention in Early Intervention
    - 4.2.2.2. Main Fields of Action
  - 4.2.3. What is a CCDEA
    - 4.2.3.1. Concept of CCDEA
    - 4.2.3.2. Functioning of a CCDEA
    - 4.2.3.3. Professionals and Areas of Intervention
- 4.3. Developmental Aspects
  - 4.3.1. Development from 0-3 years of age
    - 4.3.1.1. Introduction
    - 4.3.1.2. Motor Development
    - 4.3.1.3. Cognitive Development
    - 4.3.1.4. Language Development
    - 4.3.1.5. Social Development
  - 4.3.2. Development from 3-6 years of age
    - 4.3.2.1. Introduction
    - 4.3.2.2. Motor Development
    - 4.3.2.3. Cognitive Development
    - 4.3.2.4. Language Development
    - 4.3.2.5. Social Development
- 4.4. Milestones of Alarm in Child Development
- 4.5. Cognitive and Socio-affective Development from 7 to 11 Years of Age.
- 4.6. Cognitive Development during Adolescence and early Adulthood

## Module 5. Attachment and affective bonds

- 5.1. Attachment Theory
  - 5.1.1. Theoretical Basis
    - 5.1.1.1. John Bowlby
    - 5.1.1.2. Mary Ainsworth
  - 5.1.2. Attachment Behaviors
  - 5.1.3. Attachment Functions
  - 5.1.4. Internal Representation Models
  - 5.1.5. Ambivalent Insecure Attachment
  - 5.1.6. Avoidant Insecure Attachment
  - 5.1.7. Disorganized Attachment
- 5.2. Attachment Styles
  - 5.2.1. Secure Attachment
    - 5.2.1.1. Characteristics of the Subject with this Attachment Style
    - 5.2.1.2. Characteristics of the Caregivers that Promote this Style
  - 5.2.2. Ambivalent Insecure Attachment
    - 5.2.2.1. Characteristics of the Subject with this Attachment Style
    - 5.2.2.2. Characteristics of the Caregivers that Promote this Style
  - 5.2.3. Avoidant Insecure Attachment
    - 5.2.3.1. Characteristics of the Subject with this Attachment Style
    - 5.2.3.2. Characteristics of the Caregivers that Promote this Style
  - 5.2.4. Disorganized Attachment
    - 5.2.4.1. Characteristics of the Subject with this Attachment Style
    - 5.2.4.2. Characteristics of the Caregivers that Promote this Style
- 5.3. Evolution of Attachment in the Different Stages of Development
  - 5.3.1. Attachment During Childhood
    - 5.3.1.1. Attachment Development in Early Childhood
    - 5.3.1.2. Attachment in the Preschool Stage
    - 5.3.1.3. Attachment During Infancy
  - 5.3.2. Attachment During Adolescence
    - 5.3.2.1. Friendships: Evolution and Functions

- 5.3.3. Adulthood
  - 5.3.3.1. Attachment in Adults
  - 5.3.3.2. Differences in Attachment During Adulthood
  - 5.3.3.3. Attachment Theory and Love Relationships in Adulthood
- 5.3.4. Old Age
  - 5.3.4.1. Attachment Around Retirement
  - 5.3.4.2. Attachment Around the Final Years of Life
- 5.4. Attachment and Parental Style
  - 5.4.1. The Family as a Development Context
    - 5.4.1.1. Parental Skills and Abilities
  - 5.4.2. Parental Educational Styles and Bonding Styles
    - 5.4.2.1. Authoritative/Democratic
    - 5.4.2.2. Authoritarian/Repressive
    - 5.4.2.3. Permissive/Indulgent
    - 5.4.2.4. Negligent/Independent
  - 5.4.3. Promotion of Socio-Affective Development from the Family Environment
- 5.5. Importance of Attachment in the Educational Context
  - 5.5.1. Relationship of the Child with the Educator as a function of Attachment Style
    - 5.5.1.1. Different Styles of Students According to their Temperament
    - 5.5.1.2. Children who are Confident or Insecure about Learning
  - 5.5.2. Educational Intervention: The Educator as a Bonding Figure
    - 5.5.2.1. The First Bondings
    - 5.5.2.2. Representations About Oneself, Others and Reality
    - 5.5.2.3. The Importance of the Referring Teacher or Tutor
  - 5.5.3. The Socio-Affective Education Curriculum
    - 5.5.3.1. The Formal Curriculum
    - 5.5.3.2. The Paracurriculum
  - 5.5.4. Social and Emotional Development Programs in the Classroom
    - 5.5.4.1. Educational Intervention in the Classroom
    - 5.5.4.2. Relationship Between Teachers and Family/Caregivers
- 5.6. Psychological Disorders Explained from Attachment Theory
  - 5.6.1. Behavioral Disorders
    - 5.6.1.1. Reactive Attachment Disorder
    - 5.6.1.2. Attention Deficit Disorder
    - 5.6.1.3. Oppositional Defiant Disorder
  - 5.6.2. Personality Disorders
    - 5.6.2.1. Borderline Personality Disorder
    - 5.6.2.2. Dissociative Disorders
  - 5.6.3. Anxiety Disorders
    - 5.6.3.1. Separation Anxiety Disorder
    - 5.6.3.2. Social Anxiety Disorder
    - 5.6.3.3. Generalized Anxiety Disorder
    - 5.6.3.4. Post-Traumatic Stress Disorder
  - 5.6.4. Affective Disorders
    - 5.6.4.1. Major Depression Disorder
    - 5.6.4.2. Dysthymia
    - 5.6.4.3. Bipolar Disorder
- 5.7. Creating Safe Contexts: Coping Capacities
  - 5.7.1. Protective Factors and Coping Strategies
  - 5.7.2. Risk and Vulnerability Factors
  - 5.7.3. Coping Concepts
    - 5.7.3.1. Resilience
    - 5.7.3.2. Coping (Stress Coping)
    - 5.7.3.3. Positive Parenting

**Module 6. The Education System as an Area of Social Exclusion**

- 6.1. Exclusion in Education
  - 6.1.1. Conception of Current Education
    - 6.1.1.1. Traditional Education
    - 6.1.1.2. Other Educational Models
  - 6.1.2. Educational Exclusion
    - 6.1.2.1. Concept of Educational Exclusion
    - 6.1.2.2. Justifications for Exclusion
- 6.2. Inclusive Schools and Attention to Diversity
  - 6.2.1. Current School Model (Successful Educational Actions in Compulsory Centers, Special Education Centers, Singular Educational Performance Centers).
    - 6.2.1.1. Educational Inclusion
    - 6.2.1.2. Attention to Diversity
  - 6.2.2. Organization of the Educational Response
    - 6.2.2.1. At the Education System level
    - 6.2.2.2. At Center Level
    - 6.2.2.3. At Classroom Level
    - 6.2.2.4. At Student Level
- 6.3. Students with SEN
  - 6.3.1. Evolution of EE in the Last Decades
    - 6.3.1.1. The Institutionalization of Special Education (Medical Model)
    - 6.3.1.2. Clinical Model
    - 6.3.1.3. Standardization of Services
    - 6.3.1.4. Pedagogical Model
  - 6.3.2. Definition of Children with SEN
    - 6.3.2.1. At the Educational Level
    - 6.3.2.2. At Social Level
  - 6.3.3. Students with SEN in the Educational Environment
    - 6.3.3.1. Specific Learning Difficulties
    - 6.3.3.2. ADHD
    - 6.3.3.3. High Intellectual Potential
    - 6.3.3.4. Late Incorporation into the Educational System
    - 6.3.3.5. Personal or School History Conditions
    - 6.3.3.6. Students with SEN
  - 6.3.4. Organization of the Educational Response for this Student Body
  - 6.3.5. Main SEN by Areas of Development of the Students with Special Education Needs
- 6.4. Students with High Capacities
  - 6.4.1. Models Definition
  - 6.4.2. Precocity, Talent, Giftedness
  - 6.4.3. Identification and SEN
  - 6.4.4. Educational Response
    - 6.4.4.1. Acceleration
    - 6.4.4.2. Grouping
    - 6.4.4.3. Enrichment Programs
    - 6.4.4.4. Ordinary Measures Center
    - 6.4.4.5. Ordinary Measures Classroom
    - 6.4.4.6. Extraordinary Measures
- 6.5. Inclusion and Multiculturalism
  - 6.5.1. Conceptualization
  - 6.5.2. Strategies to Respond to Multiculturality
    - 6.5.2.1. Classroom Strategies
    - 6.5.2.2. Internal and External Classroom Support
    - 6.5.2.3. Adequacy to the Curriculum
    - 6.5.2.4. Organizational Aspects
    - 6.5.2.5. Center-Environment Cooperation
    - 6.5.2.6. Collaboration from the Institution

- 6.6. Cooperative Learning
  - 6.6.1. Theoretical Basis/Approaches
    - 6.6.1.1. Socio-Cognitive Conflict
    - 6.6.1.2. Conceptual Controversies
    - 6.6.1.3. Help Between Schoolchildren
    - 6.6.1.4. Interaction and Cognitive Processes
  - 6.6.2. Cooperative Learning
    - 6.6.2.1. Concept
    - 6.6.2.2. Features
    - 6.6.2.3. Components
    - 6.6.2.4. Advantages
  - 6.6.3. Team Training
  - 6.6.4. Cooperative Learning Techniques
    - 6.6.4.1. Jigsaw Technique
    - 6.6.4.2. Team Learning
    - 6.6.4.3. Learning Together
    - 6.6.4.4. Group Research
    - 6.6.4.5. Co-op
    - 6.6.4.6. Guided or Structured Cooperation
- 6.7. Coeducation
  - 6.7.1. What is Meant by Coeducation?
    - 6.7.1.1. Homophobia
    - 6.7.1.2. Transphobia
    - 6.7.1.3. Gender-Based Violence
    - 6.7.1.4. How to Work on Equality in the Classroom? (Classroom Prevention)
- 6.8. The Social Climate in the Classroom
  - 6.8.1. Definition
  - 6.8.2. Influencing Factors
    - 6.8.2.1. Social Factors
    - 6.8.2.2. Economic Factors
    - 6.8.2.3. Demographic Factors

- 6.8.3. Key Agents
  - 6.8.3.1. The Role of the Teacher
  - 6.8.3.2. The Role of the Student
  - 6.8.3.3. The Importance of Families
- 6.8.4. Evaluation
- 6.8.5. Intervention Programs

## Module 7. The Child Protection System

- 7.1. Legislative and Conceptual Framework
  - 7.1.1. International Regulations
    - 7.1.1.1. Children's Rights Declaration
    - 7.1.1.2. Principles of the United Nations General Assembly
    - 7.1.1.3. United Nations Convention on the Rights of the Child
    - 7.1.1.4. Other Regulations
  - 7.1.2. Basic Principles of Protective Intervention
  - 7.1.3. Basic Concepts of the Child Protection System
    - 7.1.3.1. Concept of Protection
    - 7.1.3.2. Concept of Vulnerability
    - 7.1.3.3. Risk Situations
    - 7.1.3.4. Helpless Situation
    - 7.1.3.5. Safeguarding
    - 7.1.3.6. Guardianship
    - 7.1.3.7. The Best Interest of the Child
- 7.2. Foster Care for Minors
  - 7.2.1. Theoretical and Conceptual Framework
    - 7.2.1.1. Evolution Over Time
    - 7.2.1.2. Theories of Intervention with Families
  - 7.2.2. Types of Family Foster Care
    - 7.2.2.1. Kinship Foster Care
    - 7.2.2.2. Family Placement Foster Care

- 7.2.3. Stages of Family Foster Care
  - 7.2.3.1. Purpose of the Family Foster Care
  - 7.2.3.2. Principles of Action
  - 7.2.3.3. Stages of the Intervention
- 7.2.4. Foster Care from the Child's Perspective
  - 7.2.4.1. Preparation for Foster Care
  - 7.2.4.2. Fears and Resistance
  - 7.2.4.3. Family Foster Care and Family of Origin
- 7.3. Residential Foster Care for Minors
  - 7.3.1. Definition and Typology of Juvenile Centers
    - 7.3.1.1. Reception Centers
    - 7.3.1.2. Reception Centers II
    - 7.3.1.3. Functional Homes
    - 7.3.1.4. Emancipation Centers
    - 7.3.1.5. Day Centers for Labor Market Insertion
    - 7.3.1.6. Day Care Centers for Convivial and Educational Support
    - 7.3.1.7. Reform Centers
  - 7.3.2. Residential Care Principles and Criteria
    - 7.3.2.1. Protective Factors
    - 7.3.2.2. Resident Children Needs
  - 7.3.3. Main Areas of Intervention from the Centers
    - 7.3.3.1. Stages of the Intervention
    - 7.3.3.2. Children Rights and Responsibilities
    - 7.3.3.3. Group Intervention
    - 7.3.3.4. Individual Intervention
  - 7.3.4. Children Profiles
    - 7.3.4.1. Behavioral and Mental Health Problems
    - 7.3.4.2. Filio-Parental Violence
    - 7.3.4.3. Juvenile Offenders
    - 7.3.4.4. Unaccompanied Foreign Minors
    - 7.3.4.5. Accompanied Foreign Minors
    - 7.3.4.6. Preparation for Independent Living
- 7.4. Adopting Children

## Module 8. Educational Environment for Students under Guardianship

- 8.1. Characteristics of the Supervised Student
  - 8.1.1. Characteristics of Children under Guardianship
  - 8.1.2. How the Profile of Foster Children Affects the School Environment
  - 8.1.3. The Approach from the Educational System
- 8.2. Students in Foster Care and Adoption
  - 8.2.1. The Process of Adaptation and Integration to the School
  - 8.2.2. Student Needs
    - 8.2.2.1. Adopted Children Needs
    - 8.2.2.2. Foster Care Children Needs
  - 8.2.3. Collaboration Between School and Families
    - 8.2.3.1. School and Adoptive Families
    - 8.2.3.2. School and Foster Families
  - 8.2.4. Coordination Between the Social Agents Involved
    - 8.2.4.1. The School and the Protection System (Administrations, Monitoring Entities)
    - 8.2.4.2. The School and the Health System
    - 8.2.4.3. School and Community Services
- 8.3. Foster Care Center Students
  - 8.3.1. The Integration and Adaptation in School
  - 8.3.2. Residential Foster Care Children Needs
  - 8.3.3. Collaboration Between School and Protection Centers
    - 8.3.3.1. Collaboration Between Administrations
    - 8.3.3.2. Collaboration Between the Teaching Team and the Center's Educational Team
- 8.4. Life History Work
  - 8.4.1. What Do We Mean by Life History?
    - 8.4.1.1. Areas to be Covered in the Life History
  - 8.4.2. Support in Life History Work
    - 8.4.2.1. Technical Support
    - 8.4.2.2. Family Support

- 8.5. Educational Itineraries
  - 8.5.1. Compulsory Education
  - 8.5.2. Secondary Education
    - 8.5.2.1. Intermediate Level Training Cycles
    - 8.5.2.2. Baccalaureate
  - 8.5.3. Higher Education
- 8.6. Alternatives After Reaching Legal Age
  - 8.6.1. Socio-Labor Insertion
    - 8.6.1.1. The Concept of Socio-Labor Insertion
    - 8.6.1.2. Guidance
    - 8.6.1.3. Professional Training and Specialization
  - 8.6.2. Other Alternatives

## Module 9. School Action in the Event of Child Abuse

- 9.1. Child Abuse
  - 9.1.1. Definition and Conceptualization of Child Abuse
    - 9.1.1.1. Definition
    - 9.1.1.2. Conceptualization of Abuse in Terms of:
      - 9.1.1.2.1. Time of Development at Which it Occurs
      - 9.1.1.2.2. Who Causes the Abuse? (Context in Which It Takes Place)
      - 9.1.1.2.3. The Specific Action or Omission that is Occurring
      - 9.1.1.2.4. Intentionality of Abuse
  - 9.1.2. The Social Importance of Identifying Child Abuse
    - 9.1.2.1. Basic Needs in Childhood
    - 9.1.2.2. Risk and Protective Factors
    - 9.1.2.3. Intergenerational Transmission of Abuse
  - 9.1.3. Situation of Risk and Situation of Helplessness
    - 9.1.3.1. Concept of Risk
    - 9.1.3.2. Concept of Helplessness
    - 9.1.3.3. Risk Assessment Protocol
- 9.2. Child Abuse: General Characteristics and Main Types
  - 9.2.1. Passive Abuse: Omission, Neglect or Abandonment
    - 9.2.1.1. Definition and Alarm Indicators
    - 9.2.1.2. Incidence and Prevalence
  - 9.2.2. Physical Abuse
    - 9.2.2.1. Definition and Alarm Indicators
    - 9.2.2.2. Incidence and Prevalence
  - 9.2.3. Abuse and Emotional Neglect
    - 9.2.3.1. Definition and Alarm Indicators
    - 9.2.3.2. Incidence and Prevalence
  - 9.2.4. Sexual Abuse
    - 9.2.4.1. Definition and Alarm Indicators
    - 9.2.4.2. Incidence and Prevalence
  - 9.2.5. Other Types of Abuse
    - 9.2.5.1. Children Victims of Gender Violence
    - 9.2.5.2. Transgenerational Cycle of Child Abuse
    - 9.2.5.3. Münchhausen Syndrome by Proxy
    - 9.2.5.4. Harassment and Violence through Social Networks
    - 9.2.5.5. Peer Abuse: Bullying
    - 9.2.5.6. Filio-parental Violence
    - 9.2.5.7. Parental Alienation
    - 9.2.5.8. Institutional Abuse
- 9.3. Consequences of Child Abuse
  - 9.3.1. Indicators of Abuse
    - 9.3.1.1. Physical Indicators
    - 9.3.1.2. Psychological, Behavioral and Emotional Indicators
  - 9.3.2. Consequences of Abuse
    - 9.3.2.1. Impact of Physical and Functional Development
    - 9.3.2.2. Consequences on Cognitive Development and School Performance
    - 9.3.2.3. Effects on Socialization and Social Cognition
    - 9.3.2.4. Disorders in the Development of Attachment and Affection, Emotional Relationship Development
    - 9.3.2.5. Behavioral Problems
    - 9.3.2.6. Childhood Trauma and Post-Traumatic Stress Disorder

- 9.4. Intervention Against Abuse in Schools: Prevention, Detection and Reporting
  - 9.4.1. Prevention and Detection
  - 9.4.2. Action Protocol
    - 9.4.2.1. Identification
    - 9.4.2.2. Immediate Actions
    - 9.4.2.3. Notification
    - 9.4.2.4. Communication of the Situation
    - 9.4.2.5. Emergency Procedure
  - 9.4.3. School Intervention in Child Abuse Cases
- 9.5. Peer Abuse: Bullying
  - 9.5.1. Risk Factors and Protective Factors of School Violence
  - 9.5.2. Protocols of Action from the School Center
  - 9.5.3. Guidelines for its Prevention and Treatment
- 9.6. Filio-Parental Violence
  - 9.6.1. Explanatory Theories
    - 9.6.1.1. The Cycle of Violence
  - 9.6.2. Prevention and Intervention in Filio-Parental Violence Cases
- 9.7. Networking: School, Family and Social Services

## Module 10. School Mediation as a Tool for Inclusion

- 10.1. Conflicts in the Educational Environment
  - 10.1.1. Conceptualization of Conflict
    - 10.1.1.1. Theorizing About Conflict
    - 10.1.1.2. Types of Conflicts
    - 10.1.1.3. Psychological Aspects of Conflict
  - 10.1.2. The Conflict in the Classroom
    - 10.1.2.1. School Climate
    - 10.1.2.2. Why Do Conflicts Arise in the Classroom?
    - 10.1.2.3. Types of Conflict in the Classroom
    - 10.1.2.4. Conflicts that Can Be Mediated
    - 10.1.2.5. The Importance of Communication and Dialogue
- 10.2. Mediation and School Mediation
  - 10.2.1. Concept of Mediation
  - 10.2.2. Models of Mediation
    - 10.2.2.1. The Traditional Model
    - 10.2.2.2. The Narrative Model
    - 10.2.2.3. The Transforming Model
  - 10.2.3. School Mediation
    - 10.2.3.1. Evolution of School Mediation
    - 10.2.3.2. Main Features
    - 10.2.3.3. Principles of School Mediation
    - 10.2.3.4. Pedagogical Dimension and Benefits of Mediation
- 10.3. Phases of School Mediation
  - 10.3.1. Pre-Mediation
    - 10.3.1.1. Techniques and Strategies
  - 10.3.2. Entrance
    - 10.3.2.1. Techniques and Strategies
  - 10.3.3. Tell Me About It
    - 10.3.3.1. Techniques and Strategies
  - 10.3.4. Situating the Conflict
    - 10.3.4.1. Techniques and Strategies
  - 10.3.5. Search for Solutions
    - 10.3.5.1. Techniques and Strategies
  - 10.3.6. The Agreement
    - 10.3.6.1. Techniques and Strategies
- 10.4. The Implementation of school Mediation Programs
  - 10.4.1. Program Types
  - 10.4.2. Program Implementation and Equipment Selection
    - 10.4.2.1. Mediator Training
  - 10.4.3. Organization, Coordination and Monitoring
  - 10.4.4. Program Assessment
    - 10.4.4.1. Assessment Criteria
- 10.5. Other Conflict Resolution Techniques

## Module 11. Educational Paradigm and Pedagogical Framework Concerning High Capacities

- 11.1. Emerging Educational Paradigm: Toward the Education We Need
  - 11.1.1. Teacher Role beyond Transmitting Knowledge
  - 11.1.2. Student Role in the New Learning Context
- 11.3. Organizing the Curriculum and High Capacities
  - 11.3.1. Educational Plans and Projects
  - 11.3.2. Organizing the Curriculum and the Classroom
  - 11.3.3. Orientation and Guidance Teams
- 11.4. Development of the Concept of Intelligence
  - 11.4.1. Factorial and Multifactorial Models
  - 11.4.2. Synthesis Models and Capacity Studies
  - 11.4.3. From Psychometric Theories to the Information Processing Model
  - 11.4.4. Computational Model
  - 11.4.5. Models Based on Neuroscience: Human Connectome
- 11.5. Explanatory Theories on High Capacities
  - 11.5.1. Scientific Basis
  - 11.5.2. Renzulli's Theory
  - 11.5.3. Gagné's Theory
  - 11.5.4. Theories on Intelligence
  - 11.5.5. Evolutionary Models
  - 11.5.6. Multiple Intelligences
- 11.6. Educational Paradigm and Pedagogic-Scientific Framework Concerning High Capacities
- 11.7. Multidisciplinary Evolution
- 11.8. Specific Educational Needs and Teacher Training
- 11.9. The Challenge of the 21st Century School Regarding High Capacities

## Module 12. Definition and Classification of High Capacities

- 12.1. Definitions of High Capacities
- 12.2. High Capacities Spectrum
  - 12.2.1. Differential Evolutionary Profiles
  - 12.2.2. Qualitative Cut-off Points
  - 12.2.3. Eastward of Gauss' Bell
  - 12.2.4. Crystallization of Intelligence
- 12.3. Intellectual Precociousness
  - 12.3.1. Intellectual Precociousness Characteristics
  - 12.3.2. Annotated Real Case Studies
- 12.4. Simple Talent
  - 12.4.1. Simple Talent Characteristics
  - 12.4.2. Verbal Talent
  - 12.4.3. Mathematical Talent
  - 12.4.4. Social Talent
  - 12.4.5. Motor Talent
  - 12.4.6. Musical Talent
  - 12.4.7. Real Case Studies of the Different Talents
- 12.5. Compound Talent
  - 12.5.1. Academic Talent
  - 12.5.2. Artistic Talent
  - 12.5.3. Real Case Studies of Compound Talents
- 12.6. Giftedness: Characteristics of High-Capacity Subjects
  - 12.6.1. Differential Diagnosis
- 12.7. Clinical Aspects in High Capacities: Giftedness and Talent
  - 12.7.1. Gender and Evolutionary Variables
  - 12.7.2. Giftedness Clinic
  - 12.7.3. Double Exceptionality
- 12.8. Implications in Educational Practice



**Module 13. High-Capacity Identification**

- 13.1. Group and Individual Detection: Tools
- 13.2. Psychopedagogical Evaluation Models
  - 13.2.1. Psychopedagogical Evaluation Principles
  - 13.2.2. Measurement Validity and Reliability
- 13.3. Psychometric Assessment Tools
  - 13.3.1. Cognitive Aspects
  - 13.3.2. Performance and Aptitude Tests
  - 13.3.3. Complementary Tests
- 13.4. Qualitative Assessment Tools
  - 13.4.1. Personality Tests
  - 13.4.2. Motivation Tests
  - 13.4.3. Behavior Tests
  - 13.4.4. Self-Concept Tests
  - 13.4.5. Adaptation and Socialization Tests
  - 13.4.6. Projective Tests
- 13.5. Multidisciplinary Assessment and Clinical Diagnosis
  - 13.5.1. Educator and Teacher Contributions
  - 13.5.2. Specialist Psycho-pedagogue Contributions
  - 13.5.3. Clinician and Physician Contributions
  - 13.5.4. Asynchronous Neurodevelopment
- 13.6. Comorbidities
  - 13.6.1. Asperger's Syndrome
  - 13.6.2. Double Exceptionality
  - 13.6.3. Attention Deficit Disorder with or without Hyperactivity
  - 13.6.4. Personality Disorders
  - 13.6.5. Eating Disorders
  - 13.6.6. Learning Difficulties
- 13.7. Personal Treatment
- 13.8. Family Orientation and Guidance
- 13.9. Guidelines for Educational Response

**Module 14. Neuropsychology in High Capacity**

- 14.1. Introduction to Neuropsychology
- 14.2. Intellectual Functioning of High Capacities
- 14.3. Metacognition in High-Capacity Children
- 14.4. Concepts: Genetics, Environment, Heritability
- 14.5. Crystalization of High Capacities
- 14.6. Plasticity and Brain Development
  - 14.6.1. Critical Periods
  - 14.6.2. Sensitive Periods
- 14.7. Contributions to Clinical Diagnosis
- 14.8. Cognitive Processing and Learning
  - 14.8.1. Perception
  - 14.8.2. Attention
  - 14.8.3. Operative Memory
  - 14.8.4. Reasoning
  - 14.8.5. Language and Brain
  - 14.8.6. Bilingualism and Brain Development
  - 14.8.7. Literacy
- 14.9. Different Minds, Different Learning Experiences
  - 14.9.1. The Developing Brain
  - 14.9.2. Adolescent Brain
- 14.10. Brain Functioning: Classroom Strategies
  - 14.10.1. Psychomotor Skills
  - 14.10.2. Emotions and Learning
  - 14.10.3. Novelty
  - 14.10.4. Play
  - 14.10.5. Art
  - 14.10.6. Cooperation

### **Module 15. Clinical Aspects and Educational Needs in High Capacities**

- 15.1. Clinical Manifestations of High Capacities
  - 15.1.1. Internal Desynchrony
  - 15.1.2. External Desynchrony
  - 15.1.3. Negative Pygmalion Effect
  - 15.1.4. Identity Diffusion Syndrome
  - 15.1.5. Overexcitabilities
  - 15.1.6. Cognitive and Creative Functions
- 15.2. Specific Educational Needs and High Capacities
- 15.3. Cognitive and Creative Functions
- 15.4. Clinical Features and Explanation on the Basis of High Capacities
  - 15.4.1. Most Frequent Diagnostic Confusions
- 15.5. Self-knowledge Needs
  - 15.5.1. I Know What I Am Like
  - 15.5.2. I Know My Behavior
  - 15.5.3. Homogeneity vs. Heterogeneity
  - 15.5.4. Capacity and Performance
- 15.6. Teaching and Learning Process Needs
  - 15.6.1. Defined Style
  - 15.6.2. Undefined Style
  - 15.6.3. Transmitting Information
  - 15.6.4. Methodological Flexibility
- 15.7. Personality and Emotional Needs
  - 15.7.1. Personality Profiles
  - 15.7.2. External Points
- 15.8. Motivation and Emotional Needs
  - 15.8.1. Affective Problems
  - 15.8.2. Hypomotivation
- 15.9. Interaction Needs
  - 15.9.1. Peer Relationships
  - 15.9.2. Other Group Relationships

### **Module 16. New Technologies in High-Capacity Education**

- 16.1. Advantages and Disadvantages of Using Technology in Education for Children with High Capacities
- 16.2. Programming in Education
- 16.3. Introduction to the Flipped Classroom
- 16.4. Introduction to Gamification
- 16.5. Introduction to Robotics
- 16.6. Introduction to Augmented Reality
- 16.7. How to Develop Your Own Augmented Reality Applications
- 16.8. Samsung Virtual School Suitcase
- 16.9. Educational Experiences with High-Capacity Children

### **Module 17. Educational Strategies and Methodologies**

- 17.1. Definition of Curricular Enrichment
- 17.2. Enrichment Models
- 17.3. School Context in Enrichment
  - 17.3.1. SEM Model
  - 17.3.2. Portfolio
  - 17.3.3. Triarchic Model
- 17.4. Extracurricular Enrichment
- 17.5. Regarding Acceleration
- 17.6. Classroom Pedagogic Design
- 17.7. Models for Curricular and Methodological Accommodations
- 17.8. Individual Curricular Accommodations
  - 17.8.1. Steps to Follow
  - 17.8.2. Accommodation Design
  - 17.8.3. Evaluation and Monitoring
- 17.9. Good Educational Practices

**Module 18. Self-Regulated Learning**

- 18.1. Metacognition and Learning
  - 18.1.1. Metacognitive Strategies and Learning Styles
  - 18.1.2. Learning Facilitators
  - 18.1.3. Conceptual Maps
- 18.2. Self-Regulation and Thought
- 18.3. Executive Functions
  - 18.3.1. Working Memory
  - 18.3.2. Planning
  - 18.3.3. Reasoning
  - 18.3.4. Flexibility
  - 18.3.5. Inhibition
  - 18.3.6. Decision-Making
  - 18.3.7. Estimating Time
  - 18.3.8. Dual Execution
  - 18.3.9. Branching
- 18.4. Personal Learning Environments (PLE)
- 18.5. Self-Regulated Learning Tools

**Module 19. Creativity and Emotional Education in the Classroom**

- 19.1. Emotional Intelligence and the Education of Emotions according to the Mayer and Salovey Model
- 19.2. Other Models of Emotional Intelligence and Emotional Transformation
  - 19.2.1. Emotional Competence Models
  - 19.2.2. Social Competence Models
  - 19.2.3. Multiple Models
- 19.3. Socio-Emotional Skills and Creativity According to Level of Intelligence
- 19.4. Concept of Emotional Quotient, Intelligence and Desynchrony Accommodation in High Intellectual Capacities

- 19.5. Concept of Hyperemotivity
- 19.6. Current Scientific Studies on Creativity, Emotions, Self-Awareness and Intelligence
  - 19.6.1. Neuroscientific Studies
  - 19.6.2. Applied Studies
- 19.7. Practical Classroom Resources to Prevent Demotivation and Hyperemotivity
- 19.8. Standardized Tests to Assess Emotions and Creativity
  - 19.8.1. Creativity Tests and Quizzes
  - 19.8.2. Assessing Emotions
  - 19.8.3. Laboratories and Valuation Experiences
- 19.9. Inclusive Schools: Humanist Model and Emotional Education Interrelation

**Module 20. Neurolinguistics and High Capacities**

- 20.1. Neurolinguistic Programming (NLP) and Its Applications: From Controversy to Use
- 20.2. Metalinguistic Abilities and Talents
- 20.3. Language Stimulation and Comorbidities
- 20.4. Languages and Verbal Talent
- 20.5. Language and Creative Writing in High Capacities
- 20.6. Oratory and Locution in High Capacities
- 20.7. Performing Arts and High Capacities
- 20.8. Discussions and Dialogs in High Capacities
- 20.9. Communication Activities in Educational Environments

## Module 21. New Technologies and Cooperative Learning

- 21.1. The Transformation of Education with New Teaching Methods
  - 21.1.1. Approaches and Perspectives
  - 21.1.2. Information Communication Technologies (ICTs)
  - 21.1.3. Technology for Learning and Knowledge
  - 21.1.4. Empowerment and Participation Technologies
- 21.2. Impact of New Technologies in Education
  - 21.2.1. Digital Skills in Students
  - 21.2.2. Digital Skills in Teachers
  - 21.2.3. The Role of Families and the Regulation of Use
- 21.3. Educating With the Use of New Technologies
- 21.4. Structure and Abilities in Cooperative Learning
- 21.5. Purposes of Cooperative Learning From a Multicultural Approach
- 21.6. Application in Each of the Educational Stages
  - 21.6.1. Teamwork and Group Cohesion in Early Childhood Education
  - 21.6.2. Cooperative Techniques in Early Childhood Education
  - 21.6.3. Didactics and Experiences in Primary Education Simple Structures
  - 21.6.4. Primary Research and Projects
  - 21.6.5. Importance of Roles in Secondary Education
  - 21.6.6. Evaluation of Cooperative Experiences in Secondary Schools
- 21.7. Design of Activities and Group Dynamics
- 21.8. The Role of the Teacher as Facilitator and Guide
- 21.9. Assessment of Cooperative Learning



**Module 22. Intervention in High Capacities**

- 22.1. Techniques to Improve Self-Esteem
- 22.2. Coping and Problem-Solving Strategies
- 22.3. Social Skills
- 22.4. Emotional Intelligence
- 22.5. Learning Planning
- 22.6. Personal Development Orientation and Guidance
- 22.7. Family-Centered Intervention
  - 22.7.1. Understanding High Capacities
  - 22.7.2. Acceptance of Reality
  - 22.7.3. Decision-Making in the Family Environment
  - 22.7.4. Behaviors within the Family
  - 22.7.5. Projects with the Family
  - 22.7.6. Emotional Intelligence. Managing Emotions
- 22.8. Educational Intervention
  - 22.8.1. Educational Projects at the Center
  - 22.8.2. Structural Adjustments
  - 22.8.3. Organizational Changes
  - 22.8.4. Attention to Diversity Plans
  - 22.8.5. Teacher Training Plan
  - 22.8.6. Organizing the Early Childhood Curriculum
  - 22.8.7. Organizing the Primary Education Curriculum
  - 22.8.8. Organizing the Secondary Education Curriculum
  - 22.8.9. Emotional Intelligence. Classroom Application
  - 22.8.10. Family and School Projects and Programs

06

# Methodology

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

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





“

*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

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

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



*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 adapted in 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, students can watch them as many times as they want.



### Interactive Summaries

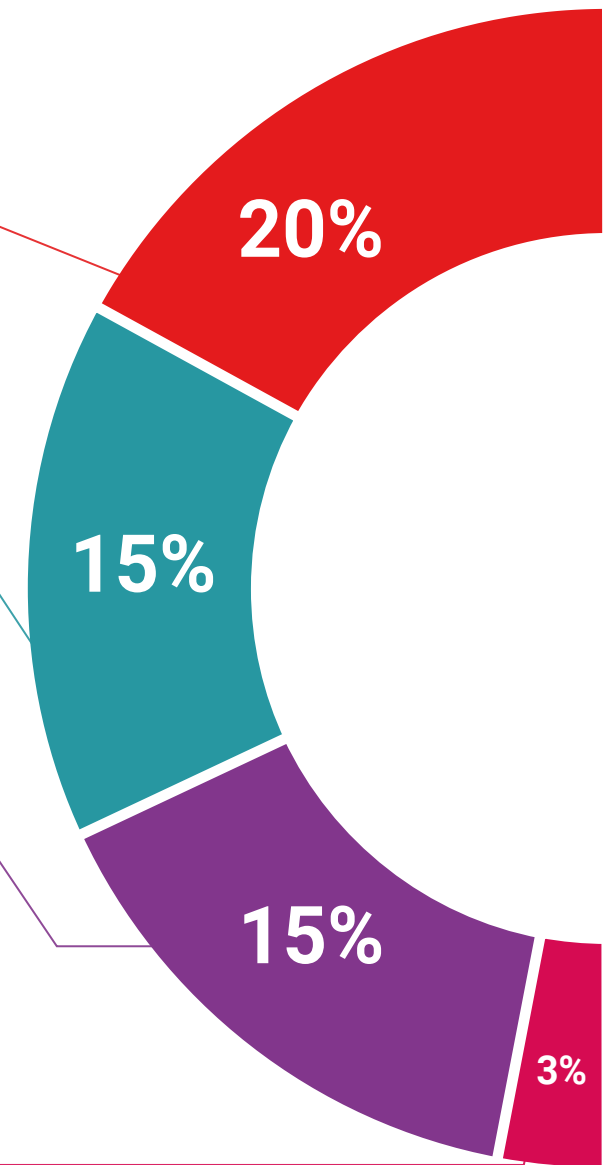
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

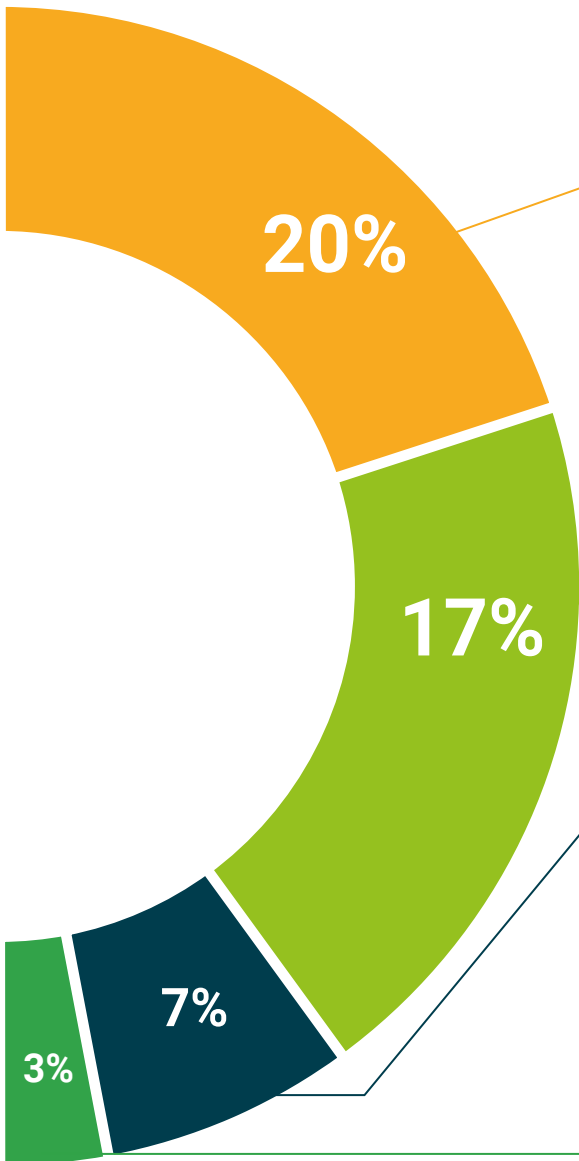
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



### 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 their 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 Inclusive Education: Social Exclusion and High Capacities guarantees you, in addition to the most rigorous and updated training, access to a Advanced Master's Degree issued by TECH Technological University.





“

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

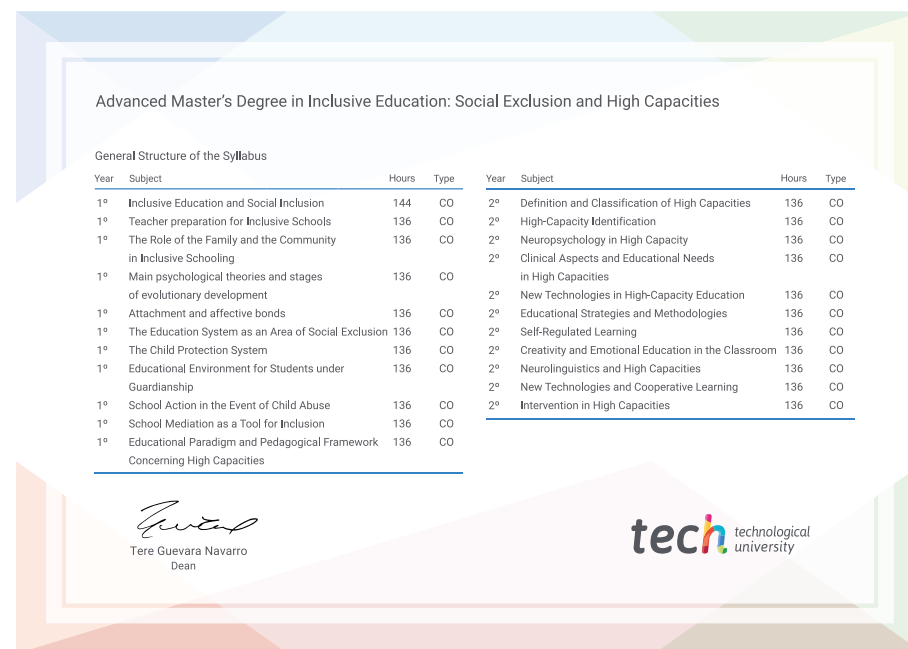
This **Advanced Master's Degree in Inclusive Education: Social Exclusion and High Capacities** contains the most complete and up-to-date program on the market.

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 Inclusive Education: Social Exclusion and High Capacities**

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 quality  
development language  
virtual classroom



## Advanced Master's Degree

Inclusive Education:  
Social Exclusion and  
High Capacities

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

Advanced Master's Degree  
Inclusive Education: Social  
Exclusion and High Capacities