

Postgraduate Diploma

Social Inclusion and Inclusive Education





Postgraduate Diploma Social Inclusion and Inclusive Education

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

Website: www.techtute.com/in/education/postgraduate-diploma/postgraduate-diploma-social-inclusion-inclusive-education

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01

Introduction

In order to respond to the diverse student needs, the teachers must incorporate new pedagogical tools. Thus, they will contribute from an avant-garde approach and a novel methodology to the education of each one of them. Therefore, it has to resort to a series of knowledge that allows through praxis to raise the individual capabilities of each child and young person, and in turn, encourage the development of group activities that reduce discrimination, which will lead to increased social integration. Precisely for this reason, TECH has created this program in a totally online format and enriched with multimedia materials, complementary readings and exercises based on real cases, which will provide a more immersive experience.



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*Deepen in the importance of parent schools
in the educational process of students”*

Inclusive education allows several children and young people to access quality learning in order to strengthen and improve cognitive abilities. However, for this to be possible, the academic process requires a highly trained professional with a vast knowledge in the management of integrative techniques. Therefore, the design of this program brings together the most updated and necessary knowledge to address these types of cases in the classroom.

In this way, the educators who wish to take this Postgraduate Diploma will acquire a series of fundamental elements to deal with different cases of exclusion. Likewise, during the development of the qualification, they will delve into aspects such as diversity, social integration, emotional intelligence and the role of the family in the educational process of each student.

All this through a Relearning methodology, based on real cases. Likewise, the professionals will find first-hand audiovisual material, as well as complementary readings and activities focused on day-to-day situations. Students will be able to access these resources in the virtual campus and, in the same way, they will be able to download their content in order to consult it as many times as they need. It should be noted that it is not necessary to go to an on-site center, you only need a device with an Internet connection.

This **Postgraduate Diploma in Social Inclusion and Inclusive Education** 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 inclusive education for children and adolescents
- ♦ 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 the self-assessment process can be carried out 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



Delve into the importance of emotional competencies to overcome adversities and complexes of the students"

“

Through the content of this program, you will be able to enhance family involvement to positively influence student development”

Develop activities within the classroom that improve the self-esteem of students who have been victims of bullying.

You will be able to study this program from anywhere you want, without having to attend an on-site center and from any device with an Internet connection.

The program includes, in its teaching staff, professionals from the sector who bring to this program the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

Its multimedia content, developed with the latest educational technology, will provide the professionals 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, by means of which the professionals must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the students will be assisted by an innovative interactive video system created by renowned experts.



02 Objectives

One of the purposes of TECH for this University Course is to provide the teachers with a series of basic knowledge that will allow them to deepen in the different models of inclusive education, studying important aspects such as integration, teamwork and acceptance. Therefore, the objectives proposed in this program will contribute to the achievement of professional goals, since they were designed according to the current needs of the classroom.



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Contribute to the improvement of the self-esteem of those students who for some reason suffered discrimination”



General Objectives

- Enable the student to teach in situations of risk of exclusion
- Define the main characteristics of inclusive education
- Manage techniques and strategies to deal with the diversity of students, and with the educational community: families and the community
- Analyze the role of teachers and families in the context of inclusive education
- Interpret all the elements and aspects concerning teacher preparation in inclusive schools
- Develop in students the capacity to elaborate their own methodology and work system
- Internalize the typology of students who are at risk and socially excluded, and how the educational system should respond to them
- Describe the functioning of the child and youth protection system
- Study the different types of protection measures and their treatment in the school environment
- Analyze situations of child abuse and the protocols for action by the psychology professional
- Identify the stages of development from birth to adolescence; achieving that students have their own judgment to establish the effects that cognitive, communicative, motor and emotional processes have on child development
- Detect risk factors of different nature that may alter development throughout the life cycle
- Describe the general circumstances of the students under guardianship and how these may affect their educational environment
- Learn how to respond to students under guardianship and their families in the school environment
- Apply mediation as a pedagogical tool for conflict resolution and harmonization of the educational community





Specific Objectives

Module 1. Inclusive education and social inclusion

- ♦ Describe key concepts related to educational and social inclusion
- ♦ Explain the traditional methods of education
- ♦ Define key inclusive education methods
- ♦ Identify student needs
- ♦ Identify the needs and possibilities of the educational center
- ♦ Plan an educational response adapted to the needs

Module 2. Teacher preparation for Inclusive Schools

- ♦ Describe a historical evolution of exclusivity in the classroom
- ♦ Interpret the main sources of inclusive scope
- ♦ Analyze the main components for teacher learning
- ♦ Instruct on different models of Inclusive Schooling
- ♦ Inform on legislation pertaining to inclusive education
- ♦ Use tools for learning in the field of exclusivity
- ♦ More effective interpretation of inclusive schooling

Module 3. The Role of the Family and the Community in Inclusive Schooling

- ♦ Define the types of families that exist
- ♦ Apply Techniques and Strategies for Intervention with the Diversity of Families
- ♦ Explain how to work with these families from the Inclusive School
- ♦ Give Guidelines to get families actively involved in the Educational Process of their children
- ♦ Analyze the Role of Society in the Inclusive School
- ♦ Describe the role of families in Learning Communities
- ♦ Develop the student's ability to develop their own methodology and work system



*Identifies the external elements
that influence inappropriate
behavior of disruptive students"*

03

Course Management

The faculty that makes up this program was selected by TECH based on the highest standards of academic quality. They are experts in the field, who are recognized for their contributions and research in the field of education, deepening in the field of social inclusion. They also stand out for their commitment to the new generations, providing innovative tools and fresh methodologies developed from their experience and years of teaching.



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If you have any doubts, you will have the support of a highly committed faculty, who will answer your questions through the virtual campus”

Management



Mr. Notario Pardo, Francisco

- ♦ Family and School Mediator, and Official Court Expert
- ♦ Department Supervisor Officer. Valencian Government
- ♦ Social Educator of the Intervention Team of Basic Primary Care of Social Services City Council of Alcoy
- ♦ Official Expert (family and minors). Family Courts, Juvenile Prosecutor's Office
- ♦ Interim Social Educator. Valencian Government
- ♦ Intervention Technician in Family Foster Care. Trama Center Association, Alicante
- ♦ Coordinator of Foster Care Intervention Center, Alicante
- ♦ Director of the Master's Degree in Inclusive Education for Children in Social Risk Situations
- ♦ Degree in Pedagogy. University of Valencia
- ♦ Diploma in Social Education. University of Valencia
- ♦ Diploma in Intervention with Families at Risk and Minors with Antisocial Behavior. University of Valencia
- ♦ Specialization Diploma in Intervention and Therapeutics in N.E.E. and Socio-educational Needs. Official College of Pedagogues and Psychopedagogues of the Valencian Community
- ♦ Official College of Pedagogues and Psychopedagogues of the Valencian Community. Official Expert (family court, minors)
- ♦ Teacher of Career Training for Employment. Servef Center
- ♦ University Certificate in Family and School Mediation San Vicente Mártir Catholic University
- ♦ University Expert in Social Inclusion and Inclusive Education. CEU Cardenal Herrera University
- ♦ Postgraduate Diploma in "Intervention with at-risk families and children with antisocial behavior"



Professors

Ms. Antón Ortega, Noelia

- ♦ Therapeutic Pedagogue
- ♦ Special Education Teacher in the Preschool and Primary School Miguel Hernandez
- ♦ Diploma in Special Education Teacher
- ♦ Master in Neuropsychology and Education
- ♦ Training in ASD, ABN algorithm, ICT in the classroom, school bullying, educating by competences, emotional intelligence and child abuse, among others

Ms. Antón Ortega, Patricia

- ♦ Specialist in child abuse and cognitive-behavioral therapy
- ♦ Psychologist at CIAF Family Foster Care Intervention Center of Alicante
- ♦ Diploma in Social Work and Bachelor's Degree in Psychology
- ♦ Postgraduate degree in clinical psychopathology and in foster care and adoption
- ♦ Master's degree in children and youth at social risk Expert degree in psychological disorders in childhood and adolescence
- ♦ Specialist in child abuse and cognitive-behavioral therapy in childhood and adolescence

Ms. Beltrán Catalán, María

- ♦ Pedagogue and therapist at Oriéntate María
- ♦ Founder and Co-Director of Spanish PostBullying Association
- ♦ PhD Cum Laude in Psychology Cum Laude from the University of Cordoba
- ♦ Winner of the Young Award for Scientific Culture 2019, granted by the Spanish National Research Council (CSIC) and the City Council of Seville

Dr. Carbonell Bernal, Noelia

- ♦ Educational Guidance Counselor at the Regional Ministry of Education of the Region of Murcia
- ♦ PhD in Educational Psychology at the University of Murcia
- ♦ Master's Degree in Teacher Training from the University of Murcia
- ♦ Master's Degree in Clinical Psychology from the Catholic University San Antonio de Murcia
- ♦ Teacher - UNIR Degree in Primary Education
- ♦ Professor of the Degree in Early Childhood Education at the VIU
- ♦ Member of the Teaching Staff at Camilo José Cela University

Ms. Chacón Saiz, María Raquel

- ♦ Pedagogue expert in educational guidance and school services
- ♦ Civil servant of the Department of Education and Science of the Valencian Community
- ♦ Master's Degree in Education and Sociocultural Animation from the University of Valencia
- ♦ Degree in Pedagogy from the University of Valencia

Ms. Pérez López, Juana

- ♦ Pedagogue expert in Child Development and Early Care
- ♦ Director of the Anda Conmigo Centers. Child therapy center. Early Care
- ♦ Production in Pedagogical Reeducation. Autonomous
- ♦ Pedagogical Advisor/Children and Primary School, School Material. Editorial Teide
- ♦ Pedagogue Child Development and Early Attention Center, AIDEMAR
- ♦ Degree in Pedagogy. University of Murcia
- ♦ Master's Degree in Child Development and Early Childhood Care. University of Valencia
- ♦ Early detection of early childhood difficulties, assessment of neuromotor risk and design of the treatment plan. Psychopraxis
- ♦ Judicial expert on families and minors. Official College of Pedagogues and Psychopedagogues of the Valencian Community
- ♦ Certificate of Professionalism in Teaching for Employment Training. Ministry of Education
- ♦ Certificate in Learning Difficulties and Behavior Disorders, Pedagogy. University of Murcia
- ♦ Postgraduate Diploma in didactics of language, reading and writing for kindergarten and primary school, Education. CEU Cardenal Herrera University



Ms. Tortosa Casado, Noelia

- ♦ Foster Care Coordinator of Alicante. Trama Center Association
- ♦ Manager at Movo Social Expert Witnesses
- ♦ Professor Department of Education
- ♦ Collaborator University of Alicante
- ♦ Deputy Director. O'Belén International Foundation
- ♦ Social Worker of the adoption assessment team. Eulen Group
- ♦ Social Worker of the technical team for minors. Department of Justice
- ♦ Social Worker at the 24-hour Women's Center. Lonerson t-Shirt
- ♦ Grade in Social Work. University of Alicante
- ♦ Master's Degree in Secondary Education. Miguel Hernández University of Elche
- ♦ Master's Degree, Intervention and diagnosis with minors at social risk "Cum Laude". University of Alicante
- ♦ Diploma in Social Work, minors at social risk. University of Alicante

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Take the opportunity and take the step to get up to date on the latest developments in social inclusion and inclusive education”

04

Structure and Content

This program has been designed under the current requirements of Inclusive Education, therefore, it is composed of a study plan that deepens in key elements such as cooperative teaching and measures of attention to diversity. It is a compendium of new and relevant information for the academic field. Inside, the professionals will find informative material, practical exercises based on real cases and complementary readings, all developed through cutting-edge audiovisual technologies that will make the program an immersive experience.





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Acquire the basic fundamentals of inclusive education through this Postgraduate Diploma”

Module 1. Inclusive education and social inclusion

- 1.1. Concept of Inclusive Education and its Key Elements
 - 1.1.1. Conceptual Approach
 - 1.1.2. Difference Between Integration and Inclusion
 - 1.1.2.1. Integration Concept
 - 1.1.2.2. Inclusion Concept
 - 1.1.2.3. Difference Between Integration and Inclusion
 - 1.1.3. Key Elements of Educational Inclusion
 - 1.1.3.1. Key Strategic Aspects
 - 1.1.4. The Inclusive School and the Education System
 - 1.1.4.1. The Challenges of the Education System
- 1.2. Inclusive Education and Attention to Diversity
 - 1.2.1. Concept of Attention to Diversity
 - 1.2.1.1. Types of Diversity
 - 1.2.2. Diversity and Educational Inclusion Measures
 - 1.2.2.1. Methodological guidelines
- 1.3. Multilevel Teaching and Cooperative Learning
 - 1.3.1. Key Concepts
 - 1.3.1.1. Multilevel Teaching
 - 1.3.1.2. Cooperative Learning
 - 1.3.2. Cooperative Teams
 - 1.3.2.1. Conceptualization of Cooperative Teams
 - 1.3.2.2. Functions and Principles
 - 1.3.2.3. Essential Elements and Advantages
 - 1.3.3. Benefits of Multilevel Teaching and Cooperative Learning
 - 1.3.3.1. Benefits of Multilevel Teaching
 - 1.3.3.2. Benefits of Cooperative Learning
 - 1.3.4. Barriers to the Implementation of Inclusive Schools
 - 1.3.4.1. Political Barriers
 - 1.3.4.2. Cultural Barriers
 - 1.3.4.3. Didactic Barriers
 - 1.3.4.4. Strategies to Overcome Barriers
- 1.4. Social Inclusion
 - 1.4.1. Inclusion and Social Integration
 - 1.4.1.1. Definition of Integration and Elements
 - 1.4.1.2. Concept of Social Inclusion
 - 1.4.1.3. Inclusion vs. Integration
 - 1.4.2. Inclusion in Education
 - 1.4.2.1. Social Inclusion at School
- 1.5. Inclusive School Assessment
 - 1.5.1. Assessment Parameters
- 1.6. ICT and UDL in Inclusive Schools
 - 1.6.1. Traditional Teaching Methods
 - 1.6.2. ICT
 - 1.6.2.1. Concept and Definition of ICT
 - 1.6.2.2. Characteristics of ICT
 - 1.6.2.3. Telematics Applications and Resources
 - 1.6.2.4. ICT in the Inclusive School
 - 1.6.3. Universal Design for Learning
 - 1.6.3.1. What is DUA?
 - 1.6.3.2. UDL Principles
 - 1.6.3.3. The Application of the UDL to the Curriculum
 - 1.6.3.4. Digital Resources and UDL
 - 1.6.4. Digital Media to Individualize Classroom Learning



Module 2. Teacher preparation for Inclusive Schools

- 2.1. Historical and Teacher Education Evolution
 - 2.1.1. The Old Paradigm: "Normal Schools"
 - 2.1.1.1. What Do We Mean by Normal Schools?
 - 2.1.1.2. Main Characteristics of Normal Schools
 - 2.1.1.3. The Moyano Law
 - 2.1.2. Teacher Training in the XX Century
 - 2.1.2.1. Teacher Training at the Beginning of the Century
 - 2.1.2.2. Teacher Training in 1914
 - 2.1.2.3. Education in the Second Republic
 - 2.1.2.4. Teacher Training During Franco's Dictatorship
 - 2.1.2.5. The General Education Law of 1970
 - 2.1.2.6. The Democratic Period LOGSE
 - 2.1.3. Teacher Training in the XXI Century
 - 2.1.3.1. Main Aspects of Teacher Training
 - 2.1.3.2. New Challenges in Education
 - 2.1.4. Legal Framework
 - 2.1.4.1. International regulations
- 2.2. Contextualization of the Inclusive School
 - 2.2.1. Main Features
 - 2.2.1.1. Basic Principles
 - 2.2.1.2. Objectives of Today's Inclusive School
- 2.3. Teacher Training for Inclusive Education
 - 2.3.1. Previous Aspects to Consider
 - 2.3.1.1. Basis and Purpose
 - 2.3.1.2. Essential Elements of the Initial Training
 - 2.3.2. Main Theories and Models
 - 2.3.3. Criteria for the Design and Development of Teacher Education
 - 2.3.4. Continuing education
 - 2.3.5. Profile of the Teaching Professional
 - 2.3.6. Teaching Skills in Inclusive Education
 - 2.3.6.1. The Support Teacher Functions
 - 2.3.6.2. Emotional Skills

- 2.4. Emotional Intelligence of Teachers
 - 2.4.1. Emotional Intelligence Concept
 - 2.4.1.1. Daniel Goleman's Theory
 - 2.4.1.2. The Four Phase Model
 - 2.4.1.3. Emotional Competencies Model
 - 2.4.1.4. Emotional and Social Intelligence Model
 - 2.4.1.5. Theory of Multiple Intelligences
 - 2.4.2. Basic Aspects of Teachers' Emotional Intelligence
 - 2.4.2.1. Emotions
 - 2.4.2.2. Self-esteem
 - 2.4.2.3. Self-Efficacy
 - 2.4.2.4. The Development of Emotional Skills
 - 2.4.3. Teacher Self-Care
 - 2.4.3.1. Strategies to Self-Care
- 2.5. External Elements: Administrations, Resources and Family
- 2.6. Quality of Inclusive Education
 - 2.6.1. Inclusion and Quality
 - 2.6.1.1. Conceptualization of Quality
 - 2.6.1.2. Dimensions in the Quality of Education
 - 2.6.1.3. Quality Parameters in the Inclusive School
 - 2.6.2. Successful Experiences





Module 3. The Role of the Family and the Community in Inclusive Schooling

- 3.1. The Diversity of Current Family Models
 - 3.1.1. Definition of Family Concept
 - 3.1.2. Evolution of Family Concept
 - 3.1.2.1. The Family in the 21st Century
 - 3.1.3. Family Models
 - 3.1.3.1. Types of Family Models
 - 3.1.3.2. Educational Styles in Family Models
 - 3.1.4. Educational Attention to the Different Family Models
- 3.2. Family Involvement in the School
 - 3.2.1. The Family and the School as Developmental Environments
 - 3.2.2. The Importance of Cooperation between Educational Agents
 - 3.2.2.1. The Management Team
 - 3.2.2.2. The Teaching Team
 - 3.2.2.3. The Family
 - 3.2.3. Types of Family Participation
 - 3.2.3.1. Direct Participation
 - 3.2.3.2. Indirect Participation
 - 3.2.3.3. Non-Participation
 - 3.2.4. Parent Schools
 - 3.2.5. The Parent-Teacher Association (PTA)
 - 3.2.6. Difficulties in Participation
 - 3.2.6.1. Intrinsic Participation Difficulties
 - 3.2.6.2. Extrinsic Participation Difficulties
 - 3.2.7. How to Improve Family Participation
- 3.3. The Family and the School as Developmental Environments
- 3.4. Society and Inclusive School
- 3.5. Learning Communities
 - 3.5.1. Conceptual Framework of Learning Communities
 - 3.5.2. Characteristics of Learning Communities
 - 3.5.3. Creation of a Learning Community
- 3.6. Creation of a Learning Community

05

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 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

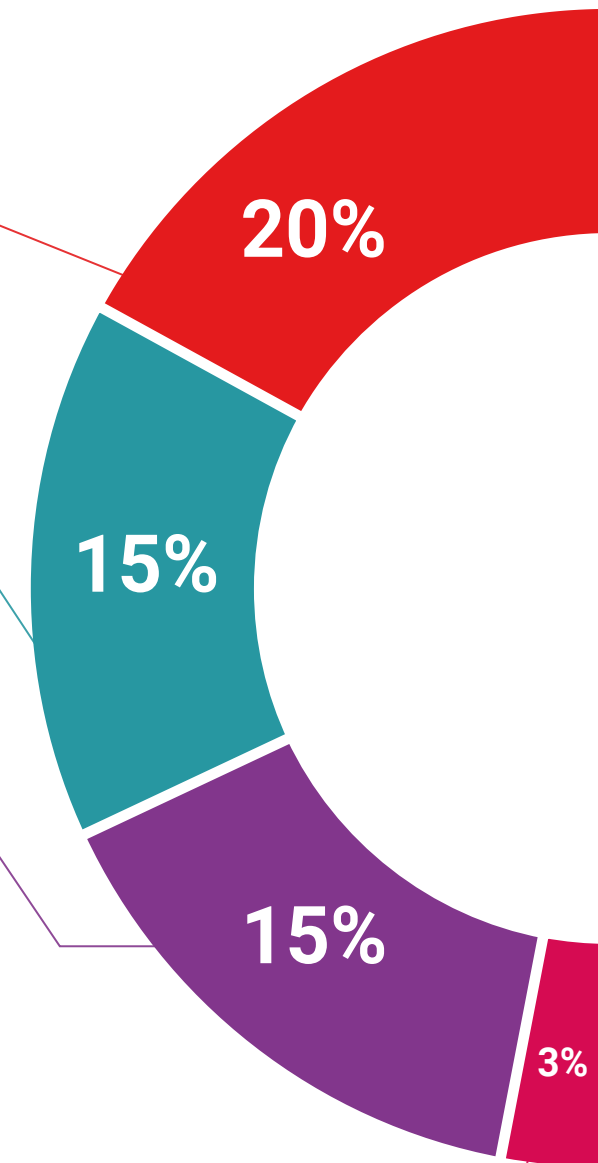
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

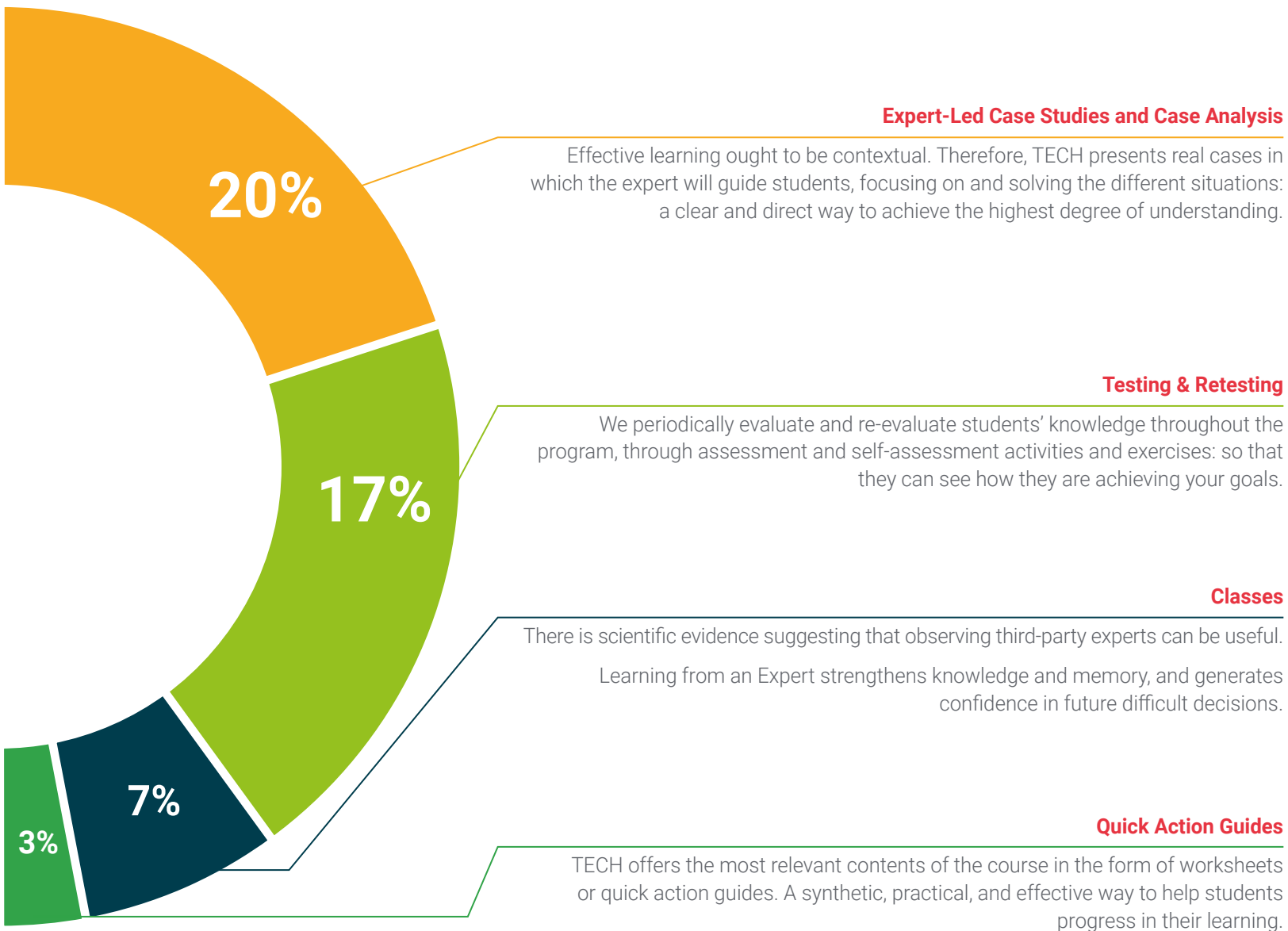
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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.





06

Certificate

The Postgraduate Diploma in Social Inclusion and Inclusive 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 Social Inclusion and Inclusive 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 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 Social Inclusion and Inclusive Education**

Official N° 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.

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
development language
virtual classroom

tech technological university

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Inclusive Education

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Postgraduate Diploma

Social Inclusion and Inclusive Education

