

# Postgraduate Certificate Educational Coaching and Emotional Intelligence





## Postgraduate Certificate Educational Coaching and Emotional Intelligence

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/education/postgraduate-certificate/educational-coaching-emotional-intelligence](http://www.techtute.com/us/education/postgraduate-certificate/educational-coaching-emotional-intelligence)

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01

# Introduction

Immersed in a social context of great changes, the educational system continues to question the traditional system of teaching and bets on a new educational paradigm that responds to the demands and needs of the new citizen of the XXI century in the face of labor insertion in a globalized world.





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*This Postgraduate Certificate in Educational Coaching and Emotional Intelligence will generate a sense of confidence in the performance of your profession, which will help you grow personally and professionally”*

Education administrations are aware of the need to prepare the new generations in emotional competencies that will allow them to adapt to this new model of emerging society.

In addition to possessing the necessary information at a conceptual level in their fields of specialization, they must develop socioemotional skills that enable them to manage the enormous amount of information that is generated every day, flexibility to adapt to different challenges and the acquisition of tools and resources that allow them to reinvent themselves.

It is necessary for the education center to offer students holistic and integral information that pays attention to the cognitive dimension as well as to the emotional and relational dimension.

Emotion and learning are two sides of the same coin. The concern for the preparation of people capable of adapting to the demands of today's world is reflected in the recommendations of international organizations such as UNESCO (1998a, 1998b), in the Delors report (1997), which proposes the four pillars of education for the 21st century: learning to know, learning to do, learning to live together and learning to be.

Learning to live together and learning to be are closely related to the social and emotional skills needed to develop integrally throughout life.

The fickle nature of emotions has traditionally made it difficult to systematize them. However, its energy drives action. And that makes them clearly detectable and educational. The neurosciences, in particular, have made many discoveries about how emotions work, how they act and what consequences they have on behavior and our biology.

Learning processes generate emotions. Without emotion you cannot learn. The pairing of thought and emotion work hand in hand to facilitate and motivate learning or to hinder it. Knowing the emotions that enhance learning and those that hinder it is the first of the tasks that Emotional Intelligence has to improve Education.

Like all intimately human acts, learning is either emotional or it is not. Taking emotions into account and managing them appropriately is fundamental in education.

This **Postgraduate Certificate in Educational Coaching and Emotional Intelligence** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ Development of case studies presented by experts in Educational Coaching and Emotional Intelligence
- ♦ 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
- ♦ New developments in Educational Coaching and Emotional Intelligence
- ♦ It contains practical exercises where the self-evaluation process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies in Educational Coaching and Emotional Intelligence
- ♦ All of this will be complemented by 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



*Up to date knowledge through the Postgraduate Certificate in Educational Coaching and Emotional Intelligence"*

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*This Postgraduate Certificate may be the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge in Educational Coaching and Emotional Intelligence, you will obtain a degree from TECH Global University"*

It includes, in its teaching staff, professionals belonging to the field of Educational Coaching and Emotional Intelligence, who pour into this program the experience of their work, in addition to recognized specialists belonging to leading societies and prestigious universities.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train in real situations.

This program is designed around Problem-Based Learning, whereby the Educators must try to solve the different professional practice situations that arise during the academic course. To this end, the educator will be assisted by an innovative interactive video system created by recognized experts in the field of coaching Educational Coaching and Emotional Intelligence will with extensive teaching experience.

*Increase your decision-making confidence by updating your knowledge through this Postgraduate Certificate.*

*Take the opportunity to learn about the latest advances in Educational Coaching and Emotional Intelligence and improve the attention to your students.*





# 02 Objectives

The Postgraduate Certificate in Educational Coaching and Emotional Intelligence is designed to facilitate the performance of the professional dedicated to working with students with visual impairments.





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*This Postgraduate Certificate is designed to help you update your knowledge in Educational Coaching and Emotional Intelligence, using the latest educational technology, to contribute with quality and security to decision-making and the monitoring of these students"*



## General Objectives

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- ♦ Provide students with advanced specialized Information based on theoretical and instrumental knowledge
- ♦ Acquire and develop the competencies and skills necessary to obtain a qualification as an education professional with competencies in educational coaching, mediation and conflict resolution, learning motivation, emotional management and leadership

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*Take the opportunity and take the step to get up to date on the latest developments in Educational Coaching and Emotional Intelligence”*





## Specific Objectives

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- ♦ Know the basics and fundamentals of Educational Coaching.
- ♦ Gain knowledge about educational and psychological theories related to Educational Coaching
- ♦ Understanding the need and search for meaning in coaching processes
- ♦ Assuming the importance of the dialogic encounter in Education
- ♦ Become familiar with the areas of action of Educational Coaching
- ♦ Know the benefits of the application of Coaching in educational contexts
- ♦ Knowing the competences of the teacher-coach
- ♦ Know the phases of the Educational Coaching process and know how to apply them to classroom groups
- ♦ Appreciating the potential role of Coaching in creating synergies in teaching teams
- ♦ Appreciate and understand the role of coaching in developing management skills
- ♦ Promote a critical analysis and reflection of the problems and their causes that affect individuals, groups and societies, especially children, fostering a change of attitudes and behaviors in our society
- ♦ Carry out actions and programs aimed at raising awareness of certain situations of injustice and changing values to combat them
- ♦ Promote the participation of society, especially children and adolescents and entities in the sector, in transforming the world
- ♦ Create empowerment processes and spaces for active democratic participation for children, aimed at transforming policies and the decision-making model on issues that affect them
- ♦ Promote research and reflection on issues related to childhood and development, supporting different proposals to promote human development
- ♦ Encourage networking with other entities in the sector, to achieve a greater impact in our actions
- ♦ training to analyze the social, economic, political and cultural reality of the different societies in which the work of development cooperation agents is contextualized
- ♦ Analyze and understand global initiatives to fight poverty
- ♦ Analyze the mechanisms of motivation
- ♦ Understand talent and its role in education
- ♦ Reflect on the relationship between Key Competencies and Talent
- ♦ Applying the Gallump Test to detect talent
- ♦ Know how to apply strategies for talent development
- ♦ Explore the possibilities of Coaching to discover your vocation
- ♦ Know the keys to creativity
- ♦ Appreciate the importance of Creativity as a value in Education
- ♦ Learn creative techniques
- ♦ Develop creativity



03

# Course Management

The program's teaching staff includes leading experts in Educational Coaching and Emotional Intelligence who bring the experience of their work to this program. In addition, other experts of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary way.





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*Learn from leading professionals, the latest advances in educational coaching and emotional intelligence procedures"*

## International Guest Director

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

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

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



## Dr. Van Nieuwerburgh, Christian

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



*Make the most of this opportunity to surround yourself with expert professionals and learn from their work methodology"*

## Management



### Fernández Cebrián, José María

- ♦ Teacher at the Higher Institute of Psychological Studies
- ♦ Degree in Education from the Complutense University of Madrid
- ♦ Master's Degree in Management of Educational Centers, Antonio de Nebrija University
- ♦ Postgraduate Diploma in Academic Management and Organization from the Universidad Antonio de Nebrija
- ♦ Postgraduate Diploma in Human Resources Management in Educational Institutions by CEU Cardenal Herrera



### Dr Beltrán Catalán, María

- ♦ Design of training content in Jara 3.0
- ♦ Lecturer, CEU Cardenal Herrera
- ♦ PhD in Social and Legal Sciences, University of Cordoba, Spain
- ♦ Degree in Pedagogy, University of Seville
- ♦ Official Professional Master's Degree in Psychological Intervention and Research in Justice, Health and Social Welfare, University of Cordoba
- ♦ Postgraduate Diploma in High Abilities and Health in Primary Care by CEU Cardenal Herrera



**Dr. Visconti Ibarra, Martin**

- ♦ Director Academia Europea Bilingual School
- ♦ Ph.D. in Education and Behavioral Sciences
- ♦ Degree in Primary Education
- ♦ Master's Degree in Learning Difficulties and Cognitive Processes

**Professors****Dr Rodrigo Soriano, Roseta**

- ♦ Educational advisor and career counselor in the Valencian Community, Murcia and Palma de Mallorca
- ♦ PhD in Sociology from the University of Granada
- ♦ Degree in Sociology from the University of Granada
- ♦ Master's Degree in Marriage and Family, Institute of Family Sciences, University of Navarra

**Ms. Jurado, Pilar**

- ♦ Degree in Primary Education from the University of Murcia
- ♦ Neurocoach Certified as an International Coaching Expert by INA
- ♦ Postgraduate cure in New Technologies for Early Childhood and Primary Education by the International University of Valencia

**Ms. Álvarez Medina, Nazaret**

- ♦ Educational counselor, official in body of secondary education teachers in the community of Madrid
- ♦ Degree in Psychopedagogy Open University of Catalunya
- ♦ Degree in Primary Education from the Universidad Camilo José Cela
- ♦ Degree in Psychology from the University of La Laguna
- ♦ Professional Master's Degree in Diversity Education Treatment

04

# Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, aware of the relevance of current innovative information, and committed to quality teaching through new educational technologies.



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*This Postgraduate Certificate in Educational Coaching and Emotional Intelligence contains the most complete and up-to-date scientific program on the market"*

## Module 1. Emotional Intelligence

- 1.1. Definition of Emotional Intelligence
  - 1.1.1. Historical Background of EI
  - 1.1.2. Origin and Development of EI in Spain
  - 1.1.3. Different Authors who have Coined a Definition of EI
  - 1.1.4. Thorndike and Social Intelligence
  - 1.1.5. Salovey and Mayer
  - 1.1.6. Daniel Goleman
  - 1.1.7. Definition of Emotional Intelligence
  - 1.1.8. Components of Emotional Intelligence
  - 1.1.9. Characteristics of EI Capabilities
  - 1.1.10. Keys to Develop Emotional Intelligence
- 1.2. Emotions
  - 1.2.1. Emotion? the Road to a Definition
  - 1.2.2. What are Emotions for?
  - 1.2.3. Emotional Process
    - 1.2.3.1. Difference between Emotion and Feeling
  - 1.2.4. Classification and Types of Emotions
- 1.3. Emotions, Attitude, and Competence
  - 1.3.1. Attitude
    - 1.3.1.1. What is Attitude?
    - 1.3.1.2. Components of Attitude
  - 1.3.2. Optimism
  - 1.3.3. Emotional Competencies
  - 1.3.4. Social Skills or Interpersonal Relationships
- 1.4. Emotional Management
  - 1.4.1. What does Emotional Management Consist of?
  - 1.4.2. Self-knowledge
  - 1.4.3. Emotional Awareness
  - 1.4.4. Self-Appraisal
    - 1.4.4.1. Our Strengths and Weaknesses
  - 1.4.5. Internal Communication
  - 1.4.6. External Communication
    - 1.4.6.1. The Power of Words.







- 1.4.7. Assertiveness
  - 1.4.7.1. Communicative Styles
- 1.4.8. Non-verbal Language
- 1.4.9. Posture and Emotions
- 1.5. Emotional Intelligence and Education
  - 1.5.1. Emotional Intelligence in the Classroom
  - 1.5.2. Advantages of EI in the Classroom
  - 1.5.3. Benefits of Emotional Intelligence
  - 1.5.4. Emotional Intelligence in the Student Body
  - 1.5.5. Classroom Climate
    - 1.5.5.1. The Relationship between the Teacher and the Students
    - 1.5.5.2. The Relationship between Students in the Classroom
  - 1.5.6. Emotional Understanding in the Classroom
  - 1.5.7. Emotional Intelligence and Academic Performance
  - 1.5.8. Emotional Learning
  - 1.5.9. Tools for Classroom Management
- 1.6. Thinking Skills
  - 1.6.1. Approach to the Concept
  - 1.6.2. Types of Capabilities and Links between Them
- 1.7. Self-Motivation and Achievement Capabilities
  - 1.7.1. Emotional Education in Teacher Training
  - 1.7.2. Emotions in Teaching Practice
- 1.8. Teacher Welfare
  - 1.8.1. The Keys to Teacher Well-being
  - 1.8.2. Emotional Education and the Role of the Teacher
  - 1.8.3. The Emotional Thinking Method
    - 1.8.3.1. Self-knowledge
    - 1.8.3.2. Self-esteem
    - 1.8.3.3. Emotional Control
    - 1.8.3.4. Motivation
    - 1.8.3.5. Empathy
    - 1.8.3.6. Leadership.
    - 1.8.3.7. The Emotionally Intelligent Teacher

- 1.8.3.8. Empathy and Communication with Students
- 1.8.3.9. Techniques to Obtain Enriching Feedback
- 1.9. Habits of People with High Emotional Intelligence
  - 1.9.1. What is a Person with High Emotional Intelligence?
  - 1.9.2. The Triad of Success
  - 1.9.3. Personal Vision
  - 1.9.4. Personal Leadership
  - 1.9.5. Personal Administration and Management
  - 1.9.6. Interpersonal Leadership
  - 1.9.7. Synergy
  - 1.9.8. Flexibility and Creative Adaptation
  - 1.9.9. Resilience
  - 1.9.10. Elements that Generate High Performance
- 1.10. Highly Sensitive People
  - 1.10.1. Approach to the Concept
  - 1.10.2. High Sensitivity and Other Personality Traits

## Module 2. Educational Coaching

- 2.1. What is Educational Coaching? Basis and Foundations
  - 2.1.1. Definition and Connection with Educational and Psychological Theories
  - 2.1.2. Educating in the Will of Meaning
  - 2.1.3. Nonodynamics and Coaching
  - 2.1.4. Logopedagogy, Coaching and Education in the Self
  - 2.1.5. Challenges for the Education of the Self from Coaching and Logopedagogy
  - 2.1.6. Coaching at the Service of the Teacher-Student Dialogue: Pedagogy of Diversity
  - 2.1.7. Helping Relationship Styles and Coaching
- 2.2. Areas of Application of Coaching in Education
  - 2.2.1. Coaching in the Context of the Teacher-Student Relationship Shared Tutoring
  - 2.2.2. Coaching in the Context of the Student-Student Relationship. Peer Tutoring
  - 2.2.3. Coaching for the Development of the Teaching Profession
  - 2.2.4. Teaching Teams and Faculty Team Spirit, Synergies
  - 2.2.5. Management Teams and the Development of Executive Tools

- 2.2.6. Coaching for Parents
- 2.3. Benefits of its Application in Educational Contexts
  - 2.3.1. Coaching and Development of Executive Functions and Metacognition
  - 2.3.2. Coaching and Educational Support Needs
  - 2.3.3. Coaching to Achieve Excellence
  - 2.3.4. Self-Esteem and Self-Concept Development
- 2.4. Pedagogies Based on Cooperation and Autonomy Development and Coaching
  - 2.4.1. Collaborative Pedagogies
  - 2.4.2. Advantages of Collaborative Learning (CL)
  - 2.4.3. How to Work with AC?
  - 2.4.4. AC Techniques
- 2.5. Helping Relationship Styles and Coaching
  - 2.5.1. The Teacher as a Coach
  - 2.5.2. Competencies of the Teacher as a "Coach" of the Student Body
  - 2.5.3. Coaching in the Framework of Shared Mentoring
  - 2.5.4. Teacher Skills as a Facilitator of Change
  - 2.5.5. Classroom Group Applications
  - 2.5.6. Teaching Teams and Faculty Team Spirit, Synergies
  - 2.5.7. Management Teams and the Development of Executive Tools

## Module 3. Talent, vocation, and creativity

- 3.1. Talent and its Educational Importance
  - 3.1.1. Talent
  - 3.1.2. Components.
  - 3.1.3. Talent is Diverse
  - 3.1.4. Measuring and Discovering Talent
  - 3.1.5. Gallump Test
  - 3.1.6. Test of Garp
  - 3.1.7. Career Scope
  - 3.1.8. MBTI
  - 3.1.9. Success DNA
- 3.2. Talent and Key Competencies
  - 3.2.1. Key Competencies Paradigm
  - 3.2.2. Key Competencies

- 3.2.3. The Role of the Intelligences
- 3.2.4. Knowledge: Uses and Abuses in Education
- 3.2.5. The Importance of Skills
- 3.2.6. The Differentiating Factor of Attitude
- 3.2.7. Relationship between Talent and Key Competencies
- 3.3. Talent Development
  - 3.3.1. Learning modalities. Richard fields
  - 3.3.2. The Element
  - 3.3.3. Talent Development Procedures
  - 3.3.4. Mentor Dynamics
  - 3.3.5. Talent and Educational Approach
- 3.4. Motivation Mechanisms
  - 3.4.1. Needs, Desires and Motivations
  - 3.4.2. Decision-Making
  - 3.4.3. Executive Capabilities
  - 3.4.4. Procrastination
  - 3.4.5. Duty, Love and Pleasure in Education
  - 3.4.6. Emotional Habits for Motivation
  - 3.4.7. Motivational Beliefs
  - 3.4.8. Values for Motivation
- 3.5. Vocation, Meaning and Purpose
  - 3.5.1. The Importance of Vocation
  - 3.5.2. Meaning and Purpose
  - 3.5.3. Vision, Mission, Commitment
  - 3.5.4. Exploring Vocation
  - 3.5.5. Teaching Vocation
  - 3.5.6. Educating for Vocation
- 3.6. Towards a Definition of Creativity
  - 3.6.1. Creativity
  - 3.6.2. Brain Functioning and Creativity
  - 3.6.3. Intelligences, Talents and Creativity
  - 3.6.4. Emotions and Creativity
  - 3.6.5. Beliefs and Creativity
  - 3.6.6. Divergent Thinking
  - 3.6.7. Convergent Thinking
  - 3.6.8. The Creative Process and its Phases
  - 3.6.9. Disney Dynamics
- 3.7. Why Creativity?
  - 3.7.1. Arguments for Creativity Today
  - 3.7.2. Personal Creativity for Life
  - 3.7.3. Creativity in Art
  - 3.7.4. Creativity for Problem Solving
  - 3.7.5. Creativity for Professional Development
  - 3.7.6. Creativity in the Coaching Process
- 3.8. Creativity Development
  - 3.8.1. Conditions for Creativity
  - 3.8.2. Artistic Disciplines as Precursors of Creativity
  - 3.8.3. The Art Therapy Approach
  - 3.8.4. Creativity Applied to Challenges and Problem Solving
  - 3.8.5. Relational Thinking
  - 3.8.6. Edward de Bono's Hats
- 3.9. Creativity as a Value in Education
  - 3.9.1. The Need to Encourage Creativity in Education
  - 3.9.2. Active Methodologies and Novelty
  - 3.9.3. Educational Models that Value Creativity
  - 3.9.4. Means, Times and Spaces to Apply Creativity in the Classroom
  - 3.9.5. Disruptive Education
  - 3.9.6. *Visual Thinking*
  - 3.9.7. Design Thinking
- 3.10. Creative Techniques
  - 3.10.1. Relation Thinking Techniques
  - 3.10.2. Techniques for Generating Ideas
  - 3.10.3. Techniques for Evaluating Ideas
  - 3.10.4. Exercises of Ingenuity
  - 3.10.5. Artistic Disciplines for Creative Development
  - 3.10.6. RCS Method
  - 3.10.7. Other Techniques and Methods

05

# Methodology

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

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







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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.*

“

*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

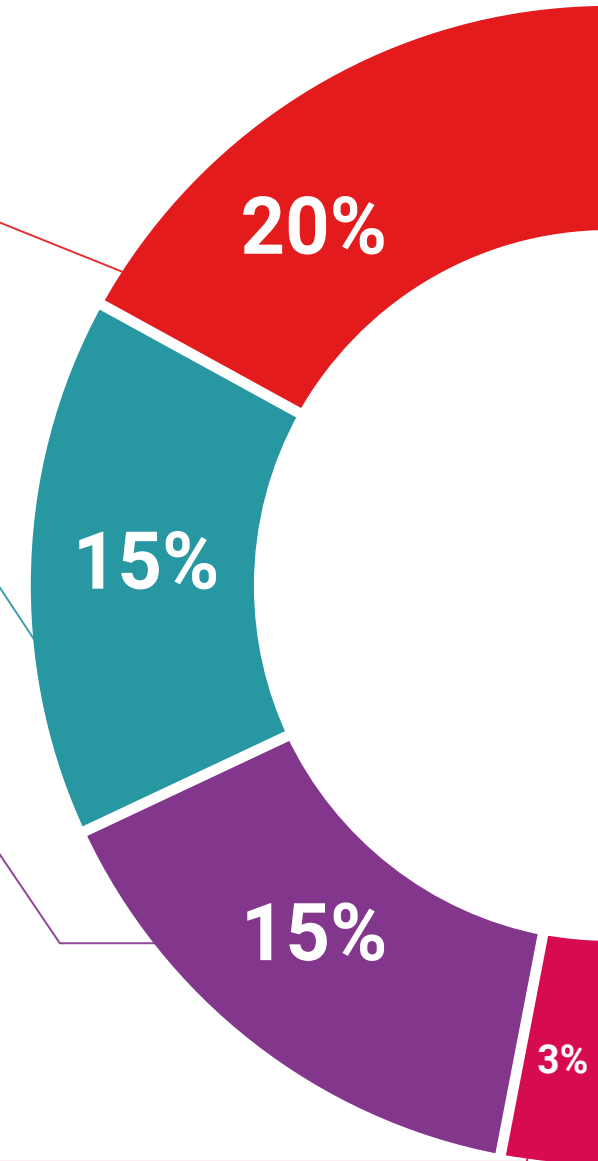
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

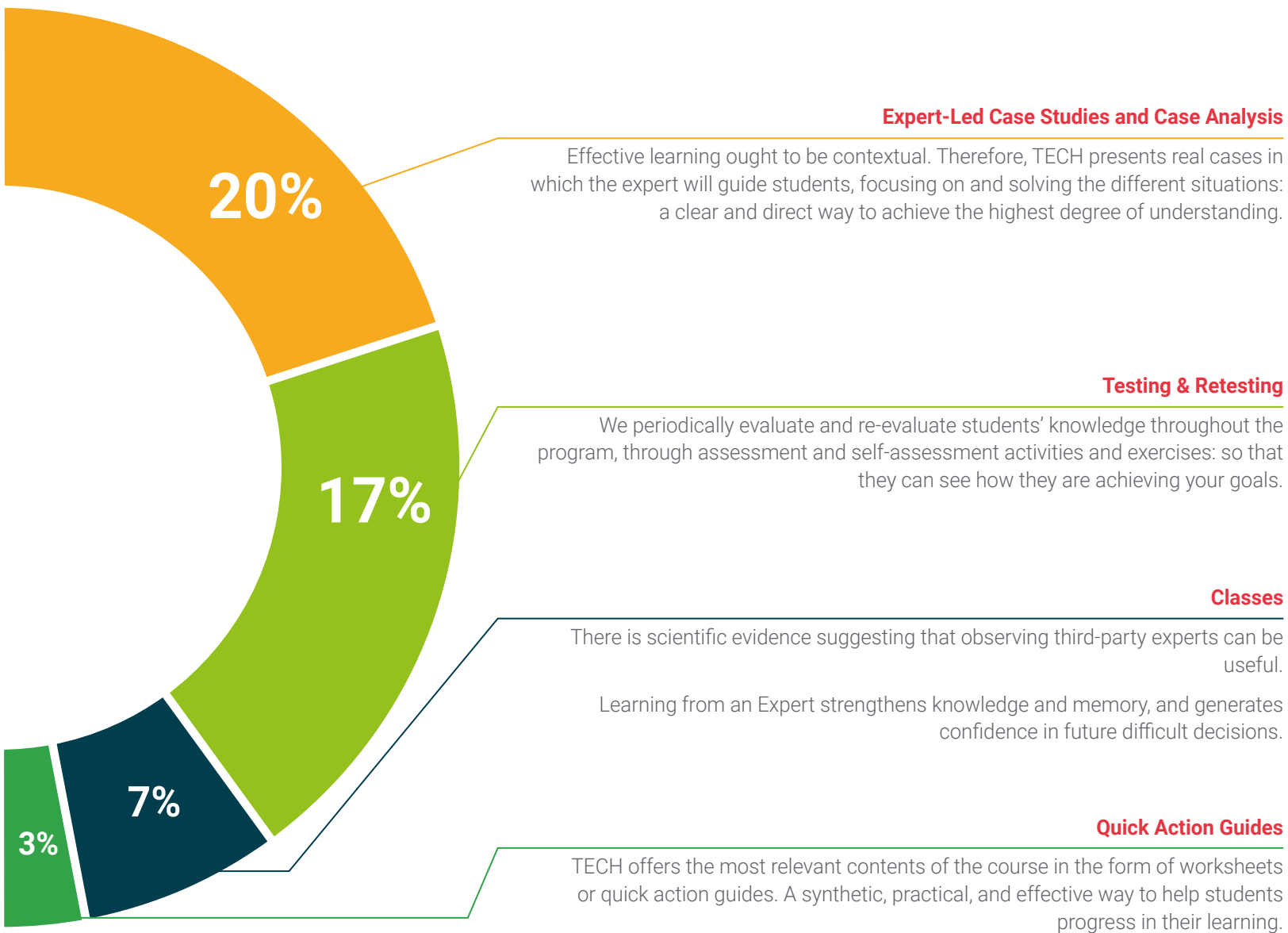
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



#### 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 Postgraduate Certificate in Educational Coaching and Emotional Intelligence guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate 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 **Postgraduate Certificate in Educational Coaching and Emotional Intelligence** endorsed by **TECH Global University**, the world's largest online university.

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

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

Title: **Postgraduate Certificate in Educational Coaching and Emotional Intelligence**

Modality: **online**

Duration: **12 weeks**

Accreditation: **18 ECTS**



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



## Postgraduate Certificate Educational Coaching and Emotional Intelligence

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- » Schedule: at your own pace
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# Postgraduate Certificate Educational Coaching and Emotional Intelligence

