

Hybrid Master's Degree

Development of Continuing Education Programs





Hybrid Master's Degree

Development of Continuing Education Programs

Modality: Hybrid (Online + Internship)

Duration: 12 months

Certificate: TECH Global University

Credits: 60 + 4 ECTS

Website: www.techtitude.com/us/education/hybrid-master-degree/hybrid-master-degree-development-continuing-education-programs

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01

Introduction to the Program

The effectiveness of a Continuing Education Program depends not only on its content, but also on the methodologies used to facilitate learning. In an environment where experiential learning, gamification and collaborative learning have proven their effectiveness, program design must prioritize pedagogical innovation. Therefore, it is essential that experts incorporate the most cutting-edge methodologies into their daily practice to maximize the impact of academic initiatives at different levels. In this context, TECH presents an innovative university program focused on the latest advances in Development of Continuing Education Programs. Moreover, it is based on a convenient 100% online modality.



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Thanks to this Hybrid Master's Degree, you will create innovative Continuing Education Programs that adapt to different social, cultural and work contexts”

Continuing Education has become a fundamental tool to face the challenges of a world in constant change, characterized by technological advances, labor transformations and growing social demands. According to a new United Nations report, more than 40% of adults lack access to continuing education programs, limiting their opportunities for personal and professional development. Faced with this reality, professionals need to manage the most innovative strategies to strengthen learners' skills and thus foster social equity.

With this in mind, TECH has created a pioneering Hybrid Master's Degree in Development of Continuing Education Programs. Designed by authentic references in this sector, the academic itinerary will delve into aspects ranging from the design of academic experiences or methodology of socio-educational action to the use of the latest generation of technological tools. As a result, graduates will develop advanced skills to structure contents and methodologies that respond to the specific needs of different audiences and environments.

On the other hand, the Hybrid Master's Degree is characterized by providing students with multimedia content developed with the latest educational technology. In this sense, in the Virtual Campus students will have access to a library full of resources among which interactive summaries, specialized readings or case studies stand out. In this way, they will enjoy immersive learning that will prepare them to solve complex situations during their professional practice.

This **Hybrid Master's Degree in Development of Continuing Education Programs** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ Development of more than 100 case studies presented by professionals in Development of Continuing Education Programs
- ♦ Its graphic, schematic and practical contents provide essential information on those disciplines that are indispensable for professional practice
- ♦ With a special emphasis on evidence-based medicine and research methodologies in Intensive Care Nursing
- ♦ All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection
- ♦ Furthermore, you will be able to carry out a internship in one of the best companies



You will promote the relevance of educational development as a key tool for personal, professional and social progress"

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You will spend an intensive 3-week stay in a prestigious institution, delving into the latest trends in the Development of Continuing Education Programs”

In this Master's proposal, of a professionalizing nature and blended learning modality, the program is aimed at updating professionals in the Development of Continuing Education Programs. The contents are based on the latest scientific evidence, and oriented in a didactic way to integrate theoretical knowledge into practice and the theoretical-practical elements will facilitate the updating of knowledge.

Thanks to its multimedia content elaborated with the latest educational technology, they will allow the nursing professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train in real situations. The design of this program is based on Problem-Based Learning, by means of which the student must try to solve the different professional practice situations that arise during the program. For this purpose, students will be assisted by an innovative interactive video system created by renowned experts.

This Hybrid Master's Degree allows you to practice in simulated environments, which provide immersive learning programmed to train in real situations.

You will be prepared to coordinate multidisciplinary teams, manage resources and lead educational projects in changing environments.



02

Why Study at TECH?

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



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

The world's best online university, according to FORBES

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

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.

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.



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.

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 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.

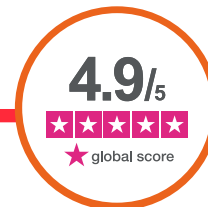
Leaders in employability

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.



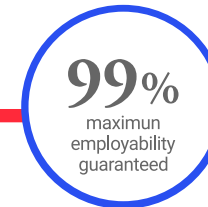
Google Premier Partner

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 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.



03 Syllabus

The didactic materials that make up this Hybrid Master's Degree have been developed by a group of experts in the Development of Continuing Education Programs. Thanks to this, the curriculum will delve into factors ranging from the use of technological tools to optimize the classroom experience or various policies to promote inclusion to pedagogical advice to social institutions.





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You will apply modern and inclusive approaches to teaching processes, ensuring that all users reach their full academic potential”

Module 1. Information and Communication Technologies for Education

- 1.1. ICT, Literacy, and Digital Skills
 - 1.1.1. Introduction and Objectives
 - 1.1.2. The School in the Knowledge Society
 - 1.1.3. ICT in the Teaching and Learning Process
 - 1.1.4. Digital Literacy and Competencies
 - 1.1.5. The Role of the Teacher in the Classroom
 - 1.1.6. The Digital Competencies of the Teacher
 - 1.1.7. Bibliographical References
 - 1.1.8. Hardware in the Classroom: PDI, Tablets, and Smartphones
 - 1.1.9. Internet as an Educational Resource: Web 2.0 and M-Learning
 - 1.1.10. Teachers as Part of the Web 2.0: How to Build Their Digital Identity
 - 1.1.11. Guidelines for the Creation of Teacher Profiles
 - 1.1.12. Creating a Teacher Profile on Twitter
 - 1.1.13. Bibliographical References
- 1.2. Creation of Pedagogical Content with ICT and Its Possibilities in the Classroom
 - 1.2.1. Introduction and Objectives
 - 1.2.2. Conditions for Participatory Learning
 - 1.2.3. The Role of the Student in the Classroom with ICTs: Prosumer
 - 1.2.4. Content Creation in Web 2.0: Digital Tools
 - 1.2.5. The Blog as a Classroom Pedagogical Resource
 - 1.2.6. Guidelines for the Creation of an Educational Blog
 - 1.2.7. Elements of the Blog to Make It an Educational Resource
 - 1.2.8. Bibliographical References
- 1.3. Personal Learning Environments for Teachers
 - 1.3.1. Introduction and Objectives
 - 1.3.2. Teacher Training for the Integration of ICTs
 - 1.3.3. Learning Communities
 - 1.3.4. Definition of Personal Learning Environments
 - 1.3.5. Educational Use of PLE and NLP
 - 1.3.6. Design and Creation of Our Classroom PLE
 - 1.3.7. Bibliographical References
- 1.4. Collaborative Learning and Content Curation
 - 1.4.1. Introduction and Objectives
 - 1.4.2. Collaborative Learning for the Efficient Introduction of ICT in the Classroom
 - 1.4.3. Digital Tools for Collaborative Work
 - 1.4.4. Content Curation
 - 1.4.5. Content Curation as an Educational Practice in the Promotion of Students' Digital Competences
 - 1.4.6. The Content Curator Teacher. Scoop.it
 - 1.4.7. Bibliographical References
- 1.5. Pedagogical Use of Social Networks. Safety in the Use of ICTs in the Classroom
 - 1.5.1. Introduction and Objectives
 - 1.5.2. Principle of Connected Learning
 - 1.5.3. Social Networks: Tools for the Creation of Learning Communities
 - 1.5.4. Communication On Social Networks: Management of the New Communicative Codes
 - 1.5.5. Types of Social Networks
 - 1.5.6. How to use Social Networks in the Classroom: Content Creation
 - 1.5.7. Development of Digital Competencies of Students and Teachers with the Integration of Social Media in the Classroom
 - 1.5.8. Introduction and Objectives of Security in the Use of ICT in the Classroom
 - 1.5.9. Digital Identity
 - 1.5.10. Risks for Minors on the Internet
 - 1.5.11. Education in Values with ICT: Service-Learning Methodology (ApS) with ICT Resources
 - 1.5.12. Platforms for Promoting Safety on the Internet
 - 1.5.13. Internet Safety as Part of Education: Centers, Families, Students, and Teachers and Objectives of the Safety in the Use of ICTs in the Classroom
 - 1.5.14. Bibliographical References

- 1.6. Creation of Audiovisual Content with ICT Tools. PBL and ICT
 - 1.6.1. Introduction and Objectives
 - 1.6.2. Bloom's Taxonomy and ICT
 - 1.6.3. The Educational Podcast as a Teaching Element
 - 1.6.4. Audio Creation
 - 1.6.5. The Image as an Educational Element
 - 1.6.6. ICT Tools with Educational Use of Images
 - 1.6.7. The Editing of Images with ICT: Tools for Editing
 - 1.6.8. What Is PBL?
 - 1.6.9. Process of Working with PBL and ICT
 - 1.6.10. Designing PBL with ICT
 - 1.6.11. Educational Possibilities in Web 3.0
 - 1.6.12. Youtubers and Instagrammers: Informal Learning in Digital Media
 - 1.6.13. The Video Tutorial as a Pedagogical Resource in the Classroom
 - 1.6.14. Platforms for the Dissemination of Audiovisual Materials
 - 1.6.15. Guidelines for the Creation of an Educational Video
 - 1.6.16. Bibliographical References
- 1.7. Regulations and Legislation Applicable to ICT
 - 1.7.1. Introduction and Objectives
 - 1.7.2. Data Protection Laws
 - 1.7.3. Guide of Recommendations for the Privacy of Minors on the Internet
 - 1.7.4. The Author's Rights: Copyright and Creative Commons
 - 1.7.5. Use of Copyrighted Material
 - 1.7.6. Bibliographical References
- 1.8. Gamification: Motivation and ICT in the Classroom
 - 1.8.1. Introduction and Objectives
 - 1.8.2. Gamification Enters the Classroom Through Virtual Learning Environments
 - 1.8.3. Game-Based Learning (GBL)
 - 1.8.4. Augmented Reality (AR) in the Classroom
 - 1.8.5. Types of Augmented Reality and Classroom Experiences
 - 1.8.6. QR Codes in the Classroom: Generation of Codes and Educational Application
 - 1.8.7. Classroom Experiences
 - 1.8.8. Bibliographical References

- 1.9. Media Competency in the Classroom with ICT
 - 1.9.1. Introduction and Objectives
 - 1.9.2. Promoting the Media Competence of Teachers
 - 1.9.3. Mastering Communication for Motivating Teaching
 - 1.9.4. Communicating Pedagogical Content with ICT
 - 1.9.5. Importance of the Image as a Pedagogical Resource
 - 1.9.6. Digital Presentations as an Educational Resource in the Classroom
 - 1.9.7. Working in the Classroom with Images
 - 1.9.8. Sharing Images on Web 2.0
 - 1.9.9. Bibliographical References
 - 1.10. Assessment for Learning Through ICT
 - 1.10.1. Introduction and Objectives
 - 1.10.2. Assessment for Learning Through ICT
 - 1.10.3. Evaluation Tools: Digital Portfolio and Rubrics
 - 1.10.4. Building an e-Portfolio with Google Sites
 - 1.10.5. Generating Evaluation Rubrics
 - 1.10.6. Design Evaluations and Self-Evaluations with Google Forms
 - 1.10.7. Bibliographical References

Module 2. Communication and Oral Expression Techniques for Teachers

- 2.1. Communication Abilities of the Teacher
 - 2.1.1. Communication Skills of Teachers
 - 2.1.2. Aspects of Good Teacher Communication
 - 2.1.3. The Voice: Characteristics and Use
 - 2.1.4. Characteristics of the Message
- 2.2. Oral Expression in the Educational Environment
 - 2.2.1. Oral Interaction
 - 2.2.2. The Message in Oral Expression
 - 2.2.3. Communication Strategies in Oral Expression
- 2.3. Written Expression in Education
 - 2.3.1. Written Expression
 - 2.3.2. Development of Written Expression
 - 2.3.3. Learning Methods and Strategies

- 2.4. Lexical Precision and Terminology
 - 2.4.1. Concept of Lexical Precision
 - 2.4.2. Receptive and Productive Vocabulary
 - 2.4.3. Importance of Lexicon and Vocabulary in the Transmission of Knowledge
- 2.5. Teaching Resources I. ICT
 - 2.5.1. Key Concepts on Digital Education Resources
 - 2.5.2. Integration and Possibilities of ICT in Teaching Work
 - 2.5.3. ICT and Communication in the Classroom
- 2.6. Teaching Resources I. Oral Communication
 - 2.6.1. Orality
 - 2.6.2. Teaching Oral Communication
 - 2.6.3. Teaching Resources for Oral Communication
 - 2.6.4. Design of Teaching Material
 - 2.6.5. Assessment and Correction of Oral Expression
- 2.7. Teaching Resources II. Written Communication
 - 2.7.1. The Epistemic Function of Writing and Models of Writing Processes
 - 2.7.2. The Models of Text Composition and the Strategies and Activities of Written Expression
 - 2.7.3. Assessment and Correction of Written Expression
- 2.8. Appropriate Environments for Teaching and Learning
 - 2.8.1. Introduction
 - 2.8.2. Conceptualizing an Appropriate Teaching-Learning Environment
 - 2.8.3. Learning Spaces. Components
 - 2.8.4. Types of Learning Environments
- 2.9. New Communication Techniques and ICT
 - 2.9.1. Communication and ICT
 - 2.9.2. New Communication Techniques
 - 2.9.3. Options, Limitations and Effects of ICT in Teaching
- 2.10. Education and Communication Theories
 - 2.10.1. Introduction. Educational Communication
 - 2.10.1.1. Education as a Communication Tool
 - 2.10.2. Educational Interaction Models
 - 2.10.3. Mass Media Communication and Education

Module 3. Social Exclusion and Policies for Inclusion

- 3.1. Basic Concepts of Equality and Diversity
 - 3.1.1. Diversity and Equal Opportunities
 - 3.1.2. Social Cohesion, Exclusion, Inequality and Education
 - 3.1.3. Exclusion Processes in the Field of Formal and Non-Formal Education: Differential Aspects and Images of Diversity
- 3.2. Nature and Origin of the Main Causes of Social Exclusion and Inequalities in Modern and Contemporary Societies
 - 3.2.1. Current Context of Social Exclusion
 - 3.2.2. New Sociodemographic Reality
 - 3.2.3. New Labor Reality
 - 3.2.4. Crisis of the Welfare State
 - 3.2.5. New Relational Forms and New Social Ties
- 3.3. Exclusion in Schools
 - 3.3.1. Epistemological Preamble
 - 3.3.2. Sociological References
 - 3.3.3. Social Context that Generates Inequalities
 - 3.3.4. Social Exclusion and Integration
 - 3.3.5. Schooling and Educational Exclusion
 - 3.3.6. Meritocracy and Democratization of Secondary Education
 - 3.3.7. Neoliberal Discourse and the Effects of Power
- 3.4. Main Factors of School Failure
 - 3.4.1. Definition of School Failure
 - 3.4.2. Causes of School Failure
 - 3.4.3. Difficulties Associated with Failure
 - 3.4.4. Methods of Diagnosing School Failure
- 3.5. Inclusive School and Interculturality
 - 3.5.1. Pluricultural Society and Intercultural Education
 - 3.5.2. Inclusive Education as a Response
 - 3.5.3. Democratic Coexistence in the Classroom
 - 3.5.4. Methodological Proposals for Inclusive Education

- 3.6. Practical Approaches in Attention to Diversity
 - 3.6.1. Inclusive Education in France
 - 3.6.2. Inclusive Education in Latin America
- 3.7. Digital Exclusion in the Digital Information Society
 - 3.7.1. ICTs and the Digital Divide
 - 3.7.2. The Possibilities of ICTs for Labor Market Insertion
 - 3.7.3. How to Improve the Contribution of ICTs to Social Inclusion
- 3.8. The Inclusion of ICT in the Diverse School
 - 3.8.1. ICT as an Inclusive Resource
 - 3.8.2. Teacher Training, ICT and Attention to Diversity
 - 3.8.3. Adaptation of ICT to the Students' Needs
- 3.9. Social Exclusion and Pedagogical Innovation
 - 3.9.1. Inclusion, a New Paradigm
 - 3.9.2. The Denaturalization of School Failure
 - 3.9.3. The Defence of Diversity
 - 3.9.4. Questioning Homogeneity
 - 3.9.5. Resignification of the Teacher's Role
- 3.10. Needs and Practices in Social Policies for Inclusion
 - 3.10.1. Inclusion Policies as a Guarantee of the Affirmation of Rights
 - 3.10.2. Anticipating Social Problems
 - 3.10.3. Social Participation
 - 3.10.4. Multilevel Articulation

Module 4. Methodology of Socio-Educational Action

- 4.1. Methodology of Action, Socio-Educational Intervention
 - 4.1.1. Social Pedagogy, Teaching and Socio-Educational Action
 - 4.1.2. Fields of Socio-Educational Action
 - 4.1.3. Functionalities of the Socio-Educational Action
 - 4.1.4. The Professional of the Socio-Educational Action
- 4.2. The Phenomenon of Social Exclusion
 - 4.2.1. Exclusion as a Social Phenomenon
 - 4.2.2. Current Social Exclusion
 - 4.2.3. Factors of Social Exclusion
 - 4.2.4. Risks of Social Exclusion

- 4.3. Intervention with Immigrant Population at Risk of Social Exclusion
 - 4.3.1. Initial Reception Processes
 - 4.3.2. Schooling Processes
 - 4.3.3. Relational Processes
 - 4.3.4. Labor Market Insertion Processes
- 4.4. Socio-Educational Intervention with at-Risk Children
 - 4.4.1. Children at Social Risk
 - 4.4.2. National and International Legislation on Children
 - 4.4.3. Programs and Activities of Socio-Educational Intervention with Minors
 - 4.4.4. Programs and Activities of Socio-Educational Intervention with Families
- 4.5. Women at Risk of Social Exclusion
 - 4.5.1. Gender Inequality and Social Exclusion
 - 4.5.2. Immigrant Women
 - 4.5.3. Women in Single-Parent Families
 - 4.5.4. Long-Term Unemployed Women
 - 4.5.5. Unqualified Young Women
- 4.6. Intervention with People with Disabilities
 - 4.6.1. Disability and Social Exclusion
 - 4.6.2. Programs and Activities of Socio-Educational Intervention with People with Disabilities
 - 4.6.3. Socio-Educational Intervention Programs and Activities with Families and Caregivers
- 4.7. Socio-Educational Intervention with Families
 - 4.7.1. Introduction
 - 4.7.2. Systemic Family Approach
 - 4.7.3. Family Counseling
- 4.8. Community Social Dynamization
 - 4.8.1. Introduction
 - 4.8.2. Community and Community Development
 - 4.8.3. Community Action Methodology and Strategies
 - 4.8.4. Achievements of Participation
 - 4.8.5. Participatory Assessment

- 4.9. Socio-Educational Intervention Programs
 - 4.9.1. Socio-Educational Intervention for Child Care
 - 4.9.2. Intervention with Adolescents at Risk of Social Exclusion
 - 4.9.3. Socio-Educational Intervention in Prisons
 - 4.9.4. Intervention with Women Victims of Gender-Based Violence
 - 4.9.5. Socio-Educational Intervention with Immigrants
- 4.10. Towards a Socio-Educational Pedagogy of Death
 - 4.10.1. Concept of Death
 - 4.10.2. Pedagogy of Death in the School Environment
 - 4.10.3. Teaching Proposal

Module 5. Design and Management of Educational Programs

- 5.1. Design and Management of Educational Programs
 - 5.1.1. Stages and Tasks in the Design of Educational Programs
 - 5.1.2. Types of Educational Programs
 - 5.1.3. Evaluation of the Educational Program
 - 5.1.4. Competency-Based Educational Program Model
- 5.2. Program Design in the Formal and Non-Formal Educational Sphere
 - 5.2.1. Formal and Non-Formal Education
 - 5.2.2. Formal Education Program Model
 - 5.2.3. Non-Formal Education Program Model
- 5.3. Educational Programs and Information and Communication Technologies
 - 5.3.1. Integration of ICT in Educational Programs
 - 5.3.2. Advantages of ICT in the Development of Educational Programs
 - 5.3.3. Educational Practices and ICT
- 5.4. Educational Program Design and Bilingualism
 - 5.4.1. Advantages of Bilingualism
 - 5.4.2. Curricular Aspects for the Design of Educational Programs in Bilingualism
 - 5.4.3. Examples of Educational Programs and Bilingualism

- 5.5. Pedagogical Design of Educational Guidance Programs
 - 5.5.1. The Elaboration of Programs in Educational Guidance
 - 5.5.2. Possible Contents of Educational Guidance Programs
 - 5.5.3. Methodology for the Assessment of Educational Guidance Programs
 - 5.5.4. Aspects to Take into Account in the Design
- 5.6. Educational Programs Design for Inclusive Education
 - 5.6.1. Theoretical Fundamentals of Inclusive Education
 - 5.6.2. Curricular Aspects for the Design of Inclusive Educational Programs
 - 5.6.3. Examples of Inclusive Educational Programs
- 5.7. Management, Monitoring and Assessment of Educational Programs. Pedagogical Skills
 - 5.7.1. Assessment as a Tool for Educational Improvement
 - 5.7.2. Guidelines for the Assessment of Educational Programs
 - 5.7.3. Techniques for the Assessment of Educational Programs
 - 5.7.4. Pedagogical Skills for Assessment and Improvement
- 5.8. Strategies for Communication and Dissemination of Educational Programs
 - 5.8.1. Didactic Communication Process
 - 5.8.2. Teaching Communication Strategies
 - 5.8.3. Dissemination of Educational Programs
- 5.9. Good Practice in the Design and Management of Educational Programs in Formal Education
 - 5.9.1. Characterization of Good Teaching Practices
 - 5.9.2. Influence of Good Practices on Program Design and Development
 - 5.9.3. Pedagogical Leadership and Best Practices
- 5.10. Best Practices in the Design and Management of Educational Programs in Non-Formal Contexts
 - 5.10.1. Good Teaching Practices in Non-Formal Contexts
 - 5.10.2. Influence of Good Practices on Program Design and Development
 - 5.10.3. Example of Good Educational Practices in Non-Formal Contexts

Module 6. Pedagogical Advice to Social Institutions

- 6.1. Pedagogy, Counseling and the Third Social Sector
 - 6.1.1. Third Sector and Education
 - 6.1.2. Keys to Pedagogical Counseling and the Third Social Sector
 - 6.1.3. Example of Pedagogical Counseling Programs for the Third Social Sector
- 6.2. The Figure of the Pedagogical Advisor for Social Organizations
 - 6.2.1. Characteristics of the Educational Advisor
 - 6.2.2. Pedagogical Advisor and Social Entities
 - 6.2.3. Roles of the Educational Advisor outside the Formal Education Context
- 6.3. Contexts and Social Entities for Pedagogical Counseling
 - 6.3.1. Introduction
 - 6.3.2. Non-Educational Contexts for Pedagogical Counseling
 - 6.3.3. Social Entities and Pedagogical Counseling
 - 6.3.4. Conclusions
- 6.4. Design of Social Projects and Pedagogical Counseling
 - 6.4.1. Current Concept of Social Project Planning and Counseling
 - 6.4.2. Phases to Elaborate a Social Project
 - 6.4.3. Conclusions
- 6.5. Sustainability of Social Entities and Pedagogical Counseling
 - 6.5.1. Introduction to Sustainability of Social Organizations
 - 6.5.2. Professional Learning Communities
 - 6.5.3. External Counseling to the School on Sustainable Innovation
 - 6.5.4. Continuous Improvement and Participation in Pedagogical Counseling
- 6.6. Pedagogical Counseling to Social Institutions in the Field of Education
 - 6.6.1. Introduction
 - 6.6.2. The Pedagogical Counselor in Educational Matters
 - 6.6.3. Example of Educational Counseling
- 6.7. Pedagogical Counseling to Social Institutions in the Field of Employment and Social and Labor Inclusion Projects
 - 6.7.1. Introduction
 - 6.7.2. The Educational Counselor for Employment
 - 6.7.3. Example of Employment Counseling

- 6.8. Pedagogical Counseling to Social Institutions in the Field of Entrepreneurship and Social Innovation
 - 6.8.1. Introduction
 - 6.8.2. The Pedagogical Counselor in the Field of Entrepreneurship
 - 6.8.3. Example of Entrepreneurship Counseling
- 6.9. Pedagogical Counseling to Social Institutions on Equal Opportunities, Sustainability and the Environment
 - 6.9.1. Introduction
 - 6.9.2. The Pedagogical Advisor on Equality
 - 6.9.3. Example of Entrepreneurship Counseling
- 6.10. Good Practices in Pedagogical Counseling for Social Entities
 - 6.10.1. Counseling and Improvement
 - 6.10.2. Strategies for Good Counseling
 - 6.10.3. Conclusions

Module 7. Assessment of Educational Programs

- 7.1. Concept and Program Components. Pedagogical Evaluation
 - 7.1.1. Evaluation
 - 7.1.2. The Assessment and Education
 - 7.1.3. Components of the Educational Assessment
- 7.2. Models and Methodologies for the Assessment
 - 7.2.1. Standards for Educational Assessment
 - 7.2.2. Models of Educational Assessment
 - 7.2.3. Assessment as a Process
- 7.3. Standards for Evaluative Research
 - 7.3.1. General Concept of Standards
 - 7.3.2. Organization and Content of Standards
 - 7.3.3. Reflections on Standards

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

Module 8. Continuing Education

- 8.1. Nature, Origin, Evolution and Purpose of Continuing Education
 - 8.1.1. Fundamental Aspects of Continuing Education
 - 8.1.2. Fields and Contexts of Continuing Education
 - 8.1.3. Contributions of Continuing Education in International Organizations and the Digital Society
- 8.2. Theoretical Bases of Continuing Education
 - 8.2.1. Origin and Evolution of Continuing Education
 - 8.2.2. Continuing Education Models
 - 8.2.3. Types of Teachers: Philosophical-Educational Paradigms
- 8.3. Continuing Education Assessment Models
 - 8.3.1. Introduction
 - 8.3.2. Types of Assessment in Continuing Education
 - 8.3.3. The Importance of Continuing Education Assessment
 - 8.3.4. Conclusions
- 8.4. The Teacher and Continuing Education
 - 8.4.1. Professional Profile of the Adult Educator
 - 8.4.2. Skills of the Adult Educator
 - 8.4.3. Adult Teacher Training
- 8.5. In-Company Training. The Training Department
 - 8.5.1. Function of Company Training. Concepts and Terminology
 - 8.5.2. Historical View of the Training Department in the Company
 - 8.5.3. Importance of Training in the Company
- 8.6. Continuous Training and Occupational Training
 - 8.6.1. Definitions and Differences between Ongoing and Occupational Training
 - 8.6.2. Benefits for the Company of Ongoing Training
 - 8.6.3. Importance of Occupational Training in the Current Context
- 8.7. Professional Training. Recognitions, Certifications and Accreditations
 - 8.7.1. Vocational and On-the-Job Training
 - 8.7.1.1. Human Resources in Economic Development
 - 8.7.2. Qualification of Human Resources
 - 8.7.3. Certifications and Accreditations in Vocational Training
 - 8.7.4. Importance of Vocational Training

- 8.8. Training and Work
 - 8.8.1. Work and Its Evolution
 - 8.8.2. Current Labor Context
 - 8.8.3. Skill-Based Training
- 8.9. Continuing Education in the European Union
 - 8.9.1. Evolution of Continuing Education in the European Union
 - 8.9.2. Education, Work and Employability
 - 8.9.3. European Qualifications Framework
 - 8.9.4. New Approach to Higher Education
 - 8.9.5. Actions and Programs
- 8.10. Open and Distance Education in Digital Contexts
 - 8.10.1. Features of Distance Education
 - 8.10.2. Virtual Education - E-Learning
 - 8.10.3. ICT, Its Role and Importance of Distance Education
 - 8.10.4. Distance Education and Higher Education

Module 9. Equality and Diversity in the Classroom

- 9.1. Basic Concepts of Equality and Diversity
 - 9.1.1. Equality, Diversity, Difference, Justice and Fairness
 - 9.1.2. Diversity as Something Positive and Essential to Life
 - 9.1.3. Relativism and Ethnocentrism
 - 9.1.4. Human Dignity and Human Rights
 - 9.1.5. Theoretical Perspectives on Diversity in the Classroom
 - 9.1.6. Bibliographical References
- 9.2. Evolution from Special Education to Inclusive Education in Early Childhood Education
 - 9.2.1. Key Concepts from Special Education to Inclusive Education
 - 9.2.2. Inclusive School Conditions
 - 9.2.3. Promoting Inclusive Education in Early Childhood Education
- 9.3. Characteristics and Needs in Early Childhood
 - 9.3.1. Acquisition of Motor Skills
 - 9.3.2. Acquisition of Psychological Development
 - 9.3.3. Development of Subjectivation

- 9.4. Exclusion in Schools
 - 9.4.1. The Hidden Syllabus
 - 9.4.2. Intolerance and Xenophobia
 - 9.4.3. How to Detect Bullying in the Classroom?
 - 9.4.4. Bibliographical References
- 9.5. Main Factors of School Failure
 - 9.5.1. Stereotypes and Prejudices
 - 9.5.2. Self-Fulfilling Prophecies, the Pygmalion Effect
 - 9.5.3. Other Factors Influencing School Failure
 - 9.5.4. Bibliographical References
- 9.6. Inclusive and Intercultural School
 - 9.6.1. The School as an Open Entity
 - 9.6.2. Dialogue
 - 9.6.3. Intercultural Education and Attention to Diversity
 - 9.6.4. What Is Intercultural Schooling?
 - 9.6.5. Problems in the School Environment
 - 9.6.6. Performance
 - 9.6.7. Proposals on Interculturality to Work in the Classroom
 - 9.6.8. Bibliographical References
- 9.7. Digital Exclusion in the Digital Information Society
 - 9.7.1. Transformations in the Digital Information Society
 - 9.7.2. Access to Information
 - 9.7.3. Web 2.0: from Consumers to Creators
 - 9.7.4. Risks Associated with the Use of ICTs
 - 9.7.5. The Digital Divide: A New Type of Exclusion
 - 9.7.6. Education in the Face of Digital Exclusion
 - 9.7.7. Bibliographical References
- 9.8. The Inclusion of ICT in the Diverse School
 - 9.8.1. School Inclusion and Digital Inclusion
 - 9.8.2. Digital Inclusion at School, Advantages and Requirements
 - 9.8.3. Changes in the Conception of the Educational Process
 - 9.8.4. Transformations in Teacher and Student Roles
 - 9.8.5. ICT as an Element of Attention to Diversity
 - 9.8.6. The Use of ICTs for Students with Educational Developmental Support Needs
 - 9.8.7. Bibliographical References

- 9.9. Active Learning Methodologies with ICTs
 - 9.9.1. Introduction and Objectives
 - 9.9.2. ICT and the New Educational Paradigm: Personalization of Learning
 - 9.9.3. Active Methodologies for Effective ICT Learning
 - 9.9.4. Learning by Research
 - 9.9.5. Collaborative and Cooperative Learning
 - 9.9.6. Problem- and Project-Based Learning
 - 9.9.7. Flipped Classroom
 - 9.9.8. Strategies for Choosing the Right ICT for Each Methodology: Multiple Intelligences and Learning Landscapes
 - 9.9.9. Bibliographical References
- 9.10. Collaborative Learning and Flipped Classroom
 - 9.10.1. Introduction and Objectives
 - 9.10.2. Definition of Collaborative Learning
 - 9.10.3. Differences with Cooperative Learning
 - 9.10.4. Tools for Cooperative and Collaborative Learning: Padlet
 - 9.10.5. Definition of Flipped Classroom
 - 9.10.6. Didactic Actions for Programming Flipped Classrooms
 - 9.10.7. Digital Tools to Create Your Flipped Classroom
 - 9.10.8. Reversed Classroom Experiences
 - 9.10.9. Bibliographical References

Module 10. Personalized Education. Theoretical, Philosophical and Anthropological Fundamentals of Education

- 10.1. The Human Person
 - 10.1.1. Educating Taking Into Account The Person
 - 10.1.2. Person and Human Nature
 - 10.1.3. Attributes or Radical Properties of the Person
 - 10.1.4. Strategies to Favor the Unfolding of the Person's Radical Attributes or Properties
 - 10.1.5. The Human Person as a Dynamic System
 - 10.1.6. The Person and the Meaning That They Can Give to their Life



- 10.2. Pedagogical Foundations of Personalized Education
 - 10.2.1. The Educability of the Human Being as a Capacity for Integration and Growth
 - 10.2.2. What Is and What Is Not Personalized Education
 - 10.2.3. Purposes of Personalized Education
 - 10.2.4. The Personal Teacher-Student Encounter
 - 10.2.5. Protagonists and Mediators
 - 10.2.6. The Principles of Personalized Education
- 10.3. Learning Situations in Personalized Education
 - 10.3.1. The Personalized Vision of the Learning Process
 - 10.3.2. Operational and Participatory Methodologies and Their General Characteristics
 - 10.3.3. Learning Situations and Their Personalization
 - 10.3.4. Role of Materials and Resources
 - 10.3.5. Evaluation as a Learning Situation
 - 10.3.6. The Personalized Educational Style and Its Five Manifestations
 - 10.3.7. Promoting the Five Manifestations of the Personalized Educational Style
- 10.4. Motivation: A Key Aspect of Personalized Learning
 - 10.4.1. Influence of Affectivity and Intelligence in the Learning Process
 - 10.4.2. Definition and Types of Motivation
 - 10.4.3. Motivation and Values
 - 10.4.4. Strategies to Make the Learning Process More Attractive
 - 10.4.5. The Playful Aspect of Schoolwork
- 10.5. Metacognitive Learning
 - 10.5.1. What Should Students Be Taught in Personalized Education
 - 10.5.2. Meaning of Metacognition and Metacognitive Learning
 - 10.5.3. Metacognitive Learning Strategies
 - 10.5.4. Consequences of Learning in a Metacognitive Way
 - 10.5.5. The Evaluation of the Significant Learning of the Learner
 - 10.5.6. Keys to Educating in Creativity
- 10.6. Personalizing the Organization of the School Center
 - 10.6.1. Factors in the Organization of a School
 - 10.6.2. The Personalized School Environment
 - 10.6.3. The Student Body
 - 10.6.4. The Teaching Staff
 - 10.6.5. The Families
 - 10.6.6. The School Center as an Organization and as a Unit
 - 10.6.7. Indicators to Evaluate the Educational Personalization of a School Center
- 10.7. Identity and Profession
 - 10.7.1. Personal Identity: A Personal and Collective Construction
 - 10.7.2. Lack of Social Valuation
 - 10.7.3. Cracking and Identity Crisis
 - 10.7.4. Professionalization Under Debate
 - 10.7.5. Between Vocation and Expert Knowledge
 - 10.7.6. Teachers as Artisans
 - 10.7.7. Fast Food Behavior
 - 10.7.8. Unrecognized Good Guys and Unknown Bad Guys
 - 10.7.9. Teachers Have Competitors
- 10.8. The Process of Becoming a Teacher
 - 10.8.1. Initial Training Matters
 - 10.8.2. At the Beginning, the More Difficult, the Better
 - 10.8.3. Between Routine and Adaptation
 - 10.8.4. Different Stages, Different Needs
- 10.9. Characteristics of Effective Teachers
 - 10.9.1. The Literature on Effective Teachers
 - 10.9.2. Value-Added Methods
 - 10.9.3. Classroom Observation and Ethnographic Approaches
 - 10.9.4. The Dream of Having Countries with Good Teachers
- 10.10. Beliefs and Change
 - 10.10.1. Analysis of Beliefs in the Teaching Profession
 - 10.10.2. Many Actions and Little Impact
 - 10.10.3. The Search for Models in the Teaching Profession



This program gives you the opportunity to update your knowledge in a real scenario, with the maximum scientific rigor of an institution at the forefront of technology”

04

Teaching Objectives

The program design of this Hybrid Master's Degree will enable the student to acquire advanced skills to lead the creation, implementation and evaluation of Continuing Education Programs. Through a global and innovative approach, the curriculum will enable the professional to face the challenges of continuing education, promoting inclusion, equity and positive impact in diverse educational environments.





“

You will ensure that educational programs are accessible and encourage participation by people from diverse backgrounds”



General Objective

- The general objective of this university program is to train professionals to design, implement and evaluate innovative educational programs, through a practical experience supervised by experts in reference institutions. This vision allows to address the main strategies of continuing education, improving skills in inclusion, equity and educational sustainability, and raising the ability to lead high-impact projects in diverse environments



You will learn through didactic materials present in formats such as video or interactive summary, which will fully enliven your academic experience"





Specific Objectives

Module 1. Information and Communication Technologies for Education

- ♦ Acquire the necessary digital skills and knowledge complemented by the pedagogical and methodological skills appropriate to the current context
- ♦ Delve into good ICT practices that guarantee professional development for teachers in the management of digital sources for teaching use, communication in digital networks for pedagogical purposes, and the ability to create teaching materials
- ♦ Manage and create a digital identity according to the context, being aware of the importance of the digital trail and the possibilities offered by ICT in this regard, therefore knowing its benefits and risks
- ♦ Generate and know how to apply ICT
- ♦ Combine the different ICT in the school as an educational tool
- ♦ Identify and discover the importance of ongoing teacher training

Module 2. Communication and Oral Expression Techniques for Teachers

- ♦ Learn effective communication techniques in the classroom
- ♦ Reflect on the aspects of verbal and non-verbal communication suitable for teaching development
- ♦ Know how to manage the stress that any public exposure produces
- ♦ Observe techniques for voice care

Module 3. Social Exclusion and Policies for Inclusion

- ♦ Know and critically understand the theoretical and methodological bases that from pedagogical, sociological and psychological perspectives sustain socio-educational processes
- ♦ Analyze the ethical dilemmas that the new demands and forms of social exclusion of the knowledge society pose to the teaching profession

Module 4. Methodology of Socio-Educational Action

- ♦ Know the different methodologies of socio-educational action
- ♦ Know how to apply specific methodologies for socio-educational action

Module 5. Design and Management of Educational Programs

- ♦ Understand the different levels of planning possible for educational design
- ♦ Analyze the models, tools and actors in educational planning
- ♦ Understand the fundamentals and elements of educational planning
- ♦ Detect educational needs through the application of different existing analysis models

Module 6. Pedagogical Advice to Social Institutions

- ♦ Know the functions of the pedagogical advisor and their educational value
- ♦ Analyze the different contexts and social entities that can participate in this process
- ♦ Develop skills for quality educational counseling
- ♦ Discuss good practices in educational counseling and their implications

Module 7. Assessment of Educational Programs

- ♦ Know and use the specific terminology of the evaluation of educational and training programs
- ♦ Know and apply program evaluation models to socio-educational practice
- ♦ Plan evaluation projects of contextualized educational and training programs
- ♦ Acquire procedures to be able to evaluate educational and training programs





Module 8. Continuing Education

- ♦ Understand the fundamental concepts linked to continuing education
- ♦ Analyze the situation of continuing education as an organizing principle of the educational reality
- ♦ Become aware of the need for continuing education as a frame of reference for the entire educational system
- ♦ Know the different fields of actions of continuing education

Module 9. Equality and Diversity in the Classroom

- ♦ Know the different terms closely related to each other and their application in the classroom
- ♦ Acquire the necessary tools to avoid school failure
- ♦ Detect the signs of possible bullying at school
- ♦ Develop tools to promote an inclusive and intercultural school
- ♦ Achieve the skills to work with the different ICTs
- ♦ Identify the different disorders in educational centers

Module 10. Personalized Education. Theoretical, Philosophical and Anthropological Fundamentals of Education

- ♦ Acquire the necessary tools for reflection
- ♦ Awaken professional and intellectual concerns in order to learn to be good professionals
- ♦ Know the different pedagogical foundations of Education
- ♦ Identify the different learning situations in personalized education

05

Internship

Once the online theoretical period has been completed, the program includes a practical training period in a reference clinical center. It should be noted that, during this immersive experience, students will have the support of a tutor who will accompany them throughout the process, both in the preparation and in the development of the internship.



“

Do your internship in a reference company in the Development of Continuing Education Programs”

The Internship of this program in Development of Continuing Education Programs consists of a 3-week clinical internship in a well-known company, from Monday to Friday, with 8 consecutive hours of practical training with a specialist.

In this training proposal, which is completely practical in nature, the activities are aimed at developing and perfecting the competencies necessary for the provision of educational services and are oriented towards specific training for the exercise of the activity.

This is a unique opportunity to learn by designing and managing educational programs in an innovative environment, where Continuing Education is the central axis for personal and professional development. This experience represents a new way of understanding and integrating continuous learning processes, making this training the ideal scenario for perfecting pedagogical competencies and lead educational initiatives in the context of the 21st century.

The practical part will be carried out with the active participation of the student performing the activities and procedures of each area of competence (learning to learn and learning to do), with the accompaniment and guidance of teachers and other training partners that facilitate teamwork and multidisciplinary integration as transversal competencies for the praxis of the Development of Continuing Education Programs (learning to be and learning to relate).





The procedures described below will be the basis of the practical part of the training, and its realization will be subject to the center's own availability and workload, being the proposed activities the following:

Module	Practical Activity
Learning Disorders	Design initiatives adapted to the specific needs of people with learning difficulties and developmental disorders, such as dyslexia or ADHD
	Plan pedagogical strategies that promote the active and inclusive participation of students in the learning process
	Create flexible curricula adapted to users' abilities and learning paces
	Create visual, auditory or interactive resources that facilitate understanding and skills acquisition
Techniques to Address Social Exclusion	Create programs that promote the social and educational reintegration of people at risk of exclusion, such as disadvantaged communities, migrants or people with disabilities
	Plan educational strategies that respect the cultural, linguistic and social diversity of students
	Develop educational content that promotes the knowledge and exercise of fundamental rights, encouraging active participation in society
	Implement activities that favor interaction and understanding among diverse social groups, promoting social cohesion
Pedagogical Consulting	Identify areas of educational improvement within the social institutions to design programs adapted to their objectives
	Customize pedagogical content according to the context and characteristics of the communities served by the social institution
	Implement innovative strategies, such as project-based learning or gamification, to improve the effectiveness of the programs
	Provide pedagogical reports with recommendations to optimize the educational processes of the institutions
Education in the Family, Social and Academic Spheres	Design initiatives that integrate family, social and school dimensions, promoting lifelong learning
	Develop strategies that combine pedagogical, psychological and socio-cultural aspects to enrich the teaching process
	Create techniques to strengthen the connection between the home, the academic environment and the community, ensuring a coherent educational experience
	Implement programs that reinforce skills such as empathy, effective communication, and conflict resolution in educational settings

Civil Liability Insurance

The university's main concern is to guarantee the safety of the interns, other collaborating professionals involved in the internship process at the center. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, the university commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the stay at the internship center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the Internship Program period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.



General Conditions of the Internship Program

The general terms and conditions of the internship agreement for the program are as follows:

1. TUTOR: During the Hybrid Master's Degree, students will be assigned two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned an academic tutor whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both practical and academic.

2. DURATION: The internship program will have a duration of three continuous weeks, in 8-hour days, 5 days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

3. ABSENCE: If the student does not show up on the start date of the Hybrid Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

4. CERTIFICATION: Professionals who pass the Hybrid Master's Degree will receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: the Hybrid Master's Degree shall not constitute an employment relationship of any kind.

6. PRIOR EDUCATION: Some centers may require a certificate of prior education for the Hybrid Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

7. DOES NOT INCLUDE: The Hybrid Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

06

Internship Centers

This Hybrid Master's Degree program includes in its itinerary an internship in a prestigious institution, where the student will put into practice everything they have learned in the field of Development of Continuing Education Programs. In this sense, and in order to bring this program closer to more professionals, TECH offers students the opportunity to carry it out in different centers geographically. In this way, this institution strengthens its commitment to quality and affordable education for all.



“

You will do a practical internship in a recognized company, where you will apply the latest techniques in Development of Continuing Education Programs”



The student will be able to complete the practical part of this Hybrid Master's Degree at the following centers:



Educational

Instituto Rambla Barcelona

Country	City
Spain	Barcelona

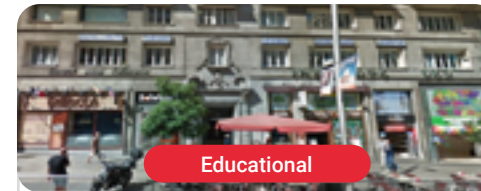
Address: Rambla de Catalunya,
16, 08007 Barcelona

Rambla Instituto offers a wide variety of high quality of high quality training programs in a variety in a variety of areas of study

Related internship programs:

- Digital Education, E-Learning and Social Media





Instituto Rambla Madrid

Country	City
Spain	Madrid

Address: C/ Gran Vía, 59, 10A, 28013 Madrid

Rambla Instituto offers a wide variety of high quality of high quality training programs in a variety in a variety of areas of study

Related internship programs:

- Digital Education, E-Learning and Social Media



Instituto Rambla Valencia

Country	City
Spain	Valencia

Address: Carrer de Jorge Juan, 17, 46004
València, Valencia

Rambla Instituto offers a wide variety of high quality of high quality training programs in a variety in a variety of areas of study

Related internship programs:

- Digital Education, E-Learning and Social Media

07

Career Opportunities

This TECH program is a unique opportunity for professionals interested in designing and implementing Continuing Education Programs adapted to current demands. Through a practical and innovative approach, students will acquire advanced skills in planning, management and evaluation of educational projects, integrating technological tools and inclusive methodologies. This cutting-edge learning will enable graduates to broaden their job prospects and lead educational initiatives in diverse social and professional contexts.

“

You will work as a Continuing Education Program Designer in the most prestigious academic institutions on an international scale”

Graduate Profile

Graduates of this university program will be experts in the design and implementation of innovative educational programs, adapted to the needs of lifelong learning. At the same time, they will have the skills to manage educational projects, evaluate their impact and promote inclusive methodologies. In addition, they will be prepared to lead academic initiatives in diverse contexts, promoting continuing education and educational equity.

You will create strategies that promote equitable access to education for vulnerable groups such as communities at risk of social exclusion.

- ♦ **Innovation in Educational Methodologies:** Ability to design and implement innovative pedagogical strategies that respond to the needs of continuous learning, promoting meaningful experiences in diverse contexts
- ♦ **Educational Project Management:** Ability to plan, organize and coordinate continuing education programs, optimizing resources and meeting strategic objectives in diverse educational environments
- ♦ **Inclusion and Equity in Education:** Responsibility to design initiatives that encourage the participation of all social groups, guaranteeing equal opportunities in access to educational programs
- ♦ **Evaluation and Continuous Improvement:** Aptitude to analyze the impact of educational programs through evaluation tools, proposing improvements based on data and identified needs





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

- 1. Designer of Continuing Education Programs:** Responsible for creating educational programs tailored to the needs of lifelong learning in different social, cultural and work contexts.
- 2. Coordinator of Continuing Education in Institutions:** Responsible for supervising, implementing and evaluating continuing education programs in educational, social or business organizations.
- 3. Educational Inclusion Specialist:** Designs strategies that promote equitable access to education for vulnerable groups, such as the elderly, migrants or communities at risk of social exclusion.
- 4. Consultant in Lifelong Learning:** Advises public and private institutions in the design and implementation of educational programs aimed at lifelong learning.
- 5. Researcher in Continuing Education:** Dedicated to the study of methodologies, trends and best practices in the field of continuing education, generating relevant knowledge for educational improvement.
- 6. Developer of Digital Educational Resources:** Specialist in creating interactive content and technological platforms that facilitate distance learning and continuous training.
- 7. Educational Program Evaluation Specialist:** In charge of measuring the impact and effectiveness of continuous training programs, proposing improvements for their optimization.
- 8. Community Learning Network Manager:** Promotes collaborative networking among institutions, communities and participants to strengthen continuous learning and sharing of experiences.

08

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.

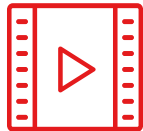
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

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

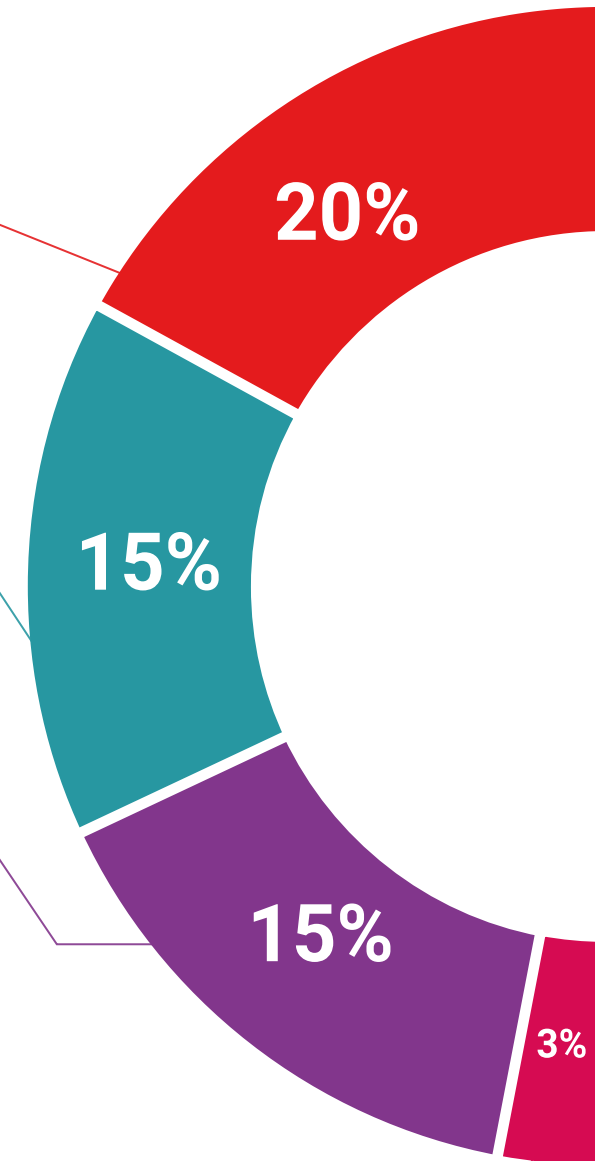
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

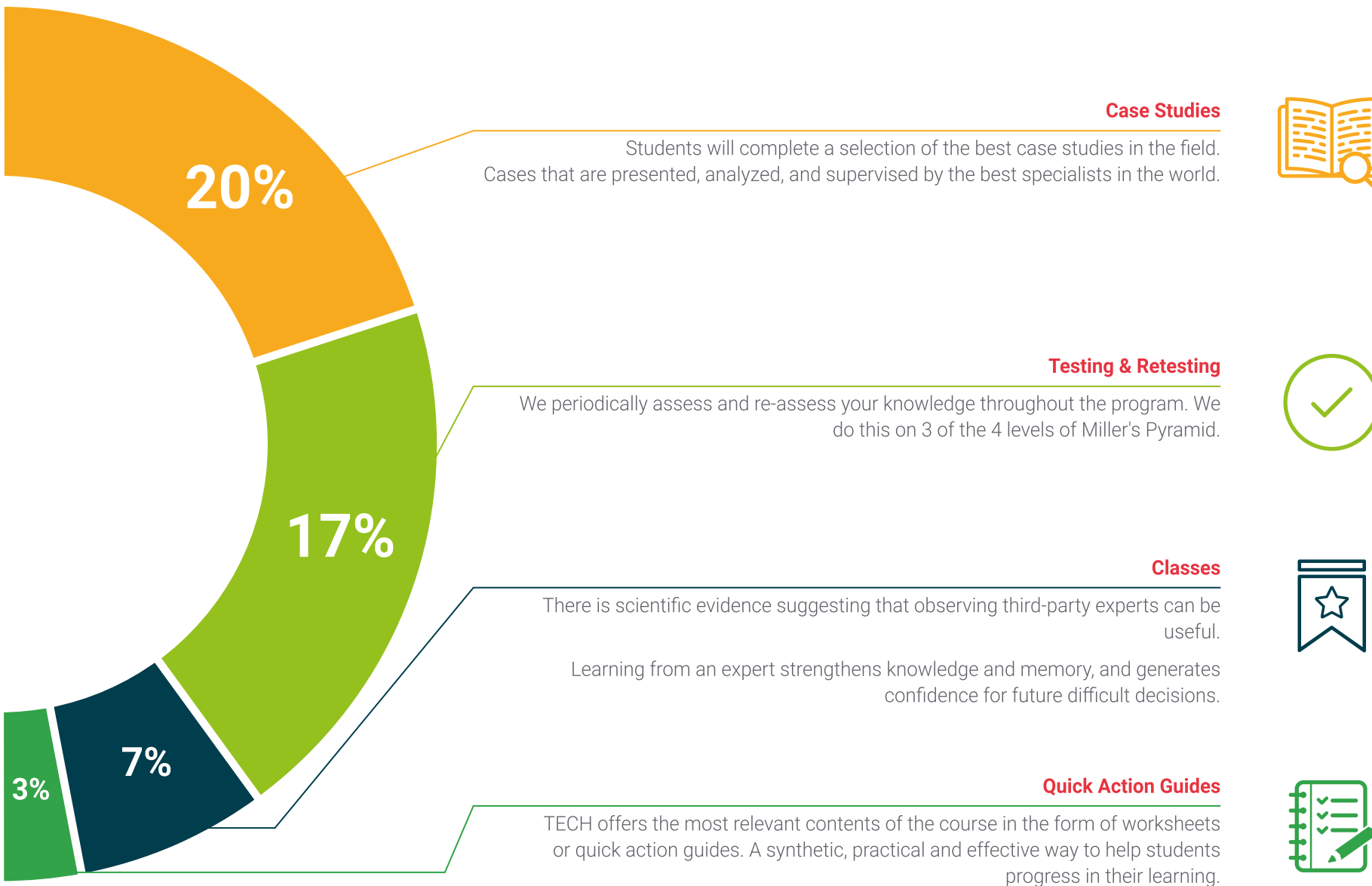
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





09

Certificate

This Hybrid Master's Degree in Development of Continuing Education Programs guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Hybrid Master's Degree issued by TECH Global University.



“

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

This private qualification will allow you to obtain a diploma for the **Hybrid Master's Degree in Development of Continuing Education Programs** endorsed by TECH Global University, the world's largest online university.

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



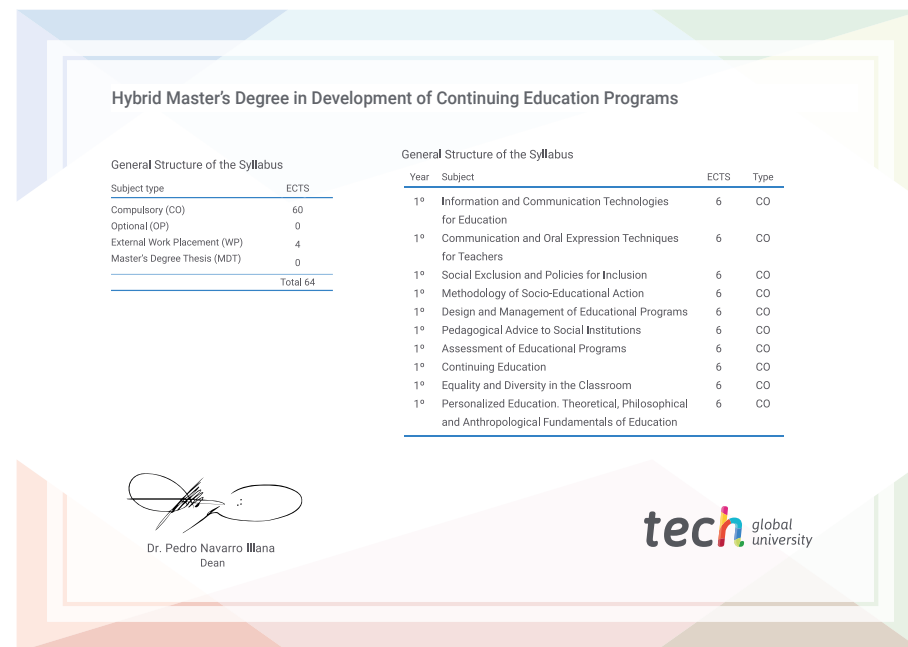
This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Hybrid Master's Degree in Development of Continuing Education Programs**

Modality: **online**

Duration: **12 months**

Accreditation: **60 + 4 ECTS**





Hybrid Master's Degree Development of Continuing Education Programs

Modality: Hybrid (Online + Internship)

Duration: 12 months

Certificate: TECH Global University

Credits: 60 + 4 ECTS

Hybrid Master's Degree

Development of Continuing Education Programs