

# Advanced Master's Degree Innovation, Development and Entrepreneurship in Educational Projects

Accreditation/Membership





## Advanced Master's Degree Innovation, Development and Entrepreneurship in Educational Projects

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

Website: [www.techtute.com/us/education/advanced-master-degree/advanced-master-degree-innovation-development-entrepreneurship-educational-projects](http://www.techtute.com/us/education/advanced-master-degree/advanced-master-degree-innovation-development-entrepreneurship-educational-projects)

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# 01

# Introduction to the Program

Innovation, Development, and Entrepreneurship in Educational Projects are fundamental pillars for the transformation of global education systems in the 21st century. According to a UNESCO report, over 60% of countries are redesigning their educational policies to incorporate innovative approaches that meet the demands of an interconnected and ever-evolving world.

In this context, this TECH postgraduate program emerges as the perfect opportunity to lead educational transformation. Through a 100% online methodology, the program will combine strategies based on best international practices to implement sustainable, inclusive, and scalable solutions. In this way, students will analyze how educational institutions can adopt disruptive models to improve academic outcomes.





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*A comprehensive and 100% online program, exclusive to TECH, with an international perspective backed by our membership in the Association for Teacher Education in Europe"*

Innovation, Development, and Entrepreneurship in Educational Projects are fundamental for transforming education systems and addressing the needs of an ever-evolving world. In this sense, educational leaders require advanced tools to design and manage initiatives that positively impact educational quality. This scenario demands solid knowledge in creativity strategies, resource management, and disruptive methodologies that allow addressing current challenges such as inclusion, sustainability, and digitalization in classrooms.

To meet these needs, TECH presents the Advanced Master's Degree in Innovation, Development, and Entrepreneurship in Educational Projects, a postgraduate program designed to foster professional excellence. With an integral and practical approach that facilitates the direct application of acquired knowledge in real contexts, educators will delve into key topics such as managing innovative educational projects, designing modern pedagogical models, implementing emerging technologies, and analyzing global education trends. In this way, graduates will be equipped to lead educational transformations and manage projects that contribute to social and cultural development.

Additionally, this 100% online university program will allow students to access academic content from anywhere and at any time. Furthermore, the Relearning methodology will promote continuous learning by reiterating key concepts, optimizing study time, and ensuring a quality experience. Finally, students will discover the most innovative ideas from the international landscape through Masterclasses led by an International Guest Director.

Furthermore, thanks to TECH's membership in the **Association for Teacher Education in Europe (ATEE)**, professionals will have access to specialized academic journals and discounts on publications. They will also be able to attend webinars or conferences at no cost and receive linguistic support. Additionally, they will be included in the ATEE consultancy database, thereby expanding their professional network and gaining access to new opportunities.

This **Advanced Master's Degree in Innovation, Development and Entrepreneurship in Educational Projects** contains the most complete and up-to-date university program on the market. Its most notable features are:

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



*You will learn from a world-renowned expert! Through Masterclasses, you will gain insights into disruptive approaches and immerse yourself in methodologies that are transforming the current landscape"*

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*You will be trained by international experts, with an up-to-date syllabus, and you will transform your career from wherever you are. Enroll now and be the change that education needs!”*

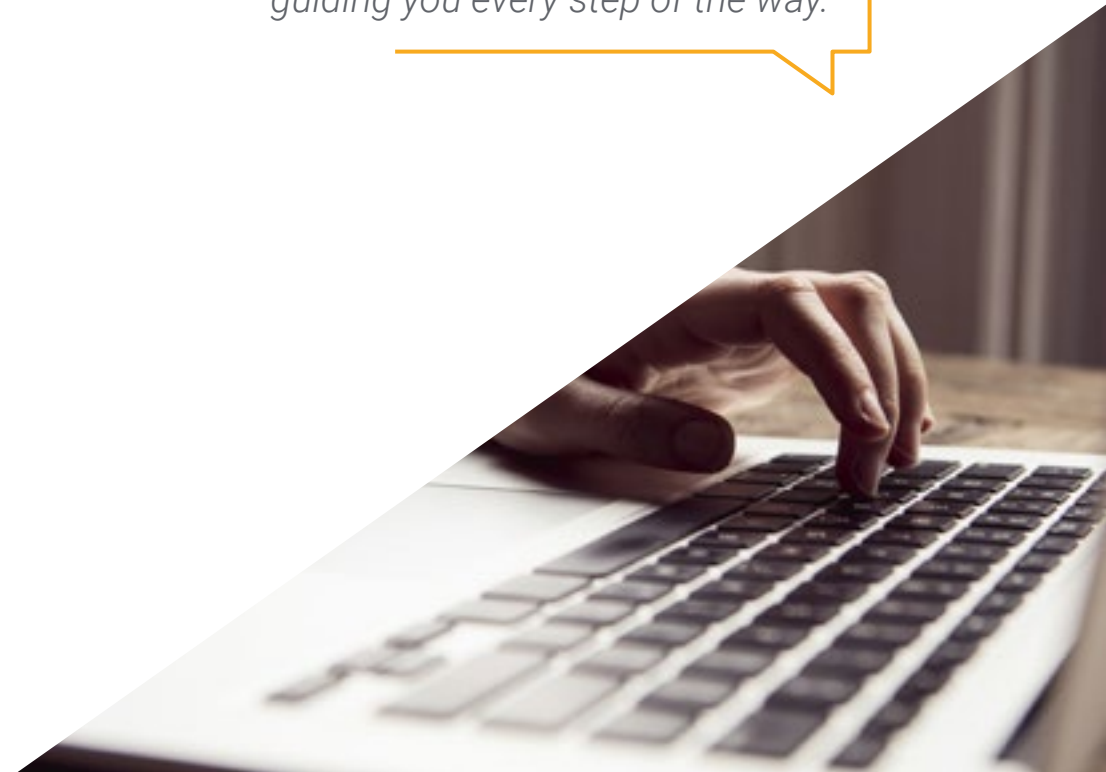
Its teaching staff includes professionals from the field of education, who bring to this program the experience of their work, as well as recognized specialists from reference societies and prestigious universities.

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

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

*You will have access to exclusive content 24/7 and prepare yourself to make an impact in the academic world. Enroll now and start your journey towards success!*

*At TECH, you won't just benefit from advanced content on creativity, technology, and educational management, but you'll also have the flexibility of a learning methodology, with prestigious instructors guiding you every step of the way.*





02

# Why Study at TECH?

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





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*Study at the largest online university in the world and ensure your professional success. The future begins at TECH”*

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

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

**Forbes**

The best online university in the world

The most complete **syllabus**

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

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

**The best top international faculty**

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

**TOP**  
international faculty



The most effective methodology

**A unique learning method**

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

**The world's largest online university**

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

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

**The official online university of the NBA**

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

**Leaders in employability**

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



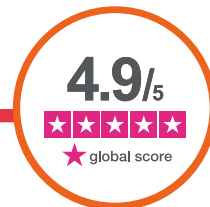
**Google Premier Partner**

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



**The official online university of the NBA**

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



**The top-rated university by its students**

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



**Leaders in employability**

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

# 03 Syllabus

The syllabus of this university program will provide a multidisciplinary and practical view of the most advanced tools in the educational field. Key topics will include the design of innovative pedagogical projects to develop active methodologies such as project-based learning and the STEAM approach. Additionally, the implementation of emerging technologies such as Artificial Intelligence and Augmented Reality will be addressed, ideal for enhancing personalized learning and interaction in classrooms. Finally, the program will delve into the strategic management of educational resources, ensuring that graduates master skills in planning, impact assessment, and project sustainability.







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*Thanks to this postgraduate program, developed by experts in the field, you will master strategies for innovation and leadership in educational projects. You will take your ideas to the next level!”*

## Module 1. Theory and Practice of Educational Research

- 1.1. Research and Innovation in Education
  - 1.1.1. The Scientific Method
  - 1.1.2. Research in Education
  - 1.1.3. Approaches to Educational Research
  - 1.1.4. The Need for Research and Innovation in Education
  - 1.1.5. Ethics in Educational Research
- 1.2. The Research Process, Stages and Modalities
  - 1.2.1. Modalities of Educational Research and Innovation
  - 1.2.2. Stages of the Research and Innovation Process
  - 1.2.3. Differences between Quantitative and Qualitative Approaches
  - 1.2.4. The Approach to Research Problems
  - 1.2.5. Planning and Development of the Research or Field Work
- 1.3. The Educational Research Process: Keys to Design and Planning
  - 1.3.1. The Approach to Research Problems
  - 1.3.2. The Formulation of the Research Question and the Definition of Objectives
  - 1.3.3. Planning and Development of the Research or Field Work
- 1.4. The Importance of Bibliographic Research
  - 1.4.1. Selection and Justification of the Research Topic
  - 1.4.2. Possible Areas of Research in Education
  - 1.4.3. The Search for Information and Databases
  - 1.4.4. Rigor in the Use of Information Sources (Avoidance of Plagiarism).
  - 1.4.5. Keys to Elaborate the Theoretical Framework
- 1.5. Quantitative Designs: Scope of Research and Definition of Hypotheses
  - 1.5.1. The Scope of Quantitative Research
  - 1.5.2. Hypotheses and Variables in Educational Research
  - 1.5.3. Classification of Hypotheses
- 1.6. Quantitative Designs: Types of Designs and Sample Selection
  - 1.6.1. Experimental Designs
  - 1.6.2. Quasi-Experimental Designs
  - 1.6.3. Non-Experimental (Ex Post Facto) Studies. Sample Selection
- 1.7. Qualitative Designs
  - 1.7.1. What Is Understood by Qualitative Research?
  - 1.7.2. Ethnographic Research
  - 1.7.3. The Case Study
  - 1.7.4. Biographical-Narrative Research
  - 1.7.5. Grounded Theory
  - 1.7.6. Action Research
- 1.8. Techniques and Instruments for Educational Research
  - 1.8.1. The Collection of Information: Measurement and Evaluation in Education
  - 1.8.2. Data Collection Techniques and Instruments
  - 1.8.3. Reliability and Validity: Technical Requirements for Instruments
- 1.9. Analysis of Quantitative Data and Analysis of Qualitative Data
  - 1.9.1. Statistical Analysis
  - 1.9.2. Research Variables
  - 1.9.3. Concept and Characteristics of Hypotheses
  - 1.9.4. Approach to Descriptive Statistics
  - 1.9.5. Approach to Inferential Statistics
  - 1.9.6. What Is Meant by Qualitative Analysis?
  - 1.9.7. General Process of Qualitative Data Analysis
  - 1.9.8. Categorization and Coding
  - 1.9.9. Criteria of Scientific Rigor for Qualitative Data Analysis
- 1.10. From Educational Research to the Professional Development of Educators: Possibilities and Challenges Today
  - 1.10.1. The Current Situation of Educational Research and the Specific Viewpoint of Educational Researchers
  - 1.10.2. From Educational Research to Research in the Classroom
  - 1.10.3. From Classroom Research to the Evaluation of Educational Innovations
  - 1.10.4. Educational Research, Ethics, and Professional Development of Educators

**Module 2. Education Economics**

- 2.1. Introduction to Economics
  - 2.1.1. Concept of Economics
  - 2.1.2. Elements That Define the Economy
  - 2.1.3. Functioning of the Economy
  - 2.1.4. Economic Systems
- 2.2. Education Economics
  - 2.2.1. Education and Economy
  - 2.2.2. History of Education Economics
  - 2.2.3. Economic Aspects of Education
- 2.3. Sources and Models of Education Financing
  - 2.3.1. Financial Mechanisms in Education
  - 2.3.2. The Financing of Compulsory Education
  - 2.3.3. The Financing of Post-Compulsory Education
  - 2.3.4. Financing Models
- 2.4. Public Goods and Externalities of Educational Activity
  - 2.4.1. Externalities in Education
  - 2.4.2. The Benefits of Education
  - 2.4.3. Education as a Public or Private Good?
  - 2.4.4. Reasons that Justify Public Intervention in Education
- 2.5. Economic and Educational Development
  - 2.5.1. Education and Production
  - 2.5.2. Education and Economic Convergence
  - 2.5.3. Problems in Economic Definition and Estimation
  - 2.5.4. Contribution of Education to Economic Growth
- 2.6. Analysis of the Determinants of Economic Welfare
  - 2.6.1. Theoretical Background
  - 2.6.2. Descriptive Analysis of World Economic and Social Development
  - 2.6.3. Human Development and Its Conditioning Factors
- 2.7. Educational Production and Performance
  - 2.7.1. Contextualization of Educational Production
  - 2.7.2. Educational Production Function
  - 2.7.3. Inputs in the Production Process
  - 2.7.4. Models for Measuring Educational Production and Output
  - 2.7.5. Design and Interpretation of Data in Educational Production
  - 2.7.6. Economic Value of Education
- 2.8. Labor Market and Education
  - 2.8.1. Basic Concepts
  - 2.8.2. Technological Functionalism and the Theory of Human Capital
  - 2.8.3. Credentialism and Correspondence Theory
  - 2.8.4. Filter Theory
  - 2.8.5. Globalized Economy and Employment
- 2.9. Labor Market and Teachers
  - 2.9.1. Labor Market in the 21st Century
  - 2.9.2. Differences between the Labor Market and the Educational Labor Market
  - 2.9.3. The Teaching Professional
- 2.10. Investment and Expenditure in Education
  - 2.10.1. OECD Education Systems
  - 2.10.2. Education Spending
  - 2.10.3. Education as an Investment

### Module 3. Information and Communication Technologies for Education

- 3.1. ICT, Literacy and Digital Skills
  - 3.1.1. Introduction and Objectives
  - 3.1.2. The School in the Knowledge Society
  - 3.1.3. ICT in the Teaching and Learning Process.
  - 3.1.4. Digital Literacy and Competencies
  - 3.1.5. The Role of the Teacher in the Classroom
  - 3.1.6. The Digital Competencies of the Teacher
  - 3.1.7. Bibliographic References
  - 3.1.8. Hardware in the Classroom: PDI, Tablets, and Smartphones.
  - 3.1.9. Internet as an Educational Resource: Web 2.0 and M-Learning
  - 3.1.10 Teachers as Part of the Web 2.0: How to Build Their Digital Identity
  - 3.1.11 Guidelines for the Creation of Teacher Profiles
  - 3.1.12. Creating a Teacher Profile on Twitter
  - 3.1.13. Bibliographic References
- 3.2. Creation of Pedagogical Content with ICT and Its Possibilities in the Classroom
  - 3.2.1. Introduction and Objectives
  - 3.2.2. Conditions for Participatory Learning
  - 3.2.3. The Role of the Student in the Classroom with ICTs: *Prosumer*
  - 3.2.4. Content Creation in Web 2.0: Digital Tools
  - 3.2.5. The Blog as a Classroom Pedagogical Resource
  - 3.2.6. Elements of the Blog to Make It an Educational Resource
  - 3.2.7. Bibliographic References
- 3.3. Personal Learning Environments for Teachers
  - 3.3.1. Introduction and Objectives
  - 3.3.2. Teacher Training for the Integration of ICTs
  - 3.3.3. Learning Communities
  - 3.3.4. Definition of Personal Learning Environments
  - 3.3.5. Educational Use of PLE and NLP
  - 3.3.6. Design and Creation of Our Classroom PLE
  - 3.3.7. Bibliographic References
- 3.4. Pedagogical Use of Social Networks. Safety in the Use of ICTs in the Classroom
  - 3.4.1. Introduction and Objectives
  - 3.4.2. Principle of Connected Learning
  - 3.4.3. Social Networks: Tools for the Creation of Learning Communities
  - 3.4.4. Communication On Social Networks: Management of the New Communicative Codes
  - 3.4.5. Types of Social Networks
  - 3.4.6. How to Use Social Networks in the Classroom: Content Creation
  - 3.4.7. Development of Digital Competencies of Students and Teachers with the Integration of Social Media in the Classroom
  - 3.4.8. Introduction and Objectives of Security in the Use of ICT in the Classroom
  - 3.4.9. Digital Identity
  - 3.4.10 Risks for Minors on the Internet
  - 3.4.11. Education in Values with ICT: Service-Learning Methodology (ApS) with ICT resources
  - 3.4.12. Platforms for Promoting Safety on the Internet
  - 3.4.13. Internet Safety as Part of Education: Centers, Families, Students, and Teachers and Objectives of the Safety in the Use of ICT in the Classroom
  - 3.4.14. Bibliographic References
- 3.5. Creation of Audiovisual Content with ICT Tools. PBL and ICT
  - 3.5.1. Introduction and Objectives
  - 3.5.2. Bloom's Taxonomy and ICT
  - 3.5.3. The Educational Podcast as an Educational Element
  - 3.5.4. Audio Creation
  - 3.5.5. The Image as an Educational Element
  - 3.5.6. ICT Tools with Educational Use of Images
  - 3.5.7. Editing Images with ICT: Tools for Editing
  - 3.5.8. What Is PBL?
  - 3.5.9. Process of Working with PBL and ICT
  - 3.5.10. Designing PBL with ICT



- 3.5.11. Educational Possibilities in Web 3.0
- 3.5.12. Youtubers and Instagrammers: Informal Learning in Digital Media
- 3.5.13. The Video Tutorial as a Pedagogical Resource in the Classroom
- 3.5.14. Platforms for the Dissemination of Audiovisual Materials
- 3.5.15. Guidelines for the Creation of an Educational Video
- 3.5.16. Bibliographic References
- 3.6. Gamification: Motivation and ICT in the Classroom
  - 3.6.1. Introduction and Objectives
  - 3.6.2. Gamification Enters the Classroom Through Virtual Learning Environments
  - 3.6.3. Game-Based Learning (GBL)
  - 3.6.4. Augmented Reality (AR) in the Classroom
  - 3.6.5. Types of Augmented Reality and Classroom Experiences
  - 3.6.6. QR Codes in the Classroom: Generation of Codes and Educational Application
  - 3.6.7. Classroom Experiences
  - 3.6.8. Bibliographic References
- 3.7. Media Competency in the Classroom with ICT
  - 3.7.1. Introduction and Objectives
  - 3.7.2. Promoting the Media Competence of Teachers
  - 3.7.3. Mastering Communication for Motivating Teaching
  - 3.7.4. Communicating Pedagogical Content with ICT
  - 3.7.5. Importance of the Image as a Pedagogical Resource
  - 3.7.6. Digital Presentations as an Educational Resource in the Classroom
  - 3.7.7. Working in the Classroom with Images
  - 3.7.8. Sharing Images on Web 2.0
  - 3.7.9. Bibliographic References
- 3.8. Assessment for Learning Through ICT
  - 3.8.1. Introduction and Objectives Assessment for Learning Through ICT
  - 3.8.2. Evaluation tools: Digital Portfolio and Rubrics
  - 3.8.3. Building an *ePortfolio* with Google Sites
  - 3.8.4. Generating Evaluation Rubrics
  - 3.8.5. Design Evaluations and Self-Evaluations with Google Forms
  - 3.8.6. Bibliographic References

## Module 4. Methodology of Socio-Educational Intervention

- 4.1. Methodology of Action, Socio-Educational Intervention
  - 4.1.1. Social Pedagogy, Teaching and Socio-Educational Action
  - 4.1.2. Fields of Socio-Educational Intervention
  - 4.1.3. Functionalities of the Socio-Educational Intervention
  - 4.1.4. The Professional of the Socio-Educational Intervention
- 4.2. Intervention with Immigrant Population at Risk of Social Exclusion
  - 4.2.1. Initial Reception Processes
  - 4.2.2. Schooling Processes
  - 4.2.3. Relational Processes
  - 4.2.4. Labor Market Insertion Processes
- 4.3. Socio-Educational Intervention with at-Risk Children
  - 4.3.1. Children at Social Risk
  - 4.3.2. Programs and Activities of Socio-Educational Intervention with Minors
  - 4.3.3. Programs and Activities of Socio-Educational Intervention with Families
- 4.4. Women at Risk of Social Exclusion
  - 4.4.1. Gender Inequality and Social Exclusion
  - 4.4.2. Immigrant Women
  - 4.4.3. Women in Single-Parent Families
  - 4.4.4. Long-Term Unemployed Women
  - 4.4.5. Unqualified Young Women
- 4.5. Intervention with People with Disabilities
  - 4.5.1. Disability and Social Exclusion
  - 4.5.2. Programs and Activities of Socio-Educational Intervention with People with Disabilities
  - 4.5.3. Socio-Educational Intervention Programs and Activities with Families and Caregivers
- 4.6. Socio-Educational Intervention with Families
  - 4.6.1. Introduction
  - 4.6.2. Systemic Family Approach
  - 4.6.3. Family Counseling

- 4.7. Community Social Dynamization
  - 4.7.1. Introduction
  - 4.7.2. Community and Community Development
  - 4.7.3. Community Action Methodology and Strategies
  - 4.7.4. Achievements of Participation
  - 4.7.5. Participatory Assessment
- 4.8. Socio-Educational Intervention Programs
  - 4.8.1. Socio-Educational Intervention for Child Care
  - 4.8.2. Intervention with Adolescents at Risk of Social Exclusion
  - 4.8.3. Socio-Educational Intervention in Prisons
  - 4.8.4. Intervention with Women Victims of Gender-Based Violence
  - 4.8.5. Socio-Educational Intervention with Immigrants
- 4.9. Towards a Socio-Educational Pedagogy of Death
  - 4.9.1. Concept of Death
  - 4.9.2. Pedagogy of Death in the School Environment
  - 4.9.3. Teaching Proposal

## Module 5. Teaching Methodologies and Educator Counseling

- 5.1. Pedagogical and Teaching Counseling for the Improvement of the Educational Task
  - 5.1.1. Introduction to Pedagogical Counseling
  - 5.1.2. Strategies for Pedagogical Counseling
  - 5.1.3. Models and Types of Pedagogical Support
  - 5.1.4. Methodology of Accompaniment
  - 5.1.5. Professional Profile of the Pedagogical Advisors
- 5.2. Teaching as a Creative Process
  - 5.2.1. Notes on Creativity
  - 5.2.2. Strategies to Stimulate Creativity
  - 5.2.3. The Importance of Creativity in the Classroom
- 5.3. Educational Methodology: Ways to Vivify the Curriculum in the Classroom.
  - 5.3.1. Curriculum and Educational Achievement
  - 5.3.2. Curriculum Theory and Praxis
  - 5.3.3. Links between Teaching and Curriculum

- 5.4. Teaching as a Didactic Act
  - 5.4.1. Models of Didactic Acts
  - 5.4.2. Proposal of Didactic Act
  - 5.4.3. Analysis of the Components of the Didactic Act
  - 5.4.4. Communication and Interaction
- 5.5. Looking at Teaching from a Different Perspective: Alternative Pedagogies
  - 5.5.1. Questioning the Traditional Model
  - 5.5.2. Types of Alternative Pedagogies
  - 5.5.3. The Continuation of the School: Open Debate
- 5.6. Methods and Strategies for Active Learning
  - 5.6.1. Active Participation as a Key Concept Introduction
  - 5.6.2. Traditional Teaching vs. Active Learning
  - 5.6.3. Resources and Strategies for Active Learning
- 5.7. Openness to the Community, Teaching in Relationship
  - 5.7.1. Environment and Medium
  - 5.7.2. Community-Centered School
  - 5.7.3. Learning Communities
  - 5.7.4. Theories about the Environment and Influence on Education
- 5.8. Teaching Methodologies and Educational Innovation
  - 5.8.1. Educational Innovation
  - 5.8.2. Active Methodologies
  - 5.8.3. Research in Educational Innovation
  - 5.8.4. Educational Innovation and ICT
- 5.9. Service Learning
  - 5.9.1. What Is Service Learning?
  - 5.9.2. Stages of Service Learning
  - 5.9.3. Service Learning Outcomes in Education
- 5.10. New Methodological and Counseling Challenges for Educators
  - 5.10.1. Discursive Practice in Complex Societies
  - 5.10.2. Challenges and Uncertainties in the School Context
  - 5.10.3. The New Role of the Teacher-Advisor

**Module 6. Educational Program Design and Management**

- 6.1. Educational Program Design and Management
  - 6.1.1. Stages and Tasks in the Design of Educational Programs
  - 6.1.2. Types of Educational Programs
  - 6.1.3. Evaluation of the Educational Program
  - 6.1.4. Competency-Based Educational Program Model
- 6.2. Program Design in the Formal and Non-Formal Educational Sphere
  - 6.2.1. Formal and Non-Formal Education
  - 6.2.2. Formal Education Program Model
  - 6.2.3. Non-Formal Education Program Model
- 6.3. Educational Programs and Information and Communication Technologies
  - 6.3.1. Integration of ICT in Educational Programs
  - 6.3.2. Advantages of ICT in the Development of Educational Programs
  - 6.3.3. Educational Practices and ICT
- 6.4. Educational Program Design and Bilingualism
  - 6.4.1. Advantages of Bilingualism
  - 6.4.2. Curricular Aspects for the Design of Educational Programs in Bilingualism
  - 6.4.3. Examples of Educational Programs and Bilingualism
- 6.5. Pedagogical Design of Educational Guidance Programs
  - 6.5.1. The Elaboration of Programs in Educational Guidance
  - 6.5.2. Possible Contents of Educational Guidance Programs
  - 6.5.3. Methodology for the Assessment of Educational Guidance Programs
  - 6.5.4. Aspects to Take into Account in the Design
- 6.6. Design of Educational Programs for Inclusive Education
  - 6.6.1. Theoretical Foundations of Inclusive Education
  - 6.6.2. Curricular Aspects for the Design of Inclusive Educational Programs.
  - 6.6.3. Examples of Inclusive Educational Programs
- 6.7. Management, Monitoring and Assessment of Educational Programs. Pedagogical Skills
  - 6.7.1. Assessment as a Tool for Educational Improvement
  - 6.7.2. Guidelines for the Assessment of Educational Programs
  - 6.7.3. Techniques for the Assessment of Educational Programs
  - 6.7.4. Pedagogical Skills for Assessment and Improvement

- 6.8. Strategies for Communication and Dissemination of Educational Programs
  - 6.8.1. Didactic Communication Process
  - 6.8.2. Teaching Communication Strategies
  - 6.8.3. Dissemination of Educational Programs
- 6.9. Good Practices in the Design and Management of Educational Programs in Formal Education
  - 6.9.1. Characterization of Good Teaching Practices
  - 6.9.2. Influence of Good Practices on Program Design and Development
  - 6.9.3. Pedagogical Leadership and Good Practices
- 6.10. Good Practices in the Design and Management of Educational Programs in Non-Formal Contexts
  - 6.10.1. Good Teaching Practices in Non-Formal Contexts
  - 6.10.2. Influence of Good Practices on Program Design and Development
  - 6.10.3. Example of Good Educational Practices in Non-Formal Contexts

**Module 7. Evaluation of Educational Programs**

- 7.1. Concept and Components of the Program. Educational Evaluation
  - 7.1.1. Evaluation
  - 7.1.2. Evaluation and Education
  - 7.1.3. Components of Educational Evaluation
- 7.2. Models and Methodologies for the Assessment
  - 7.2.1. Models of Educational Assessment
  - 7.2.2. Assessment as a Process
- 7.3. Standards for Evaluative Research
  - 7.3.1. General Concept of Standards
  - 7.3.2. Organization and Content of Standards
  - 7.3.3. Reflections on Standards
- 7.4. Principle of Complementarity. Methods and Techniques
  - 7.4.1. Definition of the Principle of Complementarity
  - 7.4.2. Methodology for Applying the Principle of Complementarity
  - 7.4.3. Complementarity Techniques

- 7.5. Techniques and Instruments of Educational Assessment
  - 7.5.1. Educational Assessment Strategies
  - 7.5.2. Techniques and Instruments of Educational Assessment
  - 7.5.3. Examples of Educational Assessment Techniques
- 7.6. Available Data, Statistics, Files, Indicators. Content Analysis
  - 7.6.1. Conceptualization of Content Analysis
  - 7.6.2. Early Methodological Proposals in Content Analysis
  - 7.6.3. Components of Data Analysis
  - 7.6.4. Data Analysis Techniques
- 7.7. Surveys, Questionnaires, Interviews, Observation, Self-Reports, Tests and Scales
  - 7.7.1. Concept of Educational Assessment Instrument
  - 7.7.2. Criteria for Selection of Assessment Instruments
  - 7.7.3. Types of Assessment Techniques and Instruments
- 7.8. Needs, Deficiencies and Demands. Initial Assessment and Program Design
  - 7.8.1. Initial Assessment. Introduction
  - 7.8.2. Needs Analysis
  - 7.8.3. Program Design
- 7.9. Program Development. Formative Assessment of the Program
  - 7.9.1. Introduction
  - 7.9.2. Formative Assessment. Development
  - 7.9.3. Conclusions
- 7.10. Program Conclusions. Final Summative Assessment
  - 7.10.1. Introduction
  - 7.10.2. Final Summative Assessment
  - 7.10.3. Conclusions

## Module 8. Teaching and Learning in the Family, Social and Educational Context

- 8.1. Education, Family and Society
  - 8.1.1. Introduction to the Categorization of Formal, Non-Formal and Informal Education
  - 8.1.2. Concepts of Formal Education, Non-Formal Education and Informal Education
  - 8.1.3. Current Status of Formal and Non-Formal Education
  - 8.1.4. Areas of Non-Formal Education

- 8.2. Family Education in a Changing World
  - 8.2.1. Family and School: Two Educational Contexts
  - 8.2.2. Family and School Relationships
  - 8.2.3. The School and the Information Society
  - 8.2.4. The Role of the Media
- 8.3. The Educating Family
  - 8.3.1. Main Dimensions in the Study of Socialization
  - 8.3.2. Agents of Socialization
  - 8.3.3. The Concept of Family and Its Functions
  - 8.3.4. Family Education
- 8.4. Education, Family and Community
  - 8.4.1. Community and Family Educating
  - 8.4.2. Education in Values
- 8.5. Parenting School
  - 8.5.1. Communication with the Families
  - 8.5.2. The School for Parents
  - 8.5.3. Program of a School of Parents
  - 8.5.4. The Methodology of Family Workshops
- 8.6. Family Educational Practices
  - 8.6.1. Characteristics of the Family
  - 8.6.2. The Family: Its Social Changes and New Models
  - 8.6.3. The Family as a Social System
  - 8.6.4. Discipline in the Family
  - 8.6.5. Family Educational Styles
- 8.7. The Media and Its Educational Influence
  - 8.7.1. Media Culture
  - 8.7.2. Education through the Media
- 8.8. Family Counseling
  - 8.8.1. Educational Counselling
  - 8.8.2. Educating in Social Skills and in Childhood



- 8.9. Social Change, School and Teachers
  - 8.9.1. An Evolving Economy
  - 8.9.2. Networked Organizations
  - 8.9.3. New Family Configurations
  - 8.9.4. Cultural and Ethnic Diversity
  - 8.9.5. Knowledge with an Expiry Date
  - 8.9.6. The Teacher: An Agent in Crisis
  - 8.9.7. Teaching: The Profession of Knowledge
- 8.10. Some Constants in Teaching
  - 8.10.1. The Content Taught Generates Identity
  - 8.10.2. Some Knowledge Is Worth More Than Others
  - 8.10.3. Teaching Is Learning to Teach
  - 8.10.4. "Every Teacher Has Their Own Little Book"
  - 8.10.5. Students at the Center of Motivation
  - 8.10.6. Whoever Leaves the Classroom Does Not Return
- 9.4. Entrepreneurship in Non-Formal Education
  - 9.4.1. Introduction
  - 9.4.2. Resources and Strategies for Entrepreneurship in Non-Formal Education.
  - 9.4.3. Entrepreneurship Programs in Non-Formal Educational Contexts
- 9.5. Entrepreneurship Pedagogy
  - 9.5.1. Creativity
  - 9.5.2. Methodological Applications
  - 9.5.3. School-Based Entrepreneurship
- 9.6. Factors to Be Taken into Consideration in Undertaking a Socioeducational Project
  - 9.6.1. Key Factors in Entrepreneurship
  - 9.6.2. Development of Social Entrepreneurship
  - 9.6.3. Conclusions
- 9.7. Conclusions
  - 9.7.1. Introduction
  - 9.7.2. Resources and Financing Mechanisms
  - 9.7.3. Conclusions
- 9.8. Experiences of Educational Entrepreneurship
  - 9.8.1. Introduction
  - 9.8.2. Practical Experiences in Entrepreneurship
  - 9.8.3. Entrepreneurship Education in the European Context
  - 9.8.4. Conclusions
- 9.9. Encouraging Entrepreneurship in Childhood
  - 9.9.1. Introduction
    - 9.9.1.1. Concept of Entrepreneurship
    - 9.9.1.2. Objectives of Entrepreneurship
    - 9.9.1.3. Skills That It Promotes
  - 9.9.2. Entrepreneurial Culture and School
- 9.10. Entrepreneurship as an Agent of Change
  - 9.10.1. Social Possibilities of Entrepreneurship
  - 9.10.2. Social Enterprises
  - 9.10.3. Conclusions

## Module 9. Educational Entrepreneurship

- 9.1. Education and Entrepreneurship
  - 9.1.1. Definition and Aspects of Entrepreneurship
  - 9.1.2. Relationship between Education and Entrepreneurship
  - 9.1.3. The Entrepreneurial Teacher
- 9.2. Entrepreneurial Skills in Europe: Educational Perspective
  - 9.2.1. Definition of Entrepreneurial Skills
  - 9.2.2. European Policies and Entrepreneurship
  - 9.2.3. Challenges and Opportunities
- 9.3. Entrepreneurship in Formal Education
  - 9.3.1. Entrepreneurship Development
  - 9.3.2. Entrepreneurial Skills: Structuring and Classification.
  - 9.3.3. Education for Entrepreneurship
  - 9.3.4. Entrepreneurship Programs in Formal Educational Contexts

## Module 10. Innovation and Improvement of Teaching Practice

- 10.1. Innovation and Improvement of Teaching Practice
  - 10.1.1. Introduction
  - 10.1.2. Innovation, Change, Improvement, and Reform
  - 10.1.3. The school Effectiveness Improvement Movement
  - 10.1.4. Nine Key Factors for Improvement
  - 10.1.5. How is Change Implemented? The Phases of the Process
  - 10.1.6. Final Reflection
- 10.2. Teaching Innovation and Improvement Projects
  - 10.2.1. Introduction
  - 10.2.2. Identification Data
  - 10.2.3. Justification of the Project
  - 10.2.4. Theoretical Framework
  - 10.2.5. Objectives
  - 10.2.6. Methodology
  - 10.2.7. Resources
  - 10.2.8. Timing
  - 10.2.9. Results Evaluation
  - 10.2.10. Bibliographic References
  - 10.2.11. Final Reflection
- 10.3. School Management and Leadership
  - 10.3.1. Objectives
  - 10.3.2. Introduction
  - 10.3.3. Different Concepts of Leadership
  - 10.3.4. The Concept of Distributed Leadership
  - 10.3.5. Approaches to Distributed Leadership
  - 10.3.6. Resistance to Distributed Leadership
  - 10.3.7. Final Reflection
- 10.4. The Training of Teaching Professionals
  - 10.4.1. Introduction
  - 10.4.2. Initial Teacher Training
  - 10.4.3. The Training of Novice Teachers



- 10.4.4. Teacher Professional Development
- 10.4.5. Teaching Skills
- 10.4.6. Reflective Practice
- 10.4.7. From Educational Research to the Professional Development of Educators
- 10.5. Formative Creativity: The Principle of Educational Improvement and Innovation
  - 10.5.1. Introduction
  - 10.5.2. The Four Elements that Define Creativity
  - 10.5.3. Some Theses on Creativity Relevant to Education
  - 10.5.4. Formative Creativity and Educational Innovation
  - 10.5.5. Educational or Pedagogical Considerations for the Development of Creativity
  - 10.5.6. Some Techniques for the Development of Creativity
  - 10.5.7. Final Reflection
- 10.6. Towards a More Autonomous and Cooperative Learning (I): Learning How to Learn
  - 10.6.1. Introduction
  - 10.6.2. Why is Metacognition Necessary?
  - 10.6.3. Teaching to Learn
  - 10.6.4. Explicit Teaching of Learning Strategies
  - 10.6.5. Classification of Learning Strategies
  - 10.6.6. The Teaching of Metacognitive Strategies
  - 10.6.7. The Problem of Evaluation
  - 10.6.8. Final Reflection
- 10.7. Towards a More Autonomous and Cooperative Learning (II): Emotional and Social Learning
  - 10.7.1. Introduction
  - 10.7.2. The Concept of Emotional Intelligence
  - 10.7.3. Emotional Skills
  - 10.7.4. Emotional Education and Social and Emotional Learning Programs
  - 10.7.5. Techniques and Concrete Methods for the Training of Social Skills
  - 10.7.6. Integrating Emotional and Social Learning into Formal Education

- 10.7.7. Final Reflection
- 10.8. Towards a More Autonomous and Cooperative Learning (III): Learning by Doing
  - 10.8.1. Introduction
  - 10.8.2. Active Strategies and Methodologies to Encourage Participation.
  - 10.8.3. Problem-Based Learning
  - 10.8.4. Project Work
  - 10.8.5. Cooperative Learning
  - 10.8.6. Thematic Immersion
  - 10.8.7. Final Reflection
- 10.9. Evaluation of Learning
  - 10.9.1. Introduction
  - 10.9.2. A Renewed Assessment
  - 10.9.3. Modalities of Evaluation
  - 10.9.4. The Procedural Evaluation Through the Portfolio
  - 10.9.5. The Use of Rubrics to Clarify the Evaluation Criteria
  - 10.9.6. Final Reflection
- 10.10. The Role of the Teacher in the Classroom
  - 10.10.1. The Teacher as a Guide and Orientator
  - 10.10.2. The Teacher as Class Director
  - 10.10.3. Ways of Directing the Class
  - 10.10.4. Leadership in the Classroom and in the Center
  - 10.10.5. Coexistence in the Center

## Module 11. Communication Techniques and Oral Expression for Teachers

- 11.1. Communication Abilities of the Teacher
  - 11.1.1. Communication Skills of Teachers
  - 11.1.2. Aspects of Good Teacher Communication
  - 11.1.3. The Voice: Characteristics and Use
  - 11.1.4. Characteristics of the Message

- 11.2. Oral Expression in the Educational Environment
  - 11.2.1. Oral Interaction
  - 11.2.2. The Message in Oral Expression
  - 11.2.3. Communication Strategies in Oral Expression
- 11.3. Written Expression in Education
  - 11.3.1. Written Expression
  - 11.3.2. Development of Written Expression
  - 11.3.3. Learning Methods and Strategies
- 11.4. Lexical Precision and Terminology
  - 11.4.1. Concept of Lexical Precision
  - 11.4.2. Receptive and Productive Vocabulary
  - 11.4.3. Importance of Lexicon and Vocabulary in the Transmission of Knowledge
- 11.5. Teaching Resources I: Oral Communication
  - 11.5.1. Orality
  - 11.5.2. Teaching Oral Communication
  - 11.5.3. Teaching Resources for Oral Communication
  - 11.5.4. Design of Teaching Material
  - 11.5.5. Assessment and Correction of Oral Expression
- 11.6. Teaching Resources II: Written Communication
  - 11.6.1. The Epistemic Function of Writing and Models of Writing Processes
  - 11.6.2. The Models of Text Composition and the Strategies and Activities of Written Expression
  - 11.6.3. Assessment and Correction of Written Expression
- 11.7. Appropriate Environments for Teaching and Learning
  - 11.7.1. Introduction
  - 11.7.2. Conceptualizing an Appropriate Teaching-Learning Environment
  - 11.7.3. Learning Spaces. Components
  - 11.7.4. Types of Learning Environments

## Module 12. Social Exclusion and Policies for Inclusion

- 12.1. Basic Concepts of Equality and Diversity
  - 12.1.1. Diversity and Equal Opportunities
  - 12.1.2. Social Cohesion, Exclusion, Inequality and Education
  - 12.1.3. Exclusion Processes in Formal and Non-Formal Education: Differential Aspects and Perspectives on Diversity
- 12.2. Nature and Origin of the Main Causes of Social Exclusion and Inequalities in Modern and Contemporary Societies
  - 12.2.1. Current Context of Social Exclusion
  - 12.2.2. New Sociodemographic Reality
  - 12.2.3. New Labor Reality
  - 12.2.4. Crisis of the Welfare State
  - 12.2.5. New Relational Forms and New Social Ties
- 12.3. Exclusion in Schools
  - 12.3.1. Epistemological Preamble
  - 12.3.2. Sociological References
  - 12.3.3. Social Context that Generates Inequalities
  - 12.3.4. Social Exclusion and Integration
  - 12.3.5. Schooling and Educational Exclusion
  - 12.3.6. Meritocracy and Democratization of Secondary Education
  - 12.3.7. Neoliberal Discourse and the Effects of Power
- 12.4. Main Factors of School Failure
  - 12.4.1. Definition of School Failure
  - 12.4.2. Causes of School Failure
  - 12.4.3. Difficulties Associated with Failure
  - 12.4.4. Methods of Diagnosing School Failure
- 12.5. Inclusive School and Interculturality
  - 12.5.1. Pluricultural Society and Intercultural Education
  - 12.5.2. Inclusive Education as a Response
  - 12.5.3. Democratic Coexistence in the Classroom
  - 12.5.4. Methodological Proposals for Inclusive Education

- 12.6. Practical Approaches in Attention to Diversity
    - 12.6.1. Inclusive Education in France
    - 12.6.2. Inclusive Education in Latin America
  - 12.7. Digital Exclusion in the Digital Information Society
    - 12.7.1. ICTs and the Digital Divide
    - 12.7.2. The Possibilities of ICTs for Labor Market Insertion
    - 12.7.3. How to Improve the Contribution of ICTs to Social Inclusion
  - 12.8. The Inclusion of ICT in the Diverse School
    - 12.8.1. ICT as an Inclusive Resource
    - 12.8.2. Teacher Training, ICT and Attention to Diversity
    - 12.8.3. Adaptation of ICT to the Students' Needs
  - 12.9. Social Exclusion and Pedagogical Innovation
    - 12.9.1. Inclusion, a New Paradigm
    - 12.9.2. The Denaturalization of School Failure
    - 12.9.3. The Defence of Diversity
    - 12.9.4. Questioning Homogeneity
    - 12.9.5. Resignification of the Teacher's Role
  - 12.10. Needs and Practices in Social Policies for Inclusion
    - 12.10.1. Anticipating Social Problems
    - 12.10.2. Social Participation
    - 12.10.3. Multilevel Articulation
- Module 13. Pedagogical Counseling for Social Institutions**
- 13.1. Pedagogy, Counseling and the Third Social Sector
    - 13.1.1. Third Sector and Education
    - 13.1.2. Keys to Pedagogical Counseling and the Third Social Sector.
    - 13.1.3. Example of Pedagogical Counseling Programs for the Third Sector of Society
  - 13.2. The Figure of the Pedagogical Counselor for Social Organizations
    - 13.2.1. Characteristics of the Educational Counselor
    - 13.2.2. Pedagogical Counselor and Social Entities
    - 13.2.3. Roles of the Educational Counselor Outside the Formal Education Context
  - 13.3. Contexts and Social Entities for Pedagogical Counseling
    - 13.3.1. Introduction
    - 13.3.2. Non-Educational Contexts for Pedagogical Counseling
    - 13.3.3. Social Entities and Pedagogical Counseling
    - 13.3.4. Conclusions
  - 13.4. Design of Social Projects and Pedagogical Counseling
    - 13.4.1. Current Concept of Social Project Planning and Counseling
    - 13.4.2. Phases to Elaborate a Social Project
    - 13.4.3. Conclusions
  - 13.5. Sustainability of Social Entities and Pedagogical Counseling
    - 13.5.1. Introduction to Sustainability of Social Organizations
    - 13.5.2. Professional Learning Communities
    - 13.5.3. External Counseling to the School on Sustainable Innovation
    - 13.5.4. Continuous Improvement and Participation in Pedagogical Counseling
  - 13.6. Pedagogical Counseling to Social Institutions in the Field of Education
    - 13.6.1. Introduction
    - 13.6.2. The Pedagogical Counselor in Educational Matters
    - 13.6.3. Example of Educational Counseling
  - 13.7. Pedagogical Counseling for Social Institutions in Employment and Socio-Labor Inclusion Projects
    - 13.7.1. Introduction
    - 13.7.2. The Educational Counselor for Employment
    - 13.7.3. Example of Employment Counseling
  - 13.8. Pedagogical Counseling to Social Institutions in the Field of Entrepreneurship and Social Innovation.
    - 13.8.1. Introduction
    - 13.8.2. The Pedagogical Counselor in the Field of Entrepreneurship
    - 13.8.3. Example of Entrepreneurship Counseling
  - 13.9. Pedagogical Counseling for Social Institutions on Equal Opportunities, Sustainability, and the Environment
    - 13.9.1. Introduction
    - 13.9.2. The Pedagogical Counselor on Equality
    - 13.9.3. Example of Entrepreneurship Counseling



- 13.10. Good Practices in Pedagogical Counseling for Social Entities
  - 13.10.1. Counseling and Improvement
  - 13.10.2. Strategies for Good Counseling
  - 13.10.3. Conclusions

## Module 14. Continuing Education

- 14.1. Nature, Origin, Evolution and Purpose of Continuing Education
  - 14.1.1. Fundamental Aspects of Continuing Education
  - 14.1.2. Spheres and Contexts of Continuing Education
  - 14.1.3. Contributions of Continuing Education in International Organizations and the Digital Society
- 14.2. Theoretical Bases of Continuing Education
  - 14.2.1. Origin and Evolution of Continuing Education
  - 14.2.2. Models of Continuing Education
  - 14.2.3. Types of Teachers: Philosophical-Educational Paradigms
- 14.3. Continuing Education Assessment Models
  - 14.3.1. Introduction
  - 14.3.2. Types of Assessments in Continuing Education
  - 14.3.3. The Importance of Continuing Education Assessment
  - 14.3.4. Conclusions
- 14.4. The Pedagogue and Continuing Education
  - 14.4.1. Professional Profile of the Adult Educator
  - 14.4.2. Skills of the Adult Educator
  - 14.4.3. Adult Teacher Training
- 14.5. In-Company Training. The Training Department
  - 14.5.1. Function of Company Training. Concepts and Terminology
  - 14.5.2. Historical View of the Training Department in the Company
  - 14.5.3. Importance of Training in the Company
- 14.6. Continuous Training and Occupational Training
  - 14.6.1. Definitions and Differences between Ongoing and Occupational Training
  - 14.6.2. Benefits for the Company of Ongoing Training
  - 14.6.3. Importance of Occupational Training in the Current Context

- 14.7. Professional Training. Recognitions, Certifications and Accreditations
  - 14.7.1. Vocational and On-the-Job Training
    - 14.7.1.1. Human Resources in Economic Development
  - 14.7.2. Qualification of Human Resources
  - 14.7.3. Certifications and Accreditations in Vocational Training
  - 14.7.4. Importance of Vocational Training
- 14.8. Training and Work
  - 14.8.1. Work and Its Evolution
  - 14.8.2. Current Labor Context
  - 14.8.3. Skill-Based Training
- 14.9. Continuing Education in the European Union
  - 14.9.1. Evolution of Continuing Education in the European Union
  - 14.9.2. Education, Work and Employability
  - 14.9.3. European Qualifications Framework
  - 14.9.4. New Approach to Higher Education
  - 14.9.5. Actions and Programs
- 14.10. Open and Distance Education in Digital Contexts
  - 14.10.1. Characteristics of Distance Education
  - 14.10.2. Virtual Education - E-Learning
  - 14.10.3. ICT, Its Role and Importance in Distance Education
  - 14.10.4. Distance Education and Higher Education


## Module 15. Equality and Diversity in the Classroom

- 15.1. Basic Concepts of Equality and Diversity
  - 15.1.1. Equality, Diversity, Difference, Justice and Fairness
  - 15.1.2. Diversity as Something Positive and Essential to Life
  - 15.1.3. Relativism and Ethnocentrism
  - 15.1.4. Human Dignity and Human Rights
  - 15.1.5. Theoretical Perspectives on Diversity in the Classroom
  - 15.1.6. Bibliographic References
- 15.2. Evolution from Special Needs Education to Inclusive Education in Pre-School Education
  - 15.2.1. Key Concepts from Special Education to Inclusive Education
  - 15.2.2. Inclusive School Conditions
  - 15.2.3. Promoting Inclusive Education in Pre-School Education

- 15.3. Characteristics and Needs in Early Childhood
  - 15.3.1. Acquisition of Motor Skills
  - 15.3.2. Acquisition of Psychological Development
  - 15.3.3. Development of Subjectivation
- 15.4. Exclusion in Schools
  - 15.4.1. The Hidden Curriculum
  - 15.4.2. Intolerance and Xenophobia
  - 15.4.3. How to Detect Bullying in the Classroom
  - 15.4.4. Bibliographic References
- 15.5. Main Factors of School Failure
  - 15.5.1. Stereotypes and Prejudices
  - 15.5.2. Self-Fulfilling Prophecies, the Pygmalion Effect
  - 15.5.3. Other Factors Influencing School Failure
  - 15.5.4. Bibliographic References
- 15.6. Inclusive and Intercultural School
  - 15.6.1. The School as an Open Entity
  - 15.6.2. Dialogue
  - 15.6.3. Intercultural Education and Attention to Diversity
  - 15.6.4. What Is Intercultural Schooling?
  - 15.6.5. Problems in the School Environment
  - 15.6.6. Performance
  - 15.6.7. Proposals on Interculturality to Work in the Classroom
  - 15.6.8. Bibliographic References
- 15.7. Digital Exclusion in the Digital Information Society
  - 15.7.1. Transformations in the Digital Information Society
  - 15.7.2. Access to Information
  - 15.7.3. Web 2.0: from Consumers to Creators
  - 15.7.4. Risks Associated with the Use of ICTs
  - 15.7.5. The Digital Divide: A New Type of Exclusion
  - 15.7.6. Education in the Face of Digital Exclusion
  - 15.7.7. Bibliographic References
- 15.8. The Inclusion of ICT in the Diverse School
  - 15.8.1. School Inclusion and Digital Inclusion
  - 15.8.2. Digital Inclusion at School, Advantages and Requirements
  - 15.8.3. Changes in the Conception of the Educational Process
  - 15.8.4. Transformations in Teacher and Student Roles
  - 15.8.5. ICT as an Element of Attention to Diversity
  - 15.8.6. The Use of ICTs for Students with Educational Developmental Support Needs
  - 15.8.7. Bibliographic References
- 15.9. Active Learning Methodologies with ICTs
  - 15.9.1. Introduction and Objectives
  - 15.9.2. ICT and the New Educational Paradigm: Personalization of Learning
  - 15.9.3. Active Methodologies for Effective ICT Learning
  - 15.9.4. Learning by Research
  - 15.9.5. Collaborative and Cooperative Learning
  - 15.9.6. Problem- and Project-Based Learning
  - 15.9.7. *Flipped Classroom*
  - 15.9.8. Strategies for Choosing the Right ICT for Each Methodology: Multiple Intelligences and Learning Landscapes
  - 15.9.9. Bibliographic References
- 15.10. Collaborative Learning and *Flipped Classroom*
  - 15.10.1. Introduction and Objectives
  - 15.10.2. Definition of Collaborative Learning
  - 15.10.3. Differences with Cooperative Learning
  - 15.10.4. Tools for Cooperative and Collaborative Learning: Padlet
  - 15.10.5. Definition of *Flipped Classroom*
  - 15.10.6. Teaching Actions for *Flipped* Programming
  - 15.10.7. Digital Tools to Create Your Flipped Classroom
  - 15.10.8. Reversed Classroom Experiences
  - 15.10.9. Bibliographic References

**Module 16. Personalized Education. Theoretical, Philosophical and Anthropological Foundations of Education**

- 16.1. The Human Person
  - 16.1.1. Educating Taking Into Account The Person
  - 16.1.2. Person and Human Nature
  - 16.1.3. Attributes or Radical Properties of the Person
  - 16.1.4. Strategies to Favor the Unfolding of the Person's Radical Attributes or Properties
  - 16.1.5. The Human Person as a Dynamic System
  - 16.1.6. The Person and the Meaning That They Can Give to Their Life
- 16.2. Pedagogical Foundations of Personalized Education
  - 16.2.1. The Educability of the Human Being as a Capacity for Integration and Growth
  - 16.2.2. What Is and What Is Not Personalized Education
  - 16.2.3. Objectives of Personalized Education
  - 16.2.4. The Personal Teacher-Student Encounter
  - 16.2.5. Protagonists and Mediators
  - 16.2.6. The principles of Personalized Education
- 16.3. Learning Situations in Personalized Education
  - 16.3.1. The Personalized Vision of the Learning Process
  - 16.3.2. Operational and Participatory Methodologies and Their General Characteristics
  - 16.3.3. Learning Situations and Their Personalization
  - 16.3.4. Role of Materials and Resources
  - 16.3.5. Evaluation as a Learning Situation
  - 16.3.6. The Personalized Educational Style and Its Five Manifestations
  - 16.3.7. Promoting the Five Manifestations of the Personalized Educational Style
- 16.4. Motivation: A Key Aspect of Personalized Learning
  - 16.4.1. Influence of Affectivity and Intelligence in the Learning Process
  - 16.4.2. Definition and Types of Motivation
  - 16.4.3. Motivation and Values
  - 16.4.4. Strategies to Make the Learning Process More Attractive.
  - 16.4.5. The Playful Aspect of Schoolwork
- 16.5. Metacognitive Learning
  - 16.5.1. What Should Students Be Taught in Personalized Education
  - 16.5.2. Meaning of Metacognition and Metacognitive Learning
  - 16.5.3. Metacognitive Learning Strategies
  - 16.5.4. Consequences of Learning in a Metacognitive Way.
  - 16.5.5. The Evaluation of the Significant Learning of the Learner
  - 16.5.6. Keys to Educating in Creativity
- 16.6. Personalizing the Organization of the School Center
  - 16.6.1. Factors in the Organization of a School
  - 16.6.2. The Personalized School Environment
  - 16.6.3. The Student Body
  - 16.6.4. Teaching Staff
  - 16.6.5. The Families
  - 16.6.6. The School Center as an Organization and as a Unit
  - 16.6.7. Indicators to Evaluate the Educational Personalization of a School Center
- 16.7. Identity and Profession
  - 16.7.1. Personal Identity: A Personal and Collective Construction
  - 16.7.2. Lack of Social Valuation
  - 16.7.3. Cracking and Identity Crisis
  - 16.7.4. Professionalization Under Debate
  - 16.7.5. Between Vocation and Expert Knowledge
  - 16.7.6. Teachers as Artisans
  - 16.7.7. *Fast Food* Behavior
  - 16.7.8. Unrecognized Good Guys and Unknown Bad Guys
  - 16.7.9. Teachers Have Competitors

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- 16.8. The Process of Becoming a Teacher
    - 16.8.1. Initial Training Matters
    - 16.8.2. At the Beginning, the More Difficult, the Better
    - 16.8.3. Between Routine and Adaptation
    - 16.8.4. Different Stages, Different Needs
  - 16.9. Characteristics of Effective Teachers
    - 16.9.1. The Literature on Effective Teachers
    - 16.9.2. Value-Added Methods
    - 16.9.3. Classroom Observation and Ethnographic Approaches
    - 16.9.4. The Dream of Having Countries with Good Teachers
  - 16.10. Beliefs and Change
    - 16.10.1. Analysis of Beliefs in the Teaching Profession
    - 16.10.2. Many Actions and Little Impact
    - 16.10.3. The Search for Models in the Teaching Profession

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*This academic pathway will become your ideal opportunity to achieve meaningful professional goals, offering the possibility to directly influence the development of educational projects”*

04

# Teaching Objectives

This Advanced Master's Degree is designed to prepare professionals capable of leading significant transformations in the educational field. First and foremost, the university program will equip professionals with the necessary tools to design and manage innovative educational projects that address current challenges, including inclusion, sustainability, and technological integration in classrooms. Additionally, strategic thinking will be fostered so that graduates can identify opportunities for improvement in educational systems and develop creative solutions that generate a positive impact locally and globally.







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*With an academic approach of excellence and a methodology adapted to the needs of the 21st century, TECH will empower you to achieve your goals and become a leader in the development of educational projects”*



## General Objectives

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- ♦ Develop skills to design and manage innovative educational projects that address emerging needs
- ♦ Apply educational innovation methodologies to improve the quality and impact of educational projects
- ♦ Develop competencies in planning and executing entrepreneurial projects in the educational field
- ♦ Apply educational development strategies that foster critical thinking and creativity in students
- ♦ Manage resources and project budgets to ensure their viability and sustainability
- ♦ Develop the ability to implement innovative technological solutions in educational environments
- ♦ Apply user-centered design approaches to create educational projects tailored to students' needs
- ♦ Develop competencies in the research and evaluation of educational projects to ensure their effectiveness
- ♦ Apply agile methodologies in the management of educational projects to improve flexibility and adaptation
- ♦ Develop and manage strategic partnerships with institutions, organizations, and companies to promote educational projects
- ♦ Foster a culture of innovation within educational institutions through entrepreneurial projects
- ♦ Develop educational projects that integrate the use of digital resources and new technologies in learning
- ♦ Apply social entrepreneurship strategies in the creation of inclusive and sustainable educational projects
- ♦ Develop skills for managing multidisciplinary teams in the execution of educational projects
- ♦ Apply leadership principles to inspire and guide change and innovation in education
- ♦ Develop educational projects that promote collaboration and active participation from students and the community



*Do you want to become a leader in educational innovation? With this postgraduate program, you will achieve your goals and design transformative projects with a flexible online method that adapts to you”*



## Specific Objectives

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### Module 1. Theory and Practice of Educational Research

- ♦ Acquire the competencies and knowledge outlined
- ♦ Develop the attitude and research aptitude to promote a constant desire for professional improvement
- ♦ Understand quantitative and qualitative knowledge
- ♦ Comprehend both quantitative and qualitative information
- ♦ Learn how to plan and develop educational research
- ♦ Identify techniques and instruments for educational research

### Module 2. Education Economics

- ♦ Understand and analyze the role of Education in economic development
- ♦ Analyze public intervention in Education
- ♦ Learn specific research strategies for empirical work in the economics of Education

### Module 3. Information and Communication Technologies for Education

- ♦ Acquire the necessary digital competencies and knowledge, complementing them with appropriate pedagogical and methodological skills for the current context
- ♦ Seek effective initiation into good ICT practices that guarantee professional development for teachers, focusing on managing digital resources for teaching and communication on digital networks for pedagogical purposes
- ♦ Manage and create a digital identity suited to the context, being aware of the importance of digital footprints and the possibilities ICT offers, understanding both the benefits and risks
- ♦ Generate and know how to apply ICT, combining them in schools as educational tools

### Module 4. Methodology of Socio-Educational Intervention

- ♦ Understand the different methodologies for socio-educational action
- ♦ Apply problem-solving techniques and decision-making strategies
- ♦ Learn to apply specific methodologies for socio-educational action
- ♦ Critically assess the entire socio-educational process

### Module 5. Teaching Methodologies and Educator Counseling

- ♦ Recognize appropriate counseling techniques to improve teaching practices
- ♦ Analyze the influence of creativity on motivation and teaching improvement
- ♦ Understand and discuss alternative pedagogical theories
- ♦ Debate the importance of the concept of community in educational institutions
- ♦ Define the new challenges faced by teaching practices
- ♦ Understand pedagogical guidance as a strategy to promote reflective practice

### Module 6. Educational Program Design and Management

- ♦ Understand the various levels of planning possible for educational design
- ♦ Analyze models, tools, and actors in educational planning
- ♦ Comprehend the foundations and elements of educational planning
- ♦ Identify training needs through the application of various existing analysis models

### **Module 7. Evaluation of Educational Programs**

- ♦ Understand and use the specific terminology of educational program evaluation
- ♦ Learn and apply program evaluation models to socio-educational practice
- ♦ Plan projects for evaluating contextualized educational and training programs
- ♦ Acquire procedures for evaluating educational and training programs

### **Module 8. Teaching and Learning in the Family, Social and Educational Context**

- ♦ Understand the relationship between school and family
- ♦ Acquire tools to differentiate between planned (school) and spontaneous (family) teaching
- ♦ Analyze formal, non-formal, and informal education
- ♦ Analyze the role of media and its educational influence
- ♦ Highlight the possibilities that educational institutions can offer for family participation
- ♦ Identify different family characteristics

### **Module 9. Educational Entrepreneurship**

- ♦ Clarify the concept of entrepreneurship and its characteristics
- ♦ Analyze and understand the opportunities for entrepreneurship in Education, explaining their functionality and characteristics
- ♦ Describe spaces and processes for entrepreneurship in Education
- ♦ Develop small-scale experiences that foster students' entrepreneurial skills

### **Module 10. Innovation and Improvement of Teaching Practice**

- ♦ Foster innovation and the improvement of teaching practices, which have become essential for increasing the quality and effectiveness of educational institutions
- ♦ Establish the transformation of the educational reality through the redefinition of teachers' roles
- ♦ Learn about various educational improvement projects
- ♦ Expand knowledge on how to approach institutional improvement
- ♦ Acquire tools for promoting more autonomous and cooperative learning
- ♦ Understand the key aspects of educational resilience

### **Module 11. Communication Techniques and Oral Expression for Teachers**

- ♦ Learn effective communication techniques for the classroom
- ♦ Know how to structure information appropriately to help students assimilate knowledge correctly
- ♦ Reflect on the aspects of verbal and non-verbal communication suitable for professional development
- ♦ Learn how to manage stress generated by public speaking

### **Module 12. Social Exclusion and Policies for Inclusion**

- ♦ Critically understand the theoretical and methodological foundations from pedagogical, sociological, and psychological perspectives that support socio-educational processes
- ♦ Analyze the ethical dilemmas that new demands and forms of social exclusion in the knowledge society pose to the teaching profession
- ♦ Learn the principles and foundations of addressing diversity
- ♦ Critically analyze and incorporate the most relevant societal issues affecting family and school education

**Module 13. Pedagogical Counseling for Social Institutions**

- ♦ Understand the role and educational value of the pedagogical counselor
- ♦ Analyze the various contexts and social entities that may participate in this process
- ♦ Develop the skills for high-quality educational counseling
- ♦ Debate good practices in pedagogical counseling and their implications

**Module 14. Continuing Education**

- ♦ Understand the fundamental concepts related to Continuing Education
- ♦ Analyze the status of Continuing Education as an organizing principle of educational reality
- ♦ Recognize the need for Continuing Education as a reference framework for the entire educational system
- ♦ Approach the development of intervention processes in the different areas that comprise Continuing Education

**Module 15. Equality and Diversity in the Classroom**

- ♦ Understand the various interrelated terms and their application in the classroom
- ♦ Identify potential factors contributing to school failure
- ♦ Acquire the necessary tools to prevent school failure
- ♦ Recognize signs of potential school bullying
- ♦ Develop tools to promote inclusive and intercultural schools
- ♦ Acquire the skills to work with various ICT tools

**Module 16. Personalized Education. Theoretical, Philosophical and Anthropological Foundations of Education**

- ♦ Acquire the necessary tools for reflection
- ♦ Stimulate professional and intellectual curiosity to learn how to be a good professional
- ♦ Understand the different pedagogical foundations of education
- ♦ Identify the diverse learning situations in personalized education
- ♦ Develop the tools needed for proper school organization
- ♦ Internalize teacher training for an effective educational response



# 05

# Career Opportunities

This academic pathway will offer a wide range of exceptional career opportunities, opening doors in various educational and social sectors. In a world where education is a key pillar for progress, graduates will be prepared to take on leadership roles that make a difference in the sector. Through their comprehensive training, they will be equipped to work as coordinators of innovative educational projects, designers of inclusive pedagogical programs, or leaders of technological initiatives in educational institutions. Moreover, they will be able to manage multidisciplinary teams on projects at both national and international levels, working in non-governmental organizations, international bodies, educational institutions, and technology companies dedicated to education.





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*Thanks to TECH Global University, you will be fully equipped to transform education by leading projects that improve access, quality, and educational equity. Position yourself as a reference in the field!”*



### Graduate Profile

The graduate will be a strategic leader with a solid understanding of the most advanced pedagogical methodologies, as well as the essential technological tools to transform the educational environment. With a multifaceted profile, the graduate will be prepared to develop, implement, and manage high-impact educational projects, ensuring the integration of technology and active methodologies in their design. Furthermore, this expert will possess the ability to work in multidisciplinary teams, driving change from an inclusive and global perspective, adapted to the diversity of educational contexts.

*If you want to become a proactive professional with a comprehensive vision of education, ready to innovate, undertake, and lead projects that promote positive change, you are in the right place.*

- ♦ **Leadership and Management of Multidisciplinary Teams:** Lead diverse teams, managing innovative educational projects with a strategic and collaborative vision.
- ♦ **Critical Thinking and Problem Solving:** Analyze complex situations and propose creative solutions to address educational challenges with an innovative approach, using critical thinking to make informed and strategic decisions.
- ♦ **Adaptability and Change Management:** Manage constant changes in the educational, technological, and social environments, implementing educational transformation processes that respond to new global demands and trends.
- ♦ **Effective Communication and Intercultural Skills:** Communicate clearly and persuasively in both local and international contexts, managing projects in diverse environments while respecting and promoting the inclusion of different cultures and perspectives.



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

- 1. Educational Project Coordinator:** Supervisor of innovative educational projects within educational institutions or companies, ensuring alignment with institutional objectives.
- 2. Educational Innovation Consultant:** Advisor to educational institutions on the implementation of technologies and innovative pedagogical methodologies to improve educational quality.
- 3. Director of Educational Development Programs:** Leader in the creation and management of educational programs, both at the institutional level and within non-governmental organizations, focused on improving and expanding educational services.
- 4. Educational Entrepreneur:** Founder of educational projects that foster the creation of new learning opportunities through innovation, technology, and active methodologies.
- 5. Curriculum Design Supervisor:** Responsible for creating, adapting, and updating curricular programs that integrate innovative pedagogical approaches and educational technologies to enhance the learning experience.
- 6. Leader of Educational Inclusion Projects:** Designer of initiatives that promote equity in education, ensuring that projects are accessible to all students, regardless of their context.

- 7. Educational Technological Innovation Manager:** Responsible for driving the adoption of emerging technologies in classrooms, improving teaching and learning through state-of-the-art digital tools.
- 8. Director of Educational Research and Development:** Leader of research teams addressing current educational trends and developing innovative solutions based on evidence.
- 9. Educational Policy Consultant:** Advisor to governments and international organizations on the formulation of educational policies that promote innovation, sustainability, and quality in the educational system.
- 10. Teacher Training Manager:** Designer of training programs for educators, ensuring they have the necessary tools to apply the most innovative methodologies and technologies in their daily practice.



*Boost your career with this academic pathway! You will gain access to a cutting-edge syllabus and a methodology that will allow you to train at your own pace, without compromising your work or personal life”*

06

# Study Methodology

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

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





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

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

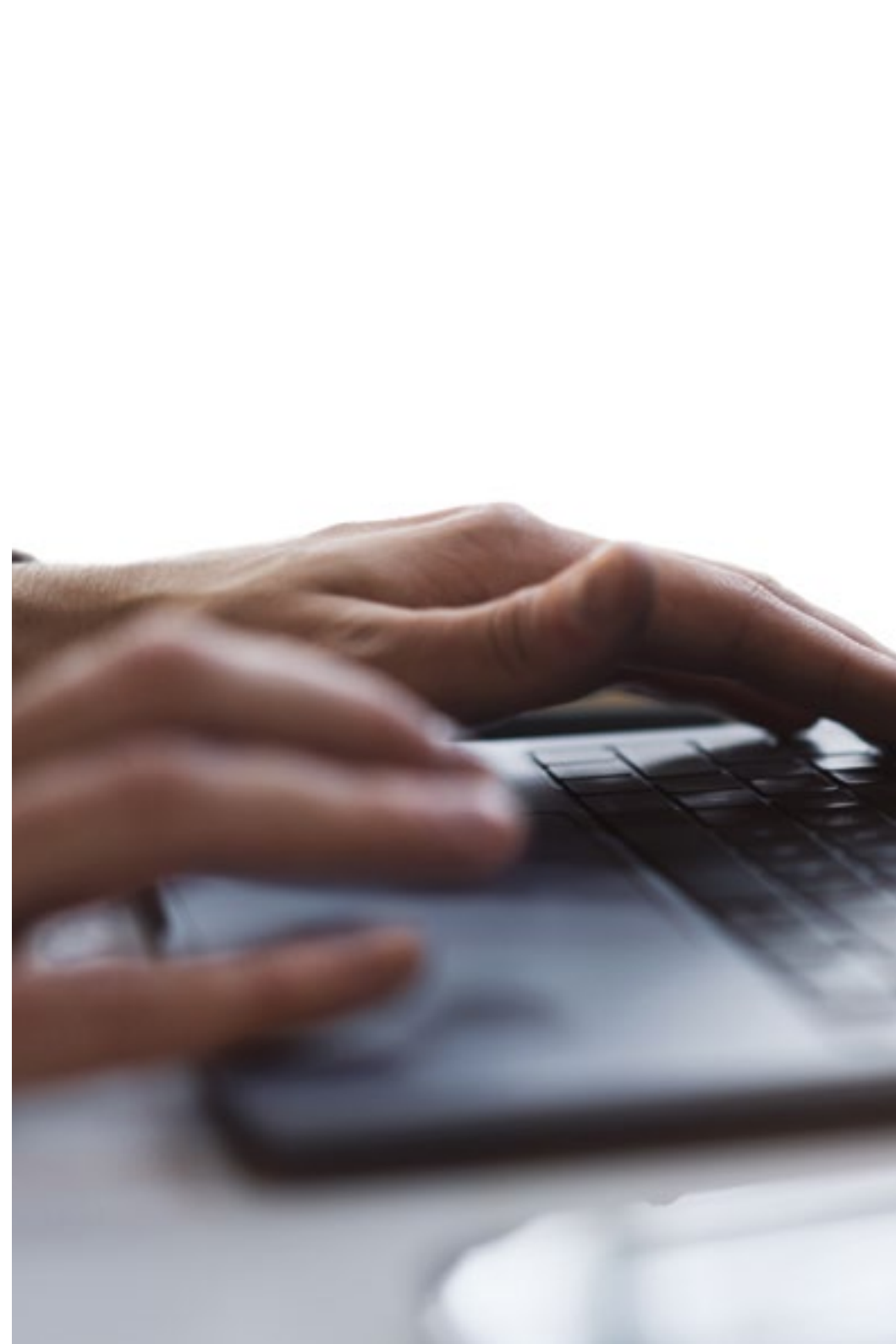
In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

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

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



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

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

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

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

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

## Case Studies and Case Method

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

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

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



## Relearning Methodology

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

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

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

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





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

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

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

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

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



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

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

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

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

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

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

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

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



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



#### Study Material

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

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



#### Practicing Skills and Abilities

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



#### Interactive Summaries

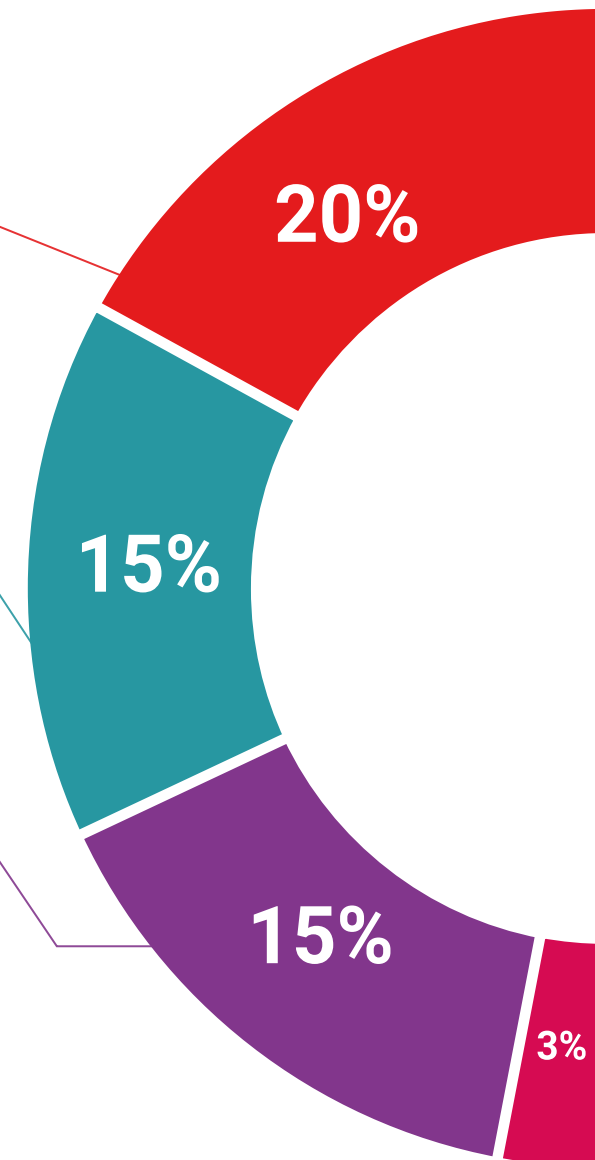
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

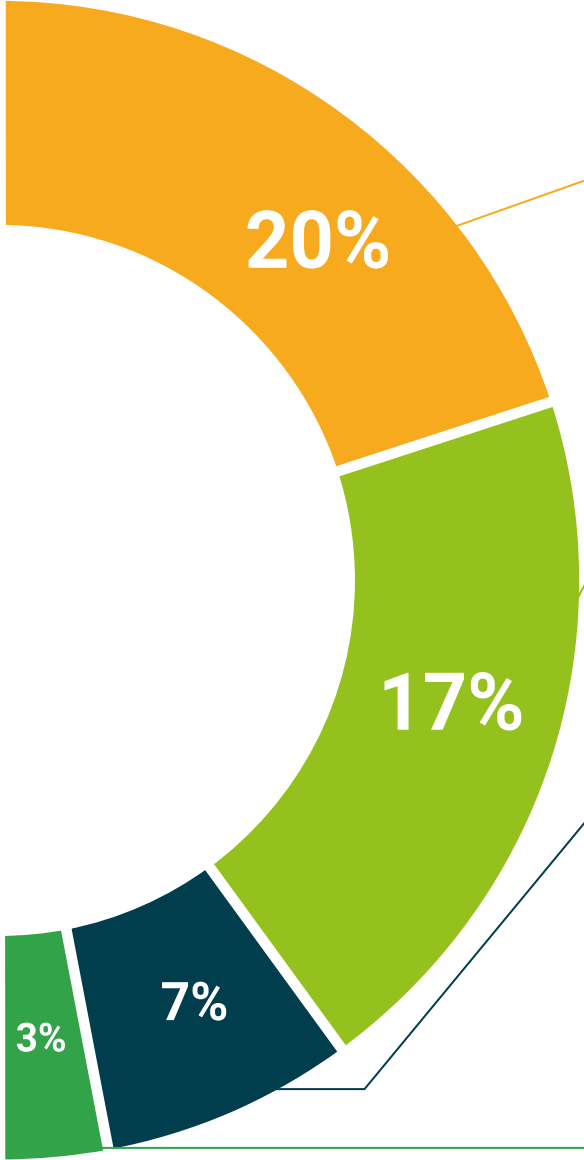
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### Additional Reading

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





**Case Studies**

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



**Testing & Retesting**

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



**Classes**

There is scientific evidence suggesting that observing third-party experts can be useful.  
Learning from an expert strengthens knowledge and memory, and generates confidence for future difficult decisions.



**Quick Action Guides**

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





07

# Teaching Staff

The faculty of this Advanced Master's Degree is composed of a team of highly qualified professionals with extensive experience in the educational sector, both in the academic field and in the implementation of innovative projects. Each mentor is an expert in their field and is committed to preparing graduates to become educational leaders who make a positive impact on society. Additionally, these experts have a strong academic background and are recognized for their practical work in the creation and development of innovative projects.







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*Without a doubt, the support and guidance of the TECH faculty will provide you with the keys to achieving success in Innovation, Development, and Entrepreneurship in Educational Projects”*

## International Guest Director

María Zubeldía is a prominent international leader in the field of entrepreneurship and innovation, who has been at the helm as Director of the Centre for Entrepreneurship at the Saïd Business School, Oxford University. In this role, she has led transformative initiatives as well as programs designed to equip future business leaders with the innovation skills needed in an ever-changing global economic environment. In fact, her strategic focus on creating entrepreneurial ecosystems and her ability to foster innovative mindsets have been key to supporting the community in achieving its goals.

As such, with a professional career that has spanned sectors such as public sector, B2B and consulting, she has accumulated vast experience in innovation, business development and international partnership management. She has also co-founded two startups, Serendipity Innovation and *Innovaction Week S.L.*, and has worked on the creation of the first lean startup accelerator in Spain. She has also been the facilitator of the FORTH methodology, one of the most recognized in the field of innovation, having been responsible for several programs at European level, supporting SMEs to integrate innovation into their processes.

It should be noted that María Zubeldía has held key roles in various institutions, such as her work at the European Business and Innovation Center of Navarra, where she has designed and implemented entrepreneurship programs and managed European projects. Likewise, her experience has allowed her to drive global initiatives, such as her contribution as an expert in entrepreneurship and innovation for the World Economic Forum (WEF) and her leadership on the EIC Scaling Club Board. She has also mentored startups and has played a crucial role in the expansion of innovation and entrepreneurship networks, promoting the growth of new companies.



## Ms. Zubeldía, María

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- ♦ Director of the Centre for Entrepreneurship, Saïd Business School, University of Oxford, United Kingdom
- ♦ Co-founder of Serendipity Innovation
- ♦ Co-founder of Innovaction Week S.L.
- ♦ Head of Entrepreneurship at the European Business and Innovation Center of Navarra (CEIN)
- ♦ Customer Service at The Recycler Trade Magazine
- ♦ Account Manager at Banco Urquijo
- ♦ Executive MBA Master's Degree in Business Administration at Oxford Brookes University
- ♦ Bachelor's Degree in Business Administration and Management from the University of Navarra
- ♦ Member of: *World Economic Forum*

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

08

# Certificate

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





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



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

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

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

TECH is a member of the prestigious **Association for Teacher Education in Europe (ATEE)**, the leading international association dedicated to teacher training. This partnership highlights its commitment to academic advancement and quality.

#### Accreditation/Membership



Title: **Advanced Master's Degree in Innovation, Development and Entrepreneurship in Educational Projects**

Modality: **online**

Duration: **2 years**

Accreditation: **120 ECTS**



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



## Advanced Master's Degree Innovation, Development and Entrepreneurship in Educational Projects

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

# Advanced Master's Degree Innovation, Development and Entrepreneurship in Educational Projects

Accreditation/Membership

A young woman with braided hair is wearing a black VR headset and gesturing with her right hand. She is sitting at a desk in a classroom or lecture hall, with other students and a teacher visible in the background. The image is partially obscured by a large red diagonal shape on the left and a white diagonal shape on the right.

**tech** global  
university