

Postgraduate Diploma Differentiated Education





Postgraduate Diploma Differentiated Education

- » 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-differentiated-education

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01

Introduction

Differentiated Education is aimed at students whose abilities prevent them from integrating into standardized educational levels, because their cognitive level is either higher or lower than the stipulated level, generally in accordance with their age. Therefore, implementing a methodology aimed at promoting their development according to their condition is essential, whether in special or regular schools, since inclusive schooling is a reality in today's education system. All this makes it necessary for the teaching professional to develop in this educational specialty, which requires specific skills to develop adequately, with rigor and effectiveness, in a modality that focuses on the social and functional integration of the student.





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A differentiated education allows the student to learn according to the development of their abilities, giving them the opportunity to be educated in special or ordinary centers under a personalized approach”

The TECH Postgraduate Diploma aims to boost the career of teaching professionals oriented to special education, which is aimed at people whose characteristics make it impossible for them to integrate into standardized educational levels, either because their cognitive level is above or below what would be expected.

In this sense, a Differentiated education allows students to learn according to the development of their abilities, giving them the opportunity to be educated in special or ordinary centers under a personalized approach focused on a quality and egalitarian education that is centered on the student's aptitudes. Therefore, today, this type of education does not have to run parallel to standardized education, but is being integrated, thanks to socio-cultural advances and the preparation of specialized teachers, towards a concept of inclusive schooling.

Therefore, the teaching-learning binomial promotes the elimination of barriers in this respect with the objective of achieving the maximum development of the individual, regardless of their condition. Therefore, this TECH program focuses on the skills that the teaching professional focused on this branch of education must have, so that they can develop in the general aspects involved in the specialty.

The social and functional integration of the student will be the objective of a program in Differentiated Education, with emphasis on different ways of communicating knowledge and understanding, from, for example, the theory of multiple intelligences, metacognition and neuroeducation. In the same way, the syllabus goes into the design and management of educational programs or personalized education, a new teaching concept in which the aim is to adapt teaching to the peculiarities of each individual, enhancing those aspects that stand out in the student. This represents a major change in the old vision of education, in which the teacher was the center and the content taught was generalized.

In addition, with it being a 100% online program, TECH allows students to combine their studies with their personal life and professional activity, advocating excellence without the need for physical attendance or long journeys to class that prevent the use of time for productive study hours, all through an electronic device with internet access..

This **Postgraduate Diploma in Differentiated Education** contains the most complete and up-to-date program on the market. The most important features include:

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



Analyze the individual mental characteristics of the student during learning, given that this affects the assimilation of the material taught in the classroom”

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Intervening in the behavior of the student through the development of their skills will help you become a Differentiated education professional”

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

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

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

Expand the cognitive potential of your students through the creation of a special program and with appropriate teaching methods.

You will guide the organization of homework to avoid wasting time and useless efforts.



02

Objectives

Thanks to the design of this Postgraduate Diploma and the educational methodology of TECH, students will acquire the skills required to carry out their professional work in the field of Differentiated Education with a high standard of excellence. The content of the syllabus will provide all the knowledge that the student needs to grow within this teaching specialty, promoting the development of their competencies through quality and up-to-date content, which will enable them to achieve the following proposed objectives.



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*Good learning starts with good teaching.
Master the different techniques currently used
in the field of Differentiated Education and
thrive in your professional career”*



General Objectives

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



Your objective may be the objective of your future students. Specialize in Differentiated teaching and teach to learn”





Specific Objectives

Module 1. Psychology of Learning

- ♦ Expand the cognitive potential of your students through the creation of a special program and with appropriate teaching methods
- ♦ Analyze the individual mental characteristics of the student during learning, given that this affects the assimilation of the material taught in the classroom
- ♦ Intervene in the behavior of the student through the development of their skills

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

- ♦ Learn to teach
- ♦ Orientate teaching according to the student's age
- ♦ Guide the teaching according to the student's evolutionary age
- ♦ Guide the organization of school work to avoid wasting time and useless efforts
- ♦ Make teaching, and consequently learning, more effective

Module 3. Educational Programs Design and Management

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

Module 4. Personalized Education. Theoretical, Philosophical and Anthropological Fundamentals of Education

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

03

Structure and Content

The structure of the syllabus of this program has been designed according to the requirements of Differentiated Education in general, a specialty that requires specific skills of the teacher. From the psychology of learning, with the process of understanding by which we understand things, to the characteristics of personalized education, whose implementation is increasingly common in the classroom. On the other hand, students will also delve into general education, syllabus design and development, and educational program management. For this reason, TECH has established a study plan structured in four modules through which the professional will specialize in different learning techniques that will enable them to develop their professional skills with full competence.



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Did you know that the foundation of education as an applied teaching discipline has a positive impact on student learning? You will learn more with this TECH Postgraduate Diploma”

Module 1. Psychology of Learning

- 1.1. The Three Brains
 - 1.1.1. The Reptilian Brain
 - 1.1.2. The Mammal Brain
 - 1.1.3. The Human Brain
- 1.2. Reptilian Brain Intelligence
 - 1.2.1. Basic Intelligence
 - 1.2.2. Pattern Intelligence
 - 1.2.3. Parameter Intelligence
- 1.3. The intelligence of the Limbic System
- 1.4. The Intelligence of the Neocortex
- 1.5. Evolutionary Development
- 1.6. The Stress Response or Flight Attack
- 1.7. What is the World? The Learning Process
- 1.8. Learning Schemes
- 1.9. The Importance of the Link
- 1.10. Attachment and Parenting Styles
- 1.11. Basic Desires, Primary Desires
- 1.12. Secondary Desires
- 1.13. Different Contexts and their Influence on Development
- 1.14. Emotional Schemes and Limiting Beliefs

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

- 2.1. Foundations of Didactics as an Applied Pedagogical Discipline
 - 2.1.1. Foundations, origin, and evolution of didactics
 - 2.1.2. The Concept of Didactics
 - 2.1.3. The Object and the Purpose of Didactics
 - 2.1.4. Personalization of the Teaching Learning Process
 - 2.1.5. Didactics as Theory, Practice, Science, and Art
 - 2.1.6. Didactic Models
- 2.2. Learning to Learn. Contributions from the Theory of Multiple Intelligences, Metacognition, and Neuroeducation
 - 2.2.1. An Approach to the Concept of Intelligence
 - 2.2.2. Metacognition and its Application in the Classroom
 - 2.2.3. Neuroeducation and its Application to Learning

- 2.3. Didactic Principles and Methodology
 - 2.3.1. Didactic Principles
 - 2.3.2. Didactic Strategies and Types
 - 2.3.3. Didactic Methods
- 2.4. Educational Design and Planning
 - 2.4.1. Approach to the Concept of Curriculum
 - 2.4.2. Levels of Curricular Concreteness
- 2.5. Competence Objectives and Contents
 - 2.5.1. Educational Objectives
 - 2.5.2. Objectives in the Linear Model. What is the Purpose of Teaching?
 - 2.5.3. Objectives in the p-Process Model
 - 2.5.4. Competencies. Why Teach?
 - 2.5.5. Contents. What to Teach?
- 2.6. Didactic Procedures and Teaching Techniques
 - 2.6.1. Representation Procedures and Codes
 - 2.6.2. Teaching Techniques
- 2.7. Activities, Teaching Media, Teaching Resources and ICT
 - 2.7.1. Activities
 - 2.7.2. Means and Resources from a Syllabus Perspective
 - 2.7.3. Classification of Resources and Didactic Means
 - 2.7.4. Teaching Means and ICT
- 2.8. Motivation in the Classroom and Strategies for its Achievement.
 - 2.8.1. What Does Motivation in the Classroom Consist Of?
 - 2.8.2. Different Types of Motivation
 - 2.8.3. Main Theories of Motivation
- 2.9. Educational Evaluation
 - 2.9.1. Approach to the Concept of Evaluation
 - 2.9.2. Evaluation Systems
 - 2.9.3. Content of the Evaluation: What to Evaluate?
 - 2.9.4. Evaluation Techniques and Instruments: How to Evaluate?
 - 2.9.5. Evaluation Moments
 - 2.9.6. Evaluation Sessions
 - 2.9.7. Curricular Adaptations

- 2.10. Communication in the Teaching Learning Process
 - 2.10.1. The Communication Process in the Classroom
 - 2.10.2. Communication from the Learner's Perspective
 - 2.10.3. Communication from the Teacher's Perspective

Module 3. Educational Programs Design and Management

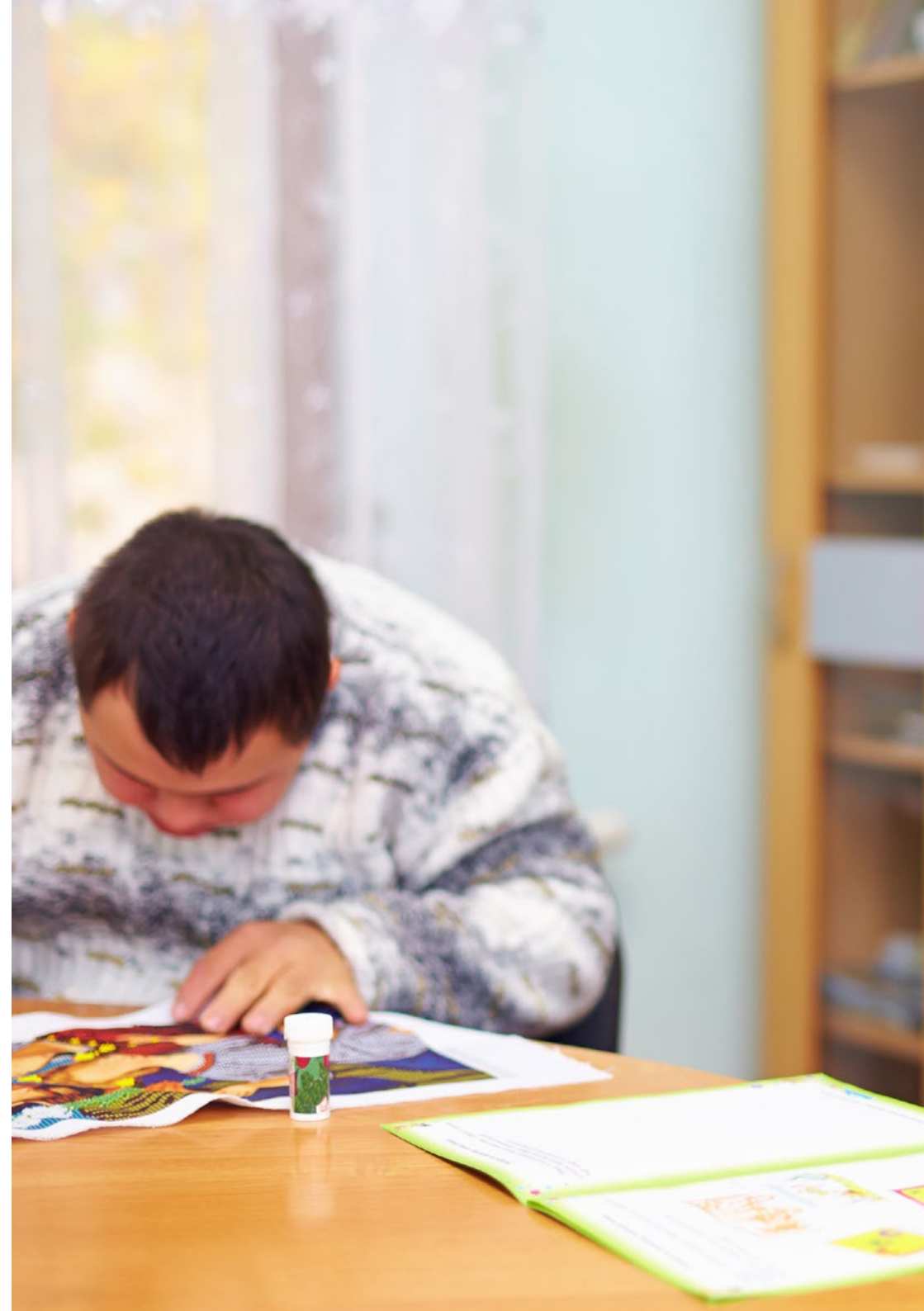
- 3.1. Educational Programs Design and Management
 - 3.1.1. Stages and Tasks in the Design of Educational Programs
 - 3.1.2. Types of Educational Programs
 - 3.1.3. Educational Program Evaluation
 - 3.1.4. Skills-Based Educational Program Model
- 3.2. Design of Programs in the Formal and Informal Educational Environment
 - 3.2.1. Formal and Informal Education
 - 3.2.2. Formal Educational Program Model
 - 3.2.3. Informal Educational Program Model
- 3.3. Educational Programs and Information and Communication Technologies
 - 3.3.1. Integrating ICT into Educational Processes
 - 3.3.2. Advantages of ICT in Education Program Development
 - 3.3.3. Educational Practices and ICT
- 3.4. Design of Educational and Bilingual Programs
 - 3.4.1. Advantages of Bilingualism
 - 3.4.2. Curricular Aspects for the Design of Educational Programs in Bilingualism
 - 3.4.3. Examples of Educational and Bilingual Programs
- 3.5. Pedagogical Design of Programs in Educational Orientation
 - 3.5.1. Creation of Programs in Educational Orientation
 - 3.5.2. Possible Content of Educational Orientation Programs
 - 3.5.3. Methodology for the Evaluation of Educational Orientation Programs
 - 3.5.4. Aspects to Consider in the Design
- 3.6. Educational Programs Design for Inclusive Education
 - 3.6.1. Theoretical Fundamentals of Inclusive Education
 - 3.6.2. Curricular Aspects for the Design of Inclusive Educational Programs
 - 3.6.3. Examples of Inclusive Educational Programs
- 3.7. Management, Monitoring and Evaluation of Educational Programs. Pedagogical Skills
 - 3.7.1. Assessment as an Educational Improvement Instrument
 - 3.7.2. Steps for the Evaluation of Educational Programs

- 3.7.3. Educational Program Evaluation Techniques
- 3.7.4. Pedagogical Skills for Evaluation and Improvement
- 3.8. Communication Strategies And Diffusion of Educational Programs
 - 3.8.1. Teaching Communication Process
 - 3.8.2. Teaching Communication Strategies
 - 3.8.3. Diffusion of Educational Programs
- 3.9. Good Practice in the Design and Management of Educational Programs in Formal Education
 - 3.9.1. Characterization of Good Teaching Practices
 - 3.9.2. Influence of Good Practice in the Design and Development of the Program
 - 3.9.3. Pedagogical Leadership and Good Practices
- 3.10. Good Practices in the Design and Management of Educational Programs in Non-Formal Contexts
 - 3.10.1. Good Teaching Practices in Non-Formal Contexts
 - 3.10.2. Influence of Good Practice in the Design and Development of the Program
 - 3.10.3. Example of Good Educational Practices in Non-Formal Contexts

Module 4. Personalized Education. Theoretical, Philosophical and Anthropological Fundamentals of Education

- 4.1. The Human Person
 - 4.1.1. Educating Taking Into Account The Person
 - 4.1.2. Person and Human Nature
 - 4.1.3. Attributes or Radical Properties of the Person
 - 4.1.4. Strategies to Favor the Unfolding of the Person's Radical Attributes or Properties
 - 4.1.5. The Human Person as a Dynamic System
 - 4.1.6. The Person and the Meaning That They Can Give to their Life
- 4.2. Pedagogical Foundations of Personalized Education
 - 4.2.1. The Educability of the Human Being as a Capacity for Integration and Growth
 - 4.2.2. What is and What is Not Personalized Education?
 - 4.2.3. Purposes of Personalized Education
 - 4.2.4. The Personal Teacher Student Encounter
 - 4.2.5. Protagonists and Mediators
 - 4.2.6. The principles of Personalized Education

- 4.3. Learning situations in Personalized Education
 - 4.3.1. The Personalized Vision of the Learning Process
 - 4.3.2. Operational and Participatory Methodologies and their General Characteristics
 - 4.3.3. Learning Situations and their Personalization
 - 4.3.4. Role of Materials and Resources
 - 4.3.5. Evaluation as a Learning Situation
 - 4.3.6. The Personalized Educational Style and its Five Manifestations
 - 4.3.7. Promoting the Five Manifestations of the Personalized Educational Style
- 4.4. Motivation: A Key Aspect of Personalized Learning
 - 4.4.1. Influence of Affectivity and Intelligence in the Learning Process
 - 4.4.2. Definition and Types of Motivation
 - 4.4.3. Motivation and Values
 - 4.4.4. Strategies to Make the Learning Process More Attractive.
 - 4.4.5. The Playful Aspect of Schoolwork
- 4.5. Metacognitive Learning
 - 4.5.1. What Should Students Be Taught in Personalized Education?
 - 4.5.2. Meaning of Metacognition and Metacognitive Learning
 - 4.5.3. Metacognitive Learning Strategies
 - 4.5.4. Consequences of Learning in a Metacognitive Way.
 - 4.5.5. The Evaluation of the Significant Learning of the Learner
 - 4.5.6. Keys To Educate in Creativity
- 4.6. Personalizing the Organization of the School Center
 - 4.6.1. Factors in the Organization of a School
 - 4.6.2. The Personalized School Environment
 - 4.6.3. The Student Body
 - 4.6.4. The Teaching Staff
 - 4.6.5. The Families
 - 4.6.6. The School Center as an Organization and as a Unit
 - 4.6.7. Indicators to Evaluate the Educational Personalization of a School Center.
- 4.7. Identity and Profession
 - 4.7.1. Personal Identity: A Personal and Collective Construction
 - 4.7.2. Lack of Social Valuation
 - 4.7.3. Cracking and Identity Crisis
 - 4.7.4. Professionalization Under Debate
 - 4.7.5. Between Vocation and Expert Knowledge
 - 4.7.6. Teachers as Artisans





- 4.7.7. *Fast Food Behavior*
- 4.7.8. *Unrecognized Good Guys and Unknown Bad Guys*
- 4.7.9. *Teachers Have Competitors*
- 4.8. *The Process of Becoming a Teacher*
 - 4.8.1. *Initial Training Matters*
 - 4.8.2. *At the Beginning, the More Difficult, the Better*
 - 4.8.3. *Between Routine and Adaptation*
 - 4.8.4. *Different Stages, Different Needs*
- 4.9. *Characteristics of Effective Teachers*
 - 4.9.1. *The Literature on Effective Teachers*
 - 4.9.2. *Value-Added Methods*
 - 4.9.3. *Classroom Observation and Ethnographic Approaches.*
 - 4.9.4. *The Dream of Having Countries with Good Teachers*
- 4.10. *Beliefs and Change*
 - 4.10.1. *Analysis of Beliefs in the Teaching Profession*
 - 4.10.2. *Many Actions and Little Impact*
 - 4.10.3. *The Search for Models in the Teaching Profession*

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Thanks to this program you will master the strategies to favor the learning of your students in their various stages with guarantees and satisfaction”

04

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

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

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 adapted in 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, students can watch them as many times as they want.



Interactive Summaries

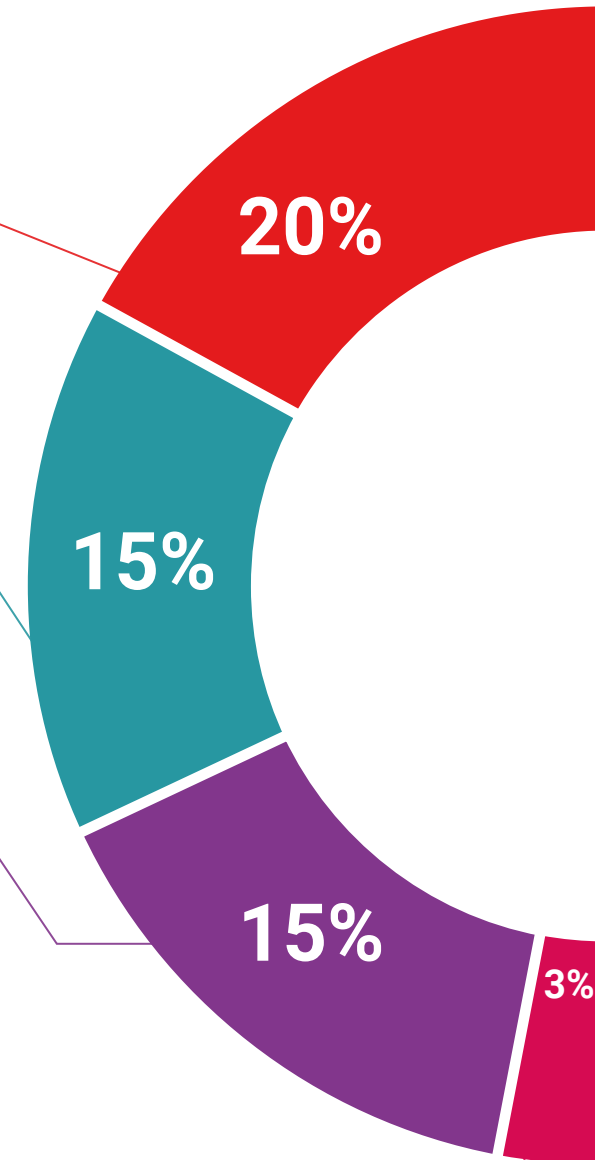
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

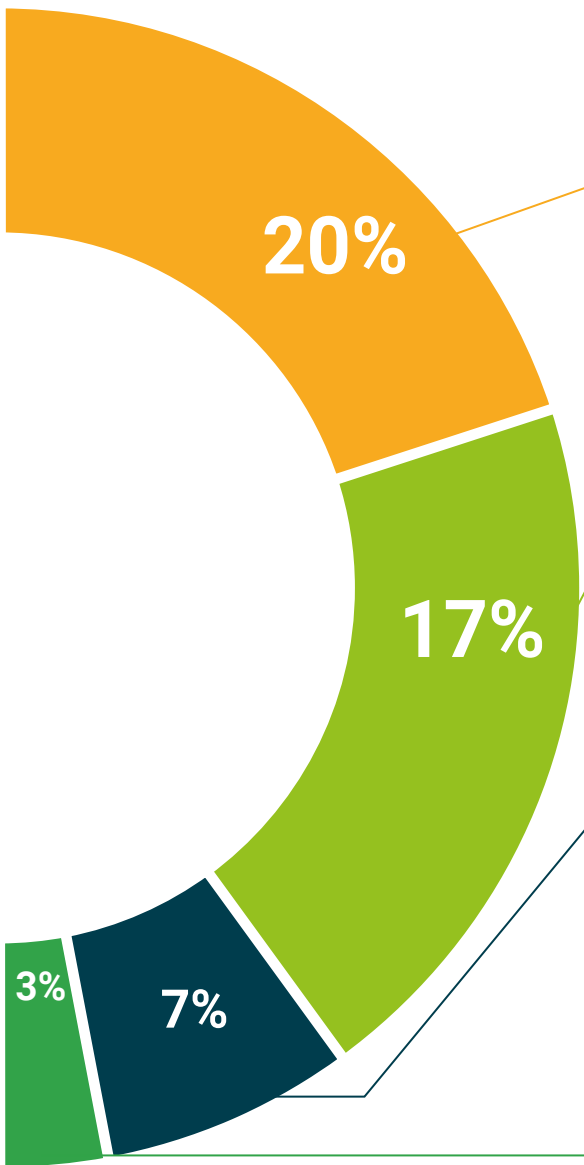
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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 their 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.



05

Certificate

This Postgraduate Diploma in Differentiated Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



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

This **Postgraduate Diploma in Differentiated Education** 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 Differentiated Education**

Official N° of Hours: **600 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
development language
virtual classroom



Postgraduate Diploma Differentiated Education

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

Postgraduate Diploma Differentiated Education

