

Postgraduate Diploma Equality and Inclusion Programs





Postgraduate Diploma Equality and Inclusion Programs

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

Website: www.techtute.com/pk/education/postgraduate-diploma/postgraduate-diploma-equality-inclusion-programs

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01

Introduction

Equality and inclusion are of vital importance for the educational field in general, therefore, teachers must implement new knowledge and methodologies that allow them to reach an agreement among students through communication. Nowadays, discrimination is still a reality and one of the main reasons for social exclusion and school failure. Therefore, through this study plan the student will be prepared to implement policies for inclusion in the classroom, critically understanding the theoretical and methodological bases that support socio-educational processes. All of this is presented in a 100% online program, full of first class audiovisual resources such as readings, exercises and interactive videos.



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Know and understand in a critical way the theoretical and methodological bases that from pedagogical, sociological and psychological perspectives sustain the socio-educational processes will be one of your challenges in the elaboration of Equality and Inclusion Programs”

This Postgraduate Diploma in Equality and Inclusion Programs is presented as an essential program for today's teachers, a specialization with which to address an inclusive and quality education, in line with today's society.

Education is one of the driving forces that has brought about this sociocultural change, starting in the classroom with the standardized treatment of diversity, intercultural and inclusive treatment. However, discrimination on these grounds continues to be a reality, leading to social exclusion. Therefore, in this program the student will learn to implement policies for inclusion, understanding in a critical way the theoretical and methodological bases that support the socio-educational processes.

On the other hand, the developed curriculum deepens in equality and diversity policies in the classroom, promoting respect and tolerance, knowing inclusive language terms. In this sense, the student of this Postgraduate Diploma will acquire the necessary tools to detect the signs of possible school failure caused by discrimination issues, promoting an optimal environment.

In addition, all this knowledge will be reflected in the development of inclusive educational programs that consider diversity in both form and substance. Throughout the program, the student will understand the fundamentals and elements of educational planning oriented to this end.

Finally, they will become aware of the need for lifelong learning as a frame of reference for the educational system, insofar as it is a matter of learning over time, and therefore, it is an education that has a great impact on the individual. All this, through a program that is 100% online, so that the student can study when, where and how they want, through an electronic device with internet access.

This **Postgraduate Diploma in Equality and Inclusion Programs** 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



You will learn the different terms of inclusive type used today, closely related to each other, and how to undertake their application in the classroom, successfully and without error"

“*You will develop tools to promote an inclusive and intercultural school, advocating for quality and equal education”*

You will be able to identify the different disorders in educational centers and develop the skills to solve them.

In this TECH program you will acquire the skills to work with different ICT in teaching.

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.

The design of this program focuses on problem-based learning, through which the professional must try to solve the different professional practice situations that arise throughout the academic program. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.

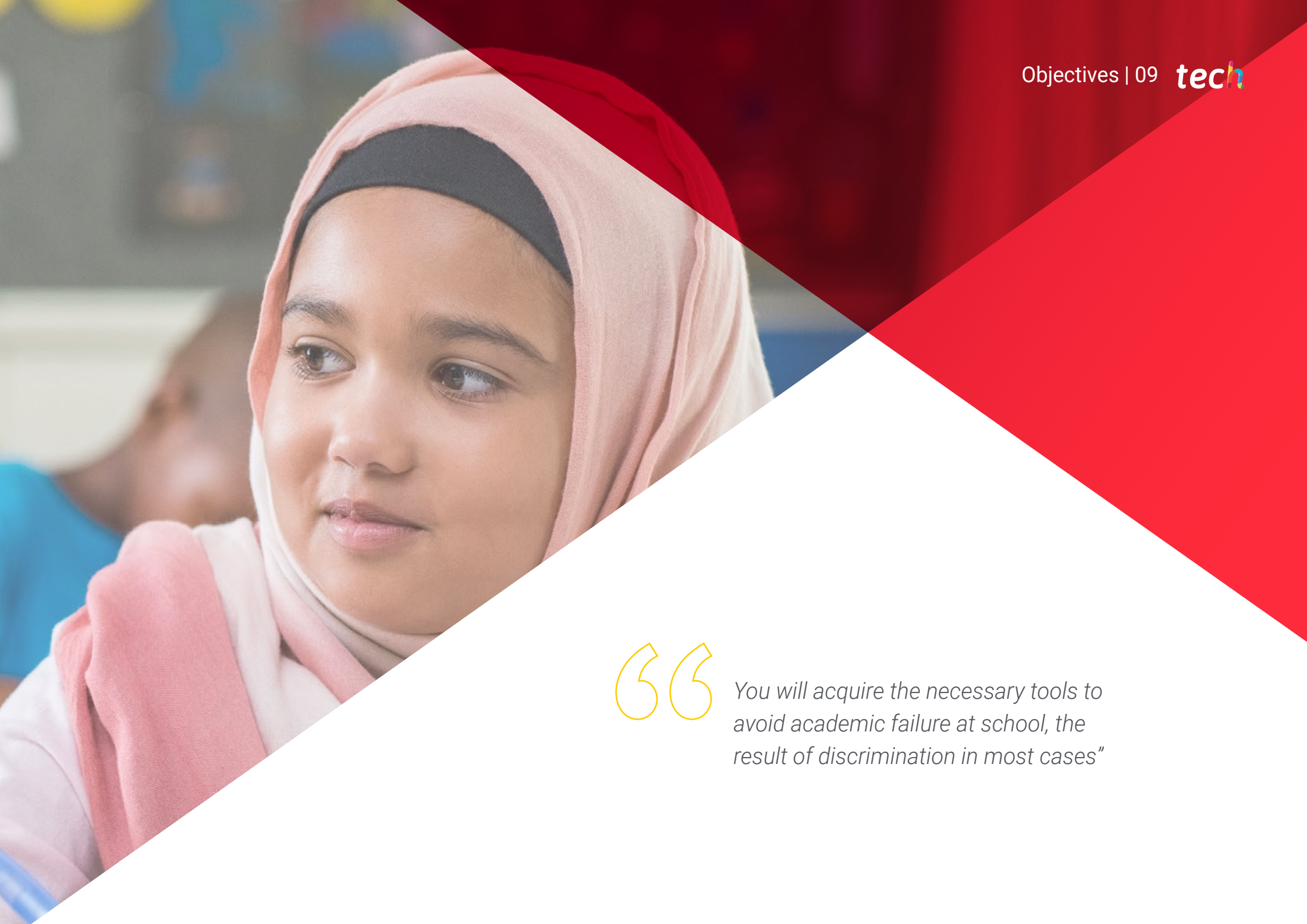


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Objectives

The program aims to enable the student to acquire the necessary competencies to grow in the pedagogical area focused on equality and inclusion policies. For this, the content of the curriculum includes a series of objectives to be achieved by the student during the program, the attainment of which will boost their capacity in the development of successful educational programs. In this way, you will obtain full faculties in a specific field of the pedagogical branch in boom, obeying the current didactic needs of inclusiveness and equality in the educational field.





“

You will acquire the necessary tools to avoid academic failure at school, the result of discrimination in most cases”



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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Promote an inclusive and intercultural school through the knowledge that a program like this gives you”





Specific Objectives

Module 1. Social Exclusion and Policies for Inclusion

- ♦ Know and critically understand the theoretical and methodological bases that from pedagogical, sociological and psychological perspectives sustain socio-educational processes
- ♦ Analyze the ethical dilemmas that the new demands and forms of social exclusion of the knowledge society pose to the teaching profession
- ♦ Know the principles and fundamentals of attention to diversity

Module 2. Design and Management of Educational Programs

- ♦ 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. 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 4. Equality and Diversity in the Classroom

- ♦ Know the different terms closely related to each other and their application in the classroom
- ♦ Acquire the necessary tools to avoid school failure at school
- ♦ Pick up on the signs of possible bullying at school
- ♦ Develop tools to promote inclusive and intercultural schools
- ♦ Obtain the skills to work with different ICTs
- ♦ Identify the different disorders in Educational centers

03

Structure and Content

The agenda of this program has been designed based on the requirements towards which education is currently focused; that is, advocating inclusive and egalitarian programs, in substance and form. In this sense, the educational model has changed significantly, being one of the drivers of change in this regard. Throughout the program, the student will learn to adequately focus the educational content to a diverse audience, without discrimination and using inclusive language, following a theoretical-practical path through which they will master the different techniques to develop contextualized educational programs.



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You will analyze the ethical dilemmas that the new demands and forms of social exclusion of the knowledge society pose to the teaching profession today”

Module 1. Social Exclusion and Policies for Inclusion

- 1.1. Basic Concepts of Equality and Diversity
 - 1.1.1. Diversity and Equal Opportunities
 - 1.1.2. Social Cohesion, Exclusion, Inequality and Education
 - 1.1.3. Exclusion Processes in the Field of Formal and Non-Formal Education: Differential Aspects and Images of Diversity
- 1.2. Nature and Origin of the Main Causes of Social Exclusion and Inequalities in Modern and Contemporary Societies
 - 1.2.1. Current Context of Social Exclusion
 - 1.2.2. New Sociodemographic Reality
 - 1.2.3. New Labor Reality
 - 1.2.4. Crisis of the Welfare State
 - 1.2.5. New Relational Forms and New Social Ties
- 1.3. Exclusion in Schools
 - 1.3.1. Epistemological Preamble
 - 1.3.2. Sociological References
 - 1.3.3. Social Context that Generates Inequalities
 - 1.3.4. Social Exclusion and Integration
 - 1.3.5. Schooling and Educational Exclusion
 - 1.3.6. Meritocracy and Democratization of Secondary Education
 - 1.3.7. Neoliberal Discourse and the Effects of Power
- 1.4. Main Factors of School Failure
 - 1.4.1. Definition of School failure
 - 1.4.2. Causes of School failure
 - 1.4.3. Difficulties Associated with Failure
 - 1.4.4. Methods of Diagnosing School Failure
- 1.5. Inclusive School and Interculturality
 - 1.5.1. Pluricultural Society and Intercultural Education
 - 1.5.2. Inclusive Education as a Response
 - 1.5.3. Democratic Coexistence in the Classroom
 - 1.5.4. Methodological Proposals for Inclusive Education
- 1.6. Practical Approaches in Attention to Diversity
 - 1.6.1. Inclusive Education in Spain
 - 1.6.2. Inclusive Education in France
 - 1.6.3. Inclusive Education in Latin America
- 1.7. Digital Exclusion in the Digital Information Society
 - 1.7.1. ICTs and the Digital Divide
 - 1.7.2. The Possibilities of ICTs for Labor Market Insertion
 - 1.7.3. How to Improve the Contribution of ICTs to Social Inclusion
- 1.8. The Inclusion of ICT in the Diverse School
 - 1.8.1. ICT as an Inclusive Resource
 - 1.8.2. Teacher Training, ICT and Attention to Diversity
 - 1.8.3. Adaptation of ICT to the Students' Needs
- 1.9. Social Exclusion and Pedagogical Innovation
 - 1.9.1. Inclusion, a New Paradigm
 - 1.9.2. The Denaturalization of School Failure
 - 1.9.3. The Defence of Diversity
 - 1.9.4. Questioning Homogeneity
 - 1.9.5. Resignification of the Teacher's Role
- 1.10. Needs and Practices in Social Policies for Inclusion
 - 1.10.1. Inclusion Policies as a Guarantee of the Affirmation of Rights
 - 1.10.2. Anticipating Social Problems
 - 1.10.3. Social Participation
 - 1.10.4. Multilevel Articulation

Module 2. Design and Management of Educational Programs

- 2.1. Design and Management of Educational Programs
 - 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 ICTs 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. Continuing Education

- 3.1. Nature, Origin, Evolution and Purpose of Continuing Education
 - 3.1.1. Fundamental Aspects of Continuing Education
 - 3.1.2. Fields and Contexts of Continuing Education
 - 3.1.3. Contributions of Continuing Learning in International Organizations and the Digital Society
- 3.2. Theoretical Bases of Continuing Education
 - 3.2.1. Origin and Evolution of Permanent Education
 - 3.2.2. Continuing Education Models
 - 3.2.3. Types of Teachers: Philosophical-Educational Paradigms
- 3.3. Continuing Education Assessment Models
 - 3.3.1. Introduction
 - 3.3.2. Types of Assessment in Continuing Education
 - 3.3.3. The Importance of Continuing Education Assessment
 - 3.3.4. Conclusions
- 3.4. The Teacher and Continuing Education
 - 3.4.1. Professional Profile of the Adult Educator
 - 3.4.2. Skills of the Adult Educator
 - 3.4.3. Adult Teacher Training

- 3.5. In-Company Training. The Training Department
 - 3.5.1. Function of Company Training. Concepts and Terminology
 - 3.5.2. Historical View of the Training Department in the Company
 - 3.5.3. Importance of Training in the Company
- 3.6. Continuous Training and Occupational Training
 - 3.6.1. Definitions and Differences between Ongoing and Occupational Training
 - 3.6.2. Benefits for the Company of Ongoing Training
 - 3.6.3. Importance of Occupational Training in the Current Context
- 3.7. Professional Training Recognitions, Certifications and Accreditations
 - 3.7.1. Vocational and On-the-Job Training
 - 3.7.1.1. Human Resources in Economic Development
 - 3.7.2. Qualification of Human Resources
 - 3.7.3. Certifications and Accreditations in Vocational Training
 - 3.7.4. Importance of Vocational Training
- 3.8. Training and Work
 - 3.8.1. Work and Its Evolution
 - 3.8.2. Current Labor Context
 - 3.8.3. Skill-Based Training
- 3.9. Continuing Education in the European Union
 - 3.9.1. Evolution of Continuing Education in the European Union
 - 3.9.2. Education, Work and Employability
 - 3.9.3. European Qualifications Framework
 - 3.9.4. New Approach to Higher Education
 - 3.9.5. Actions and Programs
- 3.10. Open and Distance Education in Digital Contexts
 - 3.10.1. Features of Distance Education
 - 3.10.2. Virtual Education - E-Learning
 - 3.10.3. ICT, its Role and Importance of Distance Education
 - 3.10.4. Distance Education and Higher Education



Module 4. Equality and Diversity in the Classroom

- 4.1. Basic Concepts of Equality and Diversity
 - 4.1.1. Equality, Diversity, Difference, Justice and Fairness
 - 4.1.2. Diversity as Something Positive and Essential to Life
 - 4.1.3. Relativism and Ethnocentrism
 - 4.1.4. Human Dignity and Human Rights
 - 4.1.5. Theoretical Perspectives on Diversity in the Classroom
 - 4.1.6. Bibliographical References
- 4.2. Evolution from Special Education to Inclusive Education in Early Childhood Education
 - 4.2.1. Key Concepts from Special Education to Inclusive Education
 - 4.2.2. Inclusive School Conditions
 - 4.2.3. Promoting Inclusive Education in Early Childhood Education
- 4.3. Characteristics and Needs in Early Childhood
 - 4.3.1. Acquisition of Motor Skills
 - 4.3.2. Acquisition of Psychological Development
 - 4.3.3. Development of Subjectivation
- 4.4. Exclusion in Schools
 - 4.4.1. The Hidden Syllabus
 - 4.4.2. Intolerance and Xenophobia
 - 4.4.3. How to Detect Bullying in the Classroom?
 - 4.4.4. Bibliographical References
- 4.5. Main Factors of School Failure
 - 4.5.1. Stereotypes and Prejudices
 - 4.5.2. Self-Fulfilling Prophecies, the Pygmalion Effect
 - 4.5.3. Other Factors Influencing School Failure
 - 4.5.4. Bibliographical References
- 4.6. Inclusive and Intercultural School
 - 4.6.1. The School as an Open Entity
 - 4.6.2. Dialogue
 - 4.6.3. Intercultural Education and Attention to Diversity
 - 4.6.4. What is Intercultural Schooling?
 - 4.6.5. Problems in the School Environment
 - 4.6.6. Performance
 - 4.6.7. Proposals on Interculturality to Work in the Classroom
 - 4.6.8. Bibliographical References
- 4.7. Digital Exclusion in the Digital Information Society
 - 4.7.1. Transformations in the Digital Information Society
 - 4.7.2. Access to Information
 - 4.7.3. Web 2.0: from Consumers to Creators
 - 4.7.4. Risks Associated with the Use of ICTs
 - 4.7.5. The Digital Divide: A New Type of Exclusion
 - 4.7.6. Education in the Face of Digital Exclusion
 - 4.7.7. Bibliographical References
- 4.8. The Inclusion of ICT in the Diverse School
 - 4.8.1. School Inclusion and Digital Inclusion
 - 4.8.2. Digital Inclusion at School, Advantages and Requirements
 - 4.8.3. Changes in the Conception of the Educational Process
 - 4.8.4. Transformations in Teacher and Student Roles
 - 4.8.5. ICT as an Element of Attention to Diversity
 - 4.8.6. The Use of ICTs for Students with Educational Developmental Support Needs
 - 4.8.7. Bibliographical References
- 4.9. Active Learning Methodologies with ICTs
 - 4.9.1. Introduction and Objectives
 - 4.9.2. ICT and the New Educational Paradigm: Personalization of Learning
 - 4.9.3. Active Methodologies for Effective ICT Learning
 - 4.9.4. Learning by Research
 - 4.9.5. Collaborative and Cooperative Learning
 - 4.9.6. Problem- and Project-Based Learning
 - 4.9.7. Flipped Classroom
 - 4.9.8. Strategies for Choosing the Right ICT for Each Methodology: Multiple Intelligences and Learning Landscapes
 - 4.9.9. Bibliographical References
- 4.10. Collaborative Learning and Flipped Classroom
 - 4.10.1. Introduction and Objectives
 - 4.10.2. Definition of Collaborative Learning
 - 4.10.3. Differences with Cooperative Learning
 - 4.10.4. Tools for Cooperative and Collaborative Learning: Padlet
 - 4.10.5. Definition of Flipped Classroom
 - 4.10.6. Didactic Actions for Programming Flipped
 - 4.10.7. Digital Tools to Create your Flipped Classroom
 - 4.10.8. Reversed Classroom Experiences
 - 4.10.9. Bibliographical References

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

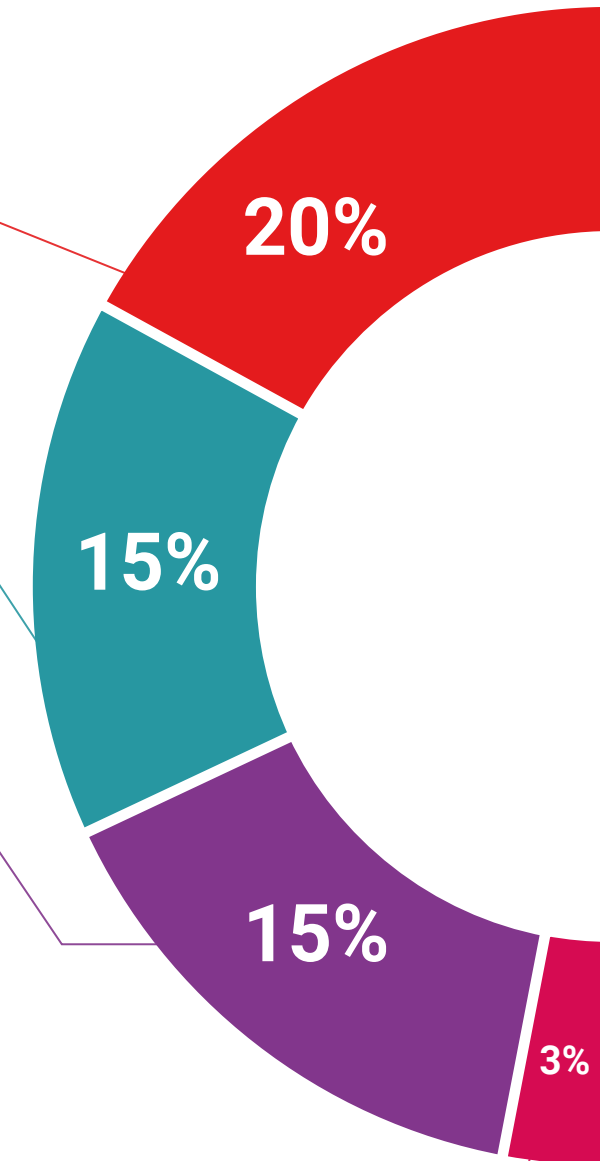
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

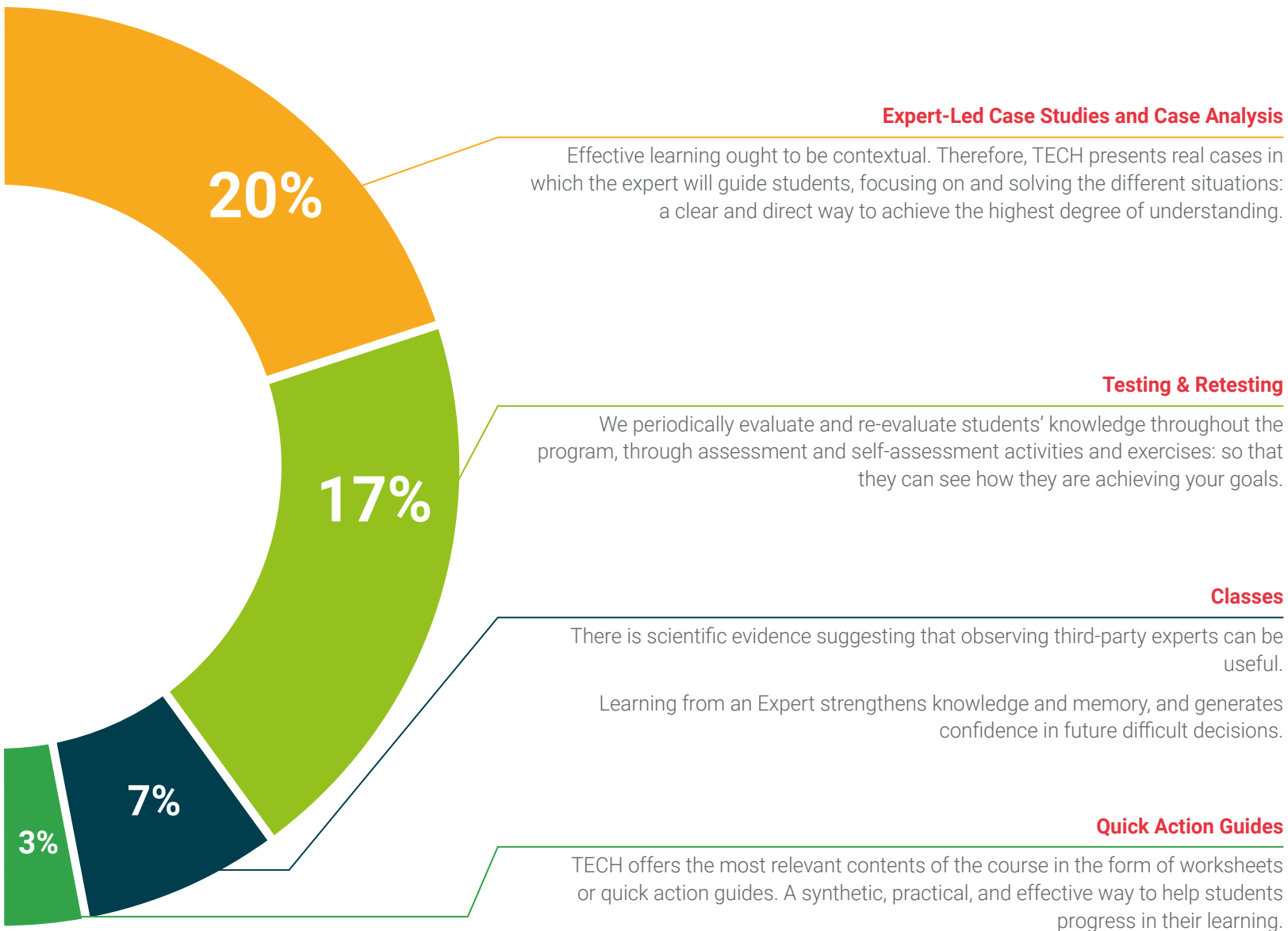
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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 Equality and Inclusion Programs 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 Equality and Inclusion Programs** 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 certificate 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 Equality and Inclusion Programs**

Official N° of Hours: **600 h.**



*Apostille Convention. In the event that the student wishes to have their paper certificate 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 equality
development language
virtual classroom



Postgraduate Diploma Equality and Inclusion Programs

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

Postgraduate Diploma

Equality and Inclusion Programs

