



Postgraduate Diploma ICT Resources for Pre-School and Primary Mathematics

» Modality: online

» Duration: 6 months

» Certificate: TECH Technological University

» Dedication: 16h/week

» Schedule: at your own pace

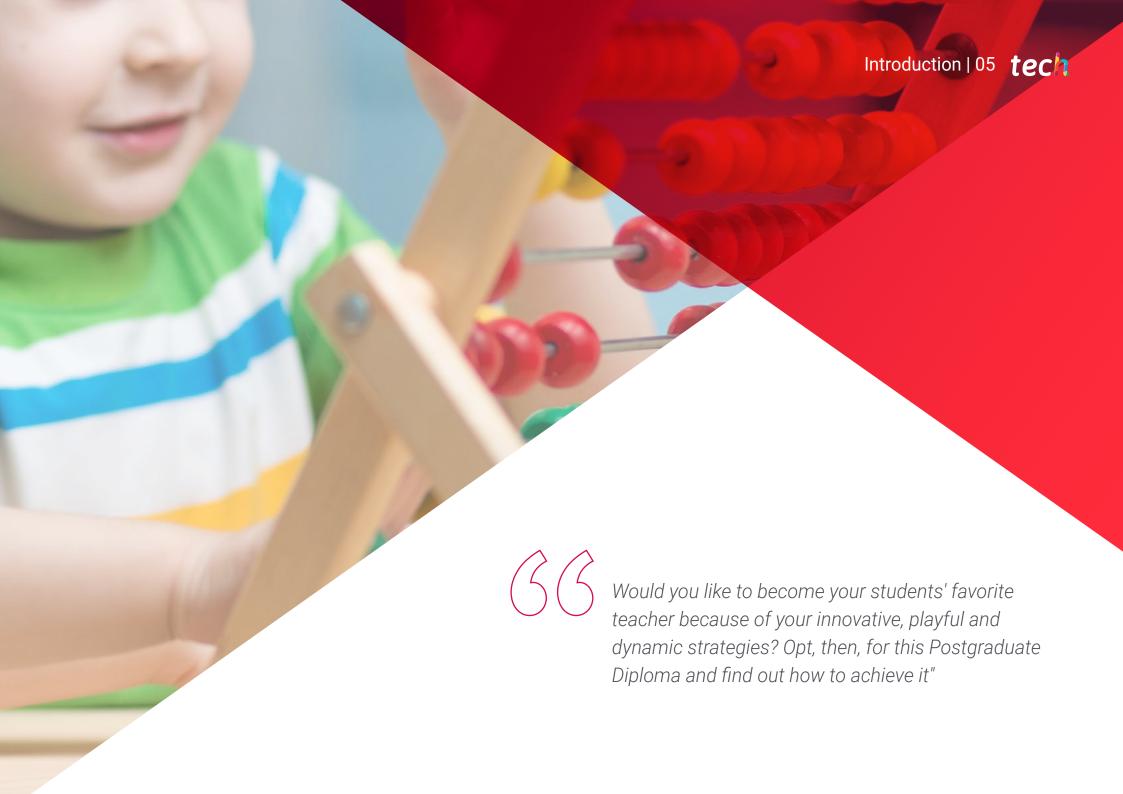
» Exams: online

We b site: www.techtitute.com/in/education/postgraduate-diploma/postgraduate-diploma-ict-resources-pre-school-primary-mathematics

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> 06 Certificate





tech 06 | Introduction

The use of new technologies for teaching, in this case mathematics, has allowed thousands of professionals in the education sector to create dynamic, innovative and effective learning environments in which children have fun while acquiring the necessary knowledge to master areas such as arithmetic, geometry, algebra or graphing. Transversal and multimedia ICT resources have helped hundreds of thousands of students of all ages to regain interest in this science, breaking down the barriers that have made it one of the most hated subjects in the educational environment.

As a result, after a long and exhaustive period of research and in order to provide graduates with the most exhaustive and innovative information that will allow them to update their teaching practice in terms of didactic and pedagogical tools for the teaching of technology, TECH has developed a complete Postgraduate Diploma perfect for this purpose. This is an academic experience in which the teacher will be able to explore new ways of learning for Primary and Pre-School classrooms, with adaptations for students with special needs. They will also study the design and development of educational materials such as workshops and games, focussing on the use of ICT in today's academic environment.

All this over 450 hours of the best theoretical, practical and supplementary content, the latter presented in different formats: detailed videos, research articles, complementary readings, news, dynamic summaries, self-knowledge exercises and much more. This will allow them to make the most of an academic experience designed by and for education specialists, whose objective is to transmit knowledge to students that will elevate their work to the highest level, after only 6 months of 100% online specialization.

This Postgraduate Diploma in ICT Resources for Pre-school and Primary Mathematics contains the most complete and up-to-date educational program on the market. The most important features include:

- The examination of practical cases presented by experts in Mathematics teaching
- The graphic, schematic and practical contents of the book provide technical and practical information on those 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



The best program on today's academic market to explore the design and development of educational materials for the teaching of mathematics through play"



Its convenient 100% online format will allow you to access the contents of this PROGRAM from wherever you want and whenever you want, from any device with an Internet connection"

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

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 academic year For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

Would you like to explore the guidelines for the development of interactive materials for the classroom using ICT? With this program, you will build your expertise over 450 hours.

You will work dynamically to gain an understanding of the contributions of Piaget, Duval and the Van Hiele couple to the field of Geometry.







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General Objectives

- Create and implement practical workshops for the consolidation of mathematical concepts
- Understand geometry within the curricular framework of Pre-school and Elementary School Education
- Learn about the contributions of Piaget, Duval and the Van Hiele couple to the field of geometry
- Create and design interactive content and resources for later use in the classroom



A program at the forefront of Early Childhood and Elementary education for you to update your teaching methods and offer the most outstanding and innovative classes"





Module 1. Methodology and Classroom Based Learning in the Elementary School Classroom Students with Adaptations

- Be able to use evaluation criteria.
- Develop materials and resources to work on the problems in the classroom
- Become familiar with different methodologies such as Core Standards, EntusiasMat, Jump Math y ABN

Module 2. Design and Development of Didactic Materials: Mathematics Workshop/Mathematics Games

- Know the basic principles for the elaboration of resources and teaching materials
- · Design materials adapted to the learning of vmeasurement quantities
- Design materials adapted to the learning of probability and statistics
- Design materials adapted to the learning of geometry
- Relate the teaching of mathematics from other disciplines
- Create audiovisual resources for teaching mathematics
- Use comics as a didactic resource in the teaching of mathematics
- Create and implement practical workshops for the consolidation of mathematical concepts
- Understand geometry within the curricular framework of Pre-school and Elementary School Education
- Learn about the contributions of Piaget, Duval and the Van Hiele couple to the field of geometry

Module 3. ICT in Pre-school and Primary Education. Development of Interactive Materials for the Classroom Workshops

- Understand the importance of the use of ICT in the Pre-school and Elementary School Education classroom and the previous considerations to take into account
- Take into account the needs when implementing ICT in the classroom, both personal and material
- Become familiar with Bloom's Taxonomy, as well as its updating and digital application
- Create and design interactive content and resources for later use in the classroom





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Management



Ms. Delgado Pérez, María José

- TPR and Mathematics teacher at Peñalar College
- High School Teacher
- Expert in Educational Center Management
- Co-author of technology books with McGraw Hill Publishers.
- Master's Degree in Educational Center Management and Administration.
- Leadership and management in Elementary, Middle School and High School
- Graduate in teaching with a specialization in English.
- · Industrial Engineer

Professors

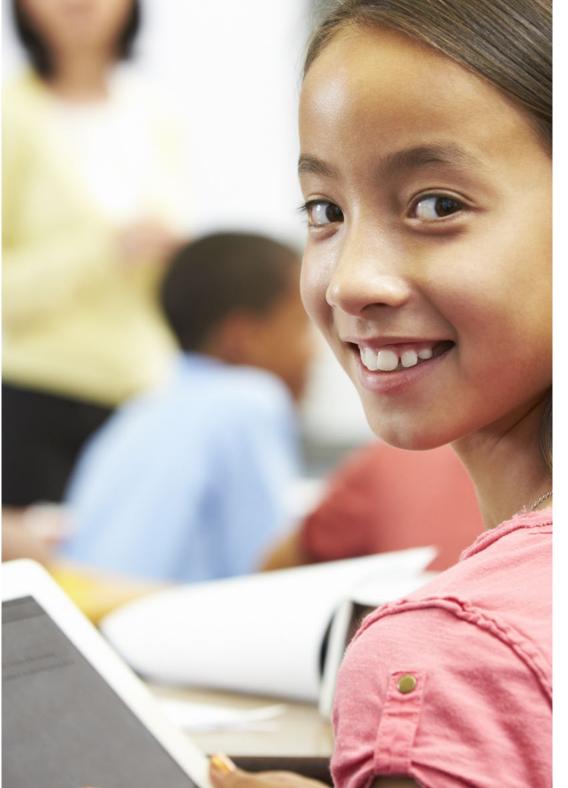
D. López Pajarón, Juan

- High School Science Teacher at the Montesclaros School of the Educare Group.
- Coordinator and Responsible for Educational Projects in High School.
- Technician at Tragsa
- Biologist with experience in the field of environmental conservation.

Ms. Vega, Isabel

- Specialized Teachers in teaching mathematics and learning disabilities.
- Primary Education Teacher
- Primary School Education Cycle Coordinator.
- Specialization in Special Education and Didactics of Mathematics Graduate in Teacher Training





Ms. Hitos, María

- Pre-School and Primary School Teacher Specialised in Mathematics.
- Pre-school and Primary Education Teacher
- Coordinator of the English Department in Pre-School
- Habilitación Lingüística en Inglés por la Comunidad de Madrid (English Language Proficiency by the Community of Madrid)

Ms. Iglesias Serranilla, Elena

- Teacher of Pre-school and Primary School Education Cone specialization in Music.
- Elementary School Education First Cycle Coordinator.
- specialization in New Learning Methodologies.

Ms. Soriano de Antonio, Nuria

- Language and Literature teacher for High School at Colegio Montesclaros.
 Madrid, Spain
- Spanish Philologist Specializing in Language and Literature



Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice"





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Module 1. Methodology and Classroom Based Learning in Primary School Classroom Students with Adaptations

- 1.1. Mathematics Curriculum in Elementary School Education
 - 1.1.1. General Considerations of the Elementary School Education Curriculum in Spain
 - 1.1.2. Mathematics Curriculum Objectives
 - 1.1.3. Learning Standards
 - 1.1.4. Basic Skills
 - 1.1.5. Contribution of Mathematics to Skills Development
 - 1.1.6. Assessment Criteria
 - 1.1.7. Headings
 - 1.1.8. Application of the Assessment
- 1.2. Didactic Methodology in Elementary School Education
 - 1.2.1. Introduction to Didactic Methodology in Elementary School Education
 - 1.2.2. Teaching Methodology for Elementary School Mathematics
 - 1.2.3. Didactic Methodologies of the XXI Century: Education 3.0
 - 1.2.4. Methodologies Which One to Choose?
 - 1.2.5. State Memorize Understand vs. Understand State Memorize Apply
 - 1.2.6. Metalanguage and Object Language
 - 1.2.7. Competencies of the Mathematics Teacher
 - 1.2.8. Educational Practice
- 1.3. Assessment in the Mathematics Classroom
 - 1.3.1. What is Assessment?
 - 1.3.2. Assessment According to the Mathematics Curriculum
 - 1.3.3. Learning Assessment
 - 1.3.4. Assessment of the Acquisition of Key Concepts
 - 1.3.5. Assessment of the Teaching Methodology
 - 1.3.6. Mathematics Exam Design
 - 1.3.7. Correction of Mathematics Exams
 - 1.3.8. Headings
 - 1.3.9. Student Self-Assessment
- 1.4. Errors, Difficulties and Blockages in the Teaching and Learning of Mathematics



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- 1.4.1. Visual Memory
- 1.4.2. Understanding of Concepts about Magnitudes
- 1.4.3. Understanding Abstract Concepts
- 1.4.4. Reading and Interpreting Statements
- 1.4.5. Basic Operations
- 1.4.6. Multiplication Tables
- 1.4.7. Fractions
- 1.4.8. Problem Solving
- 1.4.9. Rushing
- 1.5. Materials and Resources for the Teaching and Learning of Mathematics
 - 1.5.1. Introduction to Materials and Resources
 - 1.5.2. Sense and Purpose of its Use for Learning Enhancement
 - 1.5.3. Classification of Materials
 - 1.5.4. Mathematics Book
 - 1.5.5. Mathematics Books for All
 - 1.5.6. Manipulative Materials vs. Digital Materials
 - 1.5.7. Materials
 - 1.5.8. Discussion on the Use of a Calculator
 - 1.5.9. Audiovisual Materials
- 1.6. Globalized Teaching: Learning Through Projects
 - 1.6.1. Brief Conceptualization
 - 1.6.2. Introduction to Project-Based Learning
 - 1.6.3. Requirements for Working with Mathematics using a Project-Based Learning Approach
 - 1.6.4. A Model Applicable to the Classroom
 - 1.6.5. Project Sheets
 - 1.6.6. Description of Project Objectives
 - 1.6.7. Timing
 - 1.6.8. Implementation
 - 1.6.9. Assessment
- 1.7. Cooperative Work in the Mathematics Classroom

- 1.7.1. Brief Conceptualization
- 1.7.2. Requirements for Working with Mathematics through Cooperative Work
- 1.7.3. Advantages and Disadvantages in the Mathematics Classroom
- 1.7.4. Teacher facing Cooperative Work
- 1.7.5. A Model Applicable to the Classroom
- 1.7.6. Mathematics Teaching to Develop Cooperative Work
- 1.7.7. Cooperative Learning Models
- 1.7.8. Implementation of Cooperative Work
- 1.7.9. Assessment of Cooperative Work
- 1.8. Other Methodologies
 - 1.8.1. Singapore Method
 - 1.8.2. Common Core Standards Method
 - 1.8.3. EntusiasMat
 - 1.8.4. Jump Math
 - 1.8.5. ABN
 - 1.8.6. Dialogic Learning
 - 1.8.7. Learning Communities: Reggio Emilia
 - 1.8.8. Learning Communities: Montessori
 - 1.8.9. Analysis of Methodologies
- 1.9. Attention to Diversity
 - 1.9.1. General Principles of Attention to Diversity
 - 1.9.2. Concept of Curricular Adaptation
 - 1.9.3. Characteristics of Curricular Adaptations
 - 1.9.4. Phases and Components of the Adaptation Process
 - 1.9.5. Responding to Diversity: A Collaborative Effort
 - 1.9.6. Strategies
 - 1.9.7. Resources
 - 1.9.8. Specific Didactic Materials
 - 1.9.9. Technical Resources
- 1.10. Methodological Proposals for Students with Special Educational Needs

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- 1.10.1. SEN in Mathematics Education1.10.2. Dyscalculia1.10.3. ADHD1.10.4. High Abilities
- 1.10.5. Recommendations when Difficulties are due to the Nature of Mathematics Itself
- 1.10.6. Recommendations when Difficulties are due to the Methodological Organization of Mathematics
- 1.10.7. Recommendations when Difficulties are Due to Internal Student Factors
- 1.10.8. ICT for the Teaching of SEN Students
- 1.10.9. Recommended Guidelines for Algorithm Implementation

Module 2. Design and Development of Didactic Materials: Mathematics Workshop/Mathematics Games

- 2.1. Mathematics Teaching Materials
 - 2.1.1. Introduction
 - 2.1.2. Teaching Resources
 - 2.1.3. Disadvantages of Teaching Materials
 - 2.1.4. Advantages of Teaching Materials
 - 2.1.5. Factors for the Utilization of Didactic Material
 - 2.1.6. Functions of Teaching Materials
 - 2.1.7. Didactic Material in the Teaching-Learning Process
 - 2.1.8. Types of Material
- 2.2. Introduction to the Design and Development of Teaching Materials
 - 2.2.1. Introduction
 - 2.2.2. Introduction to the Design of Teaching Materials
 - 2.2.3. Establishment of a Didactic Situation
 - 2.2.4. Design and Development of Didactic Material
 - 2.2.5. Didactic material to Support the Teaching-Learning Process
 - 2.2.6. Adequacy of the Material for Teaching Purposes
 - 2.2.7. Assessment of Didactic Material
 - 2.2.8. Self-evaluation
- 2.3. Manipulative Materials

- 2.3.1. Introduction
- 2.3.2. Logic Blocks
- 2.3.3. The Abacus
- 2.3.4. Multibase Blocks
- 2.3.5. Cuisenaire Strips
- 2.3.6. The Geoplane
- 2.3.7. Tangram
- 2.3.8. Meters, Scales and Graduated Glasses
- 2 3 9 Other Materials
- 2.4. Use of Manipulative Materials in the Classroom
 - 2.4.1. Active and Participative Methodology
 - 2.4.2. Manipulative Materials
 - 2.4.3. Introducing Manipulative Materials in the Classroom through Challenges
 - 2.4.4. Criteria for Manipulative Materials
 - 2.4.5. Development of the Students
 - 2.4.6. The Teacher as Project Guide
 - 2.4.7. Mathematical Contents for the Elaboration of Manipulative Materials
 - 2.4.8. Classroom Work Project
 - 2.4.9. The Teacher and Teaching Materials
- 2.5. Numerical Learning Materials
 - 2.5.1. Introduction
 - 2.5.2. Types of Numbers: Natural, Integer, Fractional and Decimal Numbers
 - 2.5.3. Contents
 - 2.5.4. Logical-Mathematical Thinking
 - 2.5.5. Materials for Working with Integers
 - 2.5.6. Materials for Working with Fractions
 - 2.5.7. Materials for Working with Decimals
 - 2.5.8. Materials for Working with Operations
 - 2.5.9. Crafts for Learning Numbers
- 2.6. Materials for Learning to Measure

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- 2.6.1. Introduction
- 2.6.2. Units and Instruments for the Measurement of Magnitudes
- 2.6.3. Contents of the Measurement Block
- 2.6.4. Didactic Resources
- 2.6.5. Materials for Working with Units of Length
- 2.6.6. Materials for Working with Units of Mass
- 2.6.7. Materials to Work with Capacity or Volume Units
- 2.6.8. Materials to Work with Surface Units
- 2.6.9. Materials to Work with Time and Money Units
- 2.7. Geometric Learning Materials
 - 2.7.1. Block 3: Geometry
 - 2.7.2. Importance of Geometry
 - 2.7.3. Puzzle of the Blind Hen
 - 2.7.4. Square Geoplane
 - 2.7.5. Orient Yourself
 - 2.7.6 The Boat Game
 - 2.7.7. Chinese Tangram
 - 2.7.8. Memory Game
- 2.8. Comic Books for Learning Mathematics
 - 2.8.1. Introduction
 - 2.8.2. Comic Concept
 - 2.8.3. Comic Structure
 - 2.8.4. Educational Uses of Digital Comics
 - 2.8.5. Objectives Achieved According to Experiences Developed
 - 2.8.6. Proposed Method of Use
 - 2.8.7. How to Use it According to the Teaching Cycles?
 - 2.8.8. Proposed Activities
 - 2.8.9. Comics, ICT and Mathematics
- 2.9. Audiovisual Resources in the Teaching-Learning of Mathematics
 - 2.9.1. Audiovisual Language: A New Language, A New Method
 - 2.9.2. Benefits of Audiovisual Language in Education
 - 2.9.3. Audiovisual Competence in the Classroom
 - 2.9.4. 10 Principles for the Use of Audiovisuals in the Classroom

- 2.9.5. Audiovisual Resources and the Teaching of Mathematics
- 2.9.6. Importance of the Use of New Technologies in Mathematics
- 2.9.7. Video in Mathematics
- 2.9.8. Mathematical Photography
- 2.10. The Game in the Teaching Methods of Mathematics
 - 2.10.1. Introduction
 - 2.10.2. Game Concept
 - 2.10.3. The Importance of the Game
 - 2.10.4. The Importance of Games in Mathematics
 - 2.10.5. Advantages of the Game
 - 2.10.6. Disadvantages of the Game
 - 2.10.7. Phases of the Game
 - 2.10.8. Strategies
 - 2.10.9. Mathematical Games

Module 3. ICT in Pre-school and Primary Education. Development of Interactive Materials for the Classroom Workshops

- 3.1. Information and Communication Technologies
 - 3.1.1. What are ICTs?
 - 3.1.2 Theoretical Framework
 - 3.1.3. General Characteristics of ICTs
 - 3.1.4. ICT Issues in Education
 - 3.1.5 Need for the Use of ICTs in Educational Institutions
 - 3.1.6. Use of ICT in Educational Centers
 - 3.1.7. ICT Integration Plan
- 3.2. Needs for the Implementation of ICT in the Classroom
 - 3.2.1. Equipment
 - 3.2.2. Training
 - 3.2.3. Role of the Coordinator
 - 3.2.4. The Teacher and ICT
 - 3.2.5. ICT in Pre-school Classrooms

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	3.2.6.	ICT Projects
	3.2.7.	ICT in Elementary School Education
	3.2.8.	ICT in Education: Disadvantages
	3.2.9.	ICT Assessment
3.3.	ICT in Pre-school Education	
	3.3.1.	ICT in Pre-school Classrooms
	3.3.2.	ICTs in the Legal Framework of Pre-school Education
	3.3.3.	ICT and Gardner's Multiple Intelligences
	3.3.4.	Some Possible Uses of ICT in Pre-school
	3.3.5.	The Computer Corner
	3.3.6.	Approach to the Potential of ICTs in Pre-school Education
	3.3.7.	Teaching Methods of Mathematics in Pre-School
	3.3.8.	ICT Resources for Pre-school Education
3.4.	ICT in Elementary School Education	
	3.4.1.	Impacts of ICT in Elementary School Education
	3.4.2.	Incorporation of ICTs in Education: Possibilities and Challenge
	3.4.3.	Educational Legislation: ICT in Elementary School Education
	3.4.4.	Advantages and Disadvantages of ICT Incorporation
	3.4.5.	New Teaching Methodologies Supported by ICTs: an Active and Constructive Pedagogy
	3.4.6.	Inclusion of Virtual Platforms in the Teaching- Learning Process
	3.4.7.	Adaptation of a New Methodology Online and Virtual Teaching
	3.4.8.	Educational Applications
3.5.	Use of ICTs and Active Methodologies	
	3.5.1.	Active Methodologies
	3.5.2.	Advantages
	3.5.3.	Educational Principles of Active Methodologies
	3.5.4.	Active Methodologies with the use of ICT
	3.5.5.	Project Based Learning
	3.5.6.	Collaborative and Cooperative Learning
	3.5.7.	Service Learning in the use of ICT
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3.5.9. Problem-Based Learning



- 3.6. IT Resources for the Mathematics Classroom
 - 3.6.1. Tablets in Education
 - 3.6.2. ICT in Elementary School Education, a Formative Proposal
 - 3.6.3. Best Tools for your Math Class according to AulaPlaneta
 - 3.6.4. ICT Resources for Pre-school Education
- 3.7. Computer and Internet in Education
 - 3.7.1. Computer-Assisted Learning
 - 3.7.2. Internet
 - 3.7.3. Internet and the Expansion of the Educational Framework
 - 3.7.4. Benefits of the Internet in Education
 - 3.7.5. Disadvantages of the Internet on Education
 - 3.7.6. Mathematics on the Internet
 - 3.7.7. Websites to Work on Mathematics
- 3.8. Gamification in the Classroom
 - 3.8.1. What is Gamification and Why Is It Important?
 - 3.8.2. Elements of Gamification
 - 3.8.3. Gamification Objectives
 - 3.8.4. Fundamentals of Gamification in the Teaching-Learning Process
 - 3.8.5. How to Gamify in Education?
 - 3.8.6. Gamification in Pre-school Education
 - 3.8.7. Rewards Classification
 - 3.8.8. Gamification vs. Ludification
 - 3.8.9. Negative Aspects of Gamification
 - 3.8.10. ICT Use in Gamification
- 3.9. ICT Tools and Resources for Assessment
 - 3.9.1. Evaluation
 - 3.9.2. ICT as a Means of Assessment
 - 3.9.3. ICT Assessment Tools
 - 3.9.4. Other Tools to Assess in a Different Way

- 3.10. ICT in the Attention to Special Needs Education
 - 3.10.1. How ICT Supports Students with SEN?
 - 3.10.2. ICT for Students with Physical Disabilities
 - 3.10.3. ICT in students with Mental Disabilities
 - 3.10.4. ICT for Students with Auditory Disabilities
 - 3.10.5. ICT for Students with Visual Disabilities
 - 3.10.6. Pervasive Developmental Disorders
 - 3.10.7. ICT Resources for SEN



Don't think twice and opt for a cutting-edge program of the highest level with which you will achieve perfect mastery of the design and development of teaching materials using ICT"



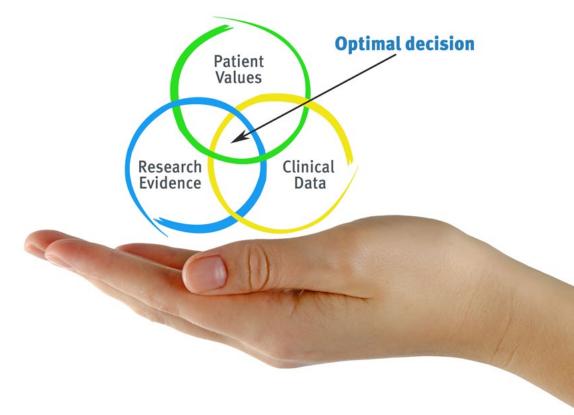


tech 26 | Methodology

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:

- 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.



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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.



Methodology | 29 tech

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.

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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

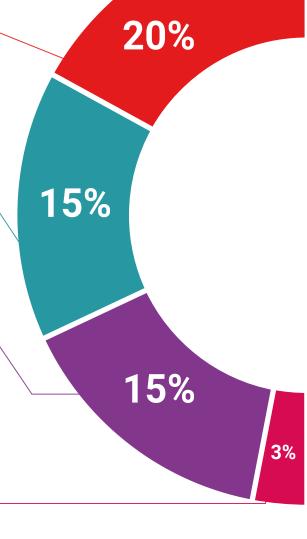
TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



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.



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.

a clear and direct way to achieve the highest degree of understanding.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

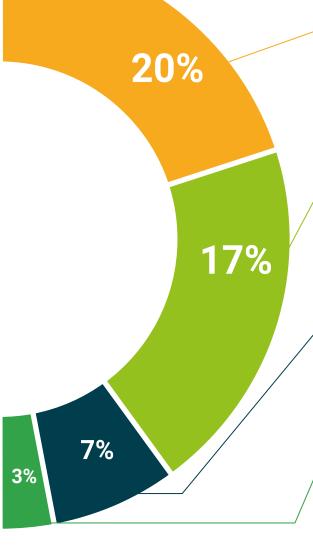
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



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.









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This Postgraduate Diploma in ICT Resources for Early Childhood and Elementary Mathematics 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 ICT Resources for Early Childhood and Elementary Mathematics

Official No of Hours: 450 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.



Postgraduate Diploma ICT Resources for Pre-School and Primary Mathematics

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

