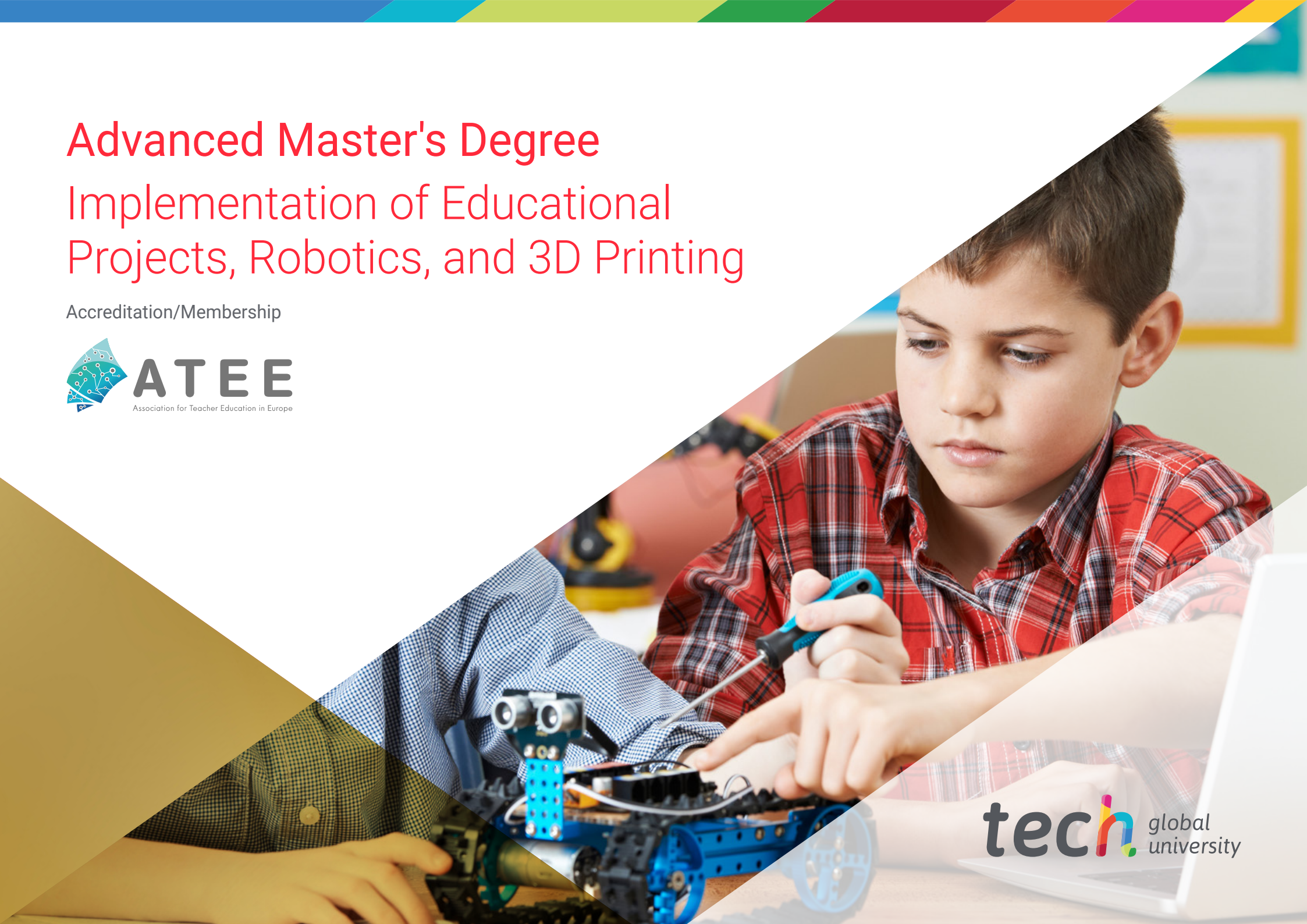


Advanced Master's Degree Implementation of Educational Projects, Robotics, and 3D Printing

Accreditation/Membership



tech global
university



Advanced Master's Degree Implementation of Educational Projects, Robotics, and 3D Printing

- » 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-implementation-educational-projects-robotics-3d-printing

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01

Introduction to the Program

The incorporation of technology into the educational field has transformed the way students acquire and apply knowledge, opening new possibilities for the development of critical and practical skills. According to the Organization for Economic Cooperation and Development (OECD), educational environments that integrate technological tools such as robotics and 3D printing enhance creativity, logical thinking, and problem-solving. Taking into account the advancements in the education of the future, TECH has designed this postgraduate program that will provide a comprehensive and practical perspective on this field. Through a 100% online format, specialists will be prepared to lead educational initiatives in schools, institutes, and technological organizations, designing strategies that integrate cutting-edge digital aspects.





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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”

The evolution of education requires not only the adoption of new technologies but also the creation of environments that stimulate curiosity, collaboration, and active learning. Tools such as robotics and 3D printing have proven essential in transforming the classroom into an innovative space. Ultimately, these trends not only improve academic performance but also prepare students to face the challenges of an increasingly technological and connected world.

In this context, TECH has designed a comprehensive Advanced Master's Degree in Implementation of Educational Projects, Robotics, and 3D Printing, aimed at professionals who wish to lead this change in the education sector. Through a structured and comprehensive syllabus, topics such as technological project planning, robot programming, and creative design through 3D printing will be covered. Additionally, pedagogical strategies for integrating these tools into the classroom will be explored, enhancing STEM (Science, Technology, Engineering, and Mathematics) learning. As a result, graduates will be equipped to design and implement innovative educational projects in institutions at all levels, positioning themselves as leaders in incorporating technology into teaching.

With a 100% online format, TECH will allow students to access the content anytime and from anywhere. Moreover, the program uses the Relearning methodology, based on the reiteration of key concepts. This way, students can balance their work and personal activities while acquiring the necessary tools to transform education with cutting-edge technologies.

Additionally, thanks to TECH's membership with the Association for Teacher Education in Europe (ATEE), professionals will gain access to specialized academic journals and discounts on publications. They will also be able to attend webinars or conferences free of charge and access linguistic support. Furthermore, they will be included in the ATEE consultancy database, expanding their professional network and access to new opportunities.

This **Advanced Master's Degree in Implementation of Educational Projects, Robotics, and 3D Printing** 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 education
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies in the Implementation of Educational Projects, Robotics, and 3D Printing
- ♦ 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



*Be the change that education needs!
With TECH and its innovative Relearning methodology, you will take the next step towards a transformative professional career. Start today!"*

“

You will address robotics, 3D printing, and the most advanced strategies through up-to-date content, expert instructors, and a 100% online methodology designed for your success” Enroll now!”

You will discover how to integrate cutting-edge technology into educational projects with a unique and updated curriculum that covers everything from robotics to 3D design.

Do you want to turn your ideas into innovative educational projects? With this university degree, you will achieve your goals and make a difference in the academic sector. Join TECH today!

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

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

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



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.



“

*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.



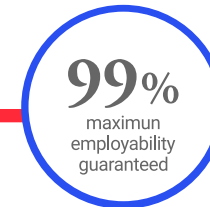
The official online university of the NBA

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

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03 Syllabus

Throughout the syllabus of this university degree, professionals will tackle topics ranging from the design and development of technology-based projects to robot programming and advanced 3D printing tool management. Additionally, emphasis will be placed on pedagogical strategies for applying these technologies in various educational contexts, fostering skills such as creativity, problem-solving, and collaborative work. All of this will be combined with a practical and updated approach, ensuring that the content is relevant and applicable to the professional environment.





“

With the flexibility and effectiveness of the Relearning methodology, you will redesign the future of education. Here, you will be trained by the best specialists in technology and education”

Module 1. Introduction to Educational Projects

- 1.1. What is an Educational Project?
 - 1.1.1. Description
 - 1.1.1.1. Plan the Process to Achieve the Goal
 - 1.1.1.2. Implications of the Process
 - 1.1.1.3. Presentation of the Results
 - 1.1.2. Identify the Problem
 - 1.1.3. Address Its Causes and Consequences
 - 1.1.3.1. SWOT Analysis
 - 1.1.3.2. Formulation of Actions
 - 1.1.4. Diagnosis of the Problem Situation
 - 1.1.4.1. Location and Situation of the Project
 - 1.1.4.2. Time Management
 - 1.1.4.3. Pre-established Objectives and Goals
 - 1.1.5. Innovative Educational Projects: Where to Start?
 - 1.1.5.1. The Best Alternative
 - 1.1.5.2. Study or Diagnosis of the Problem Situation
- 1.2. What is It For?
 - 1.2.1. Generate Changes in Environments
 - 1.2.1.1. Change Management
 - 1.2.1.2. Verification of the Problem and Its Solution
 - 1.2.1.3. Institutional Support
 - 1.2.1.4. Verification of Progress
 - 1.2.1.5. What Specific Student Population Is Addressed?
 - 1.2.2. Transform and Enable
 - 1.2.2.1. Social Dynamics
 - 1.2.2.2. Defining the Problem
 - 1.2.2.3. Topics of Common Interest
 - 1.2.3. Changing Reality
 - 1.2.3.1. The Operational Unit
 - 1.2.4. Collective Action
 - 1.2.4.1. Carrying Out Collective Actions and Activities
 - 1.2.4.2. Spontaneous Activities
 - 1.2.4.3. Structured Activities
 - 1.2.4.4. Collective Action and Socialization
 - 1.2.4.5. Collective Action and Stigmatization
 - 1.2.4.6. Collective Action, Transition, and Trust
- 1.3. Origin
 - 1.3.1. Planning the Process to Reach an Educational Goal
 - 1.3.1.1. Defining the Objectives
 - 1.3.1.2. Justification of the Project
 - 1.3.1.3. Project Relevance
 - 1.3.1.4. Contribution to the Educational Community
 - 1.3.1.5. Feasibility of Implementation
 - 1.3.1.6. Limitations
 - 1.3.2. Learning Objectives
 - 1.3.2.1. Achievable and Measurable
 - 1.3.2.2. Relationship of the Objectives with the Identified Problem
- 1.4. Recipients
 - 1.4.1. Educational Projects Carried Out in a Specific Center or Institution
 - 1.4.1.1. Students
 - 1.4.1.2. Needs of the Center
 - 1.4.1.3. Teachers Involved
 - 1.4.1.4. Executives
 - 1.4.2. Educational Projects Related to an Educational System
 - 1.4.2.1. Vision
 - 1.4.2.2. Strategic Objectives
 - 1.4.2.3. Political Resources
 - 1.4.2.4. Social Resources
 - 1.4.2.5. Educational Resources
 - 1.4.2.6. Regulatory Resources
 - 1.4.2.7. Financial Resources

- 1.4.3. Educational Projects Developed Outside the Educational System
 - 1.4.3.1. Examples
 - 1.4.3.2. Complementary Approaches
 - 1.4.3.3. Reactive/Proactive
 - 1.4.3.4. Change Agents
 - 1.4.3.5. Public/Private
- 1.4.4. Specialized Learning Educational Projects
 - 1.4.4.1. Specific Educational Needs
 - 1.4.4.2. Learning as Motivation
 - 1.4.4.3. Self-assessment and Motivation
 - 1.4.4.4. Learning Through Research
 - 1.4.4.5. Examples: Improving Daily Life
- 1.5. Factors
 - 1.5.1. Analysis of the Educational Situation
 - 1.5.1.1. Stages
 - 1.5.1.2. Review
 - 1.5.1.3. Recollect Information
 - 1.5.2. Selection and Definition of the Problem
 - 1.5.2.1. Verification of Progress
 - 1.5.2.2. Institutional Support
 - 1.5.2.3. Delimitation
 - 1.5.3. Definition of the Project's Objectives
 - 1.5.3.1. Related Objectives
 - 1.5.3.2. Work Guidelines
 - 1.5.3.3. Analysis of Objectives
 - 1.5.4. Justification of the Project
 - 1.5.4.1. Relevance of the Project
 - 1.5.4.2. Usefulness for the Educational Community
 - 1.5.4.3. Feasibility
 - 1.5.5. Analysis of the Solution
 - 1.5.5.1. Foundation
 - 1.5.5.2. End or Purpose
 - 1.5.5.3. Goals or Scope
 - 1.5.5.4. Context
 - 1.5.5.5. Activities
 - 1.5.5.6. Timeline
 - 1.5.5.7. Resources and Responsibilities
 - 1.5.5.8. Assumptions
 - 1.5.6. Planning of Actions
 - 1.5.6.1. Planning of Corrective Actions
 - 1.5.6.2. Proposed Work
 - 1.5.6.3. Activity Sequences
 - 1.5.6.4. Delimitation of Deadlines
 - 1.5.7. Work Schedule
 - 1.5.7.1. Decomposition of Work
 - 1.5.7.2. Communication Tool
 - 1.5.7.3. Identifying Project Milestones
 - 1.5.7.4. Blocks of Activities
 - 1.5.7.5. Identifying Activities
 - 1.5.7.6. Development of an Activity Plan
 - 1.5.8. Specification of Human, Material, and Financial Resources
 - 1.5.8.1. Human Resources
 - 1.5.8.1.1. Project Participants
 - 1.5.8.1.2. Roles and Functions
 - 1.5.8.2. Material Resources
 - 1.5.8.2.1. Resources
 - 1.5.8.2.2. Project Equipment
 - 1.5.8.3. Technological Resources
 - 1.5.8.3.1. Required Equipment

- 1.5.9. Evaluation
 - 1.5.9.1. Process Evaluation
 - 1.5.9.2. Results Evaluation
- 1.5.10 Final Report
 - 1.5.10.1. Guide
 - 1.5.10.2. Limitations
- 1.6. Involved Agents
 - 1.6.1. Students
 - 1.6.2. Parents
 - 1.6.2.1. Families
 - 1.6.3. Teachers
 - 1.6.3.1. Educational Guidance Teams
 - 1.6.3.2. Institution Teachers
- 1.7. Contents
 - 1.7.1. Signs of Identity
 - 1.7.1.1. Micro or Macro
 - 1.7.1.2. Contributing to the Educational Community
 - 1.7.2. Characteristics
 - 1.7.2.1. Ideological
 - 1.7.2.2. Teaching
 - 1.7.2.3. Units
 - 1.7.2.4. Schedules
 - 1.7.2.5. Facilities
 - 1.7.2.6. Teaching Staff
 - 1.7.2.7. Executives
 - 1.7.3. Objectives and Commitments
 - 1.7.3.1. Goals and Objectives
 - 1.7.3.2. Involvement of the Educational World
 - 1.7.4. Concrete Values
 - 1.7.4.1. Habits
 - 1.7.4.2. Behaviors It Fosters
 - 1.7.5. Methodology
 - 1.7.5.1. Attention to Diversity
 - 1.7.5.2. Project-Based Learning
 - 1.7.5.3. Thinking-Based Learning
 - 1.7.5.4. Digital Learning
 - 1.7.6. Organizational Structure
 - 1.7.6.1. Fundamental Objective
 - 1.7.6.2. The Mission
 - 1.7.6.3. Theory, Principles, and Values
 - 1.7.6.4. Purposes and Change Strategies
 - 1.7.6.5. Pedagogical Conception
 - 1.7.6.6. Community Environment
- 1.8. Objectives
 - 1.8.1. Teachers
 - 1.8.1.1. Counselor-Coordinator
 - 1.8.1.2. Collaborating in Modernization
 - 1.8.2. Pedagogical Approaches
 - 1.8.2.1. Effective
 - 1.8.2.2. Evaluate
 - 1.8.2.3. Design
 - 1.8.2.4. Develop
 - 1.8.2.5. Implement Methods
 - 1.8.3. Training Needs
 - 1.8.3.1. Continuing Education
 - 1.8.3.2. Pedagogies
 - 1.8.3.3. Digital Learning
 - 1.8.3.4. Educational Collaboration
 - 1.8.3.5. Methodological Strategies
 - 1.8.3.6. Teaching Resources
 - 1.8.3.7. Exchanging Experiences

- 1.9. Results
 - 1.9.1. What Will Be Evaluated?
 - 1.9.1.1. How Will the Exam Be Conducted?
 - 1.9.1.2. Who Will Be Responsible for Conducting It?
 - 1.9.1.3. When Will the Analysis Take Place?
 - 1.9.1.4. Analysis with SMART: Relevance, Addressing Significant Aspects
 - 1.9.2. Globality
 - 1.9.2.1. Areas
 - 1.9.2.2. Dimensions
 - 1.9.3. Reliability
 - 1.9.3.1. Reflection
 - 1.9.3.2. Measurements
 - 1.9.3.3. Based on Objective Evidence
 - 1.9.4. Conciseness
 - 1.9.4.1. Writing
 - 1.9.4.2. Presentation
 - 1.9.5. Operability
 - 1.9.5.1. Measurement
 - 1.9.5.2. Feasible Results
 - 1.9.5.3. Consensus: Assumed and Shared
- 1.10. Conclusions
 - 1.10.1. Digitalization
 - 1.10.2. Collaboration
 - 1.10.3. Transformation

Module 2. Types of Educational Projects

- 2.1. Technological Projects
 - 2.1.1. Virtual Reality
 - 2.1.2. Augmented Reality
 - 2.1.3. Mixed Reality
 - 2.1.4. Digital Whiteboards
 - 2.1.5. iPad or Tablet Project
 - 2.1.6. Mobile Phones in the Classroom
 - 2.1.7. Educational Robotics
 - 2.1.8. Artificial Intelligence
 - 2.1.9. E-learning and Online Education
 - 2.1.10. 3D Printers
- 2.2. Methodological Projects
 - 2.2.1. Gamification
 - 2.2.2. Game-Based Learning
 - 2.2.3. *Flipped Classroom*
 - 2.2.4. Project-Based Learning
 - 2.2.5. Problem-Based Learning
 - 2.2.6. Thinking-Based Learning
 - 2.2.7. Competency-Based Learning
 - 2.2.8. Cooperative Learning
 - 2.2.9. *Design Thinking*
 - 2.2.10. Montessori Methodology
 - 2.2.11. Musical Pedagogy
 - 2.2.12. Educational Coaching
- 2.3. Values-Based Projects
 - 2.3.1. Emotional Education
 - 2.3.2. Anti-Bullying Projects
 - 2.3.3. Support Projects for Associations
 - 2.3.4. Peace Projects
 - 2.3.5. Anti-Discrimination Projects
 - 2.3.6. Solidarity Projects
 - 2.3.7. Gender Violence Prevention Projects
 - 2.3.8. Inclusion Projects
 - 2.3.9. Intercultural Projects
 - 2.3.10. Coexistence Projects

- 2.4. Evidence-Based Projects
 - 2.4.1. Introduction to Evidence-Based Projects
 - 2.4.2. Preliminary Analysis
 - 2.4.3. Objective Determination
 - 2.4.4. Scientific Research
 - 2.4.5. Project Selection
 - 2.4.6. Local or National Contextualization
 - 2.4.7. Feasibility Study
 - 2.4.8. Implementation of the Evidence-Based Project
 - 2.4.9. Monitoring of the Evidence-Based Project
 - 2.4.10. Evaluation of the Evidence-Based Project
 - 2.4.11. Publication of Results
- 2.5. Artistic Projects
 - 2.5.1. LOVA (Opera as a Learning Vehicle)
 - 2.5.2. Theater
 - 2.5.3. Musical Projects
 - 2.5.4. Choir and Orchestra
 - 2.5.5. Projects on the Center's Infrastructure
 - 2.5.6. Visual Art Projects
 - 2.5.7. Plastic Arts Projects
 - 2.5.8. Decorative Art Projects
 - 2.5.9. Street Projects
 - 2.5.10. Creativity-Centered Projects
- 2.6. Health Projects
 - 2.6.1. Nursing Services
 - 2.6.2. Healthy Eating Projects
 - 2.6.3. Dental Projects
 - 2.6.4. Ophthalmological Projects
 - 2.6.5. First Aid Plan
 - 2.6.6. Emergency Plan
 - 2.6.7. Projects with External Health Entities
 - 2.6.8. Personal Hygiene Projects
- 2.7. Sports Projects
 - 2.7.1. Construction or Renovation of Play Areas
 - 2.7.2. Construction or Renovation of Sports Spaces
 - 2.7.3. Creation of Sports Clubs
 - 2.7.4. Extracurricular Classes
 - 2.7.5. Individual Sports Projects
 - 2.7.6. Team Sports Projects
 - 2.7.7. Sports Competitions
 - 2.7.8. Projects with External Sports Entities
 - 2.7.9. Projects for Generating Healthy Habits
- 2.8. Language Projects
 - 2.8.1. Language Immersion Projects within the Center
 - 2.8.2. Local Language Immersion Projects
 - 2.8.3. International Language Immersion Projects
 - 2.8.4. Phonetic Projects
 - 2.8.5. Conversation Assistants
 - 2.8.6. Native Teachers
 - 2.8.7. Preparation for Official Language Exams
 - 2.8.8. Language Learning Motivation Projects
 - 2.8.9. Exchange Programs
- 2.9. Excellence Projects
 - 2.9.1. Reading Improvement Projects
 - 2.9.2. Math Improvement Projects
 - 2.9.3. Foreign Language Improvement Projects
 - 2.9.4. Collaboration with Prestigious Entities
 - 2.9.5. Competitions and Awards
 - 2.9.6. Projects for External Evaluations
 - 2.9.7. Connection with Companies
 - 2.9.8. Preparation for Standardized Recognition and Prestige Tests
 - 2.9.9. Excellence Projects in Culture and Sports
 - 2.9.10. Advertising



- 2.10. Other Innovation Projects
 - 2.10.1. *Outdoor Education*
 - 2.10.2. Youtubers and Influencers
 - 2.10.3. *Mindfulness*
 - 2.10.4. Peer Tutoring
 - 2.10.5. RULER Method
 - 2.10.6. School Gardens
 - 2.10.7. Learning Community
 - 2.10.8. Democratic School
 - 2.10.9. Early Stimulation
 - 2.10.10. Learning Corners

Module 3. Benefits of Implementing an Educational Project

- 3.1. For the School as an Institution: Identity, Style, and Presence
 - 3.1.1. Groups that Make Up a School: The Institution, Students and Their Families, Educators
 - 3.1.2. The Educational Project is a Living Reality
 - 3.1.3. Defining Dimensions of the Educational Project
 - 3.1.3.1. Towards Tradition. Identity/Own Character, Mission
 - 3.1.3.2. Towards the Future. Style, Vision
 - 3.1.3.3. The Tradition-Future Link: Presence, Values
 - 3.1.4. Honesty and Coherence
 - 3.1.5. Identity. The Updated Development of Its Mission (Own Character)
 - 3.1.6. Style. From the Image of What We Want to Do (Vision) to the Way of Doing It
 - 3.1.7. Presence. The Practical Realization of Values
 - 3.1.8. The Three Dimensions of the Educational Project as Strategic References
- 3.2. For Students and Their Families
 - 3.2.1. The Image of the School Reflects Its Educational Project
 - 3.2.2. Relational Dimensions of the Educational Project
 - 3.2.2.1. Towards Internal Recipients of the Educational Action: The Students
 - 3.2.2.2. Towards External Participants in the Educational Action: The Families
 - 3.2.3. Communication and Coherence
 - 3.2.4. Essential Communicative Dimensions of an Educational Project
 - 3.2.5. Identity. Comprehensive Training with a Foundation, Rooted in Tradition
 - 3.2.6. Style. Learning Knowledge and Skills in Character Formation
 - 3.2.7. Presence. Educating Today's Citizens with a Mark
 - 3.2.8. The Three Dimensions of the Educational Project as the Basis for School Marketing
 - 3.2.9. Clientele Relationship and Belonging

- 3.3. For Educators: Teachers and Other Staff
 - 3.3.1. Educators as Stakeholders
 - 3.3.2. Educators: The Cornerstone of an Educational Project
 - 3.3.3. Human Capital, Social Capital, and Decision-Making Capital
 - 3.3.4. The Essential Participation of Educators in Shaping the Educational Project
 - 3.3.5. Climate and Coherence
 - 3.3.6. Project, Change, and People: It Is Not Possible to Regulate All Three
 - 3.3.7. Identity. Clarity in Educational Intentions and Educator Identity
 - 3.3.8. Style. Formation of a Form of Presence, Methodological Principles, and Common Teaching Practices
 - 3.3.9. Presence. Establishing Educational Priorities, Organizational Structures, and Training Needs
 - 3.3.10. The Three Dimensions of the Educational Project as the Pillars of Human Resources Management
- 3.4. For the Driving Force of the School 1. Improvement in Leadership Style
 - 3.4.1. Main Drivers of a School: Leadership Style, Leaders, and Collective Alignment
 - 3.4.2. Educational Project and School Leadership
 - 3.4.3. The Leading Manager as a Moral Reference
 - 3.4.4. Leadership Style as a Pedagogical Reference
 - 3.4.5. Can We Talk About a Leadership Project?
 - 3.4.6. Elements of Leadership Style Dependent on the Educational Project
 - 3.4.6.1. Organizational Structures
 - 3.4.6.2. Leadership Style
 - 3.4.6.3. The Possibility of Other Leadership Forms
 - 3.4.6.4. Forms of Participation and Delegation
 - 3.4.7. Adequacy of Organizational Structures to the Identity, Style, and Presence of the School
 - 3.4.8. Gradual Development of a Local Leadership Culture
- 3.5. For the Driving Force of the School: 2. Generation of Leaders
 - 3.5.1. Leaders as Managers
 - 3.5.2. The Three Capitals of the Leader – Human, Social, and Decision-Making and the Educational Project
 - 3.5.3. Bringing Talent to the Surface
 - 3.5.4. Capacity, Commitment, and Service
 - 3.5.5. Educational Project, Organizational Flexibility, and Leadership
 - 3.5.6. Educational Project, Innovation Processes, and Leadership
 - 3.5.7. Educational Project, Creativity, and Leadership
 - 3.5.8. Moving Toward a Teaching Role with a Leadership Focus
 - 3.5.9. Educating Future Leaders
- 3.6. For the Driving Force of the School: 3. Alignment with Mission, Vision, and Values
 - 3.6.1. The Need for Alignment
 - 3.6.2. Main Obstacles to Alignment
 - 3.6.3. The Leader as Aligner
 - 3.6.4. Lifelong Learning as an Educator: Developing Personal Competence Lines
 - 3.6.5. From the Teacher's Bag to Shared Teaching Habits
 - 3.6.6. Educational Project and Development of a Professional Teaching Culture
 - 3.6.7. Having Resources for Authentic Assessment
 - 3.6.8. Evaluation of Educational Service Quality
 - 3.6.8.1. Local Reality
 - 3.6.8.2. Systemic Nature
 - 3.6.8.3. Absolute Priority of Teaching-Learning Activities
- 3.7. For Educational Advancement: 1. Adaptation to Students, Active Methodologies, and Environmental Demands
 - 3.7.1. The Importance of Educational Goals
 - 3.7.2. The Importance of Scientific Knowledge about How We Learn
 - 3.7.3. How is the Evolution of a School Manifested?
 - 3.7.4. Focus on Growth Processes
 - 3.7.5. Focus on Systematic Learning Processes
 - 3.7.6. Prioritizing Active Methodologies: The Important Thing is to Learn
 - 3.7.7. Prioritizing Situated Learning
 - 3.7.8. Adapting to Environmental Demand
 - 3.7.9. Beyond Current Needs: An Educational Project with a "Future Vision"
 - 3.7.10. Educational Project and Operational Research
- 3.8. For Educational Advancement: 2. Improvement of the Environment of Coexistence, Learning, and Work. Sustainability
 - 3.8.1. The Educational Project as the Basis for a Proper School Climate
 - 3.8.2. Educational Project and Coexistence
 - 3.8.3. Educational Project and Learning Style

- 3.8.4. Educational Project and Organization of Work
- 3.8.5. Leadership Support
- 3.8.6. The Sustainability of Work in an Educational Institution
- 3.8.7. Elements of Sustainability
 - 3.8.7.1. The School's Strategic Plan
 - 3.8.7.2. Practical Quality Indicators
 - 3.8.7.3. Global Evaluation System
- 3.9. For Educational Advancement: 3. Relationship with the Environment, Other Schools in the Area or in the Same Network
 - 3.9.1. Having a Distinct Profile and Recognizable Voice in the Environment
 - 3.9.2. Opening Up to the Surrounding Reality
 - 3.9.2.1. Knowing the Environment
 - 3.9.2.2. Interacting with It
 - 3.9.3. Identification with Other Schools in the Same Institution or Area
 - 3.9.4. From Peer Learning in the Classroom to Inter-School Learning
 - 3.9.5. Shared Experiences
 - 3.9.6. Institutional Framework Project and the School's Own Educational Project
 - 3.9.6.1. The common framework
 - 3.9.6.2. Different Needs and Sensitivities
 - 3.9.6.3. What Does the Global-Local Dialectic Contribute to the School's Educational Project?
- 3.10. For Educational Advancement: 4. Deepening in the Ideology and Style
 - 3.10.1. Ideology, Mission, Own Character: Three Complementary Terms
 - 3.10.2. The Mission Grounds the Basic Lines of the Educational Project
 - 3.10.3. The Educational Project Develops the Own Character
 - 3.10.4. The Alignment Between the Educational Project and the Ideology
 - 3.10.5. Forming a Way of Doing and Reflecting on Education
 - 3.10.6. Updates to the Educational Project Update the Own Perspective with which New Realities Are Approached
 - 3.10.7. It is Necessary to Periodically Reflect on the Fundamentals
 - 3.10.8. Ideology, Educational Project, and the Transmission of Educational Tradition

Module 4. Circumstances that Influence the Programming and Implementation of the Educational Project

- 4.1. Scope of the Educational Project
 - 4.1.1. Ownership of the Center
 - 4.1.2. Physical and Socio-Cultural Situation of the Location
- 4.2. Human Resources
 - 4.2.1. Organizational Chart of the School in the Educational Project
 - 4.2.2. Management Team
 - 4.2.3. Teaching Staff
 - 4.2.4. Administrative and Support Staff
 - 4.2.5. Non-Teaching Staff
 - 4.2.6. Training
 - 4.2.7. Hiring
- 4.3. Transparency of the Educational Project
 - 4.3.1. Project Information
 - 4.3.2. Results of Educational Practice
- 4.4. Involvement of Educational Stakeholders
 - 4.4.1. Personal Identification with the Project
 - 4.4.2. Center Staff
 - 4.4.3. Families
- 4.5. Quality Factors for Creating an Educational Project
 - 4.5.1. Inclusive vs. Exclusive School Projects
 - 4.5.1.1. At the Student Level
 - 4.5.1.2. At the Teacher Level
 - 4.5.1.3. At the Methodology Level
- 4.6. Difficulty with Changes and Adaptation to Reality
 - 4.6.1. Comfort Zone
 - 4.6.2. Fears and Weaknesses
- 4.7. Analysis of Results and New Proposals
 - 4.7.1. At the External Testing Level
 - 4.7.2. At the Internal Testing Level
 - 4.7.3. Family Satisfaction with Various Elements (Curriculum, Staff, etc.)
 - 4.7.4. Teacher Satisfaction

Module 5. Programming Phase of the Educational Project: Holistic Analysis of the Situation

- 5.1. Social Analysis
 - 5.1.1. Globalization
 - 5.1.2. State and Society
 - 5.1.3. Contemporary Policies and Ideologies
 - 5.1.4. Social Changes
 - 5.1.5. Information and Knowledge Society
 - 5.1.6. Welfare Society: Realities and Myths
 - 5.1.7. Work and Employability
 - 5.1.8. Citizen Participation
 - 5.1.9. Social Context Diagnosis
 - 5.1.10. Challenges of Contemporary Society
- 5.2. Psychological Analysis
 - 5.2.1. Notes on Learning Theories
 - 5.2.2. Dimensions of Learning
 - 5.2.3. Psychological Processes
 - 5.2.4. Multiple Intelligences
 - 5.2.5. Cognitive and Metacognitive Processes
 - 5.2.6. Teaching Strategies
 - 5.2.7. Learning Styles
 - 5.2.8. Educational Needs and Learning Difficulties
 - 5.2.9. Thinking Skills
 - 5.2.10. Counseling and Guidance
- 5.3. Cultural Analysis
 - 5.3.1. Theories on Culture
 - 5.3.2. Culture and Cultural Evolution
 - 5.3.3. Components of Culture
 - 5.3.4. Cultural Identity
 - 5.3.5. Culture and Society
 - 5.3.6. Traditions and Customs in Culture
 - 5.3.7. Culture and Communication
 - 5.3.8. Culture and Cultural Education
 - 5.3.9. Interculturality and Integration
 - 5.3.10. Crises and Challenges in Culture
- 5.4. Technological Analysis
 - 5.4.1. ICT and New Technologies
 - 5.4.2. Innovation and Development
 - 5.4.3. Advantages and Disadvantages of New Technologies
 - 5.4.4. The Impact of ICT in the Educational Field
 - 5.4.5. Internet Access and New Technologies
 - 5.4.6. Digital Environment and Education
 - 5.4.7. E-learning and B-learning
 - 5.4.8. Collaborative Learning
 - 5.4.9. Video Games and Teaching
 - 5.4.10. ICT and Teacher Training
- 5.5. Ethical Analysis
 - 5.5.1. Introduction to Ethics
 - 5.5.2. Ethics and Morality
 - 5.5.3. Moral Development
 - 5.5.4. Contemporary Principles and Values
 - 5.5.5. Ethics, Morality, and Beliefs
 - 5.5.6. Ethics and Education
 - 5.5.7. Educational Deontology
 - 5.5.8. Ethics and Critical Thinking
 - 5.5.9. Values-Based Education
 - 5.5.10. Ethics and Project Management
- 5.6. Business Analysis
 - 5.6.1. Business Planning and Strategy
 - 5.6.2. Mission and Vision of the Organization
 - 5.6.3. Organizational Structure
 - 5.6.4. Administrative Management
 - 5.6.5. Management
 - 5.6.6. Coordination
 - 5.6.7. Control
 - 5.6.8. Resources
 - 5.6.8.1. Human
 - 5.6.8.2. Technological
 - 5.6.9. Supply, Demand, and Economic Environment
 - 5.6.10. Innovation and Competitiveness

- 5.7. Analysis of the Institution's Goals and Objectives
 - 5.7.1. Definition of Goals and Objectives
 - 5.7.2. Institutional Goals
 - 5.7.3. General Objectives
 - 5.7.4. Specific Objectives
 - 5.7.5. Plans and Strategies
 - 5.7.6. Actions and Campaigns
 - 5.7.7. Expected Results
 - 5.7.8. Achievement Indicators
- 5.8. Analysis of Students and Family Context
 - 5.8.1. Characteristics of the Student's Environment
 - 5.8.2. The Socialization Process
 - 5.8.3. Family Structure and Dynamics
 - 5.8.4. Educational Involvement of the Family
 - 5.8.5. The Student and Their Reference Groups
 - 5.8.6. Educational Inclusion and Family
 - 5.8.7. Attention to Diversity
 - 5.8.8. Coexistence Plan
 - 5.8.9. Self-Regulation and Independence
 - 5.8.10. Performance Factors
- 5.9. Analysis of Educational Agents
 - 5.9.1. Definition of Educational Intervention Agents
 - 5.9.2. The Role of the Educational Mediator
 - 5.9.3. Civil Society and Organizations
 - 5.9.4. The Educational Community
 - 5.9.5. Teaching Staff
 - 5.9.6. Management Personnel
 - 5.9.7. Responsibility of the Mass Media
 - 5.9.8. Leadership and Education
 - 5.9.9. Learning Environment
 - 5.9.10. Integration and Participation Strategies

- 5.10. SWOT Analysis
 - 5.10.1. SWOT Matrix
 - 5.10.2. Weaknesses
 - 5.10.3. Threats
 - 5.10.4. Strengths
 - 5.10.5. Opportunities
 - 5.10.6. Success Pairs
 - 5.10.7. Adaptation Pairs
 - 5.10.8. Response Pairs
 - 5.10.9. Risk Pairs
 - 5.10.10. Lines of Action and Strategy

Module 6. Integration Phase of the Educational Project within the Institution

- 6.1. Applicable Regulatory Framework. General Considerations and Contents of the Educational Project
 - 6.1.1. General Considerations
 - 6.1.2. School Organization
 - 6.1.2.1. General Considerations
 - 6.1.2.2. Theoretical Approaches to School Organization
 - 6.1.2.3. Organizational Components in Educational Institutions
 - 6.1.3. Definition and Characteristics
 - 6.1.4. Values, Objectives, and Priority Actions Based on the Institution's Identity
 - 6.1.5. Core Elements for Curriculum Development
 - 6.1.6. Pedagogical Guidelines
 - 6.1.7. Contents of the Educational Project
 - 6.1.8. Key Aspects to Consider
- 6.2. Tutorial Action Plan
 - 6.2.1. General Considerations
 - 6.2.2. Objectives
 - 6.2.3. Tutoring Sessions
 - 6.2.3.1. Tutor Functions
 - 6.2.3.2. Tutoring Assignments
 - 6.2.3.3. Tutoring Organization

- 6.2.4. Cycle Coordination
 - 6.2.4.1. Selection of the Coordinator
 - 6.2.4.2. Cycle Functions
 - 6.2.4.3. Functions of the Coordinator
- 6.2.5. Academic Support Measures
- 6.2.6. Actions and Activities
 - 6.2.6.1. Related to Students
 - 6.2.6.2. Related to Families
 - 6.2.6.3. Related to Faculty and Institutional Organization
 - 6.2.6.4. Related to Other Educational Agents
- 6.2.7. Student Evaluation
 - 6.2.7.1. Assessment Instruments
 - 6.2.7.2. Phases
 - 6.2.7.3. Grading Criteria
 - 6.2.7.4. Student Promotion
- 6.2.8. Faculty Evaluation. Evaluation of Other Educational Agents
- 6.2.9. Evaluation of the Tutorial Action Plan
- 6.2.10. Key Aspects to Consider
- 6.3. Truancy Prevention Plan
 - 6.3.1. General Considerations
 - 6.3.2. Definition of Truancy
 - 6.3.3. Types of Truancy
 - 6.3.4. Program Objectives
 - 6.3.5. Implementation Procedures
 - 6.3.5.1. Preparatory Phase
 - 6.3.5.2. Intervention Phase
 - 6.3.5.3. Evaluation Phase
 - 6.3.6. Record of Tardiness
 - 6.3.7. Justification of Absences and Tardiness
 - 6.3.8. Summons and Meeting Minutes
 - 6.3.9. Referral Letter and Report
 - 6.3.10. Key Aspects to Consider
- 6.4. Educational Inclusion Plan
 - 6.4.1. General Considerations
 - 6.4.2. Organizational Measures
 - 6.4.3. Accessibility Adaptations
 - 6.4.4. Significant Adaptations
 - 6.4.5. Human Resources
 - 6.4.6. Material Resources
 - 6.4.7. Involved Stakeholders
 - 6.4.8. Protocols to be Followed by Tutors and Institutions with Students
 - 6.4.9. Monitoring of the Action Plan
 - 6.4.10. Key Aspects to Consider
- 6.5. Coexistence and Equality Plan
 - 6.5.1. General Considerations
 - 6.5.2. Assessment of the Institution's Coexistence Environment
 - 6.5.3. Objectives
 - 6.5.4. Organizational and Operational Criteria
 - 6.5.5. Action Models
 - 6.5.5.1. Action Model Aimed at Prevention and Promoting an Atmosphere of Equality and Equal Opportunities
 - 6.5.5.2. Action Plans
 - 6.5.5.2.1. In General Institutional Organization and Planning
 - 6.5.5.2.2. In the Area of Tutoring
 - 6.5.5.2.3. In the Area of Educational Guidance
 - 6.5.5.2.4. In the Area of Common Space Activities
 - 6.5.5.2.5. In the Family Setting
 - 6.5.5.3. Action Model for Students Exhibiting Behavior Contrary to Coexistence Norms
 - 6.5.5.4. Action Model for Students Exhibiting Severely Disruptive Behavior
 - 6.5.6. Monitoring of the Action Plan
 - 6.5.7. Protocol for Addressing Peer Violence
 - 6.5.8. Protocol for Addressing Aggressions Against Teachers
 - 6.5.9. Other Action Protocols
 - 6.5.10. Key Aspects to Consider

- 6.6. Transition Plan Between Educational Stages
 - 6.6.1. General Considerations
 - 6.6.2. Involved Personnel
 - 6.6.3. Transition Plan from Pre-School to Primary Education
 - 6.6.4. Transition Plan from Primary to Secondary Education
 - 6.6.5. Student Promotion
 - 6.6.6. Objectives
 - 6.6.7. Methodological Guidelines
 - 6.6.8. Evaluation
 - 6.6.9. Follow-up Meetings
 - 6.6.10. Key Aspects to Consider
- 6.7. Reading Promotion Plan
 - 6.7.1. General Considerations
 - 6.7.2. Needs Analysis in the Area of Reading within the Institution
 - 6.7.3. Objectives
 - 6.7.4. Strategies to Achieve the Objectives
 - 6.7.5. Methodology
 - 6.7.6. Proposed Activities
 - 6.7.7. Resources
 - 6.7.8. Evaluation of the Reading Plan
 - 6.7.9. Templates
 - 6.7.10. Key Aspects to Consider
- 6.8. School Welcome Plan
 - 6.8.1. General Considerations
 - 6.8.2. General Objectives
 - 6.8.3. Responsibilities
 - 6.8.4. Newly Arrived Students
 - 6.8.4.1. General Aspects
 - 6.8.4.1.1. Before Enrollment
 - 6.8.4.1.1.1. Registration, Information, and Preparation
 - 6.8.4.1.2. Enrollment
 - 6.8.4.1.2.1. Welcome
 - 6.8.4.1.2.2. Classroom Integration
 - 6.8.4.1.3. After Enrollment
 - 6.8.4.1.3.1. Initial Evaluation and Needs Assessment
 - 6.8.4.1.3.2. Coordination Among Educational Stakeholders
 - 6.8.4.1.3.3. Planning for Ongoing Support
 - 6.8.4.1.4. Monitoring and Opportunities
 - 6.8.4.1.5. Evaluation of the Process
 - 6.8.4.2. Students Arriving at the Beginning of the Academic Year
 - 6.8.4.3. Students Arriving After the Academic Year Has Started
 - 6.8.4.4. Students with No Knowledge of the Language
 - 6.8.5. Newly Arrived Teaching Staff
 - 6.8.5.1. General Aspects
 - 6.8.5.2. Staff Arriving at the Beginning of the Academic Year
 - 6.8.5.3. Staff Arriving After the Academic Year Has Started
 - 6.8.6. Non-Teaching Staff
 - 6.8.6.1. General Aspects
 - 6.8.6.2. Non-Teaching Staff Arriving at the Beginning of the Academic Year
 - 6.8.6.3. Non-Teaching Staff Arriving After the Academic Year Has Started
 - 6.8.7. Student Welcome Plan Template
 - 6.8.8. Teacher Welcome Plan Template
 - 6.8.9. Non-Teaching Staff Welcome Plan Template
 - 6.8.10. Key Aspects to Consider
- 6.9. Internal Regulations
 - 6.9.1. General Considerations
 - 6.9.2. Student Enrollment Assignment to the School
 - 6.9.3. Entry and Exit Schedules
 - 6.9.4. Absences and Substitutions
 - 6.9.4.1. Student Absences and Substitutions
 - 6.9.4.2. Absences and Substitutions of Teaching and Non-Teaching Staff
 - 6.9.5. Medication Administration Protocol
 - 6.9.5.1. General Criteria
 - 6.9.5.2. Health Protocol
 - 6.9.5.3. Predictable and Unpredictable Emergencies
 - 6.9.5.4. First-Aid Kit
 - 6.9.5.5. Medication Administration
 - 6.9.5.6. Appendices

- 6.9.6. Accident Protocol
 - 6.9.6.1. General Criteria
 - 6.9.6.2. Minor and Major Situations
- 6.9.7. Protocol on Extracurricular and Supplementary Activities
- 6.9.8. Protocol for Managing School Facilities and Spaces
 - 6.9.8.1. General Criteria
 - 6.9.8.2. Security and Supervision of the School
 - 6.9.8.3. Custodial Services
 - 6.9.8.4. Common Areas
 - 6.9.8.5. Classroom
 - 6.9.8.6. Use of IT Equipment
 - 6.9.8.7. Other
- 6.9.9. Tutoring Meetings
- 6.9.10. Key Aspects to Consider
- 6.10. Project Portfolio
 - 6.10.1. School Cafeteria Educational Project
 - 6.10.2. Emergency Plan
 - 6.10.3. Innovation Project
 - 6.10.4. Program for the Reuse, Replacement, and Renewal of Textbooks
 - 6.10.5. Improvement Plan
 - 6.10.6. Curricular Project
 - 6.10.7. Linguistic Project
 - 6.10.8. Educational Marketing Plan
 - 6.10.9. Faculty Training Plan
 - 6.10.10. ICT Project
 - 6.10.11. Further Reading

Module 7. Implementation Phase of the Educational Project: Key Factors for an Efficient and Effective Educational Project

- 7.1. Educational Leadership How Many Are We?
 - 7.1.1. General Considerations
 - 7.1.2. Theories Informing the Concept of Leadership
 - 7.1.3. Core Leadership Competencies
 - 7.1.4. Leadership Models
 - 7.1.5. European Trends in Educational Leadership
 - 7.1.6. Tools for Effective and Efficient Leadership
 - 7.1.7. Stages in Becoming a Leader
 - 7.1.8. Social Skills
 - 7.1.9. Emotional Skills
 - 7.1.10. Key Aspects to Consider
- 7.2. Preparation. Who Are We?
 - 7.2.1. General Considerations
 - 7.2.2. Definition of the Educational Project
 - 7.2.3. Relationship Between the Educational Project and Other Institutional Documents
 - 7.2.4. Implications of the Educational Project
 - 7.2.5. Definition of the Process
 - 7.2.6. Action Planning
 - 7.2.7. Proposal
 - 7.2.8. Examples of Planning the Educational Project Development Process
 - 7.2.9. Key Aspects to Consider
- 7.3. Situational Analysis. Where Are We?
 - 7.3.1. General Considerations
 - 7.3.2. Definition of the Process
 - 7.3.3. Institutional Analysis
 - 7.3.3.1. Institutional Analysis Worksheets
 - 7.3.4. Environmental Analysis
 - 7.3.4.1. Environmental Analysis Worksheets
 - 7.3.5. Sample Report from the Management Team to the Various Educational Stakeholders
 - 7.3.6. Educational Project Survey
 - 7.3.7. Key Aspects to Consider

- 7.4. Awareness. Why Do We Need Everyone?
 - 7.4.1. General Considerations
 - 7.4.2. Definition of the Process
 - 7.4.3. Action Planning
 - 7.4.4. Proposal
 - 7.4.5. Examples of Planning the Awareness Process in the Development of an Educational Project
 - 7.4.6. Key Aspects to Consider
- 7.5. Development. What Do We Want?
 - 7.5.1. General Considerations
 - 7.5.2. Definition of the Process
 - 7.5.3. Principles, Values, and Institutional Identity
 - 7.5.4. Core Objectives. Priorities
 - 7.5.5. Approval and Validation
 - 7.5.6. Dissemination
 - 7.5.7. Templates
 - 7.5.8. Key Aspects to Consider
- 7.6. Implementation. How Do We Carry It Out?
 - 7.6.1. General Considerations
 - 7.6.2. Definition of the Process
 - 7.6.3. Templates
 - 7.6.4. Key Aspects to Consider
- 7.7. Monitoring and Evaluation. Where Are We Now?
 - 7.7.1. General Considerations
 - 7.7.2. Definition of the Process
 - 7.7.3. Validity and Review
 - 7.7.4. Templates
 - 7.7.5. Key Aspects to Consider
- 7.8. Redesign of the Educational Project. Shall We Continue?
 - 7.8.1. General Considerations
 - 7.8.2. Definition of the Process
 - 7.8.3. Key Aspects to Consider
- 7.9. Coordination Between Individual and Collegiate Governing Bodies How Will We Coordinate?
 - 7.9.1. General Considerations
 - 7.9.2. Definition of the Process
 - 7.9.3. Individual Governing Bodies
 - 7.9.4. Collegiate Governing Bodies
 - 7.9.5. Key Aspects to Consider
- 7.10. Participation of the Various Educational Stakeholders. How Will We Participate?
 - 7.10.1. General Considerations
 - 7.10.2. Definition of the Process
 - 7.10.3. Participation and Management Model
 - 7.10.4. Family Involvement
 - 7.10.5. Teacher Involvement
 - 7.10.6. Non-Teaching Staff Involvement
 - 7.10.7. Student Involvement
 - 7.10.8. Community and External Environment Involvement
 - 7.10.9. Key Aspects to Consider
- 7.11. Further Reading

Module 8. Leadership, Management, and Governance of the Educational Project

- 8.1. Terms and Roles: Management, Administration, and Leadership
 - 8.1.1. Manager
 - 8.1.2. Director
 - 8.1.3. Leader
 - 8.1.4. The Role of Management in Educational Leadership
 - 8.1.5. The Role of Administration in Educational Leadership
 - 8.1.6. The Role of Leadership in Educational Administration
 - 8.1.7. The Virtuous Triangle
 - 8.1.8. No One Is Perfect. No One Is an Island
 - 8.1.9. A Balancing Act
 - 8.1.10. Is the Solitude of the Decision-Maker Really Necessary?

- 8.2. Coaching and Leadership
 - 8.2.1. Educational Leadership as the Leadership of Leaders
 - 8.2.2. The Leader as Coach
 - 8.2.3. Leadership, Coaching, and the Socratic Method
 - 8.2.4. Elements of Team Coaching: Assisting the Waters Break
 - 8.2.4.1. Assessing the Team
 - 8.2.4.2. Raising Awareness of Change
 - 8.2.4.3. Amplifying, Championing, Encouraging, Provoking
 - 8.2.5. Elements of Team Coaching: Subcutaneous Intervention
 - 8.2.5.1. Transferring Responsibility to the Team
 - 8.2.5.2. Fostering Participation
 - 8.2.5.3. Structuring What Is Already Underway
 - 8.2.5.4. Normalizing
 - 8.2.6. Elements of Team Coaching: Strengthening the System's Defenses
 - 8.2.6.1. Identifying Signs or Symptoms
 - 8.2.6.2. Sustaining Discomfort
 - 8.2.6.3. Returning Responsibility to the Team
 - 8.2.6.4. Giving Voice to What Is Silenced
 - 8.2.7. The Leader and Chaos-Order: Transaction and Transformation
 - 8.2.8. Changing Language to Transform Reality
 - 8.2.8.1. Communication as the Key to Change
 - 8.2.8.2. Language as the Driver of Change
 - 8.2.8.3. Stories, Metaphors, and Tales: The Power of Symbolic Language
 - 8.2.8.4. From Words to Action
 - 8.2.8.5. Celebrating Achievements
 - 8.2.9. Words Convince, but Example Inspires
- 8.3. Structures and Leadership: Reference Figures and Other Leaders within the Institution
 - 8.3.1. The Authority-Power Dichotomy
 - 8.3.2. Organizational Structures and Formal Leadership Roles
 - 8.3.3. Do We Have the Necessary and Sufficient Structures?
 - 8.3.4. Types of Leadership (Without Adjectives)
 - 8.3.4.1. Pedagogical Leaders
 - 8.3.4.2. Organizational Leaders
 - 8.3.4.3. Constructive Leaders
- 8.3.5. Informal Leadership and Adaptive Structures
- 8.3.6. Delegated Authority
- 8.3.7. There Is No Leadership Without Direction, Nor a Leader Without a Project
- 8.3.8. Leadership Can Be Learned, but It Requires Time and Attention
- 8.3.9. Leading Through Values: Commitment, Exemplarity, Greatness, and Resilience
- 8.4. Selection, Training, and Support of Leaders within the Institution
 - 8.4.1. Why Do We Need This Leader? Work Teams and Leadership
 - 8.4.2. Co-Creating the Future: Delegation to Leaders
 - 8.4.2.1. Requirements for Delegation
 - 8.4.2.2. The Delegation Process
 - 8.4.2.3. Phases of Delegation
 - 8.4.3. Co-Creating the Future: Empowering Leaders
 - 8.4.3.1. Methods of Empowerment
 - 8.4.3.2. Communication within the Institution
 - 8.4.3.3. The Limits of Power
 - 8.4.4. Ongoing Leadership Training
 - 8.4.5. Supporting Those Who Are Deeply Committed
 - 8.4.6. Personalized Mentorship for Those in Positions of Responsibility
 - 8.4.7. Professional Development of Leaders
 - 8.4.8. Gratitude Is a Sign of Nobility: The Day After Leaving a Position
- 8.5. How to Champion the Educational Project
 - 8.5.1. Thorough Knowledge of the Framework: Mission, Vision, and Values
 - 8.5.2. The Ability to Communicate Effectively
 - 8.5.3. Timing and Forms of Communication
 - 8.5.3.1. What's Important vs. What's Urgent
 - 8.5.3.2. Be Aware: 92% of Communication Is Non-Verbal
 - 8.5.4. Anchoring in the Real Context
 - 8.5.5. Every Project Requires Both Strategy and Tactics
 - 8.5.5.1. Strategic Planning: Key Stakeholders
 - 8.5.5.2. Tactical Execution: Key Stakeholders
 - 8.5.6. Trial and Error
 - 8.5.7. The Educational Project and Leaders as "Coolhunters"
 - 8.5.8. *Errare humanum est*. The School as a Laboratory: Possibilities and Limits
 - 8.5.9. *Perseverare Autem Diabolicum*. What Doesn't Work Becomes a Burden
 - 8.5.10. *Et tertia non datur?* The 50-25-20 Rule

- 8.6. Theoretical-Practical Training in the Foundations of the Project
 - 8.6.1. The Theory-Practice Binomial
 - 8.6.2. Justifying Actions Is Always Necessary
 - 8.6.2.1. The Importance of Scientific Validation
 - 8.6.2.2. As a Preparatory Rationale
 - 8.6.2.3. As a Communicative Argument
 - 8.6.2.4. To Foster Reflection, Observation, and Evaluation
 - 8.6.3. Justifying Practical Benefits Is Also Necessary
 - 8.6.4. Application of Learning: Motivation and Oversight
 - 8.6.5. Where Should Efforts Be Focused?
 - 8.6.6. Thoughtful Reflection (Not Complaining) About What Does Not Work
 - 8.6.7. Cross-Pollination: Peer Learning Among Educators
 - 8.6.8. Reflecting on Best Practices
 - 8.6.9. When What's Being Done Has Already Been Done
- 8.7. Project Development. Part 1: Phases and Possibilities of Each Stage
 - 8.7.1. Every Project and Team Undergoes Phases of Change
 - 8.7.2. Phases of a Project. Possibilities
 - 8.7.2.1. Analysis
 - 8.7.2.2. Design
 - 8.7.2.3. Implementation
 - 8.7.2.4. Evaluation
 - 8.7.3. From a Paper-Based Project to Real-World Implementation
 - 8.7.4. Micro-Changes and the Development of the Educational Project: The Value of Classroom Practice
 - 8.7.5. Leveraging What Is Already Being Done: Listening as a Driver of Change
 - 8.7.6. Project Development and Personal Change: The Change Curve
 - 8.7.6.1. Neutral Phases
 - 8.7.6.2. New Beginnings
 - 8.7.6.3. Transition and Development
 - 8.7.7. Overlapping Phases in Complex Projects
 - 8.7.7.1. How to Manage Constant Change
 - 8.7.7.2. When Changing Teams Is Not an Option
 - 8.7.8. What If It Doesn't Work? Learning from Failure
- 8.8. Project Development. Part 2: Potential Obstacles
 - 8.8.1. Personal Barriers
 - 8.8.1.1. Different Profiles of Those Involved
 - 8.8.1.2. Profiles Based on Length of Service
 - 8.8.1.3. Profiles Based on Compatibility
 - 8.8.1.4. From Balkanized Cultures to Professional Communities
 - 8.8.2. Bureaucratic Constraints
 - 8.8.2.1. Continuous Evaluation. Design of Meaningful Indicators
 - 8.8.2.2. No Universal Indicators Exist
 - 8.8.2.3. No School Fits Entirely on Paper
 - 8.8.3. Legal and Regulatory Challenges
 - 8.8.3.1. Learning to Interpret Regulations
 - 8.8.3.2. Asking the Right Questions
 - 8.8.3.3. Daring to Make Proposals
 - 8.8.4. Obstacles as Tools for Improvement
- 8.9. Project Development. Part 3: Risk Factors
 - 8.9.1. Personal Risks
 - 8.9.1.1. Lack of Team Cohesion
 - 8.9.1.2. Internal Conflicts
 - 8.9.1.3. Anti-Leadership Attitudes
 - 8.9.2. Structural Risks
 - 8.9.2.1. Incoherence with the Mission
 - 8.9.2.2. Lack of Alignment with the Vision
 - 8.9.2.3. Contradictions with Core Values
 - 8.9.2.4. Role Redundancy
 - 8.9.2.5. Work Overload
 - 8.9.3. Strategic Risks
 - 8.9.3.1. Lack of Contextualization
 - 8.9.3.2. Unsustainability
 - 8.9.4. Tactical Risks
 - 8.9.4.1. Unawareness of Context
 - 8.9.4.2. Lack of Planning
 - 8.9.4.3. Haste

- 8.9.5. Communication Risks
 - 8.9.5.1. Do-It-All Attitude
 - 8.9.5.2. Fear of Judgment
 - 8.9.5.3. From Clients to Allies
- 8.9.6. Designing a Project with Awareness of Risk Factors. Courage and Prudence
- 8.9.7. The Need for External Advisors and Supervisors
- 8.10. Evaluation of Leadership and Management in the Educational Project
 - 8.10.1. Evaluation as the Cornerstone of Any Project
 - 8.10.2. The Role of Leadership Evaluation in Overall Project Assessment
 - 8.10.3. Who Evaluates the Leader?
 - 8.10.4. Tools for Evaluating Leadership
 - 8.10.5. Building a Leadership Career Path: Learning to Lead and Manage
 - 8.10.5.1. Continuing Education
 - 8.10.5.2. Executive Mentoring
 - 8.10.5.3. Forums and Professional Exchanges
 - 8.10.6. The Local Leadership Culture and the Educational Project
 - 8.10.7. Leadership Culture as Part of the School's Pedagogical Identity
 - 8.10.8. Leadership Cycles as a Signature Element of the School
 - 8.10.9. The Role of Senior Leaders in the School of Tomorrow

Module 9. Foundations and Evolution of Technology Applied to Education

- 9.1. Aligning with HORIZON 2020
 - 9.1.1. Early Advances in ICT and Teacher Involvement
 - 9.1.2. Evolution of the European Plan HORIZON 2020
 - 9.1.3. UNESCO: ICT Competency Framework for Teachers
 - 9.1.4. The Teacher as a Coach
- 9.2. Pedagogical Foundations of Educational Robotics
 - 9.2.1. MIT: A Pioneer in Innovation
 - 9.2.2. Jean Piaget: Forerunner of Constructivism
 - 9.2.3. Seymour Papert: A Transformative Figure in Technological Education
 - 9.2.4. George Siemens' Connectivism
- 9.3. Regulation of a Technological-Legal Environment
 - 9.3.1. European Report on the Ethical Agreement for Applied Robotics
- 9.4. The Importance of Curricular Integration of Robotics and Technology
 - 9.4.1. Educational Competencies
 - 9.4.1.1. What Is a Competency?
 - 9.4.1.2. What is an Educational Competency?
 - 9.4.1.3. Core Competencies in Education
 - 9.4.1.4. Application of Educational Robotics to Educational Competencies
 - 9.4.2. STEAM. A New Learning Model. Innovative Education to Train Future Professionals
 - 9.4.3. Models of Technological Classrooms
 - 9.4.4. Integrating Creativity and Innovation into the Curriculum
 - 9.4.5. The Classroom as a Makerspace
 - 9.4.6. Critical Thinking
- 9.5. A Different Way of Teaching
 - 9.5.1. Why Innovation in Education Is Essential
 - 9.5.2. Neuroeducation: Emotion as a Driver of Educational Success
 - 9.5.2.1. A Bit of Neuroscience to Understand How Children Learn
 - 9.5.3. The 10 Keys to Gamify Your Classroom
 - 9.5.4. Educational Robotics: The Leading Methodology of the Digital Era
 - 9.5.5. Advantages of Robotics in Education
 - 9.5.6. Design and 3D Printing and Their Impact on Education
 - 9.5.7. *Flipped Classroom & Flipped Learning*
- 9.6. Gardner and Multiple Intelligences
 - 9.6.1. The 8 Types of Intelligence
 - 9.6.1.1. Logical-Mathematical Intelligence
 - 9.6.1.2. Linguistic Intelligence
 - 9.6.1.3. Spatial Intelligence
 - 9.6.1.4. Musical Intelligence
 - 9.6.1.5. Bodily-Kinesthetic Intelligence
 - 9.6.1.6. Intrapersonal Intelligence
 - 9.6.1.7. Interpersonal Intelligence
 - 9.6.1.8. Naturalistic Intelligence
 - 9.6.2. 6 Tips for Applying Multiple Intelligences
- 9.7. Analytical Tools for Knowledge
 - 9.7.1. Application of Big Data in Education

Module 10. Educational Robotics: Robots in the Classroom

- 10.1. Origins of Robotics
- 10.2. Robo...What?
 - 10.2.1. What is a Robot? What Is Not?
 - 10.2.2. Types and Classification of Robots
 - 10.2.3. Components of a Robot
 - 10.2.4. Asimov and the Laws of Robotics
 - 10.2.5. Robotics, Educational Robotics, and Pedagogical Robotics
 - 10.2.6. DIY (Do It Yourself) Techniques
- 10.3. Learning Models in Educational Robotics
 - 10.3.1. Meaningful and Active Learning
 - 10.3.2. Project-Based Learning (PBL)
 - 10.3.3. Game-Based Learning
 - 10.3.4. Learning to Learn and Problem Solving
- 10.4. Computational Thinking (CT) Comes to the Classroom
 - 10.4.1. Nature
 - 10.4.2. Concept of Computational Thinking
 - 10.4.3. Techniques in Computational Thinking
 - 10.4.4. Algorithmic Thinking and Pseudocode
 - 10.4.5. Computational Thinking Tools
- 10.5. Work Strategies in Educational Robotics
- 10.6. The Four C's Methodology to Empower Your Students
- 10.7. Overall Benefits of Educational Robotics

Module 11. Working with Robots in Pre-School Education "Not To Learn Robotics, But To Learn Through Robotics"

- 11.1. The Revolution of New Technologies in Pre-School Education
 - 11.1.1. How Have New Technologies Evolved in Pre-School Education?
 - 11.1.2. Digital Competence for Educators
 - 11.1.3. The Importance of Integrating Emotional Intelligence and Educational Robotics
 - 11.1.4. Teaching Innovation to Children from an Early Age

- 11.2. Robotics in the Pre-School Classroom. Educating for the Future
 - 11.2.1. The Emergence of Educational Robotics in the Pre-School Classroom
 - 11.2.2. Why Initiate the Development of Computational Thinking in Pre-School Education?
 - 11.2.3. Using Educational Robotics as a Learning Strategy
 - 11.2.4. Curricular Integration of Educational Robotics
- 11.3. Robots in the Classroom!
 - 11.3.1. What Robots Can Be Introduced in Pre-School Education?
 - 11.3.2. LEGO DUPLO as a Complementary Tool
 - 11.3.3. Introductory Programming Software
- 11.4. Getting to Know Bee-Bot!
 - 11.4.1. The Programmable Bee-Bot Robot
 - 11.4.2. Educational Contributions of Bee-Bot
 - 11.4.3. Overview of Software and Functionality
 - 11.4.4. Bee-Bot CARDS
 - 11.4.5. Additional Resources for Classroom Use
- 11.5. Classroom Tools
 - 11.5.1. How to Introduce Robotics into the Classroom
 - 11.5.2. Implementing Educational Robotics within the Pre-School Curriculum
 - 11.5.3. Connecting Robotics to Core Content Areas
 - 11.5.4. Designing a Classroom Session with Bee-Bot

Module 12. I'm a Big Kid Now! Understanding Educational Robotics in Primary Education

- 12.1. Learning Robotics, Building Knowledge
 - 12.1.1. Pedagogical Approach in Primary Classrooms
 - 12.1.2. The Importance of Collaborative Work
 - 12.1.3. The Enjoying By Doing Method
 - 12.1.4. From ICT (Information and Communication Technologies) to LKT (Learning and Knowledge Technologies)
 - 12.1.5. Connecting Robotics to Curricular Content

- 12.2. We're Becoming Engineers!
 - 12.2.1. Robotics as an Educational Resource
 - 12.2.2. Robotic Tools for Use in Primary Education
- 12.3. Exploring LEGO®
 - 12.3.1. LEGO WeDo Kit 9580
 - 12.3.1.1. Kit Contents
 - 12.3.1.2. LEGO WeDo 9580 Software
 - 12.3.2. Lego WeDo 2.0 Kit
 - 12.3.2.1. Kit Contents
 - 12.3.2.2. WeDo 2.0 Software
 - 12.3.3. Basic Concepts in Mechanics
 - 12.3.3.1. Scientific-Technological Principles of Levers
 - 12.3.3.2. Scientific-Technological Principles of Wheels and Axles
 - 12.3.3.3. Scientific-Technological Principles of Gears
 - 12.3.3.4. Scientific-Technological Principles of Pulleys
- 12.4. Teaching Practice. Building My First Robot
 - 12.4.1. Introduction to mBot. First Steps
 - 12.4.2. Robot Movement
 - 12.4.3. IR Sensor (Light Sensor)
 - 12.4.4. Ultrasonic Sensor. Obstacle Detection
 - 12.4.5. Line-Following Sensor
 - 12.4.6. Additional Sensors Not Included in the Kit
 - 12.4.7. mBot Face
 - 12.4.8. Operating the Robot with the App
- 12.5. How to Design Your Own Teaching Materials
 - 12.5.1. Developing Competencies Through Technology
 - 12.5.2. Working on Projects Aligned with the School Curriculum
 - 12.5.3. How Is a Robotics Lesson Conducted in the Primary Classroom?

Module 13. Guiding Secondary School Students Toward the Careers of the Future

- 13.1. Robotics as a Motivational Tool
 - 13.1.1. Motivation as a Learning Strategy
 - 13.1.2. Educational Robotics and the Fight Against School Dropout. OECD Report
 - 13.1.3. The Path Toward Future Careers
 - 13.1.4. Robotics as a Module in Secondary Education
 - 13.1.5. Robotics for Youth Entrepreneurship
- 13.2. What Tools Can Be Introduced in Secondary Classrooms?
- 13.3. Becoming Electronics Experts
 - 13.3.1. The Importance of Open Source Hardware (OSH)
 - 13.3.2. Educational Applications of Open Source Technology
 - 13.3.3. What Is Arduino?
 - 13.3.4. Components of Arduino
 - 13.3.5. Types of Arduino
 - 13.3.6. Arduino Software
 - 13.3.7. How a Breadboard Works
 - 13.3.8. Fritzing as a Learning Platform
- 13.4. LEGO® MINDSTORMS Education EV3
 - 13.4.1. The Development of LEGO® Mindstorms. MIT + LEGO®
 - 13.4.2. Mindstorms Generations
 - 13.4.3. Components of the LEGO Mindstorms Robotics Kit
 - 13.4.4. EV3 Software
 - 13.4.5. Programming Blocks
- 13.5. Revisiting mBot
 - 13.5.1. Challenge: Wall-Following Robot
 - 13.5.2. Challenge: Maze-Solving Robot
 - 13.5.3. Challenge: Advanced Line-Following Robot
 - 13.5.4. Challenge: Autonomous Vehicle
 - 13.5.5. Challenge: SumoBot

- 13.6. Competitions: The Ultimate Challenge
 - 13.6.1. Types of Educational Robotics Competitions
 - 13.6.2. RoboCup
 - 13.6.3. Robotics Competition
 - 13.6.4. FIRST LEGO League (FLL)
 - 13.6.5. World Robot Olympiad (WRO)
 - 13.6.6. Robotlympic

Module 14. Specialized Robotics for Children with Special Educational Needs (SEN)

- 14.1. Robotics as a Pedagogical Resource for Children with SEN
 - 14.1.1. Understanding Students with Special Educational Needs
 - 14.1.2. The Role of the Educator in Working with SEN Students
 - 14.1.3. Robotics as a Pedagogical Resource for Children with SEN
- 14.2. Educational Robotics as a Pedagogical Response to ADHD
 - 14.2.1. What Is Attention Deficit Hyperactivity Disorder (ADHD)?
The Teaching-Learning Process, Attention, and Motivation
 - 14.2.2. Why Does Educational Robotics Benefit Children with ADHD?
Teaching Strategies for Working with Students with ADHD
 - 14.2.3. The Most Important Part: Fun and Motivation
- 14.3. Robotics as a Therapeutic Resource for Children with Autism and Asperger Syndrome
 - 14.3.1. What Is Autism Spectrum Disorder (ASD)?
 - 14.3.2. What Is Asperger Syndrome?
 - 14.3.3. Differences Between ASD and Asperger Syndrome
 - 14.3.4. Benefits of Robotics for Children with ASD and Asperger Syndrome
 - 14.3.5. Can a Robot Help a Child with Autism Socialize?
 - 14.3.6. Educational Apps Supporting Oral and Written Language, Mathematics, etc
 - 14.3.7. Apps Supporting Daily Living Skills
- 14.4. Robotics as an Alternative for Gifted and Talented Children
 - 14.4.1. Intelligence and Giftedness
 - 14.4.2. Learning Styles of Gifted Children
 - 14.4.3. How Educational Robotics Supports Gifted and Talented Students
 - 14.4.4. Robotic Resources for Working with Gifted Children

Module 15. The Most Widely Used Programming Language in Primary Classrooms: *Scratch*

- 15.1. Introduction to Scratch
 - 15.1.1. What Is Scratch?
 - 15.1.2. Open Knowledge
 - 15.1.3. Educational Use of Scratch
- 15.2. Getting to Know the Scratch Environment
 - 15.2.1. Stage (Backdrop)
 - 15.2.2. Editing Sprites and Backgrounds
 - 15.2.3. Menu and Toolbars
 - 15.2.4. Switching to Costume and Sound Editing
 - 15.2.5. Viewing and Sharing Projects
 - 15.2.6. Block-Based Programming Interface
 - 15.2.7. Help Section
 - 15.2.8. Backpack Feature
- 15.3. Programming Block Development
 - 15.3.1. By Shape
 - 15.3.2. By Color
 - 15.3.2.1. Motion Blocks (Dark Blue)
 - 15.3.2.2. Looks Blocks (Purple)
 - 15.3.2.3. Sound Blocks (Pink)
 - 15.3.2.4. Pen Blocks (Green)
 - 15.3.2.5. Data Blocks (Orange)
 - 15.3.2.6. Events Blocks (Brown)
 - 15.3.2.7. Control Blocks (Ochre)
 - 15.3.2.8. Sensing Blocks (Light Blue)
 - 15.3.2.9. Operators Blocks (Light Green)
 - 15.3.2.10. More Blocks (Violet and Dark Gray)
- 15.4. Stacking Blocks. Hands-On Practice
- 15.5. Scratch Community for Students
- 15.6. *ScratchEd*. Learn, Share, Connect. A Community for Educators

Module 16. Programming to Learn Through Play

- 16.1. The Future of Education Lies in Teaching Programming
 - 16.1.1. The Origins of Programming for Children: The LOGO Language
 - 16.1.2. The Impact of Programming Instruction in the Classroom
 - 16.1.3. Young Creators Unafraid of Making Mistakes
- 16.2. Teaching Tools for Introducing Programming in the Classroom
 - 16.2.1. Where Do We Begin Teaching Programming?
 - 16.2.2. How Can I Introduce Programming into My Classroom?
- 16.3. What Programming Tools Are Available?
 - 16.3.1. Platforms for Learning Programming from the Pre-School Level: *Code.org*
 - 16.3.2. 3D Video Game Programming. *Kodu Game Lab*
 - 16.3.3. Learning to Code in Secondary Education Using JavaScript, C++, and Python. *CodeCombat*
 - 16.3.4. Other Alternatives for Teaching Programming in Schools

Module 17. 3D Design and Printing. "If You Can Dream It, You Can Create It"

- 17.1. Origins and Development of 3D Design and Printing
 - 17.1.1. What Is It?
 - 17.1.2. NMC Horizon Project. *EDUCAUSE Learning Report*
 - 17.1.3. Evolution of 3D Printing
- 17.2. 3D Printers: What Types Are Available?
 - 17.2.1. SLA – Stereolithography
 - 17.2.2. SLS – Selective Laser Sintering
 - 17.2.3. Inkjet Printing
 - 17.2.4. FDM – Fused Deposition Modeling
- 17.3. What Types of Materials Are Used for 3D Printing?
 - 17.3.1. ABS (Acrylonitrile Butadiene Styrene)
 - 17.3.2. PLA (Polylactic Acid)
 - 17.3.3. Nylon
 - 17.3.4. Flex (Flexible Filament)
 - 17.3.5. PET (Polyethylene Terephthalate)
 - 17.3.6. HIPS (High Impact Polystyrene)

- 17.4. Applications in Various Fields
 - 17.4.1. Art
 - 17.4.2. Food Industry
 - 17.4.3. Textile and Jewelry
 - 17.4.4. Medicine
 - 17.4.5. Construction
 - 17.4.6. Education

Module 18. Tinkercad, A Different Way of Learning

- 18.1. Using Tinkercad in the Classroom
 - 18.1.1. Getting to Know Tinkercad
 - 18.1.2. Understanding 3D Perception
 - 18.1.3. The "Hello World!" Cube
- 18.2. First Operations with Tinkercad
 - 18.2.1. Using the "Hole" Command
 - 18.2.2. Grouping and Ungrouping Elements
- 18.3. Creating Clones
 - 18.3.1. Copy, Paste, and Duplicate
 - 18.3.2. Scaling the Design: Modifying Clones
- 18.4. Adjusting Our Creations
 - 18.4.1. Aligning Objects
 - 18.4.2. The "Mirror" Effect
- 18.5. Printing Our First Designs
 - 18.5.1. Importing and Exporting Designs
 - 18.5.2. Which Software Can Be Used for 3D Printing?
 - 18.5.3. From Tinkercad to CURA. Bringing Our Designs to Life
- 18.6. Guidelines for 3D Design and Printing in the Classroom
 - 18.6.1. How to Integrate Design Activities into the Classroom
 - 18.6.2. Linking 3D Design to Curricular Content
 - 18.6.3. Thingiverse as a Support Tool for Educators

Module 19. Economic and Financial Planning and Management of Educational Projects

- 19.1. Situational Analysis and Educational Challenges
 - 19.1.1. Diagnostic Exploration
 - 19.1.2. Educational Indicators
 - 19.1.3. The Educational Problem
 - 19.1.4. Infrastructure Challenges
 - 19.1.5. Socioeconomic Challenges
 - 19.1.6. Administrative and Institutional Challenges
 - 19.1.7. Environmental Challenges
 - 19.1.8. Historical and Cultural Challenges
 - 19.1.9. Cause-and-Effect Analysis
 - 19.1.10. SWOT Analysis
- 19.2. Introduction to Economic and Financial Planning and Management of Educational Projects
 - 19.2.1. Project Preparation and Evaluation
 - 19.2.2. Decision-Making in Project Management
 - 19.2.3. Types of Projects
 - 19.2.4. Project Evaluation
 - 19.2.5. Social Evaluation of Projects
 - 19.2.6. Projects and Development Planning
 - 19.2.7. Scope of Project Studies
 - 19.2.8. Technical Feasibility Study
 - 19.2.9. Market Study
 - 19.2.10. Organizational and Financial Analysis
- 19.3. Economic Structure and Educational Market Study
 - 19.3.1. Market Structure
 - 19.3.2. Demand for Educational Services
 - 19.3.3. Price Determination
 - 19.3.4. Supply
 - 19.3.5. The Project's Market
 - 19.3.6. Objectives and Stages of Market Research
 - 19.3.7. The Consumer
 - 19.3.8. Commercial Strategy
 - 19.3.9. Environmental Analysis
 - 19.3.10. Demand Analysis
- 19.4. Forecasting Techniques and Cost Estimation
 - 19.4.1. Forecasting
 - 19.4.2. Forecasting Methods
 - 19.4.3. Qualitative and Causal Methods
 - 19.4.4. Time Series Model
 - 19.4.5. Cost Information
 - 19.4.6. Future and Differential Costs
 - 19.4.7. Key Cost Elements
 - 19.4.8. Short-Term Cost Functions
 - 19.4.9. Cost-Volume-Profit Analysis
 - 19.4.10. Accounting Costs and VAT (Value-Added Tax)
- 19.5. Economic Background, Technical Study, and Determination of Project Scale
 - 19.5.1. Scope of Study and Production Process
 - 19.5.2. Economies of Scale
 - 19.5.3. Lange's Model
 - 19.5.4. Equipment Investment
 - 19.5.5. Personal Financial Balance and Technology Choices
 - 19.5.6. Factors Influencing Project Scale
 - 19.5.7. Economies of Size
 - 19.5.8. Optimal Project Scale
 - 19.5.9. Projects with Growing Market Demand
 - 19.5.10. Projects with Stable Market Demand
- 19.6. Location Decisions and Organizational Economic Impact
 - 19.6.1. Location Studies and Factors
 - 19.6.2. Evaluation Methods for Non-Quantifiable Factors
 - 19.6.3. Qualitative Point Method
 - 19.6.4. Brown and Gibson Method
 - 19.6.5. Maximization of Net Present Value

- 19.6.6. Project Organization Study
- 19.6.7. Economic Impact of Organizational Variables
- 19.6.8. Investment in Organizational Structure
- 19.6.9. Administrative Operating Costs
- 19.6.10. Importance of Administrative Systems in Project Preparation and Evaluation
- 19.7. Legal Framework and Project Investment
 - 19.7.1. Importance of the Legal Framework
 - 19.7.2. Economic Considerations in Legal Studies
 - 19.7.3. Economic Impact of Legal Studies
 - 19.7.4. Legal Organization of the Social System
 - 19.7.5. Pre-Operational Investments
 - 19.7.6. Working Capital Investment
 - 19.7.7. Accounting Method
 - 19.7.8. Delay Period Method
 - 19.7.9. Maximum Accumulated Deficit Method
 - 19.7.10. Investments During Operations
- 19.8. Project Benefits and Cash Flow Construction
 - 19.8.1. Types of Benefits
 - 19.8.2. Residual Value
 - 19.8.3. Pricing Policies
 - 19.8.4. Profitability Analysis for Price Setting
 - 19.8.5. Cash Flow Elements
 - 19.8.6. Cash Flow Structure
 - 19.8.7. Investor Cash Flow
 - 19.8.8. Cash Flows for Projects in Ongoing Enterprises
 - 19.8.9. EBITDA
 - 19.8.10. Additional Considerations

- 19.9. Project Evaluation Criteria and Discount Rates
 - 19.9.1. Net Present Value (NPV) Criterion
 - 19.9.2. Internal Rate of Return (IRR) Criterion
 - 19.9.3. Other Decision Criteria
 - 19.9.4. Inflation Effects on Project Evaluation
 - 19.9.5. Cost of Capital
 - 19.9.6. Cost of Debt
 - 19.9.7. Cost of Equity Capital
 - 19.9.8. Capital Asset Pricing Model (CAPM) for Determining the Cost of Equity
 - 19.9.9. Average Corporate Rate vs. CAPM
 - 19.9.10. The Agency Problem
- 19.10. Risk and Sensitivity Analysis
 - 19.10.1. Preliminary Considerations
 - 19.10.2. Unidimensional Sensitivity Analysis of NPV
 - 19.10.3. Multidimensional Sensitivity Analysis and Monte Carlo Simulation
 - 19.10.4. Uses and Misuses of Sensitivity Analysis
 - 19.10.5. Social Project Preparation and Evaluation
 - 19.10.6. Social Costs and Benefits
 - 19.10.7. Impact of Indirect Effects and Externalities
 - 19.10.8. Impact of Intangible Effects
 - 19.10.9. Impact of the Social Discount Rate
 - 19.10.10. Private vs. Social Evaluation

Module 20. Marketing and Advertising for an Educational Project

- 20.1. Introduction to Marketing
 - 20.1.1. Overview of Marketing
 - 20.1.2. The Needs Addressed by Marketing
 - 20.1.3. Evolution of the Marketing Concept
 - 20.1.4. Emerging Trends in Marketing
 - 20.1.5. From Transactional to Relational Marketing
 - 20.1.6. Corporate Social Responsibility (CSR)

- 20.1.7. The Evolution of Marketing Paradigms
 - 20.1.7.1. Marketing 1.0
 - 20.1.7.2. Marketing 2.0
 - 20.1.7.3. Marketing 3.0
 - 20.1.7.4. Marketing 4.0
- 20.1.8. Holistic Marketing
- 20.2. Commercial Planning
 - 20.2.1. Corporate Strategic Planning and Marketing Planning
 - 20.2.2. The Marketing Plan within an Organization
 - 20.2.3. Phase 1: Situational Analysis
 - 20.2.3.1. Market Analysis
 - 20.2.3.2. Microenvironment
 - 20.2.3.3. Macroenvironment
 - 20.2.3.4. Internal Analysis
 - 20.2.4. Phase 2: Goal Setting
 - 20.2.5. Phase 3: Strategy Design
 - 20.2.5.1. Product Strategy
 - 20.2.5.2. Pricing Strategy
 - 20.2.5.3. Distribution Strategy
 - 20.2.5.4. Communication Strategy
 - 20.2.6. Phase 4: Evaluation, Implementation, and Control
 - 20.2.6.1. Commercial Strategy Evaluation
 - 20.2.6.2. Marketing Department Structure and Implementation
 - 20.2.6.3. Strategic Control and Feedback
- 20.3. Market and Client Segmentation
 - 20.3.1. Enhancing Marketing Effectiveness Through Segmentation
 - 20.3.2. Differentiating Leads to Target High-Conversion Clients
 - 20.3.3. Identifying Optimal Markets and Audiences
 - 20.3.4. Understanding Client Needs and Building a Tailored Marketing Mix
 - 20.3.5. Gaining Competitive Advantage and Growth Opportunities
 - 20.3.6. Key Variables in an Effective Segmentation Strategy
 - 20.3.7. Benefits of Implementing Segmentation Programs
 - 20.3.8. Integrating Segmentation into Sales and Marketing Processes
- 20.4. Positioning and Building Personal Branding
 - 20.4.1. How Brand Equity is Created
 - 20.4.2. Managing Branding Online and Offline
 - 20.4.3. Brand Components and Their Key Characteristics
 - 20.4.4. Strategies: Strengths and Weaknesses in Brand Management
 - 20.4.5. Positioning Strategies Through Brand and Communication
- 20.5. Creative Advertising and New Communication Models in Organizations
 - 20.5.1. What Is Creativity and When Does It Flourish?
 - 20.5.2. The Process of Generating Creative Ideas
 - 20.5.3. The Thought Process of a Creative Professional
 - 20.5.4. Structuring an Advertising Message
 - 20.5.5. Generating Publicity (Publicity vs. Advertising)
 - 20.5.6. Crafting Digital Advertising
 - 20.5.7. Why Branding Matters
 - 20.5.8. Brand vs. Logo: Key Differences
- 20.6. Educational Offering
 - 20.6.1. The Educational Project
 - 20.6.2. Mission and Vision
 - 20.6.3. Supplementary Services
 - 20.6.4. Use of Diverse Educational Materials
 - 20.6.5. Certifications
 - 20.6.6. Differentiating Your Educational Offer
 - 20.6.7. Methodology
 - 20.6.8. Teaching staff
 - 20.6.9. Facilities
 - 20.6.10. Supporting Services. (Location and Accessibility)

- 20.7. Social Media Campaigns
 - 20.7.1. Facebook Ads Campaigns
 - 20.7.1.1. Creating High-Impact Campaigns Aligned with the Customer Journey
 - 20.7.1.2. Maximizing the Platform's Tools and Features
 - 20.7.1.3. Creating and Optimizing Facebook Ads in Multiple Formats
 - 20.7.1.4. Sales Process Presentation
 - 20.7.1.5. Optimizing Social Media/Business Pages
 - 20.7.1.6. Competitor Benchmarking
 - 20.7.1.7. ROI Tracking and Optimization
 - 20.7.2. Twitter Ads Campaigns
 - 20.7.2.1. Campaign Objectives
 - 20.7.2.2. Audience Targeting
 - 20.7.2.3. Bidding
 - 20.7.2.4. Budget Management
 - 20.7.2.5. Creative Development
 - 20.7.2.6. Campaign Performance Analysis
 - 20.7.3. Instagram Campaigns
 - 20.7.3.1. Content Strategy
 - 20.7.3.2. Profile Optimization
 - 20.7.3.3. Effective Use of Hashtags
 - 20.7.3.4. Engagement Strategies
 - 20.7.3.5. Showcasing Customer Experiences
 - 20.7.3.6. Using Instagram for Events
 - 20.7.4. Email Marketing Campaigns
 - 20.7.5. WhatsApp Campaigns
 - 20.7.6. Apps
 - 20.7.7. Blogging as a Marketing Tool



- 20.8. Designing and Managing a Marketing Strategy for Service-Based Organizations
 - 20.8.1. Defining Service Marketing: Strategies, Methods, and Tools
 - 20.8.2. Unique Features of Service Marketing
 - 20.8.3. Building a Services Marketing Plan
 - 20.8.4. Positioning Services Effectively in the Market
 - 20.8.5. Understanding Customer Behavior in Service Organizations
- 20.9. Marketing Strategies
 - 20.9.1. Introduction to Marketing Strategy
 - 20.9.2. Product-Related Decisions
 - 20.9.2.1. Product Dimensions
 - 20.9.2.2. Product Portfolio Management
 - 20.9.2.3. Product Development
 - 20.9.2.4. Product Life Cycle
 - 20.9.3. Pricing Decisions
 - 20.9.3.1. Pricing Strategies and Policies
 - 20.9.3.2. Key Pricing Factors
 - 20.9.3.3. Strategic Pricing Models
 - 20.9.4. Distribution Decisions
 - 20.9.4.1. Distribution Channel Management
 - 20.9.5. Communication Decisions
 - 20.9.5.1. Personal Selling
 - 20.9.5.2. Sales Promotion
 - 20.9.5.3. Public Relations
 - 20.9.5.4. Advertising
 - 20.9.5.5. Other Communication Tools
- 20.10. Marketing Metrics: Profitability and Campaign Performance Analysis
 - 20.10.1. Choosing Metrics Based on Company Type, Strategy, and Goals
 - 20.10.2. Key Indicators to Measure the Impact of Commercial and Marketing Activities



Your path to excellence begins at TECH! Thanks to the 100% online format and multimedia resources available 24 hours a day, you will be able to balance your studies with your professional life”

04

Teaching Objectives

This Advanced Master's Degree is designed to ensure that professionals acquire solid, up-to-date competencies in the integration of advanced technologies within the educational field. The program prepares future leaders capable of designing, implementing, and evaluating innovative educational projects that incorporate cutting-edge technological tools. Participants will also be trained to master the use of robotics and 3D printing as pedagogical resources, applying them effectively across diverse educational contexts. Through these skills, graduates will be equipped to transform classrooms into dynamic and engaging learning environments.





CHAPTER TH

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Only this postgraduate degree will provide you with all the tools you need to achieve your goals and become a benchmark in the implementation of educational technologies”



General Objectives

- ♦ Develop the skills necessary to design and implement educational projects that integrate robotics and 3D printing
- ♦ Apply robotics and 3D technologies to create innovative teaching resources for classroom use
- ♦ Build competencies in the development of curricula that incorporate robotics as an educational tool
- ♦ Implement educational projects that promote active learning through robotics and 3D printing
- ♦ Apply project-based teaching methodologies for the integration of robotics into the classroom
- ♦ Develop capacities for implementing teacher training programs in robotics and 3D technology
- ♦ Manage the creation and use of 3D educational materials to enhance the understanding of complex concepts
- ♦ Build leadership skills to coordinate interdisciplinary educational projects using robotics
- ♦ Use robotics and 3D printing to foster students' critical thinking and problem-solving abilities
- ♦ Implement project-based learning strategies through the use of robotics and 3D technology
- ♦ Acquire competencies in programming educational robots to facilitate hands-on learning
- ♦ Apply 3D printing techniques to create educational prototypes that support the teaching-learning process
- ♦ Manage the integration of robotics into the curriculum to increase student motivation
- ♦ Design educational projects that use robotics to promote student creativity and innovation
- ♦ Implement 3D printing projects to personalize learning and support the development of technical skills
- ♦ Develop evaluation skills to measure the impact of robotics and 3D printing on learning outcomes
- ♦ Use robotics and 3D printing to create inclusive educational experiences for students with disabilities
- ♦ Design pedagogical solutions that integrate emerging technologies to enhance teaching quality
- ♦ Oversee the planning and execution of educational robotics projects across various academic levels
- ♦ Apply innovative pedagogical approaches to STEM education (Science, Technology, Engineering, and Mathematics) using robotics and 3D technologies



Specific Objectives

Module 1. Introduction to Educational Projects

- ♦ Define the fundamental concepts of an educational project
- ♦ Analyze the essential elements of a comprehensive educational project
- ♦ Identify the different types of educational projects according to their characteristics
- ♦ Establish the foundations for designing an educational project aligned with the institution's needs

Module 2. Types of Educational Projects

- ♦ Classify the various types of educational projects based on their objectives
- ♦ Compare institutional and community-based educational projects
- ♦ Identify the advantages and disadvantages of each type of educational project
- ♦ Analyze the specific requirements for the implementation of each project type

Module 3. Benefits of Implementing an Educational Project

- ♦ Evaluate the positive impacts of an educational project on the school community
- ♦ Identify the benefits for students' holistic development
- ♦ Analyze how an educational project enhances the quality of teaching and learning
- ♦ Examine the role of community involvement in maximizing project benefits

Module 4. Circumstances that Influence the Programming and Implementation of the Educational Project

- ♦ Analyze contextual variables that affect the planning of an educational project
- ♦ Identify social, economic, and cultural factors influencing its implementation
- ♦ Evaluate the impact of available resources on the effectiveness of the educational project
- ♦ Examine the conditions of the educational environment as a key factor in implementation

Module 5. Programming Phase of the Educational Project: Holistic Analysis of the Situation

- ♦ Apply a holistic approach to analyze the needs of the educational institution
- ♦ Identify priorities and objectives to be addressed in the programming phase
- ♦ Develop a strategic intervention plan based on a thorough diagnostic assessment
- ♦ Create a detailed schedule of activities and required resources

Module 6. Integration Phase of the Educational Project within the Institution

- ♦ Establish a comprehensive integration plan that aligns the project with the institution's mission and vision
- ♦ Identify key factors for engaging all members of the educational community in the project
- ♦ Develop strategies to adapt the project to the structure and culture of the institution
- ♦ Promote the active participation of students, teachers, and families in the project's integration

Module 7. Implementation Phase of the Educational Project: Key Factors for an Efficient and Effective Educational Project

- ♦ Identify the factors that determine success in the implementation of an educational project
- ♦ Develop strategies to ensure both efficiency and effectiveness during project execution
- ♦ Evaluate the resources needed to guarantee a successful implementation
- ♦ Establish monitoring and evaluation mechanisms throughout the implementation phase

Module 8. Leadership, Management, and Governance of the Educational Project

- ♦ Analyze the leadership competencies required to manage an educational project
- ♦ Develop organizational and managerial skills for effective project execution
- ♦ Identify the qualities of an educational leader in the implementation of projects
- ♦ Evaluate management tools that support effective project leadership and coordination

Module 9. Foundations and Evolution of Technology Applied to Education

- ♦ Analyze the historical evolution of technology in the field of education
- ♦ Identify key technological tools essential to contemporary educational practices
- ♦ Evaluate the impact of technology on the development of new educational models
- ♦ Examine emerging trends in the application of educational technology

Module 10. Educational Robotics: Robots in the Classroom

- ♦ Define the basic concepts of educational robotics and their application in the classroom
- ♦ Identify the types of robots most suitable for school settings
- ♦ Analyze the pedagogical benefits of robotics for active learning
- ♦ Develop hands-on projects to integrate robots into teaching and learning processes

Module 11. Working with Robots in Pre-School Education “Not To Learn Robotics, But To Learn Through Robotics”

- ♦ Analyze the pedagogical potential of robotics in early childhood education
- ♦ Develop activities that use robots to promote foundational learning concepts
- ♦ Identify the cognitive and emotional benefits of using robotics with young children
- ♦ Establish criteria for adapting robot use to students’ age and developmental stage

Module 12. I’m a Big Kid Now! Understanding Educational Robotics in Primary Education

- ♦ Analyze how robotics supports skill development in primary school students
- ♦ Identify the most suitable tools and resources for teaching robotics at the primary level
- ♦ Develop instructional activities that integrate robotics into the primary school curriculum
- ♦ Evaluate the impact of educational robotics on children’s motivation and learning outcomes

Module 13. Guiding Secondary School Students Toward the Careers of the Future

- ♦ Identify key skills students must acquire for future careers in technology
- ♦ Design activities that guide secondary students toward the digital and technological fields
- ♦ Analyze labor market trends and adapt educational approaches to future demands
- ♦ Develop motivation strategies to foster students’ interest in emerging career paths

Module 14. Specialized Robotics for Children with Special Educational Needs (SEN)

- ♦ Identify the benefits of robotics for the development of children with special educational needs
- ♦ Develop pedagogical strategies that adapt robotics to various types of educational needs
- ♦ Evaluate accessible technological resources for SEN students in educational settings
- ♦ Analyze the effectiveness of robotics as an inclusive tool in the learning process

Module 15. The Most Widely Used Programming Language in Primary Classrooms: Scratch

- ♦ Identify the key features of Scratch as an educational tool
- ♦ Develop interactive activities using Scratch for primary education
- ♦ Analyze how Scratch fosters logical and creative thinking in students
- ♦ Design projects that integrate Scratch into the learning of other subject areas

Module 16. Programming to Learn Through Play

- ♦ Develop educational projects that use programming as a learning tool
- ♦ Identify the advantages of teaching programming through interactive games
- ♦ Apply programming concepts in playful activities that stimulate learning
- ♦ Analyze how classroom programming enhances students' cognitive skills

Module 17. 3D Design and Printing. "If You Can Dream It, You Can Create It"

- ♦ Analyze the pedagogical possibilities of 3D printing in education
- ♦ Design activities and projects that use 3D printing as a learning resource
- ♦ Identify the technological tools required to implement 3D printing in the classroom
- ♦ Evaluate the benefits of 3D design and creation in students' creative development

Module 18. Tinkercad, A Different Way of Learning

- ♦ Introduce the use of Tinkercad as a design and modeling tool in the classroom
- ♦ Develop educational projects using Tinkercad to teach geometry
- ♦ Analyze the advantages of Tinkercad for intuitive 3D model creation
- ♦ Apply Tinkercad to the development of students' technical and creative skills

Module 19. Economic and Financial Planning and Management of Educational Projects

- ♦ Develop skills for budgeting and financial management in educational projects
- ♦ Identify the most suitable funding sources for educational initiatives
- ♦ Analyze how economic planning impacts the successful implementation of educational projects
- ♦ Evaluate the short- and long-term financial sustainability of educational projects

Module 20. Marketing and Advertising for an Educational Project

- ♦ Design marketing strategies tailored to promoting educational projects
- ♦ Identify the most effective advertising tools for disseminating educational initiatives
- ♦ Evaluate the importance of digital communication in enhancing project visibility
- ♦ Analyze different outreach channels to attract the project's target audience



This postgraduate degree is the ideal path to making a meaningful impact in Robotics and Educational Projects. Join TECH, the world's largest online university according to Forbes, and take your professional career to the next level"

05

Career Opportunities

This university degree will open the door to a world of professional opportunities in a sector undergoing constant transformation. In an era defined by digitalization and innovation, graduates of this program will be equipped to take on strategic roles in educational institutions, technology companies, and research and development centers. Their mastery of advanced technological tools and ability to apply them in pedagogical contexts will position them as highly sought-after professionals. Furthermore, they will be prepared to lead educational projects that integrate robotics and 3D printing, whether in schools, universities, or specialized academies.





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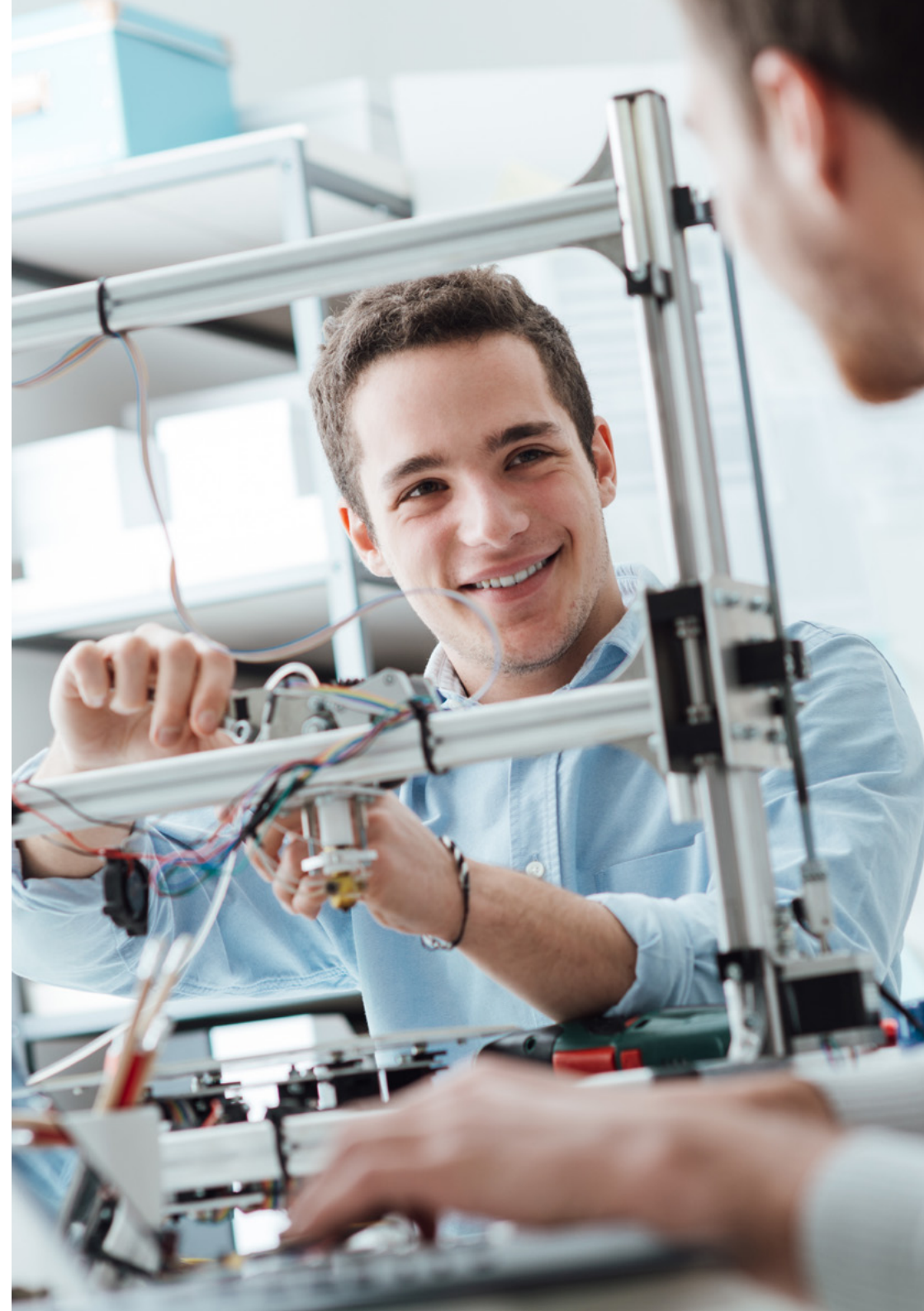
TECH, committed to your success, offers a program that combines academic excellence with strong career projection, ensuring a significant impact on your professional future”

Graduate Profile

The graduate will be highly qualified to integrate disruptive technologies into educational environments and to generate innovative and effective solutions. With a solid and up-to-date foundation in robotics, 3D design, and project management, this professional profile will stand out for its ability to transform learning environments, creating dynamic and student-centered educational experiences. Ultimately, this graduate will not only master the most advanced technological tools but will also be capable of applying this knowledge to the design and implementation of educational projects across both academic and corporate settings.

You will be fully prepared to assume leadership roles and take on responsibilities in educational institutions, technology companies, and research organizations—positioning yourself as a reference in the field.

- ♦ **Leadership in Project Management:** Ability to manage complex educational projects, coordinate multidisciplinary teams, and employ agile methodologies to ensure the successful implementation of innovative technological solutions in education
- ♦ **Critical Thinking and Problem Solving:** Capacity to foster critical thinking skills, enabling graduates to identify, analyze, and resolve educational challenges through the use of technological tools such as robotics and 3D printing, promoting creative and innovative approaches
- ♦ **Adaptability and Technological Flexibility:** Proficiency in handling technological advancements and transforming this knowledge into practical solutions within educational settings. Graduates will be able to effectively integrate emerging technologies into curricula and pedagogical processes
- ♦ **Communication and Interdisciplinary Collaboration:** Competence in working collaboratively within multidisciplinary teams and communicating effectively with professionals from various fields—both within and beyond the educational sphere—to ensure the success of joint projects



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

1. **Director of Educational Innovation:** Leader in the integration of new technologies into academic environments, promoting the use of tools such as robotics and 3D printing within the school curriculum.
2. **Coordinator of Educational Technology Projects:** Manager of educational projects that incorporate innovative technologies, ensuring their effective implementation across educational institutions.
3. **Digital Education Consultant:**
Advisor to educational institutions on the design and integration of technological platforms—such as robotics and 3D printing—within teaching programs.
4. **Supervisor of Robotics Design and Applications:** Designer of educational projects focused on robotics, aimed at enhancing teaching and learning processes across diverse curricular areas.
5. **Educational Technology Innovation Manager:** Developer of innovative technological solutions to improve educational quality through the use of robotics and 3D printing tools in the classroom.
6. **Trainer in Robotics and Educational Technology:** Responsible for delivering specialized training in robotics and educational technology, preparing students to use advanced digital tools for hands-on learning.
7. **Developer of Interactive Educational Content:** Creator of dynamic and interactive educational materials that incorporate 3D printing and robotics technologies to provide innovative learning experiences.
8. **STEM Project Consultant:** Advisor to institutions on the implementation of STEM programs (Science, Technology, Engineering, and Mathematics) through the use of robotics and 3D printing.
9. **Manager of Educational Innovation Centers:** Director of educational innovation centers, promoting the adoption of emerging technologies and facilitating the integration of robotics into education.
10. **Educational Technology Researcher:** Analyst of the impact of robotics and 3D printing on teaching methodologies, contributing to the advancement of new trends in the educational field.



*Transform the future of education!
With this postgraduate degree, you
will acquire the most in-demand
skills in the educational field. Train
at your own pace through a 100%
online methodology and gain access
to innovative, cutting-edge content”*

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

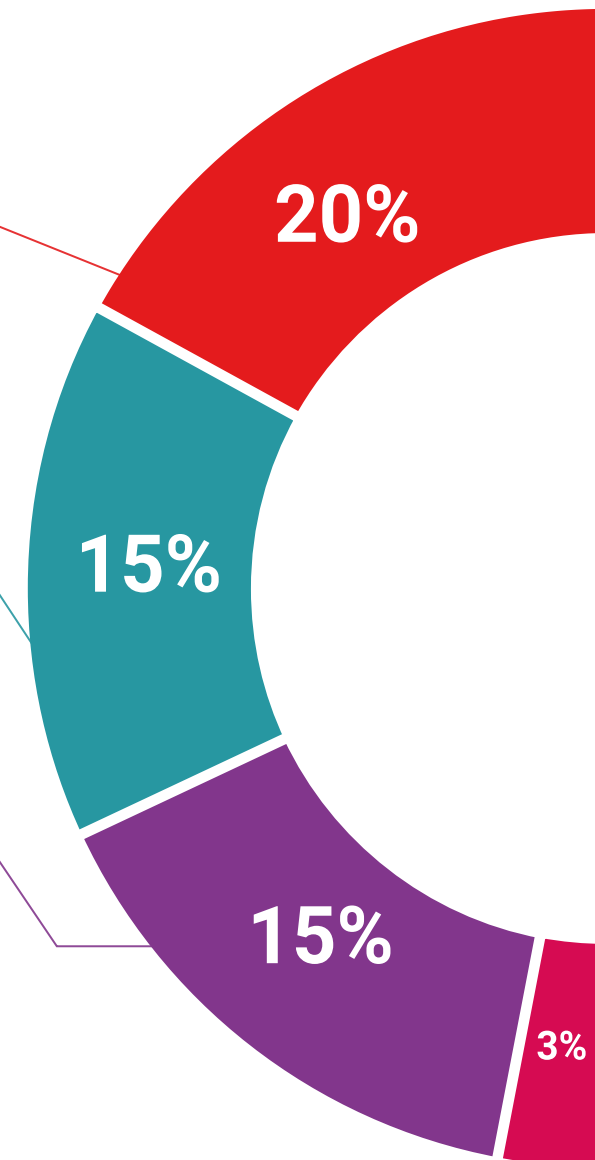
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

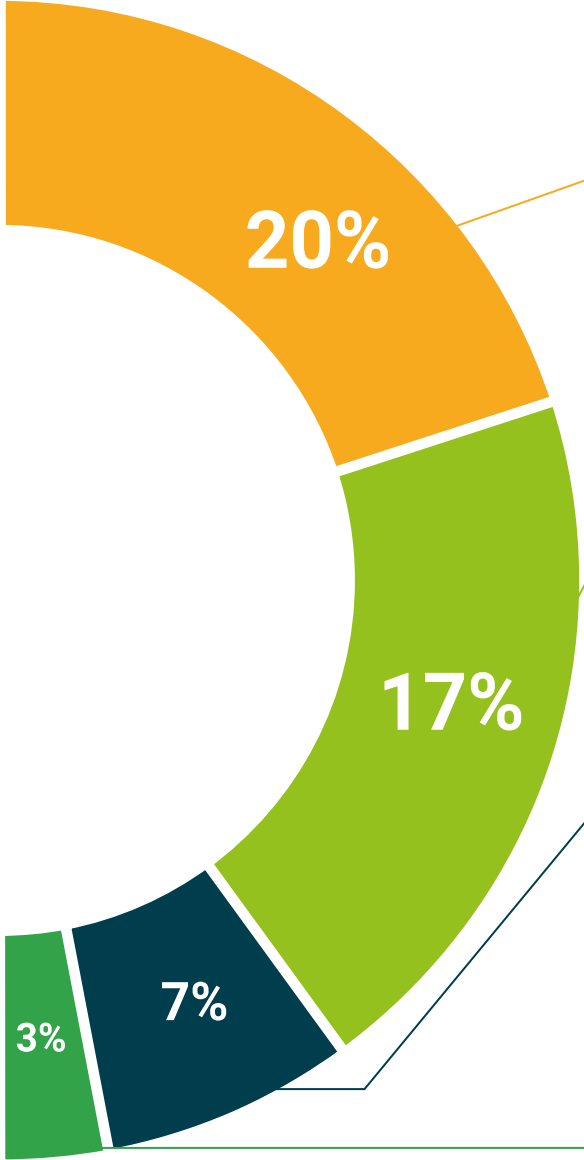
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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

Teaching Staff

The teaching staff of this Advanced Master's Degree is composed of a team of experts with extensive experience in both academic and professional spheres. These instructors not only possess advanced academic credentials but have also been pioneers in integrating emerging technologies into education. As such, they bring a practical and up-to-date perspective on the current challenges and opportunities facing the educational sector. Moreover, the faculty is deeply committed to the comprehensive development of each student, offering close guidance and ongoing support throughout the learning process.



“

With the backing of highly qualified mentors, you will be fully prepared to transform the educational landscape through the effective integration of technologies such as robotics and 3D printing in the classroom”

Management



Dr. Pattier Bocos, Daniel

- ◆ Specialist in Educational Innovation
- ◆ Researcher in New Technologies and Education
- ◆ Assistant Professor in the Faculty of Education at the Complutense University of Madrid
- ◆ PhD in Education
- ◆ Master's Degree in Innovation and Research in Education
- ◆ Master's Degree in Digital Teaching and Learning



Ms. Muñoz Gambín, Marina

- ◆ Teacher and Expert in Educational Technology
- ◆ Head of Educational Robotics and Programming at Robotuxc Academy for Pre-School and Primary School
- ◆ Certified in Lego in Education methodology
- ◆ Degree in Pre-School Education Teaching from CEU Cardenal Herrera University
- ◆ Educational Coach certified by the Alicante Chamber of Commerce
- ◆ Emotional Intelligence in the Classroom Trainer
- ◆ Neuroscience Teacher Training
- ◆ Expert in Neurolinguistic Programming certified by Richard Bandler
- ◆ Certified in Music Education as therapy



Mr. Coccaro Quereda, Alejandro

- ♦ Head of Educational Robotics, Design and 3D Printing for Primary and Secondary Education at Robotuxc Academy
- ♦ Specialist in Educational Robotics
- ♦ Expert in Educational Robotics, Design and 3D Printing
- ♦ Certified in Lego in Education methodology
- ♦ Robotuxc Academy Robotics National Competition Challenges Specialist



Ms. Gambín Pallarés, María del Carmen

- ♦ Social Worker and Family Therapist Systemic Coaching
- ♦ Founder and director of "Educa Diferente" Positive Discipline Alicante
- ♦ Family and Educator Trainer
- ♦ Facilitator of the LEGO® SERIOUS PLAY® Methodology
- ♦ Instructor in Coaching Training for Professionals

Professors

Dr. Boulind, Andrew

- ♦ Director at Aberdeenshire Council
- ♦ Digital Learning Coordinator in the United Kingdom
- ♦ Quality Assurance and Moderation Officer (Assessment and Moderation) at St Joseph's RC School
- ♦ Primary School Teacher at St Joseph's RC Primary School
- ♦ Research Staff at CEU Cardenal Herrera University
- ♦ GoNoodle Ambassador
- ♦ STEM Learning Ambassador
- ♦ Science Ambassador for the European School Network
- ♦ Part-time Lecturer at the Open University of Catalonia (UOC)
- ♦ Substitute Teacher of Computer Science and Mathematics at the American School of Valencia
- ♦ PhD in Research and Educational/Instructional Technology at the CEU Cardenal Herrera University
- ♦ Bachelor's Degree in Primary Education with a focus on Mathematics, Physical Education, and Science at the University of Aberdeen
- ♦ Diploma in Sport and Recreation Management at the University of Sheffield
- ♦ Master of Science (MS) in Leadership in Professional Contexts at the University of Aberdeen
- ♦ Principal Teacher Course: Leadership in Learning at the Moray House School of Education and Sport, University of Edinburgh

Dr. Paredes Giménez, Jorge

- ♦ Head Teacher at Pre-School and Primary School Education Rosa Serrano
- ♦ Bachelor's Degree in Primary Education with a Specialization in Physical Education
- ♦ Master's Degree in Management and Leadership of Educational Institutions at the CEU Cardenal Herrera University
- ♦ Member of: Member of the Laboratory for the Study of Coexistence and Violence Prevention (LAECОВI)

Dr. Elvira Valdés, María Antonieta

- ♦ Psychology Specialist
- ♦ Expert Researcher in Social Dynamics
- ♦ Psychologist and educational consultant
- ♦ PhD in Social Sciences and Humanities
- ♦ Master's Degree in Therapeutic Pedagogy
- ♦ Master's Degree in Psychology
- ♦ Bachelor's Degree in Education

Ms. Hidalgo Pérez, Miriam

- ♦ Guidance Counselor at Colegio Edith Stein
- ♦ Primary School Teacher Specializing in Special Educational Needs
- ♦ Bachelor's Degree in Primary Education and Special Educational Needs at the Pontifical University of Salamanca
- ♦ Master's Degree in Educational Institution Management at the Rey Juan Carlos University

Dr. Muñoz Hevia, Juan Carlos

- ♦ Specialist in Marketing and Sales Management
- ♦ PhD in Marketing
- ♦ MBA in General Business Management
- ♦ MBA in Marketing and Commercial Management

Engineering with a focus on Administration and Marketing

- ♦ Diploma in Political Marketing
- ♦ Diploma in Microfinance Analysis

Mr. Ortiz Gómez, Juan Saunier

- ♦ Specialist in Educational Leadership in Contexts of Change and Innovation
- ♦ Pedagogical Director at Nuestra Señora de las Escuelas Pías de Aluche School
- ♦ Secondary and High School Teacher
- ♦ Expert in Educational Management and School Leadership

Ms. Lozano Morote, María

- ♦ Specialist in Educational Project Management
- ♦ Mediator and Expert in the Coordination of Educational Projects
- ♦ MBA from EAE Business School
- ♦ Bachelor's Degree in Law from the Carlos III University of Madrid

Mr. Sánchez García, Fernando

- ♦ Director and Primary School Teacher at Colegio Altair
- ♦ Organizer and Manager of Socio-Educational Programs, with experience in Administration, Marketing, and Human Resources
- ♦ Expert in Social Media and Marketing from the Business School of the Chamber of Commerce of Seville
- ♦ Bachelor's Degree in Primary Education from the Complutense University of Madrid
- ♦ Primary Education Teacher from the Villanueva University Center



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08

Certificate

This Advanced Master's Degree in Implementation of Educational Projects, Robotics, and 3D Printing guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Advanced Master's Degree issued by TECH Global University.





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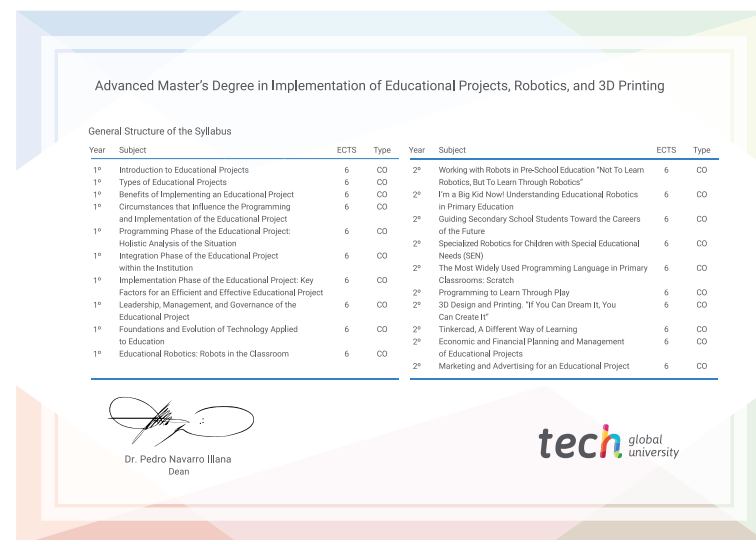


Title: **Advanced Master's Degree in Implementation of Educational Projects, Robotics, and 3D Printing**

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.

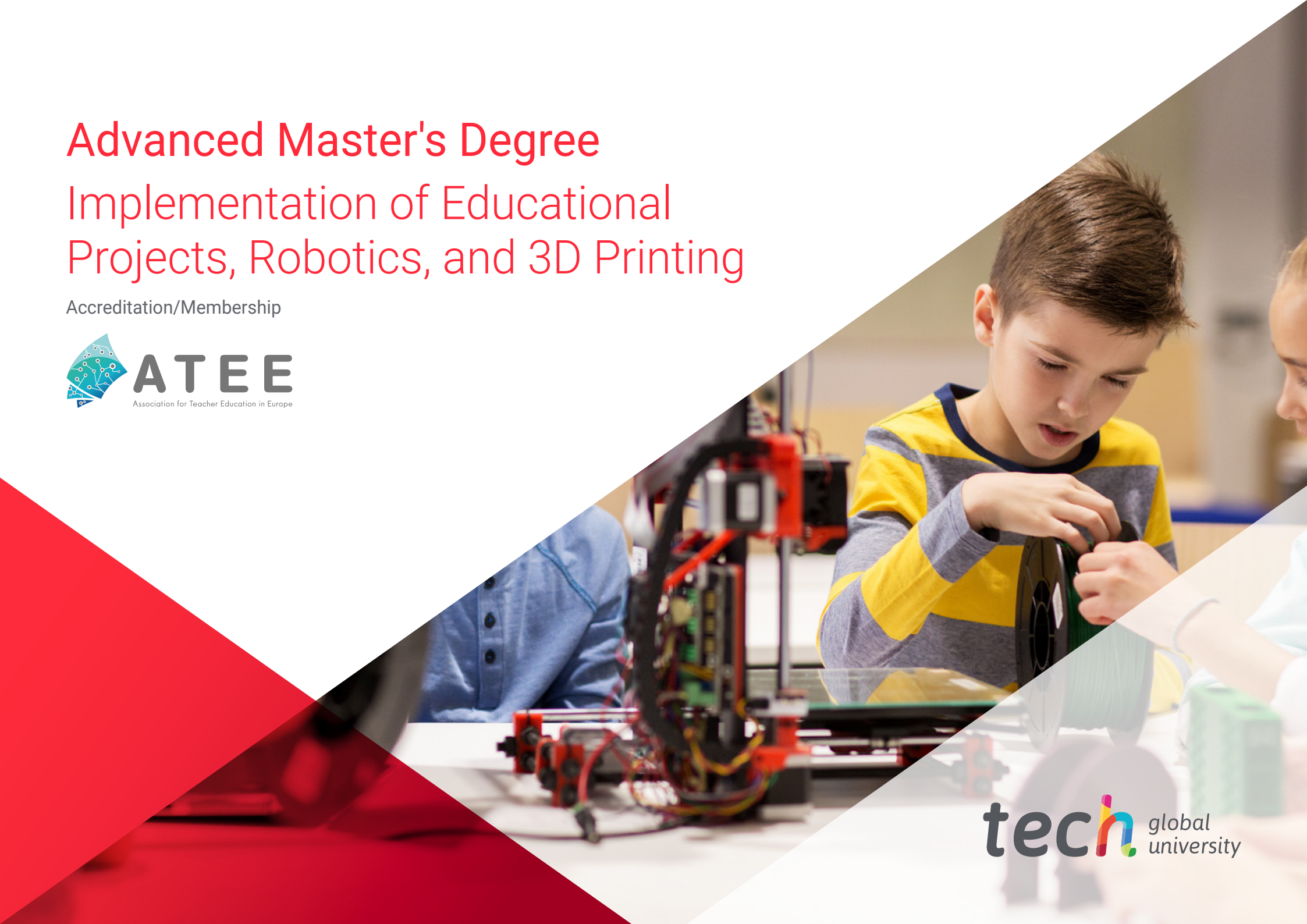


Advanced Master's Degree Implementation of Educational Projects, Robotics, and 3D Printing

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