

Master's Degree

Family Socio-Educational Intervention and Intermediation



Master's Degree

Family Socio-Educational Intervention and Intermediation

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/education/master-degree/master-family-socio-educational-intervention-intermediation

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Skills

p. 14

04

Structure and Content

p. 18

05

Methodology

p. 30

06

Certificate

p. 38

01

Introduction

This intensive program addresses the educational relationship between the family and society, situating the two educational contexts and addressing the importance of family education. In addition, the programmed teaching carried out by the school is differentiated from the spontaneous teaching carried out by the family, therefore analyzing formal, non-formal and informal education and studying the relations between the family and the school. A unique opportunity to implement the latest techniques of socio-educational intervention in daily practice, therefore improving the teaching methods taught in the classroom, as well as their impact in external fields of great importance, such as family and friends.



“

*Take the step and open a new avenue
of development and growth to your
career in teaching, specializing in
Family Socio-Educational Intervention"*

In this complete program, students will go through a long and effective learning process, which will allow them to deepen their knowledge of Family Socio-Educational Intervention and Intermediation, addressing the different needs of the students. Throughout these months of specialization, students will delve into the stages of the family in their educational work, that is, the education that takes place during early and second childhood. On the other hand, they will analyze the training that the school should provide to families, dedicating a specific topic to the School of Parents as a tool for preparing families.

They will also analyze the characteristics of the family understood as a social system and the various changes that have taken place in the family institution during the last decades. Finally, they will study the role of the community with special emphasis on the media and its educational influence, values education and family orientation.

On the other hand, this comprehensive program will study the definition of learning difficulties and the basic characteristics of students with these difficulties, in order to promote the detection of these students and to be able to design proposals to meet their educational needs. For this purpose, there will be a review of the student's evolutionary milestones and an in-depth study of the conceptualization and etiology of learning difficulties, analyzing the different existing types and offering guidelines for their detection and intervention by teachers in the regular classroom.

Personalized education is a way of understanding education as a service to freedom and the integral development of each human being, achieving a true process of personal empowerment. This is the reason why this program will delve into the meaning of this pedagogical conception and its philosophical and anthropological foundations, studying its principles, its purposes and its implementation.

All these processes must be materialized in a real and possible adaptation to the needs of each student. For this purpose, an intensive and comprehensive study will show how to develop educational adaptations using the most innovative tools and materials from experts with extensive experience in the sector, in order to create a process that really allows to boost students in their learning, taking into account their optimal ways of dealing with each field of study.

This **Master's Degree in Family Socio-Educational Intervention and Intermediation** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ Practical cases presented by experts in Psychology
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Improve your education in Family Socio-Educational Intervention and Intermediation through this program, where you will find the best educational material with real cases. Learn about the latest advances in this specialty"

“

Be part of the most advanced, competitive and current teaching with the knowledge of an expert in Family Socio-Educational Intervention and Intermediation. You will learn from the best and with the most effective study system on the market"

The program includes, in its teaching staff, professionals from the sector who bring to this program the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

Its multimedia content, developed with the latest educational technology, will allow professionals to learn in professionals a situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to prepare in real situations.

The design of this program focuses on Problem-Based Learning, by means of which professionals must try to solve the different professional practice situations that are presented to them throughout the academic year. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

A highly efficient program that will allow you to advance in your profession in a simple and autonomous way.

Prepare yourself for the challenges of a constantly evolving field of work and give your CV an unstoppable boost towards competitiveness.



02 Objectives

TECH's objective is to prepare highly qualified professionals for work experience. An objective that is complemented, moreover, in a global manner, by promoting human development that lays the foundations for a better society. This objective is focused on helping professionals reach a much higher level of expertise and control. A goal that, in just a few months, can be achieved , with a highly intensive and accurate program.



“

A quality program, created by experts in the field who will put their professional and teaching experience at your service to accompany you throughout your specialization"



General Objectives

- ♦ Collaborate in supporting families / legal guardians in the development of students
- ♦ Know how to apply specific methodologies for socio-educational action
- ♦ Participate in the assessment and diagnosis of educational needs
- ♦ Use the methodology, tools and material resources adapted to the needs of the students
- ♦ Analyze and understand entrepreneurship opportunities in education, explaining their functionality and characteristics





Specific Objectives

Module 1. Evolutionary Psychology

- ♦ Understand the philosophical principles and origins of evolutionary psychology
- ♦ Reflect on the changes that have been taking place in the basic models of evolutionary psychology
- ♦ Awaken concerns about this discipline of psychology
- ♦ Study the main models that give rise to developmental psychology
- ♦ Value and understand the role of developmental psychology in education
- ♦ Favor the development of reflective processes as the best way to generate the construction of knowledge
- ♦ Analyze which factors influence the transmission of social patterns and values at school

Module 2. Learning psychology

- ♦ 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, as it affects the assimilation of the material taught in the classroom
- ♦ Intervene in the behavior of the student through the development of their skills

Module 3. Introduction to Psychopathology for Educators

- ♦ Know the main pathological universes of childhood and adolescence
- ♦ Learn to recognize and differentiate the different pathological universes related to the infantojuvenile stage
- ♦ Know the diagnostic criteria of the pathological universes according to the DSM-V
- ♦ Learn the characteristics of the infantojuvenile stage in each pathological universe
- ♦ Know and study the differential characteristics of each pathological universe according to the DSM-V information
- ♦ Relate the existing comorbidities in each pathological universe mentioned

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 education
- ♦ Identify complex situations with special attention given to diversity and social inclusion
- ♦ Develop and apply methodologies adapted to personal and social differences

Module 5. Learning Difficulties and Developmental Disorders

- ♦ Provide students with an overview of the learning difficulties that can be found in the classroom
- ♦ Detect the different difficulties that students may present
- ♦ Distinguish the concepts, problems and learning difficulties
- ♦ Know the different learning styles and cognitive styles
- ♦ Prevent learning difficulties before they occur
- ♦ Intervening before the different learning problems

Module 6. Social Exclusion and Policies for Inclusion

- ♦ Know and critically understand the theoretical and methodological bases that from pedagogical, sociological and psychological perspectives sustain socio-educational processes
- ♦ Analyze the ethical dilemmas that the new demands and forms of social exclusion of the knowledge society pose to the teaching profession
- ♦ Know the principles and fundamentals of attention to diversity
- ♦ Analyze and critically incorporate the most relevant issues of today's society that affect family and school education
- ♦ Awaken interest and sensitivity towards the socio-cultural reality

Module 7. Methodology of Socio-Educational Action

- ♦ Know the different methodologies of socio-educational action
- ♦ Apply problem solving and decision-making techniques
- ♦ Know how to apply specific methodologies for socio-educational action
- ♦ Critically assess the whole socio-educational process

Module 8. Pedagogical Advice to Social Institutions

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

Module 9. Teaching and Learning in the Family, Social and School Context

- ♦ Knowing the relationship between School and Family
- ♦ Acquire tools to differentiate between programmed (school) and spontaneous (family) education
- ♦ Analyze formal, non-formal and informal education
- ♦ Analyze the role of the media in communication and educational influence
- ♦ Highlight the possibilities that educational institutions can offer to the participation of families
- ♦ Identify the different family characteristics

Module 10. Personalized Education: Anthropological, Philosophical, and Psychological Foundations

- ♦ Acquire the necessary tools for reflection
- ♦ To 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
- ♦ Undertake professional development in teaching for a good educational response



This program will confront you with real challenges that will allow you to learn in context, learning in a practical way with the best current study methods"

03

Skills

Once all the contents have been studied and the objectives of the program have been achieved, professionals will have superior performance in this field. This program has been created as a professional development pathway, with the objective of providing students who successfully complete this learning process with sufficient and adequate competencies to work in the field of Family Socio-Educational Intervention and Intermediation.



“

Learn from professional experts in the field who will provide a realistic and contextual view of this exciting job”



General Skills

- ♦ Possess and understand knowledge that provides a basis or opportunity to be original when developing and/or applying ideas, often in a research context
- ♦ Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study
- ♦ Communicate their conclusions and the ultimate knowledge and rationale behind them to specialized and non-specialized audiences in a clear and unambiguous manner
- ♦ Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous
- ♦ Promote quality of life in students





Specific Skills

- ♦ Analyze which factors influence the transmission of social patterns
- ♦ Identify the different learning situations in personalized education
- ♦ Apply specific methodologies for socio-educational action
- ♦ Intervene on student behavior
- ♦ Know the principles and fundamentals of attention to diversity
- ♦ Recognize the main pathological universes of childhood and adolescence



Learn in a simple, intensive and flexible way with the quality of the highest rated teaching models in the online teaching landscape"

04

Structure and Content

The contents have been developed by the most competent professionals in this sector, with a high quality criterion in each of its moments. For this purpose, the most relevant and comprehensive topics have been selected, with the latest and most interesting updates

The syllabus of this program will allow you to learn all aspects of the different disciplines involved in this field. A complete and well-structured program that will lead you to the highest standards of quality and success.



“

*A unique, key and decisive experience to
boost your professional development and
improve your teaching techniques"*

Module 1. Evolutionary Psychology

- 1.1. Origin and Current Status of Developmental Psychology
 - 1.1.1. Philosophical Background of Evolutionary Psychology
 - 1.1.2. Twentieth Century Models of Evolutionary Psychology
 - 1.1.2.1. The Organicist Model
 - 1.1.2.2. The Mechanistic Model
 - 1.1.2.3. The Life Cycle Model
 - 1.1.3. Current Models of Developmental Psychology
 - 1.1.3.1. The Ethological Model
 - 1.1.3.2. The Ecological Model
 - 1.1.3.3. The Information Processing Model
 - 1.1.3.4. The Evolutionary Cognitive Model
 - 1.1.3.5. The Cultural-Historical Model
- 1.2. Developmental Psychology: Concepts and Approaches
 - 1.2.1. Psychological Development and its Fundamental Determinants
 - 1.2.2. Definition and Objectives of Developmental Psychology
 - 1.2.3. Conceptual Controversies
- 1.3. Developmental Research Methods and Designs
 - 1.3.1. Introduction and Phases of Evolutionary Research
 - 1.3.2. Types of Research
 - 1.3.2.1. Systematic Observation
 - 1.3.2.2. Psychophysiological Methods
 - 1.3.2.3. Standardized Problem Solving
 - 1.3.2.4. Clinical Interviews
 - 1.3.2.5. Questionnaires, Tests, Self-Reports
 - 1.3.2.6. Case Studies
 - 1.3.2.7. Ethnographic Descriptions
 - 1.3.3. Types of Evolutionary Designs
 - 1.3.3.1. Longitudinal Design
 - 1.3.3.2. Cross-Sectional Design
- 1.4. Psychological Development in Early Childhood
 - 1.4.1. Factors Influencing the Control of the Growth Process
 - 1.4.2. Brain Growth
 - 1.4.3. Birth and Newborn
 - 1.4.4. Basis of Psychomotor Development and Postural Control
- 1.5. Psychological Development from 2 to 6 Years of Age
 - 1.5.1. Psychological Development between 2 and 6 Years of Age
 - 1.5.2. Intellectual Development and Cognitive Processes between 2 and 6 Years of Age
 - 1.5.3. Language Development
 - 1.5.4. Personality Development between 2 and 6 Years of Age
 - 1.5.5. Social Awareness and Development of Standards and Values between the Ages of 2 and 6 Years
 - 1.5.6. Social Development and Behavior from 2 to 6 Years of Age
- 1.6. Psychological Development from 6 to 12 Years of Age
 - 1.6.1. Basic Cognitive Processes and Intellectual Development between 6 Years and Adolescence
 - 1.6.1.1. Development of Attention, Memory and Cognition
 - 1.6.1.2. Concrete Operational Thinking
 - 1.6.2. Personality Development from Age 6 Through Adolescence
 - 1.6.2.1. Personality Development
 - 1.6.2.2. Self-Awareness
 - 1.6.2.3. Emotional Development between 6 years of Age and Adolescence
 - 1.6.2.4. Gender Development between Ages 6 and Adolescence
 - 1.6.3. Social Knowledge and Development of Standards between 6 Years and Adolescence
 - 1.6.4. Social Development and Behavior from 6 Years to Adolescence
- 1.7. Psychological Development in Adolescence
 - 1.7.1. Adolescence and its Evolutionary Significance
 - 1.7.2. From Formal Thinking to Conceptual Change
 - 1.7.3. Personality Development in Adolescence
 - 1.7.4. Social Development during Adolescence
- 1.8. Psychological Development in Adulthood
 - 1.8.1. Change and Development in Adulthood
 - 1.8.2. Cognitive Development in Adulthood

- 1.8.3. Personality Development in Adulthood
- 1.8.4. Social Development from Mid-Life Onwards
- 1.9. Psychological Development in Old Age
 - 1.9.1. Change and Development in Old Age
 - 1.9.2. Cognitive Development in Old Age
 - 1.9.3. Personality Development in Old Age
- 1.10. School as a Socializing Institution
 - 1.10.1. Socialization and Learning
 - 1.10.2. The School as a Socializing Institution
 - 1.10.3. Tradition and Cultural Heritage

Module 2. Learning psychology

- 2.1. The Three Brains
 - 2.1.1. The Reptilian Brain
 - 2.1.2. The Mammal Brain
 - 2.1.3. The Human Brain
- 2.2. Reptilian Brain Intelligence
 - 2.2.1. Basic Intelligence
 - 2.2.2. Pattern Intelligence
 - 2.2.3. Parameter Intelligence
- 2.3. The intelligence of the Limbic System
- 2.4. The Intelligence of Neocortex
- 2.5. Evolutionary Development
- 2.6. The Stress Response or Flight Attack
- 2.7. What is the World? The Learning Process
- 2.8. Learning Schemes
- 2.9. The Importance of the Link
- 2.10. Attachment and Parenting Styles
- 2.11. Basic Desires, Primary Desires
- 2.12. Secondary Desires
- 2.13. Different Contexts and their Influence on Development
- 2.14. Emotional Schemes and Limiting Beliefs
- 2.15. Creating a Self-Concept

Module 3. Introduction to Psychopathology for Educators

- 3.1. Neurodevelopment Disorders
 - 3.1.1. What are Neurodevelopmental Disorders?
 - 3.1.2. Disorders Included in the Diagnostic Category of Neurodevelopmental Disorders
 - 3.1.3. Relevant Aspects of Neurodevelopmental Disorders in Childhood and Adolescence
- 3.2. Schizophrenia Spectrum Disorders and Other Psychotic Disorders
 - 3.2.1. What are Schizophrenia Spectrum Disorders and Other Psychotic Disorders?
 - 3.2.2. Disorders Included in the Diagnostic Category of "Schizophrenia Spectrum Disorders and Other Psychotic Disorders"
 - 3.2.3. Childhood Schizophrenia
- 3.3. Bipolar and Related Disorders
 - 3.3.1. What are Bipolar and Related Disorders?
 - 3.3.2. Disorders Included in the Diagnostic Category of "Bipolar and Related Disorders"
- 3.4. Depressive Disorders
 - 3.4.1. The Universe of Depressive Disorders
 - 3.4.2. Disorders Included in the Diagnostic Category "Depressive Disorders"
- 3.5. Anxiety Disorders
 - 3.5.1. Anxiety Disorders
 - 3.5.2. Types of Anxiety Disorders included in the DSM-V
 - 3.5.3. Relevance of Anxiety Disorders in Childhood and Adolescence.
- 3.6. Obsessive Compulsive Disorder and Related Disorders
 - 3.6.1. Introduction to Obsessive-Compulsive Disorder and Related Disorders
 - 3.6.2. Disorders Included in the Diagnostic Category of "Obsessive-Compulsive and Related Disorders"
- 3.7. Trauma and Stress-Related Disorders
 - 3.7.1. What are Trauma-Related Disorders and Stressors?
 - 3.7.2. Disorders Included in the Diagnostic Category of "Trauma- and Stressor-Related Disorders"
- 3.8. Dissociative Disorders
 - 3.8.1. Characteristics of Dissociative Disorders
 - 3.8.2. Disorders Included in the Diagnostic Category of "Dissociative Disorders"

- 3.9. Somatic Symptom Disorders and Related Disorders
 - 3.9.1. What are Somatic Symptom Disorders and Related Disorders?
 - 3.9.2. Disorders included in the Diagnostic Category of "Somatic Symptom Disorders and Related Disorders"
 - 3.9.3. Evidence and Data of Relevance on Factitious Disorder as Applied to Another (in Children and Adolescents)
- 3.10. Eating and Food Ingestion Disorders
 - 3.10.1. What are Eating and Food Intake Disorders?
 - 3.10.2. Eating and Food Intake Disorders included in the DSM-V.
 - 3.10.3. Relevant Data on Eating and Food Intake Disorders in Adolescence

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. Test Theory
 - 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. Learning Difficulties and Developmental Disorders

- 5.1. Developmental psychology
 - 5.1.1. Physical or Motor Development
 - 5.1.2. Cognitive Development
 - 5.1.3. Language Development
 - 5.1.4. Emotional development
- 5.2. Mathematical Learning
 - 5.2.1. Definition and Conceptualization of Learning Difficulties (LD)
 - 5.2.2. Memory and Learning Difficulties
- 5.3. Special Educational Needs and Inclusive Education
 - 5.3.1. The Inclusive School Movement Overcoming School Integration
 - 5.3.2. The Road to a School for All
 - 5.3.3. Promoting Inclusive Education in Early Childhood Education
- 5.4. Learning Difficulties Related to Communication, Language, Speech and Voice Problems
 - 5.4.1. Oral Linguistic Pathology: Problems in the Communicative, Language, Speech and Voice domains
 - 5.4.2. Language Problems
 - 5.4.3. Speech and Articulation Disorders
- 5.5. Learning Difficulties Related to Reading and Writing
 - 5.5.1. Conceptualization of Dyslexia or Specific Reading Disorder
 - 5.5.2. Characteristics of Dyslexia
 - 5.5.3. Reading Pathways and Types of Dyslexia
 - 5.5.4. Intervention Guidelines for Students with Dyslexia
 - 5.5.5. Other Learning Difficulties Related to Reading and Writing
- 5.6. Learning Difficulties Related to Mathematics
 - 5.6.1. Conceptualization of the Specific Learning Disorder with Difficulties in Mathematics
 - 5.6.2. Etiology and Course of Difficulties in the Mathematical Field
 - 5.6.3. Types of Specific Mathematics Learning Disorders
 - 5.6.4. Characteristics of Specific Mathematics Learning Disorders
 - 5.6.5. Classroom Intervention Guidelines for Students with Specific Mathematics Learning Disorders
- 5.7. Intellectual Disability
 - 5.7.1. Intellectual Disability Conceptualization
 - 5.7.2. Detection of Intellectual Disability in the Classroom
 - 5.7.3. Special Educational Needs of Learners with Intellectual Disabilities
 - 5.7.4. Intervention Guidelines in the Classroom for Students with Intellectual Disability
- 5.8. High Abilities in the Classroom: Keys to Their Identification and Educational Development
 - 5.8.1. Is High Ability an Educational Problem?
 - 5.8.2. The Concept of High-Capacity Students Is It Possible to Define?
 - 5.8.3. Identifying High-Capacity Students
 - 5.8.4. Intervention for High-Capacity Students
- 5.9. Learning Disabilities Related to Visual and Auditory Sensory Deficits
 - 5.9.1. Visual Impairment
 - 5.9.2. Developmental Characteristics of Infants with Visual Impairment
 - 5.9.3. Special Educational Needs of Visually Impaired Children
 - 5.9.4. Educational Intervention in the Classroom for Students with Visual Impairment
 - 5.9.5. Hearing Impairment
 - 5.9.6. Detection of Hearing Impaired Students in the Classroom
 - 5.9.7. Special Educational Needs of Hearing Impaired Children
 - 5.9.8. Intervention Guidelines in the Classroom for Hearing Impaired Students
- 5.10. Motor Coordination Difficulties or Dyspraxias
 - 5.10.1. Conceptualization of Motor Disability
 - 5.10.2. Conceptualization of Motor Coordination Difficulties or Dyspraxias
 - 5.10.3. Detection of Dyspraxias in the Classroom
 - 5.10.4. Classroom Intervention Guidelines for Students with Dyspraxias

Module 6. Social Exclusion and Policies for Inclusion

- 6.1. Basic Concepts of Equality and Diversity
 - 6.1.1. Diversity and Equal Opportunities
 - 6.1.2. Social Cohesion, Exclusion, Inequality and Education
 - 6.1.3. Exclusion Processes in the Field of Formal and Non-Formal Education: Differential Aspects and Images of Diversity
- 6.2. Nature and Origin of the Main Causes of Social Exclusion and Inequalities in Modern and Contemporary Societies
 - 6.2.1. Current Context of Social Exclusion
 - 6.2.2. New Sociodemographic Reality
 - 6.2.3. New Labor Reality
 - 6.2.4. Crisis of the Welfare State
 - 6.2.5. New Relational Forms and New Social Ties
- 6.3. Exclusion in Schools
 - 6.3.1. Epistemological Preamble
 - 6.3.2. Sociological References
 - 6.3.3. Social Context that Generates Inequalities
 - 6.3.4. Social Exclusion and Integration
 - 6.3.5. Schooling and Educational Exclusion
 - 6.3.6. Meritocracy and Democratization of Secondary Education
 - 6.3.7. Neoliberal Discourse and the Effects of Power
- 6.4. Main Factors of School Failure
 - 6.4.1. Definition of School failure
 - 6.4.2. Causes of School failure
 - 6.4.3. Difficulties Associated with Failure
 - 6.4.4. Methods of Diagnosing School Failure
- 6.5. Inclusive School and Interculturality
 - 6.5.1. Pluricultural Society and Intercultural Education
 - 6.5.2. Inclusive Education as a Response
 - 6.5.3. Democratic Coexistence in the Classroom
 - 6.5.4. Methodological Proposals for Inclusive Education
- 6.6. Practical Approaches in Attention to Diversity
 - 6.6.1. Inclusive Education in Spain
 - 6.6.2. Inclusive Education in France
 - 6.6.3. Inclusive Education in Latin America
- 6.7. Digital Exclusion in the Digital Information Society
 - 6.7.1. ICTs and the Digital Divide
 - 6.7.2. The Possibilities of ICTs for Labor Market Insertion
 - 6.7.3. How to Improve the Contribution of ICTs to Social Inclusion
- 6.8. The Inclusion of ICT in the Diverse School
 - 6.8.1. ICT as an Inclusive Resource
 - 6.8.2. Teacher Training, ICT and Attention to Diversity
 - 6.8.3. Adaptation of ICT to the Students' Needs
- 6.9. Social Exclusion and Pedagogical Innovation
 - 6.9.1. Inclusion, a New Paradigm
 - 6.9.2. The Denaturalization of School Failure
 - 6.9.3. The Defence of Diversity
 - 6.9.4. Questioning Homogeneity
 - 6.9.5. Resignification of the Teacher's Role
- 6.10. Needs and Practices in Social Policies for Inclusion
 - 6.10.1. Inclusion Policies as a Guarantee of the Affirmation of Rights
 - 6.10.2. Anticipating Social Problems
 - 6.10.3. Social Participation
 - 6.10.4. Multilevel Articulation

Module 7. Methodology of Socio-Educational Action

- 7.1. Methodology of Action, Socio-Educational Intervention
 - 7.1.1. Social Pedagogy, Teaching and Socio-Educational Action
 - 7.1.2. Fields of Socio-Educational Action
 - 7.1.3. Functionalities of the Socio-Educational Action
 - 7.1.4. The Professional of the Socio-Educational Action
- 7.2. The Phenomenon of Social Exclusion
 - 7.2.1. Exclusion as a Social Phenomenon
 - 7.2.2. Current Social Exclusion
 - 7.2.3. Factors of Social Exclusion
 - 7.2.4. Risks of Social Exclusion
- 7.3. Intervention with Immigrant Population at Risk of Social Exclusion
 - 7.3.1. Initial Reception Processes
 - 7.3.2. Schooling Processes
 - 7.3.3. Relational Processes
 - 7.3.4. Labor Market Insertion Processes
- 7.4. Socio-Educational Intervention with at-Risk Children
 - 7.4.1. Children at Social Risk
 - 7.4.2. National and International Legislation on Children
 - 7.4.3. Programs and Activities of Socio-Educational Intervention with Minors.
 - 7.4.4. Programs and Activities of Socio-Educational Intervention with Families 4.3.5.
- 7.5. Women at Risk of Social Exclusion
 - 7.5.1. Gender Inequality and Social Exclusion
 - 7.5.2. Immigrant Women
 - 7.5.3. Women in Single-Parent Families
 - 7.5.4. Long-Term Unemployed Women
 - 7.5.5. Unqualified Young Women
- 7.6. Intervention with People with Disabilities
 - 7.6.1. Disability and Social Exclusion
 - 7.6.2. Programs and Activities of Socio-Educational Intervention with People with Disabilities
 - 7.6.3. Socio-Educational Intervention Programs and Activities with Families and Caregivers

- 7.7. Socio-Educational Intervention with Families
 - 7.7.1. Introduction
 - 7.7.2. Systemic Family Approach
 - 7.7.3. Family Counselling
- 7.8. Community Social Dynamization
 - 7.8.1. Introduction
 - 7.8.2. Community and Community Development
 - 7.8.3. Community Action Methodology and Strategies
 - 7.8.4. Achievements of Participation
 - 7.8.5. Participatory Assessment
- 7.9. Socio-Educational Intervention Programs
 - 7.9.1. Socio-Educational Intervention for Child Care
 - 7.9.2. Intervention with Adolescents at Risk of Social Exclusion
 - 7.9.3. Socio-Educational Intervention in Prisons
 - 7.9.4. Intervention with Women Victims of Gender-Based Violence
 - 7.9.5. Socio-Educational Intervention with Immigrants
- 7.10. Towards a Socio-Educational Pedagogy of Death
 - 7.10.1. Concept of Death
 - 7.10.2. Pedagogy of Death in the School Environment
 - 7.10.3. Teaching Proposal

Module 8. Pedagogical Advice to Social Institutions

- 8.1. Pedagogy, Counseling and the Third Social Sector
 - 8.1.1. Third Sector and Education
 - 8.1.2. Keys to Pedagogical Counseling and the Third Social Sector.
 - 8.1.3. Example of Pedagogical Counseling Programs for the Third Social Sector
- 8.2. The Figure of the Pedagogical Advisor for Social Organizations
 - 8.2.1. Characteristics of the Educational Advisor
 - 8.2.2. Pedagogical Advisor and Social Entities
 - 8.2.3. Roles of the Educational Advisor outside the Formal Education Context
- 8.3. Contexts and Social Entities for Pedagogical Counseling
 - 8.3.1. Introduction
 - 8.3.2. Non-Educational Contexts for Pedagogical Counseling
 - 8.3.3. Social Entities and Pedagogical Counseling
 - 8.3.4. Conclusions

- 8.4. Design of Social Projects and Pedagogical Counseling
 - 8.4.1. Current Concept of Social Project Planning and Counseling
 - 8.4.2. Phases to Elaborate a Social Project
 - 8.4.3. Conclusions
- 8.5. Sustainability of Social Entities and Pedagogical Counseling
 - 8.5.1. Introduction to Sustainability of Social Organizations
 - 8.5.2. Professional Learning Communities
 - 8.5.3. External Counseling to the School on Sustainable Innovation
 - 8.5.4. Continuous Improvement and Participation in Pedagogical Counseling
- 8.6. Pedagogical Counseling to Social Institutions in the Field of Education
 - 8.6.1. Introduction
 - 8.6.2. The Pedagogical Counselor in Educational Matters
 - 8.6.3. Example of Educational Counseling
- 8.7. Pedagogical Counseling to Social Institutions in the Field of Employment and Social and Labor Inclusion Projects
 - 8.7.1. Introduction
 - 8.7.2. The Educational Counselor for Employment
 - 8.7.3. Example of Employment Counseling
- 8.8. Pedagogical Counseling to Social Institutions in the Field of Entrepreneurship and Social Innovation
 - 8.8.1. Introduction
 - 8.8.2. The Pedagogical Counselor in the Field of Entrepreneurship
 - 8.8.3. Example of Entrepreneurship Counseling
- 8.9. Pedagogical Counseling to Social Institutions on Equal Opportunities, Sustainability and the Environment
 - 8.9.1. Introduction
 - 8.9.2. The Pedagogical Advisor on Equality
 - 8.9.3. Example of Entrepreneurship Counseling
- 8.10. Good Practices in Pedagogical Counseling for Social Entities
 - 8.10.1. Counseling and Improvement
 - 8.10.2. Strategies for Good Counseling
 - 8.10.3. Conclusions

Module 9. Teaching and Learning in the Family, Social and School Context

- 9.1. Education, Family and Society
 - 9.1.1. Introduction to the Categorization of Formal, Non-Formal and Informal Education
 - 9.1.2. Concepts of Formal, Non-Formal and Informal Education
 - 9.1.3. Latest Information of Formal and Non-Formal Education
 - 9.1.4. Fields of Non-Formal Education
- 9.2. Family Education in a World of Change
 - 9.2.1. Family and School: Two Educational Contexts
 - 9.2.2. Family and School Relationships
 - 9.2.3. The School and the Information Society
 - 9.2.4. The Role of the Media
- 9.3. The Educating Family
 - 9.3.1. Main Dimensions in the Study of Socialization
 - 9.3.2. Agents of Socialization
 - 9.3.3. The Concept of Family and Its Functions
 - 9.3.4. Family Education
- 9.4. Education, Family and Community
 - 9.4.1. Community and Family Educating
 - 9.4.2. Education in Values
- 9.5. School for Parents
 - 9.5.1. Communication with the Families
 - 9.5.2. The School for Parents
 - 9.5.3. Program of a School of Parents
 - 9.5.4. The Methodology of Family Workshops
- 9.6. Family Educational Practices
 - 9.6.1. Family Characteristics
 - 9.6.2. The Family: Its Social Changes and New Models
 - 9.6.3. The Family as a Social System
 - 9.6.4. Discipline in the Family
 - 9.6.5. Family Educational Styles
- 9.7. The Media and Its Educational Influence
 - 9.7.1. Media Culture
 - 9.7.2. Education through Media

- 9.8. Family Counselling
 - 9.8.1. Educational Counselling
 - 9.8.2. Educating in Social Skills and in Childhood
- 9.9. Social Change, School and Teachers
 - 9.9.1. An Evolving Economy
 - 9.9.2. Networked Organizations
 - 9.9.3. New Family Configurations
 - 9.9.4. Cultural and Ethnic Diversity
 - 9.9.5. Knowledge with an Expiry Date
 - 9.9.6. The Teacher: An Agent in Crisis
 - 9.9.7. Teaching: The Profession of Knowledge
- 9.10. Some Constants in Teaching
 - 9.10.1. The Content Taught Generates Identity
 - 9.10.2. Some Knowledge Is Worth More Than Others
 - 9.10.3. Teaching Is Learning to Teach
 - 9.10.4. "Every Teacher Has Their Own Little Book"
 - 9.10.5. Students at the Center of Motivation
 - 9.10.6. Whoever Leaves the Classroom Does Not Return

Module 10. Personalized Education: Anthropological, Philosophical, and Psychological Foundations

- 10.1. The Human Person
 - 10.1.1. Educating Taking Into Account The Person
 - 10.1.2. Person and Human Nature
 - 10.1.3. Attributes or Radical Properties of the Person
 - 10.1.4. Strategies to Favor the Unfolding of the Person's Radical Attributes or Properties.
 - 10.1.5. The Human Person as a Dynamic System
 - 10.1.6. The Person and the Meaning That They Can Give to their Life
- 10.2. Pedagogical Foundations of Personalized Education
 - 10.2.1. The Educability of the Human Being as a Capacity for Integration and Growth
 - 10.2.2. What Is and What Is Not Personalized Education
 - 10.2.3. Purposes of Personalized Education
 - 10.2.4. The Personal Teacher-Student Encounter
 - 10.2.5. Protagonists and Mediators
 - 10.2.6. The principles of Personalized Education



- 10.3. Learning situations in Personalized Education
 - 10.3.1. The Personalized Vision of the Learning Process
 - 10.3.2. Operational and Participatory Methodologies and their General Characteristics
 - 10.3.3. Learning Situations and their Personalization
 - 10.3.4. Role of Materials and Resources
 - 10.3.5. Evaluation as a Learning Situation
 - 10.3.6. The Personalized Educational Style and its Five Manifestations
 - 10.3.7. Promoting the Five Manifestations of the Personalized Educational Style
- 10.4. Motivation: A Key Aspect of Personalized Learning
 - 10.4.1. Influence of Affectivity and Intelligence in the Learning Process
 - 10.4.2. Definition and Types of Motivation
 - 10.4.3. Motivation and Values
 - 10.4.4. Strategies to Make the Learning Process More Attractive
 - 10.4.5. The Playful Aspect of Schoolwork
- 10.5. Metacognitive Learning
 - 10.5.1. What Should Students Be Taught in Personalized Education
 - 10.5.2. Meaning of Metacognition and Metacognitive Learning
 - 10.5.3. Metacognitive Learning Strategies
 - 10.5.4. Consequences of Learning in a Metacognitive Way.
 - 10.5.5. The Evaluation of the Significant Learning of the Learner
 - 10.5.6. Keys To Educate 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

05

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



A hand holding a white pen, writing on a whiteboard. The background is split into three diagonal sections: light blue on the left, dark red in the top right, and bright red in the bottom right. The whiteboard surface is visible in the lower left, showing some faint, illegible writing.

“

Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

“

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

The effectiveness of the method is justified by four fundamental achievements:

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
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.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.

Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*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.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

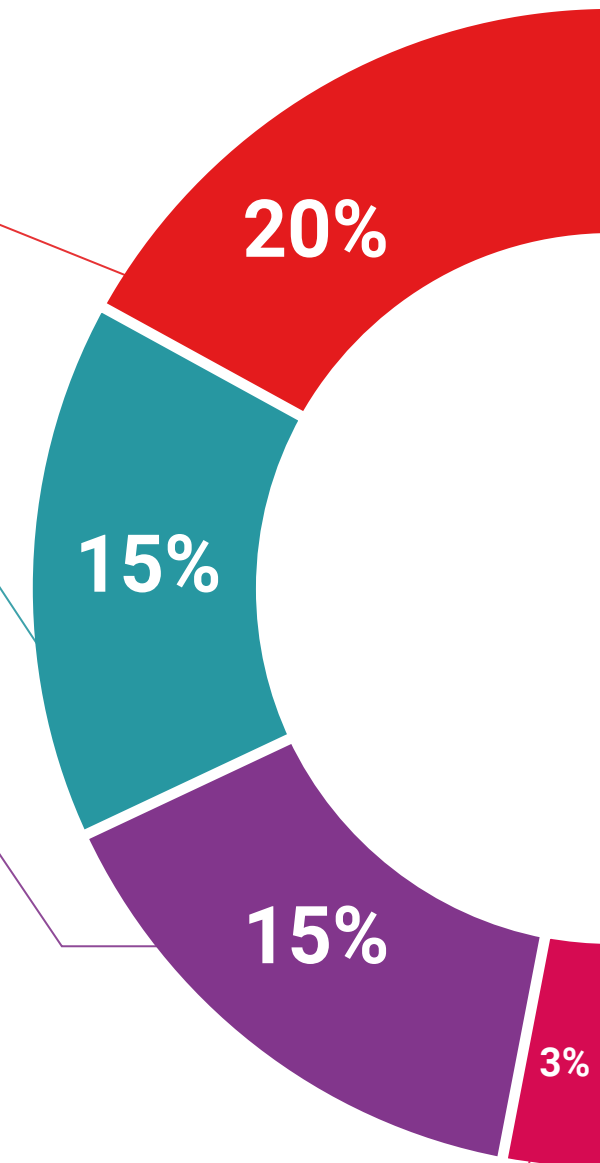
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

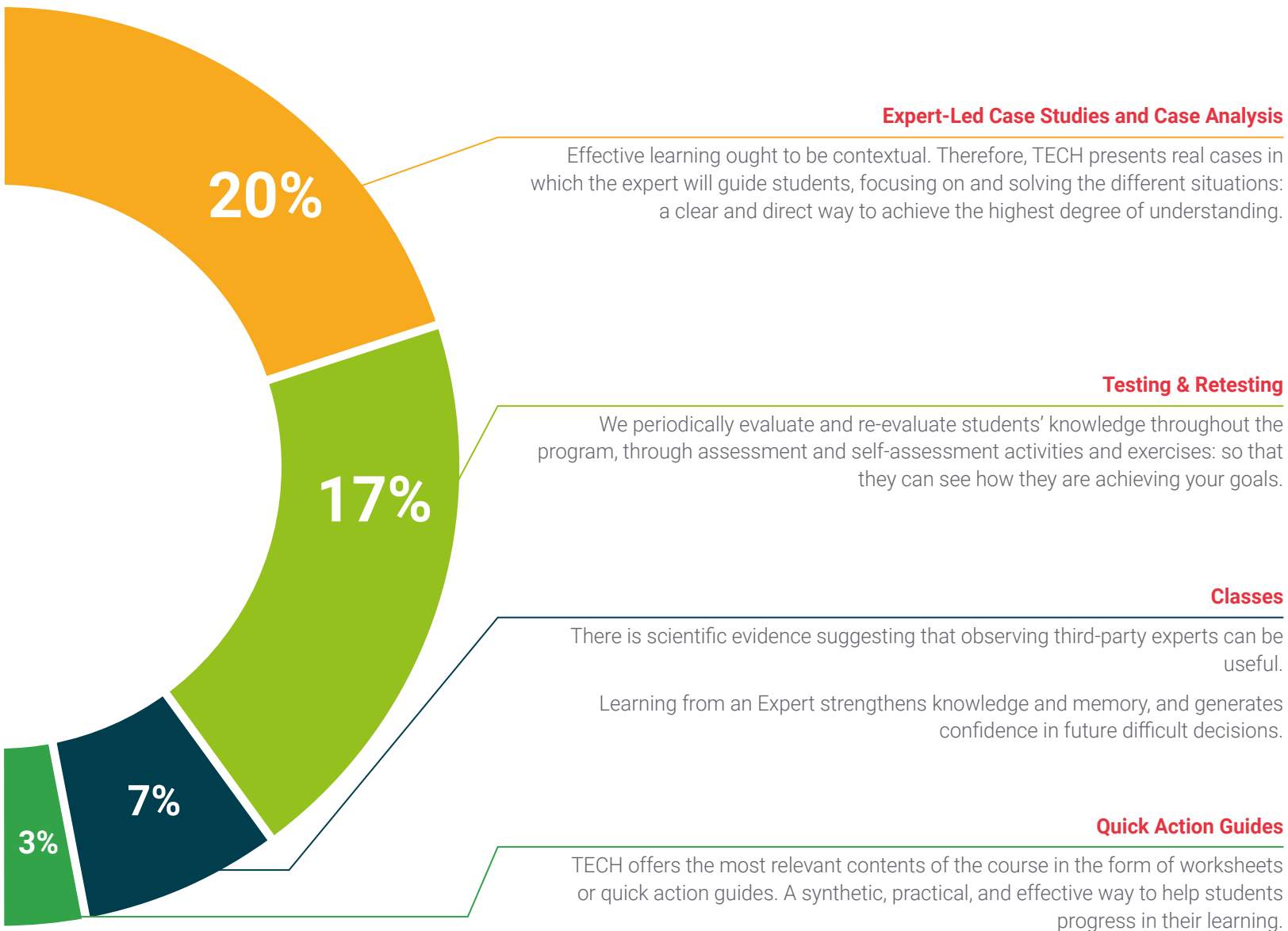
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





06

Certificate

The Master's Degree in Family Socio-Educational Intervention and Intermediation guarantees students, in addition to the most rigorous and up-to-date education, access to a 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 program will allow you to obtain your **Master's Degree diploma in Family Socio-Educational Intervention and Intermediation** 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.

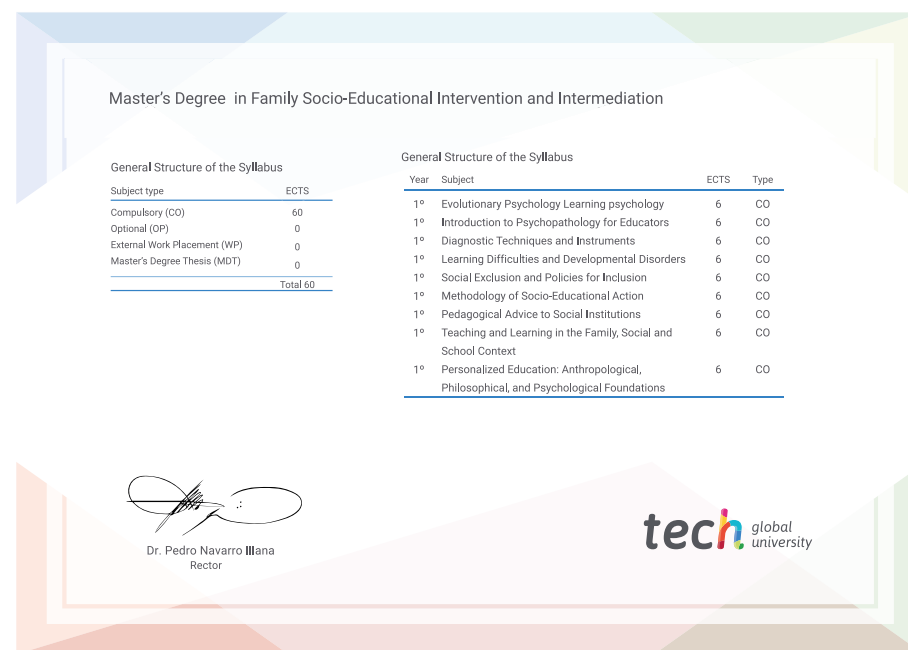
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Master's Degree in Family Socio-Educational Intervention and Intermediation**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**





Master's Degree
Family Socio-Educational
Intervention and
Intermediation

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Master's Degree

Family Socio-Educational Intervention and Intermediation