Postgraduate Diploma

Detection of Social Exclusion in the Educational Environment
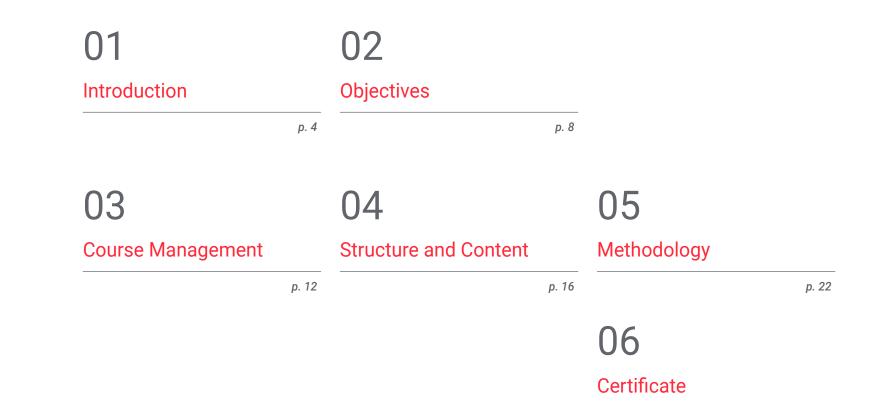
tech technological university

Postgraduate Diploma
Detection of Social Exclusion in the Educational Environment

» Modality: **online**
» Duration: **6 months**
» Certificate: **TECH Technological University**
» Dedication: **16h/week**
» Schedule: **at your own pace**
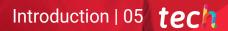» Exams: **online**

Website: **www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-detection-social-exclusion-educational-environment**

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01
Introduction

In order to identify the different types of special situations in the classroom, it is necessary for the teacher in charge to have specific knowledge in the management of social exclusion. Thus, it is essential to have a theoretical-practical training in which the current educational system, as well as its inclusion mechanisms and alternative learning methodologies, are studied in depth. It is for this reason that, given this need and series of specific requirements, it is essential to develop this program, presented in a 100% online format, with audiovisual resources and informative readings based on the Relearningmethod. It should also be noted that, as it is a virtual modality, the professionals will only need a device with an internet connection.

"

Acquire new knowledge in your daily practice based on experiences and highly complex cases"

There are several types of social exclusion in the educational environment, and they can be produced by the students' economic level, their physical condition, appearance or some special nature that differentiates them from the rest. That is why the role of the educator plays a fundamental role in the classroom, not only to instruct students in the most correct way, but also to identify the influential factors that generate this type of discrimination. This is why, given this need, a series of practices focused on individual and collective capabilities must be used to generate a better educational environment. In view of this, TECH has created this program in order to broaden the current panorama and modernize the guidelines imposed by the sector years ago.

This leads to the design of the Postgraduate Diploma, in which the professionals will find a conglomerate of updated knowledge based on the most recent cases of social exclusion. Therefore, aspects such as cooperative learning, group work and coeducation will be deepened. In addition, by using a methodology based on the simulation of real cases, the teachers will acquire new resources and pedagogical dynamics, which will lead them to implement procedures that contribute to the reduction of marginalization.

All these tools provided in the program will be presented in innovative audiovisual materials, as well as complementary readings and activities focused on day-to-day situations. Students will be able to access these resources in the virtual campus and, in the same way, they will be able to download their content in order to consult it as many times as they need. In this way, the academic demand with which the program has been developed is evidenced and an immersive experience is guaranteed.

This **Postgraduate Diploma in Detection of Social Exclusion in the Educational Environment** contains the most complete and up-to-date educational program on the market. The most important features include:

- The development of case studies presented by experts in inclusive education for children and adolescents
- 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
- Its special emphasis on innovative methodologies
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

The Relearning system applied by TECH in its programs reduces the teaching load and focuses on the most relevant aspects for the sector"

"You will have at your disposal a program nurtured with the most recent updates in the educational sector, so you will learn new methods and pedagogical practices"

The virtual campus will be at your disposal 24 hours a day, so you can consult the content of the program at the time that best suits you.

Download the syllabus to your daily device and have it at hand to study it in depth whenever you need it.

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

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

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

02
Objectives

With the main objective of providing teachers with the latest and most innovative educational tools, TECH has created this academic program, which in turn seeks to improve communication skills and intervention in cases of bullying or violence among students. Therefore, during the development of the Postgraduate Diploma, first level information will be provided, presented through audiovisual content and exercises based on real cases.

Once you have completed this program, you will be one step closer to achieving your professional goals"

General Objectives

- Enable the student to teach in situations of risk of exclusion
- Define the main characteristics of inclusive education
- Manage techniques and strategies for the intervention with the diversity of students, as well as with the educational community: families and environment
- Analyze the role of teachers and families in the context of inclusive education
- Interpret all the elements and aspects concerning teacher preparation in the inclusive school
- Develop in the student ability to develop their own methodology and work system
- Internalize the typology of students who are at risk and socially excluded, and how the educational system should respond to them
- Describe the functioning of the child and youth protection system
- Study the different types of protection measures and their treatment in the school environment
- Analyze situations of child abuse and the protocols for action by the psychology professional
- Identify the stages of development from birth to adolescence; achieving that students have their own judgment to establish the effects that cognitive, communicative, motor and emotional processes have on child development
- Detect risk factors of different nature that may alter development throughout the life cycle

- Describe the general circumstances of the students under guardianship and how these may affect their educational environment
- Learn how to respond to students under guardianship and their families in the school environment
- Apply mediation as a pedagogical tool for conflict resolution and harmonization of the educational community

Identify key behaviors of a vulnerable student and contribute to their confidence and personal growth in dealing with problems within the classroom"

Specific Objectives

Module 1. The Educational System as an Area of Social Exclusion

- Describe the implications of the educational system for the inclusion of different traditionally excluded social groups
- Value the importance of the inclusive school for the attention to student diversity
- Explain, according to current legislation, who are the students with special educational needs (SEN)
- Recognize the main SEN that can be presented by the Children with special education Needs
- Delve into the HIP and the models of attention to their SEN
- Establish the relationship between inclusion and multiculturalism
- Explain the importance of cooperative learning for inclusion
- Promote the value of coeducation for the reduction of school exclusion
- Identify the most influential aspects in the social climate of the classroom

Module 2. The child protection system

- Analyze the legal framework of the child protection system
- Define the basic concepts of protection
- Identify the various types of protection measures
- Explain the operation of residential centers and their coordination with the school
- Develop skills to intervene in the school environment with children living in foster families or adopted children

Module 3. Educational Environment for Students under Guardianship

- Define the specific characteristics of foster and adopted children
- Acquire knowledge about the specific needs of children in foster and adoptive families
- Define the different agents involved in guardianship procedures and decision-making processes
- Describe the different protection measures
- Acquire tools to deal with situations derived from the condition of being under guardianship
- Internalize and make essential the need for coordination between the different social agents surrounding the child under guardianship or the girl under guardianship
- Provide real alternatives in the field of social and labor insertion

03

Course Management

In its academic commitment, TECH has selected a teaching staff specialized in the management of exclusion in the educational field. These are experts who bring to this Postgraduate Diploma all their experience and knowledge about the social behavior of students in the classroom. They also stand out for their contribution to the scientific field, carrying out high impact research for the development of an inclusive school.

The virtual campus will allow you to express any doubts and concerns you may have and these will be answered by a faculty committed to your professional growth"

Management

Mr. Notario Pardo, Francisco

- Family and School Mediator, and Official Court Expert
- Department Supervisor Officer. Valencian Government
- Social Educator of the Intervention Team of Basic Primary Care of Social Services City Council of Alcoy
- Official Expert (family and minors). Family Courts, Juvenile Prosecutor's Office
- Interim Social Educator. Valencian Government
- Intervention Technician in Family Foster Care. Trama Center Association, Alicante
- Coordinator of Foster Care Intervention Center, Alicante
- Director of the Master's Degree in Inclusive Education for Children in Social Risk Situations
- Degree in Pedagogy. University of Valencia
- Diploma in Social Education. University of Valencia
- Diploma in Intervention with Families at Risk and Minors with Antisocial Behavior. University of Valencia
- Specialization Diploma in Intervention and Therapeutics in N.E.E. and Socio-educational Needs. Official College of Pedagogues and Psychopedagogues of the Valencian Community
- Official College of Pedagogues and Psychopedagogues of the Valencian Community. Official Expert (family court, minors)
- Teacher of Career Training for Employment. Servef Center
- University Certificate in Family and School Mediation San Vicente Mártir Catholic University
- University Expert in Social Inclusion and Inclusive Education. CEU Cardenal Herrera University
- Postgraduate Diploma in "Intervention with at-risk families and children with antisocial behavior"

Professors

Ms. Antón Ortega, Noelia
- Therapeutic Pedagogue
- Special Education Teacher in the Preschool and Primary School Miguel Hernandez

Ms. Antón Ortega, Patricia
- Specialist in child abuse and cognitive-behavioral therapy
- Psychologist at CIAF Family Foster Care Intervention Center of Alicante

Ms. Beltrán Catalán, María
- Pedagogue and therapist at Oriéntate María
- Founder and Co-Director of Spanish PostBullying Association

Dr. Carbonell Bernal, Noelia
- Educational Guidance Counselor at the Regional Ministry of Education of the Region of Murcia
- PhD in Educational Psychology at the University of Murcia

Ms. Chacón Saiz, María Raquel
- Pedagogue expert in educational guidance and school services
- Civil servant of the Department of Education and Science of the Valencian Community

Ms. Pérez López, Juana
- Pedagogue expert in Child Development and Early Care
- Director of the Anda Conmigo Centers. Child therapy center Early Care

Ms. Tortosa Casado, Noelia
- Foster Care Coordinator of Alicante
- Foster Care Coordinator of Alicante. Trama Center Association

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Structure and Content

The syllabus of this program has been designed under high standards of educational quality and goes deep into the current requirements of the sector. Therefore, this program includes a series of fundamental aspects for the teaching professionals, which will be useful for the development of their praxis in the classroom. In this way, they will delve into the detection of exclusion and the most effective strategies for inclusion, facing inequality among students. After this, the teachers will adopt new knowledge, developed in depth through audiovisual resources and informative readings.

"
Acquires alternative techniques to conventional education and contributes to the growth of students coming from foster care"

Module 1. The Educational System as an Area of Social Exclusion

1.1. Exclusion in Education

    1.1.1. Conception of Current Education

        1.1.1.1. Traditional Education

        1.1.1.2. Evolution and Problems; European Schools

        1.1.1.3. Other Educational Models

    1.1.2. Educational Exclusion

        1.1.2.1. Concept of Educational Exclusion

        1.1.2.2. Justifications for Exclusion

1.2. Inclusive Schools and Attention to Diversity

    1.2.1. Current School Model (Successful Educational Actions in Compulsory Centers, Special Education Centers, Singular Educational Performance Centers)

        1.2.1.1. Educational Inclusion

        1.2.1.2. Attention to Diversity

    1.2.2. Organization of the Educational Response

        1.2.2.1. At the Educational System level

        1.2.2.2. At Center Level

        1.2.2.3. At Classroom Level

        1.2.2.4. At Student Level

1.3. Students with SEN

    1.3.1. Evolution of EE in the Last Decades

        1.3.1.1. The Institutionalization of Special Education (Medical Model)

        1.3.1.2. Clinical Model

        1.3.1.3. Standardization of Services

        1.3.1.4. Pedagogical Model

        1.3.1.5. Particular Features that Have Characterized the Evolution of Special Education

    1.3.2. Definition of Children with SEN

        1.3.2.1. At the Educational Level

        1.3.2.2. At Social Level

    1.3.3. Students with SEN in the Educational Environment

        1.3.3.1. Specific Learning Difficulties

        1.3.3.2. ADHD

        1.3.3.3. High Intellectual Potential

        1.3.3.4. Late Incorporation into the Educational System

        1.3.3.5. Personal or School History Conditions

        1.3.3.6. Students with SEN

    1.3.4. Organization of the Educational Response for this Student Body

    1.3.5. Main SEN by Areas of Development of the Students with Special Education Needs

1.4. Students with High Abilities

    1.4.1. Models Definition

    1.4.2. Precocity, Talent, Giftedness

    1.4.3. Identification and SEN

    1.4.4. Educational Response

        1.4.4 1. Acceleration

        1.4.4 2. Grouping

        1.4.4 3. Enrichment Programs

        1.4.4 4. Ordinary Measures Center

        1.4.4 5. Ordinary Measures Classroom

        1.4.4 6. Extraordinary Measures

1.5. Inclusion and Multiculturalism

    1.5.1. Conceptualization

    1.5.2. Strategies to Respond to Multiculturality

        1.5.2.1. Classroom Strategies

        1.5.2.2. Internal and External Classroom Support

        1.5.2.3. Adequacy to the Curriculum

        1.5.2.4. Organizational Aspects

        1.5.2.5. Center-Environment Cooperation

        1.5.2.6. Collaboration from the Institution

Module 2. The child protection system

Module 3. Educational Environment for Students under Guardianship

Identifies the main factors that influence the social environment within the classroom"

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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

At TECH 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.

Scientific Evidence

Optimal Decision

European Guidelines

Educational Community

"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.

01 learning from evidence

02 relearning from evidence

03 testing

04 learning from an expert

05 neurocognitive context dependent learning

06 Von-Restorff effect

07 case based learning through storytelling

08 competencies testing (retesting)

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.

20%

15%

15%

3%

20%

17%

7%

3%

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.

Certificate

The Postgraduate Diploma in Detection of Social Exclusion in the Educational Environment guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma 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 Diploma in Detection of Social Exclusion in the Educational Environment** 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 Diploma** issued by **TECH Technological University** via tracked delivery*.

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

Title: **Postgraduate Diploma in Detection of Social Exclusion in the Educational Environment**

Official N° of Hours: **450 h.**

tech technological university

Awards the following

DIPLOMA

to

Mr./Ms. _____, with identification number _____.
For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Detection of Social Exclusion in the Educational Environment

This is a qualification awarded by this University, equivalent to 450 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

Unique TECH Code: AFWORD23S   techtitute.com/certificates

*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.

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