

Professional Master's Degree

Educational Guidance in High School Education



Professional Master's Degree Educational Guidance in High School Education

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/us/education/professional-master-degree/master-educational-guidance-high-school-education

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01

Introduction

Educational and career guidance for adolescent students is essential given the physical and psychological changes that occur at this stage of human development. In addition, it is during these years of life when the transition between educational cycles and stages takes place. The role of the teachers continues to be decisive in this process due to their attention to special educational needs, coordination with other members of the educational community, and their actions in favor of the student. This program was created to provide the most advanced knowledge on Educational Guidance, psycho-pedagogical counseling, inclusive education, or change management. All this, with innovative teaching material available 24 hours a day.



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Achieve professional excellence with this advanced program, meticulously designed to provide you with the latest knowledge on Educational Guidance”

The teaching professional has a key role in the progression of students regardless of their stage of life, but it is true that in adolescence, when there are more personal changes on the part of the students themselves, the figure of the teacher becomes more relevant. Guidance, however, implies individualized attention, attention to diversity, communication with families, and the rest of the members of the educational center, and an education that favors the maturity of the students.

Guidance is therefore a function of the teacher, which requires comprehensive knowledge to be able to offer a personalized follow-up of the student in order to avoid difficulties in learning and personal development. This Professional Master's Degree, through a syllabus with a theoretical-practical approach, provides professionals with the knowledge they need to progress in their daily work in the educational field.

A program, taught in a 100% online mode, which will take you for 12 months to delve into personality development, educational innovation, emotional education in the classroom, or neuroeducation. All this, through video summaries, videos in detail, specialized readings, or case studies that will facilitate the professional's learning. In addition, the Relearning system, based on the reiteration of content, reduce the long study hours, much more frequent in other teaching methods.

TECH has designed a program that is both intensive and flexible. Students only need an electronic device with an Internet connection to access the Virtual Campus where the teaching resources are located. The professionals are faced with a program without attendance or classes with fixed schedules, which gives them the freedom to access when and where they wish an education that is at the forefront of education.

This **Professional Master's Degree in Educational Guidance in High School Education** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ Case studies presented by experts in High School Education
- ♦ The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ 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 have at your disposal a library of multimedia resources that you can access comfortably from your cell phone or computer. Enroll now”

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Enroll in a program that provides you with the knowledge you need to grow professionally in the educational field”

TECH offers you a university program which is compatible with your professional and personal responsibilities.

This Professional Master's Degree helps you to face the challenge of learning improvement. Click and enroll.

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

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

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



02

Objectives

The Professional Master's Degree in Educational Guidance in High School Education is designed to provide students with intensive and dynamic learning so that upon completion they will be able to master the strategies, techniques, and tools used in psycho-pedagogical counseling. The multimedia teaching material will facilitate the acquisition of this knowledge and the achievement of these goals.



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With this Professional Master's Degree, you will be able to create and design an effective Educational Guidance syllabus”



General Objectives

- Provide the future teacher with the acquisition of specialized training that will increase their performance level and update their knowledge in teaching in Compulsory High School Education
- Provide education professionals with the practical tools, social skills and techniques that will enable them to resolve these situations and prevent behavioral and disciplinary problems in the classroom
- Provide strategies to orient the evaluation towards learning



A university education that will take you dynamically into learning from a neurological point of view"





Specific Objectives

Module 1. Development, Learning and Education

- ♦ Study the concept of Educational Guidance
- ♦ Present the areas of performance of Educational Guidance
- ♦ Know the role of the educational psychologist in the Guidance Department
- ♦ Explain the role of the counselor in the Tutorial Action

Module 2. Society, Family and Education

- ♦ Show the main social and personal situations that have an impact on school coexistence
- ♦ Identify the resources and strategies for the management of coexistence at the school

Module 3. The Fields of Educational Guidance and Psycho-Pedagogical Counseling

- ♦ Provide orientation tools for students who are promoted from Pre-School to Primary School and from Primary School to High School
- ♦ Provide tools for vocational guidance to students who finish High School and enter post-compulsory studies

Module 4. The Process of Educational Guidance and Psycho-Pedagogical Counseling

- ♦ Show the processes of Educational Guidance and psycho-pedagogical counseling in the educational system
- ♦ Know the areas and strategies of psycho-pedagogical counseling
- ♦ Expose techniques and instruments of psycho-pedagogical diagnosis

Module 5. Inclusive Education and Attention to Diversity

- ♦ Explain the collaborative work of the counselor with teachers and members of the school community
- ♦ Identify the models of psycho-pedagogical intervention in guidance
- ♦ Provide tools for educational and professional orientation
- ♦ Provide tools for the prevention of violence and bullying in schools

Module 6. The Educational Research and Innovation and Change Management

- ♦ Present the strategies and the script for conducting the psycho-pedagogical evaluation
- ♦ Show a historical approach to diversity and education
- ♦ Comment on the principles of prevention

Module 7. Educational Processes and Contexts

- ♦ Expose the models of intervention in Educational Guidance
- ♦ Present the information collection procedures
- ♦ Knowing, detecting and identifying students with high abilities
- ♦ Understand the importance of mentoring: shared and/or peer-to-peer
- ♦ Detail strategies for psycho-pedagogical evaluation
- ♦ Explain the content of the Guidance and Tutorial Action Plan

Module 8. Creativity and Emotional Education in the Classroom

- ♦ Comment the concepts of educational innovation, change, reform and educational improvement
- ♦ Get to know the fields of innovation in the educational context
- ♦ Show the process models to generate educational innovation
- ♦ Expose the components for the design of an intervention project for educational improvement
- ♦ Strategies and resources for the assessment of educational innovation and improvement projects



- ♦ Present shared teaching as a strategy for learning improvement
- ♦ Enumerate the functions of
- ♦ Develop strategies for the prevention and peaceful resolution of conflicts
- ♦ Understand overexcitability and its probable incidence in high capacities
- ♦ Differentiate between the different types of overexcitability and their manifestations
- ♦ Understand divergent thinking and creativity as a differential trait
- ♦ Review case studies in which specific educational needs derived from high capacity are addressed
- ♦ Identify successful educational responses based on the analysis of cases of specific educational needs
- ♦ Learn about the intervention focused on the improvement of self-esteem and self-knowledge of the individual

Module 9. Neuroeducation

- ♦ Define the principles of Neuroeducation
- ♦ Explain the main neuromyths
- ♦ Explain strategies for early stimulation and interventions
- ♦ Define the theory of attention
- ♦ Explain emotion from a neurological point of view
- ♦ Explain learning from a neurological point of view
- ♦ Explain memory from a neurological point of view

Module 10. Communication in the Classroom

- ♦ Communicate effectively with all members of the classroom
- ♦ Use images and videos as support material in the classroom
- ♦ Know how to solve communication problems



03 Skills

After passing the evaluations of the Professional Master's Degree in Educational Guidance in High School, the professional will have acquired the necessary skills for a quality practice in this area. In this way, you will acquire the necessary skills to successfully apply resources and strategies for information, tutoring, and educational and career guidance. The specialized team of teachers that make up this program will help you achieve these goals.





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Use collaborative work strategies with your students thanks to the knowledge you acquire in this program"



General Skills

- ♦ Gain knowledge about the syllabus contents of the subjects related to the corresponding teaching specialization, as well as the body of didactic knowledge regarding the respective teaching and learning processes
- ♦ Plan, develop and evaluate the teaching and learning process, promoting educational processes that facilitate the acquisition of the competencies of the respective teachings, taking into account the level and previous training of the students
- ♦ Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the processes of teaching and learning in their own subjects of the specialization studied
- ♦ Determine the syllabus to be implemented in a teacher's center by participating in its collective planning
- ♦ Design and develop learning spaces with special attention to equity, emotional and values education
- ♦ Acquire strategies to stimulate student effort and promote their ability to learn on their own and with others
- ♦ Gain knowledge about the processes of interaction and communication in the classroom, master the social skills and abilities necessary to promote learning and coexistence in the classroom, and deal with problems that may arise in the classroom
- ♦ Design and carry out formal and non-formal activities that contribute to making the center a place of participation and culture in the environment where it is located
- ♦ Know and analyze the historical characteristics of the teaching profession, its current situation, perspectives and interrelation with the social reality of each era.
- ♦ Inform and advise families about the teaching and learning process and about the personal, educational and professional orientation of their children





Specific Skills

- ♦ Get to know the characteristics of the students, their social contexts and motivations
 - ♦ Understand the personality development of these students and the possible dysfunctions that affect learning
 - ♦ Develop proposals based on the acquisition of knowledge, skills and intellectual and emotional aptitudes.
 - ♦ Identify and plan the resolution of educational situations that affect students with different abilities and learning rhythms
 - ♦ Know the processes of interaction and communication in the classroom and in the center, address and solve possible problems
 - ♦ Promote actions of emotional education in values and citizenship training
 - ♦ Participate in the definition of the educational project and in the general activities of the center according to criteria of quality improvement, attention to diversity, prevention of learning and coexistence problems
 - ♦ Relate education to the environment and understand the educational role of the family and the community.
 - ♦ Get to know the historical evolution of the family, its different types and the incidence of the family context in education
 - ♦ Acquire social skills in family relations and orientation
 - ♦ Know the formative and cultural value of the subjects corresponding to the specialization and the contents that are studied in the respective teachings
- ♦ Relate education to the environment and understand the educational role of the family and the community
 - ♦ Transform the syllabus into activity and work programs
 - ♦ Acquire criteria for the selection and elaboration of educational materials
 - ♦ Foster a climate that facilitates learning and values the contributions of the students
 - ♦ Integrate audiovisual communication and multimedia education in the teaching and learning process



This 100% online program will allow you to learn about the new tools used in Educational Guidance with students with special needs"

04

Course Management

TECH maintains its philosophy of offering students a quality education that is accessible to all. For this reason, it carefully selects the faculty that teaches each of its qualifications. On this occasion, the students will have at their disposal a professional teacher specialized in education and psychopedagogy. In addition to their high qualifications and experience in the field of teaching, their closeness will be reflected in the course of this program, where students will be able to resolve any doubts that may arise about the syllabus.





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*Advance your professional career
with a teacher specialized in
Psychopedagogy and Education”*

Management



Dr. Barboyón Combey, Laura

- ◆ Teacher of Primary Education and Postgraduate Studies
- ◆ Teacher in Postgraduate University Studies of High School Teacher Formation
- ◆ Teacher of Primary Education in several schools
- ◆ Doctor in Education from the University of Valencia
- ◆ Master's Degree in Psychopedagogy from the University of Valencia
- ◆ Degree in Primary School Education with a major in English Teaching from the Catholic University of Valencia San Vicente Mártir



05

Structure and Content

Students who enter this university program will have access to teaching material in which the latest technology applied to education has been used. Thanks to it you will deepen in a much more visual and agile way the relationships between learning and development, neuroeducation, attention to diversity, or intervention projects for innovation and educational improvement. All this, with content available in its entirety from the beginning, which will allow students to distribute the load according to their needs.



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Be the teacher who carries out a process of change and innovation in the orientation toward their students. Enroll now”

Module 1. Development, Learning and Education

- 1.1. Introduction: Relationship between Learning and Development, Education and Culture
 - 1.1.1. Introduction
 - 1.1.2. The Common Concept of Psychological Development
 - 1.1.3. An Alternative to the Common Concept of Psychological Development: the Social and Cultural Nature of Development
 - 1.1.4. The Role of Education in Psychological Development
 - 1.1.5. Schooling as an Essential Context for Psychological Development
 - 1.1.6. Essential Social Factors in Learning
 - 1.1.7. Stages of Development
 - 1.1.8. Key Developmental Processes
- 1.2. Conceptions of Learning and Learner Development
 - 1.2.1. Concept of Learning
 - 1.2.2. Main Theories of Learning and Development
 - 1.2.2.1. Theories of Psychoanalysis
 - 1.2.2.1.1. Freud's Theory
 - 1.2.2.1.2. Erikson's Psychosocial Theory
 - 1.2.2.2. Behaviorist Theories
 - 1.2.2.2.1. Pavlov's Classical Conditioning Theory
 - 1.2.2.2.2. Skinner's Operating Conditioning Theory
 - 1.2.2.3. Cognitive Theories
 - 1.2.2.3.1. Information Processing Theory
 - 1.2.2.3.1.1. Robert Gagné's Instructional Theory
 - 1.2.2.3.2. Constructivism
 - 1.2.2.3.2.1. Verbal-Meaningful Learning Theory of Dr. Ausubel
 - 1.2.2.3.2.2. Jean Piaget's Genetic Epistemology
 - 1.2.2.3.2.3. Lev Vygotsky's Sociocultural Cognitive Theory
 - 1.2.2.3.2.4. Jerome Bruner's Discovery Learning
 - 1.2.2.4. Socio-Cognitive Theories
 - 1.2.2.4.1. Bandura's social-Cognitive Theory
- 1.3. Characterization of the Adolescence Stage: Physical and Sexual Development



- 1.3.1. Puberty and Adolescence
 - 1.3.1.1. Puberty
 - 1.3.1.2. Cardiac Catheterization
- 1.3.2. Psychological Effects of Puberty
- 1.3.3. Early Developing Adolescents and Late Developing Adolescents
 - 1.3.3.1. Precocious Puberty
 - 1.3.3.2. Delay of Puberty
- 1.3.4. Changing Patterns of Sexual Behavior
- 1.3.5. The Context and Timing of Adolescent Sexual Behavior
- 1.3.6. Love Affair and Intimacy
- 1.4. Psychological Dimensions related to School Learning: Social and Moral Development
 - 1.4.1. Main Socializing Agents
 - 1.4.1.1. The Family
 - 1.4.1.1.1. The Concept of Family
 - 1.4.1.1.2. The Adolescent and their Family
 - 1.4.1.2. The Peer Group
 - 1.4.1.3. Educational Centers
 - 1.4.1.4. The media
 - 1.4.2. Risks of Social Media
 - 1.4.3. Development of Moral Concepts. Various Theoretical Models
 - 1.4.3.1. Piaget
 - 1.4.3.2. Kohlberg
 - 1.4.4. Factors Influencing Adolescent Moral Development
 - 1.4.4.1. Differences Between Genders
 - 1.4.4.2. Intelligence
 - 1.4.4.3. At Home
 - 1.4.4.4. Friends
- 1.5. Psychological Dimensions Related to School Learning: Intelligence
 - 1.5.1. The Advent of Formal Thinking
 - 1.5.1.1. Characteristics of Formal Thinking
 - 1.5.1.2. Hypothetic-Deductive Thinking and Propositional Reasoning
 - 1.5.2. Criticisms to Piaget's View
 - 1.5.3. Cognitive Changes
 - 1.5.3.1. The Development of Memory
 - 1.5.3.1.1. Sensory Memory
 - 1.5.3.1.2. Short-Term Memory (STM)
 - 1.5.3.1.3. Long-Term Memory (LTM)
 - 1.5.3.2. The Development of Memory Strategies
 - 1.5.3.3. The Development of Metacognition
 - 1.5.3.3.1. The Development of Metacognition
 - 1.5.3.3.2. Knowledge and Metacognitive Control
 - 1.5.4. Intelligence
 - 1.5.4.1. Cattell's Fluid and Crystallized Intelligence
 - 1.5.4.2. Sternberg Triarchic Theory
 - 1.5.4.3. Gardner's Multiple Intelligences
 - 1.5.4.4. Goleman's Emotional Intelligence
 - 1.5.4.5. Wechsler Scale
- 1.6. Psychological Dimensions related to School Learning: Identity, Self-Concept, and Motivation
 - 1.6.1. Self-Concept
 - 1.6.1.1. Definition of Self-Concept
 - 1.6.1.2. Factors Associated with the Development of Self-Concept
 - 1.6.2. Self-esteem
 - 1.6.3. Theoretical Approaches to Identity Development
 - 1.6.3.1. Different Ways of Elaborating Identity
 - 1.6.4. Motivation and Learning
- 1.7. The Teaching-Learning Process in Adolescence: General Principles
 - 1.7.1. Ausubel's Theory of Meaningful Verbal Learning
 - 1.7.1.1. Types of Learning in the School Context
 - 1.7.1.2. What is Already Known and the Desire to Learn: Conditions for Constructing Meaning

- 1.7.1.3. The Processes of Assimilation of New Contents
- 1.7.1.4. A Review of the Theory 30 Years Later
- 1.7.2. Processes of Knowledge Construction: The Constructivist Theory of Teaching and Learning
 - 1.7.2.1. School Education: A Social and Socializing Practice
 - 1.7.2.2. The Construction of Knowledge in the School Context: The Interactive Triangle
 - 1.7.2.3. The Processes of Knowledge Construction and the Mechanisms of Educational Influence
- 1.7.3. Why Do Only Humans Have Teaching?
- 1.8. The Teaching-Learning Process in Adolescence: Knowledge Construction in the Classroom and Teacher-Student Interaction
 - 1.8.1. Teacher Effectiveness
 - 1.8.2. Teaching Styles
 - 1.8.3. Teaching Models
 - 1.8.4. The Role of the Teacher
 - 1.8.5. Expectations of the Teacher and the Student
- 1.9. The Teaching-Learning Process in Adolescence. Processes of Knowledge Construction and Peer-to-Peer Interaction
 - 1.9.1. Peer Interaction and Cognitive Development
 - 1.9.2. Cooperative Learning
 - 1.9.2.1. The Use of Cooperative Learning as a Didactic Method
- 1.10. Attention to Diversity and Educational Needs in the Adolescence Stage
 - 1.10.1. Historical Background
 - 1.10.2. The Warnock Report
 - 1.10.3. The Concept of Special Educational Needs
 - 1.10.4. The Causes of SEN
 - 1.10.5. Classification of SEN
 - 1.10.6. Learning Difficulties derived from Motor, Visual and Hearing Impairment. Educational Intervention
 - 1.10.7. Learning Difficulties derived from Autism (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Intellectual Disabilities (IDD) and High Abilities. Educational Intervention
 - 1.10.8. Behavioral Disorders in Childhood and Adolescence
 - 1.10.8.1. Epidemiology and Risk Factors for Behavioral Disorders
 - 1.10.8.2. Clinical Features and Forms of Presentation
 - 1.10.9. Main Manifestations of Behavioral Disorders
 - 1.10.9.1. Attention Deficit Hyperactivity Disorder (ADHD)
 - 1.10.9.2. Dissocial Disorder (DD)
 - 1.10.9.3. Oppositional Defiant Disorder (ODD)
 - 1.10.10. An Example of an Instrument to Detect Behavioral Disorders in the Classroom
 - 1.10.11. Proposals for Therapeutic Intervention in the Classroom
 - 1.10.11.1. Attention Deficit Hyperactivity Disorder (ADHD)
 - 1.10.11.2. Oppositional Defiant Disorder (ODD) and Dissocial Disorder (DD)
- 1.11. Relationships in Adolescence and Conflict Management in the Classroom
 - 1.11.1. What is Mediation
 - 1.11.1.1. Types of Mediation
 - 1.11.1.1.1. School Mediation
 - 1.11.1.1.2. Family Mediation
 - 1.11.1.2. Insight Theory
 - 1.11.1.3. The Enneagram
 - 1.11.2. Strengths and Weaknesses of Implementing a Mediation Program
- 1.12. Principle of Personalized Education and Forms of Action
 - 1.12.1. Historical Evolution of Special Education
 - 1.12.1.1. The United Nations (UN)
 - 1.12.1.2. The Universal Declaration of Human Rights (UDHR)
 - 1.12.2. The Localization Dilemma
 - 1.12.3. Educational Inclusion
 - 1.12.4. The Dilemma of Differences
 - 1.12.5. Personalized Education
 - 1.12.6. Personal Learning Design
 - 1.12.7. Conclusions
 - 1.12.7.1. Learning by Doing

Module 2. Society, Family and Education

- 2.1. The Guidance Function of the Educational Center
 - 2.1.1. Educational Guidance
 - 2.1.1.1. Introduction

- 2.1.1.2. Concept of Educational Guidance
 - 2.1.1.3. Guidance Functions in the Educational Center
 - 2.1.1.4. Origin of Educational Guidance
 - 2.1.1.5. Areas of Intervention
 - 2.1.1.5.1. Professional Guidance
 - 2.1.1.5.2. Development Guidance
 - 2.1.1.5.3. School Guidance
 - 2.1.1.5.4. Guidance in the Attention to Diversity
 - 2.1.1.6. Intervention Models
 - 2.1.1.6.1. Counseling Model
 - 2.1.1.6.2. Services Model
 - 2.1.1.6.3. Program Model
 - 2.1.1.6.4. Consultation Model
 - 2.1.1.6.5. Technological Model
 - 2.1.2. Principles of Guiding Action
 - 2.2. The Tutor-Teacher and the Tutorial Action
 - 2.2.1. The Tutor's Profile and Competences
 - 2.2.2. Tutorial Action
 - 2.2.3. The Guidance Department
 - 2.2.3.1. Organization of the Guidance Department
 - 2.2.3.2. Composition of the Guidance Department
 - 2.2.3.3. Functions of the Guidance Department
 - 2.2.3.4. Functions of the Members of the Guidance Department
 - 2.2.3.4.1. Functions of the Head of the Guidance Department
 - 2.2.3.4.2. Functions of the Support Teacher
 - 2.2.3.4.3. Functions of the Therapeutic Pedagogy and Hearing and Language Teachers
 - 2.2.3.4.4. Functions of the Teacher of Occupational Training and Guidance
 - 2.2.4. Guidance and Tutorial Action in Career Training
 - 2.2.5. The Holland Typology's Model
 - 2.3. Tutorial Action Tools
 - 2.3.1. Introduction
 - 2.3.2. The Tutorial Action Plan (TAP)
 - 2.3.2.1. Modalities of Autonomy
 - 2.3.2.1.1. Pedagogical Autonomy
 - 2.3.2.1.2. Managerial Autonomy
 - 2.3.2.1.3. Organizational Autonomy
 - 2.3.3. Information and Communication Technologies (ICT) in Tutorial Action
 - 2.3.3.1. Social Changes
 - 2.3.3.2. Changes in Education
 - 2.3.3.3. ICT used in Tutorial Action
 - 2.3.3.3.1. Webquest
 - 2.3.3.3.2. Blogs
 - 2.3.3.3.3. Webinars
 - 2.3.3.3.4. Wikis
 - 2.3.3.3.5. E-mail
 - 2.3.3.3.6. Discussion Forums
 - 2.3.3.4. Advantages of Using ICT in Tutorial Action
 - 2.3.3.5. Disadvantages of the Use of ICT in Tutorial Action
- 2.4. The Relationship of the Teacher-Tutor with the Student
 - 2.4.1. The Individualized Interview as the Main Tool
 - 2.4.1.1. Importance of Communication
 - 2.4.1.2. Interview between the Tutor-Teacher and the Student
 - 2.4.1.3. The Interview in the Aid Relationship
 - 2.4.1.4. Interviewer Skills
 - 2.4.1.5. Types of Interviews
 - 2.4.1.5.1. According to the Number of Participants
 - 2.4.1.5.2. According to the Format
 - 2.4.1.5.3. According to the Mode or Channel
 - 2.4.2. Group Dynamics
 - 2.4.2.1. Group Dynamics: Some Examples of Techniques
 - 2.4.2.1.1. Discussion Groups
 - 2.4.2.1.2. Role-Playing
 - 2.4.2.1.3. Dialogical Pedagogical Discussion

- 2.4.2.1.4. Cineforum
- 2.4.2.2. Benefits of Applying Group Dynamics
- 2.4.3. Techniques for the Management of Coexistence
 - 2.4.3.1. Learning Values and Norms
 - 2.4.3.2. Social Emotional Education and Classroom Climate
 - 2.4.3.3. Strategies that Facilitate School Coexistence
 - 2.4.3.4. Programs to Educate in Coexistence
- 2.5. Family and School Centers
 - 2.5.1. Introduction
 - 2.5.2. The Evolution of the Family and Society
 - 2.5.3. Demands Made by the Family to the Educational Center and Vice-Versa
 - 2.5.3.1. Demands from the School to the Family
 - 2.5.3.2. Demands from the Family to the School
 - 2.5.4. Family-Educational Center Communication Channels: the School for Parents
 - 2.5.4.1. School for Parents
- 2.6. The Family Interview
 - 2.6.1. Introduction
 - 2.6.1.1. The Ecological Theory of Bronfenbrenner
 - 2.6.2. The Family Interview
 - 2.6.2.1. Keys to an Effective Interview
 - 2.6.2.2. Emotional Education
 - 2.6.2.3. Classification of Interviews
 - 2.6.3. Structure of Interviews
 - 2.6.4. Factors Involved in Family Interview
 - 2.6.5. Steps in Family Interview
 - 2.6.6. Interview Techniques
 - 2.6.6.1. Educational Coaching
 - 2.6.6.2. Context
 - 2.6.6.3. Origins of Coaching
 - 2.6.6.4. Principles of Coaching



- 2.6.6.5. Models of Coaching
- 2.6.6.6. Agents Involved in the Coaching Process
- 2.6.6.7. Benefits of Coaching

Module 3. The Fields of Educational Guidance and Psycho-Pedagogical Counseling

- 3.1. General Conceptualization of Educational Guidance
 - 3.1.1. What Is Educational Guidance?
 - 3.1.2. Review of the Main Milestones of Educational Guidance in Legislation
- 3.2. Vocational and Professional Guidance within the Functions of School Guidance
 - 3.2.1. Academic and Vocational Fields: A Continuum Throughout Schooling
 - 3.2.2. Fundamental Principles in Academic and Career Guidance
 - 3.2.3. Roles of the School Counselor related to Vocational and Professional Guidance
 - 3.2.4. Educational and Professional Guidance Planning
 - 3.2.5. Intervention Strategies in Educational and Professional Guidance
 - 3.2.6. Can the Schooling Report and the Psycho-Pedagogical Assessment be Educational and Vocational Guidance Measures?
 - 3.2.7. Support in the Selection of Educational and Vocational Pathways in Compulsory Schooling
 - 3.2.8. Guidance Counseling as a Vocational Counseling Report
 - 3.2.9. Other Functions of the School Counselor
 - 3.2.10. The Place of Vocational and Professional Guidance within the Functions of School Guidance
- 3.3. Organizational Structures of Guidance in Schools
 - 3.3.1. Main Organizational Structures of School Guidance
 - 3.3.2. Organization of School Guidance in Pre-School Education
 - 3.3.3. Organization of School Guidance in Primary Education
 - 3.3.4. Organization of School Guidance in High School Education
 - 3.3.5. Organization of School Guidance in Vocational Training
 - 3.3.6. Organization of Educational Guidance in University Education
 - 3.3.7. Organization of Educational Guidance in Adult Education Centers
 - 3.3.8. Organization of Educational Guidance in Special Education
 - 3.3.9. Organization of School Guidance in Special Education Centers and Occupational Training Centers
 - 3.3.10. Organization of Counseling
- 3.4. Tutorial Action
 - 3.4.1. Tutor's Work
 - 3.4.2. Tutor Difficulties
- 3.5. Main Social and Personal Situations that Have an Impact on School Coexistence
 - 3.5.1. Students in a Socio-Educationally Disadvantaged Situation
 - 3.5.2. The Cultural Diversity in the Education Center
 - 3.5.3. Bullying Situations in the Educational Center
- 3.6. Resources and Strategies for the Management of Coexistence at the Educational Center
 - 3.6.1. Coexistence Regulation in the Educational Center
 - 3.6.2. School Mediation Programs
- 3.7. Educational Guidance for the Promotion and Transition of School Stages
 - 3.7.1. Orientation for Students Who are Promoted from Pre-School to Primary School
 - 3.7.2. Orientation for Students Who are Promoted from Primary School to High School
- 3.8. Vocational Orientation Prevention and Intervention Measures to Prevent School Failure or Dropout
 - 3.8.1. Vocational Guidance to Students Who Finish High School and Enter Post-Compulsory Studies
 - 3.8.2. Prevention and Intervention Measures to Prevent School Failure or Dropout
- 3.9. Career Guidance and Job Placement
 - 3.9.1. Academic and Vocational Guidance Plans
 - 3.9.2. Vocational Assessment and Counseling of Students
- 3.10. Some Projects and Experiences of Guidance and ICT
 - 3.10.1. HOLA Project (Tool for Professional Guidance in Asturias)
 - 3.10.2. "My Vocational e-Portfolio"(MYVIP)
 - 3.10.3. MyWayPass: Free Online Platforms for Decision-Making
 - 3.10.4. Uveni. Guidance Platform for High School Education
 - 3.10.5. At the Ring of a Bell
 - 3.10.6. Socio-school

3.10.7. Orientaline

3.10.8. Virtual Student Lounge

Module 4. The Process of Educational Guidance and Psycho-Pedagogical Counseling

- 4.1. Processes of Educational Guidance and Psycho-Pedagogical Counseling in the Educational System Areas and Strategies of Psycho-Pedagogical Counseling
 - 4.1.1. Educational Guidance Services: Organization and Operation
 - 4.1.2. The Educational Guidance Teams
 - 4.1.3. The Guidance Departments
 - 4.1.4. Intervention Plans
 - 4.1.5. Institutional Analysis of Educational Centers and Related Systems
- 4.2. Advice on the Design and Development of Intervention Plans
 - 4.2.1. Educational Guidance Counseling: Models and Strategies
 - 4.2.2. Types of Claims
 - 4.2.3. Design, Development and Evaluation of Intervention Plans/Programs
- 4.3. Regulation of Psycho-Pedagogical Counseling in the Educational System
 - 4.3.1. Processes of Educational Guidance and Psycho-Pedagogical Counseling in the Legislative Field
 - 4.3.2. Regulatory
- 4.4. Coordination with External Structures and Agents
 - 4.4.1. Coordination of Orientation Services
 - 4.4.2. Coordination Programs
 - 4.4.3. The Counselor as Facilitator and Coordinator
- 4.5. The Intersectoral and Community Approach to Psycho-Pedagogical Counseling
 - 4.5.1. Coordination and Collaboration Actions of the Guidance Department
 - 4.5.2. Resources, Tools and Materials in the Guidance and Counseling Process
- 4.6. Psychopedagogical Evaluation Techniques and Tools
 - 4.6.1. Techniques and Instruments of Qualitative and Quantitative Evaluation
 - 4.6.2. Qualitative Assessment Techniques and Instruments
 - 4.6.3. Quantitative Evaluation Techniques and Instruments



- 4.7. Collaborative Work in the Educational Community Guidance and Counseling in Preventive and Socio-Community Programs
 - 4.7.1. The Guidance Counselor: Collaborative Work with Teachers and Members of the School Community
 - 4.7.2. Communication and Group Management Skills
 - 4.7.3. Group Intervention
 - 4.7.4. Prevention in Guidance
 - 4.7.5. Comprehensive and Community-Based Preventive Programs
- 4.8. Models of Psycho-Pedagogical Intervention in Guidance Behavioral-Cognitive Model and Systemic Model of Educational Guidance
 - 4.8.1. Counseling Model
 - 4.8.2. Program Model
 - 4.8.3. Constructivist Educational Model
 - 4.8.4. Approach to the Concept of Behavior Modification
 - 4.8.5. Behavior Modification Program
 - 4.8.6. Behavioral Techniques
 - 4.8.7. Cognitive Techniques
 - 4.8.8. Conceptualization of the Systemic Model
 - 4.8.9. Intervention Plan
 - 4.8.10. Techniques and Strategies
- 4.9. Psychopedagogical Evaluation: Function and Nature
 - 4.9.1. Concept, Purpose, and Context
 - 4.9.2. Concept of Psychopedagogical Assessment
 - 4.9.3. Purpose of the Psychopedagogical Assessment
 - 4.9.4. Context of the Evaluation
- 4.10. Counseling Process: Educational-Professional Guidance Counseling for the Improvement of Coexistence and the Climate of the Center
 - 4.10.1. Vocational Guidance as a Concept
 - 4.10.2. Intervention in Educational-Professional Guidance
 - 4.10.3. The Orientation Council
 - 4.10.4. Guidance in Relation to the Improvement of Coexistence
 - 4.10.5. Family-School Collaboration through Guidance and Psycho-Pedagogical Counseling

- 4.10.6. Prevention of Violence and Bullying

Module 5. Inclusive Education and Attention to Diversity

- 5.1. Historical and Teacher Education Evolution
 - 5.1.1. The Old Paradigm: "Normal Schools"
 - 5.1.2. What Do We Mean by Normal Schools?
 - 5.1.3. Main Characteristics of Normal Schools
 - 5.1.4. The Moyano Law
- 5.2. Principles of Prevention: Primary School, High School School and Tertiary Prevention
 - 5.2.1. Conceptualization of Prevention: Types of Prevention
 - 5.2.2. Current Situation of Prevention
- 5.3. Models of Educational Intervention
 - 5.3.1. Direct Intervention
 - 5.3.2. Indirect Intervention
- 5.4. Quantitative and Qualitative Techniques
 - 5.4.1. Use of Surveys and Observation
 - 5.4.2. Use of Questionnaires and Tests
- 5.5. Attention to Specific Educational Support Needs Associated with Disability, Mathematics and Learning Difficulties: Reading and Writing
 - 5.5.1. From Educational Needs to Activity and Participation Barriers
 - 5.5.2. Educational Guidance in the Face of Intervention Demands
 - 5.5.3. Conceptualization (Learning Difficulties: Reading and Writing)
 - 5.5.4. Assessment and Intervention in the Reading and Writing Module
 - 5.5.5. Tasks for Educational Care
 - 5.5.6. Conceptualization (Learning Difficulties: Mathematics)
 - 5.5.7. Resolution of Problematic Situation
 - 5.5.8. The Role of the Counselor in the Identification of Difficulties
- 5.6. Giftedness and High Abilities
 - 5.6.1. Symptomatology and Consequences of Giftedness and High Abilities
 - 5.6.2. Curricular Adaptation to Giftedness and High Abilities
- 5.7. Attention to Diversity and Multiculturalism
 - 5.7.1. The Reality of Diversity
 - 5.7.2. The Reality of Multiculturalism

- 5.8. Psychopedagogical Evaluation Strategies
 - 5.8.1. Psychopedagogical Evaluation Process
 - 5.8.2. Psycho-Pedagogical Evaluation and Counseling in the Educational Response
- 5.9. Guidance and Tutorial Action Plan
 - 5.9.1. the Content of the Guidance and Tutorial Action Plan
 - 5.9.2. Oriented Modeling of the Guidance and Tutorial Action Plan
- 5.10. Teacher Training for Inclusive Education
 - 5.10.1. Previous Aspects to Consider
 - 5.10.2. Basis and Purpose
 - 5.10.3. Essential Elements of the Initial Training
 - 5.10.4. Main Theories and Models
 - 5.10.5. Criteria for the Design and Development of Teacher Education
 - 5.10.6. Continuing education
 - 5.10.7. Profile of the Teaching Professional
 - 5.10.8. Teaching Skills in Inclusive Education
 - 5.10.9. The Support Teacher Functions
 - 5.10.10. Emotional Skills

Module 6. The Educational Research and Innovation and Change Management

- 6.1. School Improvement as a Goal of Educational Guidance
 - 6.1.1. Educational Guidance in the New Scenarios of the Current Context
 - 6.1.2. Key Concepts: Educational Innovation, Change, Reform and Educational Improvement
 - 6.1.3. Epistemological Referents for Innovation and Research: Educational Paradigms
 - 6.1.4. The change in the Educational Paradigm as a Challenge to Rethink the Contribution of Educational Counseling
- 6.2. Areas of Innovation and Challenges for Educational Intervention
 - 6.2.1. Areas of Innovation in the Educational Context
 - 6.2.2. The Obstacles and Challenges of Innovation in the Educational Context
 - 6.2.3. The binomial for Educational Improvement: Research and Innovation
 - 6.2.4. Current Possibilities and Challenges for an Innovative Educational Intervention
- 6.3. Change Management for Educational Improvement
 - 6.3.1. Educational Innovation: Change Management for Improvement
 - 6.3.2. Process Models to Generate Educational Innovation
 - 6.3.3. Educational Centers as a Learning Organization
 - 6.3.4. The Specific Contribution of the Educational Organization in the Definition of Educational Innovation and Intervention Strategies
- 6.4. Design, Planning, Development and Evaluation of Intervention Projects for Educational Innovation and Improvement
 - 6.4.1. Counseling: an Instrument of Guidance for Educational Improvement
 - 6.4.2. Components for the Design of an Intervention Project for Educational Improvement
 - 6.4.3. Planning of an Intervention Project for Educational Improvement (Phases)
 - 6.4.4. Development of an Intervention Project for Educational Improvement (Agents, Roles and Resources)
 - 6.4.5. Strategies and resources for the assessment of educational innovation and improvement projects
 - 6.4.6. The Search for Best Practices
 - 6.4.7. Monitoring and Evaluation of "Best Practices" for Educational Improvement
 - 6.4.8. Case Study: Analysis of a Model for Evaluating Educational Innovations
- 6.5. Digital Literacy and Socio-Community Educational Innovation
 - 6.5.1. Paradigm Shift: From Solid Knowledge to Liquid Information
 - 6.5.2. Web 2.0. Metaphors and their Implications for Educational Guidance
 - 6.5.3. Good Practices in the Innovative Use of Technological Resources
 - 6.5.4. The Possibilities and Challenges of Educational Guidance in the Digital Society
 - 6.5.5. The Socio-Educational Context as a Field of Innovation for Educational Guidance
 - 6.5.6. Networking and the Construction of a Common Outlook
 - 6.5.7. From the Educational Center to the Educating Community: Educating Cities
 - 6.5.8. From the Classroom to the Community: the Richness of Service-Learning
- 6.6. Pedagogical Innovation and Guidance in the Classroom: Improving Learning and Assessment as a Shared Challenge
 - 6.6.1. Shared Teaching as a Strategy for Learning Improvement
 - 6.6.2. Resources to Promote Shared Teaching Development
 - 6.6.3. Types of Shared Teaching
 - 6.6.4. Advising, Accompanying and Evaluating Shared Teaching Processes



- 6.6.5. Evaluation as a Learning Opportunity
- 6.6.6. Characteristics of Innovative Evaluation
- 6.6.7. The Dimensions of Evaluation: the Ethical and the Technical-Methodological Question
- 6.7. Pedagogical Innovation and Guidance in the Classroom: Strategies to Orient Assessment towards Learning
 - 6.7.1. Collaboration with Faculty to Develop Learning-Oriented Assessment
 - 6.7.2. Quality Criteria for Developing a Learning-Oriented Evaluation Process
 - 6.7.3. How to Guide Evaluation Results to Support Learning
- 6.8. From Educational Research in the Digital Society to Classroom Research: Improving the Teaching-Learning Process
 - 6.8.1. The Own Nature of Educational Research
 - 6.8.2. The Research Process and the Educational Counseling as Researcher's Viewpoint
 - 6.8.3. Educational Research in the Current Context
 - 6.8.4. Technological Tools for the Development of Educational Research
 - 6.8.5. Educational Research Functions
 - 6.8.6. From Educational Research to Research in the Classroom
 - 6.8.7. Classroom Research and Professional Development
 - 6.8.8. Ethical Considerations for the Development of Educational Research
- 6.9. Internal Evaluation of Educational Guidance Teams The Current Challenges of Educational Guidance and the Deontological Framework for the Practice of the Profession
 - 6.9.1. Educational Improvement Makes It Essential to Evaluate Teachers and Educational Guidance Teams
 - 6.9.2. The Self-Evaluation of Teaching Practice as a Process of Reflection and Formative Accompaniment
 - 6.9.3. Internal Evaluation of Educational Guidance Teams and Guidance Departments
 - 6.9.4. Educational Guidance Challenges for the 21st Century

- 6.9.5. Deontological Framework for Teaching Practice
- 6.10. Learning and Professional Development of Educational Change Agents
 - 6.10.1. From the Transmitter School to the Creative, Collaborative and Critical School: Being an Agent for the Change of Model
 - 6.10.2. Opportunities for the Professional Development of all Educational Agents
 - 6.10.3. From Collective Learning to the Professional Development of Teachers: the Contribution of the Educational Counselor
 - 6.10.4. Spaces for Meeting and Professional Learning: Congresses, Innovation Conferences, Professional Networks, Communities of Practice, MOOC

Module 7. Educational Processes and Contexts

- 7.1. The White Paper and the 1970 Education Law
 - 7.1.1. Introduction
 - 7.1.2. White Paper
 - 7.1.2.1. What is a White Paper?
 - 7.1.3. The General Education Law of 1970: Preamble and Goals
 - 7.1.3.1. Preamble
 - 7.1.3.2. Purposes
 - 7.1.4. The General Law of Education of 1970: Educational Levels
 - 7.1.4.1. Preschool Education
 - 7.1.4.2. General Basic Education
 - 7.1.4.3. Baccalaureate
 - 7.1.4.4. University Education
 - 7.1.4.5. Professional Formation
 - 7.1.5. The General Education Law of 1970: Schools and Teachers
 - 7.1.5.1. Educational Centers
 - 7.1.5.2. Professors
- 7.2. The LODE of 1985 and the LOGSE of 1990
 - 7.2.1. Introduction
 - 7.2.4.1. Early Childhood Education
 - 7.2.4.2. Primary Education
 - 7.2.4.3. High School
 - 7.2.4.4. Baccalaureate
 - 7.2.4.5. Vocational Training
 - 7.2.4.6. Special Education
- 7.3. The Organic Law on Education (LOE)
 - 7.3.1. Introduction
 - 7.3.2. Organic Law on Education (LOE): Principles
 - 7.3.3. Organic Law on Education (LOE): Teaching
 - 7.3.3.1. Early Childhood Education
 - 7.3.3.2. Primary Education
 - 7.3.3.3. High School Education
 - 7.3.3.4. Baccalaureate
 - 7.3.3.5. Vocational Training
 - 7.3.4. Organic Law on Education (LOE): Itineraries
- 7.4. The Organic Law for the Improvement of the Quality of Education (LOMCE)
 - 7.4.1. Introduction
 - 7.4.2. LOMCE: Curriculum
 - 7.4.3. LOMCE: High School Education
 - 7.4.4. LOMCE: Baccalaureate
 - 7.4.5. LOMCE: Vocational Training
 - 7.4.5.1. Basic Vocational Training
 - 7.4.5.2. Intermediate Vocational Training
 - 7.4.5.3. Higher Vocational Training
 - 7.4.5.4. Dual Vocational Training
 - 7.4.6. LOMCE: Educational System Itineraries
 - 7.4.7. LOMCE: Key Skills
- 7.5. The Organization of the Institutions
 - 7.5.1. Concept of School
 - 7.5.2. Components of the School Center
 - 7.5.3. Characteristics of Educational Centers
 - 7.5.3.1. Autonomy of the Centers
 - 7.5.3.2. Functions of The School
- 7.6. Management and Leadership Applied to the Educational Institution: Management Team



- 7.6.1. Management of the Educational Institution
 - 7.6.1.1. Conceptions of the Term Management
- 7.6.2. Leadership
 - 7.6.2.1. Concept of Leader
 - 7.6.2.2. Gestation of the Leader
 - 7.6.2.3. The Authentic Leader
- 7.6.3. Leadership in Today's Organizations
 - 7.6.3.1. Importance of Authentic Leadership
 - 7.6.3.2. The Need for Authentic Leadership in Education
 - 7.6.3.3. Types of Leadership
- 7.6.4. Leadership in the Management of Educational Institutions and Initiatives
 - 7.6.4.1. Leadership of the Management Team
 - 7.6.4.2. Pedagogical Leadership of the Director
 - 7.6.4.3. Leadership of the Head of Studies
- 7.7. Management and Leadership Applied to the Educational Institution: Teaching Team
 - 7.7.1. Teaching Team: Functions and Rights of the Teaching Staff
 - 7.7.2. Teachers Organization
 - 7.7.2.1. Teamwork
 - 7.7.2.1.1. Working Groups
 - 7.7.2.2. The Teacher as Tutor
 - 7.7.2.2.1. The Profile of the Tutor
 - 7.7.2.2.2. Duties of the Tutor
 - 7.7.2.3. The Teacher-Coach
 - 7.7.2.3.1. Conceptualization and Characteristics
 - 7.7.2.3.2. The Coach
 - 7.7.2.4. Networking
 - 7.7.3. Leadership of the Teaching Staff
 - 7.7.3.1. The Leadership of the Tutor
 - 7.7.3.2. Teacher Leadership

- 7.8. The Guidelines of a School Center
 - 7.8.1. School-Based Education Project
 - 7.8.1.1. The Content of School-Based Education Project
 - 7.8.1.2. Development of School-Based Education Project
 - 7.8.1.3. Implementation of School-Based Education Project
 - 7.8.1.4. Evaluation of School-Based Education Project
 - 7.8.2. Internal Rules
 - 7.8.2.1. The Content School-Based Education Project, a Discretionary Matter
 - 7.8.3. Specific Plans
 - 7.8.3.1. Purpose, Typology and Content
 - 7.8.3.2. Another Way of Expressing the School-Based Education Project
 - 7.8.4. Annual Report
 - 7.8.4.1. Guidelines for the Preparation of an Educational Center's Annual Report
 - 7.8.5. Autonomy as a Requirement
- 7.9. The Organizational Structure of a Center and Communication Instruments
 - 7.9.1. Collegiate Bodies
 - 7.9.1.1. The School Council
 - 7.9.1.1.1. Composition
 - 7.9.1.1.2. Election and Renewal of the School Board
 - 7.9.1.1.3. Competencies
 - 7.9.1.2. The Teaching Staff
 - 7.9.2. Educational Coordination Bodies
 - 7.9.2.1. Teaching Departments
 - 7.9.2.2. Guidance Department in Compulsory Secondary Education
 - 7.9.2.3. Complementary and Extracurricular Activities Department
 - 7.9.2.4. Pedagogical Coordination Commission
- 7.10. Curriculum Management
 - 7.10.1. The School Space: the Organization of the Classroom
 - 7.10.2. Assessment of the Spatial Design of the Classroom
 - 7.10.2.1. Systematic Observation of Users in the Course of Using the Space
 - 7.10.2.2. Self-Application and Evaluation
 - 7.10.3. The School Space as a Dynamic Creation of the Teacher
 - 7.10.4. School Time
 - 7.10.5. Student Organization
 - 7.10.5.1. Vertical Organization of the Student Body
 - 7.10.5.1.1. Graduate School
 - 7.10.5.1.2. The Ungraded School
 - 7.10.5.1.3. The Multigrade School
 - 7.10.5.2. Horizontal Organization of the Student Body
 - 7.10.5.2.1. The Autonomous Class
 - 7.10.5.2.2. Departmentalization
 - 7.10.5.2.3. Team Teaching by Teachers
- 7.11. Change and Innovation in the School
 - 7.11.1. Improvement in Education
 - 7.11.1.1. From Change as a Necessity to Change as an Opportunity
 - 7.11.1.2. Global Changes vs. Partial Changes
 - 7.11.1.3. Organizational Changes vs. Social Changes
 - 7.11.1.4. Towards Successful Change
 - 7.11.2. Institutional Innovation
 - 7.11.3. The Creation and Management of Collective Knowledge
 - 7.11.3.1. Departments and Educational Teams as Structures for Innovation
 - 7.11.3.2. Strategies for Intervention in Collaborative Contexts
 - 7.11.4. Teachers and Managers as Agents of Change
- 7.12. Change and Innovation in the School Center: Spatial Context and Didactic Project
 - 7.12.1. The Planning Process for the Improvement of the Spatial Context of Learning
 - 7.12.2. The Imperatives for Change and the School in its Environment
 - 7.12.3. The Traditional Model
 - 7.12.4. Spatial Context and Didactic Project
 - 7.12.5. Infrastructure of the New Learning Contexts
 - 7.12.6. Strategies for the Improvement of the Quality of Life in the School Center
 - 7.12.6.1. Search for Correspondence between the Designs of the Building and the Furniture



- 7.12.6.2. Development of a New Conception of the Workplace of the Student
- 7.12.6.3. Redistribution of the Work Areas by Means of the Furniture
- 7.12.6.4. The Participation of Students in the Appropriation of Space
- 7.12.6.5. The Urban Planning Dimension

Module 8. Creativity and Emotional Education in the Classroom

- 8.1. Emotional Intelligence and the Education of Emotions According to the Mayer and Salovey Model
- 8.2. Other Models of Emotional Intelligence and Emotional Transformation
 - 8.2.1. Emotional Competence Models
 - 8.2.2. Social Competence Models
 - 8.2.3. Multiple Models
- 8.3. Social-Emotional Competencies and Creativity by Level of Intelligence
- 8.4. Concept of Emotional Quotient, Intelligence and Dyssynchrony Accommodation in High Intellectual Capacities
- 8.5. Concept of Hyperemotivity
- 8.6. Current Scientific Studies on Creativity, Emotions, Self-Awareness and Intelligence
 - 8.6.1. Neuroscientific Studies
 - 8.6.2. Applied Studies
- 8.7. Practical Classroom Resources to Prevent Demotivation and Hyperemotivity
- 8.8. Standardized Tests to Assess Emotions and Creativity
 - 8.8.1. Creativity Tests and Quizzes
 - 8.8.2. Assessing Emotions
 - 8.8.3. Laboratories and Valuation Experiences
- 8.9. Inclusive Schools: Humanist Model and Emotional Education Interrelation

Module 9. Neuroeducation

- 9.1. Introduction to Neuroeducation
- 9.2. Main Neuromyths
- 9.3. Attention
- 9.4. Emotion
- 9.5. Motivation
- 9.6. The Learning Process

- 9.7. Memory
- 9.8. Stimulation and Early Interventions
- 9.9. Importance of Creativity in Neuroeducation
- 9.10. Methodologies that Allow the Transformation of Education into Neuroeducation

Module 10. Communication in the Classroom

- 10.1. Learning to Teach
 - 10.1.1. Communication Processes
 - 10.1.2. Teaching Transmission Processes
- 10.2. Oral Communication
 - 10.2.1. Voice in the Classroom
 - 10.2.2. Voice Care in the Classroom
- 10.3. Communication Support Systems
 - 10.3.1. The Use of the Blackboard
 - 10.3.2. The Use of Projectors
- 10.4. The Use of Images in Teaching
 - 10.4.1. Images and Licenses for Use
 - 10.4.2. Author Images
- 10.5. The Use of Video in Teaching
 - 10.5.1. Video as a Support Material
 - 10.5.2. Teaching through Videos
- 10.6. Written Communication
 - 10.6.1. The Reports and Written Assignments
 - 10.6.2. Blogs and Forums
- 10.7. Communication Difficulties
 - 10.7.1. Teaching Difficulties
 - 10.7.2. Classroom Difficulties
- 10.8. Collaborative Processes vs. Competition





- 10.8.1. Advantages and Disadvantages of Collaborative Learning
- 10.8.2. Advantages and Disadvantages of Competency-Based Learning
- 10.9. Development of Support Materials
 - 10.9.1. Classroom Supplies
 - 10.9.2. Consultation Material
- 10.10. Development of Network Teaching
 - 10.10.1. Teaching Resources on the Internet
 - 10.10.2. Wikis and Reference Material on the Internet

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This academic itinerary is exclusive to TECH and you will be able to develop it at your own pace thanks to its 100% online Relearning methodology”

06

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.

“

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

The effectiveness of the method is justified by four fundamental achievements:

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.

At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Educational Techniques and Procedures on Video

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



Interactive Summaries

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

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



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.



Classes

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

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



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



07

Certificate

The Professional Master's Degree in Educational Guidance in High School Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree 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"*

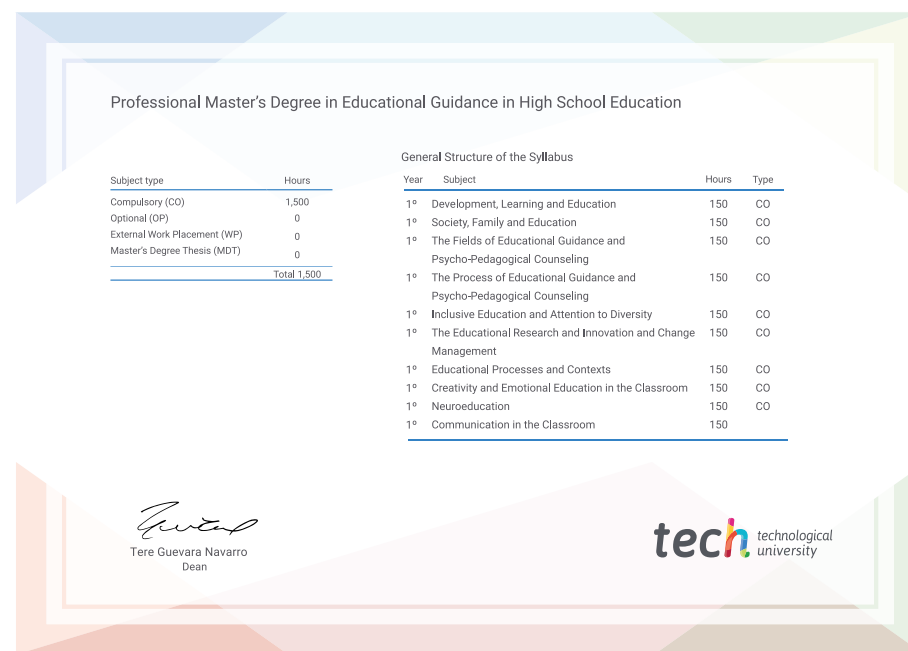
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