

Advanced Master's Degree

Didactics and Teaching Practice in Pre-School Education



Advanced Master's Degree Didactics and Teaching Practice in Pre-School Education

- » 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-didactics-teaching-practice-pre-school-education

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01

Introduction

Teaching in the pre-school stage is a complex task which requires highly qualified professionals with superior skills to care for and teach the youngest children. Students at this age are in a vitally important period of their learning, since it is during these first few years of life that their physical and psychosocial development takes giant leaps forward. That's why we offer you the opportunity to learn the most recommended and innovative teaching methods that are used in pre-school education, in such a way that you can advance in your profession and obtain a higher qualification.



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Educating students requires specific teaching methods to support their learning. Specialize with us and get up to date on the most common tools for teaching this level”

During the first years of life, children acquire information from every gesture, word or image. They become beings capable of assimilating a great deal of information with which they begin a physical, social, motor and intellectual development that will mark the rest of their lives. Therefore, teaching children at this stage of their development is fundamental and is one of the most important for their educational progress.

However, not all students learn in the same way, nor do they possess the same skills or have the same needs. That is why it's essential to design teaching methodologies that are adapted to each school group, or even to each student, in many cases, turning games into learning methods.

In this way, improving teaching practice in pre-school education is a fundamental task. For that reason, it is essential to have a highly-qualified teaching team who are capable of transmitting knowledge to these youngest students, in an educational way, but without losing the quality and accuracy of their teaching practice.

Therefore, this Advanced Master's Degree offers an alternative to the consequent increase in the demand for highly-qualified professionals with up-to-date and relevant knowledge. It also helps provide the necessary skills to successfully face the challenges posed by the integral development of diverse personalities of students, with their different needs, styles, interests and conditions, especially those students in the pre-school stage who are in a period of their lives in which learning must be carried out in a didactic way. It must allow them to learn while playing and promote a physical and psychosocial development appropriate to their age.

In this sense, TECH will not only take the professional through the theoretical knowledge offered, but will show another way of studying and learning, which is more organic, simpler and more efficient. TECH works to keep you motivated and to create in you a passion for learning. And we will push you to think and develop critical thinking.

This **Advanced Master's Degree in Didactics and Teaching Practice in Pre-School Education** contains the most complete and up-to-date academic program on the university scene.

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 retraining 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, debate and knowledge forums
- ♦ Communication with the teacher and individual reflection work
- ♦ Content that is accessible from any fixed or portable device with an Internet connection
- ♦ Complementary resource banks that are permanently available



A specialization of high academic level, supported by advanced technological development and the teaching experience of the best professionals"

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A program created for professionals who aspire to excellence that will allow them to acquire new skills and strategies in a smooth and effective way"

Our teaching staff is made up of working professionals. In this way, we ensure that we provide you with the up-to-date education we are aiming for. A multidisciplinary team of professionals with qualifications and experience in different environments, who will develop the theoretical knowledge in an efficient way, but above all, they will contribute their practical knowledge from their own experience to the course.

Studying this 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 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 based on Problem-Based Learning, an approach that conceives 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 actually dealing with the scenario you are learning about. A concept that will allow you to integrate and fix learning in a more realistic and permanent way.

Get up to date on the latest developments in pre-school education that will allow you to learn the most innovative teaching methods implemented with the youngest students.

We have the best methodology, the most up-to-date syllabus and a multitude of practical cases that will help prepare you for success.



02

Objectives

Our objective is to specialize highly qualified professionals for the working world. 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 you will be able to achieve thanks to a highly intensive and detailed course.



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If your goal is to acquire a qualification that will enable you to compete among the best, look no further, at TECH we have everything you need”



General Objectives

- ♦ Design, plan, deliver, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals of the center
- ♦ Effectively deal with language learning situations in multicultural and multilingual contexts
- ♦ Recognize the importance of rules in all educational processes
- ♦ Promote participation and respect for the rules of co-existence
- ♦ Know the organization of early childhood education schools and the diversity of actions involved in their operation
- ♦ Understand that the teaching function must be perfected and adapted to scientific, pedagogical and social changes throughout life





Specific Objectives

- ♦ Acquire the necessary tools for reflection
- ♦ Awaken professional and intellectual concerns in order to learn to be good professionals
- ♦ Know the different pedagogical foundations of Education
- ♦ Identify the different learning situations in personalized education
- ♦ Develop the tools required for good organization of the center
- ♦ Internalize teacher training for good educational results
- ♦ Orientate teaching according to the student's age
- ♦ Guide the teaching according to the student's evolutionary age
- ♦ Guide the organization of homework to avoid wasting time and useless efforts
- ♦ Make teaching and, consequently, learning more effective
- ♦ Approach the scientific aspects of the main topics related to reading and writing
- ♦ Understand the diverse explanatory models
- ♦ Identify the different processes of reading
- ♦ Analyze and manage the educational methodologies
- ♦ Facilitate the teaching method in pre-school education
- ♦ Acquire knowledge on how to improve the tools for good work in the classroom
- ♦ Know how to analyze some of the most relevant didactic theories and methods in foreign language learning and their application to the pre-school education classroom
- ♦ Rethink English language teaching, analyzing concepts such as multiple intelligences, different learning styles and how individual differences will influence the way in which our students will assimilate the new knowledge we are going to provide them with
- ♦ Learning a new language has its own characteristics, therefore, it is important to know the steps to follow to help our students to communicate in English and, in addition, to learn the culture of the countries where it is spoken
- ♦ Identify the different learning theories and styles
- ♦ Develop CLIL syllabus models
- ♦ Educate the teacher in the different aspects of foreign language learning
- ♦ Analyze the motor behavior of the students
- ♦ Know the motor characteristics of pre-school education
- ♦ Manage the different activities for good neuromotor development
- ♦ Grasp the elements and characteristics of the body schema
- ♦ Use the fundamentals of motor games as an educational tool
- ♦ Competences, objectives, contents and evaluation processes
- ♦ Carry out new methodological strategies in the classroom
- ♦ Apply strategies and methodologies for good neuromotor development in the pre-school stage
- ♦ Use the language of music with a sufficient level of skill so that, as a future teacher, you will be able to read music scores without difficulty and perform them appropriate to the school context
- ♦ Value and know how to apply music for intellectual and affective development in children, and use it to resolve different physical and psychological health problems of people in general

- ♦ Provide culture and sensitivity and help us to better perceive life, our own and that of others, preparing us to discover beauty and aspire to reach the highest of human goals
- ♦ Know and appreciate the great musical works of different historical contexts, verifying how artistic aesthetics in general, and in particular, musical aesthetics, have been configured and transformed
- ♦ Ensure that students and future teachers achieve the objectives set for this field by the current educational legislation
- ♦ Know how to perceive and interpret music in the classroom
- ♦ Provide the teacher with teaching methods for the development of musical skills
- ♦ Analyze motivation strategies
- ♦ Manage the techniques for using ICT in music education
- ♦ Grasp the various fundamentals of didactics and their application in music education
- ♦ Develop musical and instrumental didactics
- ♦ Establish musical strategies in the classroom
- ♦ Understand the theoretical contents, in which the fundamental bases of plastic and visual knowledge are established for educators at this stage
- ♦ Know the practical part, based on activity suggestions as a complement to learning
- ♦ Develop creativity in plastic and visual arts
- ♦ Acquire the required tools to create our own didactic material
- ♦ Teach the student to create their own didactic material
- ♦ Know how to manage the concepts of graphic and plastic expression
- ♦ Control the different stages when carrying out graphic and plastic expression



- ♦ Manage the techniques for using ICT in music education
- ♦ Teach pre-school teachers how to develop communicative skills in their students
- ♦ Establish various children's books for classroom application
- ♦ Master the objective and the content of the syllabus
- ♦ Convert the teacher into a researcher of their own actions, providing enough clues to be able to design their own scenarios and their own materials
- ♦ Discover the main trends in mathematics teaching used, not only today, but throughout the history of mathematics didactics, focusing on a stage where the formality of mathematics teaching has sometimes been taken away and yet its enormous power has been demonstrated
- ♦ Know how to identify and teach problem solving in class
- ♦ Identify the diverse ways of solving problems
- ♦ Control mathematical learning to apply it to pre-school education
- ♦ Establish different evaluation programs
- ♦ Acquire theoretical and practical knowledge on the teaching and learning processes of the natural environment and the most appropriate educational environment for pre-school education
- ♦ Become familiar with the didactic foundations, with the main models applied to the teaching of science and with the school syllabus, always combining practical examples or enriching experiences in the classroom, which will allow teachers to develop the required skills and attitudes to guide scientific education and experiments in the classroom, taking advantage of the child's curiosity and interests
- ♦ Apply the natural sciences teaching methods in pre-school education
- ♦ Raise awareness of environmental problems at the pre-school stage
- ♦ Address different topics that will allow students to acquire essential knowledge for the proper development of their future work as teachers
- ♦ Provide the necessary basis to learn how to convert generic programs into adequate and concrete programs that favor the teaching-learning process and its evaluation in the classroom
- ♦ Provide the student with strategies and methodologies to develop effective didactic proposals to work with pre-school education students
- ♦ Know the organization of the educational system
- ♦ Discover the place of the teaching profession within it
- ♦ Manage the administrative aspects of the education system
- ♦ Know the different educational laws
- ♦ Learn the documents that are obligatory in an educational center
- ♦ Acquire the necessary tools for the organization of the students
- ♦ Know the relationship that exists between the school and family
- ♦ Acquire tools to differentiate the programmed teaching (school) from spontaneous teaching (family)
- ♦ Analyze formal, non-formal and informal education
- ♦ Analyze the function of the media and the educational influence
- ♦ Highlight the possibilities that educational institutions can provide for family participation
- ♦ Identify the different family characteristics
- ♦ Educating people to be autonomous, protagonists of their educational process and capable of continuing their own life project requires schools today to understand education and guidance as synonyms and traveling companions

- ♦ Involve all agents inside and outside the school: management team, administration staff, teaching staff, guidance department, students and families as protagonists of the educational and guidance process
- ♦ Take on the guidance and tutorial action of students as a task for the teachers
- ♦ Promote the knowledge of the students' own characteristics, assuming that each student is unique
- ♦ Personalized monitoring of students with a preventive approach
- ♦ Adapt programming, teaching and evaluation to the diversity of the student body
- ♦ Involve families in the education of students in order to unify criteria and educational guidelines that result in greater coherence between school and family
- ♦ Analyze the current situation in educational centers with respect to co-existence
- ♦ Identify the different models to establish good co-existence inside and outside of the classroom
- ♦ Identify the possible discrimination that may occur in a school
- ♦ Acquire skills to solve and prevent possible conflicts in a school
- ♦ Know intervention strategies and techniques
- ♦ Identify the functioning of communication media and technology in school
- ♦ Acquire the expected skills and knowledge
- ♦ Have the attitude and research skills to promote the concern for permanent professional improvement
- ♦ Gain quantitative and qualitative knowledge
- ♦ Understand quantitative and qualitative information
- ♦ Know how to plan and develop educational research
- ♦ Identify the techniques and instruments for educational research
- ♦ Deal with intercultural diversity in the classroom starting from a theoretical approach that will serve to contextualize the subject and understand at what point we are in our classrooms, and to know what is this increasingly common intercultural reality
- ♦ Provide skills and educational competencies adapted to the intercultural classroom
- ♦ Understand and identify diversity in the classroom
- ♦ Make curricular adaptations
- ♦ Know the dynamics for integrating equality into the classroom
- ♦ Produce innovation and improvement of teaching practice, which has become an essential element to increase the quality and efficiency of educational centers
- ♦ Establish the transformation of the reality of education through redefining the role of teachers
- ♦ Learn about the various educational improvement projects
- ♦ Expand knowledge of how to approach the improvement of the center
- ♦ Acquire the tools to achieve a more autonomous and cooperative learning
- ♦ Know the most important aspects of educational resilience
- ♦ Develop the most significant teaching and professional skills of the pre-school education teachers
- ♦ Explain the required teaching skills
- ♦ Educate the teacher about organization in the educational center
- ♦ Acquire good tools for the creation of educational programs in the center
- ♦ Analyze the emotional competencies and know how to manage them
- ♦ Create evaluation studies and know how to apply them



- ♦ Acquire the necessary digital skills and knowledge complemented by the pedagogical and methodological skills appropriate to the current context
- ♦ Provide an effective initiation in good ICT practices that guarantees professional teaching development aimed at the management of digital sources for teaching use, communication in digital networks for pedagogical purposes, ability to create teaching materials using digital tools and problem management, as well as knowledge of security issues for the correct use of ICT in the classroom
- ♦ Manage and create a digital identity according to the context, being aware of the importance of the digital trail and the possibilities offered by ICT in this regard, thus knowing its benefits and risks
- ♦ Generate and know how to apply ICT
- ♦ Combine the different ICTs in the school as an educational tool
- ♦ Identify and discover the importance of ongoing teacher training

03 Skills

Once all the contents have been studied and the objectives of the Advanced Master's Degree in Didactics and Teaching Practice in Pre-School Education have been achieved, the professional will have superior skills and performance in this area. A very complete approach in a high-level master's degree which makes a 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, we offer you everything you need”



General Skills

- ♦ Encourage the reading and critical commentary of texts from different scientific domains and different cultural content in the school syllabus
- ♦ Know the evolution of language in early childhood, in order to know how to identify possible dysfunctions and to ensure their correct development
- ♦ Effectively deal with language learning situations in multicultural and multilingual contexts
- ♦ Express oneself orally and in writing and master the use of different expression techniques
- ♦ Know the importance of good language development in these stages of life
- ♦ Value the different communication skills as a means for students to relate to their environment
- ♦ Promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor, and volitional dimensions
- ♦ Reflect on the importance of the theory of multiple intelligences
- ♦ Design globalizing activities that encourage students to use various skills
- ♦ Describe the different learning styles of students
- ♦ Design and regulate learning spaces in the context of diversity, which address the individual educational needs of the students, gender equality, fairness and respect for human rights
- ♦ Reflect on the influence of culture in the process of learning a foreign language
- ♦ Reflect as a group on the meaning of rules and respect for others
- ♦ Promote the autonomy and uniqueness of each student as factors in the education of emotions, feelings and values in early childhood
- ♦ Develop guidelines that should govern any activity before it is presented to students
- ♦ Plan the guidelines to be followed in the development and implementation of a classroom activity
- ♦ Reflect as a group on the meaning of rules and respect for others
- ♦ Promote the autonomy and uniqueness of each student as factors in the education of emotions, feelings and values in early childhood
- ♦ Resolve problematic situation and interpersonal conflicts of diverse nature
- ♦ Reflect on the classroom practices to be more innovative and improve the teacher's work
- ♦ Acquire habits and skills for autonomous and cooperative learning and promote it among students
- ♦ Correctly implement pedagogical strategies
- ♦ Reason with critical and creative thought
- ♦ Demonstrate an entrepreneurial spirit, leading to increased motivation for quality teaching

- ♦ Understand the role, possibilities and limits of education in today's society and the core competencies that affect early childhood schools and the professionals working there
- ♦ Know quality improvement models with applications in educational centers
- ♦ Reflect as a group on the acceptance of rules and respect for others
- ♦ Promote the autonomy and uniqueness of each student as factors in the education of emotions, feelings and values in early childhood
- ♦ Define strategies for the development of social skills within the family environment
- ♦ Organize a group workshop for families as educators
- ♦ Indicate errors in the use of the media for school age children based on the knowledge of the media culture and its characterization
- ♦ Know the educational implications of ICT, particularly that of television, in early childhood
- ♦ Place the media culture in its context and attributions
- ♦ Analyze the good use of current media in the educational commitment in the family environment
- ♦ Analyze the role of the school in the society of information and the influence of the media in the educational process
- ♦ Design, plan, evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals of the center
- ♦ Effectively deal with language learning situations in multicultural and multilingual contexts
- ♦ Encourage the reading and critical commentary of texts from different scientific domains and different cultural content in the school syllabus
- ♦ Reflect on the classroom practices in order to be more innovative and improve the teacher's work
- ♦ Acquire habits and skills for autonomous and cooperative learning and promote it in students
- ♦ Examine classroom practices, identify aspects to improve, justify the choice and create a team project in which it is possible to demonstrate collaboration between the different members
- ♦ Design and regulate learning spaces in the context of diversity, which address the individual educational needs of the students, gender equality, fairness and respect for human rights
- ♦ Encourage co-existence inside, as well as outside, the classroom and approach the peaceful resolution of conflicts
- ♦ Know how to systematically observe the context of learning and co-existence and know how to reflect on them
- ♦ Reflect on the classroom practices in order to be more innovative and improve the teacher's work

- ♦ Acquire habits and skills for autonomous and cooperative learning and promote it in students
- ♦ Design and regulate learning spaces in the context of diversity, which address the individual educational needs of the students, gender equality, fairness and respect for human rights
- ♦ Identify the personal educational needs of students and design activities to address them
- ♦ Reflect on the classroom practices in order to be more innovative and improve the teacher's work
- ♦ Acquire habits and skills for autonomous and cooperative learning and promote it in students
- ♦ Identify personal educational needs of students in their intellectual, corporal and affective unity





Specific Skills

- ♦ Identify learning difficulties, report them and collaborate in their treatment
- ♦ Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators
- ♦ Know the school syllabus of the social sciences
- ♦ Teach students in such a way that their learning is meaningful
- ♦ Guide students in their own learning process
- ♦ Know the language and literacy syllabus of this stage, as well as the theories on the acquisition and development of the corresponding learning processes
- ♦ Master the legislative treatment that has been and is given to reading
- ♦ Promote speaking and writing skills
- ♦ Know how to plan activities to work on reading and writing from different points of view
- ♦ Understand the transition from oral to written language and know the different registers and uses of the language
- ♦ Understand the different means through which an oral text becomes a written text
- ♦ Identify the different registers and variety that the language may present in certain contexts
- ♦ Study the process of learning to read and write and how to teach it
- ♦ Master the different methods for learning to read and write
- ♦ Identify the different theories that exist for the optimal moment of teaching how to read
- ♦ Know the difficulties that can arise in teaching how to read and write
- ♦ Know and appropriately use resources for encouraging reading and writing
- ♦ Master the techniques specific to the educational level in order to work on encouraging reading and writing in the classroom
- ♦ Promote speaking and writing skills
- ♦ Identify the natural stages and styles of learning for students when learning a second language
- ♦ Introduce vocabulary through tools such as story telling and dramatization
- ♦ Know and master oral and written expression techniques
- ♦ Understand the advantages of using techniques based on the TPR methodology (Total Physical Response)
- ♦ Identify and use story telling and dramatization techniques in the pre-school classroom to keep the attention of the students
- ♦ Deal with language learning situations in multilingual contexts
- ♦ Identify the need to create inclusive classes where cooperation is promoted
- ♦ Reflect on the influence of culture in the learning process
- ♦ Identify the conceptual connections between culture and learning style
- ♦ Recognize and value the appropriate use of verbal and non-verbal language
- ♦ Describe techniques for improving the communication skills of students
- ♦ Develop activities to promote interaction in the classroom
- ♦ Develop activities based on the TPR method (Total Physical Response)
- ♦ Promote a first approach to a foreign language
- ♦ Reflect on the role of the English language as an international language

- ♦ Describe the influence of the mother tongue on foreign language learning
- ♦ Know the foundations of music, plastic arts and body expression in the syllabus at this stage, as well as the theories on the acquisition and development of the corresponding learning processes
- ♦ Identify and critically analyze the role of motor skills in the syllabus at this school stage
- ♦ Know the objectives, content and evaluation criteria of the syllabus
- ♦ Design activities in line with the psycho-evaluative characteristics of the child
- ♦ Know how to use games as an educational resource, as well as to design learning activities based on fun principles
- ♦ Plan, carry out and evaluate playful activities that encourage the psychomotor development of children
- ♦ Differentiate between the type of games depending on the evolutionary stage of the child
- ♦ Know the type of game as well as the benefits of it
- ♦ Elaborate didactic proposals that promote musical perception and expression, motor skills, drawing and creativity
- ♦ Master the content of the subject and be able to transmit the most relevant information
- ♦ Master the design of activities, sessions and didactic units
- ♦ Identify the needs of each child in order to carry out this type of activities
- ♦ Know the foundations of music, plastic arts and body expression in the syllabus at this stage, as well as the theories on the acquisition and development of the corresponding learning processes
- ♦ Grasp the message of the formative value of music and its importance for integral education
- ♦ Select and use appropriate techniques to analyze the different artistic-musical aesthetics throughout history
- ♦ Recognize aurally the differences between different musical aesthetics
- ♦ Know and use songs to promote aural, rhythmic and vocal education
- ♦ Identify and examine different musical works throughout history
- ♦ Recognize and apply the elements of musical language with a pedagogical perspective
- ♦ Critically evaluate the different musical materials for their correct application in the classroom
- ♦ Introduce students to the visual arts
- ♦ Know how to apply creativity with the youngest students
- ♦ Apply the didactics of language in teaching the students
- ♦ Bring students closer to the reading and literature adapted to their ages
- ♦ Promote interest in reading and theater
- ♦ Deliver mathematics lessons with complete clarity so that they can be understood by students at these stages without problems
- ♦ Know how to resolve students' problems in the field of mathematics
- ♦ Offer superior education to students in environmental education and knowledge of the social and cultural environment
- ♦ Situate pre-schools in the educational system, in the European and international contexts

- ♦ Break down the basic characteristics of the main educational programs in the European Union
- ♦ Learn about international experiences and examples of innovative practices in pre-school education
- ♦ Identify innovative practice models from different countries
- ♦ Value the importance of teamwork
- ♦ List and explain the reasons that make a school that works as a team an effective school
- ♦ Explain the role of collaboration, team work and participation within the organizational descriptors of education centers
- ♦ Offer coherent and informed arguments in the two subject debates on subject-related issues
- ♦ Participate in the development and monitoring of early-childhood-education educational projects within the framework of center projects and in collaboration with the territory and with other professionals and social agents
- ♦ Correctly interpret a legal provision that establishes and designs the syllabus for the preschool education in an autonomous community
- ♦ Describe and explain to what extent the tutorial function is a collaborative activity
- ♦ Contrast different statutes of real parent associations to establish whether they comply with the minimum requirements established by law, as well as to compare their similarities and differences in terms of organization and management
- ♦ Know the legislation regulating pre-schools and their organization
- ♦ Apply current educational legislation to the design of tasks and professional activities in a pre-school or primary education (curricular, attention to diversity, etc.).
- ♦ Explain the rights of professors and, specifically, the academic freedom
- ♦ Value teamwork as one of the main factors of educational quality
- ♦ Create and maintain communication links with families to effectively influence the educational process
- ♦ Know the different communication channels and instruments available for an adequate family-school communication
- ♦ Identify the main difficulties in the family and school relationship
- ♦ Promote family orientation programs
- ♦ Promote and collaborate in actions inside and outside the school, organized by families, town halls and other institutions with an impact on citizenship training
- ♦ Know and analyze contexts and current specific cases in relation to the formal, non-formal and informal education processes
- ♦ Collaborate in the design and implementation of parenting schools
- ♦ Offer the necessary educational steps for the family challenges in current society
- ♦ Know the historical evolution of the family, the different types of families, lifestyle and education in the family context
- ♦ Analyze the role of the family as a fundamental field in which child socialization takes place
- ♦ Promote education of values, its importance and the axis of action in the family environment

- ♦ Identify the different family educational styles
- ♦ Carry out effective tutoring with families of students
- ♦ Carry out teamwork among teaching and non-educational professionals
- ♦ Intervene in the conflictive phenomena and school discrimination
- ♦ Create a school co-existence plan
- ♦ Design an action protocol to face school conflicts
- ♦ Master the observation and reporting techniques
- ♦ Select observation and reporting techniques depending on the particular educational problem and justify the choice
- ♦ Approach field analysis through observational methodology using information, documentation and audiovisual technologies
- ♦ Identify, through observation, a topic of particular interest in the syllabus of the school stage; select and apply appropriate instruments (ICT, documentation and audiovisual resources) according to the topic
- ♦ Know how to analyze the data obtained, critically understand the reality and create a report of the conclusions
- ♦ Prepare an outline of the final degree project in the modalities studied, justifying the choice of the topic, the objectives, the methodology to be followed and its evaluation
- ♦ Understand the educational and learning processes in the period from 0-6 years old in the family, social and school contexts
- ♦ Recognize the identity of the child's stage and the cognitive, psychomotor, communicative, social and affective characteristics





- ◆ Direct and manage a school center, based on innovative programs
- ◆ Use creativity to improve the education of students
- ◆ Understand that the daily dynamics in pre-school educational change depending on each student, group and situation and know how to be flexible in carrying out teaching work
- ◆ Identify personal educational needs of pre-school students in their intellectual, corporal, affective and volitional unity
- ◆ Know how to work as a team with other professionals inside and outside the center in giving attention to each student, as well as in the planning of learning sequences and in the organization of work situations in the classroom and in the play space, identifying the specific characteristics of the learning period
- ◆ Plan objectives and situate them according to demand a sufficient and satisfactory performance in students
- ◆ Clearly and adequately explain orally the content specific to the pre-school stage
- ◆ Know and implement communicative strategies for good class governance and to report on the results obtained in the performance of students
- ◆ Design a team activity in line with the specific characteristics of the stage and the content of the subject
- ◆ Attend to the needs of students and convey security, reassurance and affection
- ◆ Identify the personal educational needs of students in pre-school and design activities to address them
- ◆ Successfully face the different challenges related to the effective integration of ICT in the classrooms

04

Structure and Content

The contents of this Professional Master's Degree have been developed by the different experts on this course, with the clear purpose of ensuring that our students acquire each and every one of the skills required to become true experts in this field. The content of this Advanced Master's Degree enables them to learn all aspects of the different disciplines involved in this field. A comprehensive and well-structured program that will take students to the highest standards of quality and success.

A child with brown hair, wearing a blue and white striped shirt, is lying on their stomach on a wooden floor, writing on a whiteboard. The whiteboard is propped up against a wall. The child is using a red marker to write the answers to math problems. The problems are written in blue marker, and the answers are written in red marker. The problems are: 1 + 1 = 2, 1 + 2 = 3, 1 + 3 = 4, 2 x 2 = 4, 2 x 3 =, 3 x 3 = 9, 2 - 1 =, and 3 - 1 =. The child is currently writing the answer '3' for the problem 2 x 3 =. There are some colorful geometric shapes (a red triangle, a yellow square, and a red square) on the floor next to the whiteboard.
$$\begin{array}{l} 1 + 1 = 2 \\ 1 + 2 = 3 \\ 1 + 3 = 4 \\ 2 \times 2 = 4 \\ 2 \times 3 = \\ 3 \times 3 = 9 \\ 2 - 1 = \\ 3 - 1 = \end{array}$$



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Our syllabus has been designed with teaching effectiveness in mind: so that you learn faster, more efficiently, and on a more permanent basis"

Module 1. Personalized Education. Anthropological, Philosophical, and Psychological Foundations

- 1.1. The Human Person
 - 1.1.1. Introduction and Objectives
 - 1.1.2. Educating Taking Into Account The Person
 - 1.1.3. Person and Human Nature
 - 1.1.4. Attributes or Radical Properties of the Person
 - 1.1.5. Strategies to Favor the Unfolding of the Person's Radical Attributes or Properties.
 - 1.1.6. The Human Person as a Dynamic System
 - 1.1.7. The Person and the Meaning That They Can Give to their Life
- 1.2. Pedagogical Foundations of Personalized Education
 - 1.2.1. Introduction and Objectives
 - 1.2.2. The Educability of the Human Being as a Capacity for Integration and Growth
 - 1.2.3. What is Personalized Education? (And What is it Not?)
 - 1.2.4. Purposes of Personalized Education
 - 1.2.5. The Personal Teacher-Student Encounter
 - 1.2.6. Protagonists and Mediators
 - 1.2.7. The Principles of Personalized Education
- 1.3. Learning Situations in Personalized Education
 - 1.3.1. Introduction and Objectives
 - 1.3.2. The Personalized Vision of the Learning Process
 - 1.3.3. Operational and Participatory Methodologies: General Characteristics
 - 1.3.4. Learning Situations and their Personalization
 - 1.3.5. Role of Materials and Resources
 - 1.3.6. Evaluation as a Learning Situation
 - 1.3.7. The Personalized Educational Style: Its Five Manifestations
 - 1.3.8. How to Promote the Five Manifestations of the Personalized Educational Style?
- 1.4. Motivation: A Key Aspect of Personalized Learning
 - 1.4.1. Introduction and Objectives
 - 1.4.2. Influence of Affectivity and Intelligence in the Learning Process
 - 1.4.3. Definition and Types of Motivation
 - 1.4.4. Motivation and Values
 - 1.4.5. Strategies to Make the Learning Process More Attractive.
 - 1.4.6. The Playful Aspect of Schoolwork
- 1.5. Metacognitive Learning
 - 1.5.1. Introduction and Objectives
 - 1.5.2. What Should Students Be Taught in Personalized Education?
 - 1.5.3. What Does "Metacognition" Mean and What Do We Mean by "Metacognitive Learning?"
 - 1.5.4. Metacognitive Learning Strategies
 - 1.5.5. Consequences of Learning in a Metacognitive Way
 - 1.5.6. How to Assess Whether Students Are Learning in a Meaningful Way
 - 1.5.7. Keys to Educate in Creativity
- 1.6. Personalizing the Organization of the School Center
 - 1.6.1. Introduction and Objectives
 - 1.6.2. Factors in the Organization of a School
 - 1.6.3. The Personalized School Environment
 - 1.6.4. The Students
 - 1.6.5. The Teachers
 - 1.6.6. The Families
 - 1.6.7. The School Center as an Organization and as a Unit
 - 1.6.8. What Indicators Can We Use to Evaluate the Educational Personalization of a School Center.?



Module 2. General Didactics

- 2.1. Foundations of Didactics as an Applied Pedagogical Discipline
 - 2.1.1. Foundations, origin, and evolution of didactics
 - 2.1.2. The Concept of Didactics
 - 2.1.3. The Object and the Purpose of Didactics
 - 2.1.4. Personalization of the Teaching-Learning Process
 - 2.1.5. Didactics as Theory, Practice, Science, and Art
 - 2.1.6. Didactic Models
- 2.2. Learning to Learn. Contributions From the Theory of Multiple Intelligences, Metacognition, and Neuroeducation
 - 2.2.1. An Approach to the Concept of Intelligence
 - 2.2.2. Metacognition and its Application in the Classroom
 - 2.2.3. Neuroeducation and its Application to Learning
- 2.3. Didactic Principles and Methodology
 - 2.3.1. Didactic Principles
 - 2.3.2. Didactic Strategies and Types
 - 2.3.3. Didactic Methods
- 2.4. Educational Design and Planning
 - 2.4.1. Approach to the Concept of Syllabus
 - 2.4.2. Levels of Curricular Concreteness
- 2.5. Competence Objectives and Contents
 - 2.5.1. Educational Objectives
 - 2.5.2. Objectives in the Linear Model. What is the Purpose of Teaching?
 - 2.5.3. Objectives in the p-Process Model
 - 2.5.4. Competencies. Why Teach?
 - 2.5.5. Contents. What to Teach?
- 2.6. Didactic Procedures and Teaching Techniques
 - 2.6.1. Representation Procedures and Codes
 - 2.6.2. Teaching Techniques

- 2.7. Activities, Didactic Media, Didactic Resources and ICT
 - 2.7.1. Activities
 - 2.7.2. Means and Resources from a Syllabus Perspective
 - 2.7.3. Classification of Resources and Didactic Means
 - 2.7.4. Didactic Means and ICT
- 2.8. Motivation in the Classroom and Strategies for its Achievement.
 - 2.8.1. What Does Motivation in the Classroom Consist Of?
 - 2.8.2. Different Types of Motivation
 - 2.8.3. Main Theories of Motivation
- 2.9. Educational Evaluation
 - 2.9.1. Approach to the Concept of Evaluation
 - 2.9.2. Evaluation Systems
 - 2.9.3. Content of the Evaluation: What to Evaluate?
 - 2.9.4. Evaluation Techniques and Instruments: How to Evaluate?
 - 2.9.5. Evaluation Moments
 - 2.9.6. Evaluation Sessions
 - 2.9.7. Curricular Adaptations
- 2.10. Communication in the Teaching-Learning Process
 - 2.10.1. The Communication Process in the Classroom
 - 2.10.2. Communication from the Learner's Perspective
 - 2.10.3. Communication from the Teacher's Perspective

Module 3. Fundamentals of Literacy

- 3.1. What is Reading?
 - 3.1.1. Importance of Literacy
 - 3.1.2. Reading Comprehension: Explanatory Models
 - 3.1.3. When Should We Teach How to Read?
- 3.2. The Processes of Reading
 - 3.2.1. The Visual Process
 - 3.2.2. The Phonological Process
 - 3.2.3. The Syntactic Process
 - 3.2.4. The Semantic Process
 - 3.2.5. Reading Problems

- 3.3. Methodologies for Teaching to Read and Write: Synthetic Methodology
 - 3.3.1. Methodological Complexity in Starting to Read and Write
 - 3.3.2. Synthetic Methodology
 - 3.3.3. Bibliographical References
- 3.4. Methodologies for Teaching to Read and Write: Analytical Methodology
 - 3.4.1. Analytical Methodology
 - 3.4.2. The Constructivist Approach
 - 3.4.3. Bibliographical References
- 3.5. Methodologies for Teaching to Read and Write: Mixed Methodology
 - 3.5.1. Mixed Methodology
 - 3.5.2. Examples of Mixed Methods
 - 3.5.3. Specific Aspects of Teaching How to Write
 - 3.5.4. Bibliographical References
- 3.6. Reading Comprehension and Written Expression
 - 3.6.1. Methodology for a Global Process of Reading in Pre-School and Primary Education
 - 3.6.2. Strategies for Reading Comprehension
 - 3.6.3. Writing and its Learning Phases in Pre-School Education
 - 3.6.4. Strategies for the Development of Reading Comprehension in Primary Education
 - 3.6.5. Methods for Teaching Written Expression in Primary Education
 - 3.6.6. Comprehension Problems
 - 3.6.7. Difficulties in Writing
 - 3.6.8. Bibliographical References
- 3.7. How to Improve Work in the Classroom?
 - 3.7.1. ICT Resources and their Contribution to Classroom Learning
 - 3.7.2. Reading Assessment
 - 3.7.3. Writing Assessment
 - 3.7.4. Bibliographical References

Module 4. Didactics of the English Language

- 4.1. Theories and Learning Styles: Towards the Teaching-Learning of Foreign Languages
 - 4.1.1. Piaget: The Child and the Interaction with the Social Environment.
 - 4.1.2. Vygotsky: The Importance of Social Interaction
 - 4.1.3. Bruner and the Concept of "Scaffolding"
 - 4.1.4. Gardner and the Theory of Multiple Intelligences
 - 4.1.5. The Emotional Dimension in Learning
 - 4.1.6. Learning Styles
- 4.2. Foreign Language Teaching and Learning
 - 4.2.1. Introduction to Foreign Language Teaching and Learning
 - 4.2.2. The Influence of Age on Foreign Language Learning
 - 4.2.3. The Influence of the Mother Tongue on Foreign Language Learning
 - 4.2.4. Individual Differences and Their Influence on Foreign Language Learning
 - 4.2.5. Bilingual Education and Multilingual Education
 - 4.2.6. English as an International Language or Lingua Franca
- 4.3. Spoken Language Learning in English
 - 4.3.1. The Importance of Spoken Language in the Foreign Language Learning Process
 - 4.3.2. Basic Principles on the Teaching-Learning of Spoken Language.
 - 4.3.3. The Development of Oral Speech in Children
 - 4.3.4. Promoting Interaction in English: Cooperation in the Classroom.
 - 4.3.5. Written Language as a Support for Spoken Language Development.
 - 4.3.6. Use of "Authentic" Materials
 - 4.3.7. Non-Threatening Atmosphere: Verbal and Non-Verbal Communication and the Role of the Teacher
- 4.4. Learning English Vocabulary
 - 4.4.1. Basic Principles of Vocabulary Teaching-Learning.
 - 4.4.2. Word Categories Applied to Vocabulary Learning.
 - 4.4.3. Vocabulary Learning and Teaching Techniques
 - 4.4.4. Selecting Vocabulary
 - 4.4.5. Expanding Vocabulary
 - 4.4.6. Examples of Exercises to Work on Vocabulary
- 4.5. Introduction to Literacy in English.
 - 4.5.1. The Literacy Process
 - 4.5.2. Factors that Influence Literacy Learning in the English Language
 - 4.5.3. Creating an Environment Conducive to English Language Literacy Learning
 - 4.5.4. Methods for Teaching Literacy in the English Language
 - 4.5.5. Next Steps in the Teaching-Learning of Literacy in English.
- 4.6. Learning English Through Literary Resources and Play
 - 4.6.1. The Use of Stories for English language Learning
 - 4.6.2. The Organization of Discourse in Stories
 - 4.6.3. The Use of Language in Stories
 - 4.6.4. The Quality of Stories as Material for Foreign Language Teaching
 - 4.6.5. Development of Tasks Around a Story
 - 4.6.6. Use of Songs and Rhymes/Poems in the Classroom
 - 4.6.7. The Use of Games as Culture Maintenance. Different Concepts of Culture in the Classroom
 - 4.6.8. Games and the Moral and Social Development of Children. Theories of Piaget, Kohlberg, Mead, and Vygotsky
 - 4.6.9. Games in the Learning of the English Language
- 4.7. Content and Language Integrated Learning (CLIL).
 - 4.7.1. Definition and CLIL Principles
 - 4.7.2. Content Learning: Cognitive Development
 - 4.7.3. CLIL Syllabus Models in Pre-School and Primary Education
 - 4.7.4. Planning CLIL Sessions
- 4.8. Thematic Approach or Project-Based Work
 - 4.8.1. Holistic Approach to Language Learning: Thematic or Project-Based Approach.
 - 4.8.2. Preparing a Class Based on Thematic or Project-Based Learning
 - 4.8.3. Communication in the Thematic or Project Approach
 - 4.8.4. Results After a Lesson with a Thematic or Project-Based Approach

- 4.9. ICT in English Language Teaching and Learning
 - 4.9.1. Advantages and Risks of Using ICT in the Classroom
 - 4.9.2. The Role of ICT in the English Classroom
 - 4.9.3. Prepared Materials
 - 4.9.4. Interactive Whiteboards
 - 4.9.5. Webquests
 - 4.9.6. Design of Materials: Software for Language Teaching with the Internet
- 4.10. Formative/Informal Evaluation of English Language Teaching and Learning
 - 4.10.1. Introduction to Evaluation
 - 4.10.2. Basic Principles of Assessment
 - 4.10.3. Quality Criteria in Evaluation
 - 4.10.4. Evaluation Planning
 - 4.10.5. Different Types of Evaluation
 - 4.10.6. Characteristics and Types of Formative/Informal Evaluation.

Module 5. Neuromotor Development and Didactics of Physical Education

- 5.1. Human Neuromotor Development
 - 5.1.1. How to Study This Topic
 - 5.1.2. The Pre-School Education Phase
 - 5.1.3. Neuromotor Skills and Executive Functions
 - 5.1.4. Projects and Organization of Activities Based on Neuromotor Development
 - 5.1.5. Bibliographical References
- 5.2. Motor Learning and Motor Skills
 - 5.2.1. How to Study This Topic
 - 5.2.2. Constructivist Development Applied to Physical Education. Key Concepts
 - 5.2.3. Ecological Focus on the Process of Motor Skills Competence
 - 5.2.4. Bibliographical References



- 5.3. Foundations of Motor Games as an Educational Resource
 - 5.3.1. How to Study This Topic
 - 5.3.2. Motor Skills and Motor Games
 - 5.3.3. Motor Games: Characteristics and Application
 - 5.3.4. Type of Games for Students in the Pre-School Education Phase
 - 5.3.5. Teaching Strategies of Motor Games
 - 5.3.6. Bibliographical References
- 5.4. Working Areas of Psychomotor Skills in Pre-School Education. Competences, Objectives, Contents and Evaluation Processes
 - 5.4.1. How to Study This Topic
 - 5.4.2. Competences and Objectives
 - 5.4.3. Evaluation Processes
 - 5.4.4. Psychomotor Session
 - 5.4.5. Bibliographical References
- 5.5. Contents (I). Elements and Characteristics of the Body Schema in Pre-School Education
 - 5.5.1. How to Study This Topic
 - 5.5.2. Psychomotor Education: The Body Schema
 - 5.5.3. Tonic and Postural Control
 - 5.5.4. Breathing Control
 - 5.5.5. Laterality
 - 5.5.6. Space and Time Structure
 - 5.5.7. Bibliographical References
- 5.6. Contents (II). Development of Psychomotor Coordination in Pre-School Education
 - 5.6.1. How to Study This Topic
 - 5.6.2. Types of Psychomotor Coordination
 - 5.6.3. The Development of the Psychomotor Coordination
 - 5.6.4. Practical Proposals
 - 5.6.5. Bibliographical References
- 5.7. Contents (III). Basic Motor Skills in Physical Education
 - 5.7.1. How to Study This Topic
 - 5.7.2. Displacements
 - 5.7.3. Turns
 - 5.7.4. Jumps
 - 5.7.5. Launches
 - 5.7.6. Receptions
- 5.8. Health Education: Postural and Hygienic Habits in Physical Education
 - 5.8.1. How to Study This Topic
 - 5.8.2. Joint by Joint
 - 5.8.3. Strength as a Fundamental Basic Physical Skill
 - 5.8.4. Resistance
 - 5.8.5. Speed
 - 5.8.6. Range of Movement
 - 5.8.7. Bibliographical References
- 5.9. New Methodological Proposals for Physical Education in the 21st Century
 - 5.9.1. How to Study This Topic
 - 5.9.2. Context of Excellence, Creativity and Learning
 - 5.9.3. Learning Environments and Movement
 - 5.9.4. ICT-TAC in Physical Education
 - 5.9.5. Educational Gamification
 - 5.9.6. Bibliographical References

Module 6. Musical Knowledge and its Didactics

- 6.1. The Message of the Music
 - 6.1.1. How Do We Perceive Music?
 - 6.1.2. Elements That Make Up Music: The Sound
 - 6.1.3. Elements of Musical Language
 - 6.1.4. Musical Texture
 - 6.1.5. Parties Involved in the Musical Processes
 - 6.1.6. Sources or Musical Supports
 - 6.1.7. Music and Cinema
- 6.2. Musical Language for Teachers: Rhythm, Melody, Harmony and Form
 - 6.2.1. Rhythm and Its Writing
 - 6.2.2. Melody and Its Writing
 - 6.2.3. Harmony and Its Writing
 - 6.2.4. Musical Forms
- 6.3. Voice and Other Musical Instruments
 - 6.3.1. The Body as an Instrument
 - 6.3.2. The Voice as an Instrument
 - 6.3.3. Singing as a Musical Educational Process
 - 6.3.4. Choir Singing
 - 6.3.5. Traditional and Modern Classification of Musical Instruments
 - 6.3.6. Popular Instruments and Their Construction
 - 6.3.7. Initiation to School Instruments
 - 6.3.8. Most Common Instrument Groups
- 6.4. Music in Ancient Civilizations and the Middle Ages
 - 6.4.1. Music in Ancient Civilizations of Greece and Rome
 - 6.4.2. The Middle Ages: Historical, Artistic and Cultural Landscape
 - 6.4.3. Music in the Middle Ages
- 6.5. Humanism in Music and the Theory of Affects
 - 6.5.1. Humanism and the Renaissance
 - 6.5.2. Baroque Period and the Theory of Affects

- 6.6. Objective Music vs. Subjective Music
 - 6.6.1. Objective Music: Classicism
 - 6.6.2. Subjective Music: Romanticism
- 6.7. Musical Impressionism and the 20th Century
 - 6.7.1. Musical Impressionism
 - 6.7.2. The 20th Century: The Avante-Garde
- 6.8. Interculturality and Music
 - 6.8.1. Music as a Cultural Expression in Populations
 - 6.8.2. Folklore Music
 - 6.8.3. Ethnic Music
- 6.9. Musical Education in Schools
 - 6.9.1. Justification of Musical Education in Schools
 - 6.9.2. History and Current Situation of Musical and Pedagogical Channels

Module 7. Development of Creativity and the Expression of Plastic Art in Pre-School Education

- 7.1. Introduction to Plastic and Visual Arts Education in Pre-School
 - 7.1.1. Key Concepts. Foundation of Plastic and Visual Arts
 - 7.1.2. The Importance of Art in Pre-school Education
 - 7.1.3. What Should Expressive and Perceptual Education in Children Aim For? Formative Objectives and Functions
 - 7.1.4. Educate Beyond the Hands-On Approach, but Without Losing Touch
 - 7.1.5. Bibliographical References
 - 7.1.6. The Art Classroom as a Didactic and Playful Space
 - 7.1.7. The Importance of Games as a Factor for Learning
 - 7.1.8. Artistic Corners and Experiences
 - 7.1.9. Bibliographical References
- 7.2. Materials and Techniques of 2D Representation
 - 7.2.1. Definition. Basic Concepts
 - 7.2.2. Materials and Techniques of Bidimensional Representation
 - 7.2.3. Supports and Instruments
 - 7.2.4. Printing Materials and Techniques
 - 7.2.5. Color and its Treatment

- 7.3. Materials and Techniques of 3D Representation
 - 7.3.1. Definition and Concepts
 - 7.3.2. Types of Techniques and Materials
 - 7.3.3. Space Perception: Between Two and Three Dimensions
 - 7.3.4. Introduction to Volume in Pre-School Education
 - 7.3.5. Activities Based on 3D Techniques
 - 7.3.6. Bibliographical References
- 7.4. Creativity in Pre-School Children
 - 7.4.1. Basic Concepts and Their Evolution
 - 7.4.2. The Creative Process: Imagination, Motivation and Games
 - 7.4.3. Types of Creativity and Its Application to Working with Children
 - 7.4.4. The Creative Teacher
 - 7.4.5. Bibliographical References
- 7.5. Relationship of the Language of Art with Other Languages
 - 7.5.1. Artistic Language and its Relationship with Other Languages
 - 7.5.2. Oral Language: Speaking Through Images
 - 7.5.3. Written Language: Beyond Words
 - 7.5.4. Body Language, Psychomotor Skills and Artistic Expression
 - 7.5.5. Bibliographical References
- 7.6. Learning and Visual Perception in Childhood I
 - 7.6.1. The Iconosphere or the Universe of Images
 - 7.6.2. Teaching Early Vision
 - 7.6.3. Grammar of Image and its Dimensions
 - 7.6.4. The Three Systems of Representation
 - 7.6.5. Perception, Learning and Cognition
 - 7.6.6. Bibliographical References
- 7.7. Learning and Visual Perception in Childhood II
 - 7.7.1. Intelligence and Visual Thinking. How Much Do We See?
 - 7.7.2. Visual Literacy: Basic Elements of Formal Configuration
 - 7.7.3. Visual Communication: Fundamentals and Factors
 - 7.7.4. Visual Rhetorical Figures
 - 7.7.5. Bibliographical References
- 7.8. Learning and Visual Perception in Childhood III
 - 7.8.1. Introduction
 - 7.8.2. Gestalt and its Laws
 - 7.8.3. Optical Illusions
 - 7.8.4. Ambivalent Images
 - 7.8.5. Bibliographical References
- 7.9. Development of Graphic and Plastic Art Expression in Pre-School Education
 - 7.9.1. Relevant Aspects in the Development of Graphic and Plastic Expression
 - 7.9.2. Introduction to the Evolution of Plastic Expression in Children from 0-6 Years Old. Relevant Aspects Through Theories and Authors
 - 7.9.3. Activities for Working on Plastic Expression in Children
 - 7.9.4. The First Strokes. Scribbling Stage
 - 7.9.5. Uncontrolled Scribbling (One and a Half to Two Years Old)
 - 7.9.6. Controlled Scribbling (Two and Half Years to Three and a Half Years Old)
 - 7.9.7. Ideograms (Three and a Half to Four Years Old)
 - 7.9.8. The Beginning of Imagination: Pre-Schematic Stage (Four to Seven Years Old)
 - 7.9.9. The Schematic Stage (Seven to Nine Years Old)
 - 7.9.10. The Dawn of Realism (Nine to Twelve Years Old)
 - 7.9.11. Guide for the Analysis of Children's Drawings During the Scribbling Stage
 - 7.9.12. Guide for the Analysis of Children's Drawings From 4 Years Old
- 7.10. The Curricular Design of the Artistic Classroom in Pre-School Education
 - 7.10.1. Contexts of Attention and Development
 - 7.10.2. Attitude as an Educational Foundation
 - 7.10.3. Some Didactic Orientations for Artistic Education
 - 7.10.4. The Living Classroom
 - 7.10.5. The Design of Didactic Units
 - 7.10.6. We Start from Experiential Areas
 - 7.10.7. We Identify the Objectives
 - 7.10.8. We Identify the Content
 - 7.10.9. We Think of the Activities
 - 7.10.10. Other Elements and Considerations
 - 7.10.11. Bibliographical References

Module 8. Didactics of the Spanish Language in Pre-School Education

- 8.1. Didactics of Language Classes in Pre-School Education
 - 8.1.1. What is Didactics of Language?
 - 8.1.2. The Linguistic System
 - 8.1.3. Language Functions
 - 8.1.4. Theoretical and Methodological Orientations
- 8.2. Methodology of the Didactics of Language
 - 8.2.1. Importance of Literature
 - 8.2.2. Bringing Literature to the Classroom
 - 8.2.3. Type and Selection of Children's Books
- 8.3. Programming of the Verbal Language in Pre-School Education
 - 8.3.1. Legislation and Language Teaching: Programming and Syllabus
 - 8.3.2. Objectives, Content and Methodology
 - 8.3.3. Assessment
- 8.4. Acquisition of Language
 - 8.4.1. Acquisition of Language
 - 8.4.2. Prelinguistic or Preverbal Communication Stage
 - 8.4.3. Linguistic Stage
- 8.5. Vocabulary Didactics in Pre-School Education
 - 8.5.1. Concept of Vocabulary
 - 8.5.2. Theories and Methodology for the Classroom
 - 8.5.3. Words and Children
- 8.6. Oral Communication in the Classroom: Dialogue
 - 8.6.1. Comprehension and Understanding
 - 8.6.2. Language for Thinking
 - 8.6.3. Symbolic Game
 - 8.6.4. Approach to Reading and Writing
- 8.7. Stories for Children
 - 8.7.1. Telling or Reading: The Dilemma
 - 8.7.2. Preparing a Story for Oral Presentation
 - 8.7.3. For Narrating Successfully
 - 8.7.4. Expressive Reading and the Help of Images

- 8.8. Poetry and Theater for Children
 - 8.8.1. Types of Child Poetry According to Age
 - 8.8.2. Reciting, Memorization and Traditional Games
 - 8.8.3. Drama Representations for Children
 - 8.8.4. Theater and Puppets in the Classroom
- 8.9. Literature Done by Children: Stories, Poetry and Theater
 - 8.9.1. Creativity in Childhood
 - 8.9.2. Resources for Making Up Stories
 - 8.9.3. Poeticism and Children's Language
 - 8.9.4. Mechanisms for Poetic Creation
 - 8.9.5. Understanding Dramatization and Theater
 - 8.9.6. Exercises and Staging
- 8.10. Literature and its Interrelations
 - 8.10.1. For Linguistic Development
 - 8.10.2. For Comprehensive Development
 - 8.10.3. Evaluation

Module 9. Didactics of Mathematics in Pre-School Education

- 9.1. Review of Theories and Terms
 - 9.1.1. Theory of Didactical Situations
 - 9.1.2. Logical Activity. Meaning
- 9.2. Problem Solving
 - 9.2.1. What is a Problem?
 - 9.2.2. How to Pose Problems in Pre-School
- 9.3. The Role of Representation
 - 9.3.1. Symbols
 - 9.3.2. Representation as the Identity of the Mathematical Activity
- 9.4. Globalized Education
 - 9.4.1. Cooperative Learning
 - 9.4.2. Project Method
 - 9.4.3. Games as a Source of Learning



- 9.5. Making Materials
 - 9.5.1. Materials With Didactic Ends
 - 9.5.2. Making Your Own Materials
- 9.6. The Classroom as a Space for Learning
 - 9.6.1. Decoration as a Learning Element
 - 9.6.2. The Mathematics Corner
- 9.7. Mathematics as a Transversal Subject
 - 9.7.1. Waldorf
 - 9.7.2. Montessori
 - 9.7.3. Reggio Emilia
 - 9.7.4. Singapore Methodology
 - 9.7.5. Entusiamat
 - 9.7.6. ABN
- 9.8. ICT in Pre-school Education
 - 9.8.1. Devices and Software
 - 9.8.2. Calculator
- 9.9. Evaluation as an Improvement Element
 - 9.9.1. Learning Assessment
 - 9.9.2. Process Evaluation
- 9.10. Learning and Mathematics. Construction of Mathematical Knowledge in Pre-school Education
 - 9.10.1. Specificity and Significance of Mathematical Knowledge in Learning
 - 9.10.2. Learning Mathematics
 - 9.10.3. Constructivist Learning Model in Mathematics
 - 9.10.4. Learning and Management of Didactic Variables

Module 10. Didactics of the Natural and Social Environment

- 10.1. The Natural Sciences Teacher in Pre-School Education
 - 10.1.1. Didactics in Natural Sciences
 - 10.1.2. Science Education in Pre-School Education
 - 10.1.3. Training and Attitude of the Teaching Staff Towards Science
 - 10.1.4. Didactic Transposition and School Science
 - 10.1.5. Pre-School Children and Their Relationship With the Natural Environment
 - 10.1.6. Previous Ideas and Their Influence on Natural Science Learning
 - 10.1.7. Importance of Teaching Intervention
 - 10.1.8. Rhythm of Learning and Adaptation
- 10.2. Programming of Didactic Units in Natural Sciences: What Are We Going to Teach, How and In What Time Frame?
 - 10.2.1. Planning and Design of Didactic Units
 - 10.2.2. Design of a Didactic Unit
 - 10.2.3. Assessment of Teaching-Learning Process
 - 10.2.4. Evaluation Techniques and Instruments
 - 10.2.5. Teaching Methodologies of the Natural Sciences in Pre-School Education
 - 10.2.6. Materials and Didactic Resources for Teaching the Sciences
 - 10.2.7. Science in School. Initiation to Doing Experiments
 - 10.2.8. Learning Natural Sciences Outside the Classroom
- 10.3. Didactic Experiences in the Pre-School Classroom. Experiment Work and Its Importance
 - 10.3.1. Principles of Educational Intervention in Pre-School Education
 - 10.3.2. Games as an Axis in Educational Action
 - 10.3.3. Globalized Strategies
 - 10.3.4. Concrete Methods
 - 10.3.5. Experimental Work: The Scientific Method
 - 10.3.6. Obtaining Information: Observation
 - 10.3.7. Experimentation: Scientific Strategies
 - 10.3.8. Environmental Education and Communicating Results
- 10.4. Environmental Education in Pre-School Education
 - 10.4.1. Concept of Environmental Education
 - 10.4.2. Concept of Sustainable Development
 - 10.4.3. Objectives of Environmental Education in the Syllabus
 - 10.4.4. The Development of Attitudes and Values
 - 10.4.5. Didactics of Environmental Education
 - 10.4.6. Environmental Problems
 - 10.4.7. Environmental Impacts of Human Activities
- 10.5. Proposal for Practical Activities in Pre-school Education
 - 10.5.1. Workshops
 - 10.5.2. Outlets
 - 10.5.3. The Garden
 - 10.5.4. Games and Dynamics
 - 10.5.5. ICT Resources
 - 10.5.6. Animals in Schools
- 10.6. Knowledge of the Social and Cultural Environment in the Pre-School Education Syllabus
 - 10.6.1. Knowledge of the Social Sciences in the Pre-School Education Syllabus
 - 10.6.2. The Process of Social Learning in the Child
 - 10.6.3. Content on Social Belonging in Pre-School Education
 - 10.6.4. Citizen Values in Today's Society
 - 10.6.5. Personality and Society, the Action Framework
 - 10.6.6. Parents, the Educational Center and the Community
 - 10.6.7. The Students: Didactic Principles for Knowledge of the Social Environment
 - 10.6.8. The Social and Cultural Context of Pre-School
- 10.7. Teaching and Learning of Space and Time in the Pre-School Classroom
 - 10.7.1. Space in the Pre-School Education Syllabus
 - 10.7.2. How Do Children Conceptualize Space?
 - 10.7.3. The Vision of the World and the Understanding of Space in Pre-School Children
 - 10.7.4. Working With Maps: Teaching Students to Situate Themselves and Objects in Space
 - 10.7.5. Learning Time
 - 10.7.6. Teaching History in Pre-school Education
 - 10.7.7. Acquisition of the Concept of Causality

- 10.8. The Concept of Self in Pre-School Children: Knowledge of Themselves, Personal Autonomy and Daily Life
 - 10.8.1. Self-Awareness and Personal Autonomy
 - 10.8.2. The Construction of One's Own Interpretative Framework
 - 10.8.3. Knowledge of Themselves and Personal Autonomy From the Didactics of Social Sciences
 - 10.8.4. Didactic Activities and Their Evaluation. The Globalized Focus
- 10.9. Social Sciences and Multiple Intelligences
 - 10.9.1. The Multiple Intelligences of Howard Gardner
 - 10.9.2. Understand the Theory of Multiple Intelligences for Teaching About the Social and Cultural Environment
 - 10.9.3. Starting from the Children's Preconceptions
 - 10.9.4. Personal Intelligences
 - 10.9.5. Development of Spatial Intelligence
 - 10.9.6. Comprehensive Evaluation
 - 10.9.7. To Conclude
- 10.10. Program and Evaluate Knowledge of the Social and Cultural Environment in Pre-School
 - 10.10.1. Pre-School Education Programming in the Current Legislation
 - 10.10.2. When to Teach. The Importance of Programming
 - 10.10.3. Why Teach? The Objectives
 - 10.10.4. What to Teach. The Content
 - 10.10.5. How to Teach. Methodology
 - 10.10.6. What, How and When to Evaluate?
 - 10.10.7. Programming in Pre-school Education

Module 11. Educational Legislation and Organization of Centers

- 11.1. School Organization
 - 11.1.1. The Complexities of School Organization
 - 11.1.2. Elements of School Organization
 - 11.1.3. School Organization and Educational Legislation
 - 11.1.4. Bibliographical References
- 11.2. Education in the European Union Framework
 - 11.2.1. European Union and Education
 - 11.2.2. The European Space for Higher Education and Its Elements
 - 11.2.3. Other Educational Systems in the European Union
 - 11.2.4. Bibliographical References
- 11.3. Structure and Organization of Educational Centers
 - 11.3.1. The Structure of School Centers
 - 11.3.2. The Organization of School Centers
 - 11.3.3. Pedagogical and Normative Documents
 - 11.3.4. Bibliographical References
- 11.4. School Calendar and School Timetables
 - 11.4.1. School Calendar
 - 11.4.2. School Timetable
 - 11.4.3. Bibliographical References
- 11.5. Organization of the Students, School Promotion, Attention to Diversity and Tutoring
 - 11.5.1. Organization of the Students and School Promotion
 - 11.5.2. Attention to Diversity
 - 11.5.3. Tutoring
 - 11.5.4. Bibliographical References

- 11.6. The School Building, the Classroom and the Material Elements of School Centers
 - 11.6.1. The School Building
 - 11.6.2. The Classroom
 - 11.6.3. The Material Elements of School Centers: Didactic Material
 - 11.6.4. Bibliographical References
- 11.7. Evaluation of Centers and the Educational Environment
 - 11.7.1. The Assessment of School Centers
 - 11.7.2. Educational Environment
 - 11.7.3. Participation in the Education Center
 - 11.7.4. Bibliographical References

Module 12. Family, School and Society

- 12.1. Education, Family and Society
 - 12.1.1. Conceptual Delimitation: Formal, Non-Formal and Informal Education
 - 12.1.2. Non-Formal Education Environments
 - 12.1.3. Current Situation in Formal and Non-Formal Education Environments
 - 12.1.4. Bibliographical References
- 12.2. Family Education in a World of Change
 - 12.2.1. Family and School: Educational Contexts
 - 12.2.2. Family and School Relationships
 - 12.2.3. School and Society of Information
 - 12.2.4. The Role of the Media
 - 12.2.5. Bibliographical References
- 12.3. Educating Family
 - 12.3.1. The Socialization Process
 - 12.3.2. Family and Early Childhood Education
 - 12.3.3. Family and Childhood Education
 - 12.3.4. Bibliographical References



- 12.4. Education, Family and Community
 - 12.4.1. Community and Family That Educates
 - 12.4.2. Education in Values
 - 12.4.3. Bibliographical References
- 12.5. School for Parents
 - 12.5.1. Communication with Families
 - 12.5.2. Parent Schools
 - 12.5.3. Program of a School for Parents
 - 12.5.4. Methodology of Family Workshops
 - 12.5.5. Bibliographical References
- 12.6. Family Educational Practices
 - 12.6.1. Family Characteristics
 - 12.6.2. Family: Social Changes and New Models
 - 12.6.3. Family as a Social System
 - 12.6.4. Family Educational Styles
 - 12.6.5. Authority in the Family
 - 12.6.6. Bibliographical References
- 12.7. The Media and Educational Influence
 - 12.7.1. Media Culture
 - 12.7.2. Is the Television Educational?
 - 12.7.3. Good Use
 - 12.7.4. Bibliographical References
- 12.8. Family Orientation
 - 12.8.1. Educational Orientation in the Family and School
 - 12.8.2. Family, Training, Values
 - 12.8.3. Teaching Social Skills
 - 12.8.4. Educating in Childhood
 - 12.8.5. Bibliographical References

Module 13. Family Orientation and Tutoring

- 13.1. Family Orientation and Tutoring
 - 13.1.1. Definition of Family Orientation and Tutoring
 - 13.1.2. Objectives of Family Orientation
 - 13.1.3. Legislation of Orientation
- 13.2. The Tutorial Action Plan and its Application
 - 13.2.1. Definition and Composition of the Tutorial Action Plan
 - 13.2.2. Some Related Practical Cases
- 13.3. The Mentor Teacher
 - 13.3.1. The Profile of the Mentor Teacher
 - 13.3.2. Competencies of the Mentor Teacher
 - 13.3.3. Functions of the Mentor Teacher and their Relationship with the Families
- 13.4. The Training of Mentor Teachers
 - 13.4.1. Initial Training for Mentor Teachers
 - 13.4.2. Continued Training of Mentor Teachers
 - 13.4.3. Mediation as a Professional Tool
- 13.5. The Family Interview from the School Center
 - 13.5.1. Different Family Models
 - 13.5.2. The First Contact With the Families
 - 13.5.3. Phases of the Interview
 - 13.5.4. Practical Aspects to be Taken into Account in Interviews
 - 13.5.5. Interview Techniques
- 13.6. The Social Collaboration from the School Center
 - 13.6.1. Learning and Service as a Methodology for Connecting School, Family and Society
 - 13.6.2. Type of Learning and Service Programs
 - 13.6.3. Steps in the Elaboration of a Learning and Service Program

- 13.7. Family Schools
 - 13.7.1. Definition of Family Schools
 - 13.7.2. Objectives of Family Schools
 - 13.7.3. Contents of Family Schools
 - 13.7.4. Methods and Techniques for Their Development
 - 13.7.5. Some Related Practical Cases
- 13.8. Professional Coordination
 - 13.8.1. Teamwork
 - 13.8.2. Union Between Educational and Non-Educational Professionals
 - 13.8.3. Different Players, Classes and Functions
- 13.9. Teaching Content and Subjects
 - 13.9.1. Knowledge of the Teaching Staff
 - 13.9.2. Quality of Teaching and the Contents
 - 13.9.3. Practice and Learning Communities
 - 13.9.4. Distribution of Knowledge and Connectivism
- 13.10. Teacher Assessment
 - 13.10.1. Evolution in Recent Decades
 - 13.10.2. International References
 - 13.10.3. Models in the USA
 - 13.10.4. Innovations in Australia
 - 13.10.5. The Situation in Latin America
 - 13.10.6. Final Reflections

Module 14. Education and Co-Existence Inside and Outside the Classroom

- 14.1. School Co-Existence
 - 14.1.1. Definition of Co-Existence
 - 14.1.2. Models of School Co-Existence
 - 14.1.3. Development of Basic Skills for Good Co-Existence
 - 14.1.4. School Spaces for Co-Existence
- 14.2. Coexistence and Equality Plan
 - 14.2.1. Coexistence and Equality Plan
 - 14.2.2. Objectives of the Coexistence and Equality Plan
 - 14.2.3. Phases of the Coexistence and Equality Plan
 - 14.2.4. Actions of the Coexistence and Equality Plan
 - 14.2.5. Assessment of the Coexistence and Equality Plan
- 14.3. Discrimination at School
 - 14.3.1 Concept of Discrimination
 - 14.3.2. Types of Discrimination
 - 14.3.3 Causes of Discrimination and How to Detect It
 - 14.3.4 Steps to Detect Situations of Discrimination
- 14.4. School Conflict
 - 14.4.1. The Definition of Conflict
 - 14.4.2. Causes of the Conflict
 - 14.4.3. Characteristics of the Conflict
 - 14.4.4. Types of School Conflict
 - 14.4.5. Ways of Positively Resolving Conflict

- 14.5. Preventive Strategies and Intervention Techniques
 - 14.5.1. Prevention Programs in School Conflict
 - 14.5.2. Negotiation at School
 - 14.5.3. School Mediation
 - 14.5.4. Intervention in Detected Cases
- 14.6. Family and School
 - 14.6.1. Family and School Relationships
 - 14.6.2. Influence of the Family and School Co-Existence
 - 14.6.3. Conflict Between Family and the Education Center
 - 14.6.4. Action Protocols in School Conflict
 - 14.6.5. Recommendations for Families
- 14.7. Influence of the Media and Technology
 - 14.7.1. The Technological Era and its Influence on Social Relationships
 - 14.7.2. Advantages and Disadvantages of ICT for Co-Existence
 - 14.7.3. Influence of ICT on School Conflict
 - 14.7.4. Cyber Risks in Students
 - 14.7.5. Educational Tools for the Responsible Use of ICT
- 14.8. Teaching Professional Development Programs
 - 14.8.1. Learning Through Practice
 - 14.8.2. Principles of Guiding Effectivity
 - 14.8.3. Utilitas, Firmitas and Venustas
 - 14.8.4. Proposals That Work
 - 14.8.5. The Student as an Indicator
 - 14.8.6. Program Evaluation and Improvement
 - 14.8.7. Feedback Through Technology

- 14.9. Towards Excellence in Teacher Professional Development
 - 14.9.1. Premises and Base Principles of Teacher Professional Development
 - 14.9.2. Ingredients for Achieving Excellence
 - 14.9.3. Some Policy Suggestions
- 14.10. Ongoing Teacher Training: Motivations, Achievements and Needs
 - 14.10.1. Concept of Ongoing Learning
 - 14.10.2. The Teacher as an Object of Research
 - 14.10.3. Methodological Planning
 - 14.10.4. Motivation for Carrying Out Ongoing Training Activities
 - 14.10.5. Level of Participation in Training Activities
 - 14.10.6. Fields in Which Training is Most in Demand

Module 15. Theory and Practice of Educational Research

- 15.1. Research and Innovation in Education
 - 15.1.1 The Scientific Method
 - 15.1.2. Research in Education
 - 15.1.3. Educational Research Approaches
 - 15.1.4. The need for Research and Innovation in Education
 - 15.1.5. Ethics in Educational Research
- 15.2. Process of Research, Stages and Modalities
 - 15.2.1. Modalities of Research and Educational Innovation
 - 15.2.2. Stages of the Research and Innovation Process
 - 15.2.3. Differences Between the Quantitative and Qualitative Research
 - 15.2.4. The Approach to Research Problems
 - 15.2.5. Planning and Development of the Research or Field Work

- 15.3. The Educational Research Process: Keys to Design and Planning
 - 15.3.1. The Approach to Research Problems
 - 15.3.2. The Formulation of the Research Question and Definition of Objectives
 - 15.3.3. Planning and Development of the Research or Field Work
- 15.4. The Importance of Bibliographic Research
 - 15.4.1. Selection and Justification of the Research Topic
 - 15.4.2. Possible Areas of Research in Education
 - 15.4.3. The Search for Information and Databases
 - 15.4.4. Care in the Use of Information Sources (Avoiding Plagiarism)
 - 15.4.5. Keys for Creating a Theoretical Framework
- 15.5. Quantitative Designs: Research Scope and Definition of the Hypothesis
 - 15.5.1. The Scope of Quantitative Research
 - 15.5.2. Hypotheses and Variables in Educational Research
 - 15.5.3. Classification of the Hypothesis
- 15.6. Quantitative Designs: Types of Designs and Sample Selection
 - 15.6.1. Experimental Designs
 - 15.6.2. Quasi-Experimental Designs
 - 15.6.3. Non-Experimental Studies (Ex Post Facto) Sample Selection
- 15.7. Qualitative Designs
 - 15.7.1. What is Meant by Qualitative Research?
 - 15.7.2. Ethnographic Research
 - 15.7.3. The Case Study
 - 15.7.4. Biographical-narrative Research
 - 15.7.5. Grounded Theory
 - 15.7.6. Action Research
- 15.8. Techniques and Instruments for Educational Research
 - 15.8.1. Data Collection: Measurement and Evaluation in Education
 - 15.8.2. Data Collection Techniques and Instruments
 - 15.8.3. Reliability and Validity: Technical Requirements of Assessment Instruments

- 15.9. Analysis of Quantitative Information
 - 15.9.1. Statistical Analysis
 - 15.9.2. Research Variables
 - 15.9.3. Concept and Characteristics of the Hypotheses
 - 15.9.4. Approach to Descriptive Statistics
 - 15.9.5. Approach to Inferential Statistics
- 15.10. Analysis of Qualitative Information
 - 15.10.1. What is Meant by Qualitative Research?
 - 15.10.2. General Process of Qualitative Data Analysis
 - 15.10.3. Categorization and Codification
 - 15.10.4. Criteria of Scientific Rigor for Qualitative Data Analysis
- 15.11. From Educational Research to the Professional Development of Educators: Current Possibilities and Challenges
 - 15.11.1. The Current Situation of Educational Research and the Specific View of the Educational Researcher
 - 15.11.2. From Educational Research to Classroom Research
 - 15.11.3. From Research in the Classroom to Evaluation of the Educational Innovations
 - 15.11.4. Educational Research, Ethics and Professional Development of Educators
- 15.12. Keys for the Design of Classroom Research or End of Degree Project
 - 15.12.1. Writing in an Academic Paper
 - 15.12.2. Main Components of an Academic Paper
 - 15.12.3. The Oral Presentation of an Academic Paper

Module 16. Teaching and Learning in the Family, Social and School Context

- 16.1. Characteristics of School Diversity
 - 16.1.1. Introduction and Objectives
 - 16.1.2. Diversity and Attention to Diversity. Types of Diversity
 - 16.1.3. Diversity in Different Contexts: In the School, in the Family and in Society
 - 16.1.4. Current Context of the Inclusive School
 - 16.1.5. From School Diversity to Discrimination Within the Classrooms
 - 16.1.6. Bibliographical References



- 16.2. Intercultural Education to Promote Equity
 - 16.2.1. Introduction and Objectives
 - 16.2.2. Concepts of Intercultural Education
 - 16.2.3. Definition and Factors of Equity
 - 16.2.4. Training for the Teachers and the Educational Community in Intercultural Education
 - 16.2.5. Intercultural Classrooms: Challenges of the Center in Terms of Diversity
 - 16.2.6. Bibliographical References
- 16.3. Discrimination in the Classroom: Characteristics and Concrete Situations
 - 16.3.1. Introduction and Objectives
 - 16.3.2. Discrimination in Learning Contexts
 - 16.3.3. Legal Concept of Discrimination
 - 16.3.4. Types and Situations of Discrimination
 - 16.3.5. Sociocultural Factors of Discrimination
 - 16.3.6. Bibliographical References
- 16.4. Teaching and Learning Strategies in Discrimination
 - 16.4.1. Introduction and Objectives
 - 16.4.2. Welcoming Processes in Different Educational Stages
 - 16.4.3. Dynamics for Promoting Equality in the Classroom
 - 16.4.4. ICT in Discrimination of Minors in the Classroom
 - 16.4.5. The Importance of the Design of Educational Spaces
 - 16.4.6. Prevention Tools and Didactic Resources to Deal With Discrimination
 - 16.4.7. Intervention Strategies
 - 16.4.8. Bibliographical References
- 16.5. Family and Social Influence on Teaching and Learning Processes
 - 16.5.1. Introduction and Objectives
 - 16.5.2. Discrimination in the Social Context: Society as an Agent of Discrimination (Or Not) of the Minor
 - 16.5.3. The Role of the Family as Facilitator of Intercultural Education
 - 16.5.4. Relationship Between the Educational Center and the Families from Cultural Minorities
 - 16.5.5. Family Variables and Academic Performance of the Son or Daughter
 - 16.5.6. Bibliographical References

Module 17. Innovation and Improvement of Teaching Practice

- 17.1. Innovation and Improvement of Teaching Practice
 - 17.1.1. Introduction
 - 17.1.2. Innovation, Change, Improvement, and Reform
 - 17.1.3. The school Effectiveness Improvement Movement
 - 17.1.4. Nine Key Factors for Improvement
 - 17.1.5. How is Change Made? The Phases of the Process
 - 17.1.6. Final Reflection
- 17.2. Teaching Innovation and Improvement Projects
 - 17.2.1. Introduction
 - 17.2.2. Identification Data
 - 17.2.3. Project Justification
 - 17.2.4. Theoretical Framework
 - 17.2.5. Objectives
 - 17.2.6. Methodology
 - 17.2.7. Resources
 - 17.2.8. Timing
 - 17.2.9. Results Evaluation
 - 17.2.10. Bibliographical References
 - 17.2.11. Final Reflection
- 17.3. School Management and Leadership
 - 17.3.1. Objectives
 - 17.3.2. Introduction
 - 17.3.3. Different Concepts of Leadership
 - 17.3.4. The Concept of Distributed Leadership
 - 17.3.5. Approaches to Distributed Leadership
 - 17.3.6. Resistance to Distributed Leadership
 - 17.3.7. Final Reflection
- 17.4. The Training of Teaching Professionals
 - 17.4.1. Introduction
 - 17.4.2. Initial Teacher Training
 - 17.4.3. The Training of Novice Teachers
 - 17.4.4. Teacher Professional Development
 - 17.4.5. Teaching Competencies
 - 17.4.6. Reflective Practice
 - 17.4.7. From Educational Research to the Professional Development of Educators
- 17.5. Formative Creativity: The Principle of Educational Improvement and Innovation
 - 17.5.1. Introduction
 - 17.5.2. The Four Elements that Define Creativity
 - 17.5.3. Some Theses on Creativity Relevant to Didactics
 - 17.5.4. Formative Creativity and Educational Innovation
 - 17.5.5. Didactic or Pedagogical Considerations for the Development of Creativity
 - 17.5.6. Some Techniques for the Development of Creativity
 - 17.5.7. Final Reflection
- 17.6. Towards a More Autonomous and Cooperative Learning (I): Learning How to Learn
 - 17.6.1. Introduction
 - 17.6.2. Why is Metacognition Necessary?
 - 17.6.3. Teaching to Learn
 - 17.6.4. Explicit Teaching of Learning Strategies
 - 17.6.5. Classification of Learning Strategies
 - 17.6.6. The Teaching of Metacognitive strategies
 - 17.6.7. The Problem of Evaluation
 - 17.6.8. Final Reflection

- 17.7. Towards a More Autonomous and Cooperative Learning (II): Emotional and Social Learning.
 - 17.7.1. Introduction
 - 17.7.2. The Concept of Emotional Intelligence
 - 17.7.3. Emotional Competencies
 - 17.7.4. Emotional Education and Social and Emotional Learning Programs
 - 17.7.5. Techniques and Concrete Methods for the Training of Social Skills
 - 17.7.6. Integrating Emotional and Social Learning into Formal Education
 - 17.7.7. Final Reflection
- 17.8. Towards a More Autonomous and Cooperative Learning (III): Learning by Doing
 - 17.8.1. Introduction
 - 17.8.2. Active Strategies and Methodologies to Encourage Participation.
 - 17.8.3. Problem-Based Learning
 - 17.8.4. Project Work
 - 17.8.5. Cooperative Learning
 - 17.8.6. Thematic Immersion
 - 17.8.7. Final Reflection
- 17.9. Evaluation of Learning
 - 17.9.1. Introduction
 - 17.9.2. A Renewed Assessment
 - 17.9.3. Modalities of Evaluation
 - 17.9.4. The Procedural Evaluation Through the Portfolio
 - 17.9.5. The Use of Rubrics to Clarify the Evaluation Criteria
 - 17.9.6. Final Reflection
- 17.10. The Role of the Teacher in the Classroom
 - 17.10.1. The Teacher as a Guide and Mentor
 - 17.10.2. The Teacher as Class Director
 - 17.10.3. Ways of Directing the Class
 - 17.10.4. Leadership in the Classroom and in the Center
 - 17.10.5. Coexistence in the Center

Module 18. Teaching and Professional Skills

- 18.1. Strategies and Skills of the Pre-School Education Teacher Related to the Pedagogical Organization of the Educational Center
 - 18.1.1. Analysis of the Elements of the Pre-School Education Syllabus Prioritized by the Educational Administration
 - 18.1.2. Analysis of the Conclusions and Proposals from the Previous Year's Report
 - 18.1.3. Analysis of the Priorities of the School's Annual General Meeting (AGM)
- 18.2. Strategies and Skills of the Pre-School Education Teacher Related to the Pedagogical Organization of the Students
 - 18.2.1. Strategies for the Collection of Information on Students who are new to the School
 - 18.2.2. Strategies for the Transfer of Information of Students Who are Promoted to a Higher Level in Pre-School Education
- 18.3. Educational Planning and Programming in Pre-School Education
 - 18.3.1. Units of Programming in Pre-school Education
 - 18.3.2. Examples of Units of Programming in Pre-school Education
 - 18.3.3. Teaching Skills for Planning Project Work
- 18.4. Teaching Strategies for Learning in Pre-School Education. Perspective of the Teacher in Pre-School Education
 - 18.4.1. The Teaching and Learning Process in Pre-School Education
 - 18.4.2. Psycho-Pedagogical Principles of Pre-School Education
 - 18.4.3. Teaching and Professional Skills Related to Teaching and Learning Processes in Pre-School Education
- 18.5. Organization of Didactic Resources, Spaces and Time in Pre-School Education
 - 18.5.1. Organization of Didactic and Curricular Materials in Pre-School Education
 - 18.5.2. Organization of Space as an Educational Resource in Pre-School Education
 - 18.5.3. The Classroom in Pre-school Education
 - 18.5.4. Organization and Distribution of Time in Pre-School Education
 - 18.5.5. Criteria for the Organization of Time in Pre-School Education

- 18.6. Professional Skills for the Attention of Educational Needs in the Pre-School Education Classroom
 - 18.6.1. Educational Requirements. Concepts Used for Teaching and Professional Skills of the Teacher in Pre-School Education
 - 18.6.2. Learning Difficulties and Educational Intervention Derived from Motor, Visual and Hearing Disabilities: Educational Intervention, Teaching and Professional Skills
 - 18.6.3. Learning Difficulties Resulting From ASD, ADHD, Intellectual Disabilities and High Intellectual Abilities: Teaching and Related Professional Skills
 - 18.6.4. Behavioral Disorders in Childhood. Related Teaching and Professional Skills
- 18.7. Teaching and Professional Skills of Pre-School Teachers for Conflict Management
 - 18.7.1. Personal Relations in Education Centers
 - 18.7.2. Discipline and Conflict in Education Centers
 - 18.7.3. Preventative Dimension of Discipline
 - 18.7.4. Teaching Styles and School Discipline
 - 18.7.5. Conflicts in Educational Organizations
 - 18.7.6. Conflict Prevention in Education Centers
 - 18.7.7. Procedures for Approaching Conflictive Situations in Centers
- 18.8. Teaching and Professional Skills Related to the Link with the Pre-School Education Environment
 - 18.8.1. Elements and Factors that Make Up the School Environment
 - 18.8.2. Systems Theory and Ecological Model as a Basis for our Educational Relationships with the Environment
 - 18.8.3. Pillars of Education and the School Environment
 - 18.8.4. Learning Communities, an Inclusive Educational Response to the Relationship Between the School and the Environment
 - 18.8.5. Principles of Learning Communities
 - 18.8.6. Interactive Groups: A Successful Experience Dialogic Learning
 - 18.8.7. Phases of Transformation in Learning Communities
 - 18.8.8. Teaching and Professional Skills of Pre-School Teachers
- 18.9. Teaching and Professional Skills Related to Leadership and Emotional Competencies
 - 18.9.1. A First Approach to Educational Leadership
 - 18.9.2. Emotional Competencies and Educational Leadership
 - 18.9.3. Educational Leadership in the Pre-School Education Environment

- 18.10. Assessment in Pre-School Education from the Perspective of the Pre-School Education Teacher
 - 18.10.1. Recovering Key Concepts on Evaluation in Pre-School Education
 - 18.10.2. A Basic Teaching and Professional Skill: Observation
 - 18.10.3. Post-Evaluation
 - 18.10.4. Learning, Games and Evaluation
 - 18.10.5. Reports for the Family
 - 18.10.6. Synthesis: Teaching and Professional Skills of the Teacher Linked to Evaluation

Module 19. Information Technologies Applied to Education

- 19.1. ICT, Literacy, and Digital Competencies
 - 19.1.1. Introduction and Objectives
 - 19.1.2. The School in the Knowledge Society
 - 19.1.3. ICT in the Teaching and Learning Process.
 - 19.1.4. Digital Literacy and Competencies
 - 19.1.5. The Role of the Teacher in the Classroom
 - 19.1.6. The Digital Competencies of the Teacher
 - 19.1.7. Bibliographical References
 - 19.1.8. Hardware in the Classroom: PDI, Tablets, and Smartphones
 - 19.1.9. Internet as an Educational Resource: Web 2.0 and m-Learning
 - 19.1.10. The Teacher as Part of the Web 2.0: How to Build a Digital Identity
 - 19.1.11. Guidelines for the Creation of Teacher Profiles
 - 19.1.12. Creating a Teacher Profile on Twitter
 - 19.1.13. Bibliographical References
- 19.2. Creation of Pedagogical Content with ICT and its Possibilities in the Classroom
 - 19.2.1. Introduction and Objectives
 - 19.2.2. Conditions for Participatory Learning
 - 19.2.3. The Role of the Learner in the Classroom with ICT: Prosumer
 - 19.2.4. Content Creation in Web 2.0: Digital Tools
 - 19.2.5. The Blog as a Classroom Pedagogical Resource.
 - 19.2.6. Guidelines for the Creation of an Educational Blog
 - 19.2.7. Elements of the Blog to Make it an Educational Resource
 - 19.2.8. Bibliographical References

- 19.3. Personal Learning Environments for Teachers
 - 19.3.1. Introduction and Objectives
 - 19.3.2. Teacher Training for the Integration of ICTs
 - 19.3.3. Learning Communities
 - 19.3.4. Definition of Personal Learning Environments
 - 19.3.5. Educational Use of PLE and NLP
 - 19.3.6. Design and Creation of our Classroom PLE
 - 19.3.7. Bibliographical References
- 19.4. Collaborative Learning and Content Curation
 - 19.4.1. Introduction and Objectives
 - 19.4.2. Collaborative Learning for the Efficient Introduction of ICT in the Classroom.
 - 19.4.3. Digital Tools for Collaborative Work
 - 19.4.4. Content Curation
 - 19.4.5. Content Curation as a Didactic Practice in the Promotion of Students' Digital Competences.
 - 19.4.6. The Content Curator Teacher. Scoop.it
 - 19.4.7. Bibliographical References
- 19.5. Pedagogical Use of Social Networks. Safety in the Use of ICTs in the Classroom.
 - 19.5.1. Introduction and Objectives
 - 19.5.2. Principle of Connected Learning
 - 19.5.3. Social Networks: Tools for the Creation of Learning Communities
 - 19.5.4. Communication On Social networks: Management of the New Communicative Codes
 - 19.5.5. Types of Social Networks
 - 19.5.6. How to Use Social Networks in the Classroom: Content Creation
 - 19.5.7. Development of Digital Competencies of Students and Teachers with the Integration of Social Media in the Classroom
 - 19.5.8. Introduction and Objectives of Security in the Use of ICT in the Classroom
 - 19.5.9. Digital Identity
 - 19.5.10. Risks for Minors on the Internet
 - 19.5.11. Education in Values with ICT: Service-Learning Methodology (ApS) with ICT resources
 - 19.5.12. Platforms for Promoting Safety on the Internet
 - 19.5.13. Internet Safety as Part of Education: Centers, Families, Students, and Teachers and Objectives of the Safety in the Use of ICTs in the Classroom
 - 19.5.14. Bibliographical References
- 19.6. Creation of Audiovisual Content with ICT tools. PBL and ICT
 - 19.6.1. Introduction and Objectives
 - 19.6.2. Bloom's Taxonomy and ICT
 - 19.6.3. The Educational Podcast as a Didactic Element
 - 19.6.4. Audio Creation
 - 19.6.5. The Image as a Didactic Element
 - 19.6.6. ICT Tools with Educational Use of Images
 - 19.6.7. The Editing of Images with ICT: Tools for its Edition
 - 19.6.8. What is ABP?
 - 19.6.9. Process of Working with PBL and ICT
 - 19.6.10. Designing PBL with ICT
 - 19.6.11. Educational Possibilities in Web 3.0
 - 19.6.12. Youtubers and Instagrammers: Informal Learning in Digital Media
 - 19.6.13. The Video Tutorial as a Pedagogical Resource in the Classroom
 - 19.6.14. Platforms for the Dissemination of Audiovisual Materials
 - 19.6.15. Guidelines for the Creation of an Educational Video
 - 19.6.16. Bibliographical References
- 19.7. Regulations and Legislation Applicable to ICT
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 - 19.7.2. Data Protection Laws
 - 19.7.3. Guide of Recommendations for the Privacy of Minors on the Internet
 - 19.7.4. Copyright Rights: Copyright and Creative Commons
 - 19.7.5. Use of Copyrighted Material
 - 19.7.6. Bibliographical References

- 19.8. Gamification: Motivation and ICT in the Classroom
 - 19.8.1. Introduction and Objectives
 - 19.8.2. Gamification Enters the Classroom Through Virtual Learning Environments.
 - 19.8.3. Game-Based Learning (GBL)
 - 19.8.4. Augmented Reality (AR) in the Classroom
 - 19.8.5. Types of Augmented Reality and Classroom Experiences
 - 19.8.6. QR Codes in the Classroom: Generation of Codes and Educational Application
 - 19.8.7. Classroom Experiences
 - 19.8.8. Bibliographical References
- 19.9. Media Competency in the Classroom with ICT
 - 19.9.1. Introduction and Objectives
 - 19.9.2. Promoting the Media Competence of Teachers
 - 19.9.3. Mastering Communication for Motivating Teaching
 - 19.9.4. Communicating Pedagogical Content with ICT
 - 19.9.5. Importance of the Image as a Pedagogical Resource
 - 19.9.6. Digital Presentations as a Didactic Resource in the Classroom
 - 19.9.7. Working in the Classroom with Images
 - 19.9.8. Sharing Images on Web 2.0
 - 19.9.9. Bibliographical References
- 19.10. Assessment for Learning Through ICT
 - 19.10.1. Introduction and Objectives
 - 19.10.2. Assessment for Learning Through ICT
 - 19.10.3. Evaluation Tools: Digital Portfolio and Rubrics
 - 19.10.4. Building an e-Portfolio with Google Sites
 - 19.10.5. Generating Evaluation Rubrics
 - 19.10.6. Design Evaluations and Self-Evaluations with Google Forms
 - 19.10.7. Bibliographical References





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*A unique, key, and decisive
opportunity to boost your
professional future”*

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Methodology

This 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.





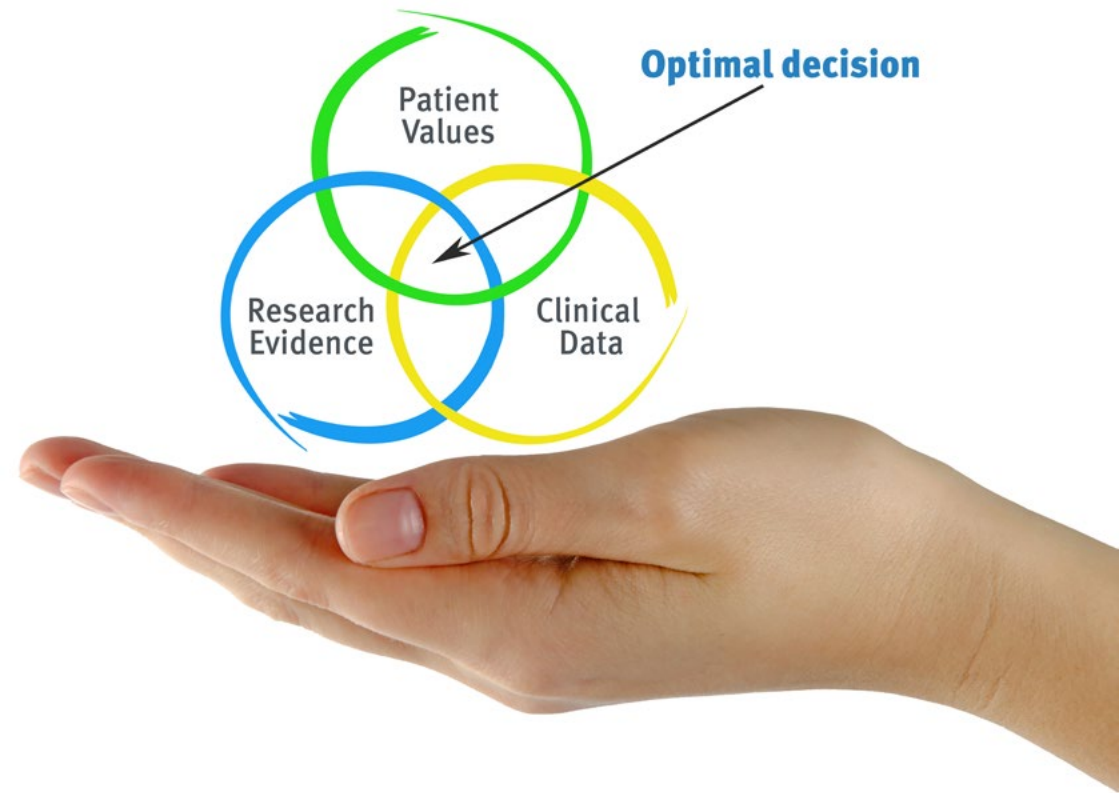
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

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.

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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

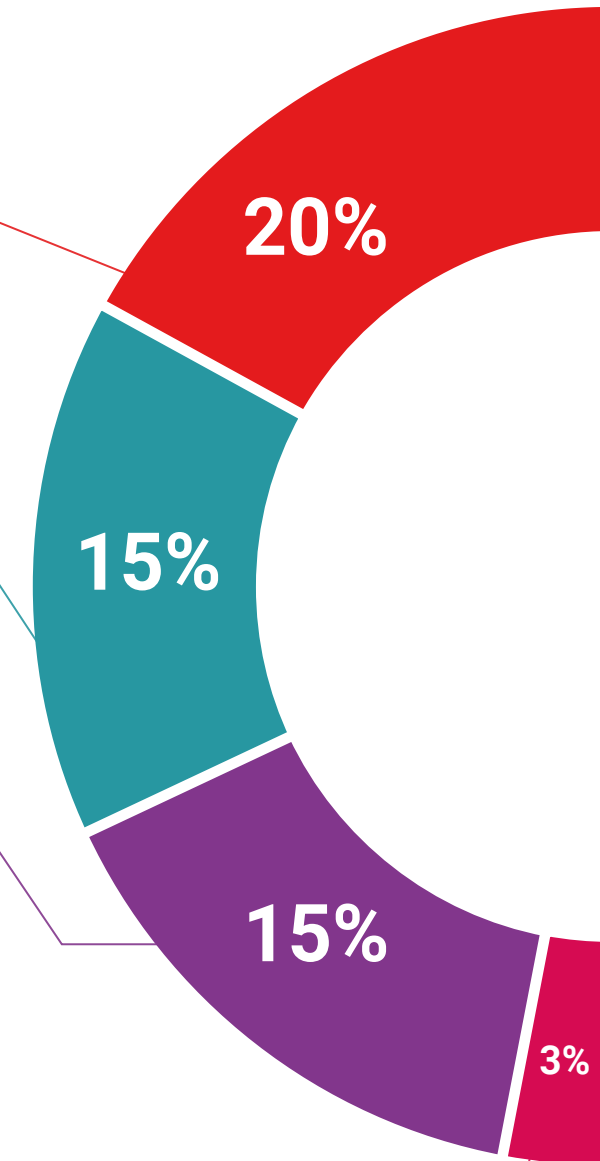
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

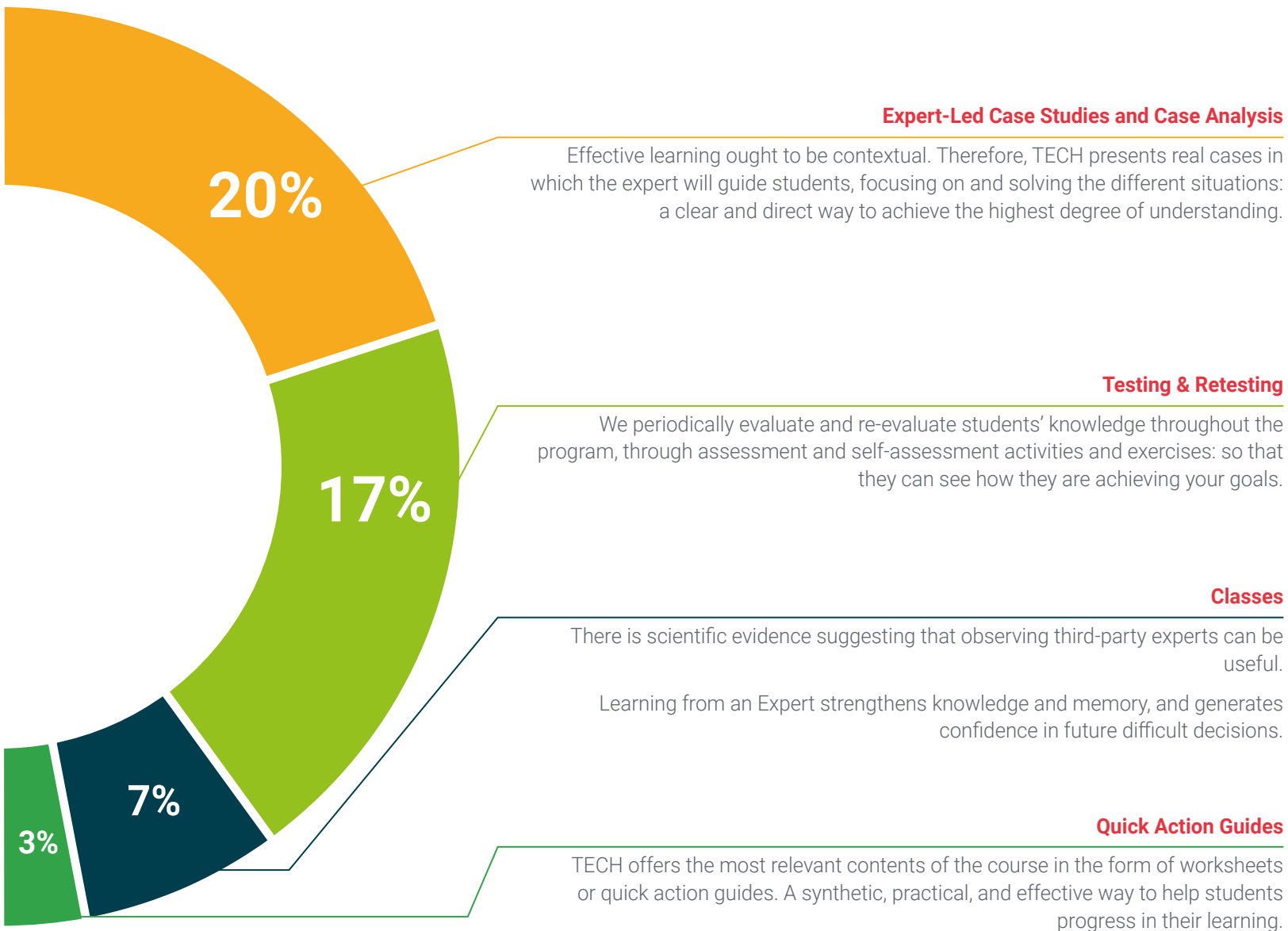
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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.





06

Certificate

The Advanced Master's Degree in Didactics and Teaching Practice in Pre-School Education guarantees students, in addition to the most rigorous and up-to-date education, access to an Advanced Master's Degree's issued by TECH Technological University.



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

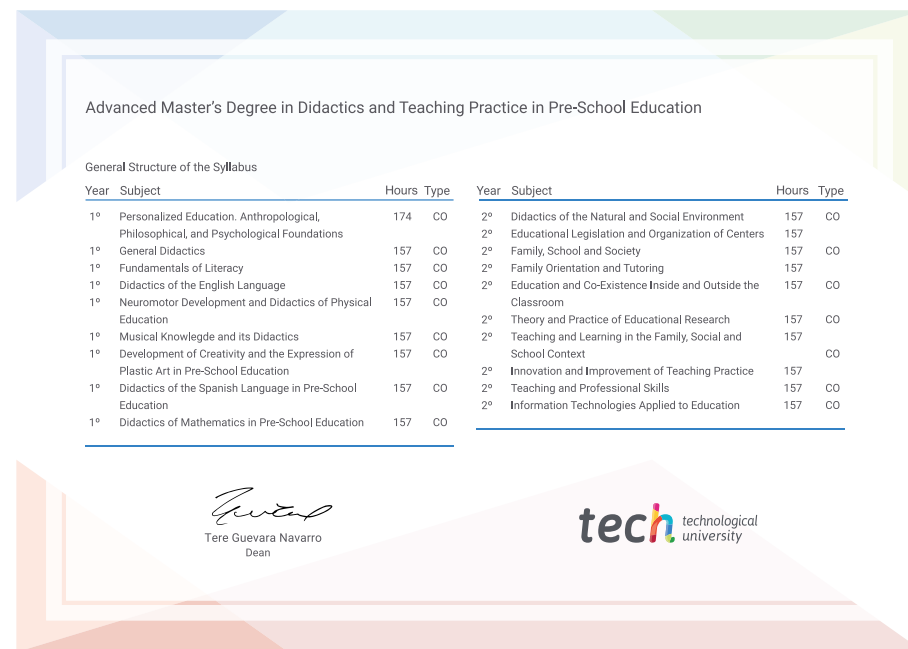
This **Advanced Master's Degree in Didactics and Teaching Practice in Pre-School Education** contains the most complete and up-to-date academic program on the market.

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 Didactics and Teaching Practice in Pre-School Education

Official N° of hours: 3,000 h.





Advanced Master's Degree
Didactics and Teaching Practice
in Pre-School Education

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

Advanced Master's Degree

Didactics and Teaching Practice in Pre-School Education

