Master's Degree
Training of Trainers

tech global university

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Master's Degree
Training of Trainers

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

Website: **www.techtitute.com/us/education/master-degree/master-training-trainers**

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01

Introduction

Teachers whose mission is to teach other education professionals face a major challenge, since they must enhance their students' abilities as well as their own. The result will be a higher performance of the learning functions of future students, in a correct assimilation of knowledge, advocating for an improved educational system. For this reason, this program focuses on teacher development at a higher level, deepening the pedagogical conception and its theoretical and practical foundations to improve the teacher's preparation. To achieve this, the professional will be provided with quality and up-to-date content, which delves into inclusive and diverse teaching, focused on personalized education, in order to bring out the best in students.

Knowing and understanding the elements, processes and values of education and their impact on integral training will be one of your objectives during the program of this Master's Degree"

TECH's Master's Degree aims to boost the career of education professionals focused on the training of other teachers, deepening their knowledge of teaching at a higher level. It is a program that stands out for the scope of its content, as it includes an up-to-date and quality syllabus, focused on enhancing the capabilities of the professional and their students.

From the psychology of learning to the design of new educational programs and their planning, this program directs the student to higher performance in their profession, and in teaching in general, advocating for an improved educational system. In this sense, those studying this program learn to structure the information in an adequate way, allowing their students to assimilate the knowledge in a correct manner. At the same time, they will reflexively delve into the aspects of verbal and non-verbal communication appropriate for teacher development.

During this program, the education professional will delve into everything related to the teaching of other colleagues, involving all types of actors that make the teaching process a fruitful learning process. In addition, due to the current social demand, the syllabus emphasizes an inclusive and diverse teaching method, so that the student can orient the discourse according to a broad group of people, thereby acquiring a differential value and up-to-date competencies.

The program presents the main theoretical perspectives on diversity in the classroom, as well as the issue of exclusion in schools and the main factors of school failure, a direct consequence of discrimination. It also addresses the issue of inclusive schooling and intercultural education, as well as digital exclusion in the new knowledge society. It considers ICT in schools to ensure professional development aimed at managing digital sources for teaching use, communication in digital networks for pedagogical purposes, with the ability to create teaching materials using digital tools and problem management, as well as knowledge of security areas for the correct use of ICT in the classroom.

This **Master's Degree in Training of Trainers** contains the most complete and up-to-date program on the market. The most important features include:

- Practical cases presented by experts in Pedagogy
- The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- Practical exercises where the self-assessment process can be carried out to improve learning
- Special emphasis on innovative methodologies
- 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

You will learn to identify complex situations with special attention given to diversity and social inclusion"

This Master's Degree focuses on reflecting on the aspects of verbal and non-verbal communication suitable for successful teaching development"

You will learn to identify people's needs and possibilities for development in order to create a base for educational actions.

You will become aware of the need for lifelong learning as a frame of reference for the entire educational system.

The program's teaching staff includes professionals from the sector who contribute their work experience to this program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive learning programmed to train in real situations.

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

02

Objectives

The design of the program of this Master's Degree will allow the student to acquire the skills required to carry out a successful teaching task in the training of other teaching professionals. The content gathered throughout the syllabus will provide the student with all the pertinent knowledge, promoting the development of their teaching skills, enabling them to achieve the proposed objectives. In this way, they will develop comprehensive skills in a specific field of the pedagogical branch, which is none other than training trainers by means of different teaching techniques, according to each type of student.

You will understand the importance of teacher professional development and its direct reflection on the quality of education thanks to the comprehensive syllabus that TECH has developed for you"

General Objectives

- Learn to teach and guide teaching to each student according to their individual conditions
- Gain the skills to work with different ICTs
- Know and understand the elements, processes and values of education and their impact on comprehensive training
- Know how to structure the information in an adequate way that allows students to assimilate the knowledge in a correct manner
- Understand the importance of professional teaching development and its direct reflection on the quality of education
- Know the different pedagogical foundations of education

You will achieve the objectives of this Master's Degree at TECH thanks to the tools you will be provided with during the program"

Specific Objectives

Module 1. Psychology of Learning

- Expand the cognitive the 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 Teaching. Design and Development of the Syllabus

- Learn to teach
- Orientate teaching according to the student's age
- Guide the teaching according to the student's evolutionary age
- Guide the organization of schoolwork 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 skills and digital knowledge that are complemented by pedagogical and methodological skills, appropriate for the current context
- Acquire knowledge in good ICT practices that guarantee professional teaching development aimed at the management of digital sources for teaching use, communication in digital networks for pedagogical purposes, the ability to create teaching materials using digital tools and problem management, as well as knowledge of security areas for the correct use of ICT in the classroom
- Manage and create a digital identity according to the context, being aware of the importance of the digital trail and the possibilities offered by ICT in this regard, thus knowing its benefits and risks
- Generate and know how to apply ICT
- Combine different ICTs in schools 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. Oral Expression and Communication Techniques for Teachers

- Learn effective communication techniques for the classroom
- Know how to structure the information in an adequate way that allows students to assimilate the knowledge in a correct manner
- Reflect on the aspects of verbal and non-verbal communication appropriate for teacher development
- Know how to manage the stress that any public presentation produces
- Observe techniques for looking after the voice

Module 6. Educational Program Design and Management

- Know the different possible levels of planning for educational design
- Analyze the models, tools and actors involved in educational planning
- Understand the fundamentals and the elements of educational planning
- Detect the training needs by applying the different analysis models that exist
- Acquire the planning skills required for the creation of educational programs

Module 7. Continuing Education

- Understand the fundamental concepts linked to continuing education
- Analyze the situation of continuing education as an organizing principle of the educational reality
- Become aware of the need for continuing education as a frame of reference for the entire educational system
- Know the different fields of actions of continuing education
- 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
- Catch the signs of possible bullying at school
- Develop tools to encourage inclusive and intercultural schools
- Gain the skills to work with different ICTs
- Identify the different disorders in educational centers
- Develop the psychomotor functioning in childhood education

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

- Acquire the necessary tools for reflection
- Awaken professional and intellectual concerns in order to learn to be good professionals
- Know the different pedagogical foundations of education
- Identify the different learning situations in personalized education
- Develop the necessary tools for a good organization of the center
- Internalize teacher training for a good educational response

03

Skills

The structure of this Master's Degree in Training of Trainers allows professionals to develop a series of competencies in the field of pedagogy, giving them the opportunity to stand out in their professional growth. In this way, the student will be able to perform the various functions related to this Master's Degree, along with the most innovative proposals in this field of action, thereby guiding them towards excellence. A series of aspects that teachers are demanding nowadays, oriented towards a personalized, inclusive, diverse and intercultural teaching system.

The skills that you will gain by completing this TECH Master's Degree will position you as a Trainer of Trainers, catapulting your profession towards teaching excellence"

General Skills

- Expand the cognitive potential of your students through the creation of a special program and with appropriate teaching methods
- Orientate teaching according to the student's conditions
- Apply appropriate pedagogical and methodological skills to the current context
- Employ good ICT practices that ensure professional pedagogical development aimed at managing digital sources for teaching use, such as communication in digital networks for pedagogical purposes, the ability to create teaching materials using digital tools, and problem management
- Be able to gather, analyze and interpret relevant information and data on educational and social topics

Specific Skills

- Identify people's needs and possibilities for development in order to create a base for educational actions
- Develop and apply methodologies adapted to personal and social differences
- Know how to structure the information in an adequate way that allows students to assimilate the knowledge in a correct manner
- Acquire the necessary tools to avoid school failure
- Develop tools to encourage inclusive and intercultural schools
- Develop the psychomotor functioning in childhood education
- Develop the necessary tools for a good organization of the center

Improving your skills in the field of teaching will bring you professional and personal benefits, since you will contribute to the development of the highest abilities of your students"

04

Structure and Content

The syllabus of this program has been designed based on the education requirements applied to education, following a theoretical and practical course with which you can master the techniques for training professionals in their specialization as trainers. Therefore, the syllabus has been created with modules that offer a broad perspective of the learning processes that must be known when teaching other teaching professionals. In this way, the student will learn about communication and oral expression techniques for the teacher and for the teaching and professional profile of the educator, among others, enabling them to develop their professional skills.

Learning to learn: master this methodology knowing the contributions from the theory of multiple intelligences, metacognition and neuroeducation"

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 the 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

Module 2. General Teaching. Design and Development of the Syllabus

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 Syllabus
- 2.4.2. Levels of Syllabus 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 p-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, Teaching Media, Teaching 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. Teaching Means and ICT

2.8. Motivation in the Classroom and Strategies for its Achievement.
- 2.8.1. What Is Classroom Motivation?
- 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. Syllabus 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 Competencies
- 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. Classroom Hardware: Interactive Whiteboards, Tablets, and Smartphones.
- 3.1.9. The Internet as an Educational Resource: Web 2.0 and M-Learning
- 3.1.10. The Teacher as a Part of Web 2.0: How to Build a 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 Educational 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 Learner 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 PLN
- 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 a Didactic Practice in the Promotion of Students' Digital Competencies.
- 3.4.6. The Content Curator Teacher. Scoop.it
- 3.4.7. Bibliographical References

3.5. Educational Use of Social Media. 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 Media: Tools for the Creation of Learning Communities
- 3.5.4. Communication On Social Media: Management of the New Communicative Codes
- 3.5.5. Types of Social Media
- 3.5.6. How to use Social Media 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. Education in Values 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 a Didactic Element
3.6.6. ICT Tools with Educational Use of Images
3.6.7. Image Editing with ICT: Editing Tools
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 an Educational 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. The Author's Rights: 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 a Didactic 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. Oral Expression and Communication Techniques for Teachers

5.1. Communicative Teaching Skills
- 5.1.1. Communicative Teaching Competencies
- 5.1.2. Aspects of Communication of a Good Teacher
- 5.1.3. 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 the Educational Environment
- 5.3.1. Written Expression
- 5.3.2. Written Expression Development
- 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. Speaking
- 5.6.2. Teaching Oral Communication
- 5.6.3. Teaching Resources for Oral Communication
- 5.6.4. Design of Educational Material
- 5.6.5. Evaluation 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. Text Composition Models and Strategies and Activities of Written Expression
- 5.7.3. Evaluation and Correction of Written Expression

5.8. Appropriate Environments for Teaching Learning
- 5.8.1. Introduction
- 5.8.2. Conceptualizing the Appropriate Environment of Teaching and Learning
- 5.8.3. Learning Spaces. Elements
- 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 Programs Design and Management

6.1. Educational Programs 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. Educational Program Evaluation
- 6.1.4. Skills-Based Educational Program Model

6.2. Design of Programs in the Formal and Informal Educational Environment
- 6.2.1. Formal and Informal Education
- 6.2.2. Formal Educational Program Model
- 6.2.3. Informal Educational Program Model

6.3. Educational Programs and Information and Communication Technologies
- 6.3.1. Integrating ICT into Educational Processes
- 6.3.2. Advantages of ICT in Education Program Development
- 6.3.3. Educational Practices and ICT

6.4. Design of Educational and Bilingual Programs
- 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 and Bilingual Programs

6.5. Pedagogical Design of Programs in Educational Orientation
- 6.5.1. Creation of Programs in Educational Orientation
- 6.5.2. Possible Content of Educational Orientation Programs
- 6.5.3. Methodology for the Evaluation of Educational Orientation Programs
- 6.5.4. Aspects to Consider in the Design

6.6. Educational Programs Design for Inclusive Education
- 6.6.1. Theoretical Fundamentals of Inclusive Education
- 6.6.2. Syllabus Aspects for the Design of Inclusive Educational Programs
- 6.6.3. Examples of Inclusive Educational Programs

6.7. Management, Monitoring and Evaluation of Educational Programs. Pedagogical Skills
- 6.7.1. Assessment as an Educational Improvement Instrument
- 6.7.2. Steps for the Evaluation of Educational Programs
- 6.7.3. Educational Program Evaluation Techniques
- 6.7.4. Pedagogical Skills for Evaluation and Improvement

6.8. Communication Strategies and Diffusion of Educational Programs
- 6.8.1. Teaching Communication Process
- 6.8.2. Teaching Communication Strategies
- 6.8.3. Diffusion of Educational Programs

6.9. Good Practice 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 Practice in the Design and Development of the Program
- 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 Practice in the Design and Development of the Program
- 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. Fields and Contexts of Continuing Education
- 7.1.3. Contributions of Continuing Learning 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. Continuing Education Models
- 7.2.3. Types of Teachers: Philosophical-Educational Paradigms

7.3. Continuing Education Assessment Models
- 7.3.1. Introduction
- 7.3.2. Types of Assessment in Continuing Education
- 7.3.3. The Importance of Assessing Continuing Education
- 7.3.4. Conclusions

7.4. The Teacher and Continuing Education
- 7.4.1. Professional Profile of Teachers Who Teach Adults
- 7.4.2. Skills of Teachers Who Teach Adults
- 7.4.3. Training of Teachers Who Teach Adults

7.5. Training in the Company. The Training Department
- 7.5.1. Function of In-Company Training. Concepts and Terminology
- 7.5.2. Historical Vision of the Training Department in the Company
- 7.5.3. Importance of Training in the Company

7.6. Continuing Training and Occupational Training
- 7.6.1. Definitions and Differences of Continuing and Occupational Training
- 7.6.2. Benefits of Continuing Training for the Company
- 7.6.3. Importance of the Occupational Training in the Current Context

7.7. Professional Training. Recognition, Certifications and Accreditations
- 7.7.1. Professional Training for Work
  - 7.7.1.1. Human Resources in Economic Development
- 7.7.2. Human Resources Qualification
- 7.7.3. Certifications and Accreditations in Professional Training
- 7.7.4. Importance of Professional 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 Framework of Qualifications
- 7.9.4. New Focus on Higher Education
- 7.9.5. Actions and Programs

7.10. Open and Distance Education in Digital Contexts
- 7.10.1. Features of Distance Education
- 7.10.2. Virtual Education, E-Learning
- 7.10.3. ICT, its Role and Importance of 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 Teaching vs. Competency-Based Teaching
- 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 in Terms of Equality and Diversity
- 9.1.1. Equality, Diversity, Differences, Justice and Equity
- 9.1.2. Diversity as Something Positive and Intrinsic to Life
- 9.1.3. Relativism and Ethnocentrism
- 9.1.4. Human Dignity and Human Rights
- 9.1.5. Theoretical Perspectives on Diversity in the Classroom
- 9.1.6. Bibliographical References

9.2. Evolution from Special Education to Inclusive Education in Early Childhood Education
- 9.2.1. Key Concepts from Special Education to Inclusive Education
- 9.2.2. Conditions of the Inclusive School
- 9.2.3. Encouraging 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 Subjectivity

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 Influencing Factors in School Failure
- 9.5.4. Bibliographical References

9.6. Inclusive and Intercultural School
- 9.6.1. School as an Open Entity
- 9.6.2. Dialogue
- 9.6.3. Intercultural Education and Attention to Diversity
- 9.6.4. What Is an Intercultural School?
- 9.6.5. Problems in the School Environment
- 9.6.6. Performance
- 9.6.7. Proposals on Interculturality to Work on in the Classroom
- 9.6.8. Bibliographical References

9.7. Digital Exclusion in the Knowledge Society
- 9.7.1. Transformations in the Information and Knowledge Society
- 9.7.2. Access to Information
- 9.7.3. Web 2.0: From Consumers to Creators
- 9.7.4. Risks of the Use of ICTs
- 9.7.5. Digital Breach: 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 Diverse Schools
- 9.8.1. School Inclusion and Digital Inclusion
- 9.8.2. Digital Inclusion in the School, Advantages and Requirements
- 9.8.3. Changes in the Conception of the Education Process
- 9.8.4. Transformations of the Roles of Teachers and Students
- 9.8.5. ICT as an Element of Attention to Diversity
- 9.8.6. Use of ICT for Students with Special Educational Needs
- 9.8.7. Bibliographical References

9.9. Active Methodologies for Learning With ICT
- 9.9.1. Introduction and Objectives
- 9.9.2. ICT and the New Educational Paradigm: Personalized Education
- 9.9.3. Active Methodologies for Effective Learning With ICT
- 9.9.4. Learning Through Research
- 9.9.5. Collaborative and Cooperative Learning
- 9.9.6. Problem-Based 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. Teaching Actions for Programming the Flipped Classroom
- 9.10.7. Digital Tools for Creating Your Flipped Class
- 9.10.8. Flipped Classroom Experiences
- 9.10.9. Bibliographical References

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

10.1. The Human Person
- 10.1.1. Educating with the Learner in Mind
- 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

Thanks to this program you will master the strategies to favor the unfolding of each person's own attributes, focusing on personalized education"

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.

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 Global University 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:

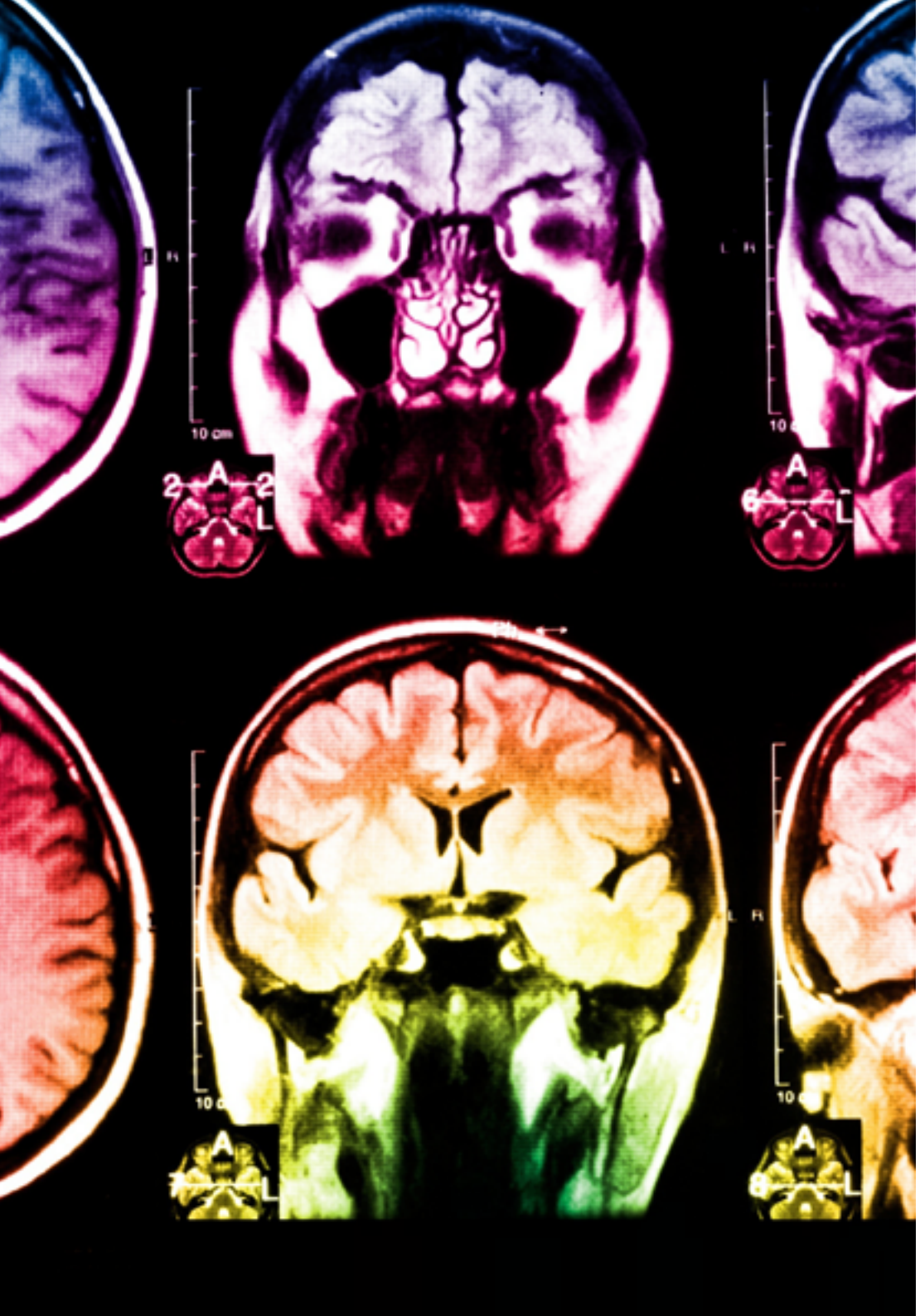
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

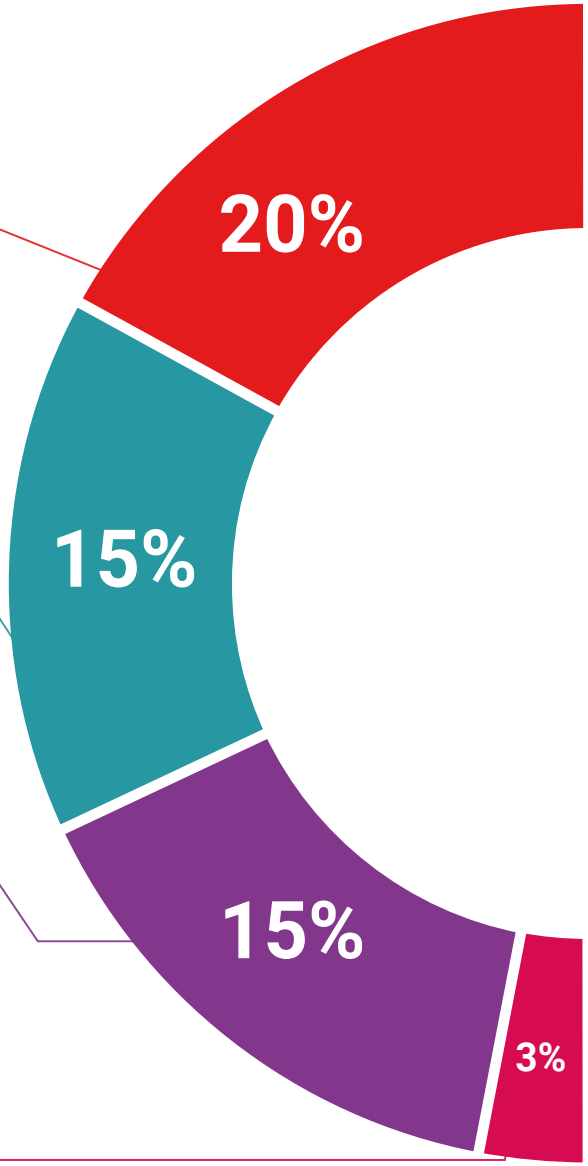
Interactive Summaries

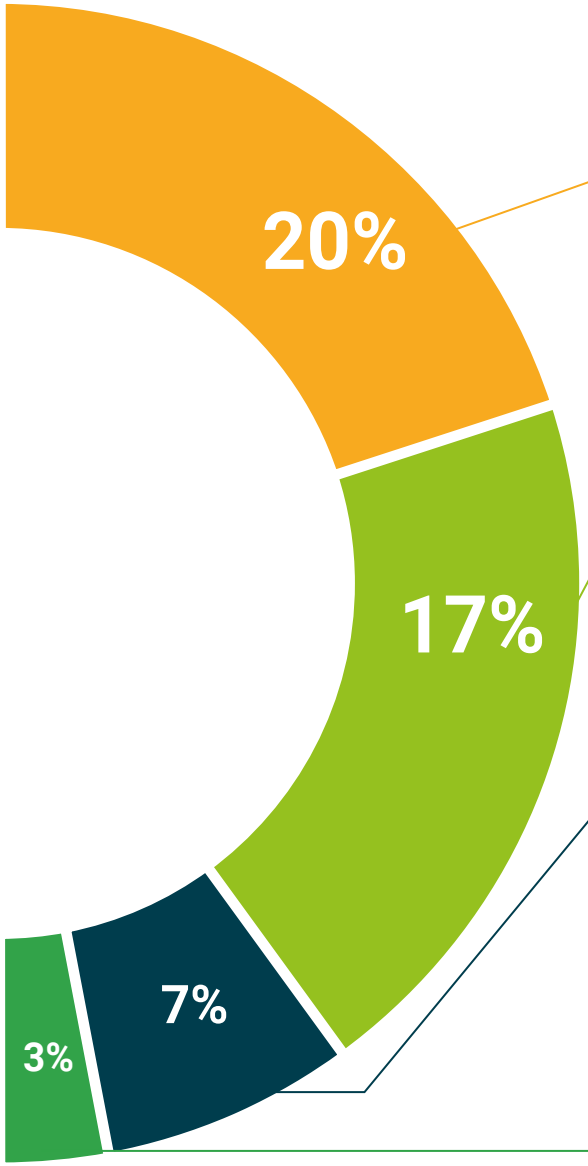
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.

Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.

Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.

06

Certificate

The Master's Degree in Training of Trainers 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 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** 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 Training of Trainers**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Master's Degree in Training of Trainers

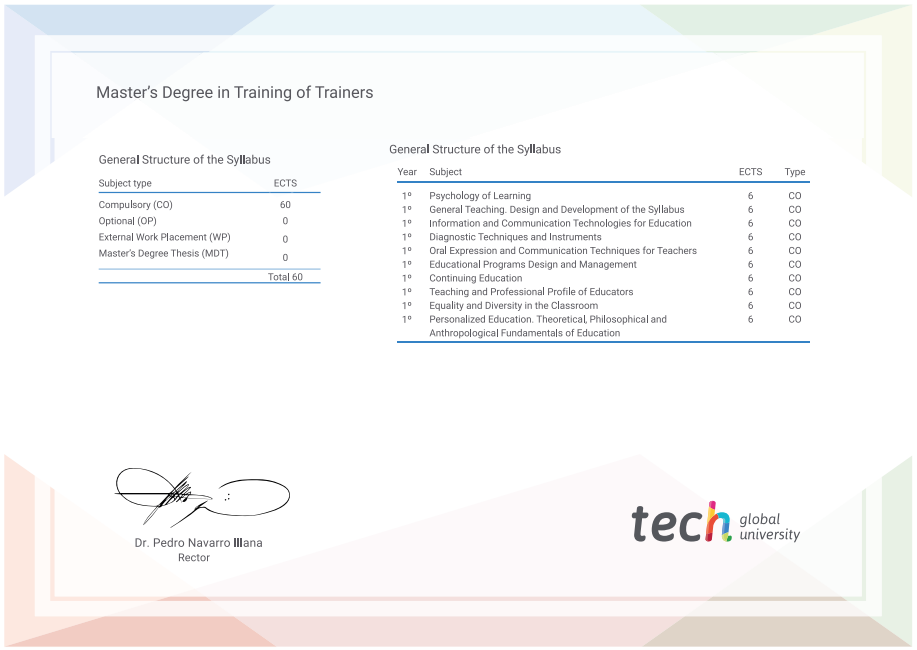
This is a program of 1,500 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Rector

Unique TECH Code: AFWORD23S techtitute.com/certificates


Master's Degree in Training of Trainers

General Structure of the Syllabus

Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Psychology of Learning	6	CO
1º	General Teaching. Design and Development of the Syllabus	6	CO
1º	Information and Communication Technologies for Education	6	CO
1º	Diagnostic Techniques and Instruments	6	CO
1º	Oral Expression and Communication Techniques for Teachers	6	CO
1º	Educational Programs Design and Management	6	CO
1º	Continuing Education	6	CO
1º	Teaching and Professional Profile of Educators	6	CO
1º	Equality and Diversity in the Classroom	6	CO
1º	Personalized Education. Theoretical, Philosophical and Anthropological Fundamentals of Education	6	CO

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Rector

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*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

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Master's Degree
Training of Trainers

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

Master's Degree
Training of Trainers

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