

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

Accreditation/Membership

A photograph of a young girl with dark hair, wearing a red shirt with white polka dots, looking intently at a book held by a woman with long brown hair. The woman is smiling and looking at the book. The book has a blue cover with yellow and white patterns. The background is dark and out of focus.

tech global
university



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

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

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01

Introduction to the Program

Pre-School education is a fundamental pillar in the cognitive, emotional, and social development of children, and its quality largely depends on the training and preparation of the educators involved in this process. Renowned institutions worldwide, such as UNESCO and the OECD, have emphasized the importance of having highly qualified professionals to address the current challenges in early childhood education. In this context, TECH has developed this postgraduate program aimed at enhancing the competencies of educators, not only in the pedagogical field but also in applying new technologies in the classroom and implementing child-centered teaching strategies. All of this will be delivered through a 100% online methodology and an entirely updated syllabus.





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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”

Didactics and Teaching Practice in Pre-School Education is a key area for the early development of children, as it lays the foundation for their learning and emotional growth. A deep understanding of current pedagogical methodologies, as well as the use of digital tools in the classroom, are essential to face the educational challenges of the 21st century. For this reason, it is of utmost importance that teachers refine their skills in a constantly evolving environment.

In response to this pressing need for continuous updating, TECH presents this Advanced Master's Degree in Didactics and Teaching Practice in Pre-School Education. Through an innovative syllabus, this program will provide specialists with the necessary competencies to apply effective pedagogical approaches tailored to the needs of each child. Here, topics such as psychopedagogy, the use of educational technologies, classroom management, and inclusive strategies to address diversity in educational settings will be explored in depth. In this way, the professional growth of graduates will be enhanced, as they will be ready to access new opportunities and improve their professional profile.

TECH will offer this university qualification through a 100% online format, allowing students to study at their own pace. Additionally, this will be complemented by the Relearning method, which reinforces the understanding of key concepts through repetition, ensuring effective assimilation of the content. Ultimately, students will benefit from constant access to downloadable study materials, available 24/7.

On the other hand, since TECH is a member of the Association for Teacher Education in Europe (ATEE), professionals will gain access to specialized academic journals and discounts on publications. Moreover, they will be able to attend webinars or conferences free of charge and access language support. They will also be included in the ATEE consultancy database, thereby expanding their professional network and access to new opportunities.

This **Advanced Master's Degree in Didactics and Teaching Practice in Pre-School Education** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of practical cases presented by experts in Didactics and 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 focus on innovative methodologies in Didactics and Teaching Practice in Pre-School Education
- ♦ 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



Thanks to the online format, you will train at your own pace and without interruptions to your professional life. What are you waiting for to join the world's largest online university, according to Forbes?"

“

Prepare your path to educational success with this specialized Advanced Master's Degree. Make the decision and take your career to the next level!”

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 educational experience designed to prepare students for real-life situations.

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

Only at TECH will you boost your teaching career with the best materials, the most innovative methodology, and the most dynamic and intuitive platform. Enroll now!

With an online methodology tailored to your needs, this Postgraduate Certificate will provide you with key tools for effective pre-school education. Take advantage of this opportunity and enroll now!



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 relies on an enormous faculty of more than 6,000 professors of the highest international renown.



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*Study at the world's largest online university
and guarantee your professional success.
The future starts 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.



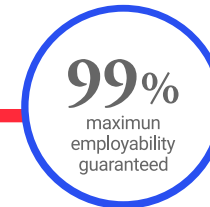
The official online university of the NBA

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 qualification, designed by experts, covers a wide range of essential topics such as child psychology, pedagogical strategies for inclusion, the use of new technologies in the classroom, advanced assessment techniques, and tracking academic progress. Additionally, the importance of play as a learning tool will be explored, allowing future teachers to implement practical methods that promote the holistic development of children. Ultimately, each module has been designed to offer a rewarding experience that effectively combines theory and practice.





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This Advanced Master's Degree will provide you with comprehensive education, combining pedagogical theories with essential digital tools for the education of tomorrow”

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

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

Test

Name: _____

Date: _____



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blue



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green



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1 2 3
4 5 6
7 8 9**Module 2. General Didactics**

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

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

Module 3. Fundamentals of Reading and Writing

- 3.1. What Is Reading?
 - 3.1.1. Importance of Reading and Writing
 - 3.1.2. Reading Comprehension: Explanatory Models
 - 3.1.3. At What Point in Time Should Reading Be Taught?
- 3.2. The Process of Reading
 - 3.2.1. Visual Process
 - 3.2.2. Phonological Process
 - 3.2.3. Syntactic Process
 - 3.2.4. Semantic Process
 - 3.2.5. Reading Problems
- 3.3. Methodologies for Teaching Reading and Writing: Synthetic Methodology
 - 3.3.1. The Methodological Complexity of the Beginning of Reading and Writing
 - 3.3.2. Synthetic Methodology
 - 3.3.3. Bibliographical References
- 3.4. Methodologies for Teaching Reading and Writing: Analysis Methodology
 - 3.4.1. Analysis Methodology
 - 3.4.2. Constructivist Approach
 - 3.4.3. Bibliographical References
- 3.5. Methodologies for Teaching Reading and Writing: Mixed Methodology
 - 3.5.1. Mixed Methodology
 - 3.5.2. Mixed Methods Exemplifications
 - 3.5.3. Specific Aspects of the Teaching of Writing
 - 3.5.4. Bibliographical References
- 3.6. Reading Comprehension and Written Expression
 - 3.6.1. Methodology for a Global Reading Process in Pre-School and Primary School
 - 3.6.2. Reading Comprehension Strategies
 - 3.6.3. Writing and its Learning Phases in Pre-School Education
 - 3.6.4. Strategies to Develop Reading Comprehension in Primary Education
 - 3.6.5. Teaching Methods for Teaching Written Expression in Primary Education
 - 3.6.6. Comprehension Problems
 - 3.6.7. Writing Difficulties
 - 3.6.8. Bibliographical References

- 3.7. How to Improve Work in the Classroom?
 - 3.7.1. ICT Resources and their Contribution in the Classroom
 - 3.7.2. Reading Evaluation
 - 3.7.3. Writing Assessment
 - 3.7.4. Bibliographical References

Module 4. English Language Teaching

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

- 4.8. Thematic Approach or Project-Based Work
 - 4.8.1. Holistic Approach to Language Learning: Thematic or Project-Based Approach
 - 4.8.2. Preparing a Class Based on Thematic or Project-Based Learning
 - 4.8.3. Communication in the Thematic or Project Approach
 - 4.8.4. Results After a Lesson with a Thematic or Project-Based Approach
- 4.9. ICT in English Language Teaching and Learning
 - 4.9.1. Advantages and Risks of Using ICT in the Classroom
 - 4.9.2. The Role of ICT in the English Classroom
 - 4.9.3. Prepared Materials
 - 4.9.4. Interactive Whiteboards
 - 4.9.5. Webquests
 - 4.9.6. Design of Materials: Software for Language Teaching with the Internet
- 4.10. Formative/Informal Evaluation of English Language Teaching and Learning
 - 4.10.1. Introduction to Evaluation
 - 4.10.2. Basic Principles of Assessment
 - 4.10.3. Quality Criteria in Evaluation
 - 4.10.4. Evaluation Planning
 - 4.10.5. Different Types of Evaluation
 - 4.10.6. Characteristics and Types of Formative/Informal Evaluation

Module 5. Neuromotor Development and Physical Education Teaching

- 5.1. Human Neuromotor Development
 - 5.1.1. How to Study this Unit?
 - 5.1.2. The Pre-School Education Stage
 - 5.1.3. Neuromotor and Executive Functions
 - 5.1.4. Projects and Organization of Activities Based on Neuromotor Development
 - 5.1.5. Bibliographical References
- 5.2. Motor Learning and Motor Competence
 - 5.2.1. How to Study this Unit?
 - 5.2.2. Constructivist Development applied to Physical Education. Key Concepts
 - 5.2.3. Ecological Approach to the Motor Competency Process
 - 5.2.4. Bibliographical References



- 5.3. Fundamentals of Motor Games as an Educational Resource
 - 5.3.1. How to Study this Unit?
 - 5.3.2. Motor Skills and Motor Play
 - 5.3.3. The Motor Game: Characteristics and Application
 - 5.3.4. Typology of Games for Students in the Pre-School Education Stage
 - 5.3.5. Teaching Strategies for Motor Play
 - 5.3.6. Bibliographical References
- 5.4. Fields of Work of Psychomotor Skills in Pre-School Education. Competencies, Objectives, Content, and Evaluation Process
 - 5.4.1. How to Study this Unit?
 - 5.4.2. Competencies and Objectives
 - 5.4.3. The Evaluation Process
 - 5.4.4. The Psychomotor Session
 - 5.4.5. Bibliographical References
- 5.5. Contents (I). Elements and Characteristics of the Body Scheme in Pre-school Education
 - 5.5.1. How to Study this Unit?
 - 5.5.2. Psychomotor Education: the Body Scheme
 - 5.5.3. Tonic Control and Postural Control
 - 5.5.4. Respiratory Control
 - 5.5.5. Laterality
 - 5.5.6. Spatial-temporal Structuring
 - 5.5.7. Bibliographical References
- 5.6. Contents (II). Development of Psychomotor Coordination in Pre-School Education
 - 5.6.1. How to Study this Unit?
 - 5.6.2. Types of Psychomotor Coordination
 - 5.6.3. The Development of Psychomotor Coordination
 - 5.6.4. Practical Proposals
 - 5.6.5. Bibliographical References
- 5.7. Contents (III). Basic Motor Skills in Physical Education
 - 5.7.1. How to Study this Unit?
 - 5.7.2. Displacements
 - 5.7.3. Turns
 - 5.7.4. Jumps
 - 5.7.5. Launches
 - 5.7.6. Receptions
- 5.8. Health Education: Hygienic-postural Habits in Physical Education
 - 5.8.1. How to Study this Unit?
 - 5.8.2. Joint by Joint
 - 5.8.3. Strength as a Basic Fundamental Physical Ability
 - 5.8.4. Resistance
 - 5.8.5. Speed
 - 5.8.6. Range of Motion
 - 5.8.7. Bibliographical References
- 5.9. New Methodological Proposals for a Physical Education of the 21st Century. 21st Century
 - 5.9.1. How to Study this Unit?
 - 5.9.2. Contexts of Excellence, Creativity and Learning
 - 5.9.3. Learning Environments and Movement
 - 5.9.4. TIC-TAC in Physical Education
 - 5.9.5. Educational Gamification
 - 5.9.6. Bibliographical References

Module 6. Musical Knowledge and its Teaching

- 6.1. The Message of Music
 - 6.1.1. How We Perceive Music?
 - 6.1.2. Elements that Make Up Music: Sound
 - 6.1.3. Elements of Musical Language
 - 6.1.4. Musical Texture
 - 6.1.5. Agents Involved in the Musical Process
 - 6.1.6. Musical Sources or Supports
 - 6.1.7. Music and Cinema
- 6.2. Musical Language for Teachers: Rhythm, Melody, Harmony and Form
 - 6.2.1. Rhythm and its Writing
 - 6.2.2. Melody and its Writing
 - 6.2.3. Harmony and its Writing
 - 6.2.4. Musical Forms

- 6.3. The Voice and other Musical Instruments
 - 6.3.1. The Body as an Instrument
 - 6.3.2. The Voice as an Instrument
 - 6.3.3. Singing as an Educational-Musical Process
 - 6.3.4. Choral Singing
 - 6.3.5. Traditional and Modern Classification of Musical Instruments
 - 6.3.6. Popular and Self-Built Instruments
 - 6.3.7. Initiation to School Instruments
 - 6.3.8. Most Common Instrumental Groupings
- 6.4. Music in the Ancient Civilizations and in the Middle Ages
 - 6.4.1. Music in the Ancient Civilizations of Greece and Rome
 - 6.4.2. The Middle Ages: a Historical, Artistic and Cultural Overview
 - 6.4.3. Music in the Middle Ages
- 6.5. Humanism in Music and the Theory of the Affects
 - 6.5.1. Humanism and the Renaissance
 - 6.5.2. Baroque Period and the Theory of the Affects
- 6.6. Objective Music vs. Subjective Music
 - 6.6.1. Objective Music: Classicism
 - 6.6.2. Subjective Music: Romantic Era
- 6.7. Musical Impressionism and 20th Century
 - 6.7.1. Musical Impressionism
 - 6.7.2. The 20th Century: the Avant-Garde
- 6.8. Interculturality and Music
 - 6.8.1. Music as a Cultural Expression of the Peoples
 - 6.8.2. Folklore Music
 - 6.8.3. Ethnic Music
- 6.9. School Music Education
 - 6.9.1. Justification of School Music Education
 - 6.9.2. History and Musical Pedagogical Currents Today

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

- 7.1. Introduction to Visual and Plastic Arts Education in Childhood
 - 7.1.1. Key Concepts. Fundamentals of Plastic and Visual
 - 7.1.2. The Importance of Art in Pre-School Education
 - 7.1.3. What Should Expressive and Perceptive Education Aim to Achieve in Children? Objectives and Educational Functions
 - 7.1.4. Educating Beyond the Hands, But Without Losing Contact
 - 7.1.5. Bibliographical References
 - 7.1.6. The Art Classroom as a Didactic and Playful Space
 - 7.1.7. The Importance of Play as a Learning Factor
 - 7.1.8. Artistic Corners and Experiences
 - 7.1.9. Bibliographical References
- 7.2. Materials and Two-Dimensional Representation Techniques
 - 7.2.1. Definition Basic Concepts
 - 7.2.2. Materials and Two-Dimensional Representation Techniques
 - 7.2.3. Supports and Instruments
 - 7.2.4. Materials and Printing Techniques
 - 7.2.5. Color and its Treatment
- 7.3. Materials and Three-Dimensional Representation Techniques
 - 7.3.1. Definition and Concepts
 - 7.3.2. Types of Techniques and their Materials
 - 7.3.3. Perception of Space: between Two and Three Dimensions
 - 7.3.4. Introduction to Volume in Pre-School Education
 - 7.3.5. Activities Based on Three-Dimensional Techniques
 - 7.3.6. Bibliographical References

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

Module 8. Spanish Language Teaching in Pre-School Education

- 8.1. Language Teaching in Pre-School Education
 - 8.1.1. What is Language Teaching?
 - 8.1.2. The Linguistic System
 - 8.1.3. Language Functions
 - 8.1.4. Theoretical and Methodological Guidelines
- 8.2. Methodology of Language Teaching
 - 8.2.1. Importance of Literature
 - 8.2.2. Bringing Literature to the Classroom
 - 8.2.3. Typology and Selection of Children's Books
- 8.3. Verbal Language Programming in Pre-School Education
 - 8.3.1. Legislation and Language Teaching: Programming and Syllabus
 - 8.3.2. Objectives, Contents and Methodology
 - 8.3.3. Evaluation
- 8.4. Acquisition of Language
 - 8.4.1. Acquisition of Language
 - 8.4.2. Prelinguistic or Preverbal Communication Stage
 - 8.4.3. Linguistic Stage
- 8.5. Teaching Vocabulary in Pre-School Education
 - 8.5.1. Vocabulary Concept
 - 8.5.2. Theories and Methodology for the Classroom
 - 8.5.3. Words and the Child
- 8.6. Oral Communication in the Classroom: the Dialogue
 - 8.6.1. Comprehension and Expression
 - 8.6.2. Language for Thinking
 - 8.6.3. Symbolic Play
 - 8.6.4. Approach to Reading and Writing

- 8.7. Stories for Children
 - 8.7.1. Telling or Reading: the Dilemma
 - 8.7.2. Preparing a Story for Oralization
 - 8.7.3. Successful Storytelling
 - 8.7.4. Expressive Reading and the Support of Images
- 8.8. Poetry and Theater for Children
 - 8.8.1. Types of Children's Poetry According to Age
 - 8.8.2. Recitation, Memorization and Traditional Games
 - 8.8.3. Dramatic Performances for Children
 - 8.8.4. Theater and Puppets in the Classroom
- 8.9. The Literature that Children Make: Stories, Poetry and Theatre
 - 8.9.1. Creativity in Childhood
 - 8.9.2. Springs for Inventing Stories
 - 8.9.3. Poeticism and Children's Language
 - 8.9.4. Mechanisms for Poetic Creation
 - 8.9.5. Understanding Dramatization and Theater
 - 8.9.6. Exercises and Staging
- 8.10. Literature and its Interrelationships
 - 8.10.1. For Linguistic Development
 - 8.10.2. For Integral Development
 - 8.10.3. Evaluation

Module 9. Mathematics Teaching in Pre-School Education

- 9.1. Review of Theories and Terms
 - 9.1.1. Theory of Didactic Situations
 - 9.1.2. Logical Activity. Meaning
- 9.2. Problem Solving
 - 9.2.1. What Is a Problem?
 - 9.2.2. How to Pose Problems in Pre-School Education



- 9.3. The Role of Representation
 - 9.3.1. Symbols
 - 9.3.2. Representation as the Identity of Mathematical Activity
- 9.4. Globalized Education
 - 9.4.1. Cooperative Learning
 - 9.4.2. Project Method
 - 9.4.3. Play as a Source of Learning
- 9.5. Building Materials
 - 9.5.1. Material for Teaching Purposes
 - 9.5.2. Constructing Your Own Materials
- 9.6. The Classroom as a Space for Learning
 - 9.6.1. Decoration as a Learning Element
 - 9.6.2. The Math Corner
- 9.7. Mathematics as a Cross-Cutting Subject
 - 9.7.1. Waldorf
 - 9.7.2. Montessori
 - 9.7.3. Reggio Emilia
 - 9.7.4. Singapore Method
 - 9.7.5. *Singapore Methodology*
 - 9.7.6. ABN
- 9.8. ICTs in Pre-school Education
 - 9.8.1. Devices and Software
 - 9.8.2. Calculator
- 9.9. Evaluation as an Improvement Element
 - 9.9.1. Learning Assessment
 - 9.9.2. Evaluation of the Process
- 9.10. Learning and Mathematics. The Construction of Mathematical Knowledge in Pre-School
 - 9.10.1. Specificity and Significance of Mathematical Knowledge in Learning
 - 9.10.2. Learning Mathematics
 - 9.10.3. A Model of Constructivist Learning in Mathematics
 - 9.10.4. Learning and Management of Didactic Variables

Module 10. Teaching of the Natural and Social Environment

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

- 10.8. Self-Concept in Pre-School Children: Self-Knowledge, Personal Autonomy and Daily Life
 - 10.8.1. Self-Awareness and Personal Autonomy
 - 10.8.2. The Construction of One's Own Interpretative Framework
 - 10.8.3. Self-Knowledge and Personal Autonomy from the Teaching of Social Sciences
 - 10.8.4. Teaching Activities and their Evaluation. The Globalized Approach
 - 10.9. Social Sciences and Multiple Intelligences
 - 10.9.1. Howard Gardner's Multiple Intelligences
 - 10.9.2. Understanding the Theory of Multiple Intelligences to Teach the Social and Cultural Environment
 - 10.9.3. Building on Children's Preconceptions
 - 10.9.4. Personal Intelligences
 - 10.9.5. Developing Spatial Intelligence
 - 10.9.6. Comprehensive Evaluation
 - 10.9.7. In Conclusion
 - 10.10. Programming and Evaluating the Knowledge of the Social and Cultural Environment in Pre-school
 - 10.10.1. Pre-School Education Curriculum in Current Legislation
 - 10.10.2. When to Teach? The Importance of Curriculum Planning
 - 10.10.3. Why Teach? Objectives
 - 10.10.4. What to Teach? Contents
 - 10.10.5. How to Teach? Methodology
 - 10.10.6. What, How and When to Evaluate?
 - 10.10.7. Programming in Pre-School Education
- Module 11. Educational Legislation and Organization of Centers**
- 11.1. School Organization
 - 11.1.1. Complexity of School Organization
 - 11.1.2. Elements of School Organization
 - 11.1.3. School Organization and Educational Legislation
 - 11.1.4. Bibliographical References
 - 11.2. Education in the Framework of the European Union
 - 11.2.1. The European Union and Education
 - 11.2.2. European Higher Education and Its Elements
 - 11.2.3. Other Educational Systems of the European Union
 - 11.2.4. Bibliographical References
 - 11.3. Structure and Organization of Educational Institutions: the OMO, the PEC, the PAC, and the RRI
 - 11.3.1. School Structures
 - 11.3.2. The Organization of Schools and the OMO
 - 11.3.3. Pedagogical and Regulatory Documents: the PEC, the PGA, and the RRI
 - 11.3.4. Bibliographical References
 - 11.4. The School Calendar and School Schedules
 - 11.4.1. The School Calendar
 - 11.4.2. School Timetable
 - 11.4.3. Bibliographical References
 - 11.5. Student Organization, School Promotion, Attention to Diversity, and Tutoring
 - 11.5.1. Student Organization and School Promotion
 - 11.5.2. Attention to Diversity
 - 11.5.3. Tutoring
 - 11.5.4. Bibliographical References
 - 11.6. The School Building, the Classroom, and the Material Elements of Educational Institutions
 - 11.6.1. The School Building
 - 11.6.2. The Classroom
 - 11.6.3. The Material Elements of Educational Institutions: Teaching Materials
 - 11.6.4. Bibliographical References
 - 11.7. The Assessment of Centers and the Educational Environment
 - 11.7.1. School Assessments
 - 11.7.2. Educational Environment
 - 11.7.3. The Participation in the Education Center
 - 11.7.4. Bibliographical References

Module 12. Family, School and Society

- 12.1. Education, Family and Society
 - 12.1.1. Conceptual Delimitation Formal, Non-Formal and Informal Education
 - 12.1.2. Fields of Non-Formal Education
 - 12.1.3. Latest Information of Formal and Non-Formal Education
 - 12.1.4. Bibliographical References
- 12.2. Family Education in a World of Change
 - 12.2.1. Family and School: Two Educational Contexts
 - 12.2.2. Family-School Relationships
 - 12.2.3. The School and the Information Society
 - 12.2.4. The Role of the Media
 - 12.2.5. Bibliographical References
- 12.3. The Educating Family
 - 12.3.1. The Socialization Process
 - 12.3.2. The Family and Education in Early Childhood
 - 12.3.3. The Family and Education in Second Childhood
 - 12.3.4. Bibliographical References
- 12.4. Education, Family and Community
 - 12.4.1. Community and Family Educating
 - 12.4.2. Education in Values
 - 12.4.3. Bibliographical References
- 12.5. School for Parents
 - 12.5.1. Communication with the Families
 - 12.5.2. The School for Parents
 - 12.5.3. Program of a School of Parents
 - 12.5.4. The Methodology of Family Workshops
 - 12.5.5. Bibliographical References
- 12.6. Family Educational Practices
 - 12.6.1. Characteristics of the Family
 - 12.6.2. The Family: Social Changes and New Models
 - 12.6.3. The Family as a Social System
 - 12.6.4. Family Educational Styles
 - 12.6.5. Authority in the Family
 - 12.6.6. Bibliographical References



- 12.7. The Media and Educational Influence
 - 12.7.1. Media Culture
 - 12.7.2. Does the Television Educate?
 - 12.7.3. The Good Use
 - 12.7.4. Bibliographical References
 - 12.8. Family Counseling
 - 12.8.1. Educational Counseling in the Family and the School
 - 12.8.2. Family, Education, Values
 - 12.8.3. Social Skills Education
 - 12.8.4. Childhood Education
 - 12.8.5. Bibliographical References
- Module 13. Family Counseling and Mentoring**
- 13.1. Family Counseling and Mentoring
 - 13.1.1. Definition of Family Counseling and Mentoring
 - 13.1.2. Objectives of Family Counseling
 - 13.1.3. Counseling Legislation
 - 13.2. The Tutorial Action Plan and its Applications
 - 13.2.1. Definition and Composition of the Tutorial Action Plan
 - 13.2.2. Some Related Practical Cases
 - 13.3. The Mentor Teacher
 - 13.3.1. The Profile of the Mentor Teacher
 - 13.3.2. Competencies of the Mentor Teacher
 - 13.3.3. The Functions of the Mentor Teacher and their Relationship with the Families
 - 13.4. The Training of Mentor Teachers
 - 13.4.1. Initial Mentor Teacher Training
 - 13.4.2. Continued Training of Mentor Teachers
 - 13.4.3. Mediation as a Professional Tool
 - 13.5. The Family Interview from the School Center
 - 13.5.1. Different Family Models
 - 13.5.2. First Contact with Families
 - 13.5.3. Phases of the Interview
 - 13.5.4. Practical Aspects to be Taken into Account in Conducting Interviews
 - 13.5.5. Interview Techniques
 - 13.6. Social Collaboration from the School Center
 - 13.6.1. Service-Learning as a Methodology for the School-Family-Society Connection
 - 13.6.2. Types of Service-Learning Programs
 - 13.6.3. Steps for the Elaboration of a Service-Learning Program
 - 13.7. Family Schools
 - 13.7.1. Definition of Family Schools
 - 13.7.2. Objectives of Family Schools
 - 13.7.3. Content of Family Schools
 - 13.7.4. Development Methods and Techniques
 - 13.7.5. Some Related Practical Cases
 - 13.8. Professional Coordination
 - 13.8.1. Teamwork
 - 13.8.2. Union Between Education and Non-Education Professionals
 - 13.8.3. Different Agents, Classes and Functions
 - 13.9. Teaching Material and Content
 - 13.9.1. The Knowledge of the Teachers
 - 13.9.2. The Quality of Teaching and the Content
 - 13.9.3. Practice and Learning Communities
 - 13.9.4. Knowledge Distribution and Connectivism
 - 13.10. Teacher Assessment
 - 13.10.1. Evolution in Recent Decades
 - 13.10.2. International References
 - 13.10.3. Models in the USA
 - 13.10.4. Innovations in Australia
 - 13.10.5. The Situation in Latin America
 - 13.10.6. Final Reflections

Module 14. Education and Coexistence Inside and Outside the Classroom

- 14.1. School Coexistence
 - 14.1.1. Definition of Coexistence
 - 14.1.2. Models on School Coexistence
 - 14.1.3. Development of Basic Skills for Good Coexistence
 - 14.1.4. School Spaces for Coexistence
- 14.2. Coexistence and Equality Plan
 - 14.2.1. The Coexistence and Equality Plan
 - 14.2.2. Objectives of the Coexistence and Equality Plan
 - 14.2.3. Phases of the Coexistence and Equality Plan
 - 14.2.4. Actions of the Coexistence and Equality Plan
 - 14.2.5. Evaluation of the Monitoring of the Coexistence and Equality Plan
- 14.3. Discrimination at School
 - 14.3.1. Concept of Discrimination
 - 14.3.2. Types of Discrimination
 - 14.3.3. Causes of Discrimination and How to Detect It
 - 14.3.4. Guidelines for Detecting Situations of Discrimination
- 14.4. School Conflict
 - 14.4.1. The Definition of Conflict
 - 14.4.2. Causes of the Conflict
 - 14.4.3. Characteristics of the Conflict
 - 14.4.4. Types of School Conflict
 - 14.4.5. Forms of Positive Conflict Resolution
- 14.5. Preventive Strategies and Intervention Techniques
 - 14.5.1. School Conflict Prevention Programs
 - 14.5.2. Negotiation at School
 - 14.5.3. School Mediation
 - 14.5.4. Intervention in Cases Detected
- 14.6. Family and School
 - 14.6.1. Family-school Relationship
 - 14.6.2. Influence of the Family on School Coexistence
 - 14.6.3. Conflict Between the Family and the Education Center
 - 14.6.4. Action Protocol for School Conflict
 - 14.6.5. Recommendations for Families
- 14.7. Influence of the Media and Technology
 - 14.7.1. The Technological Era and its Influence on Social Relationships
 - 14.7.2. Advantages and Disadvantages of ICTs for Coexistence
 - 14.7.3. Influence of ICTs on School Conflict
 - 14.7.4. Cyber Risks in the Student Body
 - 14.7.5. Educational Tools for the Responsible Use of ICTs
- 14.8. Teacher Professional Development Programs
 - 14.8.1. Learning by Doing
 - 14.8.2. Principles Guiding Effectiveness
 - 14.8.3. Utilitas, Firmitas and Venustas
 - 14.8.4. Proposals that Work
 - 14.8.5. The Student as an Indicator
 - 14.8.6. Program Evaluation and Program Improvement
 - 14.8.7. Feedback through Technologies
- 14.9. Towards Excellence in Teachers' Professional Development
 - 14.9.1. Premises and Basic Principles of Teacher Professional Development
 - 14.9.2. The Ingredients for Excellence
 - 14.9.3. Some Policy Suggestions
- 14.10. In-service Teacher Training: Motivations, Achievements and Needs
 - 14.10.1. Concept of Lifelong Learning
 - 14.10.2. The Teacher as an Object of Research
 - 14.10.3. Methodological Approach
 - 14.10.4. Motivations for Continuing Education Activities
 - 14.10.5. Level of Participation in Training Activities
 - 14.10.6. Fields in which Training is Most in Demand

Module 15. Theory and Practice of Educational Research

- 15.1. Research and Innovation in Education
 - 15.1.1. The Scientific Method
 - 15.1.2. Research in Education
 - 15.1.3. Approaches to Educational Research
 - 15.1.4. The Need for Research and Innovation in Education
 - 15.1.5. Ethics in Educational Research
- 15.2. The Research Process, Stages and Modalities
 - 15.2.1. Modalities of Educational Research and Innovation
 - 15.2.2. Stages of the Research and Innovation Process
 - 15.2.3. Differences between Quantitative and Qualitative Approaches
 - 15.2.4. The Approach to Research Problems
 - 15.2.5. Planning and Development of the Research or Field Work
- 15.3. The Educational Research Process: Keys to Design and Planning
 - 15.3.1. The Approach to Research Problems
 - 15.3.2. The Approach to Research Problems
 - 15.3.3. Planning and Development of the Research or Field Work
- 15.4. The Importance of Bibliographic Research
 - 15.4.1. Selection and Justification of the Research Topic
 - 15.4.2. Possible Areas of Research in Education
 - 15.4.3. The Search for Information and Databases
 - 15.4.4. Rigor in the Use of Information Sources (Avoidance of Plagiarism)
 - 15.4.5. Keys to Elaborate the Theoretical Framework
- 15.5. Quantitative Designs: Scope of the Research and Definition of Hypotheses
 - 15.5.1. The Scope of Quantitative Research
 - 15.5.2. Hypotheses and Variables in Educational Research
 - 15.5.3. Classification of Hypotheses
- 15.6. Quantitative Designs: Types of Designs and Sample Selection
 - 15.6.1. Experimental Designs
 - 15.6.2. Quasi-Experimental Designs
 - 15.6.3. Non-Experimental Studies (*ex post facto*)
Choosing the Sample
- 15.7. Qualitative Designs
 - 15.7.1. What Is Understood by Qualitative Research?
 - 15.7.2. Ethnographic Research
 - 15.7.3. The Case Study
 - 15.7.4. Biographical-Narrative Research
 - 15.7.5. Grounded Theory
 - 15.7.6. Action Research
- 15.8. Techniques and Instruments for Educational Research
 - 15.8.1. Data Collection: Measurement and Evaluation in Education
 - 15.8.2. Data Collection Techniques and Instruments
 - 15.8.3. Reliability and Validity: Technical Requirements for Instruments
- 15.9. Quantitative Information Analysis
 - 15.9.1. Statistical Analysis
 - 15.9.2. Research Variables
 - 15.9.3. Concept and Characteristics of Hypotheses
 - 15.9.4. Approach to Descriptive Statistics
 - 15.9.5. Approach to Inferential Statistics
- 15.10. Qualitative Information Analysis
 - 15.10.1. What Is Meant by Qualitative Analysis?
 - 15.10.2. General Process of Qualitative Data Analysis
 - 15.10.3. Categorization and Coding
 - 15.10.4. Criteria of Scientific Rigor for Qualitative Data Analysis

- 15.11. From Educational Research to the Professional Development of Educators: Possibilities and Challenges Today
 - 15.11.1. The Current Situation of Educational Research and the Specific Viewpoint of Educational Researchers
 - 15.11.2. From Educational Research to Research in the Classroom
 - 15.11.3. From Classroom Research to the Evaluation of Educational Innovations
 - 15.11.4. Educational Research, Ethics, and Professional Development of Educators
- 15.12. Keys to the Design of a Classroom Research or a Final Project
 - 15.12.1. Writing in an Academic Paper
 - 15.12.2. Main Components of an Academic Paper
 - 15.12.3. The Oral Presentation of an Academic Paper

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

- 16.1. Characteristics of School Diversity
 - 16.1.1. Introduction and Objectives
 - 16.1.2. Diversity and Attention to Diversity. Types of Diversity
 - 16.1.3. Diversity in Different Contexts: In School, in the Family and in Society
 - 16.1.4. Current Context of the Inclusive School
 - 16.1.5. From School Diversity to Discrimination Within the Classroom
 - 16.1.6. Bibliographical References
- 16.2. Intercultural Education to Promote Equity
 - 16.2.1. Introduction and Objectives
 - 16.2.2. Intercultural Education Concept
 - 16.2.3. Definition and Factors of Equity
 - 16.2.4. Training in Intercultural Education for Teachers and the Educational Community
 - 16.2.5. Intercultural Classrooms: Challenges for the Education Center in the Face of Diversity
 - 16.2.6. Bibliographical References
- 16.3. Discrimination in the Classroom: Characteristics and Concrete Situations
 - 16.3.1. Introduction and Objectives
 - 16.3.2. Discrimination in the Contexts of Learning
 - 16.3.3. Legal Concept of Discrimination
 - 16.3.4. Types and Situations of Discrimination
 - 16.3.5. Sociocultural Factors of Discrimination
 - 16.3.6. Bibliographical References
- 16.4. Teaching and Learning Strategies in the Face of Discrimination
 - 16.4.1. Introduction and Objectives
 - 16.4.2. Welcoming Processes in the Different Educational Stages
 - 16.4.3. Dynamics for Promoting Equality in the Classroom
 - 16.4.4. ICT in the Face of Discrimination in the Classroom
 - 16.4.5. The Importance of Design in Educational Spaces
 - 16.4.6. Prevention Tools and Teaching Resources for Dealing With Discrimination
 - 16.4.7. Intervention Strategies
 - 16.4.8. Bibliographical References
- 16.5. Family and Social Influences in the Teaching and Learning Processes
 - 16.5.1. Introduction and Objectives
 - 16.5.2. Discrimination in the Social Context: Society as an Agent of Discrimination (or Not) of Minors
 - 16.5.3. The Role of the Family as Facilitator of Intercultural Education
 - 16.5.4. Relationship Between the Educational Center and the Families Belonging to Minority Cultures
 - 16.5.5. Family Variables and Academic Performance of their Children
 - 16.5.6. Bibliographical References



Module 17. Innovation and Improvement of Teaching Practice

- 17.1. Innovation and Improvement of Teaching Practice
 - 17.1.1. Introduction
 - 17.1.2. Innovation, Change, Improvement, and Reform
 - 17.1.3. The school Effectiveness Improvement Movement
 - 17.1.4. Nine Key Factors for Improvement
 - 17.1.5. How is Change Implemented? The Phases of the Process
 - 17.1.6. Final Reflection
- 17.2. Teaching Innovation and Improvement Projects
 - 17.2.1. Introduction
 - 17.2.2. Identification Data
 - 17.2.3. Justification of the Project
 - 17.2.4. Theoretical Framework
 - 17.2.5. Objectives
 - 17.2.6. Methodology
 - 17.2.7. Resources
 - 17.2.8. Timing
 - 17.2.9. Results Evaluation
 - 17.2.10. Bibliographical References
 - 17.2.11. Final Reflection
- 17.3. School Management and Leadership
 - 17.3.1. Objectives
 - 17.3.2. Introduction
 - 17.3.3. Different Concepts of Leadership
 - 17.3.4. The Concept of Distributed Leadership
 - 17.3.5. Approaches to Distributed Leadership
 - 17.3.6. Resistance to Distributed Leadership
 - 17.3.8. Final Reflection

- 17.4. The Training of Teaching Professionals
 - 17.4.1. Introduction
 - 17.4.2. Initial Teacher Training
 - 17.4.3. The Training of Novice Teachers
 - 17.4.4. Teacher Professional Development
 - 17.4.5. Teaching Skills
 - 17.4.6. Reflective Practice
 - 17.4.7. From Educational Research to the Professional Development of Educators
- 17.5. Formative Creativity: The Principle of Educational Improvement and Innovation
 - 17.5.1. Introduction
 - 17.5.2. The Four Elements that Define Creativity
 - 17.5.3. Some Theses on Creativity Relevant to Education
 - 17.5.4. Formative Creativity and Educational Innovation
 - 17.5.5. Educational or Pedagogical Considerations for the Development of Creativity
 - 17.5.6. Some Techniques for the Development of Creativity
 - 17.5.7. Final Reflection
- 17.6. Towards a More Autonomous and Cooperative Learning (I): Learning How to Learn
 - 17.6.1. Introduction
 - 17.6.2. Why is Metacognition Necessary?
 - 17.6.3. Teaching to Learn
 - 17.6.4. Explicit Teaching of Learning Strategies
 - 17.6.5. Classification of Learning Strategies
 - 17.6.6. The Teaching of Metacognitive Strategies
 - 17.6.7. The Problem of Evaluation
 - 17.6.8. Final Reflection
- 17.7. Towards a More Autonomous and Cooperative Learning (II): Emotional and Social Learning
 - 17.7.1. Introduction
 - 17.7.2. The Concept of Emotional Intelligence
 - 17.7.3. Emotional Skills
 - 17.7.4. Emotional Education and Social and Emotional Learning Programs
 - 17.7.5. Techniques and Concrete Methods for the Training of Social Skills
 - 17.7.6. Integrating Emotional and Social Learning into Formal Education
 - 17.7.7. Final Reflection
- 17.8. Towards a More Autonomous and Cooperative Learning (III): Learning by Doing
 - 17.8.1. Introduction
 - 17.8.2. Active Strategies and Methodologies to Encourage Participation
 - 17.8.3. Problem-Based Learning
 - 17.8.4. Project Work
 - 17.8.5. Cooperative Learning
 - 17.8.6. Thematic Immersion
 - 17.8.7. Final Reflection
- 17.9. Evaluation of Learning
 - 17.9.1. Introduction
 - 17.9.2. A Renewed Assessment
 - 17.9.3. Modalities of Evaluation
 - 17.9.4. The Procedural Evaluation Through the Portfolio
 - 17.9.5. The Use of Rubrics to Clarify the Evaluation Criteria
 - 17.9.6. Final Reflection
- 17.10. The Role of the Teacher in the Classroom
 - 17.10.1. The Teacher as a Guide and Orientator
 - 17.10.2. The Teacher as Class Director
 - 17.10.3. Ways of Directing the Class
 - 17.10.4. Leadership in the Classroom and in the Center
 - 17.10.5. Coexistence in the Center

Module 18. Teaching and Professional Skills

- 18.1. Strategies and Skills of the Pre-School Teacher Related to the Pedagogical Organization of the Educational Center
 - 18.1.1. Analysis of the Elements of the Pre-School Education Syllabus Prioritized by the Educational Administration
 - 18.1.2. Analysis of the Conclusions and Proposals of the Previous Year's Report
 - 18.1.3. Analysis of the Priorities of the School's Annual General Program
- 18.2. Strategies and Skills of the Pre-School Teacher Related to the Educational Organization of the Student Body
 - 18.2.1. Strategies for Collecting Information from Students Joining the School for the First Time
 - 18.2.2. Strategies for the Transfer of Information of Students who are Promoted to a Higher Level in Pre-School Education
- 18.3. Educational Planning and Programming in Pre-School Education
 - 18.3.1. Programming Units in Pre-School Education
 - 18.3.2. Some Examples of Programming Units in Pre-school Education
 - 18.3.3. Teaching Skills for Planning Project Work
- 18.4. Teaching Strategies for Learning in Pre-school Education. Pre-School Teacher's Perspective
 - 18.4.1. The Teaching-Learning Process in Pre-School Education
 - 18.4.2. Psycho-Pedagogical Principles of Pre-School Education
 - 18.4.3. Teaching and Professional Skills Related to Teaching and Learning Processes in Pre-School Education
- 18.5. Organization of Educational Resources, Spaces and Time in Pre-School Education
 - 18.5.1. Organization of Educational and Curricular Materials in Pre-School Education
 - 18.5.2. The Organization of the Space as an Educational Resource in Pre-School Education
 - 18.5.3. The Classroom in Pre-School Education
 - 18.5.4. Organization and Distribution of Time in Pre-School Education
 - 18.5.5. Criteria for the Organization of Time in Pre-School Education
- 18.6. Professional Skills for Meeting Educational Needs in the Pre-School Classroom
 - 18.6.1. New Educational Needs. Useful Concepts for the Teaching and Professional Skills of the Pre-School Education Teacher
 - 18.6.2. Learning Difficulties and Educational Intervention in Motor, Visual and Hearing Impairment: Educational Intervention and Teaching and Professional Skills
 - 18.6.3. Learning Difficulties Resulting from ASD, ADHD, Intellectual Disabilities and High Intellectual Abilities: Related Teaching and Professional Skills
 - 18.6.4. Behavioral Disorders in Children. Teaching and Professional Related Skills
- 18.7. Teaching and Professional skills of the Pre-School Teacher for Conflict Management
 - 18.7.1. Personal Relationships in Educational Centers
 - 18.7.2. Discipline and Conflict in the Educational Centers
 - 18.7.3. The Preventive Dimension of Discipline
 - 18.7.4. Teaching Styles and School Discipline
 - 18.7.5. Conflicts in Educational Organizations
 - 18.7.6. Conflict Prevention in Educational Centers
 - 18.7.7. Procedures for Dealing with Conflict Situations in Schools
- 18.8. Teaching and Professional Skills Related to Linking with the Environment in Pre-School Education
 - 18.8.1. Teaching and Professional Skills Related to Linking with the Environment in Pre-School Education
 - 18.8.2. Systems Theory and Ecological Model as a Base to Situate Ourselves in the Educational Relationships with the Environment
 - 18.8.3. Pillars of Education and the School Environment
 - 18.8.4. Learning Communities, an Inclusive Educational Response to School-Environment Relationships
 - 18.8.5. Principles of Learning Communities
 - 18.8.6. Interactive Groups: A Successful Experience. Dialogic Learning
 - 18.8.7. Phases of Transformation into a Learning Community
 - 18.8.8. Teaching and Professional Skills of the Pre-School Teacher
- 18.9. Teaching and Professional Skills Related to Leadership and Emotional Competencies
 - 18.9.1. A First Approach to Educational Leadership
 - 18.9.2. Emotional Competencies and Educational Leadership
 - 18.9.3. Educational Leadership in the Field of Pre-School Education

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

Module 19. Information Technologies Applied to Education

- 19.1. ICT, Literacy and Digital Skills
 - 19.1.1. Introduction and Objectives
 - 19.1.2. The School in the Knowledge Society
 - 19.1.3. ICT in the Teaching and Learning Process
 - 19.1.4. Digital Literacy and Competencies
 - 19.1.5. The Role of the Teacher in the Classroom
 - 19.1.6. The Digital Competencies of the Teacher
 - 19.1.7. Bibliographical References
 - 19.1.8. Hardware in the Classroom: PDI, Tablets, and Smartphones
 - 19.1.9. The Internet as an Educational Resource: Web 2.0 and M-Learning
 - 19.1.10. Teachers as Part of the Web 2.0: How to Build Their Digital Identity
 - 19.1.11. Guidelines for the Creation of Teacher Profiles
 - 19.1.12. Creating a Teacher Profile on Twitter
 - 19.1.13. Bibliographical References
- 19.2. Creation of Pedagogical Content with ICT and Its Possibilities in the Classroom
 - 19.2.1. Introduction and Objectives
 - 19.2.2. Conditions for Participatory Learning
 - 19.2.3. The Role of the Student in the Classroom with ICTs: *Prosumer*
 - 19.2.4. Content Creation in Web 2.0: Digital Tools
 - 19.2.5. The Blog as a Classroom Pedagogical Resource
 - 19.2.6. Guidelines for the Creation of an Educational Blog
 - 19.2.7. Elements of the Blog to Make It an Educational Resource
 - 19.2.8. Bibliographical References
- 19.3. Personal Learning Environments for Teachers
 - 19.3.1. Introduction and Objectives
 - 19.3.2. Teacher Education for the Integration of ICTs
 - 19.3.3. Learning Communities
 - 19.3.4. Definition of Personal Learning Environments (PLE)
 - 19.3.5. Educational use of the PLE and the NLP
 - 19.3.6. Design and Creation of our Classroom PLE
 - 19.3.7. Bibliographic References
- 19.4. Collaborative Learning and Content Curation
 - 19.4.1. Introduction and Objectives
 - 19.4.2. Collaborative Learning for the Efficient Introduction of ICT in the Classroom
 - 19.4.3. Digital Tools for Collaborative Work
 - 19.4.4. Content Curation
 - 19.4.5. Content Curation as an Educational Practice in the Promotion of Students' Digital Competences
 - 19.4.6. The Content Curator Teacher. *Scoop.it*
 - 19.4.7. Bibliographical References
- 19.5. Pedagogical Use of Social Networks. Safety in the Use of ICTs in the Classroom
 - 19.5.1. Introduction and Objectives
 - 19.5.2. Principle of Connected Learning
 - 19.5.3. Social Networks: Tools for the Creation of Learning Communities
 - 19.5.4. Communication On Social networks: Management of the New Communicative Codes
 - 19.5.5. Types of Social Networks
 - 19.5.6. How to Use Social Networks in the Classroom: Content Creation
 - 19.5.7. Development of Digital Competencies of Students and Teachers with the Integration of Social Media in the Classroom
 - 19.5.8. Introduction and Objectives of ICT Security in the Classroom
 - 19.5.9. Digital Identity
 - 19.5.10. Risks for Minors on the Internet
 - 19.5.11. Education in Values with ICT: Service-Learning Methodology (ApS) with ICT resources
 - 19.5.12. Platforms for Promoting Safety on the Internet
 - 19.5.13. Internet Safety as Part of Education: Centers, Families, Students, and Teachers and Objectives of the Safety in the Use of ICTs in the Classroom
 - 19.5.14. Bibliographical References

- 19.6. Creation of Audiovisual Content with ICT Tools. PBL and ICT
 - 19.6.1. Introduction and Objectives
 - 19.6.2. Bloom's Taxonomy and ICT
 - 19.6.3. The Educational Podcast as an Educational Element
 - 19.6.4. Audio Creation
 - 19.6.5. The Image as an Educational Element
 - 19.6.6. ICT Tools with Educational Use of Images
 - 19.6.7. Editing Images with ICT: Tools for Editing
 - 19.6.8. What Is PBL?
 - 19.6.9. Process of Working with PBL and ICT
 - 19.6.10. Designing PBL with ICT
 - 19.6.11. Educational Possibilities in Web 3.0
 - 19.6.12. Youtubers and Instagrammers: Informal Learning in Digital Media
 - 19.6.13. The Video Tutorial as a Pedagogical Resource in the Classroom
 - 19.6.14. Platforms for the Dissemination of Audiovisual Materials
 - 19.6.15. Guidelines for the Creation of an Educational Video
 - 19.6.16. Bibliographical References
- 19.7. Regulations and Legislation Applicable to ICT
 - 19.7.1. Introduction and Objectives
 - 19.7.2. Data Protection Laws
 - 19.7.3. Guide of Recommendations for the Privacy of Minors on the Internet
 - 19.7.4. Copyrights: Copyright and Creative Commons
 - 19.7.5. Use of Copyrighted Material
 - 19.7.6. Bibliographical References
- 19.8. Gamification: Motivation and ICT in the Classroom
 - 19.8.1. Introduction and Objectives
 - 19.8.2. Gamification Enters the Classroom Through Virtual Learning Environments
 - 19.8.3. Game-Based Learning (GBL)
 - 19.8.4. Augmented Reality (AR) in the Classroom
 - 19.8.5. Types of Augmented Reality and Classroom Experiences
 - 19.8.6. QR Codes in the Classroom: Generation of Codes and Educational Application
 - 19.8.7. Classroom Experiences
 - 19.8.8. Bibliographical References
- 19.9. Media Competency in the Classroom with ICT
 - 19.9.1. Introduction and Objectives
 - 19.9.2. Promoting the Media Competence of Teachers
 - 19.9.3. Mastering Communication for Motivating Teaching
 - 19.9.4. Communicating Pedagogical Content with ICT
 - 19.9.5. Importance of the Image as a Pedagogical Resource
 - 19.9.6. Digital Presentations as an Educational Resource in the Classroom
 - 19.9.7. Working in the Classroom with Images
 - 19.9.8. Sharing Images on Web 2.0
 - 19.9.9. Bibliographical References
- 19.10. Assessment for Learning Through ICT
 - 19.10.1. Introduction and Objectives
 - 19.10.2. Assessment for Learning Through ICT
 - 19.10.3. Evaluation Tools: Digital Portfolio and Rubrics
 - 19.10.4. Building an E-Portfolio with Google Sites
 - 19.10.5. Generating Evaluation Rubrics
 - 19.10.6. Design Evaluations and Self-Evaluations with Google Forms
 - 19.10.7. Bibliographical References



You will benefit from an enriched experience, supported by cutting-edge multimedia and academic resources, which will allow you to develop as a professional ready to transform the classroom of the future”

04

Teaching Objectives

This Advanced Master's Degree will prepare professionals with the knowledge and skills necessary to face the challenges of teaching during the most crucial stage of human development. Thereby, the Postgraduate Certificate will provide an in-depth understanding of the pedagogical theories and practices that underpin early childhood education. Graduates will become agents of change, capable of positively influencing the learning and well-being of children.





“

Thanks to comprehensive training, you will be equipped to lead the educational process in the field of early childhood education, contributing to the holistic development of children and the strengthening of education”



General Objectives

- ♦ Develop skills to design and implement effective teaching strategies in early childhood education
- ♦ Apply innovative pedagogical approaches to promote active learning in young children
- ♦ Develop competencies to create an inclusive learning environment adapted to the needs of each child
- ♦ Apply formative assessment methods to improve academic and personal performance of students
- ♦ Develop skills to manage the classroom and promote active participation of children
- ♦ Implement teaching strategies that stimulate cognitive, emotional, and social development in early childhood
- ♦ Apply differentiated teaching techniques to address diverse learning styles
- ♦ Develop educational programs that encourage critical thinking and creativity in children
- ♦ Apply play-based teaching approaches to strengthen learning in pre-school education
- ♦ Develop skills to integrate educational technologies into teaching practice in pre-school education
- ♦ Apply emotional education principles to support the well-being and development of children
- ♦ Develop competencies in planning didactic activities that promote motor skills in young children
- ♦ Apply early intervention strategies to address special educational needs in early childhood
- ♦ Develop and manage innovative educational projects focused on the holistic development of children
- ♦ Apply pedagogical models to foster autonomy and responsibility in children
- ♦ Develop skills to establish effective communication with families and the educational community
- ♦ Apply pedagogical approaches for the inclusion of children with disabilities in the school environment
- ♦ Develop competencies in conflict management and promoting coexistence in the classroom
- ♦ Apply assessment approaches focused on the process and progress of children in their learning



Do you want to lead the future of pre-school education? With TECH and its innovative syllabus, you will master the latest pedagogical techniques and the most innovative strategies”



Specific Objectives

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

- ◆ Analyze the philosophical and psychological foundations that support personalized education
- ◆ Identify the anthropological characteristics that influence individual educational processes
- ◆ Design educational strategies centered on the needs and potential of each student
- ◆ Evaluate the impact of personalized education on the holistic development of the student

Module 2. General Didactics

- ◆ Design teaching plans based on the principles of general didactics
- ◆ Implement didactic strategies adapted to various educational contexts
- ◆ Analyze the elements that make up the teaching-learning process
- ◆ Evaluate the effectiveness of the didactic methods applied in the classroom

Module 3. Fundamentals of Reading and Writing

- ◆ Identify the cognitive processes involved in the learning of literacy
- ◆ Design didactic activities to develop reading and writing skills
- ◆ Analyze common difficulties in the acquisition of literacy
- ◆ Evaluate the impact of applied strategies on reading and writing learning

Module 4. Teaching English Language

- ◆ Design didactic strategies for the effective teaching of the English language
- ◆ Implement activities that promote oral comprehension and expression in English
- ◆ Evaluate students' progress in English language competencies
- ◆ Adapt didactic methodologies to the level and context of the students

Module 5. Neuromotor Development and Physical Education Teaching

- ♦ Identify the key milestones in neuromotor development in early childhood
- ♦ Design physical activities that promote motor development and coordination
- ♦ Implement didactic strategies to encourage physical activity in children
- ♦ Evaluate the impact of neuromotor activities on child development

Module 6. Musical Knowledge and its Teaching

- ♦ Design didactic strategies to teach basic music concepts
- ♦ Implement musical activities that promote creativity and rhythm
- ♦ Analyze the influence of music on cognitive and emotional development in children
- ♦ Evaluate the effectiveness of methodologies applied in music education

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

- ♦ Design artistic activities that stimulate creativity and artistic expression in children
- ♦ Implement strategies to develop manual and visual skills in pre-school education
- ♦ Analyze the impact of artistic expression on emotional and social development in children
- ♦ Evaluate children's creativity through artistic projects

Module 8. Spanish Language Teaching in Pre-School Education

- ♦ Design didactic strategies to foster the learning of the Spanish language
- ♦ Implement activities to develop linguistic skills in young children
- ♦ Analyze common difficulties in learning the mother tongue
- ♦ Evaluate progress in acquiring Spanish language competencies

Module 9. Mathematics Teaching in Pre-School Education

- ♦ Design strategies to teach basic mathematics concepts to young children
- ♦ Implement playful activities that promote logical-mathematical reasoning
- ♦ Analyze common difficulties in learning mathematics at this stage
- ♦ Evaluate the impact of applied didactic strategies on mathematical comprehension

Module 10. Teaching of the Natural and Social Environment

- ♦ Design activities that integrate the learning of the natural and social environment in the classroom
- ♦ Implement didactic strategies that promote children's interest in their surroundings
- ♦ Analyze the impact of active learning on the understanding of the natural and social environment
- ♦ Evaluate the knowledge acquired about the environment and society

Module 11. Educational Legislation and Organization of Centers

- ♦ Analyze current educational legislation and its application in the school context
- ♦ Design school organization plans aligned with regulatory frameworks
- ♦ Implement strategies to manage educational resources and processes in schools
- ♦ Evaluate the compliance with regulations in educational organization

Module 12. Family, School and Society

- ♦ Design strategies that foster collaboration between the family, school, and society
- ♦ Analyze the impact of relationships among these three pillars in pre-school education
- ♦ Implement activities that integrate the community into the educational process
- ♦ Evaluate the effectiveness of collaborative projects in the holistic development of children

Module 13. Family Counseling and Mentoring

- ♦ Design tutoring strategies that promote the academic and personal development of students
- ♦ Implement family guidance programs to support the educational process
- ♦ Analyze practical cases where academic and family guidance is required
- ♦ Evaluate the impact of mentoring actions on the family-school relationship

Module 14. Education and Coexistence Inside and Outside the Classroom

- ♦ Design strategies to promote a positive coexistence environment in the classroom
- ♦ Implement activities that foster empathy and respect among students
- ♦ Analyze school conflicts and design effective solutions for their resolution
- ♦ Evaluate the impact of coexistence actions on the school climate

Module 15. Theory and Practice of Educational Research

- ♦ Design educational research projects based on current classroom issues
- ♦ Implement qualitative and quantitative methodologies to collect educational data
- ♦ Analyze educational research results to improve teaching practice
- ♦ Evaluate the impact of research projects in the school environment

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

- ♦ Design educational strategies that integrate the family, social, and school contexts
- ♦ Implement activities that promote meaningful learning in these environments
- ♦ Analyze social factors that influence student learning
- ♦ Evaluate the impact of interaction among these different contexts on child development

Module 17. Innovation and Improvement of Teaching Practice

- ♦ Design innovative proposals to improve the teaching-learning processes
- ♦ Implement educational innovation methodologies adapted to various contexts
- ♦ Analyze the impact of emerging technologies on teaching practice
- ♦ Evaluate the outcomes of innovations applied in the classroom

Module 18. Teaching and Professional Skills

- ♦ Design activities that promote the development of key teaching skills
- ♦ Implement strategies to strengthen communication and leadership in the classroom
- ♦ Analyze the impact of professional competencies on teaching performance
- ♦ Evaluate the progress of skills acquired during the educational process

Module 19. Information Technologies Applied to Education

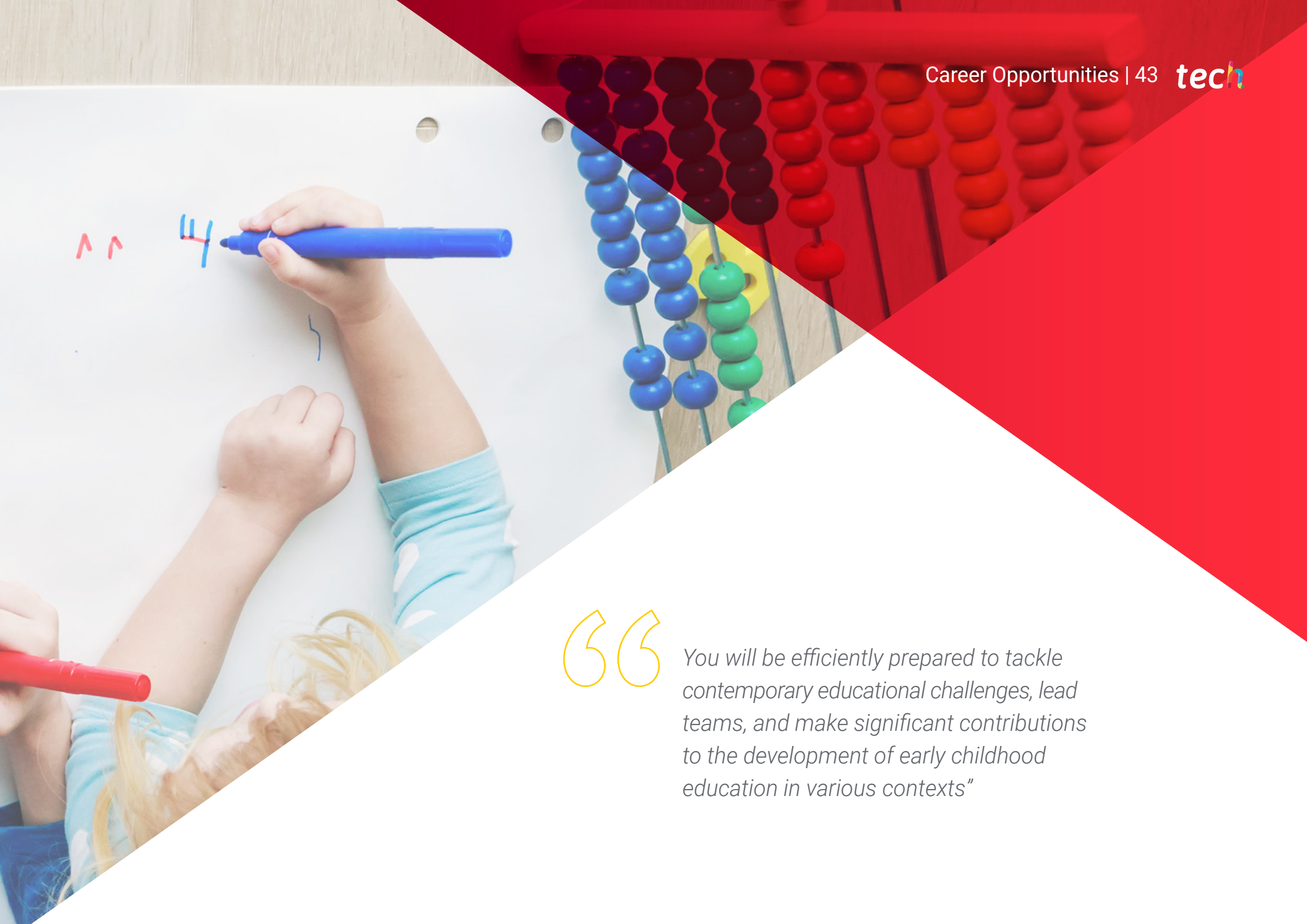
- ♦ Design educational activities using information technologies
- ♦ Implement digital tools that optimize the teaching-learning process
- ♦ Analyze the impact of ICT in personalizing learning
- ♦ Evaluate the effectiveness of technological solutions applied in the classroom

05

Career Opportunities

This academic program will offer professionals a wide range of career opportunities in the educational sector, opening doors to various job prospects in a field that is constantly evolving. As a result, graduates will be prepared to take on a wide range of roles within the educational field. Among the main opportunities are working as a teacher in early childhood and preschool schools, as well as in specialized educational centers that focus on diversity. Additionally, graduates will be able to assume roles in coordination and leadership, managing teams and designing curricula adapted to the needs of each student.

A child wearing a blue shirt is writing mathematical equations on a whiteboard. The equations are written in blue and red markers. The equations are: 1 + 1 = 2, 1 + 2 = 3, 1 + 3 = 4, 2 x 2 = 4, 2 x 3 = 6, 3 x 3 = 9, 2 - 1 = 1, and 3 - 1 = 2. The child is using a red marker to write the results of the equations. The whiteboard is on a wooden surface, and there are colorful interlocking blocks (yellow, pink, red) on the floor to the left.
$$1 + 1 = 2$$
$$1 + 2 = 3$$
$$1 + 3 = 4$$
$$2 \times 2 = 4$$
$$2 \times 3 = 6$$
$$3 \times 3 = 9$$
$$2 - 1 = 1$$
$$3 - 1 = 2$$



“

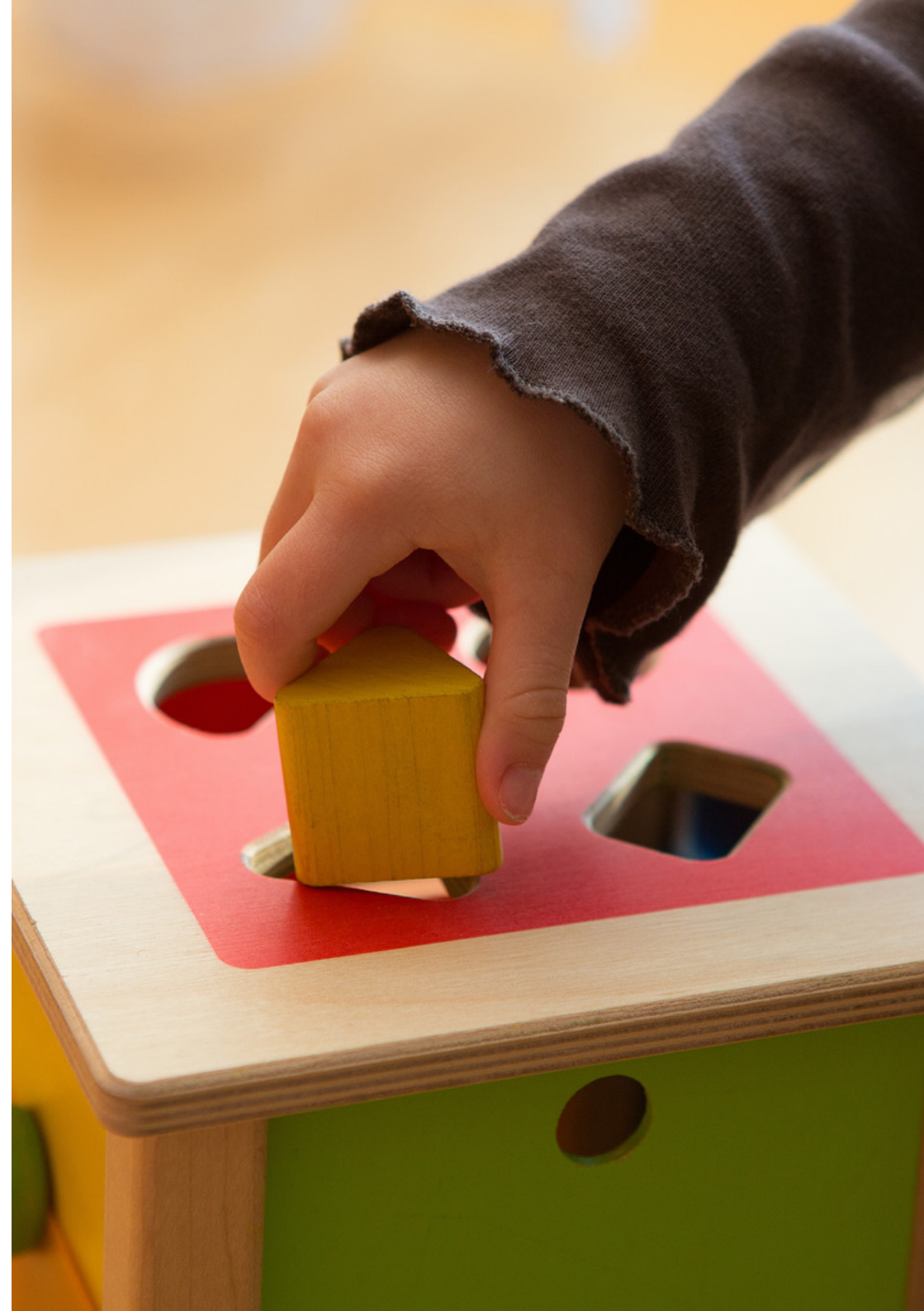
You will be efficiently prepared to tackle contemporary educational challenges, lead teams, and make significant contributions to the development of early childhood education in various contexts”

Graduate Profile

The graduate will have advanced training in the fundamental principles of early childhood education, capable of adapting pedagogical methods to the individual needs of students. In this sense, this comprehensive profile will ensure that the graduate is not only an expert in the most innovative didactic approaches but also a leader committed to the holistic development of children during their early years. Moreover, this expert will be trained to design and apply didactic and evaluative strategies that promote meaningful learning, encouraging active participation and creativity.

Your ability to innovate, adapt, and transform early childhood education will be your main asset in the job market, giving you the opportunity to hold prominent positions in various educational sectors.

- ♦ **Effective Communication:** Develop skills to communicate clearly and effectively with children, parents, and other educational professionals, fostering an inclusive and collaborative learning environment
- ♦ **Managing Diversity:** Manage diversity in the classroom, adapting pedagogical methods to the individual needs of students, promoting inclusion, and respecting cultural, cognitive, and emotional differences
- ♦ **Pedagogical Decision-Making:** Make informed and reflective decisions about teaching practices, continuously evaluating children's progress and adjusting teaching approaches to ensure quality education
- ♦ **Use of Educational Technologies:** Effectively integrate digital technologies into the classroom, using multimedia resources and interactive platforms to enrich learning and adapt to the new demands of the digital educational environment



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

- 1. Pre-School Education Supervisor:** Responsible for teaching young children in educational centers, implementing didactic activities that promote the cognitive, emotional, and social development of students.
- 2. Pre-School Education Coordinator:** Manager of educational plans within early childhood education centers, ensuring the proper application of pedagogical methodologies.
- 3. Pedagogical Advisor in Educational Institutions:** Responsible for supporting educators and administrators, designing strategies to improve teaching and learning processes in the early childhood education field.
- 4. Director of Pre-School Center:** Coordinator of the administrative and pedagogical aspects of an early childhood educational institution, ensuring compliance with educational standards.
- 5. Educational Consultant in Child Development:** Specialist advisor in early childhood education, applying knowledge of children's cognitive and emotional development.
- 6. Coordinator of Active Methodologies:** Advisor on innovative pedagogical techniques, such as gamification or project-based learning, in the early childhood education context.
- 7. Teacher in Early Stimulation Programs:** Responsible for teaching basic skills to young children, promoting their cognitive, motor, and emotional development in their early years of life.
- 8. Researcher in Pre-School Education:** Responsible for conducting research on new methodologies, educational policies, and the impact of various pedagogical practices on child development.
- 9. Coordinator of Educational Inclusion Programs:** Manager of educational programs for children with special needs, ensuring the integration and participation of all children in the educational process.
- 10. Child Development Tutor:** Responsible for providing personalized support to children in their learning process, identifying areas of improvement, and enhancing their abilities through specific pedagogical methods.



With specialized content in inclusion, assessment, and modern pedagogy, you will master everything related to Didactics and Teaching Practice in Pre-School Education”

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.



“

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.

“

*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

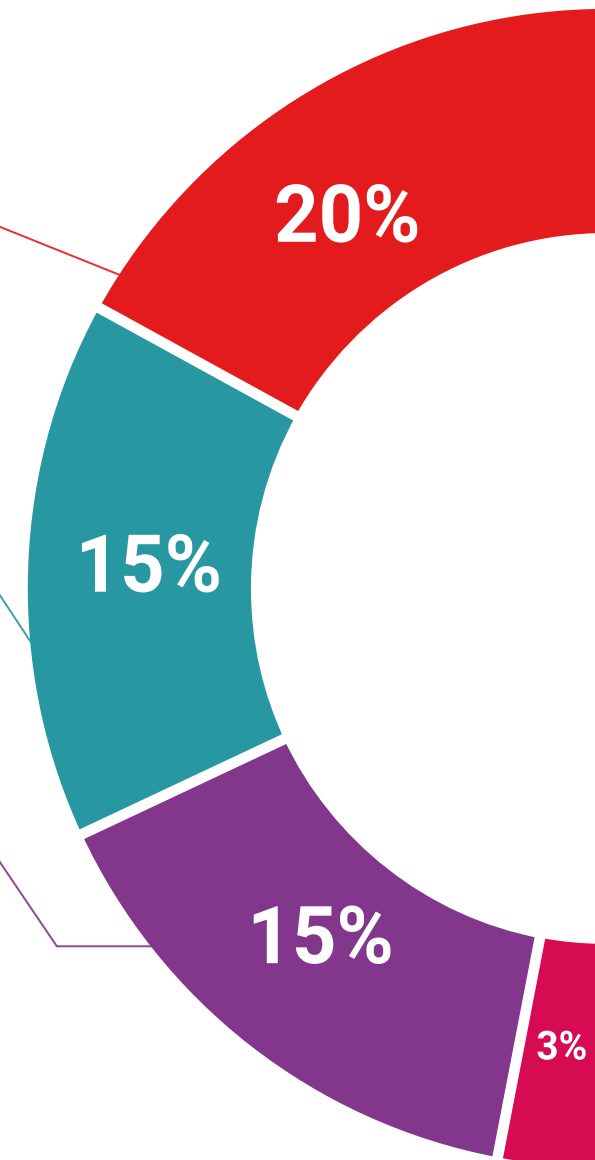
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

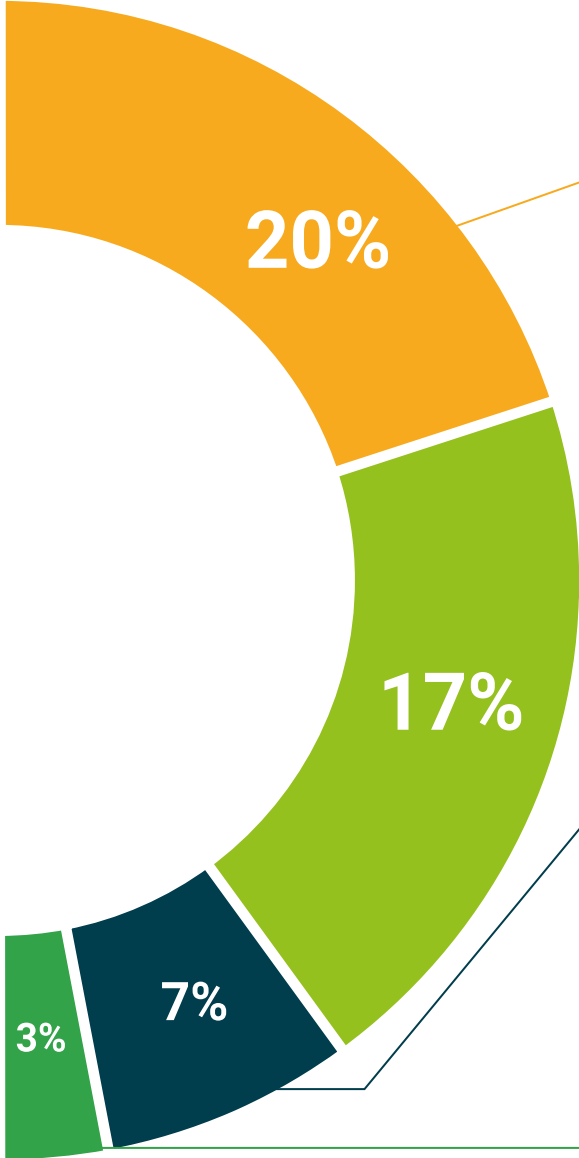
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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

Certificate

This Advanced Master's Degree in Didactics and Teaching Practice in Pre-School Education guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Advanced Master's Degree issued by TECH Global University.





“

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 diploma for the **Advanced Master's Degree in Teaching Practice in Didactics and Teaching Practice in Pre-School Education** 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 private qualification from **TECH Global University** is a European continuing education and professional development program that guarantees the acquisition of competencies in its area of expertise, providing significant curricular value to the student who successfully 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

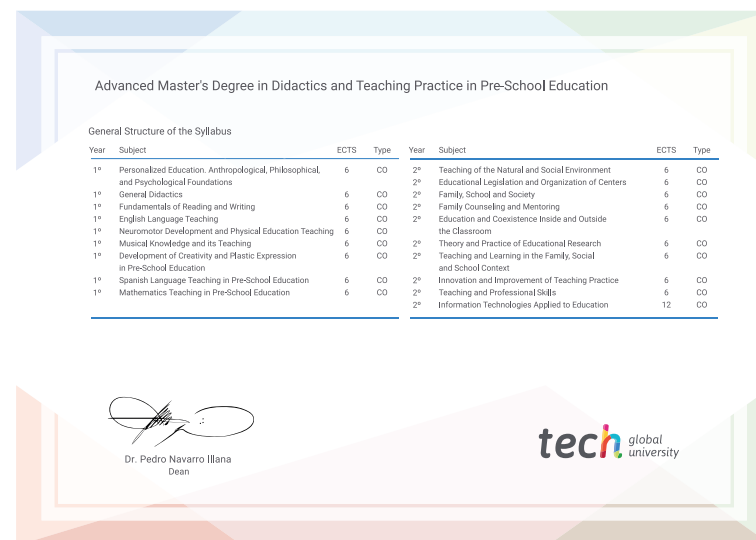


Title: **Advanced Master's Degree in Didactics and Teaching Practice in Pre-School Education**

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
Didactics and Teaching
Practice in Pre-School
Education

- » Modality: online
- » Duration: 2 years
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- » Accreditation: 120 ECTS
- » Schedule: at your own pace
- » Exams: online

Advanced Master's Degree

Didactics and Teaching Practice in Pre-School Education

Accreditation/Membership



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