Postgraduate Diploma
Digital Resources for Educational Innovation

tech technological university

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Postgraduate Diploma
Digital Resources for Educational Innovation

- 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-digital-resources-educational-innovation**

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01

Introduction

In the educational field there are constant changes that require an enormous adaptation on the part of the professionals in this area, but that provide a great number of benefits, which make them essential. This is the reason why TECH has designed a program on Digital Resources, which seeks to provide students with the necessary skills to be able to address the field of Innovation in Education, getting the most out of it. All this, in a comfortable 100% online mode that gives the student total freedom to organize their studies and schedules as best suits them.

Become an expert in Digital Resources in only 6 months and without the need to travel"

Education is one of the areas that has experienced the greatest progress throughout its history, especially in recent years. In order to respond to these new challenges in the education sector, it is necessary to adapt and acquire advanced knowledge of technological techniques and tools that represent major innovations in this area.

This is the reason why TECH has designed a Postgraduate Diploma in Digital Resources for Educational Innovation, with which it seeks to enhance students' skills in this field and ensure them a promising professional future. And this, delving into topics such as Information and Communication Technologies for Education, Design and Management of Educational Programs, as well as Innovation and Improvement of the Teacher Practice.

All this, through a 100% online modality that allows the student to combine their studies and organize their schedules with total freedom, without the need to travel and with the possibility of accessing all the content from any device with an Internet connection. In addition, with the most complete multimedia content, the most up-to-date information and the latest teaching technologies.

This **Postgraduate Diploma in Digital Resources for Educational Innovation** 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 Digital Resources for Educational Innovation
- The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- Practical exercises where self-assessment can be used to improve learning
- 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

Acquire new knowledge on Innovation and Improvement of the Teacher's Practice"

This program will allow you to easily delve into all the fundamental aspects of Educational Innovation with Digital Resources, thanks to a 100% online modality"

Access all content from your tablet, computer or cell phone, 24 hours a day.

You will be able to enhance your profile as an educator in Digital Resources, to reach the successful position you have always wanted.

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

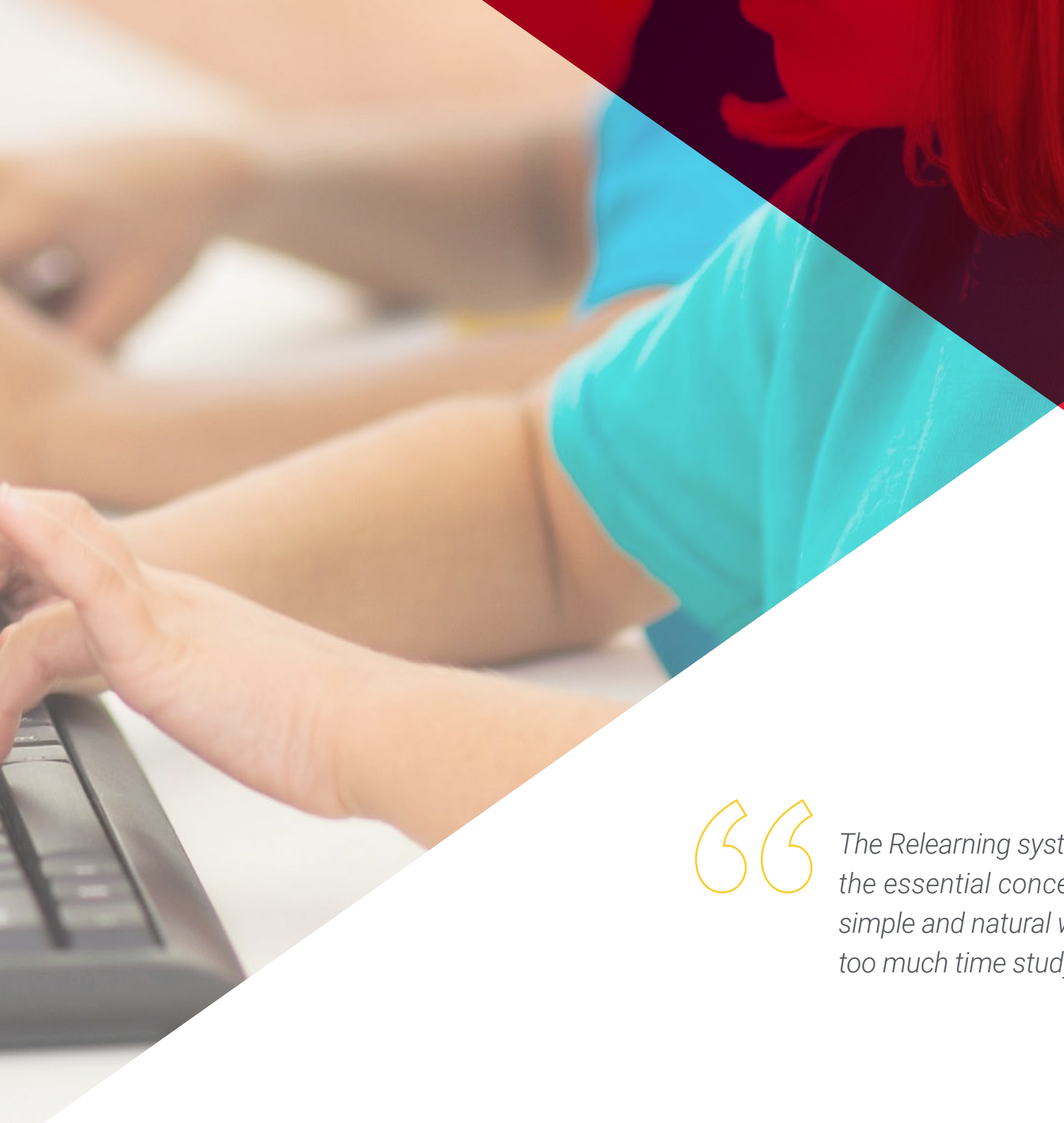
The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to learn in real situations.

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

02

Objectives

The objective of this Postgraduate Diploma in Digital Resources for Educational Innovation is to provide students with the necessary skills and knowledge in this area so that they can approach a promising future with a total guarantee of success, thanks to TECH.



The Relearning system will allow you to assimilate the essential concepts of the syllabus in a fast, simple and natural way, without having to spend too much time studying"

General Objectives

- Know how Special Education has evolved, especially regarding international entities such as UNESCO
- Use a scientific vocabulary adjusted to the demands of multiprofessional teams, participating in student coordination and monitoring
- Collaborate in supporting families/legal guardians in the development of students
- Participate in the assessment and diagnosis of special educational needs
- Elaborate the adaptations required by students with special educational needs
- Use the methodology, tools and material resources adapted to the individual needs of students with special educational needs
- Know the basics of Psychology, Educational Sciences and Neurology both to read reports from other professionals and to establish specific guidelines for the appropriate response at school to the needs posed by students
- Establish measures both in the classroom, school and environment for students with special educational needs to enable their full inclusion in today's society

Specific Objectives

Module 1. Information and Communication Technologies for Education

- Acquire the necessary digital skills and knowledge complemented by the pedagogical and methodological skills appropriate to the current context
- Seek an effective initiation in good ICT practices that guarantee a professional development of teachers in the management of digital sources, communication in digital networks for teaching purposes and creation of teaching materials
- Manage and create a digital identity according to the context, being aware of the importance of the digital trail and the possibilities offered by ICT in this regard, therefore knowing its benefits and risks
- Generate and know how to apply ICT
- Combine the different ICT in the school as an educational tool
- Identifying and discovering the importance of ongoing teacher training

Module 2. Educational Program Design and Management

- Understand the different levels of planning possible for educational design
- Analyze the models, tools and actors in educational planning
- Understand the fundamentals and elements of educational planning
- Detect educational needs through the application of different existing analysis models
- Acquire the planning skills necessary for the development of educational programs

Module 3. Innovation and Improvement of Teaching Practice

- Produce innovation and improvement of teaching practice, which has become an essential element to increase the quality and efficiency of Educational Centers
- To establish the transformation of the educational reality through the redefinition of the role of teachers
- Learn about the various educational improvement projects
- Expand knowledge of how to approach the improvement of the Center
- Acquire the tools to achieve a more autonomous and cooperative learning
- Know the most important aspects of Educational Resilience

Reach your most demanding goals thanks to a complete program that will lead you to the professional success you deserve"

03

Structure and Content

This syllabus has been structured and designed by the outstanding professionals that make up TECH's team of experts in Digital Resources for Educational Innovation. These specialists have brought their expertise and specialized knowledge to create a completely up-to-date program that represents a unique opportunity in the educational market.

A syllabus tailored to your needs, so that you can reach your maximum potential in the educational field, in a short time and with maximum efficiency"

Module 1. Information and Communication Technologies for Education

1.1. ICT, Literacy, and Digital Skills
- 1.1.1. Introduction and Objectives
- 1.1.2. The School in the Knowledge Society
- 1.1.3. ICT in the Teaching and Learning Process.
- 1.1.4. Digital Literacy and Competencies
- 1.1.5. The Role of the Teacher in the Classroom
- 1.1.6. The Digital Competencies of the Teacher
- 1.1.7. Bibliographical References
- 1.1.8. Hardware in the Classroom: PDI, Tablets, and Smartphones.
- 1.1.9. Internet as an Educational Resource: Web 2.0 and M-Learning
- 1.1.10. Teachers as Part of the Web 2.0: How to Build Their Digital Identity
- 1.1.11. Guidelines for the Creation of Teacher Profiles
- 1.1.12. Creating a Teacher Profile on Twitter
- 1.1.13. Bibliographical References

1.2. Creation of Pedagogical Content with ICT and its Possibilities in the Classroom
- 1.2.1. Introduction and Objectives
- 1.2.2. Conditions for Participatory Learning
- 1.2.3. The Role of the Student in the Classroom with ICTs: Prosumer
- 1.2.4. Content Creation in Web 2.0: Digital Tools
- 1.2.5. The Blog as a Classroom Pedagogical Resource.
- 1.2.6. Guidelines for the Creation of an Educational Blog
- 1.2.7. Elements of the Blog to Make it an Educational Resource
- 1.2.8. Bibliographical References

1.3. Personal Learning Environments for Teachers
- 1.3.1. Introduction and Objectives
- 1.3.2. Teacher Training for the Integration of ICTs
- 1.3.3. Learning Communities
- 1.3.4. Definition of Personal Learning Environments
- 1.3.5. Educational Use of PLE and NLP
- 1.3.6. Design and Creation of our Classroom PLE
- 1.3.7. Bibliographical References

1.4. Collaborative Learning and Content Curation
- 1.4.1. Introduction and Objectives
- 1.4.2. Collaborative Learning for the Efficient Introduction of ICT in the Classroom.
- 1.4.3. Digital Tools for Collaborative Work
- 1.4.4. Content Curation
- 1.4.5. Content Curation as an Educational Practice in the Promotion of Students' Digital Competences.
- 1.4.6. The Content Curator Teacher. Scoop.it
- 1.4.7. Bibliographical References

1.5. Pedagogical Use of Social Networks. Safety in the Use of ICTs in the Classroom.
- 1.5.1. Introduction and Objectives
- 1.5.2. Principle of Connected Learning
- 1.5.3. Social Networks: Tools for the Creation of Learning Communities
- 1.5.4. Communication On Social networks: Management of the New Communicative Codes
- 1.5.5. Types of Social Networks
- 1.5.6. How to use Social Networks in the Classroom: Content Creation
- 1.5.7. Development of Digital Competencies of Students and Teachers with the Integration of Social Media in the Classroom
- 1.5.8. Introduction and Objectives of Security in the Use of ICT in the Classroom
- 1.5.9. Digital Identity
- 1.5.10. Risks for Minors on the Internet
- 1.5.11. Education in Values with ICT: Service-Learning Methodology (ApS) with ICT resources
- 1.5.12. Platforms for Promoting Safety on the Internet
- 1.5.13. Internet Safety as Part of Education: Centers, Families, Students, and Teachers and Objectives of the Safety in the Use of ICTs in the Classroom
- 1.5.14. Bibliographical References

1.6. Creation of Audiovisual Content with ICT tools. PBL and ICT
- 1.6.1. Introduction and Objectives
- 1.6.2. Bloom's Taxonomy and ICT
- 1.6.3. The Educational Podcast as aTeaching Element
- 1.6.4. Audio Creation
- 1.6.5. The Image as an Educational Element
- 1.6.6. ICT Tools with Educational Use of Images
- 1.6.7. The Editing of Images with ICT: Tools for Editing
- 1.6.8. What Is PBL?

1.6.9. Process of Working with PBL and ICT
1.6.10. Designing PBL with ICT
1.6.11. Educational Possibilities in Web 3.0
1.6.12. Youtubers and Instagrmamers: Informal Learning in Digital Media
1.6.13. The Video Tutorial as a Pedagogical Resource in the Classroom
1.6.14. Platforms for the Dissemination of Audiovisual Materials
1.6.15. Guidelines for the Creation of an Educational Video
1.6.16. Bibliographical References

1.7. Regulations and Legislation Applicable to ICT
1.7.1. Introduction and Objectives
1.7.2. Data Protection Laws
1.7.3. Guide of Recommendations for the Privacy of Minors on the Internet
1.7.4. Copyright Rights: Copyright and Creative Commons
1.7.5. Use of Copyrighted Material
1.7.6. Bibliographical References

1.8. Gamification: Motivation and ICT in the Classroom
1.8.1. Introduction and Objectives
1.8.2. Gamification Enters the Classroom Through Virtual Learning Environments.
1.8.3. Game-Based Learning (GBL)
1.8.4. Augmented Reality (AR) in the Classroom
1.8.5. Types of Augmented Reality and Classroom Experiences
1.8.6. QR Codes in the Classroom: Generation of Codes and Educational Application
1.8.7. Classroom Experiences
1.8.8. Bibliographical References

1.9. Media Competency in the Classroom with ICT
1.9.1. Introduction and Objectives
1.9.2. Promoting the Media Competence of Teachers
1.9.3. Mastering Communication for Motivating Teaching
1.9.4. Communicating Pedagogical Content with ICT
1.9.5. Importance of the Image as a Pedagogical Resource
1.9.6. Digital Presentations as an Educational Resource in the Classroom
1.9.7. Working in the Classroom with Images
1.9.8. Sharing Images on Web 2.0
1.9.9. Bibliographical References

1.10. Assessment for Learning Through ICT
1.10.1. Introduction and Objectives. Assessment for Learning Through ICT
1.10.2. Assessment Tools: Digital Portfolio and Rubrics
1.10.3. Building an ePortfolio with Google Sites
1.10.4. Generating Assessment Rubrics
1.10.5. Design Assessments and Self-Assessments with Google Forms
1.10.6. Bibliographical References

Module 2. Educational Program Design and Management

2.1. Educational Program Design and Management
2.1.1. Stages and Tasks in the Design of Educational Programs
2.1.2. Types of Educational Programs
2.1.3. Evaluation of the Educational Program
2.1.4. Competency-Based Educational Program Model

2.2. Program Design in the Formal and Non-Formal Educational Sphere
2.2.1. Formal and Non-Formal Education
2.2.2. Formal Education Program Model
2.2.3. Non-Formal Education Program Model

2.3. Educational Programs and Information and Communication Technologies
2.3.1. Integration of ICT in Educational Programs
2.3.2. Advantages of ICT in the Development of Educational Programs
2.3.3. Educational Practices and ICT

2.4. Educational Program Design and Bilingualism
2.4.1. Advantages of Bilingualism
2.4.2. Curricular Aspects for the Design of Educational Programs in Bilingualism
2.4.3. Examples of Educational Programs and Bilingualism

2.5. Pedagogical Design of Educational Guidance Programs
2.5.1. The Elaboration of Programs in Educational Guidance
2.5.2. Possible Contents of Educational Guidance Programs
2.5.3. Methodology for the Assessment of Educational Guidance Programs
2.5.4. Aspects to Take into Account in the Design

2.6. Educational Programs Design for Inclusive Education
2.6.1. Theoretical Fundamentals of Inclusive Education
2.6.2. Curricular Aspects for the Design of Inclusive Educational Programs.
2.6.3. Examples of Inclusive Educational Programs

2.7. Management, Monitoring and Assessment of Educational Programs. Pedagogical Skills
- 2.7.1. Assessment as a Tool for Educational Improvement
- 2.7.2. Guidelines for the Assessment of Educational Programs
- 2.7.3. Techniques for the Assessment of Educational Programs
- 2.7.4. Pedagogical Skills for Assessment and Improvement

2.8. Strategies for Communication and Dissemination of Educational Programs
- 2.8.1. Didactic Communication Process
- 2.8.2. Teaching Communication Strategies
- 2.8.3. Dissemination of Educational Programs

2.9. Good Practice in the Design and Management of Educational Programs in Formal Education
- 2.9.1. Characterization of Good Teaching Practices
- 2.9.2. Influence of Good Practices on Program Design and Development
- 2.9.3. Pedagogical Leadership and Best Practices

2.10. Best Practices in the Design and Management of Educational Programs in Non-Formal Contexts
- 2.10.1. Good Teaching Practices in Non-Formal Contexts
- 2.10.2. Influence of Good Practices on Program Design and Development
- 2.10.3. Example of Good Educational Practices in Non-Formal Contexts

Module 3. Innovation and Improvement of Teaching Practice

3.1. Innovation and Improvement of Teaching Practice
- 3.1.1. Introduction
- 3.1.2. Innovation, Change, Improvement, and Reform
- 3.1.3. The school Effectiveness Improvement Movement
- 3.1.4. Nine Key Factors for Improvement
- 3.1.5. How is Change Made? The Phases of the Process
- 3.1.6. Final Reflection

3.2. Teaching Innovation and Improvement Projects
- 3.2.1. Introduction
- 3.2.2. Identification Data
- 3.2.3. Project Justification
- 3.2.4. Theoretical Framework
- 3.2.5. Objectives
- 3.2.6. Methodology
- 3.2.7. Resources
- 3.2.8. Timing
- 3.2.9. Results Evaluation
- 3.2.10. Bibliographical References
- 3.2.11. Final Reflection

3.3. School Management and Leadership
- 3.3.1. Objectives
- 3.3.2. Introduction
- 3.3.3. Different Concepts of Leadership
- 3.3.4. The Concept of Distributed Leadership
- 3.3.5. Approaches to Distributed Leadership
- 3.3.6. Resistance to Distributed Leadership
- 3.3.7. Final Reflection

3.4. The Training of Teaching Professionals
- 3.4.1. Introduction
- 3.4.2. Initial Teacher Training
- 3.4.3. The Training of Novice Teachers
- 3.4.4. Teacher Professional Development
- 3.4.5. Teaching Skills
- 3.4.6. Reflective Practice
- 3.4.7. From Educational Research to Professional Development of Educators

3.5. Formative Creativity: The Principle of Educational Improvement and Innovation
- 3.5.1. Introduction
- 3.5.2. The Four Elements that Define Creativity
- 3.5.3. Some Theses on Creativity Relevant to Education
- 3.5.4. Formative Creativity and Educational Innovation
- 3.5.5. Educational or Pedagogical Considerations for the Development of Creativity
- 3.5.6. Some Techniques for the Development of Creativity
- 3.5.7. Final Reflection

3.6. Towards a More Autonomous and Cooperative Learning I: Learning How to Learn
- 3.6.1. Introduction
- 3.6.2. Why is Metacognition Necessary?
- 3.6.3. Teaching to Learn
- 3.6.4. Explicit Teaching of Learning Strategies
- 3.6.5. Classification of Learning Strategies

3.6.6. The Teaching of Metacognitive Strategies
3.6.7. The Problem of Evaluation
3.6.8. Final Reflection

3.7. Towards a More Autonomous and Cooperative Learning II: Emotional and Social Learning
3.7.1. Introduction
3.7.2. The Concept of Emotional Intelligence
3.7.3. Emotional Skills
3.7.4. Emotional Education and Social and Emotional Learning Programs
3.7.5. Techniques and Concrete Methods for the Training of Social Skills
3.7.6. Integrating Emotional and Social Learning into Formal Education
3.7.7. Final Reflection

3.8. Towards a More Autonomous and Cooperative Learning III: Learning by Doing
3.8.1. Introduction
3.8.2. Active Strategies and Methodologies to Encourage Participation.
3.8.3. Problem-Based Learning
3.8.4. Project Work
3.8.5. Cooperative Learning
3.8.6. Thematic Immersion
3.8.7. Final Reflection

3.9. Evaluation of Learning
3.9.1. Introduction
3.9.2. A Renewed Assessment
3.9.3. Modalities of Evaluation
3.9.4. The Procedural Evaluation Through the Portfolio
3.9.5. The Use of Rubrics to Clarify the Evaluation Criteria
3.9.6. Final Reflection

3.10. The Role of the Teacher in the Classroom
3.10.1. The Teacher as a Guide and Orientator
3.10.2. The Teacher as Class Director
3.10.3. Ways of Directing the Class
3.10.4. Leadership in the Classroom and in the Center
3.10.5. Coexistence in the Center

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.

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.

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:

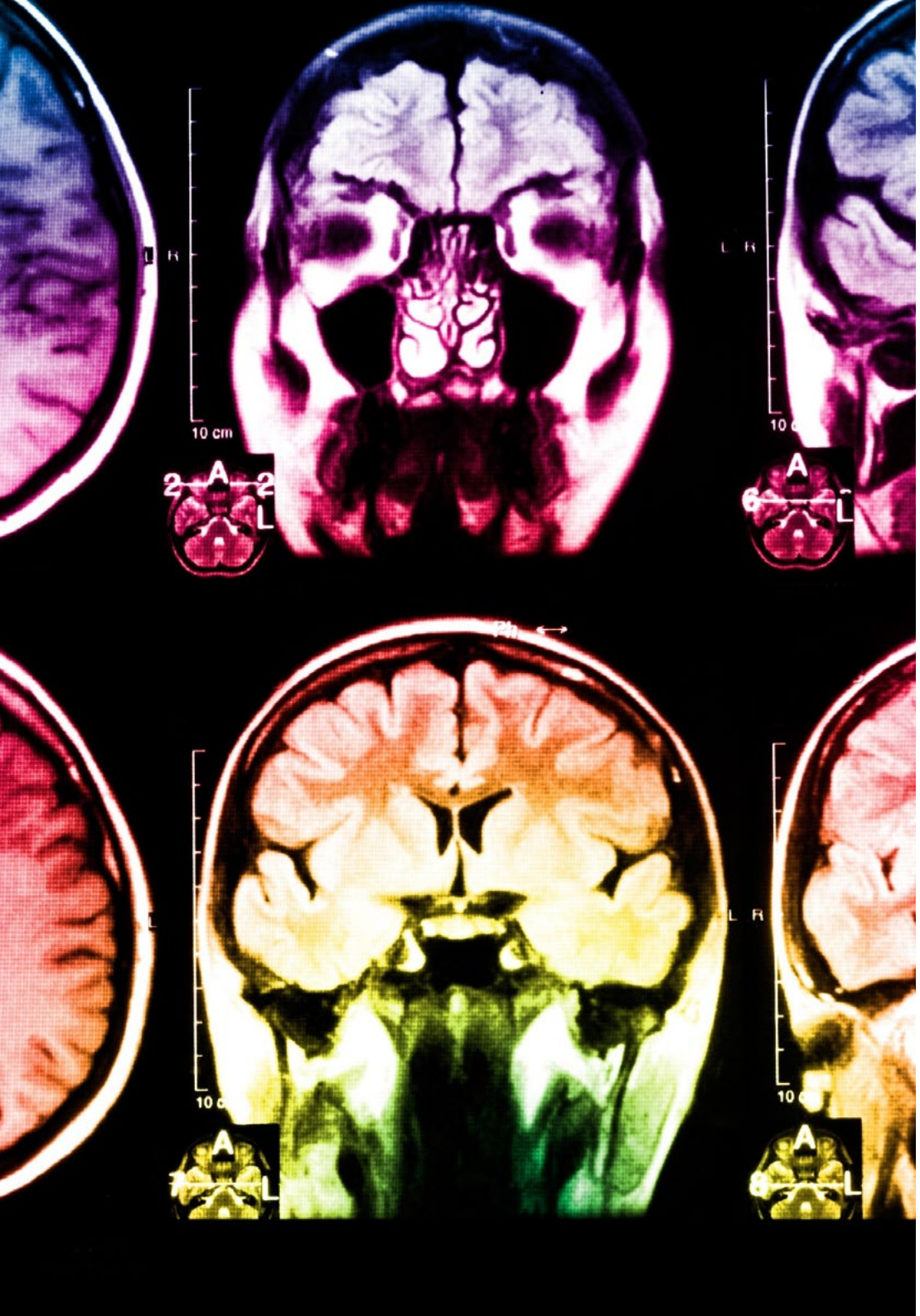
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

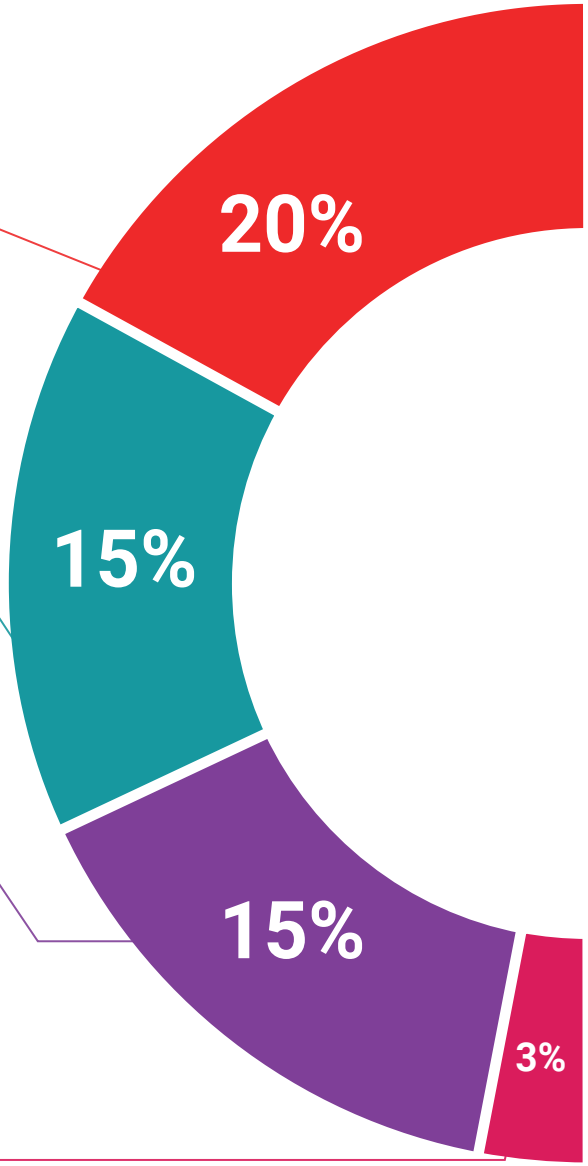
Interactive Summaries

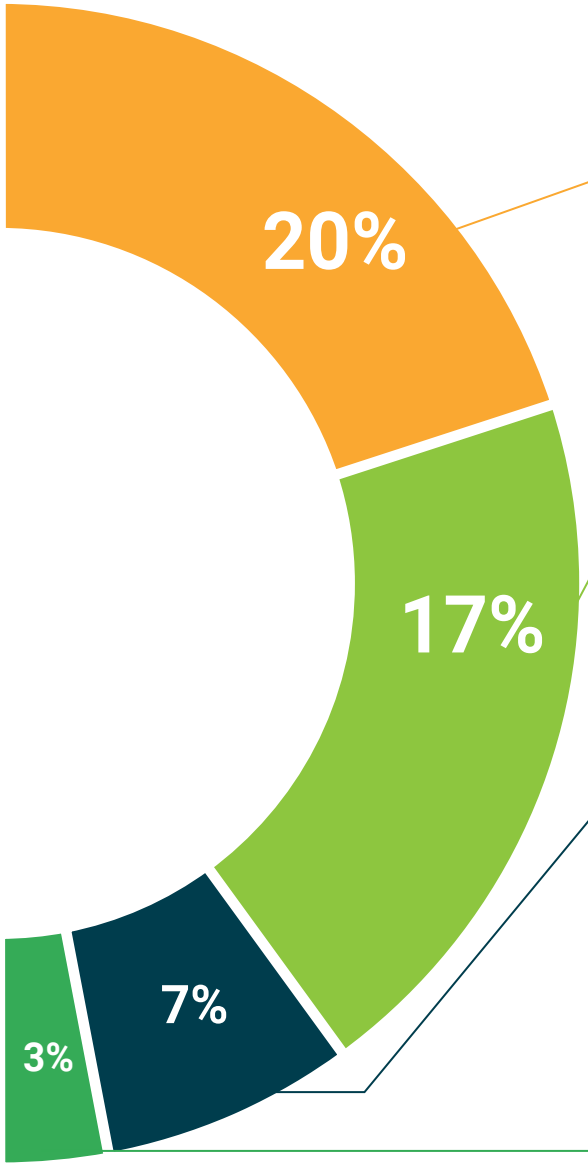
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.

05

Certificate

The Postgraduate Diploma in Digital Resources for Educational Innovation 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 Diploma in Digital Resources for Educational Innovation** 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 Digital Resources for Educational Innovation**

Official Nº of Hours: **450 h.**

tech technological university

Awards the followin g

DIPLOMA

to

Mr./Ms. _____, with identification number _____ .

For having passed and accredited the following progra m

POSTGRADUATE DIPLOMA

in

Digital Resources for Educational Innovation

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 Navarr o

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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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