

Hybrid Master's Degree Training of Trainers





Hybrid Master's Degree

Training of Trainers

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-training-trainers

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01

Introduction to the Program

In today's educational landscape, the training of trainers faces significant challenges that require constant updating of skills. In fact, the integration of emerging technologies, such as Artificial Intelligence, is revolutionizing Education, offering tools that enhance personalized learning and teaching efficiency. Therefore, it is essential for teachers to keep up to date with these trends and acquire skills in the use of ICT, the personalization of learning and the application of innovative methodologies. In this context, TECH has developed a comprehensive program with 100% online theoretical material, accessible from any electronic device with Internet connection. In addition, there will be 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 get a broader and updated vision of pedagogical trends, technological tools and innovative methodologies”

In the current educational context, the training of trainers is essential to ensure quality teaching adapted to contemporary demands. For example, the recent restructuring of many Centers for Training, Innovation and Educational Resources underscores the need for continuous and accessible teacher training.

This is how this Hybrid Master's Degree was created, thanks to which teachers will analyze the principles of the Psychology of Learning, optimizing the cognitive potential of students and adapting teaching methods to individual needs. In addition, they will delve into didactics and curriculum design, being able to structure teaching according to the age and evolutionary development of students, and organize school activities effectively to maximize the time and effort invested.

Likewise, emphasis will be placed on the use of Information and Communication Technologies (ICT) in the classroom, providing professionals with digital competencies that will enable them to manage and create didactic materials, communicate in pedagogical networks and develop a professional digital identity. It will also address essential diagnostic techniques to assess students' needs, apply inclusive methodologies and design strategies adapted to the diversity of the classroom.

Finally, the planning and management of educational programs will be addressed, providing the tools to detect training needs and develop effective projects. At the same time, the program will explore Continuing Education and the teacher profile, examining the impact of professional development on the quality of teaching.

Accordingly, TECH has designed a comprehensive program that adapts to the working and personal lives of graduates, structured in two main areas. First, a fully online theoretical training, based on the revolutionary Relearning methodology, which reinforces understanding through repetition of key concepts. Afterwards, students will participate in an intensive practical experience at a renowned educational center.

This **Hybrid Master's Degree in Training of Trainers** contains the most complete and up-to-date educational program on the market. Its most notable features are:

- ♦ Development of more than 100 case studies presented by Education professionals, experts in Training of Trainers 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



Equality and diversity in the classroom will be key aspects, with a focus on inclusion, prevention of school failure and detection of learning disorders. What are you waiting for to enroll?"

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The internships in this Hybrid Master's Degree in Trainer of Trainers will be designed to provide you with a learning experience that is directly applicable to your professional 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 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.

Bet on TECH! Effective communication will be a central axis, with a focus on oral and body expression, clear structuring of information and stress management in public presentations.

You will delve into the philosophical and anthropological foundations of Personalized Education, promoting reflection and continuous improvement of teaching practice. With all TECH's quality guarantees!



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 has a huge faculty of more than 6,000 professors of the highest international prestige.



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Study at the largest online university in the world and ensure your professional success. The future begins at TECH”

The world's best online university, according to FORBES

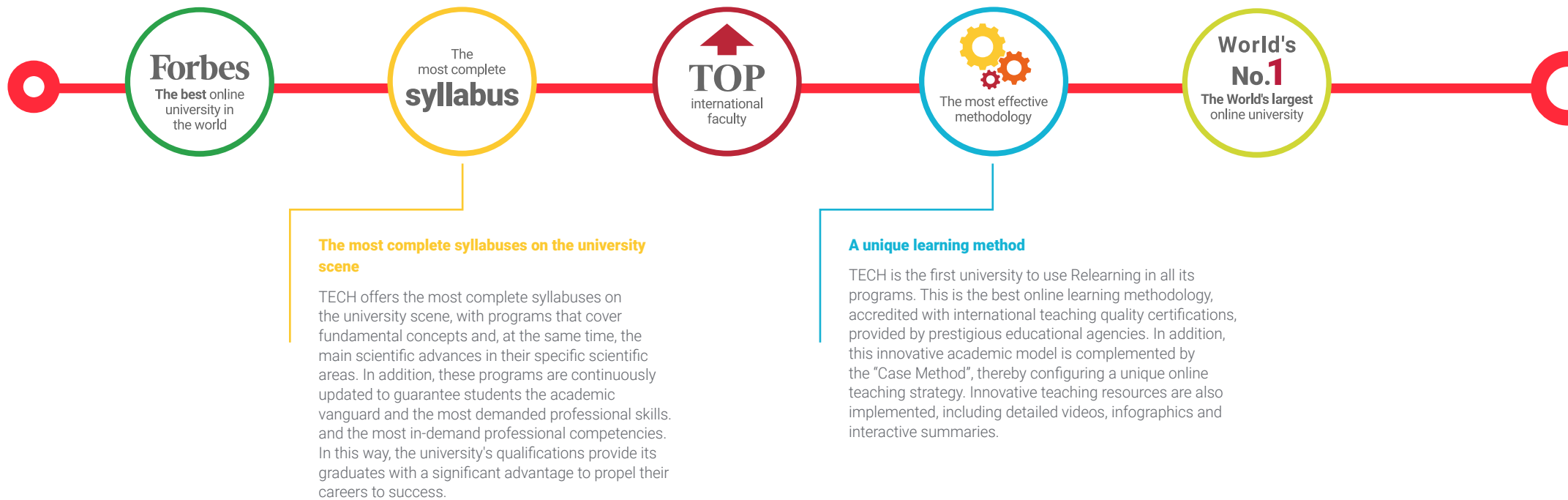
The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer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



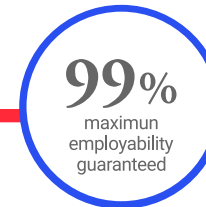
Google Premier Partner

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

The curriculum will allow graduates to analyze a wide range of topics, including innovative pedagogical strategies, classroom management, design and evaluation of training programs, as well as the use of new technologies in teaching. In addition, the blended learning approach will allow for a combination of virtual lectures and face-to-face practice, providing flexibility for working professionals. Practical approaches will also be encouraged through projects, case studies and internships, integrating the knowledge acquired in their daily work as trainers.



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You will address didactics and curriculum design, structuring teaching according to the age and evolutionary development of students, and organizing school activities in an effective way”

Module 1. Psychology of Learning

- 1.1. The Three Brains
 - 1.1.1. The Reptilian Brain
 - 1.1.2. The Mammal Brain
 - 1.1.3. The Human Brain
- 1.2. Reptilian Brain Intelligence
 - 1.2.1. Basic Intelligence
 - 1.2.2. Pattern Intelligence
 - 1.2.3. Parameter Intelligence
- 1.3. The Intelligence of the Limbic System
- 1.4. The Intelligence of Neocortex
- 1.5. Evolutionary Development
- 1.6. The Stress Response or Flight Attack
- 1.7. What Is the World? The Learning Process
- 1.8. Learning Schemes
- 1.9. The Importance of the Link
- 1.10. Attachment and Parenting Styles
- 1.11. Basic Desires, Primary Desires
- 1.12. Secondary Desires
- 1.13. Different Contexts and Their Influence on Development
- 1.14. Emotional Schemes and Limiting Beliefs
- 1.15. Creating a Self-Concept

Module 2. General Didactics. Design and Development of the Curriculum

- 2.1. Foundations of Didactics as an Applied Pedagogical Discipline
 - 2.1.1. Foundations, Origin and Evolution of Didactics
 - 2.1.2. The Concept of Didactics
 - 2.1.3. The Object and the Purpose of Didactics
 - 2.1.4. Personalization of the Teaching-Learning Process
 - 2.1.5. Didactics as Theory, Practice, Science and Art
 - 2.1.6. Didactic Models

- 2.2. Learning to Learn. Contributions from the Theory of Multiple Intelligences, Metacognition and Neuroeducation
 - 2.2.1. An Approach to the Concept of Intelligence
 - 2.2.2. Metacognition and Its Application in the Classroom
 - 2.2.3. Neuroeducation and Its Application to Learning
- 2.3. Didactic Principles and Methodology
 - 2.3.1. Didactic Principles
 - 2.3.2. Didactic Strategies and Types
 - 2.3.3. Didactic Methods
- 2.4. Educational Design and Planning
 - 2.4.1. Approach to the Concept of Curriculum
 - 2.4.2. Levels of Curricular Concreteness
- 2.5. Competence Objectives and Contents
 - 2.5.1. Educational Objectives
 - 2.5.2. Objectives in the Linear Model. What Is the Purpose of Teaching?
 - 2.5.3. Objectives in the Process Model
 - 2.5.4. Competencies. Why Teach?
 - 2.5.5. Contents. What to Teach?
- 2.6. Didactic Procedures and Teaching Techniques
 - 2.6.1. Representation Procedures and Codes
 - 2.6.2. Teaching Techniques
- 2.7. Activities, Didactic Media, Didactic Resources and ICT
 - 2.7.1. Activities
 - 2.7.2. Means and Resources from a Curriculum Perspective
 - 2.7.3. Classification of Resources and Didactic Means
 - 2.7.4. Didactic Means and ICT
- 2.8. Motivation in the Classroom and Strategies for Its Achievement
 - 2.8.1. What Does Motivation in the Classroom Consist of?
 - 2.8.2. Different Types of Motivation
 - 2.8.3. Main Theories of Motivation

- 2.9. Educational Evaluation
 - 2.9.1. Approach to the Concept of Evaluation
 - 2.9.2. Evaluation Systems
 - 2.9.3. Content of the Evaluation: What to Evaluate?
 - 2.9.4. Evaluation Techniques and Instruments: How to Evaluate?
 - 2.9.5. Evaluation Moments
 - 2.9.6. Evaluation Sessions
 - 2.9.7. Curricular Adaptations
- 2.10. Communication in the Teaching-Learning Process
 - 2.10.1. The Communication Process in the Classroom
 - 2.10.2. Communication from the Learner's Perspective
 - 2.10.3. Communication from the Teacher's Perspective

Module 3. Information and Communication Technologies for Education

- 3.1. ICT, Literacy and Digital Skills
 - 3.1.1. Introduction and Objectives
 - 3.1.2. The School in the Knowledge Society
 - 3.1.3. ICT in the Teaching and Learning Process
 - 3.1.4. Digital Literacy and Competencies
 - 3.1.5. The Role of the Teacher in the Classroom
 - 3.1.6. The Digital Competencies of the Teacher
 - 3.1.7. Bibliographical References
 - 3.1.8. Hardware in the Classroom: PDI, Tablets, and Smartphones.
 - 3.1.9. The Internet as an Educational Resource: Web 2.0 and M-Learning
 - 3.1.10. Teachers as Part of the Web 2.0: How to Build Their Digital Identity
 - 3.1.11. Guidelines for the Creation of Teacher Profiles
 - 3.1.12. Creating a Teacher Profile on Twitter
 - 3.1.13. Bibliographical References

- 3.2. Creation of Pedagogical Content with ICT and Its Possibilities in the Classroom
 - 3.2.1. Introduction and Objectives
 - 3.2.2. Conditions for Participatory Learning
 - 3.2.3. The Role of the Student in the Classroom with ICTs: *Prosumer*
 - 3.2.4. Content Creation in Web 2.0: Digital Tools
 - 3.2.5. The Blog as a Classroom Pedagogical Resource
 - 3.2.6. Guidelines for the Creation of an Educational Blog
 - 3.2.7. Elements of the Blog to Make It an Educational Resource
 - 3.2.8. Bibliographical References
- 3.3. Personal Learning Environments for Teachers
 - 3.3.1. Introduction and Objectives
 - 3.3.2. Teacher Training for the Integration of ICTs
 - 3.3.3. Learning Communities
 - 3.3.4. Definition of Personal Learning Environments
 - 3.3.5. Educational Use of PLE and NLP
 - 3.3.6. Design and Creation of Our Classroom PLE
 - 3.3.7. Bibliographical References
- 3.4. Collaborative Learning and Content Curation
 - 3.4.1. Introduction and Objectives
 - 3.4.2. Collaborative Learning for the Efficient Introduction of ICT in the Classroom
 - 3.4.3. Digital Tools for Collaborative Work
 - 3.4.4. Content Curation
 - 3.4.5. Content Curation as an Educational Practice in the Promotion of Students' Digital Competences
 - 3.4.6. The Content Curator Teacher. Scoop.it
 - 3.4.7. Bibliographical References

- 3.5. Pedagogical Use of Social Networks. Safety in the Use of ICTs in the Classroom
 - 3.5.1. Introduction and Objectives
 - 3.5.2. Principle of Connected Learning
 - 3.5.3. Social Networks: Tools for the Creation of Learning Communities
 - 3.5.4. Communication On Social networks: Management of the New Communicative Codes
 - 3.5.5. Types of Social Networks
 - 3.5.6. How to Use Social Networks in the Classroom: Content Creation
 - 3.5.7. Development of Digital Competencies of Students and Teachers with the Integration of Social Media in the Classroom
 - 3.5.8. Introduction and Objectives of Security in the Use of ICT in the Classroom
 - 3.5.9. Digital Identity
 - 3.5.10. Risks for Minors on the Internet
 - 3.5.11. Values Education with ICT: Service-Learning Methodology (ApS) with ICT Resources
 - 3.5.12. Platforms for Promoting Safety on the Internet
 - 3.5.13. Internet Safety as Part of Education: Centers, Families, Students, and Teachers and Objectives of the Safety in the Use of ICTs in the Classroom
 - 3.5.14. Bibliographical References
- 3.6. Creation of Audiovisual Content with ICT Tools. PBL and ICT
 - 3.6.1. Introduction and Objectives
 - 3.6.2. Bloom's Taxonomy and ICT
 - 3.6.3. The Educational Podcast as a Teaching Element
 - 3.6.4. Audio Creation
 - 3.6.5. The Image as an Educational Element
 - 3.6.6. ICT Tools with Educational Use of Images
 - 3.6.7. Editing Images with ICT: Tools for Editing
 - 3.6.8. What Is PBL?
 - 3.6.9. Process of Working with PBL and ICT
 - 3.6.10. Designing PBL with ICT
 - 3.6.11. Educational Possibilities in Web 3.0

- 3.6.12. Youtubers and Instagrammers: Informal Learning in Digital Media
- 3.6.13. The Video Tutorial as a Pedagogical Resource in the Classroom
- 3.6.14. Platforms for the Dissemination of Audiovisual Materials
- 3.6.15. Guidelines for the Creation of an Educational Video
- 3.6.16. Bibliographical References
- 3.7. Regulations and Legislation Applicable to ICT
 - 3.7.1. Introduction and Objectives
 - 3.7.2. Data Protection Laws
 - 3.7.3. Guide of Recommendations for the Privacy of Minors on the Internet
 - 3.7.4. Copyrights: Copyright and Creative Commons
 - 3.7.5. Use of Copyrighted Material
 - 3.7.6. Bibliographical References
- 3.8. Gamification: Motivation and ICT in the Classroom
 - 3.8.1. Introduction and Objectives
 - 3.8.2. Gamification Enters the Classroom Through Virtual Learning Environments
 - 3.8.3. Game-Based Learning (GBL)
 - 3.8.4. Augmented Reality (AR) in the Classroom
 - 3.8.5. Types of Augmented Reality and Classroom Experiences
 - 3.8.6. QR Codes in the Classroom: Generation of Codes and Educational Application
 - 3.8.7. Classroom Experiences
 - 3.8.8. Bibliographical References
- 3.9. Media Competency in the Classroom with ICT
 - 3.9.1. Introduction and Objectives
 - 3.9.2. Promoting the Media Competence of Teachers
 - 3.9.3. Mastering Communication for Motivating Teaching
 - 3.9.4. Communicating Pedagogical Content with ICT
 - 3.9.5. Importance of the Image as a Pedagogical Resource
 - 3.9.6. Digital Presentations as an Educational Resource in the Classroom
 - 3.9.7. Working in the Classroom with Images
 - 3.9.8. Sharing Images on Web 2.0
 - 3.9.9. Bibliographical References

- 3.10. Assessment for Learning Through ICT
 - 3.10.1. Introduction and Objectives
 - 3.10.2. Assessment for Learning Through ICT
 - 3.10.3. Evaluation tools: Digital Portfolio and Rubrics
 - 3.10.4. Building an E-Portfolio with Google Sites
 - 3.10.5. Generating Evaluation Rubrics
 - 3.10.6. Design Evaluations and Self-Evaluations with Google Forms
 - 3.10.7. Bibliographical References

Module 4. Diagnostic Techniques and Instruments

- 4.1. Diagnostic Techniques and Instruments
 - 4.1.1. Introduction and Basic Concepts of Educational Diagnostic
 - 4.1.2. The Process and the Variables in Educational Diagnosis
 - 4.1.3. Evaluation Techniques and Procedures
 - 4.1.4. Scope of Application
- 4.2. Code of Ethics. Teachers' Professional Guide
 - 4.2.1. Evolution over Time
 - 4.2.2. On the Professionalization of Teachers
 - 4.2.3. Code of Ethics of the Teaching Profession
 - 4.2.4. Possibilities of the Teachers' Code of Ethics
- 4.3. The Report as a Tool in Evaluation and Diagnosis
 - 4.3.1. Concept of the Report as a Diagnostic Tool
 - 4.3.2. Parts of the Education Report
 - 4.3.3. Report Characteristics
- 4.4. Observation Techniques
 - 4.4.1. Observation as a Method
 - 4.4.2. Functions of the Observation
 - 4.4.3. Object of the Observation
 - 4.4.4. Designs in Observational Research
 - 4.4.5. Types of Observation
- 4.5. Interrogation Techniques. The Interview
 - 4.5.1. The Interview in Educational Diagnosis
 - 4.5.2. Characteristics of the Interview in the Educational Environment
 - 4.5.3. Data Previous to the Interview
 - 4.5.4. Types of Interviews
- 4.6. Theoretical Foundations of Psychometric Techniques
 - 4.6.1. Basic Principles of Psychological Measuring Techniques
 - 4.6.2. Techniques for the Construction of Attitude Scales
 - 4.6.3. Theory of Tests
 - 4.6.4. Interpretation of Scores
 - 4.6.5. Item Analysis
 - 4.6.6. Technical and Ethical Recommendations
- 4.7. Standardized Tests: Evaluation and Diagnosis in Attention and Memory
 - 4.7.1. Introduction
 - 4.7.2. Types of Tests for Evaluating Attention
 - 4.7.3. Types of Tests for Evaluating Memory
- 4.8. Standardized Tests: Evaluation and Diagnosis in Literacy and Mathematics
 - 4.8.1. Dyslexia
 - 4.8.2. Literacy and Dyslexia Evaluation Tools
 - 4.8.3. Standardized Tests in Mathematics
- 4.9. Standardized Tests: Evaluation and Diagnosis of Intelligence
 - 4.9.1. Test on the Concept of Intelligence and Education
 - 4.9.2. Types of Standardized Tests in Diagnosis of Intelligence
 - 4.9.3. Theory of Multiple Intelligences
- 4.10. Standardized Tests: Evaluation and Diagnosis in Attention ASD
 - 4.10.1. Definition and Types of ASD
 - 4.10.2. Evaluation of the Level of Development
 - 4.10.3. Rapid Assessment of Autism
 - 4.10.4. Extensive Assessment of Autism

Module 5. Communication Techniques and Oral Expression for Teachers

- 5.1. Communication Abilities of the Teacher
 - 5.1.1. Communication Skills of Teachers
 - 5.1.2. Aspects of Good Teacher Communication
 - 5.1.3. The Voice: Characteristics and Use
 - 5.1.4. Characteristics of the Message
- 5.2. Oral Expression in the Educational Environment
 - 5.2.1. Oral Interaction
 - 5.2.2. The Message in Oral Expression
 - 5.2.3. Communication Strategies in Oral Expression
- 5.3. Written Expression in Education
 - 5.3.1. Written Expression
 - 5.3.2. Development of Written Expression
 - 5.3.3. Learning Methods and Strategies
- 5.4. Lexical Precision and Terminology
 - 5.4.1. Concept of Lexical Precision
 - 5.4.2. Receptive and Productive Vocabulary
 - 5.4.3. Importance of Lexicon and Vocabulary in the Transmission of Knowledge
- 5.5. Teaching Resources I. ICT
 - 5.5.1. Key Concepts on Digital Education Resources
 - 5.5.2. Integration and Possibilities of ICT in Teaching Work
 - 5.5.3. ICT and Communication in the Classroom
- 5.6. Teaching Resources II. Oral Communication
 - 5.6.1. Orality
 - 5.6.2. Teaching Oral Communication
 - 5.6.3. Teaching Resources for Oral Communication
 - 5.6.4. Design of Teaching Material
 - 5.6.5. Assessment and Correction of Oral Expression
- 5.7. Teaching Resources II. Written Communication
 - 5.7.1. The Epistemic Function of Writing and Models of Writing Processes
 - 5.7.2. The Models of Text Composition and the Strategies and Activities of Written Expression
 - 5.7.3. Assessment and Correction of Written Expression

- 5.8. Appropriate Environments for Teaching and Learning
 - 5.8.1. Introduction
 - 5.8.2. Conceptualizing an Appropriate Teaching-Learning Environment
 - 5.8.3. Learning Spaces. Components
 - 5.8.4. Types of Learning Environments
- 5.9. New Communication Techniques and ICT
 - 5.9.1. Communication and ICT
 - 5.9.2. New Communication Techniques
 - 5.9.3. Options, Limitations and Effects of ICT in Teaching
- 5.10. Education and Communication Theories
 - 5.10.1. Introduction. Educational Communication
 - 5.10.1.1. Education as a Communication Tool
 - 5.10.2. Educational Interaction Models
 - 5.10.3. Mass Media Communication and Education

Module 6. Educational Program Design and Management

- 6.1. Educational Program Design and Management
 - 6.1.1. Stages and Tasks in the Design of Educational Programs
 - 6.1.2. Types of Educational Programs
 - 6.1.3. Evaluation of the Educational Program
 - 6.1.4. Competency-Based Educational Program Model
- 6.2. Program Design in the Formal and Non-Formal Educational Sphere
 - 6.2.1. Formal and Non-Formal Education
 - 6.2.2. Formal Education Program Model
 - 6.2.3. Non-Formal Education Program Model
- 6.3. Educational Programs and Information and Communication Technologies
 - 6.3.1. Integration of ICT in Educational Programs
 - 6.3.2. Advantages of ICT in the Development of Educational Programs
 - 6.3.3. Educational Practices and ICT
- 6.4. Educational Program Design and Bilingualism
 - 6.4.1. Advantages of Bilingualism
 - 6.4.2. Curricular Aspects for the Design of Educational Programs in Bilingualism
 - 6.4.3. Examples of Educational Programs and Bilingualism

- 6.5. Pedagogical Design of Educational Guidance Programs
 - 6.5.1. The Elaboration of Programs in Educational Guidance
 - 6.5.2. Possible Contents of Educational Guidance Programs
 - 6.5.3. Methodology for the Assessment of Educational Guidance Programs
 - 6.5.4. Aspects to Take into Account in the Design
- 6.6. Design of Educational Programs for Inclusive Education
 - 6.6.1. Theoretical Foundations of Inclusive Education
 - 6.6.2. Curricular Aspects for the Design of Inclusive Educational Programs.
 - 6.6.3. Examples of Inclusive Educational Programs
- 6.7. Management, Monitoring and Assessment of Educational Programs. Pedagogical Skills
 - 6.7.1. Assessment as a Tool for Educational Improvement
 - 6.7.2. Guidelines for the Assessment of Educational Programs
 - 6.7.3. Techniques for the Assessment of Educational Programs
 - 6.7.4. Pedagogical Skills for Assessment and Improvement
- 6.8. Strategies for Communication and Dissemination of Educational Programs
 - 6.8.1. Didactic Communication Process
 - 6.8.2. Teaching Communication Strategies
 - 6.8.3. Dissemination of Educational Programs
- 6.9. Good Practices in the Design and Management of Educational Programs in Formal Education
 - 6.9.1. Characterization of Good Teaching Practices
 - 6.9.2. Influence of Good Practices on Program Design and Development
 - 6.9.3. Pedagogical Leadership and Good Practices
- 6.10. Good Practices in the Design and Management of Educational Programs in Non-Formal Contexts
 - 6.10.1. Good Teaching Practices in Non-Formal Contexts
 - 6.10.2. Influence of Good Practices on Program Design and Development
 - 6.10.3. Example of Good Educational Practices in Non-Formal Contexts

Module 7. Continuing Education

- 7.1. Nature, Origin, Evolution and Purpose of Continuing Education
 - 7.1.1. Fundamental Aspects of Continuing Education
 - 7.1.2. Spheres and Contexts of Continuing Education
 - 7.1.3. Contributions of Continuing Education in International Organizations and the Digital Society

- 7.2. Theoretical Bases of Continuing Education
 - 7.2.1. Origin and Evolution of Continuing Education
 - 7.2.2. Models of Continuing Education
 - 7.2.3. Types of Teachers: Philosophical-Educational Paradigms
- 7.3. Continuing Education Assessment Models
 - 7.3.1. Introduction
 - 7.3.2. Types of Assessments in Continuing Education
 - 7.3.3. The Importance of Continuing Education Assessment
 - 7.3.4. Conclusions
- 7.4. The Pedagogue and Continuing Education
 - 7.4.1. Professional Profile of the Adult Educator
 - 7.4.2. Skills of the Adult Educator
 - 7.4.3. Adult Teacher Training
- 7.5. In-Company Training. The Training Department
 - 7.5.1. Function of Company Training. Concepts and Terminology
 - 7.5.2. Historical View of the Training Department in the Company
 - 7.5.3. Importance of Training in the Company
- 7.6. Continuous Training and Occupational Training
 - 7.6.1. Definitions and Differences between Ongoing and Occupational Training
 - 7.6.2. Benefits for the Company of Ongoing Training
 - 7.6.3. Importance of Occupational Training in the Current Context
- 7.7. Professional Training. Recognitions, Certifications and Accreditations
 - 7.7.1. Vocational and On-the-Job Training
 - 7.7.2. Human Resources in Economic Development
 - 7.7.3. Qualification of Human Resources
 - 7.7.4. Certifications and Accreditations in Vocational Training
 - 7.7.5. Importance of Vocational Training
- 7.8. Training and Work
 - 7.8.1. Work and Its Evolution
 - 7.8.2. Current Labor Context
 - 7.8.3. Skill-Based Training

- 7.9. Continuing Education in the European Union
 - 7.9.1. Evolution of Continuing Education in the European Union
 - 7.9.2. Education, Work and Employability
 - 7.9.3. European Qualifications Framework
 - 7.9.4. New Approach to Higher Education
 - 7.9.5. Actions and Programs
- 7.10. Open and Distance Education in Digital Contexts
 - 7.10.1. Characteristics of Distance Education
 - 7.10.2. Virtual Education, E-Learning
 - 7.10.3. ICT, Its Role and Importance in Distance Education
 - 7.10.4. Distance Education and Higher Education

Module 8. Teaching and Professional Profile of Educators

- 8.1. Figure of the Teacher: Identity and Profession
 - 8.1.1. Fundamental Role of the Teacher
 - 8.1.2. Teacher Profiles
 - 8.1.3. Teacher Skills
 - 8.1.4. Challenges for Teachers in the 21st Century
- 8.2. Skills of Effective and Quality Teachers
 - 8.2.1. Definition of Competencies
 - 8.2.2. Teaching Competencies
 - 8.2.3. Teacher Performance and Quality
- 8.3. Initial Training and Insertion into Teaching
 - 8.3.1. The Process of Becoming a Teacher
 - 8.3.2. Adaptation and Teaching
 - 8.3.3. Problems for Newly-Qualified Teachers
 - 8.3.4. New Teachers and Professional Culture
- 8.4. Teacher Professional Development
 - 8.4.1. Teacher Professional Development as Academic Development
 - 8.4.2. Teaching Career and Professional Development Policies
 - 8.4.3. Continuous Teacher Training

- 8.5. Assessment, Excellence and Continuous Training of the Teaching Staff
 - 8.5.1. Areas of Assessment of Teacher Training
 - 8.5.2. Collaborative Working as a Training Tool for Teachers
 - 8.5.3. Professional Teacher Excellence
- 8.6. Innovation in Teacher Professional Development
 - 8.6.1. Educational Innovation and Use of ICT
 - 8.6.2. Changes, New Developments and Innovation Processes
 - 8.6.3. Innovation in Training and Professional Development of Teachers
- 8.7. Skills-Based Teaching Profile
 - 8.7.1. Traditional vs. Competency-Based Teacher
 - 8.7.2. Implications of Competency-Based Practice
 - 8.7.3. Competency-Based Syllabus
- 8.8. Professional Teaching Competencies in the Society of the 21st Century
 - 8.8.1. Revision of the Teacher Profile in the 21st Century
 - 8.8.2. Functions of the New Teacher Role
 - 8.8.3. New Implications in Professional Development
- 8.9. Models for Assessing Teaching Practice
 - 8.9.1. Introduction
 - 8.9.2. The Importance of Teacher Assessment
 - 8.9.3. How Are Teachers Assessed?
 - 8.9.4. Steps for Teacher Assessment
 - 8.9.4.1. Areas of Teaching Practice
 - 8.9.4.2. Procedures for Assessing Teaching Practice
 - 8.9.4.3. Assessment Results
 - 8.9.5. Conclusions
- 8.10. Current Challenges for Teachers and Educators
 - 8.10.1. The Teaching Profession in the New Educational Environment
 - 8.10.2. Learning to Learn
 - 8.10.3. Developing New Competencies and Skills

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 Needs Education to Inclusive Education in Pre-School 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 Foundations 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. Objectives 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

04

Teaching Objectives

The main objective will be to train teachers to acquire the necessary skills to train other education professionals, promoting quality teaching adapted to the needs of the 21st century. As a result, they will develop skills in the planning, design and evaluation of training programs, as well as in the implementation of active and technological methodologies that optimize learning. In addition, critical reflection on pedagogical practices will be encouraged, strengthening educational leadership and the ability to manage groups and facilitate collaborative learning processes.



“

You will acquire the digital skills that will allow you to manage and create didactic materials, communicate in pedagogical networks and develop a professional digital identity”



General Objective

- Through this program, teachers will develop skills to integrate Information and Communication Technologies (ICT) in their educational practice, optimizing learning processes. In addition, they will deepen their knowledge of the elements, processes and values of education, understanding its impact on the integral preparation of the student. The ability to structure information in a clear and adequate manner will also be fostered, facilitating the correct assimilation of knowledge. Likewise, the importance of teacher professional development as a key factor in the improvement of educational quality will be emphasized, including the essential pedagogical foundations for teaching.



You will cover the philosophical and anthropological foundations of Personalized Education, promoting reflection and improvement of teaching practice, thanks to an extensive library of multimedia resources"





Specific Objectives

Module 1. Psychology of Learning

- ♦ Expand the cognitive potential of your students through the creation of a special program and with appropriate teaching methods
- ♦ Analyze the individual mental characteristics of the student during learning, given that this affects the assimilation of the material taught in the classroom
- ♦ Intervene in the behavior of the student through the development of their skills

Module 2. General Didactics. Design and Development of the Curriculum

- ♦ Learn to teach
- ♦ Orient teaching according to the student's age
- ♦ Guide teaching according to the student's evolutionary age
- ♦ Guide the organization of homework to avoid wasting time and useless efforts
- ♦ Make teaching, and consequently learning, more effective

Module 3. 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
- ♦ Initiation in good ICT practices that guarantee a professional teaching development in the management of digital sources, communication in networks for pedagogical purposes, ability to create didactic materials and problem management
- ♦ Manage and create a digital identity according to the context, being aware of the importance of the digital trace and the possibilities that ICT offers in this regard
- ♦ 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 4. Diagnostic Techniques and Instruments

- ♦ Be able to gather, analyze and interpret relevant information and data on educational and social topics
- ♦ Understand the purpose, functions and applications of the diagnosis
- ♦ Identify people's needs and possibilities for development in order to create a base for educational actions
- ♦ Know and understand the elements, processes and values of education and their impact on comprehensive training
- ♦ Identify complex situations with special attention given to diversity and social inclusion
- ♦ Develop and apply methodologies adapted to personal and social differences

Module 5. Communication Techniques and Oral Expression for Teachers

- ♦ Learn effective communication techniques in the classroom
- ♦ Know how to structure information in an adequate way that allows students to assimilate knowledge correctly
- ♦ 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 6. Educational Program Design and Management

- ♦ 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
- ♦ Acquire the planning skills necessary for the development of educational programs

Module 7. Continuing Education

- ♦ Understand the fundamental concepts related to Continuing Education
- ♦ Analyze the situation of Continuing Education as an organizing principle of the educational reality
- ♦ Become aware of the need for lifelong education as a frame of reference for the whole educational system
- ♦ Know the different fields of action of Continuing Education
- ♦ Approach the development of intervention processes in the different areas of Continuing Education

Module 8. Teaching Profile and Professional Profile of Educators

- ♦ Define the knowledge, abilities, personal or work skills that an educator must have in order to develop their educational work
- ♦ Analyze teaching practice as a reflection of the training and improvement needs of teaching staff
- ♦ Know the challenges of current society that directly affect the practice and role of teachers
- ♦ Understand the importance of professional teaching development and its direct reflection on the quality of education

Module 9. Equality and Diversity in the Classroom

- ♦ Know the different terms closely related to each other and their application in the classroom
- ♦ Detect possible factors of school failure
- ♦ Acquire the necessary tools to avoid school failure at school
- ♦ Pick up on the signs of possible bullying at school
- ♦ Develop tools to promote inclusive and intercultural schools.
- ♦ Achieve the skills to work with different ICTs
- ♦ Identify the different disorders in educational centers
- ♦ Develop psychomotor functioning in Early Childhood Education

Module 10. Personalized Education. Theoretical, Philosophical and Anthropological Foundations 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
- ♦ Develop the necessary tools for a good organization of from center
- ♦ Internalize Teacher Training for a good educational response



Delve into the most relevant theory in this field, subsequently applying it in a real work environment"

05

Internship

Teachers will have the opportunity to carry out internships in educational institutions, where they will be able to put into practice the knowledge acquired in the classroom and face real group training situations. This will include the planning, design and execution of training activities, as well as the evaluation of the impact of educational programs. In addition, critical reflection and analysis of the results obtained will be encouraged, allowing teachers to adjust their methodologies and pedagogical approaches to maximize learning effectiveness.



“

You will carry out practical activities in educational institutions, companies or training centers, where you will have the opportunity to design, implement and evaluate training programs”

The Internship Program phase will take place during 3 weeks in a recognized educational center, from Monday to Friday, with daily 8-hour days of practical preparation, always under the guidance of a specialist. During this period, the teacher will be able to interact with real students, collaborate with a team of high-level professionals, apply innovative pedagogical methodologies and participate in educational planning.

In addition, this fully practical training will focus on developing and improving the essential skills to provide training to other teaching professionals, a field that requires a high level of specialization. As such, the internship will be designed to provide advanced preparation for this role, within a safe environment for the student and with a standard of professional excellence.

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
Educational Design and Planning	Design training programs adapted to the needs of the target audience
	Elaborate innovative didactic materials, both face-to-face and digital
	Plan training sessions taking into account the characteristics and context of the group
	Design formative and summative evaluations to measure participants' progress
Implementation and Facilitation	Execute workshops and training courses in educational or corporate environments
	Use active methodologies such as project-based learning or cooperative learning
	Facilitate group dynamics to encourage participation and collaborative learning
	Facilitate group dynamics to encourage participation and collaborative learning
Evaluation and Feedback	Conduct continuous evaluations during the training process to measure performance
	Provide individualized feedback to participants to optimize learning
	Analyze the results of evaluations to adjust the design of future trainings
	Produce monitoring and evaluation reports on the impact of the training on participants
Group Management and Organization	Manage group dynamics to promote a respectful and collaborative learning environment
	Supervise and monitor participants' participation in training activities
	Coordinate resources and time to optimize the learning experience
	Resolve possible conflicts or challenges that may arise during the training process
Research and Critical Reflection	Conduct research on new pedagogical trends and their application in the training of trainers
	Reflect on one's own training practices to identify areas for improvement
	Analyze case studies and apply solutions based on current pedagogical theory
	Participate in seminars or meetings with other trainers to share experiences and best practices

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 with 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 with 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 clinical 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 students 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 include educational institutions of various levels, corporate training centers, government agencies and e-Learning platforms, allowing teachers to experiment with different contexts and student profiles. In addition, each internship center will provide specialized accompaniment, ensuring that graduates receive constant guidance and feedback to improve their skills as trainers. In this way, collaboration with these centers will ensure a rich and diverse experience, adapted to the needs of today's educational and professional market.



“

The internship centers that are part of this Hybrid Master's Degree will offer you a wide variety of educational and professional environments, where you will be able to apply and consolidate the knowledge you have acquired”



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 trainers in educational institutions, both in the academic field and in continuing education centers. They will also have the possibility of working in companies that require internal training programs, in public organizations or in online education platforms. In addition, they will be able to assume functions of management and coordination of training programs, course design or educational consultancy.



“

The professional opportunities of this Hybrid Master's Degree will open up a wide range of opportunities, allowing you to expand your career into leadership roles”

Graduate Profile

The graduate's profile will be that of a teacher highly qualified to design, implement and evaluate training programs in different educational and professional contexts. As such, they will have a deep knowledge of current pedagogical methodologies, acquiring the ability to adapt them to the specific needs of different audiences. In addition, they will be prepared to use technological tools and digital resources in their teaching processes. Your ability to manage groups, promote participation and provide constructive feedback will also make you an effective and reflective trainer.

Get ready to assume leadership roles and contribute to professional development in various sectors, hand in hand with TECH.

- ♦ **Effective Communication:** Communicate clearly and persuasively in both face-to-face and virtual contexts, conveying ideas in an understandable way, managing classroom dialogue, and adapting to student learning
- ♦ **Diversity Management:** Identify and manage the diverse needs of the student body, promoting an inclusive environment adapted to cultural, social and cognitive differences, key to fostering equity and participation
- ♦ **Teamwork and Collaborative Leadership:** Work effectively with other trainers, lead multidisciplinary teams and foster cooperation among participants, promoting collective learning
- ♦ **Problem-Solving and Decision Making:** Face challenges in educational and training environments, analyzing complex situations and making informed decisions, in order to adapt to unforeseen changes and find creative solutions



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

1. Trainer in Educational Institutions: Teacher in schools, universities or continuing education centers.

Responsibilities: Design, implement and evaluate educational programs, adapt content according to student needs and foster an active learning environment.

2. Corporate Training Coordinator: Responsible for planning and managing staff training in private or public organizations.

Responsibilities: Identify employee training needs, coordinate training courses, evaluate training impact and improve programs based on results.

3. Educational Consultant: Advises educational institutions or companies on the development of training programs.

Responsibilities: Analyze the educational context, offer recommendations on methodologies and pedagogical strategies and help design innovative educational projects.

4. Tutor on e-Learning Platforms: Teacher who provides training through online platforms, managing virtual groups of students.

Responsibilities: Facilitate learning in digital environments, provide personalized feedback and ensure proper interaction among participants.

5. Director of Training Programs: Leads the planning and execution of training programs in large institutions or companies.

Responsibilities: Oversee the creation of content, coordinate trainers, evaluate training results and manage the resources necessary for the success of the programs.

6. Academic Coordinator in Training Centers: Responsible for the academic management of a training center, overseeing educational content and quality.

Responsibilities: Organize schedules and teacher assignments, ensure the quality of training content, and coordinate student evaluation and follow-up activities.

7. Workshop and Seminar Facilitator: Teacher who gives workshops and seminars on specific training topics for teachers or other professionals.

Responsibilities: Prepare and present content, organize interactive activities, guide discussions and evaluate participants' understanding during and at the end of the workshop.

8. Instructional Designer: Specialist in the creation of didactic materials and resources for different training environments.

Responsibilities: Design and develop educational content, select and adapt technological tools, and ensure that materials are accessible and effective for learning.

9. Training Program Evaluator: In charge of analyzing and evaluating the effectiveness of training programs implemented in different contexts.

Responsibilities: Apply evaluation methodologies, collect and analyze data, and provide reports with recommendations for improvement of training programs.

10. Professional Development Expert: Teacher dedicated to the continuing education of other trainers, guiding other teachers in their professional development.

Responsibilities: Plan and coordinate training courses for educators, provide advice on new methodologies and accompany teachers in their professional growth.





“

This comprehensive approach will foster the development of leadership, communication and management skills, essential for more responsible roles as trainers”

08

Study Methology

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.

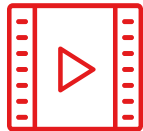
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

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

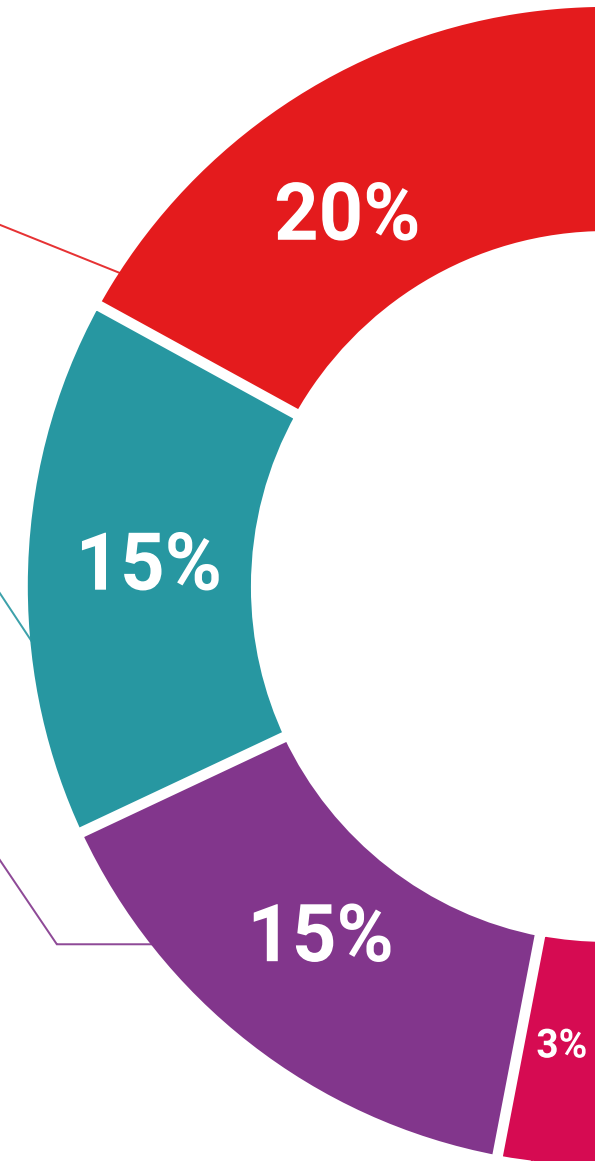
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

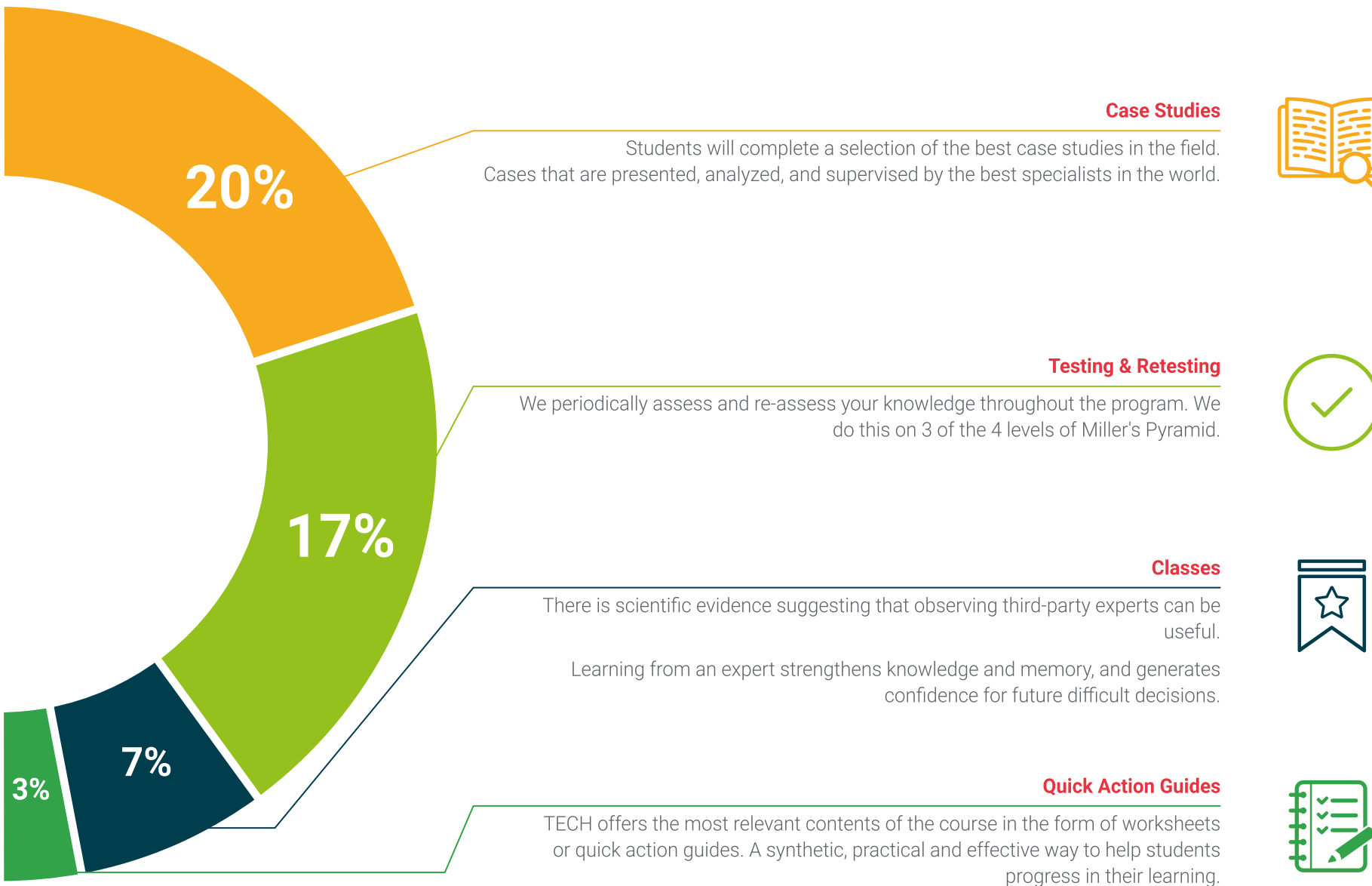
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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

The Hybrid Master's Degree in Training of Trainers 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 **Hybrid Master's Degree diploma in Training of Trainers** 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.

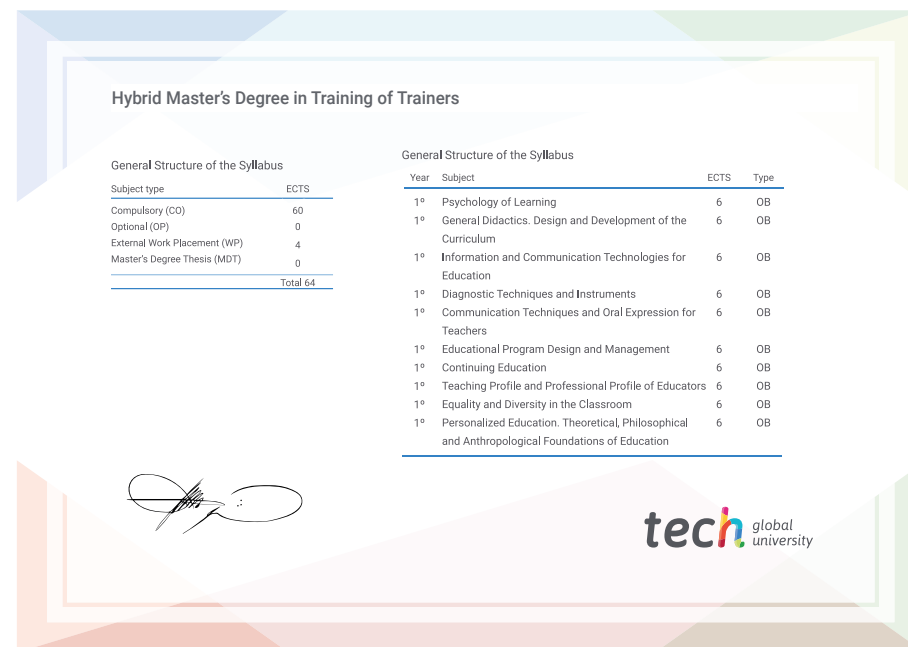
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Hybrid Master's Degree in Training of Trainers**

Modality: **Hybrid (Online + Internship)**

Duration: **12 months.**

Credits: **60 + 4 ECTS**



future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

personalized service innovation

knowledge present

online training

development languages

virtual classroom



Hybrid Master's Degree

Training of Trainers

Modality: Hybrid (Online + Internship)

Duration: 12 months.

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Hybrid Master's Degree Training of Trainers