Professional Master's Degree

University Teaching

tech global university

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Professional Master's Degree
University Teaching

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

Website: www.techtitute.com/us/education/professional-master-degree/master-university-teaching

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01

Introduction to the Program

Teaching in the university setting represents a constant challenge. Educators must meet the high expectations of students, who seek academic excellence in a digitalized environment that transforms access to and management of knowledge. In recent years, there has been a significant increase in the demand for innovative methodologies that enhance active and autonomous learning. In this context, TECH offers an innovative university program focused on University Teaching. It is also offered in a convenient, fully online format.

With the support of TECH, you will master the most innovative teaching methodologies to enhance active learning and the motivation of university students"

Higher education is a dynamic field that requires university educators to have a deep mastery of innovative methodologies and digital tools that enhance learning. In a context where technology and globalization are constantly transforming education, education professionals must be prepared to face new pedagogical challenges. Additionally, they must know how to navigate different learning environments and foster critical thinking, autonomy, and creativity in their students. According to the Ministry of Universities, in recent years, there has been an increasing demand for teaching strategies that promote active and personalized learning, driving educators to update their competencies and consolidate a highly qualified profile.

With this in mind, TECH presents this Professional Master's Degree in University Teaching, a university program designed to provide sector professionals with comprehensive knowledge about the most advanced methodologies in higher education teaching. Throughout the academic journey, innovative assessment techniques, project-based learning strategies, hybrid teaching, and the use of digital tools that optimize the educational experience will be explored. Additionally, academic leadership approaches and educational management will be analyzed, enabling professionals to increase their impact within university institutions.

This high-level specialization is delivered in a 100% online format, allowing graduates to access the content from any device with an internet connection and adapt their study schedule to their needs. This academic experience utilizes the Relearning learning system, an innovative strategy that facilitates the progressive assimilation of knowledge through the repetition of key concepts. With a practical and up-to-date approach, TECH represents a unique opportunity for university educators to advance their careers and become leaders in contemporary higher education.

This **Professional Master's Degree in University Teaching** contains the most complete and up-to-date program on the market. Its most notable features are:

- Development of practical cases presented by experts in University Teaching
- 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
- A special emphasis on innovative methodologies in University Teaching
- 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 be able to design, develop, and evaluate training proposals tailored to the context of higher education"

Thanks to the revolutionary Relearning methodology, you will optimally absorb all the key knowledge of the syllabus"

Specialized readings will allow you to further extend the rigorous information provided in this academic option.

You will drive the integration of digital technologies as a resource for university teaching and learning.

The teaching staff includes professionals from the field of University Teaching, who bring their work experience to this program, along with 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 an immersive learning experience designed to prepare for real-life situations.

This program is designed around Problem-Based Learning, whereby the student 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

Why Study at TECH?

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

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

The world's best online university, according to FORBES

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

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.

The most complete syllabuses on the university scene

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

A unique learning method

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.

Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.

The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.

03

Syllabus

Through the syllabus of this university program, education professionals will develop key competencies in active methodologies, competency-based learning, and educational assessment. Additionally, they will deepen their knowledge in thesis supervision and research project management, as well as the implementation of innovative strategies that promote equity and diversity in the classroom. With a practical and technological focus, this academic experience aims to provide advanced tools for teaching, solidifying graduates as leaders in 21st-century higher education.

You will implement innovative educational projects that promote equity and diversity in the classroom, with the rigorous and up-to-date approach of TECH"

Module 1. Active Methodologies and Teaching Techniques

1.1. Active Methodologies
- 1.1.1. What are Active Methodologies?
- 1.1.2. Keys for Methodological Development from the Student's Activity
- 1.1.3. Relationship Between Learning and Active Methodologies
- 1.1.4. History of Active Methodologies
  - 1.1.4.1. From Socrates to Pestalozzi
  - 1.1.4.2. Dewey
  - 1.1.4.3. Institutions Promoting Active Methodologies
    - 1.1.4.3.1. The Free Institution of Education
    - 1.1.4.3.2. The New School
    - 1.1.4.3.3. The Unique Republican School

1.2. Project Based Learning, Problems and Challenges
- 1.2.1. Travel Companions. Cooperation Between Teachers
- 1.2.2. Phases of PBL Design
  - 1.2.2.1. Tasks, Activities and Exercises
  - 1.2.2.2. Rich Socialization
  - 1.2.2.3. Research Tasks
- 1.2.3. Phases of PBL Development
  - 1.2.3.1. Benjamin Bloom's Theories
  - 1.2.3.2. Bloom's Taxonomy
  - 1.2.3.3. Bloom's Taxonomy Revised
  - 1.2.3.4. Bloom's Pyramid
  - 1.2.3.5. David A. Kolb's Theory: Experience Based Learning
  - 1.2.3.6. Kolb's Cycle
- 1.2.4. The Final Product
  - 1.2.4.1. Types of Final Product
- 1.2.5. Evaluation in PBL
  - 1.2.5.1. Evaluation Techniques and Instruments
    - 1.2.5.1.1. Observation
    - 1.2.5.1.2. Performance
    - 1.2.5.1.3. Questions
- 1.2.6. Practical Examples. PBL Projects

1.3. Thought Based Learning
- 1.3.1. Basic Principles
  - 1.3.1.1. Why, How and Where to Improve Thought?
  - 1.3.1.2. Thought Organizers
  - 1.3.1.3. The Infusion with the Academic Curriculum
  - 1.3.1.4. Attention to Skills, Processes and Disposition
  - 1.3.1.5. The Importance of Being Explicit
  - 1.3.1.6. Attention to Metacognition
  - 1.3.1.7. Learning Transfer
  - 1.3.1.8. Construct an Infused Program
  - 1.3.1.9. The Need for Continuous Personal Development
- 1.3.2. Teaching to Think. TBL
  - 1.3.2.1. Collaborative Creation of Thought Maps
  - 1.3.2.2. Thinking Skills
  - 1.3.2.3. Metacognition
  - 1.3.2.4. Thought Design

1.4. Event Based Learning
- 1.4.1. Approach to the Concept
- 1.4.2. Basis and Foundations
- 1.4.3. The Pedagogy of Sustainability
- 1.4.4. Benefits of Learning

1.5. Play Based Learning
- 1.5.1. Games as Learning Resources
- 1.5.2. Gamification
  - 1.5.2.1. What Is Gamification?
    - 1.5.2.1.1. Fundamentals
    - 1.5.2.1.2. Narration
    - 1.5.2.1.3. Dynamics
    - 1.5.2.1.4. Mechanisms
    - 1.5.2.1.5. Components
    - 1.5.2.1.6. Insignias
    - 1.5.2.1.7. Gamification Apps
    - 1.5.2.1.8. Examples
    - 1.5.2.1.9. Criticisms of Gamification, Limitations and Common Errors
- 1.5.3. Why Use Video Games in Education?
- 1.5.4. Types of Players According to the Richard Bartle Theory
- 1.5.5. Escape Room/Breakout Edu: An Organizational Way to Understand Education

1.6. Flipped Classroom
- 1.6.1. Organization of Working Time
- 1.6.2. Advantages of the Flipped Classroom
  - 1.6.2.1. How Can I Effectively Teach Using Flipped Classrooms?
- 1.6.3. Disadvantages of the Flipped Classroom Focus
- 1.6.4. The Four Pillars of the Flipped Classroom
- 1.6.5. Resources and Tools
- 1.6.6. Practical Examples

1.7. Other Trends in Education
- 1.7.1. Robotics and Programming in Education
- 1.7.2. E-learning, Microlearning, and Other Networked Methodological Trends
- 1.7.3. Neuro-education Based Learning

1.8. Free, Natural Methodologies Based on Individual Development
- 1.8.1. Waldorf Methodology
  - 1.8.1.1. Methodological Basis
  - 1.8.1.2. Strengths, Opportunities and Weaknesses
- 1.8.2. Maria Montessori, the Pedagogy of Responsibility
  - 1.8.2.1. Methodological Basis
  - 1.8.2.2. Strengths, Opportunities and Weaknesses
- 1.8.3. Summerhill, a Radical Point of View on How to Teach
  - 1.8.3.1. Methodological Basis
  - 1.8.3.2. Strengths, Opportunities and Weaknesses

1.9. Educational Inclusion
- 1.9.1. Is There Innovation without Inclusion?
- 1.9.2. Cooperative Learning
  - 1.9.2.1. Principles
  - 1.9.2.2. Group Cohesion
  - 1.9.2.3. Simple and Complex Dynamics
- 1.9.3. Shared Teaching
  - 1.9.3.1. Ratio and Attention to Students
  - 1.9.3.2. Teaching coordination as a strategy for student improvement.
- 1.9.4. Multilevel Teaching
  - 1.9.4.1. Definition
  - 1.9.4.2. Models
- 1.9.5. Universal Learning Design
  - 1.9.5.1. Principles
  - 1.9.5.2. Guidelines
- 1.9.6. Inclusive Experiences
  - 1.9.6.1. Rome Project
  - 1.9.6.2. Interactive Groups
  - 1.9.6.3. Dialogue Talks
  - 1.9.6.4. Learning Communities
  - 1.9.6.5. INCLUD-ED Project

Module 2. Higher Education

2.1. Historical Summary of the Development of Universities
- 2.1.1. The First Universities
- 2.1.2. Cardenal Newman
- 2.1.3. The Cultural and Educational Contribution of the Middle Ages
- 2.1.4. The Knowledge of the Faculties: The Cathedral and Monastic Schools
- 2.1.5. The University of the 20th Century
- 2.1.6. Adoption of the Notion of Networking in the Academic Field

2.2. The Concept of University
- 2.2.1. What do you do at University?
- 2.2.2. Knowledge
- 2.2.3. What is Taught and How is it Taught?
- 2.2.4. Research and Support Services
- 2.2.5. The Critical Role of University
- 2.2.6. The Intellectual Role of University
- 2.2.7. Autonomous Universities
- 2.2.8. Academic Freedom
- 2.2.9. The University Community
- 2.2.10. Evaluation Processes

2.3. Higher Education Spaces Worldwide
- 2.3.1. Globalization: Towards a Change in Higher Education
- 2.3.2. Social Changes and Higher Education Spaces
- 2.3.3. GUNI Networks
- 2.3.4. European Space for Higher Education
- 2.3.5. Higher Education in Latin America
- 2.3.6. Higher Education in Africa
- 2.3.7. Higher Education in Asia and the Pacific
- 2.3.8. Tempus Project

2.4. The Bologna Process: European Space for Higher Education (ESHE)
- 2.4.1. Origin of ESHE
- 2.4.2. The Soborna Declaration
- 2.4.3. The Salamanca Convention and the Bologna Process
- 2.4.4. Materialization of the Tuning Project Proposal in Europe
- 2.4.5. Redefining the Syllabus
- 2.4.6. New Credit Transfer and Accumulation System
- 2.4.7. The Concept of Competence
- 2.4.8. Student Exchange and Mobility
- 2.4.9. ESHE within the Process of Globalization of Higher Education
- 2.4.10. Experiences and Research in ESHE

2.5. Ibero-American Knowledge Space
- 2.5.1. Ibero-American University Cooperation in the Field of Higher Education
- 2.5.2. Launching of the Ibero-American Higher Education Area
- 2.5.3. Opportunities, Initiatives and Detected Obstacles
- 2.5.4. Institutions and Entities Involved
- 2.5.5. Materialization of the Tuning Project Proposal in Ibero-America
- 2.5.6. Ibero-American Initiative for Social Communication and Scientific Culture
- 2.5.7. Science and Technology for Development (CYTED) Program
- 2.5.8. Pablo Neruda Mobility Program
- 2.5.9. Ibero-American Program for Industrial Property and Promotion of Development (IBEPI)
- 2.5.10. Euro-American Cooperation in Higher Education

2.6. Education Models in Higher Education
- 2.6.1. The Concept of the Education Model
- 2.6.2. Influence of the Education Model on the University Academic Model
- 2.6.3. Coherence of the Education Model with the Vision and Mission of the University
- 2.6.4. The Pedagogical Foundation of Education Models
- 2.6.5. Educational Psychologist Theories Which Support the Education Model
- 2.6.6. Ken Robinson Education Model
- 2.6.7. John Taylor Gatto Education Model
- 2.6.8. Towards a New Integral Model
- 2.6.9. The Education Model Based on Skills
- 2.6.10. The Internet in the Pedagogical Paradigm of Higher Education

2.7. The University Organization
- 2.7.1. The Structure of a University as an Organization
- 2.7.2. Coordination of Work in an Organization
- 2.7.3. Constituent Parts of an Organization
- 2.7.4. Core Members of a University
- 2.7.5. Fields of Action in the University Organization
- 2.7.6. Role of a University Professor
- 2.7.7. Skills Training: Object of University Teaching
- 2.7.8. The Transmission of Knowledge
- 2.7.9. University Organization, Governance and Leadership
- 2.7.10. University Management

2.8. The Virtual Campus in Higher Education
- 2.8.1. E-Learning Scenarios and Elements
- 2.8.2. E-Learning Platforms
- 2.8.3. B-Learning
- 2.8.4. Mentoring
- 2.8.5. Blended learning
- 2.8.6. Flipped Classroom
- 2.8.7. Mastery learning
- 2.8.8. TPACK Model
- 2.8.9. MOOCs
- 2.8.10. Mobile learning

2.9. Scientific Dissemination and Popularization on the Internet
- 2.9.1. How to Diffuse Scientific Information on the Internet?
- 2.9.2. Scientific Dissemination in the Academic Environment
- 2.9.3. Dissemination vs. Disclosure
- 2.9.4. Visibility and Accessibility in Scientific Work
- 2.9.5. Tools for Increasing Visibility
- 2.9.6. Open Access
- 2.9.7. Public Profile of Research Personnel
- 2.9.8. General Social Networks and their Application in Scientific Dissemination
- 2.9.9. Scientific Social Networks
- 2.9.10. Dissemination Through Blogs

2.10. Self-management of Academic Writing
- 2.10.1. Epistemic and Pedagogical Function of Writing
- 2.10.2. Academic and Communicative Function of Writing
- 2.10.3. Cognitive Focus of Learning
- 2.10.4. The Technique of Writing a Text
- 2.10.5. Organization of an Argument
- 2.10.6. Coherence and Cohesion Mechanisms of a Text
- 2.10.7. Academic Work
- 2.10.8. Research Articles

Module 3. Quality Models and Quality Assessment in Education

3.1. Nature and Evolution of the Concept of Quality
- 3.1.1. Conceptual Introduction
- 3.1.2. Dimensions of the Concept of Quality
- 3.1.3. Evolution of the Concept of Quality
  - 3.1.3.1. Craft Stage
  - 3.1.3.2. Industrial Revolution
  - 3.1.3.3. Movement for Quality
- 3.1.4. Basic Principles of Quality
- 3.1.5. Total Quality and Excellence
- 3.1.6. Concept of Quality Management
- 3.1.7. Quality Management Approaches: Classification and Basic Characteristics

3.2. Quality in Education: Dimensions and Components
- 3.2.1. Analysis of the Term Quality in Education
- 3.2.2. Quality Assessment
- 3.2.3. Dimensions and Components of a Quality Plan in Education
  - 3.2.3.1. Context
  - 3.2.3.2. Educational Concept
  - 3.2.3.3. Methods
  - 3.2.3.4. Results

3.2.4. Quality Models Applied to the Evaluation of Organizations
3.2.4.1. The Malcolm Baldridge Model
3.2.4.2. The Excellence Model of the European Foundation for Quality Management
3.2.4.3. The Ibero-American Model of Excellence Management
3.2.4.4. Comparison Between the Excellence Models and the ISO 9000 Criteria
3.2.4.5. Systemic Nature of the Principles and Practices of Total Quality Management (TQM)
3.2.5. Total Quality Management as a Process: Degree of Adoption

3.3. Design and Development of the Educational Process
3.3.1. Educational Nature of the Objectives
3.3.2. Validation and Process Changes
3.3.3. Processes Related to Stakeholders
3.3.4. Management Responsibility
3.3.5. Promotion of Participation
3.3.6. Systemic Evaluation as a Base for Continuing Improvement

3.4. Measurement, Analysis and Improvement
3.4.1. General Guidelines
3.4.2. Monitoring and Measurement
3.4.3. Data Analysis
3.4.4. Continuing Improvement
3.4.5. Classic Management and Quality Control Tools
3.4.5.1. Data Collection Sheet
3.4.5.2. Histogram
3.4.5.3. Pareto Chart
3.4.5.4. Fishbone / Ishikawa Diagram
3.4.5.5. Correlation Diagram
3.4.5.6. Control Charts
3.4.6. New Management and Quality Control Tools
3.4.6.1. Affinity Diagram
3.4.6.2. Entity Relationship Diagram
3.4.6.3. Tree Diagram

3.4.7. Other Tools
3.4.7.1. Modal and Failure Analysis
3.4.7.2. Design of Experiments
3.4.7.3. Flow Chart
3.5. Quality Management Systems: ISO 9000 Standards
3.5.1. Normative Models of Quality Management
3.5.2. The Familiar ISO 9000 Standards
3.5.3. Structure of Quality Management Systems according to ISO 9001 Standards
3.5.4. The Process of Implementation and Certification of Quality Management Systems
3.5.4.1. Management's Decision and Commitment
3.5.4.2. Planning and Organization of the Project
3.5.4.3. Preliminary Self-Diagnosis
3.5.4.4. Information, Awareness and Training
3.5.4.5. Preparation of Documentation
3.5.4.6. Implementation
3.5.4.7. Monitoring and Improvement of the System
3.5.4.8. Key Factors in the Process
3.5.5. Organization of Work to Achieve Certification
3.5.6. Certificate Retention and Periodic Audits
3.6. EFQM Excellence Model - European Model of Excellence and Quality
3.6.1. The Model and the European Quality Award
3.6.2. Fundamental Concepts
3.6.3. Structure and Criteria
3.6.4. Evaluation Processes: REDER Logic
3.6.5. Framework and Benefits of its Application
3.7. Ibero-American Foundation for Quality Management (FUNDIBEQ) Model of Excellence
3.7.1. The Model and the Ibero-American Award for Quality
3.7.2. Fundamental Concepts
3.7.3. Structure and Criteria
3.7.4. Evaluation Processes
3.7.5. Framework and Benefits of its Application
3.8. Application of Quality Management Models to University Tutoring
3.8.1. Contextualization of Quality Management Models in University Tutoring
3.8.2. Added Value for Recipients
3.8.3. Sustainable Guidance
3.8.4. Organizational Skills
3.8.5. Management Agility
3.8.6. Creativity and Innovation
3.8.7. Leadership with Vision and Integrity
3.8.8. Achieve Success Through Human Talent
3.8.9. Maintain Outstanding Results
3.8.10. Process Based Focus
3.9. Evaluation of Teaching Staff in the Plans for Quality Improvement in Universities
3.9.1. Contextualization of the Evaluation of University Teaching Staff
3.9.2. Student evaluation of Teaching Staff
3.9.3. Integration of Teaching Staff Evaluations in Improvement Plans
3.9.4. Questionnaires to Assess University Teaching Staff
3.9.5. Enquiries and Dissemination of Results
3.10. Self-Evaluation Plans and Improvement
3.10.1. Contextualization and Previous Considerations
3.10.2. Designing and Development of an Improvement Plan
3.10.2.1. Constitution of an Improvement team
3.10.2.2. Choosing Areas for Improvement
3.10.2.3. Creating Objectives
3.10.2.4. Analysis of Areas for Improvement
3.10.2.5. Execution and Monitoring of the Plan
3.10.2.6. Conclusions and Suggestions
3.10.2.7. Monitoring and Accountability
3.10.3. Development and Analysis of the Areas
3.10.4. Elaboration of Improvement Plan
3.10.5. Creating a Report

Module 4. Educational Project Planning and Implementation

4.1. Introduction to the Types of Educational Projects
- 4.1.1. What is an Educational Project?
- 4.1.2. What is the Purpose of an Educational Project?
- 4.1.3. Origin of an Educational Project
- 4.1.4. Parties Involved in the Educational Project
- 4.1.5. Target Audience of the Educational Project
- 4.1.6. Factors Involved in an Educational Project
- 4.1.7. Content of an Educational Project
- 4.1.8. Objectives of the Educational Project
- 4.1.9. Results of an Educational Project
- 4.1.10. Conclusion of Educational Projects

4.2. Technological Projects
- 4.2.1. Virtual Reality
- 4.2.2. Augmented Reality
- 4.2.3. Mixed Reality
- 4.2.4. Digital Whiteboards
- 4.2.5. iPad or Tablet Project
- 4.2.6. Cell Phones in the Classroom
- 4.2.7. Educational Robotics
- 4.2.8. Artificial Intelligence
- 4.2.9. E-learning and Online Education
- 4.2.10. 3D Printers

4.3. Methodological Projects
- 4.3.1. Gamification
- 4.3.2. Game Based Education
- 4.3.3. Flipped Classroom
- 4.3.4. Project-Based Learning
- 4.3.5. Problem-Based Learning
- 4.3.6. Thought Based Learning
- 4.3.7. Skill Based Learning
- 4.3.8. Cooperative Learning
- 4.3.9. Design Thinking
- 4.3.10. Montessori Methodology
- 4.3.11. Musical Pedagogy
- 4.3.12. Educational Coaching

4.4. Value Projects
- 4.4.1. Emotional Education
- 4.4.2. Anti-Bullying Projects
- 4.4.3. Projects to Support Associations
- 4.4.4. Projects in Favor of Peace
- 4.4.5. Projects in Favor of Stopping Discrimination
- 4.4.6. Solidarity Projects
- 4.4.7. Projects Against Gender Violence
- 4.4.8. Inclusion Projects
- 4.4.9. Intercultural Projects
- 4.4.10. Coexistence Projects

4.5. Evidence-Based Projects
- 4.5.1. Introduction to Evidence Based Projects
- 4.5.2. Previous Analysis
- 4.5.3. Determining the Objective
- 4.5.4. Scientific Research
- 4.5.5. Choosing a Project
- 4.5.6. Local or National Contextualization
- 4.5.7. Feasibility Study
- 4.5.8. Implementation of Evidence-Based Projects
- 4.5.9. Monitoring of Evidence-Based Projects
- 4.5.10. Evaluation of Evidence-Based Projects
- 4.5.11. Publication of Results

4.6. Artistic Projects
- 4.6.1. LOVA (The Opera as a Learning Vehicle)
- 4.6.2. Theater
- 4.6.3. Musical Projects
- 4.6.4. Choirs and Orchestras
- 4.6.5. Projects on the Infrastructure of the Center
- 4.6.6. Visual Art Projects
- 4.6.7. Design Technology Art Projects
- 4.6.8. Decorative Art Projects
- 4.6.9. Street Projects
- 4.6.10. Projects Centered on Creativity

4.7. Language Projects
- 4.7.1. On-site Language Immersion Projects
- 4.7.2. Local Language Immersion Projects
- 4.7.3. International Language Immersion Projects
- 4.7.4. Phonetic Projects
- 4.7.5. Conversation Assistants
- 4.7.6. Native Teachers
- 4.7.7. Preparation for Official Language Exams
- 4.7.8. Projects to Encourage Language Learning
- 4.7.9. Exchange Projects

4.8. Excellence Projects
- 4.8.1. Improving Personal Excellence
- 4.8.2. Improving Institutional Excellence
- 4.8.3. Improving Graduate Excellence
- 4.8.4. Collaboration with Prestigious Entities
- 4.8.5. Competitions and Prizes
- 4.8.6. Projects for External Evaluation
- 4.8.7. Connection with Businesses
- 4.8.8. Excellence Projects in Culture and Sport
- 4.8.9. Advertisement

4.9. Other Innovation Projects
- 4.9.1. Outdoor Education
- 4.9.2. Youtubers and Influencers
- 4.9.3. Mindfulness
- 4.9.4. Peer Tutoring
- 4.9.5. RULER Method
- 4.9.6. School Gardens
- 4.9.7. Learning Community
- 4.9.8. Democratic School
- 4.9.9. Early Stimulation
- 4.9.10. Learning Corners

4.10. Programming and Implementation of Educational Projects
- 4.10.1. Situational Analysis
- 4.10.2. Objective
- 4.10.3. SWOT Analysis
- 4.10.4. Resources and Materials
- 4.10.5. Programming an Educational Project
- 4.10.6. Implementation of an Educational Project
- 4.10.7. Evaluation of an Educational Project
- 4.10.8. Restructuring of an Educational Project
- 4.10.9. Institutionalization of an Educational Project
- 4.10.10. Dissemination of an Educational Project

Module 5. Teaching Tools and Resources for Teaching and Learning

5.1. The Teaching Process
- 5.1.1. Definition of the Concept of Teaching
- 5.1.2. Different Theories on the Concept of Teaching
- 5.1.3. Modalities of Teaching
- 5.1.4. Educational Levels Throughout Development

5.2. The Learning Process
- 5.2.1. Definition of the Concept of Learning
- 5.2.2. Evolution of the Concept of Learning
- 5.2.3. Different Theories on the Concept of Learning
- 5.2.4. Learning in Different Educational Stages

5.3. Teaching- Learning Process
- 5.3.1. The Relationship Between Learning and Teaching
- 5.3.2. The Teacher's Role in the Teaching- Learning Process
- 5.3.3. The student in the teaching- learning process.
- 5.3.4. Elements of the teaching- learning process.
- 5.3.5. Reflection on the Teaching- Learning Process.

5.4. Current Strategies for Teaching and Learning
- 5.4.1. Types of Teaching Strategies
- 5.4.2. Types of Learning Strategies
- 5.4.3. Inverted Teaching: Flipped Classroom

5.5. Inclusive Learning: Learning for Everyone
- 5.5.1. Inclusive Education. UNESCO
- 5.5.2. From Integration to Inclusion
- 5.5.3. Design of an Inclusive Learning Program
- 5.5.4. People with Functional Diversity and Learning

5.6. Guidance vs. Self-Learning
- 5.6.1. Academic Guidance
- 5.6.2. Tutorial Action Plan
- 5.6.3. Elements Involved in the Process
- 5.6.4. Self-Learning and Decision Making

5.7. Emotional Learning in the Digital Era
- 5.7.1. Emotional Learning
- 5.7.2. Stage Types and Methods in Emotional Learning
- 5.7.3. The Digital Divide between Teachers and Students
- 5.7.4. Teaching in the Era of Digital Connectivity

5.8. Methodologies for future teaching
- 5.8.1. Evolution of Teaching Methods
- 5.8.2. Importance of Context
- 5.8.3. Role of the Teacher in the Education of the Future
- 5.8.4. Teaching with Tutorials. Learning Communities
- 5.8.5. Classroom Organization: Flexible Times and New Spaces

5.9. Teaching Resources and Tools
- 5.9.1. Differences Between Didactic Resources and Tools
- 5.9.2. Didactic Resources Types
- 5.9.3. Choosing Resources and their Tools
- 5.9.4. Design and Use of Conventional Resources
- 5.9.5. Families as an Educational Resource

5.10. Training the Trainers
- 5.10.1. Access to Teaching
- 5.10.2. Continuing Training and Teacher Refresher Courses
- 5.10.3. Teacher Action Research
- 5.10.4. Project, Method and Didactic Material Exchange
- 5.10.5. Didactic Resource Banks

Module 6. Introduction to Teaching Competencies

6.1. Key Competencies in the Curriculum
- 6.1.1. Analysis of the Concept of Professional Competencies
- 6.1.2. Analysis of the Concept of Teaching Competencies
- 6.1.3. Differences Between General and Transversal Competencies
- 6.1.4. Evolution of the Concept of Teaching Competencies
- 6.1.5. Primary School Competencies
- 6.1.6. Secondary/High School Competencies

6.2. Evaluation of Teaching Competencies
- 6.2.1. Evaluation Techniques and Tools
- 6.2.2. Data Collection Techniques and Tools
- 6.2.3. Teacher Evaluation Performance Templates
- 6.2.4. Purpose and Consequences of Teacher Evaluation
- 6.2.5. Parties Involved in Teacher Evaluation

6.3. Teacher Self-Evaluation
- 6.3.1. Elements of Self-Evaluation
- 6.3.2. Evaluation of Educational Practice
- 6.3.3. Comparison Between Different Teaching Styles
- 6.3.4. The Teacher as an Active Agent in Evaluation
- 6.3.5. Self-Evaluation and Reflection in the Improvement of Teachers' Competencies

6.4. The Development of General Teaching Competencies
- 6.4.1. Analysis of General Teaching Competencies
- 6.4.2. Elements of General Teaching Competencies
- 6.4.3. Relevance of General Competencies
- 6.4.4. Evolution of General Teaching Competencies

6.5. The Development of Transversal Teaching Competencies
- 6.5.1. Analysis of Transversal Teaching Competencies
- 6.5.2. Elements of Transversal Teaching Competencies
- 6.5.3. Relevance of Transversal Competencies
- 6.5.4. Evolution of Transversal Teaching Competencies

6.6. The role of Management in the Development of Competencies
- 6.6.1. Management as an Agent in Development
- 6.6.2. Professional Competencies in Academic Management
- 6.6.3. Differentiation of Basic Management Styles

6.7. Future Perspectives of Teaching Competencies
- 6.7.1. Evolution of Teaching Competencies in Higher Education
- 6.7.2. New Teaching Competencies of the Teaching Staff
- 6.7.3. New Pedagogical Competencies of the Teacher

6.8. Digital Competencies in Teaching
- 6.8.1. Key Competences and Digital Competences
  - 6.8.1.1. The Common Framework for Digital Teaching Competence
  - 6.8.1.2. Definition of Digital Competence
  - 6.8.1.3. Areas and Competences
  - 6.8.1.4. Digital Competence Teacher Portfolio
- 6.8.2. Digital Resources and Learning Processes
  - 6.8.2.1. Digital Resources for Use in the Classroom
  - 6.8.2.2. Digital Resources in Primary School Education
  - 6.8.2.3. Digital Resources in Secondary/High School Education
  - 6.8.2.4. Digital Resources in Higher Education
  - 6.8.2.5. Open Digital Resources
- 6.8.3. Technological Tools in the Educational Field
  - 6.8.3.1. ICT in Education
  - 6.8.3.2. Contribution of ICT to Education
  - 6.8.3.3. Characteristics of ICT Tools
  - 6.8.3.4. Types of ICT Tools in Education
  - 6.8.3.5. Gamification in the Classroom
- 6.8.4. Transversal and Curricular Resources
  - 6.8.4.1. Digital Competency in Primary School Education
  - 6.8.4.2. Digital Competency in Secondary/High School Education
  - 6.8.4.3. Curricular Integration of ICT
  - 6.8.4.4. Classroom Planning
  - 6.8.4.5. Evaluation of the Use of ICT in the Classroom

Module 7. Competency-Based Learning in University Education

7.1. Learning Theories
- 7.1.1. Concept of Learning
- 7.1.2. Concepts Related to Teaching
  - 7.1.2.1. Educate
  - 7.1.2.2. Teach
  - 7.1.2.3. Instruct
- 7.1.3. Relationship Between Learning and Teaching
- 7.1.4. The Evolution of Learning from Childhood to the University World
- 7.1.5. Different Educational Institutions

7.2. The Sum of Learning: Competency-Based Learning
- 7.2.1. Learning Paths
- 7.2.2. 10 Types of Learning
  - 7.2.2.1. Implicit and Explicit Learning
  - 7.2.2.2. Explicit Learning
  - 7.2.2.3. Associative Learning
  - 7.2.2.4. Rote Learning
  - 7.2.2.5. Experience-based / Situated Learning
  - 7.2.2.6. Learning by Observation
  - 7.2.2.7. Cooperative Learning
  - 7.2.2.8. Cooperative Learning
  - 7.2.2.9. Significant Learning
  - 7.2.2.10. Skill Based Learning

7.3. Competences Related to Self-Learning
- 7.3.1. Basic Competencies
- 7.3.2. Concept of Self-Learning
- 7.3.3. Contextualization of Learning
- 7.3.4. Self-regulated Learning
- 7.3.5. Autonomous Learning

7.4. Competency-Based Learning at Different Educational Levels
- 7.4.1. Competencies in Pre-School Education
- 7.4.2. Competencies in Primary Education
- 7.4.3. Competencies in High School Education
- 7.4.4. Competencies in the University Environment

7.5. Competency-Based Learning in Higher Education
- 7.5.1. Characteristics of the University Student Body
- 7.5.2. Characteristics of the University Teaching Staff
- 7.5.3. Competencies from the Curriculum
- 7.5.4. Prerequisites for Skill Based Learning at University
- 7.5.5. Competencies and the Different University Specialties

7.6. Transversality of Competencies
- 7.6.1. Resource Management
- 7.6.2. Interpersonal Relations Management
- 7.6.3. Information Management
- 7.6.4. Evolution and Refreshing Knowledge in the Face of Change
- 7.6.5. Technological Domain

7.7. Implementation of Competencies from the Curriculum
- 7.7.1. Levels of Curricular Specification
- 7.7.2. Competencies in Educational Administration
- 7.7.3. Adequacy of Teaching and Curriculum Design
- 7.7.4. Competencies in Students with Functional Diversity

7.8. Competency-Based Assessment
- 7.8.1. What and How to Evaluate Now?
- 7.8.2. Qualification Criteria
- 7.8.3. Assessment of Knowledge, Attitudes, and Skills
- 7.8.4. Objective and Subjective Assessment
- 7.8.5. Interaction Between Skills

7.9. Skills of a University Professor
- 7.9.1. Profiles of the University Teaching Staff
- 7.9.2. Planning the Teaching- Learning Process
- 7.9.3. Presenting Content to the Students
- 7.9.4. Ability to Integrate Resources Outside University
- 7.9.5. Suitability of the Teaching Practice to Meet the Demands of the Environment

7.10. Didactic Strategies for Competencies Development at University
- 7.10.1. The Field of Communication and Expression
- 7.10.2. Relationship Between Skill and Subject
- 7.10.3. Time Management
- 7.10.4. Group Work and Projects
- 7.10.5. Information Processing and Digital Technology in the University Environment

Module 8. Thesis and Scientific Research Project Supervision, University Student Guidance

8.1. Motivating University Students to Get Involved in Research
- 8.1.1. Introduction to Investigative Practice
- 8.1.2. Gnoseology or Theory of Knowledge
- 8.1.3. Scientific Research and Foundations
- 8.1.4. Research-Oriented Motivation

8.2. Basic Student Training for Research Activity
- 8.2.1. Initiation in Research Methods and Techniques
- 8.2.2. Elaboration of Quotes and Bibliographic References
- 8.2.3. The Use of New Technologies in Information Searching and Management
- 8.2.4. Research Reports: Structure, Characteristics and Standards of Development

8.3. Requirements for the Management of Research Projects
- 8.3.1. Initial Guidance for Research Practice
- 8.3.2. Responsibilities in the Supervision of Theses and Research Projects
- 8.3.3. Introduction to Scientific Literature

8.4. The Approach to the Topic and the Study of the Theoretical Framework
- 8.4.1. The Research Topic
- 8.4.2. Objectives of the Research
- 8.4.3. Document Sources and Research Techniques
- 8.4.4. Structure and Boundaries of a Theoretical Framework

8.5. Research Designs and Hypothesis System
- 8.5.1. Types of Studies in Research
- 8.5.2. Research Designs
- 8.5.3. Hypothesis: Types and Characteristics
- 8.5.4. Variables in Research

8.6. Research Methods, Techniques and Instruments
- 8.6.1. Population and Sample
- 8.6.2. Sampling
- 8.6.3. Methods, Techniques and Instruments

8.7. Planning and Supervision of Student Activity
- 8.7.1. Research Plan Development
- 8.7.2. Research Activity Document
- 8.7.3. Schedule of Activities
- 8.7.4. Tracking and Monitoring of Students

8.8. Supervision of Scientific Research Projects
- 8.8.1. Promoting Research Activity
- 8.8.2. Encouragement and Creation of Opportunities for Enrichment
- 8.8.3. Resources and Presentation Techniques

8.9. Supervision of Master's Final Projects and Doctoral Dissertations
- 8.9.1. Supervision of Master's Final Projects and Doctoral Dissertations as a Pedagogical Practice
- 8.9.2. Mentoring and Career Planning
- 8.9.3. Characteristics and Structure of Master's Final Projects
- 8.9.4. Characteristics and Structure of Doctoral Dissertations

8.10. Commitment to the Dissemination of Research Results: The True Impact of Scientific Research
- 8.10.1. Instrumentalization of Research Work
- 8.10.2. Toward a Meaningful Impact of Research Activity
- 8.10.3. Byproducts of Research Projects
- 8.10.4. Dissemination and Communication of Knowledge

Module 9. Educational Research Methodology

9.1. Basic Notions about Research: Science and the Scientific Method
- 9.1.1. Definition of the Scientific Method
- 9.1.2. Analytical Method
- 9.1.3. Synthetic Method
- 9.1.4. Inductive Method
- 9.1.5. Cartesian Thought
- 9.1.6. Rules of the Cartesian Method
- 9.1.7. Methodical Doubt
- 9.1.8. The First Cartesian Principle
- 9.1.9. Induction Procedures According to J. Mill Stuart

9.2. The General Process of Research: Quantitative and Qualitative Focus
- 9.2.1. Epistemological Assumptions
- 9.2.2. Approach to Reality and the Object of Study
- 9.2.3. Subject-Object Relationship
- 9.2.4. Objectivity
- 9.2.5. Methodological Processes
- 9.2.6. Integration of Methods

9.3. Research Paradigms and Methods Derived from These
- 9.3.1. How Do Research Ideas Arise?
- 9.3.2. What to Research in Education?
- 9.3.3. Research Problem Statement
- 9.3.4. Background, Justification and Research Objectives
- 9.3.5. Theoretical Foundation
- 9.3.6. Hypotheses, Variables and Definition of Operational Concepts
- 9.3.7. Choosing a Research Design
- 9.3.8. Sampling in Quantitative and Qualitative Studies

9.4. Phases and Stages of Qualitative Research
- 9.4.1. Phase 1: Conceptual Phase
- 9.4.2. Phase 2: Planning and Design Phase
- 9.4.3. Phase 3: Empirical Phase
- 9.4.4. Phase 4: Analytical Phase
- 9.4.5. Phase 5: Diffusion Phase

9.5. Types of Quantitative Research
- 9.5.1. Historical Research
- 9.5.2. Correlation Research
- 9.5.3. Case Studies
- 9.5.4. "Ex Post Facto" After-the-Fact Research
- 9.5.5. Quasi-Experimental Research
- 9.5.6. Experimental Research

9.6. Phases and Stages of Qualitative Research
- 9.6.1. Phase 1: Preparation Phase
- 9.6.2. Phase 2: Field Phase
- 9.6.3. Phase 3: Analytical Phase
- 9.6.4. Phase 4: Informative Phase

9.7. Types of Qualitative Research
- 9.7.1. Ethnography
- 9.7.2. Grounded Theory
- 9.7.3. Phenomenology
- 9.7.4. The Biographical Method and Life History
- 9.7.5. The Case Study
- 9.7.6. Content Analysis
- 9.7.7. Examination of Speech
- 9.7.8. Participatory Action Research

9.8. Techniques and Instruments for Collecting Quantitative Data
- 9.8.1. The Structured Interview
- 9.8.2. The Structured Questionnaire
- 9.8.3. Systematic Observation
- 9.8.4. Attitude Scales
- 9.8.5. Statistics
- 9.8.6. Secondary Sources of Information

9.9. Techniques and Instruments for Collecting Qualitative Data
- 9.9.1. Unstructured Interview
- 9.9.2. In Depth Interview
- 9.9.3. Focus Groups
- 9.9.4. Simple, Unregulated and Participant Observation
- 9.9.5. Life Stories
- 9.9.6. Diaries
- 9.9.7. Content Analysis
- 9.9.8. The Ethnographic Method

9.10. Data Quality Control
- 9.10.1. Requirements for a Measuring Instrument
- 9.10.2. Processing and Analysis of Quantitative Data
  - 9.10.2.1. Validation of Quantitative Data
  - 9.10.2.2. Statistics for Data Analysis
  - 9.10.2.3. Descriptive Statistics
  - 9.10.2.4. Inferential Statistics
- 9.10.3. Processing and Analysis of Qualitative Data
  - 9.10.3.1. Reduction and Characterization
  - 9.10.3.2. Clarify, Refine and Compare
  - 9.10.3.3. Programs for Qualitative Analysis of Textual Data

Module 10. Innovation, Diversity and Equity in Education

10.1. What Do We Mean by Educational Innovation?
- 10.1.1. Definition
- 10.1.2. Why is Educational Innovation Important?
- 10.1.3. How Can We Be Innovative?
- 10.1.4. Should We Be Innovative?

10.2. Diversity, Equity and Equal Opportunity
- 10.2.1. Definition of Concepts
- 10.2.2. Three Indispensable Elements in Education

10.3. Innovation and Educational Improvement
- 10.3.1. Innovation Process
- 10.3.2. Efficiency and Educational Improvement

10.4. Innovation for Achieving Equality in Education
- 10.4.1. How to Explain Equality
- 10.4.2. Equality in Education: A Persistent Issue
- 10.4.3. Factors for Achieving Equality in the Classroom: Examples in the Classroom

10.5. Non-Sexist Teaching and Language
- 10.5.1. What is Non-Sexist Language?
- 10.5.2. What is Sexism in Language?
- 10.5.3. What is Inclusive Language?
- 10.5.4. Examples of Sexist and Non-Sexist Language in Education

10.6. Factors that Favor and Hinder Innovation
- 10.6.1. Factors that Favor Innovation
- 10.6.2. Factors that Hinder Innovation

10.7. Characteristics of Innovative Schools
- 10.7.1. What is an Innovative School?
- 10.7.2. Innovative Schools, a Different Education
- 10.7.3. Elements of an Innovative School
- 10.7.4. The Keys to an Innovative Classroom

10.8. Process of Educational Innovation
- 10.8.1. The 21st Century School

10.9. Resources and Innovation Teaching Programs
- 10.9.1. Distinct Innovation Programs for the Classroom
- 10.9.2. Teaching Resources for an Innovative Classroom

10.10. Emerging Fields in the Teaching
- 10.10.1. Emerging Pedagogies
- 10.10.2. Emerging Needs of Students
- 10.10.3. ICT as an Emerging Resource in Teaching
- 10.10.4. Different ICT Tools to Use in the Classroom

04

Teaching Objectives

The main goal of this Professional Master's Degree in University Teaching is to provide education professionals with the necessary competencies to design, implement, and evaluate innovative teaching strategies for higher education. Graduates will be prepared to apply active methodologies, integrate digital tools, and promote competency-based learning. Additionally, they will develop skills in thesis supervision and scientific research, as well as in the management and evaluation of educational quality.

You will optimize the university teaching experience with cutting-edge methodologies, a rigorous and up-to-date approach"

General Objectives

- Promote the competencies and capabilities of university educators
- Learn the most current tools for working as a teacher in university settings
- Learn how to motivate students to develop an interest and motivation to continue their studies and begin their journey in research
- Stay up-to-date with the changes occurring in the educational field

You will foster critical reflection, educational quality, and ethical commitment in University Teaching practice"

Specific Objectives

Module 1. Active Methodologies and Teaching Techniques
- Achieve student self-motivation
- Understand the methodology adapted to professors and their needs

Module 2. Higher Education
- Understand the principles and objectives that led to the emergence of higher education institutions worldwide
- Learn to reflect on the new pedagogical, technological and social needs that universities need to respond to

Module 3. Quality Models and Quality Assessment in Education
- Learn to enhance knowledge about the functioning of the institution itself, as well as the teaching and learning processes
- Learn to gather information on whether learning objectives are being achieved

Module 4. Educational Project Planning and Implementation
- Acquire the skills needed in a specific field of knowledge
- Conduct a detailed study of the educational project followed in the center

Module 5. Teaching Tools and Resources for Teaching and Learning
- Learn to select those strategies, resources and tools that have been applied in education
- Know how to present and incorporate new methodologies, resources and techniques which allow the teacher to anticipate new challenges

Module 6. Introduction to Teaching Competencies
- Learn to provide a comprehensive, objective, and experiential description of the competencies that every educator should develop and strengthen before and during their practice in the classroom
- Know how to analyze all the educational stages in which an educator can work, as well as the competencies that should currently characterize all educators
- Recognize various tools and strategies for analysis and assessment, both external and self-assessment, of the teaching profession as a means of improvement and reinforcement

Module 7. Competency-Based Learning in University Education
- Know how to direct students' efforts towards new approaches to education
- Pursue competency-based learning, where knowledge is combined with its application in practical, diverse, changing and realistic situations

Module 8. Thesis and Scientific Research Project Supervision, University Student Guidance
- Acquire the resources to carry out not only effective, but also enjoyable and motivating work
- Discover the importance of motivation and guidance for students with an interest in research

Module 9. Educational Research Methodology
- Know how to develop attitudes and skills for scientific research as an essential need to contribute to the progress and well-being of society
- Provide students with all the necessary material for their studies through a series of reflection, research, and inquiry activities

Module 10. Innovation, Diversity and Equity in Education
- Focus knowledge on innovation, diversity, and equity in education
- Learn how to implement educational innovation plans in their respective schools and classrooms

05

Career Opportunities

Upon completing this university program, graduates will stand out for their comprehensive knowledge in University Teaching. Additionally, professionals will acquire advanced competencies to apply innovative pedagogical methodologies in various educational contexts. In this way, experts will be proficient in using modern technological tools to promote active learning and create environments that foster the holistic development of students. This will enable them to enhance the quality of education in university settings, creating both inclusive and collaborative spaces.

You will acquire advanced pedagogical competencies and employ innovative active methodologies to promote critical thinking in students"

Graduate Profile

The graduate of this Professional Master's Degree in University Teaching will be a highly qualified professional, capable of designing and implementing effective educational strategies for university teaching. They will also possess key skills to apply cutting-edge active methodologies, assess academic quality, and manage scientific research projects. Additionally, they will master the use of digital tools and advanced pedagogical approaches that optimize learning.

They will assume a leadership role in Higher Education, with a high-quality professional profile tailored to the demands of the sector.

- **Academic Project Management:** Ability to plan, implement, and evaluate educational initiatives that positively impact the quality of education
- **Designing Educational Strategies:** Ability to develop and implement innovative methodologies that optimize the teaching-learning process in higher education
- **Evaluation and Management of Academic Quality:** Skill to analyze and improve educational standards, ensuring excellent university teaching
- **Focus on Diversity and Inclusion:** Sensitivity and ability to design strategies that promote equitable and accessible educational environments for all students

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

1. **Educational Quality Technician:** Specialist in evaluating and improving academic standards, implementing strategies to optimize teaching and faculty performance.
2. **Academic Manager:** Responsible for managing educational resources, coordinating teaching teams, and ensuring compliance with academic regulations.
3. **Academic Program Coordinator:** Responsible for designing, managing, and overseeing curriculum plans at universities, ensuring educational quality and constant content updates.
4. **Educational Policy Advisor:** Specialist in developing and applying improvement strategies in the academic context, collaborating with academic institutions and government agencies.

"You will acquire competencies in the use of virtual learning environments and digital tools to enhance the classroom experience"

06

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career"

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.
The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

"At TECH you will NOT have live classes (which you might not be able to attend)"

The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

> *TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want"*

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.

Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

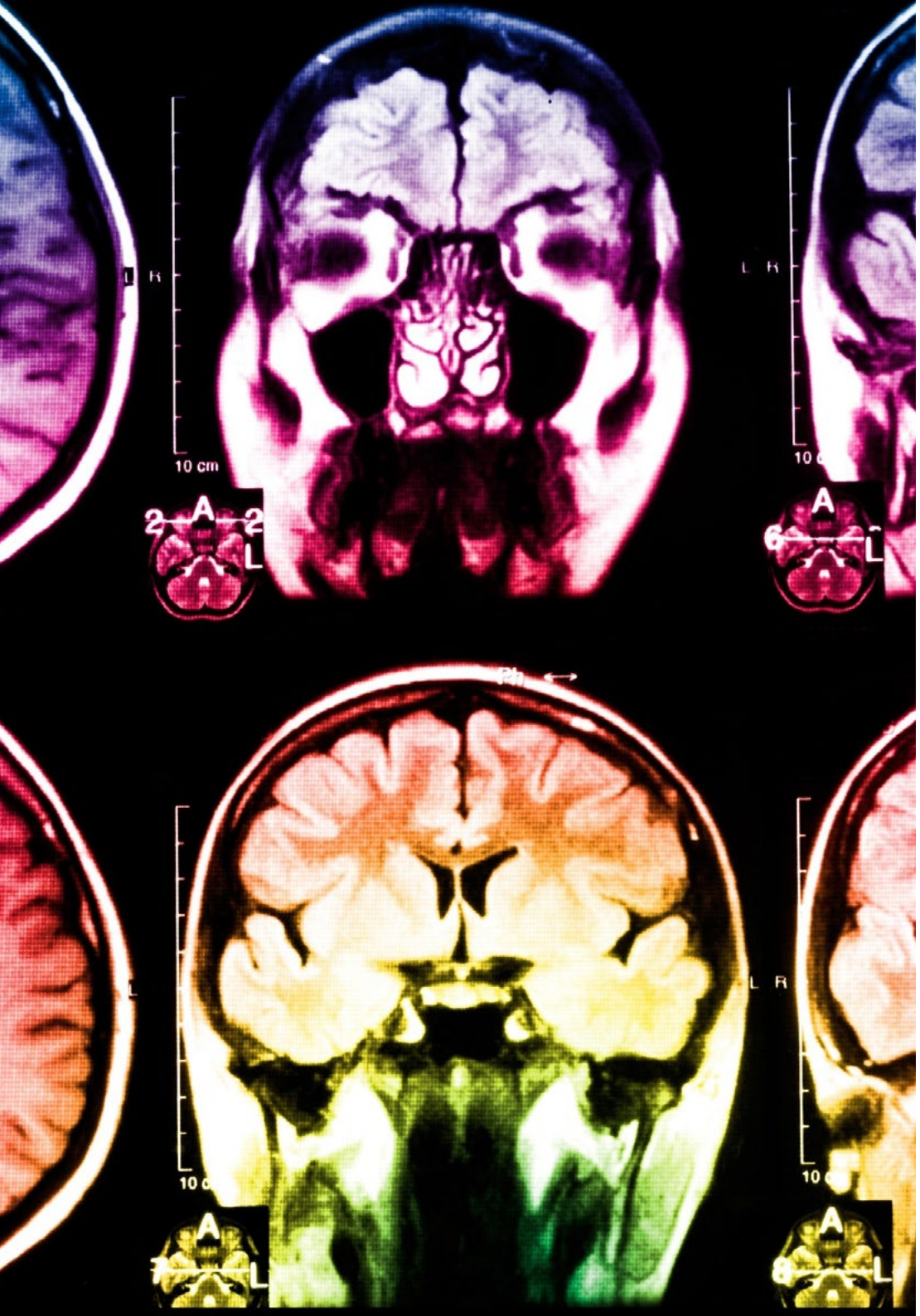
In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.

The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

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

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.

As such, the best educational materials, thoroughly prepared, will be available in this program:

Study Material

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

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.

Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.

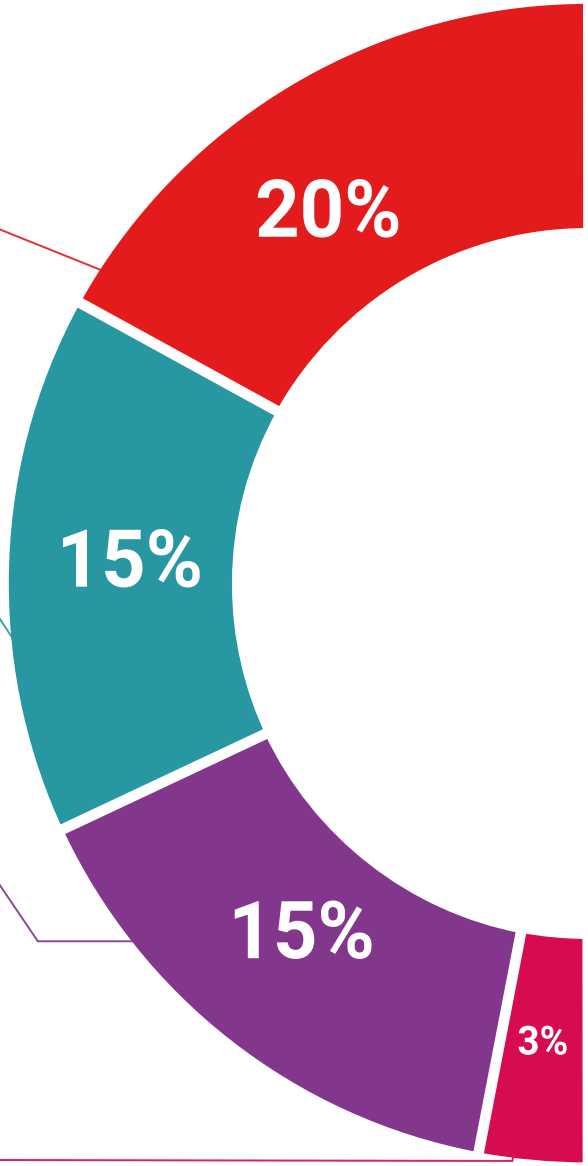
Interactive Summaries

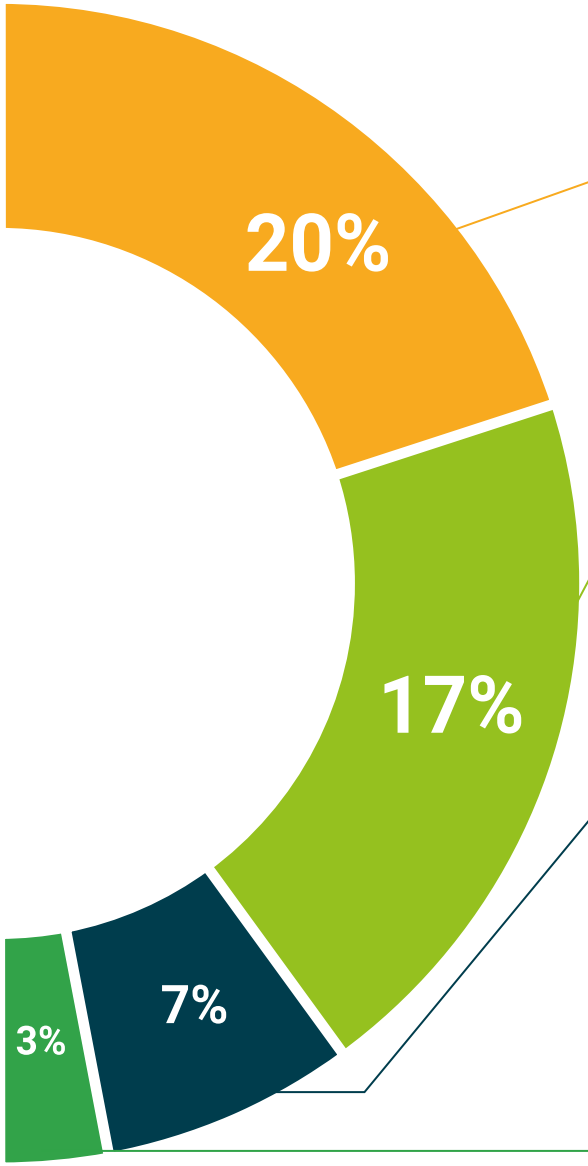
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Additional Reading

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





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.

Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.

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 for 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.

07

Teaching Staff

The teaching staff of this Professional Master's Degree is made up of specialists with extensive experience in higher education, pedagogical innovation, and academic management. University educators, researchers, and experts in active methodologies will guide students in acquiring advanced teaching strategies. Their experience in developing educational projects and implementing technologies applied to learning will provide graduates with a comprehensive and updated perspective of the academic field. Additionally, their continuous support will ensure a dynamic and enriching learning process, driving the development of key competencies in University Education.

You will have access to a syllabus designed by true experts in University Teaching"

Management

Ms. Jiménez Romero, Yolanda

- Pedagogical Advisor and External Educational Collaborator
- Academic Coordinator of Online University Campus
- Territorial Director of the Extremadura-Castile La Mancha Institute of High Abilities
- Creation of INTEF Educational Contents in the Ministry of Education and Science
- Degree in Primary Education with a specialization in English
- Psychopedagogue by the International University of Valencia
- Master's Degree in Neuropsychology of High Abilities
- Master's Degree in Emotional Intelligence Specialist in NLP Practitioner

Professors

Dr. Pattier Bocos, Daniel

- Specialist in Educational Innovation
- Researcher in New Technologies and Education
- Assistant Professor in the Faculty of Education at the Complutense University of Madrid
- PhD in Education
- Master's Degree in Innovation and Research in Education
- Master's Degree in Digital Teaching and Learning

Manzano García, Laureano

- Preparer of examiners for the specialties in Special Education for the Teachers Corps and in Educational Guidance in Secondary Education
- Teacher at Victoria Kent High School
- Degree in Psychology from the Autonomous University of Madrid
- Degree in Special Education by the University Center of Education Escuni

Dr. Valero Moreno, Juan José

- Occupational Trainer and Socio-Labor Integration Specialist
- Registered in the Trainers' Registry of the Employment Department to Teach Professional Certification and Modules
- Consultant and Company Trainer
- Educational Technical Assistant in the Ministry of Education of Castilla La Mancha
- Doctor in Quality and Equity in Education by the National University of Distance Education (UNED)
- Agronomist Engineer by the School of Agricultural Engineering. From the University of Castilla-La Mancha
- Master's Degree in Management of Occupational Risk Prevention, Excellence, Environment and Corporate Responsibility from the ESEA of the Camilo José Cela University
- Master's Degree in Innovation and Research in Education with Specialization in Quality and Equity in Education from the UNED
- Master's Degree in Occupational Risk Prevention by UNIR

Mr. Visconti Ibarra, Martín

- General Director at Academia Europea Guadalajara
- Former General Director at Academia Europea Bilingual School
- Expert in Educational Sciences, Emotional Intelligence and Counselor
- Former Scientific Advisor to the Spanish Parliament
- Collaborator of the Juegaterapia Foundation
- Master's Degree in Management and Administration of Educational Centers
- Online Master's Degree in Learning Difficulties and Cognitive Processes
- Degree in Primary Education

Mr. Romero Monteserín, Jose María

- Academic Director at the Spanish Language School of the University of Salamanca in Lisbon
- Collaborator in several ELE-USAL in Management
- External Professor at the CIESE-Comillas Foundation in Management of Educational Centers and Training
- Online Trainer in Management of Educational Centers at Fundación CIESE-Comillas
- Degree in Teaching at the Complutense University of Madrid
- Master's Degree in Management of Educational Centers from the Antonio de Nebrija University
- Master's Degree in Secondary School Teacher Training from CEU Cardenal Herrera University
- Postgraduate Degree in School Organization
- Higher University Technician in Human Resources Management
- Higher Technician in In-Company Training
- Expert in Project Management

Dr. Gutiérrez Barroso, César

- Professor specializing in History
- Teacher of Secondary Education and High Shcool at the Nobelis School
- Teacher of Secondary Education and High Shcool at the Liceo San Pablo School in Leganés
- Teacher of 1st and 3rd Year of Secondary Education and 2nd Year of High Shcool in Geography and History at Nuestra Señora de las Escuelas Pías School
- Ph.D. in History from the National University of Distance Education
- Bachelor's Degree in History from the University of Castilla La Mancha

- Master's Degree in Multiple Intelligences for Secondary Education from the University of Alcalá de Henares
- Master's Degree in Museology from the Study Techniques Center in Madrid

Dr. Álvarez Medina, Nazaret

- Psychopedagogue expert in Child and Adolescent Psychology
- Educational counselor, official in the teaching staff of high school education teachers in the community of Madrid
- Preparer of public education competitive examinations
- Principal of the Jesús del Monte public school Hazas de Cesto, Cantabria
- Director of the Aurelio E. Acosta Fernández Public Center, Santiago del Teide
- Doctorate in Psychology Complutense University of Madrid
- Degree in Educational Psychology. Oberta University, Cataluyna.
- Degree in Primary School Education with a Major in English Language. Camilo José Cela University.
- Postgraduate degree in "Coaching Psychology". Complutense University of Madrid
- Official Master's Degree on Educational Treatment of Diversity.
- Diploma in Teaching English as a Foreign Language. La Laguna University
- Degree in Educational and Executive Coaching from the Complutense University of Madrid
- University expert in analytical knowledge society. International University of La Rioja

A unique, key, and decisive educational experience to boost your professional development"

08

Certificate

The Professional Master's Degree in University Teaching guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Professional Master's Degree issued by TECH Global University.

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

This private qualification will allow you to obtain a diploma for the **Professional Master's Degree in University Teaching** accredited 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 private qualification from **TECH Global University** is a European continuing education and professional development program that guarantees the acquisition of competencies in its area of expertise, providing significant curricular value to the student who successfully completes the program.

Title: **Professional Master's Degree in University Teaching**

Modality: **online**

Duration: **12 months.**

Accreditation: **60 ECTS**

tech global university

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

Professional Master's Degree in University Teaching

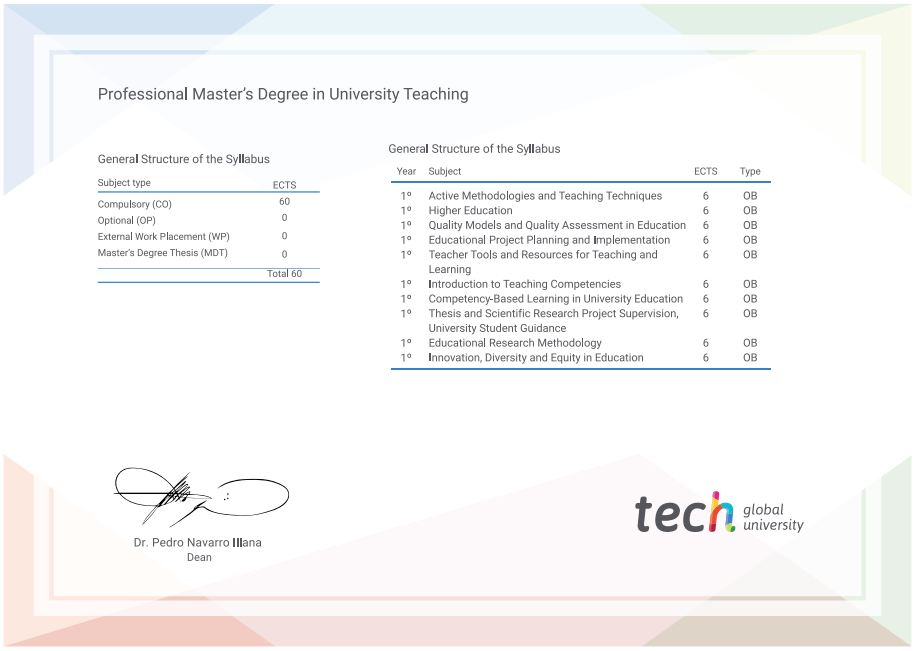
This is a private qualification of 1,500 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates


Professional Master's Degree in University Teaching

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	Active Methodologies and Teaching Techniques	6	OB
1º	Higher Education	6	OB
1º	Quality Models and Quality Assessment in Education	6	OB
1º	Educational Project Planning and Implementation	6	OB
1º	Teacher Tools and Resources for Teaching and Learning	6	OB
1º	Introduction to Teaching Competencies	6	OB
1º	Competency-Based Learning in University Education	6	OB
1º	Thesis and Scientific Research Project Supervision, University Student Guidance	6	OB
1º	Educational Research Methodology	6	OB
1º	Innovation, Diversity and Equity in Education	6	OB

Dr. Pedro Navarro Illana
Dean

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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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Professional Master's Degree

University Teaching

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

Professional Master's Degree

University Teaching

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