

Hybrid Master's Degree

Inclusive Education for Children
and Adolescents in Situations
of Social Exclusion



Hybrid Master's Degree

Inclusive Education for Children and Adolescents in Situations of Social Exclusion

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-inclusive-education-children-adolescents-situations-social-exclusion

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01

Introduction to the Program

Inclusive Education for Children and Adolescents in Situations of Social Exclusion is essential to ensure that students, regardless of their circumstances, have access to quality education. At the European level, 65% of children with disabilities are enrolled in mainstream schools, although this figure varies by country and type of disability. In addition, significant challenges remain, such as the physical inaccessibility of school facilities, lack of qualified teaching staff and assistants, and insufficient financial resources. Within this framework, TECH has created a complete program whose theoretical content, 100% online, can be accessed from any electronic device with an Internet connection. It will also include a practical period of 3 weeks in one of the most prestigious educational centers.





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With this Hybrid Master's Degree, you will deepen your knowledge of inclusive pedagogical approaches adapted to the needs of each student, collaborating effectively with families and communities”

Inclusive Education for Children and Adolescents in Situations of Social Exclusion has become a global priority, as it represents a crucial step towards educational equity. In fact, according to data from the European Commission, about 15% of children in Europe live at risk of poverty or social exclusion, which affects their access to quality education.

This is how this Hybrid Master's Degree was created, whose contents will cover from the understanding of the key concepts of social and educational inclusion, to the application of specific methods that allow to adapt teaching to the needs of students. In this sense, teachers will be able to identify the individual needs of students, as well as the characteristics and capabilities of their educational environment.

Likewise, the fundamental role of teachers in the context of the inclusive school will be studied in depth, addressing the historical evolution of exclusion in the classroom and the current legislation related to educational inclusion. The impact of the family and the community in the educational process will also be analyzed, providing professionals with the tools to involve families in an active and collaborative way.

Finally, human development and the psychological theories that explain the different stages of growth of children and adolescents, especially those in vulnerable situations, will be explored. In addition, knowledge will be acquired about attachment styles and their influence on social interaction and learning, as well as the necessary protective measures for students at risk of abuse or exclusion.

In this way, TECH has created a complete program that will fit perfectly into the graduates' work and personal schedules, divided into two fundamental areas. First, the theoretical preparation is completely online, based on the innovative Relearning methodology, which focuses on the repetition of key concepts for a better assimilation of the contents. Finally, students will have access to an intensive practical experience in a prestigious educational center.

This **Hybrid Master's Degree in Inclusive Education for Children and Adolescents in Situations of Social Exclusion** 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 education professionals, experts in Inclusive Education and university professors with extensive experience in this field
- ♦ Its graphic, schematic and practical contents provide essential information on those disciplines that are indispensable for professional practice
- ♦ 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 available 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 analyze how different types of families and their social context influence students' academic performance, as well as the need to create safe and participatory learning environments"

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Internships will be a fundamental part of this academic experience, as they will provide you with the unique opportunity to apply the knowledge acquired in a real and direct environment”

In this Master's proposal, of professionalizing character and blended learning modality, the program is aimed at updating Education professionals who develop their functions in educational centers, and who require a high level of qualification. The contents are based on the latest scientific evidence, and oriented in a didactic way to integrate theoretical knowledge into educational practice, and the theoretical-practical elements will facilitate the updating of knowledge and allow decision making in patient management.

Thanks to its multimedia content elaborated with the latest educational technology, they will allow the education 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.

You will use school mediation as a tool to resolve conflicts and promote inclusion, being able to intervene effectively in situations of abuse and exclusion, for example.

You will contribute to the creation of a more inclusive and safe educational environment for all, through the best didactic materials, at the forefront of technology and academics.



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

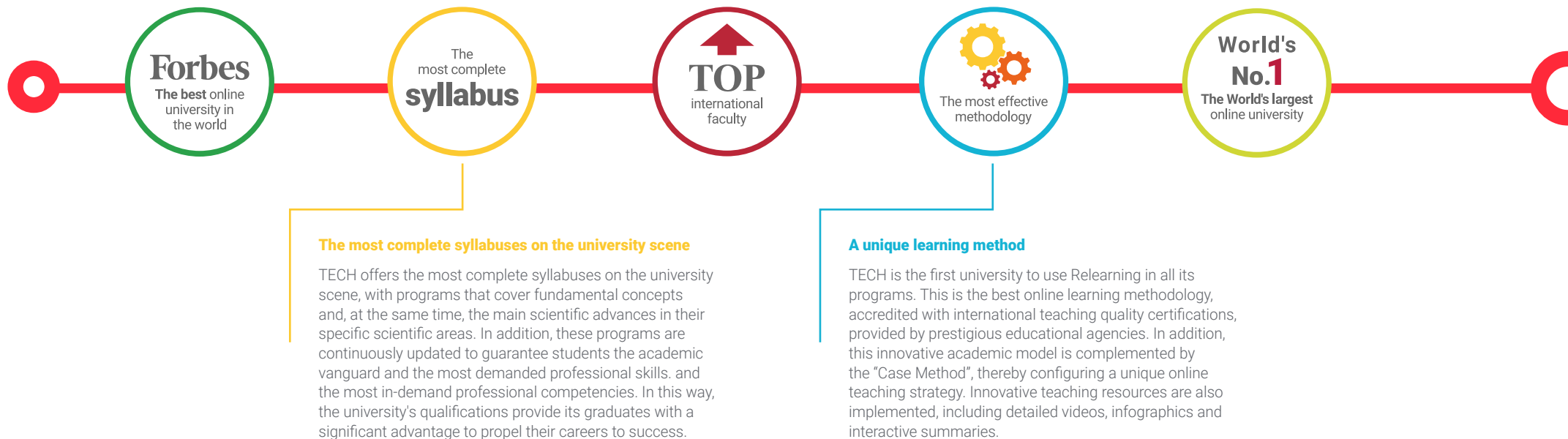
The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer 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 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.



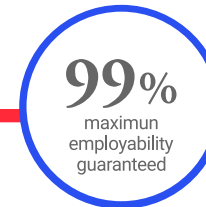
Google Premier Partner

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

Throughout the program, the fundamental principles of inclusive education will be analyzed, developing skills to identify and address the specific needs of students at risk of exclusion, and becoming familiar with the most effective pedagogical tools to promote the integration of all students. In addition, content on the role of the family and the community in the educational process will be included, as well as strategies for working with students under guardianship or in situations of abuse. Teachers will also receive training in educational legislation, developmental psychology and school mediation.



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You will work with students with Special Educational Needs (SEN) and implement innovative strategies that encourage the participation of all students in the school environment”

Module 1. Inclusive Education and Social Inclusion

- 1.1. Inclusive Education: Concept and Key Components
 - 1.1.1. Conceptual Approach
 - 1.1.2. Difference Between Integration and Inclusion
 - 1.1.2.1. Integration Concept
 - 1.1.2.2. Inclusion Concept
 - 1.1.2.3. Difference Between Integration and Inclusion
 - 1.1.3. Key Elements of Educational Inclusion
 - 1.1.3.1. Key Strategic Aspects
 - 1.1.4. The Inclusive School and the Education System
 - 1.1.4.1. The Challenges of the Education System
- 1.2. Inclusive Education and Attention to Diversity
 - 1.2.1. Concept of Attention to Diversity
 - 1.2.1.1. Types of Diversity
 - 1.2.2. Diversity and Educational Inclusion Measures
 - 1.2.2.1. Methodological Guidelines
- 1.3. Multilevel Teaching and Cooperative Learning
 - 1.3.1. Key Concepts
 - 1.3.1.1. Multilevel Teaching
 - 1.3.1.2. Cooperative Learning
 - 1.3.2. Cooperative Teams
 - 1.3.2.1. Conceptualization of Cooperative Teams
 - 1.3.2.2. Functions and Principles
 - 1.3.2.3. Essential Elements and Advantages
 - 1.3.3. Benefits of Multilevel Teaching and Cooperative Learning
 - 1.3.3.1. Benefits of Multilevel Teaching
 - 1.3.3.2. Benefits of Cooperative Learning
- 1.3.4. Barriers to the Implementation of Inclusive Schools
 - 1.3.4.1. Political Barriers
 - 1.3.4.2. Cultural Barriers
 - 1.3.4.3. Didactic Barriers
 - 1.3.4.4. Strategies to Overcome Barriers
- 1.4. Social Inclusion
 - 1.4.1. Inclusion and Social Integration
 - 1.4.1.1. Definition of Integration and Elements
 - 1.4.1.2. Concept of Social Inclusion
 - 1.4.1.3. Inclusion vs. Integration
 - 1.4.2. Inclusion in Education
 - 1.4.2.1. Social Inclusion at School
- 1.5. Inclusive School Assessment
 - 1.5.1. Assessment Parameters
- 1.6. ICT and UDL in Inclusive Schools
 - 1.6.1. Traditional Teaching Methods
 - 1.6.2. ICT
 - 1.6.2.1. Concept and Definition of ICT
 - 1.6.2.2. Characteristics of ICT
 - 1.6.2.3. Telematics Applications and Resources
 - 1.6.2.4. ICT in the Inclusive School
 - 1.6.3. Universal Design for Learning
 - 1.6.3.1. What Is UDL?
 - 1.6.3.2. UDL Principles
 - 1.6.3.3. The Application of the UDL to the Curriculum
 - 1.6.3.4. Digital Resources and UDL
 - 1.6.4. Digital Media to Individualize Classroom Learning

Module 2. Teacher Preparation for Inclusive Schools

- 2.1. Contextualization of the Inclusive School
 - 2.1.1. Main Features
 - 2.1.1.1. Basic Principles
 - 2.1.1.2. Objectives of Today's Inclusive School
- 2.2. Teacher Training for Inclusive Schools
 - 2.2.1. Previous Aspects to Consider
 - 2.2.1.1. Basis and Purpose
 - 2.2.1.2. Essential Elements of the Initial Training
 - 2.2.2. Main Theories and Models
 - 2.2.3. Criteria for the Design and Development of Teacher Education
 - 2.2.4. Continuing Education
 - 2.2.5. Profile of the Teaching Professional
 - 2.2.6. Teaching Expertise in Inclusive Education
 - 2.2.6.1. The Support Teacher. Functions
 - 2.2.6.2. Emotional Skills
- 2.3. Emotional Intelligence of Teachers
 - 2.3.1. Emotional Intelligence Concept
 - 2.3.1.1. Daniel Goleman's Theory
 - 2.3.1.2. The Four Phase Model
 - 2.3.1.3. Emotional Competencies Model
 - 2.3.1.4. Emotional and Social Intelligence Model
 - 2.3.1.5. Theory of Multiple Intelligences
 - 2.3.2. Basic Aspects of Teachers' Emotional Intelligence
 - 2.3.2.1. Emotions
 - 2.3.2.2. Self-Esteem
 - 2.3.2.3. Self-Efficacy
 - 2.3.2.4. The Development of Emotional Skills
 - 2.3.3. Teacher Self-Care
 - 2.3.3.1. Strategies to Self-Care

- 2.4. External Elements: Administrations, Resources and Family
- 2.5. Quality in Inclusive Education
 - 2.5.1. Inclusion and Quality
 - 2.5.1.1. Conceptualization of Quality
 - 2.5.1.2. Dimensions in the Quality of Education
 - 2.5.1.3. Quality Parameters in the Inclusive School
 - 2.5.2. Successful Experiences

Module 3. The Role of the Family and the Community in Inclusive Schooling

- 3.1. The Diversity of Current Family Models
 - 3.1.1. Definition of Family Concept
 - 3.1.2. Evolution of Family Concept
 - 3.1.2.1. The Family in the 21st Century
 - 3.1.3. Family Models
 - 3.1.3.1. Types of Family Models
 - 3.1.3.2. Educational Styles in Family Models
 - 3.1.4. Educational Attention to the Different Family Models
- 3.2. Family Involvement in the School
 - 3.2.1. The Family and the School as Developmental Environments
 - 3.2.2. The Importance of Cooperation between Educational Agents
 - 3.2.2.1. The Management Team
 - 3.2.2.2. The Teaching Team
 - 3.2.2.3. The Family
 - 3.2.3. Types of Family Participation
 - 3.2.3.1. Direct Participation
 - 3.2.3.2. Indirect Participation
 - 3.2.3.3. Non-Participation
 - 3.2.4. Parent Schools
 - 3.2.5. The Parent-Teacher Association (PTA)
 - 3.2.6. Difficulties in Participation
 - 3.2.6.1. Intrinsic Participation Difficulties
 - 3.2.6.2. Extrinsic Participation Difficulties
 - 3.2.7. How to Improve Family Participation

- 3.3. The Family and the School as Developmental Environments
- 3.4. Society and Inclusive School
- 3.5. Learning Communities
 - 3.5.1. Conceptual Framework of Learning Communities
 - 3.5.2. Characteristics of Learning Communities
 - 3.5.3. Creation of a Learning Community
- 3.6. Creation of a Learning Community

Module 4. Main Psychological Theories and Stages of Evolutionary Development

- 4.1. Main Authors and Psychological Theories of Childhood Development
 - 4.1.1. Psychoanalytic Theory of Child Development by S. Freud
 - 4.1.2. E. Erikson's Theory of Psychosocial Development
 - 4.1.3. Jean Piaget's Theory of Cognitive Development
 - 4.1.3.1. Adaptation: The Processes of Assimilation and Accommodation lead to Equilibrium
 - 4.1.3.2. Stages of Cognitive Development
 - 4.1.3.3. Sensorimotor Stage (0-2 years)
 - 4.1.3.4. Pre-operative Stage: Pre-operative Sub-period (2-7 years)
 - 4.1.3.5. Stage of Concrete Operations (7-11 years)
 - 4.1.3.6. Formal Operations Stage (11-12 years and older)
 - 4.1.4. Lev Vygotsky's Sociocultural Theory
 - 4.1.4.1. How Do We Learn?
 - 4.1.4.2. Higher Psychological Functions
 - 4.1.4.3. Language as a Mediating Tool
 - 4.1.4.4. Proximal Zone of Development
 - 4.1.4.5. Development and Social Context
- 4.2. Introduction to Early Intervention
 - 4.2.1. History of Early Intervention
 - 4.2.2. Definition of Early Intervention
 - 4.2.2.1. Levels of Intervention in Early Intervention
 - 4.2.2.2. Main Fields of Action

- 4.2.3. What Is an Early Childhood Development and Care Center (ECDCC)?
 - 4.2.3.1. Concept of ECDCC
 - 4.2.3.2. Functioning of a ECDCC
 - 4.2.3.3. Professionals and Areas of Intervention
- 4.3. Developmental Aspects
 - 4.3.1. Development from 0-3 years of age
 - 4.3.1.1. Introduction
 - 4.3.1.2. Motor Development
 - 4.3.1.3. Cognitive Development
 - 4.3.1.4. Language Development
 - 4.3.1.5. Social Development
 - 4.3.2. Development from 3-6 years of age
 - 4.3.2.1. Introduction
 - 4.3.2.2. Motor Development
 - 4.3.2.3. Cognitive Development
 - 4.3.2.4. Language Development
 - 4.3.2.5. Social Development
- 4.4. Milestones of Alarm in Child Development
- 4.5. Cognitive and Socio-affective Development from 7 to 11 years of age
- 4.6. Cognitive Development during Adolescence and Early Adulthood

Module 5. Attachment and Affective Bonds

- 5.1. Attachment Theory
 - 5.1.1. Theoretical Basis
 - 5.1.1.1. John Bowlby
 - 5.1.1.2. Mary Ainsworth
 - 5.1.2. Attachment Behaviors
 - 5.1.3. Attachment Functions
 - 5.1.4. Internal Representation Models
 - 5.1.5. Ambivalent Insecure Attachment
 - 5.1.6. Avoidant Insecure Attachment
 - 5.1.7. Disorganized Attachment

- 5.2. Attachment Styles
 - 5.2.1. Secure Attachment
 - 5.2.1.1. Characteristics of the Subject with this Attachment Style
 - 5.2.1.2. Characteristics of the Caregivers that Promote this Style
 - 5.2.2. Ambivalent Insecure Attachment
 - 5.2.2.1. Characteristics of the Subject with this Attachment Style
 - 5.2.2.2. Characteristics of the Caregivers that Promote this Style
 - 5.2.3. Avoidant Insecure Attachment
 - 5.2.3.1. Characteristics of the Subject with this Attachment Style
 - 5.2.3.2. Characteristics of the Caregivers that Promote this Style
 - 5.2.4. Disorganized Attachment
 - 5.2.4.1. Characteristics of the Subject with this Attachment Style
 - 5.2.4.2. Characteristics of the Caregivers that Promote this Style
- 5.3. Evolution of Attachment in the Different Stages of Development
 - 5.3.1. Attachment During Childhood
 - 5.3.1.1. Attachment Development in Early Childhood
 - 5.3.1.2. Attachment in the Preschool Stage
 - 5.3.1.3. Attachment During Infancy
 - 5.3.2. Attachment During Adolescence
 - 5.3.2.1. Friendships: Evolution and Functions
 - 5.3.3. Adulthood
 - 5.3.3.1. Attachment in Adults
 - 5.3.3.2. Differences in Attachment During Adulthood
 - 5.3.3.3. Attachment Theory and Love Relationships in Adulthood
 - 5.3.4. Old Age
 - 5.3.4.1. Attachment Around Retirement
 - 5.3.4.2. Attachment Around the Final Years of Life
- 5.4. Attachment and Parental Style
 - 5.4.1. The Family as a Development Context
 - 5.4.1.1. Parental Skills and Abilities
 - 5.4.2. Parental Educational Styles and Bonding Styles
 - 5.4.2.1. Authoritative/Democratic
 - 5.4.2.2. Authoritarian/Repressive
 - 5.4.2.3. Permissive/Indulgent
 - 5.4.2.4. Negligent/Independent
 - 5.4.3. Promotion of Socio-Affective Development from the Family Environment
- 5.5. Importance of Attachment in the Educational Context
 - 5.5.1. Relationship of the Child with the Educator as a Function of Attachment Style
 - 5.5.1.1. Different Styles of Students According to Their Temperament
 - 5.5.1.2. Children who are Confident or Insecure about Learning
 - 5.5.2. Educational Intervention: the Educator as a Bonding Figure
 - 5.5.2.1. The First Bondings
 - 5.5.2.2. Representations About Oneself, Others and Reality
 - 5.5.2.3. The Importance of the Referring Teacher or Tutor
 - 5.5.3. The Socio-Affective Education Curriculum
 - 5.5.3.1. The Formal Curriculum
 - 5.5.3.2. The Paracurriculum
 - 5.5.4. Social and Emotional Development Programs in the Classroom
 - 5.5.4.1. Educational Intervention in the Classroom
 - 5.5.4.2. Relationship Between Teachers and Family/Caregivers
- 5.6. Psychological Disorders Explained from Attachment Theory
 - 5.6.1. Behavioral Disorders
 - 5.6.1.1. Reactive Attachment Disorder
 - 5.6.1.2. Attention Deficit Disorder
 - 5.6.1.3. Oppositional Defiant Disorder
 - 5.6.2. Personality Disorders
 - 5.6.2.1. Borderline Personality Disorder
 - 5.6.2.2. Dissociative Disorders
 - 5.6.3. Anxiety Disorders
 - 5.6.3.1. Separation Anxiety Disorder
 - 5.6.3.2. Social Anxiety Disorder
 - 5.6.3.3. Generalized Anxiety Disorder
 - 5.6.3.4. Post-Traumatic Stress Disorder
 - 5.6.4. Affective Disorders
 - 5.6.4.1. Major Depression Disorder
 - 5.6.4.2. Dysthymia
 - 5.6.4.3. Bipolar Disorder

- 5.7. Creating Safe Contexts: Coping Capacities
 - 5.7.1. Protective Factors and Coping Strategies
 - 5.7.2. Risk and Vulnerability Factors
 - 5.7.3. Coping Concepts
 - 5.7.3.1. Resilience
 - 5.7.3.2. Coping (Stress Coping)
 - 5.7.3.3. Positive Parenting

Module 6. The Educational System as an Area of Social Exclusion

- 6.1. Exclusion in Education
 - 6.1.1. Conception of Current Education
 - 6.1.1.1. Traditional Education
 - 6.1.1.2. Evolution and Problems; European Schools
 - 6.1.1.3. Other Educational Models
 - 6.1.2. Educational Exclusion
 - 6.1.2.1. Concept of Educational Exclusion
 - 6.1.2.2. Justifications for Exclusion
- 6.2. Inclusive Schools and Attention to Diversity
 - 6.2.1. Current School Model (Successful Educational Actions in Compulsory Centers, Special Education Centers, Singular Educational Performance Centers)
 - 6.2.1.1. Educational Inclusion
 - 6.2.1.2. Attention to Diversity
 - 6.2.2. Organization of the Educational Response
 - 6.2.2.1. At the Educational System Level
 - 6.2.2.2. At Center Level
 - 6.2.2.3. At Classroom Level
 - 6.2.2.4. At Student Level

- 6.3. Students with SEN
 - 6.3.1. Evolution of SE in the Last Decades
 - 6.3.1.1. The Institutionalization of Special Education (Medical Model)
 - 6.3.1.2. Clinical Model
 - 6.3.1.3. Standardization of Services
 - 6.3.1.4. Pedagogical Model
 - 6.3.2. Definition of Children with SEN
 - 6.3.2.1. At the Educational Level
 - 6.3.2.2. At Social Level
 - 6.3.3. Students with SEN in the Educational Environment
 - 6.3.3.1. Specific Learning Difficulties
 - 6.3.3.2. ADHD
 - 6.3.3.3. High Intellectual Potential
 - 6.3.3.4. Late Incorporation into the Educational System
 - 6.3.3.5. Personal or School History Conditions
 - 6.3.3.6. Students with SEN
 - 6.3.4. Organization of the Educational Response for this Student Body
 - 6.3.5. Main SEN by Areas of Development of the Students with Special Education Needs
- 6.4. Students with High Abilities
 - 6.4.1. Models and Definition
 - 6.4.2. Precocity, Talent, Giftedness
 - 6.4.3. Identification and SEN
 - 6.4.4. Educational Response
 - 6.4.4.1. Acceleration
 - 6.4.4.2. Grouping
 - 6.4.4.3. Enrichment Programs
 - 6.4.4.4. Ordinary Measures Center
 - 6.4.4.5. Ordinary Measures Classroom
 - 6.4.4.6. Extraordinary Measures

- 6.5. Inclusion and Multiculturalism
 - 6.5.1. Conceptualization
 - 6.5.2. Strategies to Respond to Multiculturality
 - 6.5.2.1. Classroom Strategies
 - 6.5.2.2. Internal and External Classroom Support
 - 6.5.2.3. Adequacy to the Curriculum
 - 6.5.2.4. Organizational Aspects
 - 6.5.2.5. Center-Environment Cooperation
 - 6.5.2.6. Collaboration from the Institution
- 6.6. Cooperative Learning
 - 6.6.1. Theoretical Basis/Approaches
 - 6.6.1.1. Socio-Cognitive Conflict
 - 6.6.1.2. Conceptual Controversies
 - 6.6.1.3. Help Between Schoolchildren
 - 6.6.1.4. Interaction and Cognitive Processes
 - 6.6.2. Cooperative Learning
 - 6.6.2.1. Concept
 - 6.6.2.2. Features
 - 6.6.2.3. Components
 - 6.6.2.4. Advantages
 - 6.6.3. Training of the Teaching Staff
 - 6.6.4. Cooperative Learning Techniques
 - 6.6.4.1. Jigsaw Technique
 - 6.6.4.2. Team Learning
 - 6.6.4.3. Learning Together
 - 6.6.4.4. Group Research
 - 6.6.4.5. Co-op co-op
 - 6.6.4.6. Guided or Structured Cooperation
- 6.7. Coeducation
 - 6.7.1. What Is Meant by Coeducation
 - 6.7.1.1. Homophobia
 - 6.7.1.2. Transphobia
 - 6.7.1.3. Gender-Based Violence
 - 6.7.1.4. How to Work on Equality in the Classroom (Prevention in the Classroom)

- 6.8. The Social Climate in the Classroom
 - 6.8.1. Definition
 - 6.8.2. Influencing Factors
 - 6.8.2.1. Social Factors
 - 6.8.2.2. Economic Factors
 - 6.8.2.3. Demographic Factors
 - 6.8.3. Key Agents
 - 6.8.3.1. The Role of the Teacher
 - 6.8.3.2. The Role of the Student
 - 6.8.3.3. The Importance of Families
 - 6.8.4. Assessment
 - 6.8.5. Intervention Programs

Module 7. The Child Protection System

- 7.1. Legislative and Conceptual Framework
 - 7.1.1. International Regulations
 - 7.1.1.1. Children's Rights Declaration
 - 7.1.1.2. Principles of the United Nations General Assembly
 - 7.1.1.3. United Nations Convention on the Rights of the Child
 - 7.1.1.4. Other Regulations
 - 7.1.2. Basic Principles of Protective Intervention
 - 7.1.3. Basic Concepts of the Child Protection System
 - 7.1.3.1. Concept of Protection
 - 7.1.3.2. Concept of Vulnerability
 - 7.1.3.3. Risk Situations
 - 7.1.3.4. Helpless Situation
 - 7.1.3.5. Safeguarding
 - 7.1.3.6. Guardianship
 - 7.1.3.7. The Best Interest of the Child
- 7.2. Adopting Children

Module 8. Educational Environment for Students under Guardianship

- 8.1. Characteristics of the Supervised Student
 - 8.1.1. Characteristics of Children under Guardianship
 - 8.1.2. How the Profile of Foster Children Affects the School Environment
 - 8.1.3. The Approach from the Educational System
- 8.2. Students in Foster Care and Adoption
 - 8.2.1. The Process of Adaptation and Integration to the School
 - 8.2.2. Student Needs
 - 8.2.2.1. Adopted Children Needs
 - 8.2.2.2. Foster Care Children Needs
 - 8.2.3. Collaboration Between School and Families
 - 8.2.3.1. School and Adoptive Families
 - 8.2.3.2. School and Foster Families
 - 8.2.4. Coordination Between the Social Agents Involved
 - 8.2.4.1. The School and the Protection System (Administrations, Monitoring Entities)
 - 8.2.4.2. The School and the Health System
 - 8.2.4.3. School and Community Services
- 8.3. Foster Care Center Students
 - 8.3.1. The Integration and Adaptation in School
 - 8.3.2. Residential Foster Care Children Needs
 - 8.3.3. Collaboration Between School and Protection Centers
 - 8.3.3.1. Collaboration Between Administrations
 - 8.3.3.2. Collaboration Between the Teaching Team and the Center's Educational Team

- 8.4. Life History Work
 - 8.4.1. What Do We Mean by Life History?
 - 8.4.1.1. Areas to be Covered in the Life History
 - 8.4.2. Support in Life History Work
 - 8.4.2.1. Technical Support
 - 8.4.2.2. Family Support
- 8.5. Educational Itineraries
 - 8.5.1. Compulsory Education
 - 8.5.2. Higher Education
- 8.6. Alternatives After Reaching Legal Age
 - 8.6.1. Socio-Labor Insertion
 - 8.6.1.1. The Concept of Socio-Labor Insertion
 - 8.6.1.2. Orientation
 - 8.6.1.3. Professional Training and Education
 - 8.6.2. Other Alternatives

Module 9. Action by Schools in the Event of Child Abuse Situations

- 9.1. Child Abuse
 - 9.1.1. Definition and Conceptualization of Child Abuse
 - 9.1.1.1. Definition
 - 9.1.1.2. Conceptualization of Abuse in Terms
 - 9.1.1.2.1. Time of Development at Which it Occurs
 - 9.1.1.2.2. Who Produces the Abuse (Context in Which It Takes Place)
 - 9.1.1.2.3. The Specific Action or Omission that is Occurring
 - 9.1.1.2.4. Intentionality of Abuse
 - 9.1.2. The Social Importance of Identifying Child Abuse
 - 9.1.2.1. Basic Needs in Childhood
 - 9.1.2.2. Risk and Protective Factors
 - 9.1.2.3. Intergenerational Transmission of Abuse

- 9.1.3. Situation of Risk and Situation of Helplessness
 - 9.1.3.1. Concept of Risk
 - 9.1.3.2. Concept of Helplessness
 - 9.1.3.3. Risk Assessment Protocol
- 9.2. Child Abuse: General Characteristics and Main Types
 - 9.2.1. Passive Abuse: Omission, Neglect or Abandonment
 - 9.2.1.1. Definition and Alarm Indicators
 - 9.2.1.2. Incidence and Prevalence
 - 9.2.2. Physical Abuse
 - 9.2.2.1. Definition and Alarm Indicators
 - 9.2.2.2. Incidence and Prevalence
 - 9.2.3. Abuse and Emotional Neglect
 - 9.2.3.1. Definition and Alarm Indicators
 - 9.2.3.2. Incidence and Prevalence
 - 9.2.4. Sexual Abuse
 - 9.2.4.1. Definition and Alarm Indicators
 - 9.2.4.2. Incidence and Prevalence
 - 9.2.5. Other Types of Abuse
 - 9.2.5.1. Children Victims of Gender Violence
 - 9.2.5.2. Transgenerational Cycle of Child Abuse
 - 9.2.5.3. Münchhausen Syndrome by Proxy
 - 9.2.5.4. Harassment and Violence through Social Networks
 - 9.2.5.5. Peer Abuse: *Bullying*
 - 9.2.5.6. Filioparental Violence
 - 9.2.5.7. Parental Alienation
 - 9.2.5.8. Institutional Abuse
- 9.3. Consequences of Child Abuse
 - 9.3.1. Indicators of Abuse
 - 9.3.1.1. Physical Indicators
 - 9.3.1.2. Psychological, Behavioral and Emotional Indicators
 - 9.3.2. Consequences of Abuse
 - 9.3.2.1. Impact of Physical and Functional Development
 - 9.3.2.2. Consequences on Cognitive Development and School Performance
 - 9.3.2.3. Effects on Socialization and Social Cognition
 - 9.3.2.4. Disorders in the Development of Attachment and Affection, Emotional Relationship Development
 - 9.3.2.5. Behavioral Problems
 - 9.3.2.6. Childhood Trauma and Post-Traumatic Stress Disorder
- 9.4. Intervention Against Abuse in Schools: Prevention, Detection and Reporting
 - 9.4.1. Prevention and Detection
 - 9.4.2. Action Protocol
 - 9.4.2.1. Identification
 - 9.4.2.2. Immediate Actions
 - 9.4.2.3. Notification
 - 9.4.2.4. Communication of the Situation
 - 9.4.2.5. Emergency Procedure
 - 9.4.3. School Intervention in Child Abuse Cases
- 9.5. Peer Abuse: *Bullying*
 - 9.5.1. Risk Factors and Protective Factors of School Violence
 - 9.5.2. Protocols of Action from the School Center
 - 9.5.3. Guidelines for Its Prevention and Treatment
- 9.6. Filioparental Violence
 - 9.6.1. Explanatory Theories
 - 9.6.1.1. The Cycle of Violence
 - 9.6.2. Prevention and Intervention in Filioparental Violence
- 9.7. Networking: School, Family and Social Services

Module 10. School Mediation as a Tool for Inclusion

- 10.1. Conflicts in the Educational Environment
 - 10.1.1. Conceptualization of Conflict
 - 10.1.1.1. Theorizing About Conflict
 - 10.1.1.2. Types of Conflicts
 - 10.1.1.3. Psychological Aspects of Conflict
 - 10.1.2. Conflict in the Classroom
 - 10.1.2.1. School Climate
 - 10.1.2.2. Why Do Conflicts Arise in the Classroom?
 - 10.1.2.3. Types of Conflict in the Classroom
 - 10.1.2.4. Conflicts that Can Be Mediated
 - 10.1.2.5. The Importance of Communication and Dialogue
- 10.2. Mediation and School Mediation
 - 10.2.1. Concept of Mediation
 - 10.2.1.1. Legislative Aspects
 - 10.2.2. Models of Mediation
 - 10.2.2.1. The Traditional Model
 - 10.2.2.2. The Narrative Model
 - 10.2.2.3. The Transforming Model
 - 10.2.3. School Mediation
 - 10.2.3.1. Evolution of School Mediation
 - 10.2.3.2. Main Features
 - 10.2.3.3. Principles of School Mediation
 - 10.2.3.4. Pedagogical Dimension and Benefits of Mediation
- 10.3. Phases of School Mediation
 - 10.3.1. Premediation
 - 10.3.1.1. Techniques and Strategies
 - 10.3.2. Entrance
 - 10.3.2.1. Techniques and Strategies
 - 10.3.3. Tell Me About It
 - 10.3.3.1. Techniques and Strategies





- 10.3.4. Situating the Conflict
 - 10.3.4.1. Techniques and Strategies
- 10.3.5. Search for Solutions
 - 10.3.5.1. Techniques and Strategies
- 10.3.6. The Agreement
 - 10.3.6.1. Techniques and Strategies
- 10.4. The Implementation of school Mediation Programs
 - 10.4.1. Program Types
 - 10.4.2. Program Implementation and Equipment Selection
 - 10.4.2.1. Mediator Training
 - 10.4.3. Organization, Coordination and Monitoring
 - 10.4.4. Program Assessment
 - 10.4.4.1. Assessment Criteria
- 10.5. Other Conflict Resolution Techniques

“

You will analyze the historical evolution of exclusivity in the classroom, equipping you with the tools necessary to apply different models of inclusive teaching. What are you waiting for to enroll?”

04

Teaching Objectives

Teachers will be able to identify the specific educational needs of students at risk of exclusion, adapting their teaching methodologies and working collaboratively with families and the educational community. In addition, they will seek to raise awareness among professionals about the importance of social and educational inclusion, training them in the use of resources and innovative approaches that promote a safe, respectful and discrimination-free environment. All this in order to improve the academic, emotional and social development of children and adolescents in vulnerable situations.



“

You will acquire a comprehensive vision of the current laws and regulations governing inclusive education, allowing you to become familiar with best practices and fundamental theoretical sources”



General Objective

- The general objective will be to train teachers to identify the fundamental characteristics of inclusive education and to manage strategies and techniques to address student diversity, as well as to work with families and the educational community. It will also focus on the analysis of the role of the teacher and the family in inclusion, as well as on the interpretation of aspects related to teacher training in the inclusive school. In addition, you will deepen your understanding of the typology of students at risk and social exclusion, the child and youth protection system, and the protective measures to be applied in the school environment



You will obtain tools to manage complex situations, such as child abuse or guardianship situations, using school mediation as a key pedagogical technique for conflict resolution”





Specific Objectives

Module 1. Inclusive Education and Social Inclusion

- ♦ Describe key concepts related to educational and social inclusion
- ♦ Explain the traditional methods of education
- ♦ Define the fundamental methods of Inclusive Education
- ♦ Identify student needs
- ♦ Identify the needs and possibilities of the educational center
- ♦ Plan an educational response adapted to the needs

Module 2. Teacher Preparation for Inclusive Schools

- ♦ Describe a historical evolution of exclusivity in the classroom
- ♦ Interpret the main sources of inclusive scope
- ♦ Analyze the main components for teacher learning
- ♦ Instruct on different models of Inclusive Schooling
- ♦ Inform about the legislation regarding Inclusive Education
- ♦ Use tools for learning in the field of exclusivity
- ♦ More effective interpretation of inclusive schooling

Module 3. The Role of the Family and the Community in Inclusive Schooling

- ♦ Define the types of families that exist
- ♦ Apply techniques and strategies for intervention with a diversity of families
- ♦ Explain how to work with these families from the Inclusive School
- ♦ Give guidelines to get families actively involved in the educational process of their children
- ♦ Analyze the role of society in the Inclusive School
- ♦ Describe the role of families in learning communities
- ♦ Develop the student's ability to develop their own methodology and work system

Module 4. Main Psychological Theories and Stages of Evolutionary Development

- ♦ Maintain a holistic view of human development and provide the key factors in order to reflect on this area of knowledge
- ♦ Describe the characteristics and contributions of the different theoretical models of Developmental Psychology
- ♦ Manage the main theories that explain human development Students will know the most relevant theoretical positions that explain the changes from birth to adolescence
- ♦ Explain what happens within each developmental stage, as well as in transition periods from one stage to another

Module 5. Attachment and Affective Bonds

- ♦ Explain the importance of attachment style in relating to others
- ♦ Describe attachment styles and how they affect the way we interact in society
- ♦ Explain the current theory of attachment and the preceding theories that inspired it
- ♦ Establish a relationship between the educational style of the caregiver figure and the attachment style that the child will develop with that adult
- ♦ Describe the possible consequences, at the psychological level, of a non-secure attachment pattern
- ♦ Describe how a child's attachment style may affect their learning and interaction in the educational context
- ♦ Define guidelines to establish safe contexts with children and youth in the classroom

Module 6. The Educational System as an Area of Social Exclusion

- ♦ Describe the implications of the educational system for the inclusion of different traditionally excluded social groups
- ♦ Value the importance of the inclusive school for the attention to student diversity
- ♦ Recognize the main SEN that can be presented by the children with special education needs
- ♦ Delve into the HIP and the models of attention to their SEN
- ♦ Establish the relationship between inclusion and multiculturalism
- ♦ Explain the importance of cooperative learning for inclusion
- ♦ Promote the value of coeducation for the reduction of school exclusion
- ♦ Identify the most influential aspects in the social climate of the classroom



Module 7. The Child Protection System

- ♦ Define the basic concepts of protection
- ♦ Identify the various types of protection measures
- ♦ Explain the operation of residential centers and their coordination with the school
- ♦ Develop skills for school-based intervention with children living in foster or adopted families

Module 8. Educational Environment for Students under Guardianship

- ♦ Define the specific characteristics of foster and adopted children
- ♦ Acquire knowledge about the specific needs of children in foster and adoptive families
- ♦ Define the different agents involved in the guardianship procedure and in the decision making process
- ♦ Describe the different protection measures
- ♦ Acquire tools to deal with situations derived from the condition of being under guardianship
- ♦ Internalize and make essential the need for coordination between the different social agents surrounding the child under guardianship or the girl under guardianship
- ♦ Provide real alternatives in the field of social and labor insertion

Module 9. Action by Schools in the Event of Child Abuse Situations

- ♦ Define the concept and typology of child abuse in all its possible versions
- ♦ Recognize the consequences of childhood maltreatment, as well as its sequelae in development and behavior
- ♦ Identify and know how to implement protocols for detecting child abuse in different contexts
- ♦ Identify and know how to act in situations of abuse among peers in the school context
- ♦ Identify and understand child-parental violence, recognizing the possible causes in order to acquire intervention strategies
- ♦ Establish criteria for intervention and coordination of the cases: available resources, institutions involved, family, teachers, etc

Module 10. School Mediation as a Tool for Inclusion

- ♦ Analyze the conflicts that occur in the educational environment
- ♦ Study the conceptualization of school mediation
- ♦ Define the steps to follow for an adequate implementation of mediation
- ♦ Delve into the pedagogical value of school mediation
- ♦ Acquire skills for the implementation of mediation
- ♦ Establish the appropriate space for the implementation of mediation in the classroom

05

Internship

During this phase, graduates will carry out internships in educational centers, where they will work with students in situations of social exclusion, under the supervision of specialized professionals. This approach will enable them to put inclusive pedagogical strategies into practice, adapt to the students' needs and work closely with the educational team, as well as with families and the community. In this way, the internship will provide them with an enriching experience that will strengthen their competencies, promoting their professional development and preparing them to face the challenges of educational inclusion effectively.



“

You will carry out a practical internship in specialized educational centers, working with students at risk of social exclusion, under the supervision of professional experts in Inclusive Education”

The Internship Program in Inclusive Education for Children and Adolescents in Situations of Social Exclusion consists of a 3-week experience in a prestigious educational center, from Monday to Friday, with 8 hours of practical training per day, always accompanied by a specialist. During this time, the teacher will have the opportunity to work with real students, in collaboration with a team of outstanding professionals in the area, implementing the most innovative pedagogical strategies and participating in educational planning.

In addition, in this completely practical training proposal, the activities will be focused on the development and improvement of the indispensable competencies to offer educational services in the field of Inclusive Education, an area that demands a high qualification. In this way, the internships will be oriented towards specialized training for the performance of this work, in a safe environment for the student and with a high level of professional performance.

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 competences for educational praxis (learning to be and learning to do).

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
Pedagogical Activities in the Classroom	Adapt didactic materials to the needs of the students
	Design inclusive strategies to encourage the participation of all students
	Apply cooperative and collaborative methodologies in the learning process
	Continuous evaluation of students' academic and emotional progress
Emotional Intervention and Support	Implement emotional support programs for vulnerable students
	Establish secure emotional bonds to facilitate school integration
	Identify and manage stressful or anxious situations among students
	Coordinate with Mental Health professionals to provide comprehensive support
Collaboration with Families	Organize meetings with families to create a personalized intervention plan
	Propose activities and resources to engage families in the educational process
	Advise families on the specific needs of their children
	Promote fluid communication between the educational center and the home
Teamwork and School Coordination	Collaborate with other teachers and professionals to design an inclusive educational plan
	Coordinate with the psycho-pedagogical support team to address the needs of the students
	Participate in team meetings to evaluate progress and implemented pedagogical strategies
	Develop joint activities with social services to strengthen the student support network
Conflict Management and Mediation	Apply mediation techniques to resolve conflicts between students
	Identify disruptive behaviors and establish preventive strategies
	Intervene in cases of bullying or school violence in order to promote a safe environment
	Promote a culture of respect and empathy in the classroom through awareness-raising activities

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

The centers will provide graduates with the opportunity to apply the knowledge acquired in a real environment, working with students in vulnerable situations and at risk of social exclusion. They are also committed to diversity, offering a space where teachers will be able to implement inclusive pedagogical strategies, collaborate with other professionals and participate in the creation of a safe and accessible environment for all students. In addition, they will be supervised and supported by experts in the field, receiving continuous feedback and perfecting their professional skills in the field of inclusive education.



“

The partner practice centers are renowned educational institutions, which have experience and a comprehensive approach to inclusive education. With TECH's quality assurance!”



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

Teachers will be able to work as specialists in attention to diversity in public and private educational centers, leading inclusion initiatives and designing programs adapted to the needs of students at risk of social exclusion. They will also be able to work in institutions linked to the child protection system, collaborating in school and social support projects for children under guardianship or in foster care. They will also have the option of joining non-governmental organizations, associations and international organizations that develop inclusive educational and social intervention programs.



“

This Hybrid Master's Degree in Inclusive Education for Children and Adolescents in Situations of Social Exclusion will open up a wide range of specialized professional opportunities in this field”

Graduate Profile

Graduates will be highly qualified professionals, committed to educational equity and prepared to address the challenges of inclusion in diverse school environments. In this sense, they will have solid training in inclusive methodologies, pedagogical intervention tools and mediation strategies, which will allow them to comprehensively address the needs of students at risk of social exclusion. In addition, they will be trained to work in collaboration with families, the educational community and social services, promoting a safe and accessible environment for all students.

You will emphasize the importance of a coordinated intervention between the different social agents, ensuring a safe, inclusive and respectful educational environment for all students.

- ♦ **Multidisciplinary Teamwork:** Collaborate effectively with other professionals in the educational, social and psychological fields, developing interventions that promote inclusion and well-being of students
- ♦ **Communication and Mediation Skills:** Establish assertive communication with students, families and peers, in addition to applying mediation techniques for conflict resolution in the school setting
- ♦ **Critical Thinking and Problem Solving:** Analyze complex situations related to social exclusion and diversity, proposing creative solutions adapted to the specific needs of each educational context
- ♦ **Adaptability and Change Management:** Implement and lead transformation processes in educational centers, adapting to regulatory, cultural and social changes that impact on Inclusive Education





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

1. **Coordinator of Attention to Diversity in Educational Centers:** Leader in the planning and management of inclusive strategies within the school center.
2. **Educational Intervention Specialist:** In charge of implementing inclusive methodologies to ensure equity in learning.
3. **Pedagogical Advisor in Inclusive Education:** Consultant who supports educational institutions in the creation of inclusion programs.
4. **Technician in Educational Support Programs for Vulnerable Children:** Professional linked to social entities or NGOs working with minors in situations of exclusion.
5. **Teacher specialized in Inclusive Education:** Teacher with experience in attention to diversity and special educational needs.
6. **Coordinator of Social Inclusion Projects at School:** Responsible for educational programs that promote the integration of children in situations of exclusion.
7. **School Mediator:** Specialist in conflict resolution and promotion of coexistence in the educational environment.
8. **Technician in Institutions for the Protection of Minors:** Professional who works with children under guardianship or in foster care, from an educational and social perspective.
9. **Trainer in Inclusive Education:** Specialist in the training of teachers and management teams in inclusive practices.
10. **Coordinator of International Educational Cooperation Programs:** Professional working on educational projects to reduce social exclusion in international contexts.

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

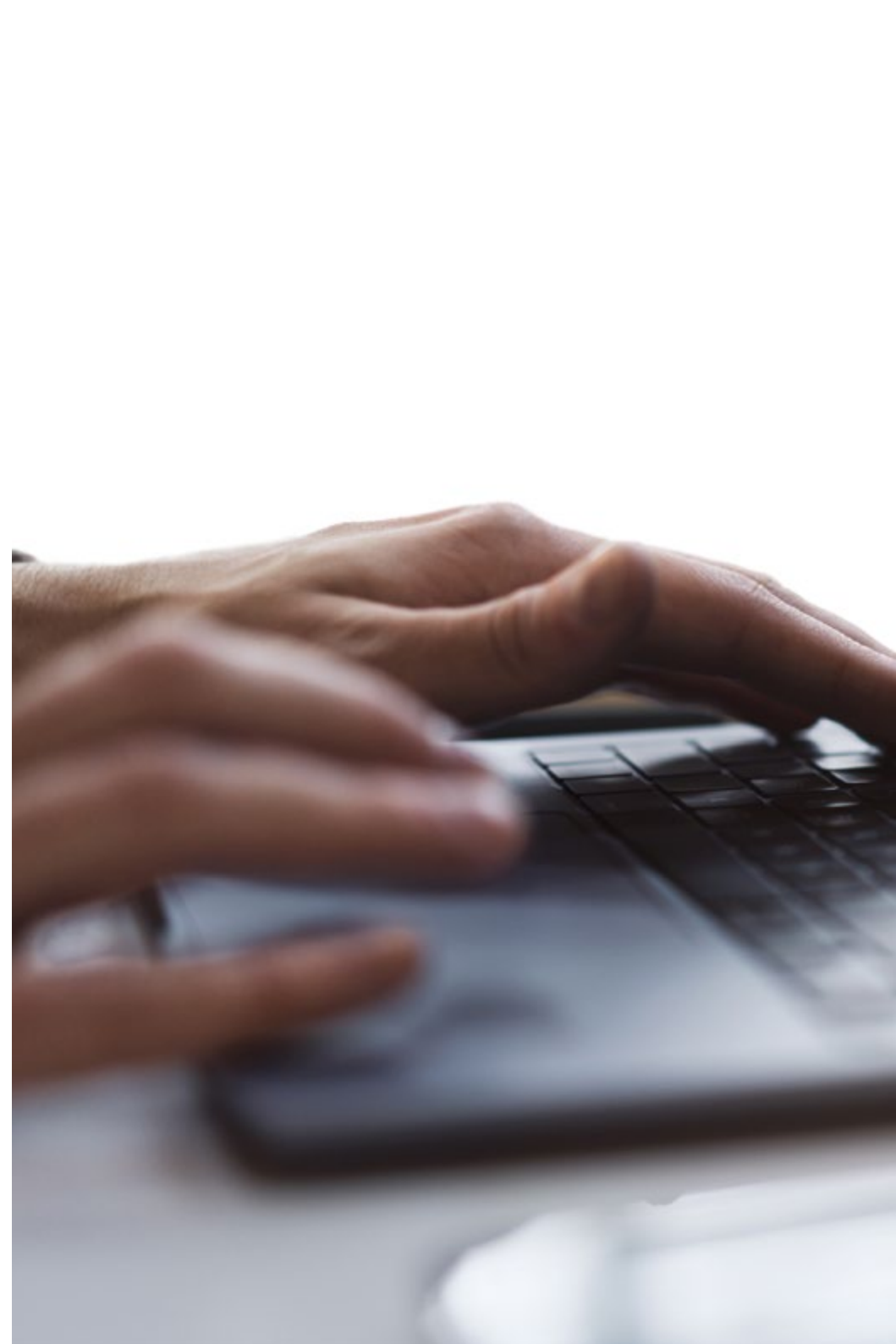
In TECH's study methodology, the student is the main protagonist.

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.

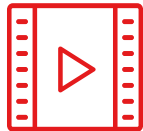
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

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

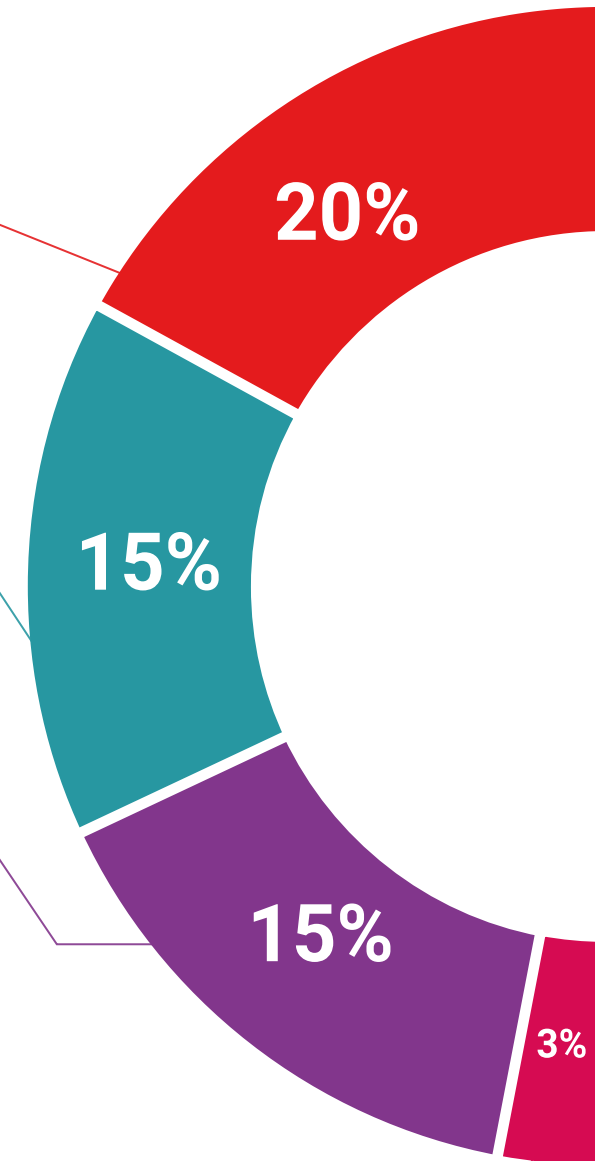
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

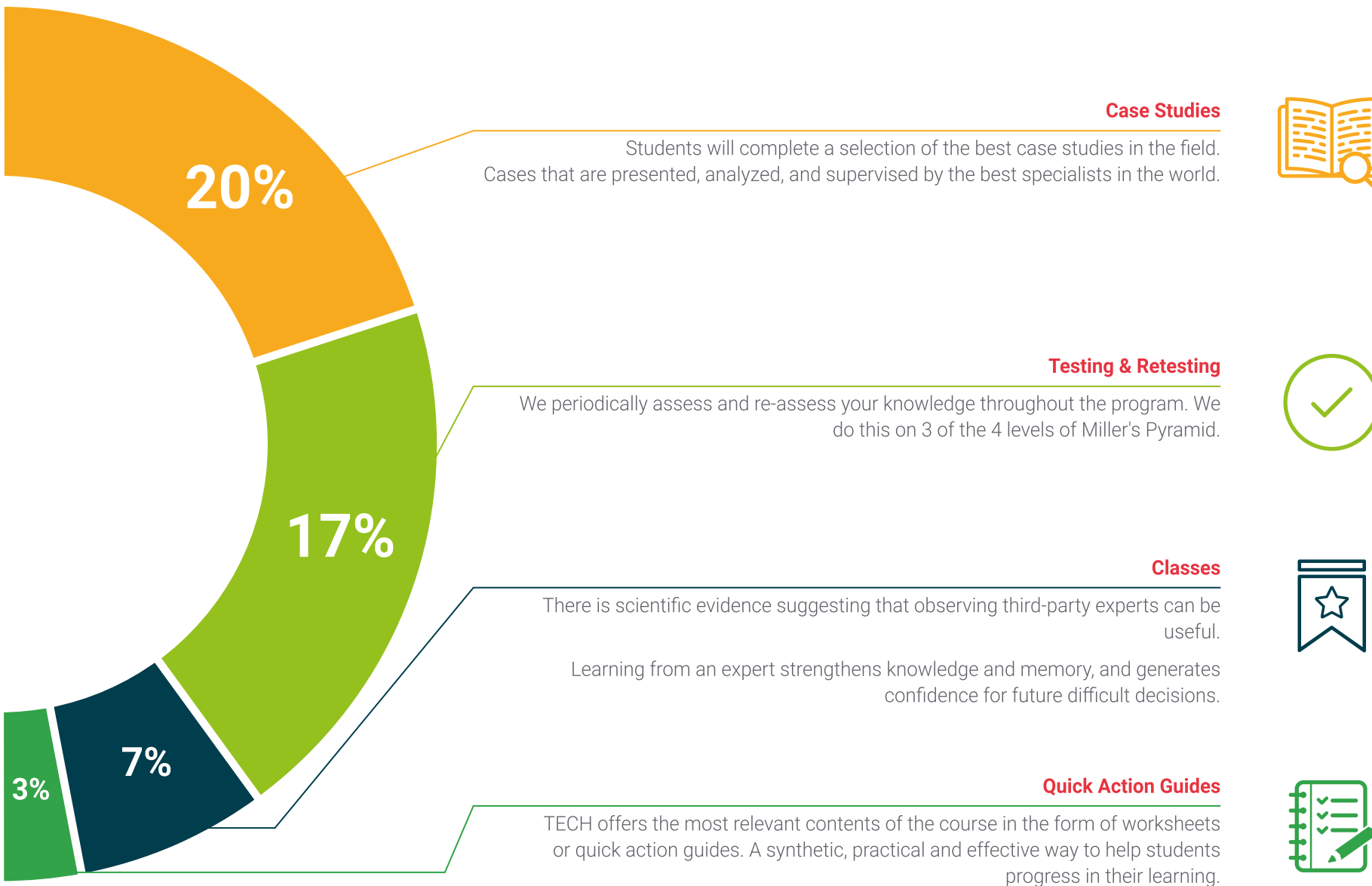
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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

Teaching Staff

The teaching staff is made up of a team of highly qualified professionals with extensive experience in the field of inclusive education. In fact, it includes teachers, researchers, psycho-pedagogues and experts in social intervention, who will provide a comprehensive and practical vision. Therefore, thanks to their background in attention to diversity and in the implementation of inclusive methodologies, they will guarantee an updated preparation adapted to the challenges of the contemporary educational environment. In addition, they will offer a personalized approach, guiding graduates and providing innovative tools to address situations of social exclusion in the classroom.



“

The commitment and experience of the faculty will enrich the program, making it a training of excellence for those who wish to specialize in this key area of Education”

International Guest Director

Dr. Cathy Little, who holds a Ph.D. in Education, has a long career teaching children and young people in **Pre-School** and **Primary Education** centers. In particular, she is noted for her extensive experience in **Special Education** centers, where she has taught students with **Autism Spectrum Disorders** and **Behavioral Disorders**. In this field, she was assistant director of a Support Unit attached to a prestigious elementary school. She has also taught at both undergraduate and postgraduate levels and has held the position of **Director of Initial Teacher Education** at the University of Sydney.

Throughout her career she has proven to be an educator who is passionate about providing an engaging and positive educational experience for all students. Her areas of interest are **high support needs** and **positive behavioral guidelines**. Therefore, her research work has focused on the study of efficient pedagogical models that address the most complex learning difficulties.

In this line, one of her projects has dealt with teachers' attitudes and social inclusion of **students with Asperger syndrome**. She has also collaborated with Srinakharinwirot University in Bangkok to investigate the behavior, knowledge and perceptions of Thai teachers about children and adolescents with **Autism Spectrum Disorder**. She is also a member of the **International Society for Autism Research** and a member of the **Australian Special Education Association**.

She has an extensive list of published scientific articles and conference papers on **education**. She has also published the book *Supporting Social Inclusion for Students with Autism Spectrum Disorders*. For all this, she has been awarded twice with the **Teaching Excellence Award** from the Faculty of Education and Social Work of the University of Sydney.



Dr. Little, Cathy

- Director of Initial Teacher Education at the University of Sydney, Australia
- Deputy Director of a Primary School Support Unit
- Teacher in pre-school, primary and special education schools
- Doctorate in Education
- Master's Degree in Special Education from the University of Sydney
- Master's Degree in Pre-School Education from the University of Wollongong
- Master's Degree in Pre-School Teaching from Macquarie University
- Bachelor's Degree in Primary Education from the University of Sydney
- Member of: Australian Society for Autism Research and International Society for Autism Research

“

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

Management



Mr. Notario Pardo, Francisco

- ♦ Family and School Mediator and Official Judicial Expert
- ♦ Supervising Officer of the Department in the Valencian Government
- ♦ Social Educator of the Intervention Team of Basic Primary Attention of Social Services in the City Council of Alcoy
- ♦ Official Judicial Expert in Family Courts and Juvenile Prosecutor's Office
- ♦ Interim Social Educator in the Valencian Government
- ♦ Intervention Technician in Foster Care for the Trama Center Association
- ♦ Coordinator of the Foster Care Intervention Center in Alicante
- ♦ Director of the Master's Degree in Inclusive Education for Children at Social Risk
- ♦ Bachelor's Degree in Pedagogy from the University of Valencia
- ♦ Diploma in Social Education from the University of Valencia
- ♦ Diploma in Intervention with Families at Risk and Minors with Antisocial Behavior from the University of Valencia
- ♦ Specialization in Intervention and Therapy in Special Educational Needs and Socio-educational Needs by the Official College of Pedagogues and Psychopedagogues of the Valencian Community
- ♦ Official Judicial Expert by the Pedagogues and Psychopedagogues of the Valencian Community
- ♦ Teacher of Professional Training for Employment by the Servef Center
- ♦ University Certificate in Family and School Mediation Catholic University of Valencia San Vicente Mártir
- ♦ Postgraduate Diploma in Social Inclusion and Inclusive Education from the CEU Cardenal Herrera University
- ♦ Postgraduate Diploma in Intervention with Families at Risk and Minors with Antisocial Behavior

Professors

Ms. Antón Ortega, Noelia

- ♦ Therapeutic Pedagogue
- ♦ Special Education Teacher in the CEIP Miguel Hernández
- ♦ Postgraduate Certificate in Special Education Teacher
- ♦ Master's Degree in Neuropsychology and Education
- ♦ Training in ASD, ABN algorithm, ICT in the classroom, school bullying, educating by competences, emotional intelligence and child abuse, among others

Ms. Antón Ortega, Patricia

- ♦ Specialist in child abuse and cognitive-behavioral therapy
- ♦ Psychologist at CIAF Family Foster Care Intervention Center of Alicante
- ♦ Postgraduate Certificate in Social Work and Bachelor's Degree in Psychology
- ♦ Postgraduate Degree in Clinical Psychopathology and in Foster Care and Adoption
- ♦ Master's Degree in Children and Youth at Social Risk
- ♦ Postgraduate Diploma in Psychological Disorders in Childhood and Adolescence
- ♦ Specialist in Child Abuse and Cognitive-Behavioral Therapy in Childhood and Adolescence

Dr. Beltrán Catalán, María

- ♦ Pedagogue Therapist at Oriéntate con María
- ♦ Founder and Co-Director of PostBullying Spanish Association
- ♦ PhD *Cum Laude* in Psychology from the University of Cordoba
- ♦ Winner of the Young Award for Scientific Culture 2019, granted by the Spanish National Research Council (CSIC) and the City Council of Seville

Ms. Chacón Saiz, María Raquel

- ♦ Pedagogue Expert in Educational Guidance and School Services
- ♦ Civil servant of the Department of Education and Science of the Valencian Community
- ♦ Master's Degree in Education and Sociocultural Animation from the University of Valencia
- ♦ Degree in Pedagogy from the University of Valencia

Ms. Pérez López, Juana

- ♦ Pedagogue Expert in Child Development and Early Attention Center (CDIAT)
- ♦ Director of Child and Educational Therapy Centers Walk With Me
- ♦ Autonomous Production in Pedagogical Reeducation
- ♦ Pedagogical Advisor/Children and Primary School Material at Editorial Teide
- ♦ Degree in Pedagogy from the University of Murcia
- ♦ Master's Degree in Child Development and Early Care from the University of Valencia
- ♦ Early Detection of Early Childhood Difficulties, Neuromotor Risk Assessment and Design of Psychopraxis Treatment Plans
- ♦ Judicial expert on families and minors at the Official College of Pedagogues and Psychopedagogues of the Valencian Community
- ♦ Certificate of Professionalism in Teaching Vocational Training for Employment by the Ministry of Education and Vocational Training
- ♦ Certificate in Learning Difficulties and Behavior Disorders from the University of Murcia
- ♦ Postgraduate Diploma in Didactics of Reading and Writing of Infant and Primary Language by the University CEU Cardenal Herrera

Ms. Tortosa Casado, Noelia

- Coordinator of Foster Care of Alicante in the Centro Trama Association
- Manager at Móvo Peritaciones Sociales
- Professor. Department of Education
- Collaborator at the University of Alicante
- Deputy Director at the International O'Belén Foundation
- Social Worker, Adoption Assessment Team at Eulen Group
- Social Worker of the Technical Team of Minors in the Ministry of Justice
- Social worker at the 24-hour Women's Centre
- Degree in Social Work from the University of Alicante
- Master's Degree in Secondary Teaching by the UMH
- Master's Degree *Cum Laude* in Intervention and Diagnosis with Minors at Social Risk from University of Alicante
- Diploma in Social Work and Minors at Social Risk from the University of Alicante





Dr. Carbonell Bernal, Noelia

- ♦ Educational Guidance Counselor at the Regional Ministry of Education of the Region of Murcia
- ♦ PhD in Educational Psychology at the University of Murcia
- ♦ Master's Degree in Teacher Training from the University of Murcia
- ♦ Master's Degree in Clinical Psychology from the Catholic University San Antonio of Murcia
- ♦ Teacher at UNIR in Degree of Primary Education
- ♦ Professor of the Degree in Early Childhood Education at the VIU
- ♦ Member of the Teaching Staff at Camilo José Cela University

“

Boost your career path with holistic teaching, allowing you to advance both theoretically and practically”

10 Certificate

This Hybrid Master's Degree in Inclusive Education for Children and Adolescents in Situations of Social Exclusion 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 Inclusive Education for Children and Adolescents in Situations of Social Exclusion** 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.



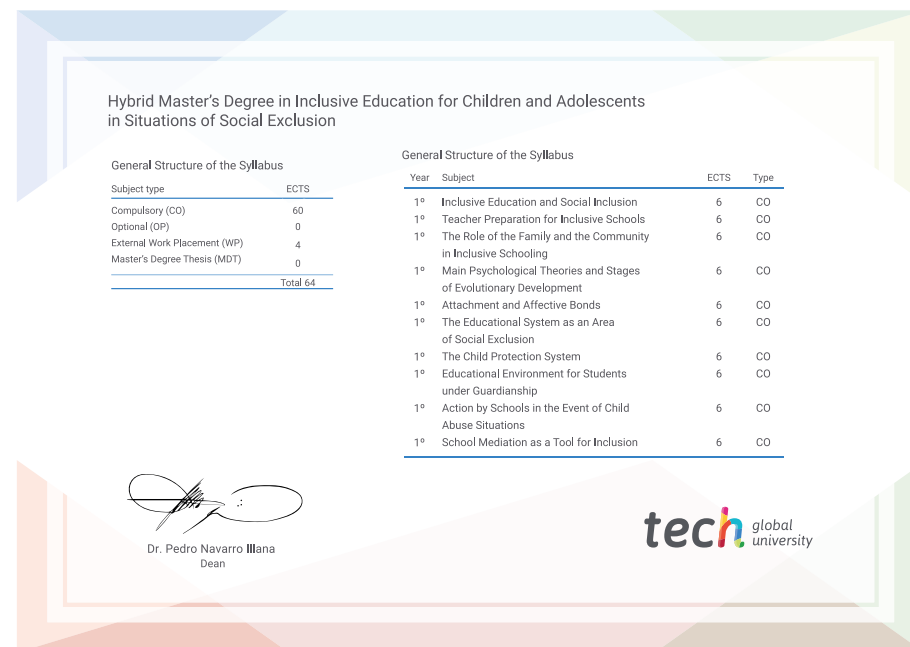
This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Hybrid Master's Degree in Inclusive Education for Children and Adolescents in Situations of Social Exclusion**

Modality: **online**

Duration: **12 months**

Accreditation: **60 + 4 ECTS**





Hybrid Master's Degree

Inclusive Education for Children
and Adolescents in Situations
of Social Exclusion

Modality: Hybrid (Online + Internship)

Duration: 12 months

Certificate: TECH Global University

Credits: 60 + 4 ECTS

Hybrid Master's Degree

Inclusive Education for Children
and Adolescents in Situations
of Social Exclusion