

Postgraduate Certificate

Coaching for Educational Innovation and Excellence





Postgraduate Certificate Coaching for Educational Innovation and Excellence

- » Modality: online
- » Duration: 8 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/us/education/postgraduate-certificate/coaching-educational-innovation-excellence

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01

Introduction

The heart of education is the teacher, as the "I" who teaches or accompanies the student, the "I" who learns. It is the teacher who applies methods, classroom management and regulates the learning processes in the group and classroom. The challenges and responsibilities of the teacher coach are exciting, so leadership begins within oneself.



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This Postgraduate Certificate in Coaching for Educational Innovation and Excellence will generate a sense of security in the performance of your profession, which will help you grow personally and professionally"

There is a need to approach a pedagogy of interiority and to understand and apply the methodological tool that teachers already incorporate as a matter of course: presence. The teacher's presence is active listening, natural leadership, inspiration and enthusiasm. When teachers carry out personal development work, presence emerges as an educational tool that encourages excellence in their students and educational communities.

Active methodologies focus on the students, but these are always placed in the hands of the teacher, who has to work parallel to the knowledge of his subject: that of working on and knowing oneself.

Coaching contemplates these processes of personal evolution and provides vision and tools to carry out a transformation that is from the inside out and that builds an education that does not remain in the mere instruction, but that allows and accompanies the development of the Self, of our deepest identity that inspires and encourages the best of each person.

Educational Coaching is a discipline within Coaching applied to Education, both formal and informal. Coaching needs to adapt to the context and exists according to the needs posed by that context, in this case, the educational context. It is not surprising that given the complexity of agents and processes in Education Educational Coaching can address needs in the various fields of teaching: in individual tutoring and learning or performance problems, in classroom management, conflict resolution, motivation for learning, leadership in groups of students or the challenges posed by the management of educational institutions.

Educational Coaching is not so much a methodology as an approach that provides its own tools in addition to the various educational approaches, and whose purpose is to generate changes and transformations for educational excellence.

The crisis in education is accompanied by the emergence of new paradigms and educational methodologies that provide new solutions to this stage of transition and change, to the reality of not knowing what the future of our humanity will be like.

This **Postgraduate Certificate in Coaching for Educational Innovation and Excellence** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ Development of case studies presented by experts in Coaching for Educational Innovation and Excellence
- ♦ 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
- ♦ New developments in Coaching for Educational Innovation and Excellence
- ♦ It contains practical exercises where the self-evaluation process can be carried out to improve learning
- ♦ With special emphasis on innovative methodologies in Coaching for Educational Innovation and Excellence
- ♦ All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Up-to-date knowledge through the Postgraduate Certificate in Coaching for Educational Innovation and Excellence"

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This Postgraduate Certificate may be the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge in Coaching for Educational Innovation and Excellence, you will obtain a degree from TECH Technological University"

It includes, in its teaching staff, professionals belonging to the field of Coaching for Educational Innovation and Excellence, who pour into this education the experience of their work, in addition to recognized specialists belonging to reference societies and prestigious universities.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train in real situations.

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. To this end, the educator will be assisted by an innovative interactive video system created by renowned experts in the field of Coaching for Educational Innovation and Excellence with extensive teaching experience.

Increase your decision-making confidence by updating your knowledge through this Postgraduate Certificate.

Take the opportunity to learn about the latest advances in Coaching for Educational Innovation and Excellence and improve the attention to your students.



02

Objectives

The Postgraduate Certificate in Coaching for Educational Innovation and Excellence is aimed at facilitating the performance of the professional dedicated to working with students with visual impairments.



COAC



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This Postgraduate Certificate is designed for you to get up to date knowledge in Coaching for Educational Innovation and Excellence, with the use of the latest educational technology, to contribute with quality and security to the decision making and monitoring of these students"

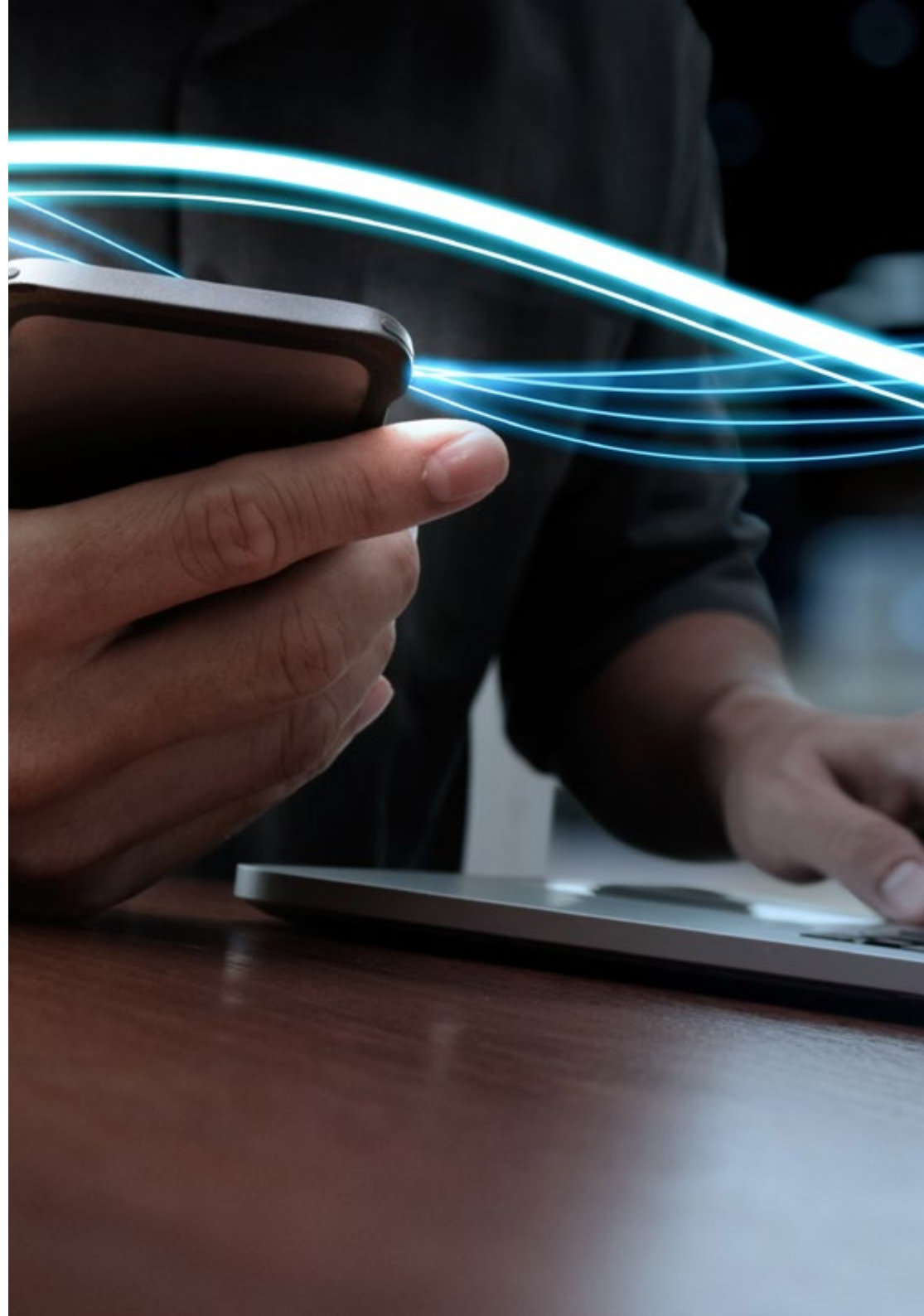


General Objectives

- ♦ Provide students with an advanced specialization, of a specialized nature and based on theoretical and instrumental knowledge
- ♦ Acquire and develop the competencies and skills necessary to obtain a qualification as an education professional with competencies in educational coaching, mediation and conflict resolution, learning motivation, emotional management and classroom leadership



Take the opportunity and take the step to get up to speed on the latest developments in Coaching for Educational Innovation and Excellence"





Specific Objectives

- ♦ Know the basics and fundamentals of Educational Coaching
- ♦ Gain knowledge about educational and psychological theories related to Educational Coaching
- ♦ Understanding the need and search for meaning in coaching processes
- ♦ Assuming the importance of the dialogic encounter in Education
- ♦ Become familiar with the areas of action of Educational Coaching
- ♦ Know the benefits of the application of Coaching in educational contexts
- ♦ Knowing the competences of the teacher-coach
- ♦ Know the phases of the Educational Coaching process and know how to apply them to classroom groups
- ♦ Appreciating the potential role of Coaching in creating synergies in teaching teams
- ♦ Appreciate and understand the role of coaching in developing management skills
- ♦ Know what active methodologies are and their characteristics
- ♦ Appreciate the role of active methodologies for educational innovation
- ♦ Manage the basics of PBA and its application
- ♦ Understand how thought-based learning works
- ♦ Understand how event-based and game-based learning work
- ♦ Know and appreciate the possibilities of the inverted classroom
- ♦ Appreciate the possibilities Robotics and Programming in Education
- ♦ Know the trends of network methodologies
- ♦ Assume the need for meaning and purpose in Education
- ♦ Reflect on the contributions of a pedagogy of internalization
- ♦ Manage an integrative approach in Education
- ♦ Elaboration of an Educational Project from the Educational Coaching perspective
- ♦ Understanding the inspirational depth of Education of the Self
- ♦ Appreciate Well-being as a factor of educational excellence
- ♦ Know the causes and factors of discomfort
- ♦ Know the factors of educational well-being
- ♦ Appreciate Inclusive Education
- ♦ Reflect on the importance of the personal development of teachers
- ♦ Assume a deep and broad concept of educational excellence
- ♦ Manage Educational Coaching tools
- ♦ Apply educational innovation processes
- ♦ Know and use evaluation as a tool for innovation
- ♦ Appreciate the possibilities of the Transformational Coaching approach
- ♦ Assume the need for meaning and purpose in Education
- ♦ Reflect on the contributions of a pedagogy of internalization
- ♦ Manage an integrative approach in Education
- ♦ Elaboration of an Educational Project from the Educational Coaching perspective
- ♦ Understanding the inspirational depth of Education of the Self

03

Course Management

The program's teaching staff includes leading experts in Coaching for Educational Innovation and Excellence, who bring the experience of their work to this specialization. In addition, other experts of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary way.





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Learn from leading professionals, the latest advances in procedures in the field of Coaching for Educational Innovation and Excellence”

Management



Ms. Jiménez Romero, Yolanda

- ◆ Psychopedagogue and Primary School Teacher with a major in English
- ◆ Director of the University Teaching and Educational Coaching programs at TECH Technological University
- ◆ Co-director of the programs in Language Didactics in Infant and Primary School, Language and Literature Didactics in Secondary and High School, Bilingual Didactics in Secondary and High School and Bilingual Didactics in Infant and Primary School at TECH Technological University
- ◆ Co-director and Professor of the Neurosciences Program at TECH Technological University
- ◆ Co-director of the programs in Emotional Intelligence and Vocational and Professional Guidance at TECH Technological University
- ◆ Lecturer of the Visual Skills and Academic Achievement program at TECH Technological University
- ◆ Teacher in the High Abilities and Inclusive Education program
- ◆ Educational psychologist
- ◆ Master's Degree in Neuropsychology of High Abilities
- ◆ Master's Degree in Emotional Intelligence
- ◆ Neurolinguistic Programming Practitioner

Professors

Fernández Cebrián, José María

- ♦ Teacher at the Higher Institute of Psychological Studies
- ♦ Degree in Teaching, Complutense University of Madrid
- ♦ Master's Degree in Management of Educational Centers, Antonio de Nebrija University
- ♦ Expert in Academic Management and Organization, Antonio de Nebrija University
- ♦ University Expert in Human Resources Management in Educational Institutions, CEU Cardenal Herrera

Dr Beltrán Catalán, María

- ♦ Design of training content in Jara 3.0
- ♦ Lecturer, CEU Cardenal Herrera
- ♦ PhD in Social and Legal Sciences, University of Cordoba, Spain
- ♦ Degree in Pedagogy, University of Seville
- ♦ Official Professional Master's Degree in Psychological Intervention and Research in Justice, Health and Social Welfare, University of Cordoba
- ♦ Postgraduate Diploma in High Abilities and Health in Primary Care by CEU Cardenal Herrera

Dr. Visconti Ibarra, Martin

- ♦ Director Academia Europea Bilingual School
- ♦ Ph.D. in Education and Behavioral Sciences
- ♦ Degree in Primary Education
- ♦ Master's Degree in Learning Difficulties and Cognitive Processes

Ms. Álvarez Medina, Nazaret

- ♦ Degree in Psychopedagogy, Open University of Catalonia
- ♦ Graduate in Primary Education with Mention in English Language, Camilo José Cela University
- ♦ Official Professional Master's Degree on Educational Treatment of Diversity
- ♦ Diploma in Teaching English as a Foreign Language, University of La Laguna, Spain
- ♦ Degree in Educational and Executive Coaching, Complutense University of Madrid
- ♦ Educational counselor, official in the body of secondary education teachers in the community of Madrid
- ♦ Preparer of public education competitive examinations

Ms. Jurado, Pilar

- ♦ Graduate in primary education Specialization in intercultural and learning difficulties
- ♦ Neurocoach Certified as an International Coaching Expert by INA
- ♦ Graduate in Primary Education, University of Murcia, specializing in Intercultural and learning difficulties
- ♦ Trainer in "Change Management" with tools such as Lego serious play, at Anna Fortea's High Human Performance Center

Ms. Rodrigo Soriano, Roseta

- ♦ Bachelor's Degree in Sociology, University of Granada
- ♦ Master's Degree in Marriage and Family, Institute of Family Sciences, University of Navarra
- ♦ PhD in Sociology
- ♦ International Expert Certification Course in Personal and Executive Coaching, with NLP, Neuroscience, and Emotional Intelligence, Excellent level Bachelor's Degree in Religious Sciences

04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, aware of the current relevance of innovative training, and committed to quality teaching through new educational technologies.



A photograph of two students, a male and a female, wearing white school shirts and dark ties. They are looking down at a document or book. The image is partially obscured by a large red diagonal graphic on the right side of the page.

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This Postgraduate Certificate in Coaching for Educational Innovation and Excellence contains the most complete and up to date program on the market”

Module 1. Beliefs, Values, and Identity

- 1.1. Nature of Beliefs
 - 1.1.1. Concepts about Beliefs
 - 1.1.2. Characteristics of a Belief
 - 1.1.3. Belief Formation
 - 1.1.4. Behavior and Beliefs
 - 1.1.5. Limiting Beliefs
 - 1.1.6. Empowering Beliefs
 - 1.1.7. Origin of Limiting Beliefs
- 1.2. Managing Belief Change
 - 1.2.1. Healing the Past
 - 1.2.2. Basis of Coping with Belief Change
 - 1.2.3. Robert Dilts
 - 1.2.4. Morty Lefkoe
 - 1.2.5. "The Word", Byron Katie
- 1.3. Mindset for Change and Innovation
 - 1.3.1. Fixed Mindset
 - 1.3.2. Growth Mindset
 - 1.3.3. Comparing Fixed and Growth Mindsets
 - 1.3.4. Attitude for Change and Innovation
 - 1.3.5. Zone of Inertia
 - 1.3.6. Learning Zone
- 1.4. Coaching and Change
 - 1.4.1. Simon Sinek's Golden Circle
 - 1.4.2. Neurological Levels of Change and Learning
 - 1.4.2.1. Environment
 - 1.4.2.2. Behaviour
 - 1.4.2.3. Capacity
 - 1.4.2.4. Values and Beliefs
 - 1.4.2.5. Identity
 - 1.4.2.6. Transpersonality





- 1.4.3. Remedial Changes
- 1.4.4. Generative Changes
- 1.4.5. Evolutionary Changes
- 1.4.6. Recognition of the Neurological Level
- 1.5. Values and Counter-Values
 - 1.5.1. Conceptualization of Values
 - 1.5.2. Types of Values
 - 1.5.3. Learning of Values
 - 1.5.4. Values and Behavior
 - 1.5.5. Counter-values
 - 1.5.6. Value Recognition Dynamics
 - 1.5.7. Dynamics for Counter-value Recognition
- 1.6. Identity
 - 1.6.1. Identity Traits
 - 1.6.2. Concept of Identity
 - 1.6.3. Tradition and Identity
 - 1.6.4. Psychological Models and Identity
 - 1.6.5. Identity and Science
- 1.7. Personality Models
 - 1.7.1. Enneagram
 - 1.7.2. Discovery of one's own Enneagram
 - 1.7.3. Evolution from the Enneagram
 - 1.7.4. Use of the Enneagram in Social and Group Interactions
 - 1.7.5. Inner Archetypes
 - 1.7.6. Transformational Coaching
- 1.8. Logical Levels
 - 1.8.1. Human Needs and Maslow's Pyramid
 - 1.8.2. Richard Barret's Levels of Consciousness
 - 1.8.3. Self-realization
 - 1.8.4. Altruism and Service
 - 1.8.5. Alignment of Levels

- 1.9. Approach to Beliefs, Values, and Identity in Education
 - 1.9.1. Beliefs for Educational Excellence
 - 1.9.2. Pygmalion Effect
 - 1.9.3. The Importance of High Expectations
 - 1.9.4. Diversity: Inclusiveness
 - 1.9.5. The Values of Positive Psychology
 - 1.9.6. Values-based Education
 - 1.9.7. Self-esteem and Recognition: Identity Construction

Module 2. Active methodologies and innovation

- 2.1. Active Methodologies
 - 2.1.1. What are Active Methodologies?
 - 2.1.2. Keys for Methodological Development from the Students Activity
 - 2.1.3. Relationship Between Learning and Active Methodologies
 - 2.1.4. History of Active Methodologies
 - 2.1.4.1. From Socrates to Pestalozzi
 - 2.1.4.2. Dewey
 - 2.1.4.3. Institutions Promoting Active Methodologies
 - 2.1.4.3.1. The Free Institution of Education
 - 2.1.4.3.2. The New School
 - 2.1.4.3.3. The Unique Republican School
 - 2.2. Project Based Learning, Problems and Challenges
 - 2.2.1. Travel Companions Cooperation Between Teachers
 - 2.2.2. Phases of PBL Design
 - 2.2.2.1. Tasks, Activities and Exercises
 - 2.2.2.2. Rich Socialization
 - 2.2.2.3. Research Tasks
 - 2.2.3. Phases of PBL Development
 - 2.2.3.1. Benjamin Bloom's Theories
 - 2.2.3.2. Blooms Taxonomy
 - 2.2.3.3. Bloom's Taxonomy revised
 - 2.2.3.4. Bloom's Pyramid
 - 2.2.3.5. David A. Kolb's Theory: Experience-Based Learning
 - 2.2.3.6. Kolb's Cycle
 - 2.2.4. The Final Product
 - 2.2.4.1. Types of Final Product
 - 2.2.5. Evaluation in PBL
 - 2.2.5.1. Evaluation Techniques and Instruments
 - 2.2.5.2. Observation
 - 2.2.5.3. Performance
 - 2.2.5.4. Questions
 - 2.2.6. Practical Examples PBL Projects
- 2.3. Thought Based Learning
 - 2.3.1. Basic Principles
 - 2.3.1.1. Why, How and Where to Improve Thought?
 - 2.3.1.2. Thought Organizers
 - 2.3.1.3. The Infusion with the Academic Curriculum
 - 2.3.1.4. Attention to Skills, Processes and Disposition
 - 2.3.1.5. The Importance of Being Explicit
 - 2.3.1.6. Attention to Metacognition
 - 2.3.1.7. Learning Transfer
 - 2.3.1.8. Construct an Infused Program
 - 2.3.1.9. The Need for Continuous Personal Development
 - 2.3.2. Teach to Think TBL
 - 2.3.2.1. Collaborative Creation of Thought Maps
 - 2.3.2.2. Thinking Skills
 - 2.3.2.3. Metacognition
 - 2.3.2.4. Thought Design
- 2.4. Event Based Learning
 - 2.4.1. Approach to the Concept
 - 2.4.2. Basis and Foundations
 - 2.4.3. The Pedagogy of Sustainability.
 - 2.4.4. Benefits of Learning

- 2.5. Play Based Learning
 - 2.5.1. Games as Learning Resources
 - 2.5.2. Gamification
 - 2.5.2.1. What is Gamification?
 - 2.5.2.2. Fundamentals
 - 2.5.2.3. Narration
 - 2.5.2.4. Dynamics
 - 2.5.2.5. Mechanisms
 - 2.5.2.6. Components
 - 2.5.2.7. Insignias
 - 2.5.2.8. Gamification Apps
 - 2.5.2.9. Examples
 - 2.5.2.10. Criticisms of Gamification, Limitations and Common Errors
 - 2.5.3. Why use Videogames in Education?
 - 2.5.4. Types of Players According to the Richard Bartle Theory
 - 2.5.5. *Escape rooms/Breakedu*, an Organizational way of Understanding Education
- 2.6. *Flipped Classroom*
 - 2.6.1. Organization of Working Time
 - 2.6.2. Advantages of the Flipped Classroom
 - 2.6.2.1. How can I Effectively Teach using Flipped Classrooms?
 - 2.6.3. Disadvantages of the Flipped Classroom Focus
 - 2.6.4. The Four Pillars of the Flipped Classroom
 - 2.6.5. Resources and Tools
 - 2.6.6. Practical Examples
- 2.7. Other Trends in Education
 - 2.7.1. Robotics and Programming in Education
 - 2.7.2. *e-learning, Micro-learning* and Other Online Trends
 - 2.7.3. Neuro-education Based Learning
- 2.8. Free, Natural Methodologies based on Individual Development
 - 2.8.1. Waldorf Methodology
 - 2.8.1.1. Methodological Basis
 - 2.8.1.2. Strengths, Opportunities and Weaknesses
 - 2.8.2. Maria Montessori, the Pedagogy of Responsibility
 - 2.8.2.1. Methodological Basis
 - 2.8.2.2. Strengths, Opportunities and Weaknesses
 - 2.8.3. *Summerhill*, a Radical View on How to Educate Methodological Foundations
 - 2.8.3.1. Methodological Basis
 - 2.8.3.2. Strengths, Opportunities and Weaknesses
- 2.9. Educational Inclusion
 - 2.9.1. Is there Innovation without Inclusion?
 - 2.9.2. Cooperative Learning
 - 2.9.2.1. Principles
 - 2.9.2.2. Group Cohesion
 - 2.9.2.3. Simple and Complex Dynamics
 - 2.9.3. Shared Teaching
 - 2.9.3.1. Ratio and Attention to Students
 - 2.9.3.2. Teaching coordination as a strategy for student improvement
 - 2.9.4. Multilevel Teaching
 - 2.9.4.1. Definition
 - 2.9.4.2. Models
 - 2.9.5. Universal Learning Design
 - 2.9.5.1. Principles
 - 2.9.5.2. Guidelines
 - 2.9.6. Inclusive Experiences
 - 2.9.6.1. Rome Project
 - 2.9.6.2. Interactive Groups
 - 2.9.6.3. Dialogue Talks
 - 2.9.6.4. Learning Communities
 - 2.9.6.5. Includ-ED Project

Module 3. Coaching for innovation and educational excellence

- 3.1. Well-Being as a Factor of Excellence in Educational Communities
 - 3.1.1. Evolution of Society and its Impact on Education
 - 3.1.1.1. Characteristics of Today's Society
 - 3.1.1.2. Challenges of Today's Society
 - 3.1.1.3. New Educational Needs
 - 3.1.2. Social Factors
 - 3.1.3. Professional Factors
 - 3.1.4. Wellness and Excellence
 - 3.1.5. Factors for Educational Well-Being
 - 3.1.6. Inclusivity as a Reality
 - 3.1.7. School and Family
- 3.2. Professional Development and Teacher Welfare Plan
 - 3.2.1. Teacher Unrest
 - 3.2.2. Teacher Welfare
 - 3.2.3. Teaching and Personal Development
 - 3.2.4. Personal and Professional Life
 - 3.2.5. Teacher Review and Evaluation
 - 3.2.6. Teacher Welfare as a Factor of Educational Excellence
 - 3.2.7. Inspired to Inspire Life Paths
 - 3.2.8. Teacher Welfare Plan
- 3.3. Educational Excellence
 - 3.3.1. Towards a Concept of Excellence in Education
 - 3.3.2. Teaching vs. Learning
 - 3.3.3. Excellence Based on Needs
 - 3.3.4. Demand and Excellence
 - 3.3.5. Measurements and Factors
 - 3.3.6. Management for Educational Excellence
- 3.4. Coaching for Innovation
 - 3.4.1. Processes of Educational Innovation through Coaching
 - 3.4.1.1. In Apprenticeships
 - 3.4.1.2. In the Groups
 - 3.4.1.3. In Teachers
 - 3.4.1.4. In Executive Management
 - 3.4.1.5. In the Center
 - 3.4.2. Evaluation as a Tool for Innovation
 - 3.4.3. What to Evaluate, When and How
 - 3.4.4. Objectives for Innovation
 - 3.4.5. Establish Achievement Indicators
 - 3.4.6. Process Monitoring
 - 3.4.7. Celebrating Achievements
 - 3.4.8. Educational Innovation Plan
- 3.5. Educating in the Will of Meaning
 - 3.5.1. Approach to the Concept
 - 3.5.2. The Thought of Viktor Frankl
 - 3.5.3. Logotherapy and Education
- 3.6. Towards a Pedagogy of Interiority
 - 3.6.1. Spirituality and Pedagogy
 - 3.6.2. "Learning to Be."
- 3.7. Coaching for Integrative Education
 - 3.7.1. Towards a Pedagogy of Interiority
 - 3.7.2. Educating the Whole Person
 - 3.7.3. Educating for the Three Centers
 - 3.7.4. Duty and Pleasure in Education
 - 3.7.5. Integrative Education
 - 3.7.6. Conclusions: A Road Ahead
 - 3.7.7. An Educational Project based on Educational Coaching



- 3.8. Meaning and Purpose of Education
 - 3.8.1. The Golden Circle
 - 3.8.2. Why and What For?
 - 3.8.3. The How
 - 3.8.4. The What
 - 3.8.5. Alignment of Education Levels
 - 3.8.6. Educating in the Will of Meaning
 - 3.8.7. Challenges for the Education of the Self from Coaching and Logopedagogy
 - 3.8.8. Tools for the Alignment of Educational Levels
- 3.9. Educate to Be
 - 3.9.1. Pedagogical Contributions in Education to Be
 - 3.9.2. Report of the Faure Commission for UNESCO
 - 3.9.3. Jackes D'Éllors Report
 - 3.9.4. Decalogue of an Education to Be
 - 3.9.5. Beyond Knowledge
 - 3.9.6. Educating for Life
 - 3.9.7. Educating Integratively
 - 3.9.8. Inhabiting the Inside
 - 3.9.9. Educating Ego and Self
 - 3.9.10. Developing a Sense
 - 3.9.11. Inclusivity and the Common Good
 - 3.9.12. Self-Realization and Service
 - 3.9.13. Transformation



A unique, key, and decisive training experience to boost your professional development”

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.





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

At TECH Education School we use the Case Method

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

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



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

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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 Postgraduate Diploma in Educational Coaching for Educational Innovation and Excellence guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



“

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

This **Postgraduate Certificate in Coaching for Educational Innovation and Excellence** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via tracked delivery*

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the **Postgraduate Certificate**, and meets the requirements commonly demanded by labor exchanges, competitive examinations and professional career evaluation committees.

Title: **Postgraduate Certificate in Coaching for Educational Innovation and Excellence**

Official N° of Hours: **450 h.**



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

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
online training
development language
virtual classroom



Postgraduate Certificate Coaching for Educational Innovation and Excellence

- » Modality: online
- » Duration: 8 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Postgraduate Certificate Coaching for Educational Innovation and Excellence

