

Postgraduate Diploma

Adult Education





Postgraduate Diploma Adult 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-adult-education



Index

01

Introduction

02

Objectives

p. 4

p. 8

03

Structure and Content

p. 12

04

Methodology

p. 20

05

Certificate

p. 28

01

Introduction

For many adults, changes in technology have been the ideal motivation to return to school, both to train in innovative fields and to keep up with the latest developments in their profession. However, it is a teaching that differs from juvenile teaching and in which the teacher must apply a series of specific pedagogical strategies. It is precisely in this area that TECH's program focuses on the metacognitive foundations for a dynamic and empowering Adult Education. So, in this 100% online academic experience, the specialist will be able to implement the most sophisticated and modern educational tools in their teaching practice in order to guarantee learning based on ICT and collaborative learning.



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Enhance the learning of your adult students constantly through the most innovative and effective teaching methodology, which you will learn in this TECH" Postgraduate Diploma in Adult Education"

This University Postgraduate Diploma in Adult Education of TECH offers the pedagogical professional a theoretical and practical course with a unique content through which you will learn to master the different methodological techniques to teach this type of students, developing efficient educational programs. For this purpose, a study plan has been designed focused on the learning process of the adult brain, whose functioning is different when assimilating new concepts, connoted by the knowledge it already has.

According to UNESCO, Adult Education is "the set of formal or non-formal learning processes through which people whose social environment considers them to be adults develop their capacities, enrich their knowledge and improve their technical or professional skills or reorient them to meet their own needs and those of society. Adult education encompasses formal and continuing education, non-formal education, and the full range of informal and occasional education opportunities that exist in a multicultural educational society in which both theoretical and practice-based approaches are recognized." Consequently, adult education is conceived within the framework of lifelong learning.

Therefore, the teacher focused on teaching this group must have specialized knowledge, in addition to mastering the use of information technologies as a communicative tool. Likewise, this program has an impact on personalized education, since it serves as a didactic method where the adult personalizes the group as a whole.

In this way, the student will be introduced to those educational techniques that enhance the individual's lifelong learning, which is a constant process. As a result, the professional will achieve their academic and career goals, pushing their pedagogical skills to the highest level.

In addition, this Postgraduate Diploma is a 100% online program, so the student can take it comfortably when it suits them, through an electronic device with internet access. A maxim of TECH, which advocates the work-life balance of its students.

This **Postgraduate Diploma in Adult Education** contains the most complete and up-to-date educational 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 self-assessment can be used 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



Learn how to structure information in an appropriate way, so that students assimilate knowledge correctly"

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Awakening professional and intellectual concerns to learn how to be good professionals will motivate your adult learners to achieve”

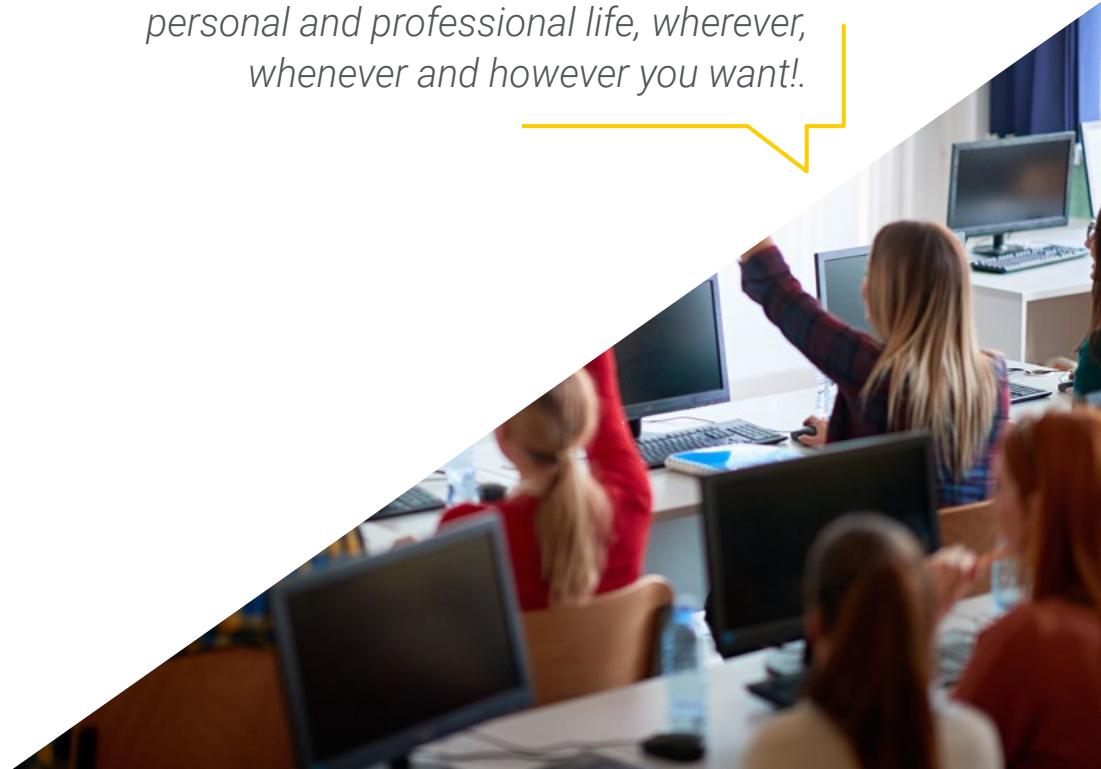
The program's teaching staff includes professionals from sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an 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 throughout the program. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.

Learn the different pedagogical foundations of Adult Education and apply them successfully in your professional work thanks to the agenda that TECH has developed for you.

This Postgraduate Diploma in Adult Education is 100% online, so you will be able to combine it with your personal and professional life, wherever, whenever and however you want!



02

Objectives

The purpose of this program is to enable students to acquire the skills they need to orient their careers in Adult Education, developing in a teaching field with a future. Pedagogy applied to adults differs from standardized education in that the functioning of the brain is different when assimilating concepts, connoted by the knowledge they already have. In this sense, it is necessary to have a study plan with quality and organized content that makes it possible to achieve the proposed objectives so that the professional can reach his academic and work goals. In this way, the student will boost their pedagogical skills towards a sector that demands specialized professionals, with satisfaction.



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Master the processes of intervention in the different areas of continuing education and apply them in educational programs aimed for adults"

LESSON 1 : 4 WAYS



General Objectives

- Approach the development of intervention processes in the different areas included within permanent education
- Identify the main tools of inclusive education
- Develop the necessary tools for a good organization of from center
- Analyze and critically incorporate the most relevant issues of today's society that affect family and school education

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Identifying and discovering the importance of continuing teacher education will be key during the TECH program”





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
- ◆ Delve into good ICT practices that guarantee professional development for teachers in the management of digital sources for teaching use, communication in digital networks for pedagogical purposes, and the ability to create 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
- ◆ Identify and discover the importance of ongoing teacher training

Module 2. Continuing Education

- ◆ Understand the fundamental concepts linked to continuing education
- ◆ Analyze the situation of continuing education as an organizing principle of the educational reality
- ◆ Become aware of the need for continuing education as a frame of reference for the entire educational system
- ◆ Know the different fields of actions of continuing education

Module 3. Personalized Education. Theoretical, Philosophical and Anthropological Fundamentals of Education

- ◆ Acquire the necessary tools for reflection
- ◆ Awake professional and intellectual concerns in order to learn to be good professionals
- ◆ Know the different pedagogical foundations of Education
- ◆ Identify the different learning situations in personalized education
- ◆ Internalize teacher education for a good educational response

03

Structure and Content

The agenda of this program has been designed according to the current requirements of the field, following a theoretical-practical path through which the teacher will master the different methodological techniques to develop educational programs focused on this type of students. A curriculum has therefore been established whose modules offer a broad perspective of the existing learning processes for the adult brain, the use of information technologies as a communicative tool and the characteristics of lifelong learning.



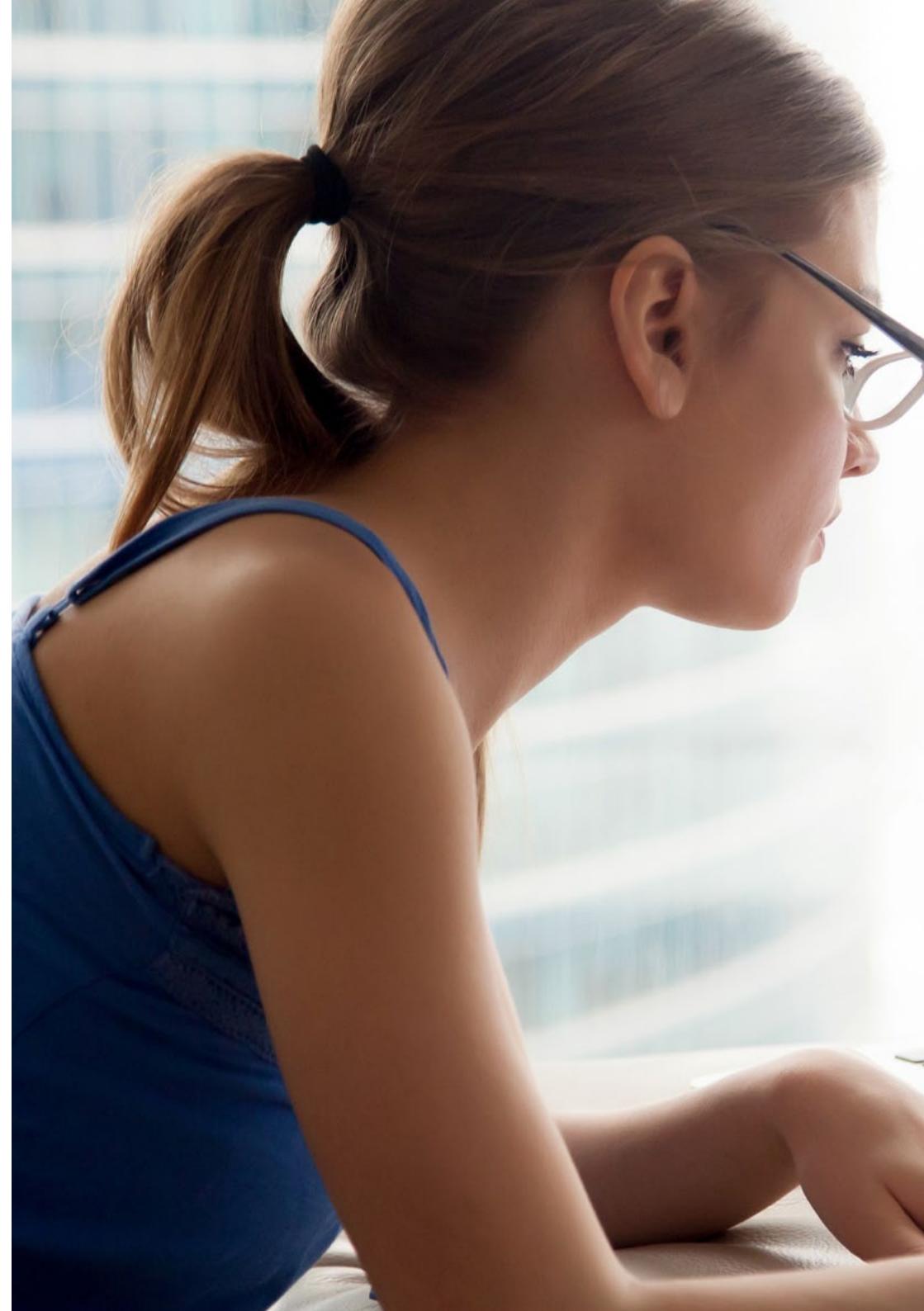


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At the beginning, the more difficult it is, the better it will be a maxim that serves both the teacher and the adult learner in their learning, representing a didactic challenge”

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: schools, families, students and teachers

tech 16 | Structure and Content

- 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 a Teaching 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. The Author's 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
 - 1.10.2. Assessment for Learning Through ICT
 - 1.10.3. Evaluation Tools: Digital Portfolio and Rubrics
 - 1.10.4. Building an e-Portfolio with Google Sites
 - 1.10.5. Generating Evaluation Rubrics
 - 1.10.6. Design Evaluations and Self-Evaluations with Google Forms
 - 1.10.7. Bibliographical References

Module 2. Continuing Education

- 2.1. Nature, Origin, Evolution and Purpose of Continuing Education
 - 2.1.1. Fundamental Aspects of Continuing Education
 - 2.1.2. Fields and Contexts of Continuing Education
 - 2.1.3. Contributions of Continuing Learning in International Organizations and the Digital Society
- 2.2. Theoretical Bases of Continuing Education
 - 2.2.1. Origin and Evolution of Permanent Education
 - 2.2.2. Continuing Education Models
 - 2.2.3. Types of Teachers: Philosophical-Educational Paradigms
- 2.3. Continuing Education Assessment Models
 - 2.3.1. Introduction
 - 2.3.2. Types of Assessment in Continuing Education
 - 2.3.3. The Importance of Continuing Education Assessment
 - 2.3.4. Conclusions
- 2.4. The Teacher and Continuing Education
 - 2.4.1. Professional Profile of the Adult Educator
 - 2.4.2. Skills of the Adult Educator
 - 2.4.3. Adult Teacher Training
- 2.5. In-Company Training. The Training Department
 - 2.5.1. Function of Company Training. Concepts and Terminology
 - 2.5.2. Historical View of the Training Department in the Company
 - 2.5.3. Importance of Training in the Company
- 2.6. Continuous Training and Occupational Training
 - 2.6.1. Definitions and Differences between Ongoing and Occupational Training
 - 2.6.2. Benefits for the Company of Ongoing Training
 - 2.6.3. Importance of Occupational Training in the Current Context
- 2.7. Professional Training Recognitions, Certifications and Accreditations
 - 2.7.1. Vocational and On-the-Job Training
 - 2.7.1.1. Human Resources in Economic Development
 - 2.7.2. Qualification of Human Resources
 - 2.7.3. Certifications and Accreditations in Vocational Training
 - 2.7.4. Importance of Vocational Training
- 2.8. Training and Work
 - 2.8.1. Work and Its Evolution
 - 2.8.2. Current Labor Context
 - 2.8.3. Skill-Based Training
- 2.9. Continuing Education in the European Union
 - 2.9.1. Evolution of Continuing Education in the European Union
 - 2.9.2. Education, Work and Employability
 - 2.9.3. European Qualifications Framework
 - 2.9.4. New Approach to Higher Education
 - 2.9.5. Actions and Programs
- 2.10. Open and Distance Education in Digital Contexts
 - 2.10.1. Features of Distance Education
 - 2.10.2. Virtual Education - E-Learning
 - 2.10.3. ICT, its Role and Importance of Distance Education
 - 2.10.4. Distance Education and Higher Education

Module 3. Personalized Education. Theoretical, Philosophical and Anthropological Fundamentals of Education

- 3.1. The Human Person
 - 3.1.1. Educating Taking Into Account The Person
 - 3.1.2. Person and Human Nature
 - 3.1.3. Attributes or Radical Properties of the Person
 - 3.1.4. Strategies to Favor the Unfolding of the Person's Radical Attributes or Properties
 - 3.1.5. The Human Person as a Dynamic System
 - 3.1.6. The Person and the Meaning That They Can Give to their Life
- 3.2. Pedagogical Foundations of Personalized Education
 - 3.2.1. The Educability of the Human Being as a Capacity for Integration and Growth
 - 3.2.2. What Is and What Is Not Personalized Education
 - 3.2.3. Purposes of Personalized Education
 - 3.2.4. The Personal Teacher-Student Encounter
 - 3.2.5. Protagonists and Mediators
 - 3.2.6. The principles of Personalized Education
- 3.3. Learning situations in Personalized Education
 - 3.3.1. The Personalized Vision of the Learning Process
 - 3.3.2. Operational and Participatory Methodologies and their General Characteristics
 - 3.3.3. Learning Situations and their Personalization
 - 3.3.4. Role of Materials and Resources
 - 3.3.5. Evaluation as a Learning Situation
 - 3.3.6. The Personalized Educational Style and its Five Manifestations
 - 3.3.7. Promoting the Five Manifestations of the Personalized Educational Style
- 3.4. Motivation: A Key Aspect of Personalized Learning
 - 3.4.1. Influence of Affectivity and Intelligence in the Learning Process
 - 3.4.2. Definition and Types of Motivation
 - 3.4.3. Motivation and Values
 - 3.4.4. Strategies to Make the Learning Process More Attractive
 - 3.4.5. The Playful Aspect of Schoolwork



- 3.5. Metacognitive Learning
 - 3.5.1. What Should Students Be Taught in Personalized Education
 - 3.5.2. Meaning of Metacognition and Metacognitive Learning
 - 3.5.3. Metacognitive Learning Strategies
 - 3.5.4. Consequences of Learning in a Metacognitive Way
 - 3.5.5. The Evaluation of the Significant Learning of the Learner
 - 3.5.6. Keys To Educate in Creativity
- 3.6. Personalizing the Organization of the School Center
 - 3.6.1. Factors in the Organization of a School
 - 3.6.2. The Personalized School Environment
 - 3.6.3. The Student Body
 - 3.6.4. The Teaching Staff
 - 3.6.5. The Families
 - 3.6.6. The School Center as an Organization and as a Unit
 - 3.6.7. Indicators to Evaluate the Educational Personalization of a School Center
- 3.7. Identity and Profession
 - 3.7.1. Personal Identity: A Personal and Collective Construction
 - 3.7.2. Lack of Social Valuation
 - 3.7.3. Cracking and Identity Crisis
 - 3.7.4. Professionalization Under Debate
 - 3.7.5. Between Vocation and Expert Knowledge
 - 3.7.6. Teachers as Artisans
 - 3.7.7. Fast Food Behavior
 - 3.7.8. Unrecognized Good Guys and Unknown Bad Guys
 - 3.7.9. Teachers Have Competitors
- 3.8. The Process of Becoming a Teacher
 - 3.8.1. Initial Training Matters
 - 3.8.2. At the Beginning, the More Difficult, the Better
 - 3.8.3. Between Routine and Adaptation
 - 3.8.4. Different Stages, Different Needs
- 3.9. Characteristics of Effective Teachers
 - 3.9.1. The Literature on Effective Teachers
 - 3.9.2. Value-Added Methods
 - 3.9.3. Classroom Observation and Ethnographic Approaches
 - 3.9.4. The Dream of Having Countries with Good Teachers
- 3.10. Beliefs and Change
 - 3.10.1. Analysis of Beliefs in the Teaching Profession
 - 3.10.2. Many Actions and Little Impact
 - 3.10.3. The Search for Models in the Teaching Profession

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*Master strategies to encourage
the unfolding of the radical
attributes or properties of the
adult person, motivating them to
aspire to excellence”*

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.



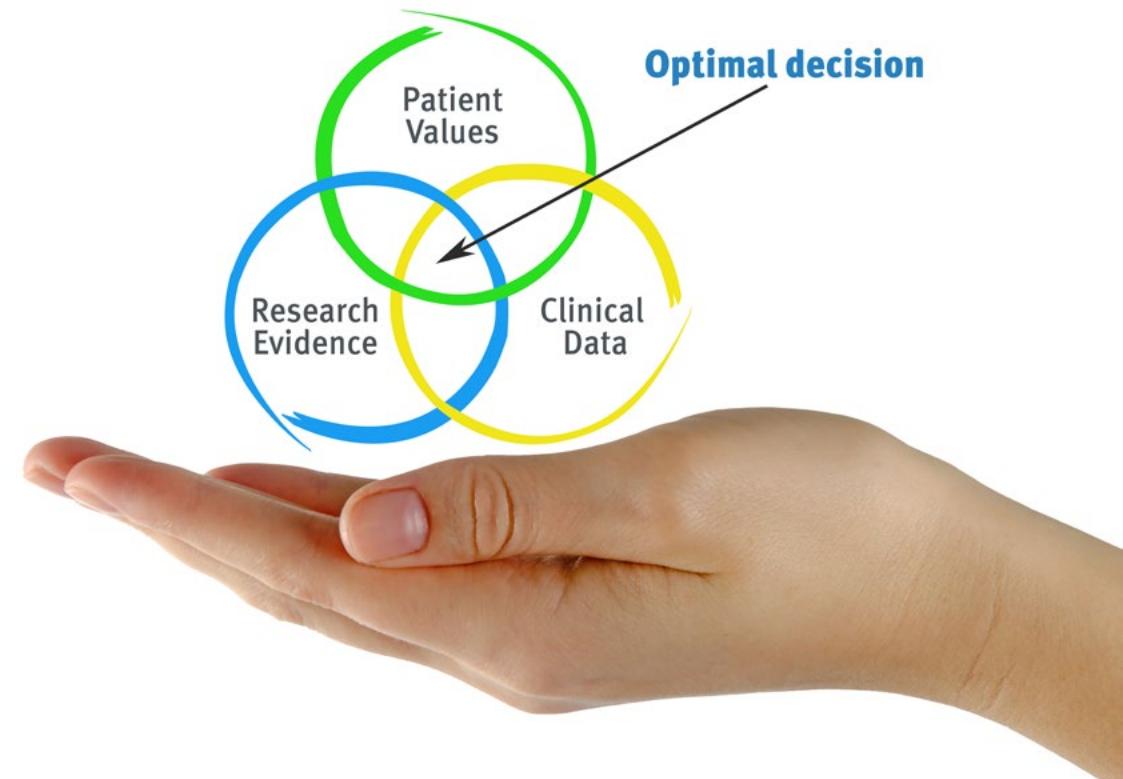
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

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

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

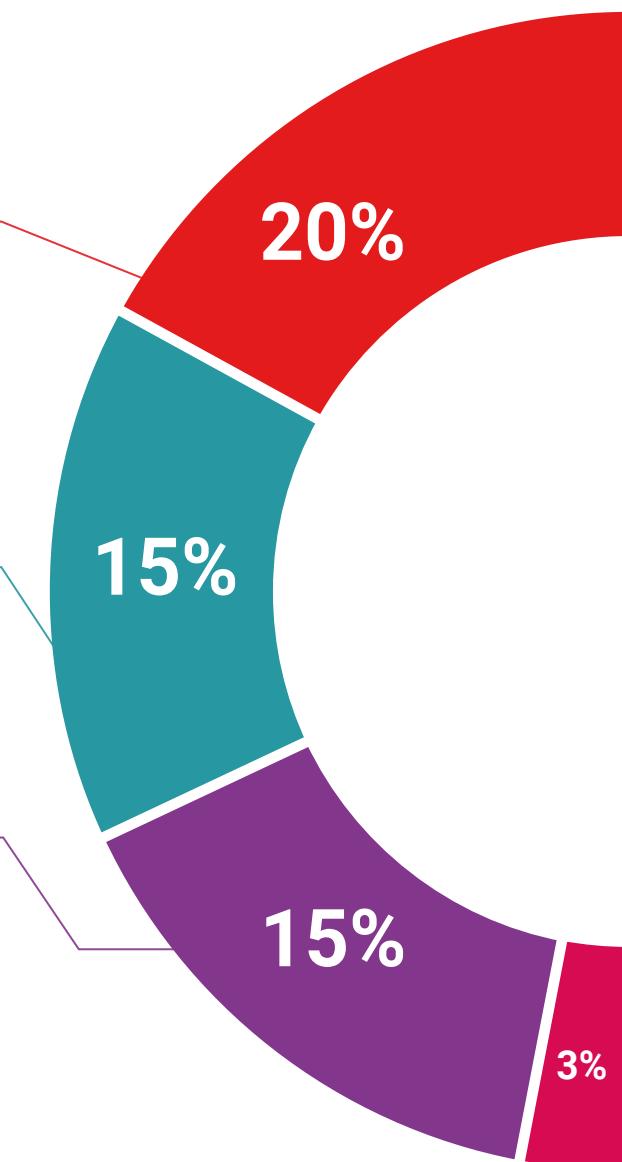
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

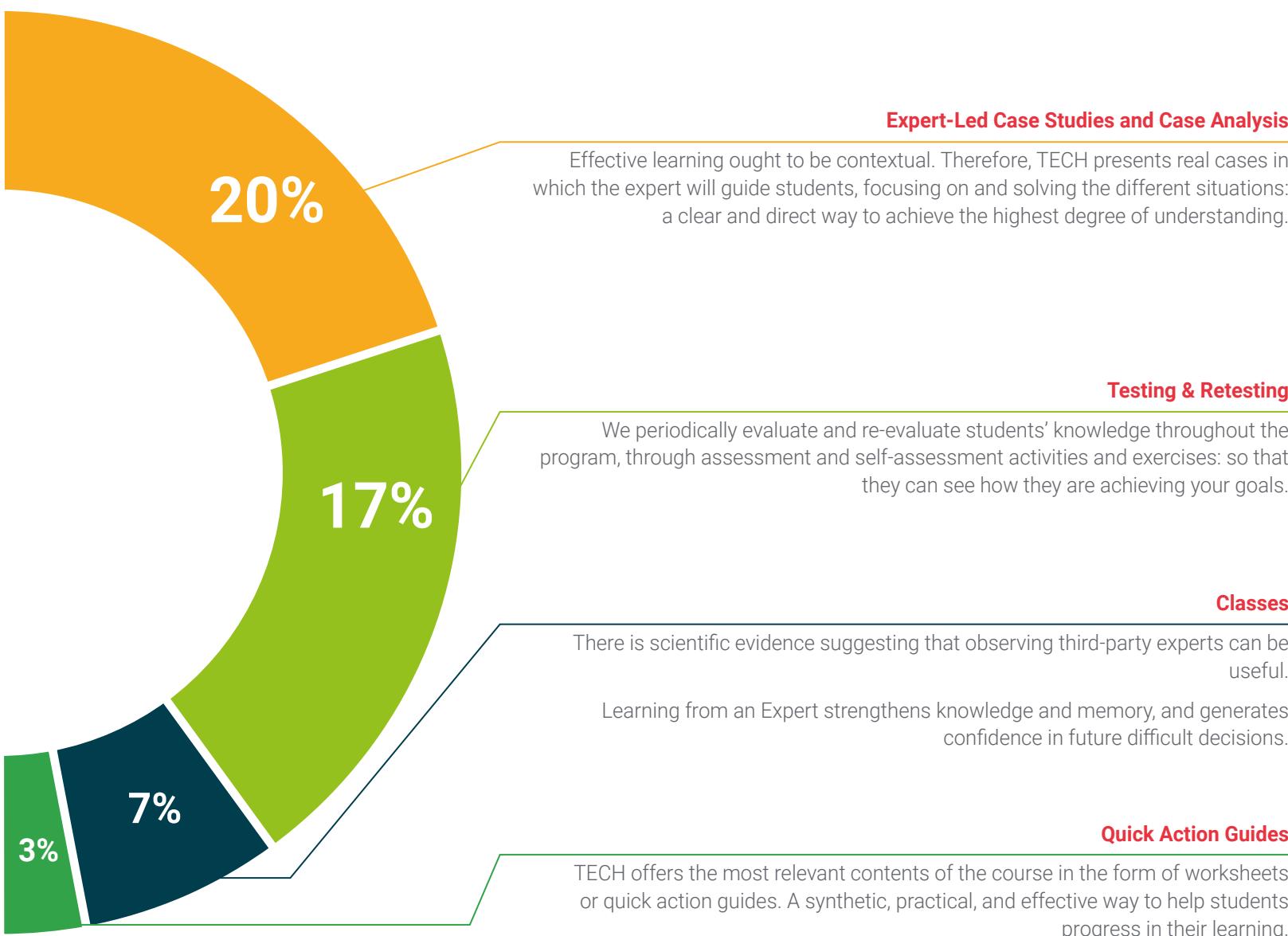
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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.





05

Certificate

The Postgraduate Diploma in Adult 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 Adult 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 Adult Education**

Official Nº 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.



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