

Professional Master's Degree

Foreign Language (English) Teacher
Training in High School Education





Professional Master's Degree

Foreign Language (English)

Teacher Training 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.techtute.com/pk/education/professional-master-degree/master-foreign-language-english-teacher-training-high-school-education

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01

Introduction

Teaching in High School Education is crucial to prepare young people for the future and contribute to the creation of a knowledge-based society. This program gathers specific information to update teachers in the teaching of Foreign Languages (English). The professional should think no more, and join the best online university on the current panorama.



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This program makes professionals in this field increase their capacity for success, which reverts to better praxis and performance that will have a direct impact on educational treatment in the classroom”

Foreign Language (English) Teacher Training in High School Education is designed to improve the student's skills as a future teacher through the most innovative educational technology and blended attendance.

This program is distinguished by enabling its students to study its contents 100% online, adapting to their needs and obligations, asynchronously and completely self-managing. The student will be able to choose which days, at what time and for how long to dedicate to the course of the contents of the program. Always in tune with the capabilities and skills dedicated to it.

The order and distribution of the subjects and their units is specially designed to allow each student to choose their own schedule and self-manage their time. In order to do this, you will have theoretical materials at your disposal, presented through enriched texts, multimedia presentations, exercises and guided practical activities, motivational videos, master classes and case studies, where you will be able to evoke knowledge in an orderly manner and work on decision-making that demonstrates your high level education within this field of teaching.

This **Professional Master's Degree in Foreign Language (English) Teacher Training in High School Education** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of practical cases presented by experts in Foreign Language (English) Teacher Training in High School Education
- ♦ The graphic, schematic and practical contents of the program provide Didactics and practical information on those 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 for 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



TECH presents the Professional Master's Degree in Foreign Language (English) Teacher Training in High School Education with the highest quality in the university market"

“

This Professional Master's Degree is the best investment you can make in selecting an up-to-date program for two reasons: in addition to updating your knowledge as a teacher, you will obtain a degree from TECH Technological University”

Its teaching staff includes professionals belonging to the field of Teacher Training, who pour the experience of their work into this academic degree, as well as recognized specialists from leading societies and prestigious universities.

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

This program's design focuses on Problem-Based Learning, through which the teacher must try to solve the different professional practice situations that arise throughout this Professional Master's Degree. In order to do this, the teacher will have the help of an innovative interactive video system made by recognized experts in the field of foreign language teaching and with extensive teaching experience.

Increase your decision-making confidence by updating your knowledge through this master's degree.

This 100% online program will allow you to balance your studies with your professional work while increasing your knowledge in this field.



02 Objectives

The Foreign Language (English) Teacher Training in High School Education is oriented to facilitate the performance of professionals dedicated to teaching with the latest advances and the most innovative treatments in the sector.



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*A program of high educational efficiency
that will allow you to quickly and easily
grow as a professional”*



General Objective

- Provide future teachers with specialized skills and competencies that will increase their performance level and update their knowledge in High School Education teaching

“

*A contextual and realistic learning
that will immerse you in the reality
of a challenging profession”*





Specific Objectives

Module 1. Learning and Development of Personalities

- ♦ Get to know the relationship between learning and development, education and culture
- ♦ Understand the importance of schooling in development
- ♦ Study the concept of brain plasticity and plasticity windows
- ♦ Gain knowledge about the essential social factors in learning: imitation, shared attention and empathic understanding
- ♦ Identify the stages of development
- ♦ Understand the concept of personality

Module 2. Society, Family and Education

- ♦ Know the term integral education
- ♦ Conceptualize educational guidance
- ♦ Explain the origin of educational guidance and the main figures of educational guidance
- ♦ Explain the areas of intervention of educational guidance
- ♦ Identify the models of intervention of educational guidance
- ♦ Enumerate the functions of guidance in the educational center
- ♦ Enunciate the principles of the guidance action

Module 3. Complements for the Disciplinary Training of Foreign Languages (English)

- ♦ Recognize important aspects of the historical teaching process of languages in Europe
- ♦ Highlight changes that have occurred in the teaching of the English language over time
- ♦ Provide a summarized approach about the grammar teaching method
- ♦ Provide a summarized approach to the direct teaching method

Module 4. Curriculum design of foreign languages (English)

- ♦ Develop the idea of curriculum structure
- ♦ Recognize the levels and approaches represented by the school curriculum
- ♦ Provide guidance on classroom programming, the center project and educational legislation
- ♦ Approaching the different curricular models through current pedagogical conceptions

Module 5. Didactics of Foreign Languages (English)

- ♦ Know the new scenarios of global and local context
- ♦ Explain key concepts: educational innovation, change, reform and educational improvement
- ♦ Present the educational paradigms and innovation purposes
- ♦ Understand why it is necessary to innovate and its meaning
- ♦ Show process models to generate educational innovation
- ♦ Understand the importance of a strategic approach to incorporate educational innovations
- ♦ Discover the reasons for the need for a paradigm shift
- ♦ Know the role of research for educational improvement

Module 6. Teaching Innovation and Initiation to Educational Research

- ♦ Get to know the fields of innovation in the educational context
- ♦ Discover learning communities
- ♦ Expose the obstacles and challenges of innovation in the educational context
- ♦ Explain how teachers learn and their role change
- ♦ Demonstrate the factors that favor professional learning and development
- ♦ Delve into the professional learning of teachers
- ♦ Introduce professional learning and meeting spaces, such as: conferences, congresses, innovation days, professional networks, communities of practice and MOOC (Massive Open Online Courses)

Module 7. Educational Processes and Contexts

- ♦ Explain the concept of White Paper
- ♦ Identify the different educational laws in chronological order
- ♦ Expose the determinants of the educational reform
- ♦ Present the general and fundamental principles of the educational reform
- ♦ Show the particularities of the General Education Law: preamble, educational levels, educational centers and teachers



Learn English

Module 8. Inclusive Education and Attention to Diversity

- ♦ Develop an overview of the conceptions and formation of the teacher profile throughout history
- ♦ Learn about the institutions and training plans of each moment
- ♦ Conceptualize the current profile of teachers and their training needs

Module 9. Creativity and Emotional Education in the Classroom

- ♦ Know the difference between emotion and intelligence
- ♦ Understand emotional intelligence and its importance in the individual
- ♦ Get to know the importance of a teacher with very good self-regulation and emotional intelligence, from the point of view of Mayer and Salovey

Module 10. Neuroeducation

- ♦ Understand experience at the neural level
- ♦ Discover learning at the neuronal level

Module 11. 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 assessments of the Professional Master's Degree in Foreign Language (English) Teacher Training in High School Education, the professional will have acquired the necessary skills for a quality and updated praxis based on the most innovative didactic methodology.



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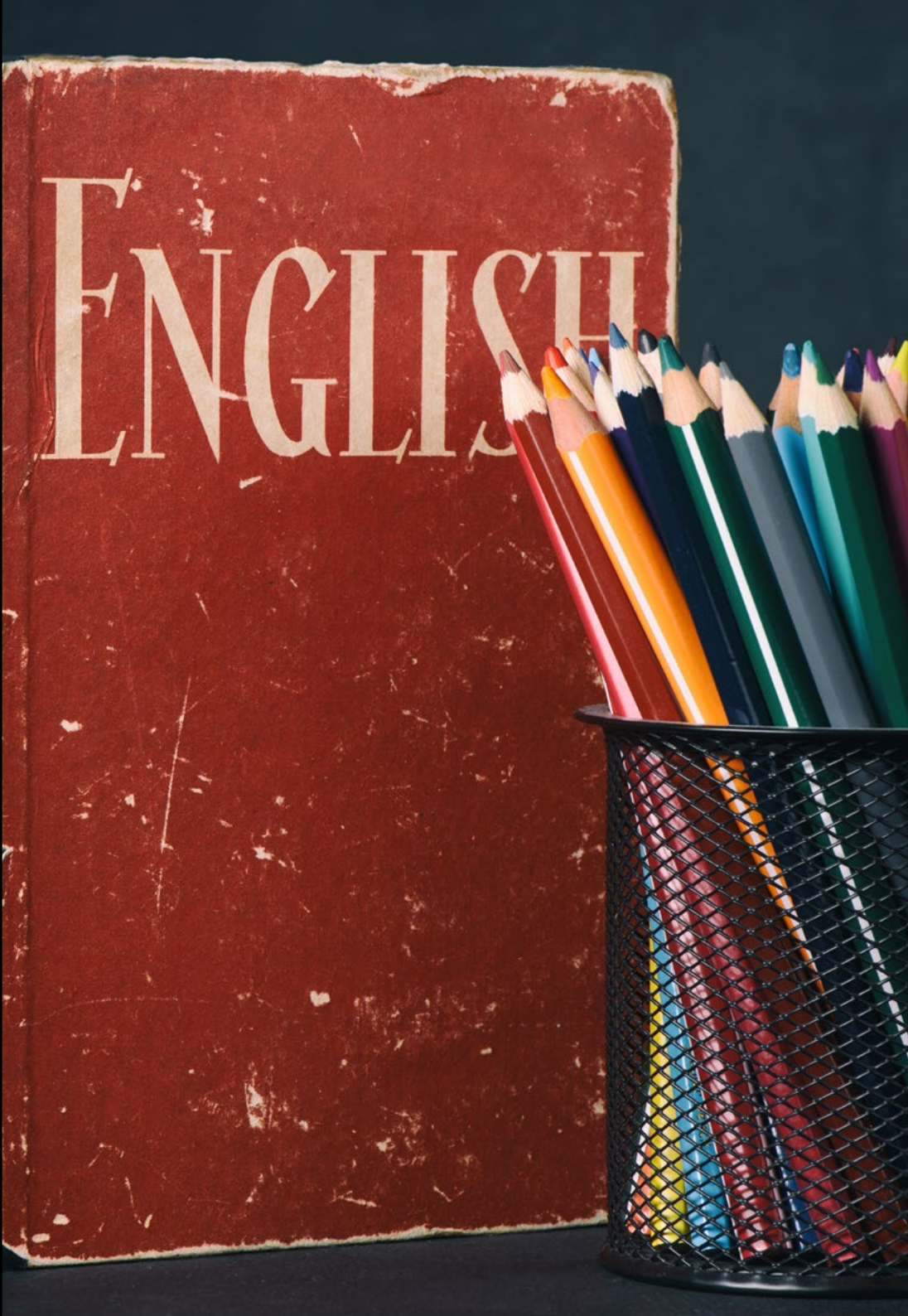
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*This program will allow you to learn
the new tools used in Teacher Training
to offer better service to your students”*



General Skills

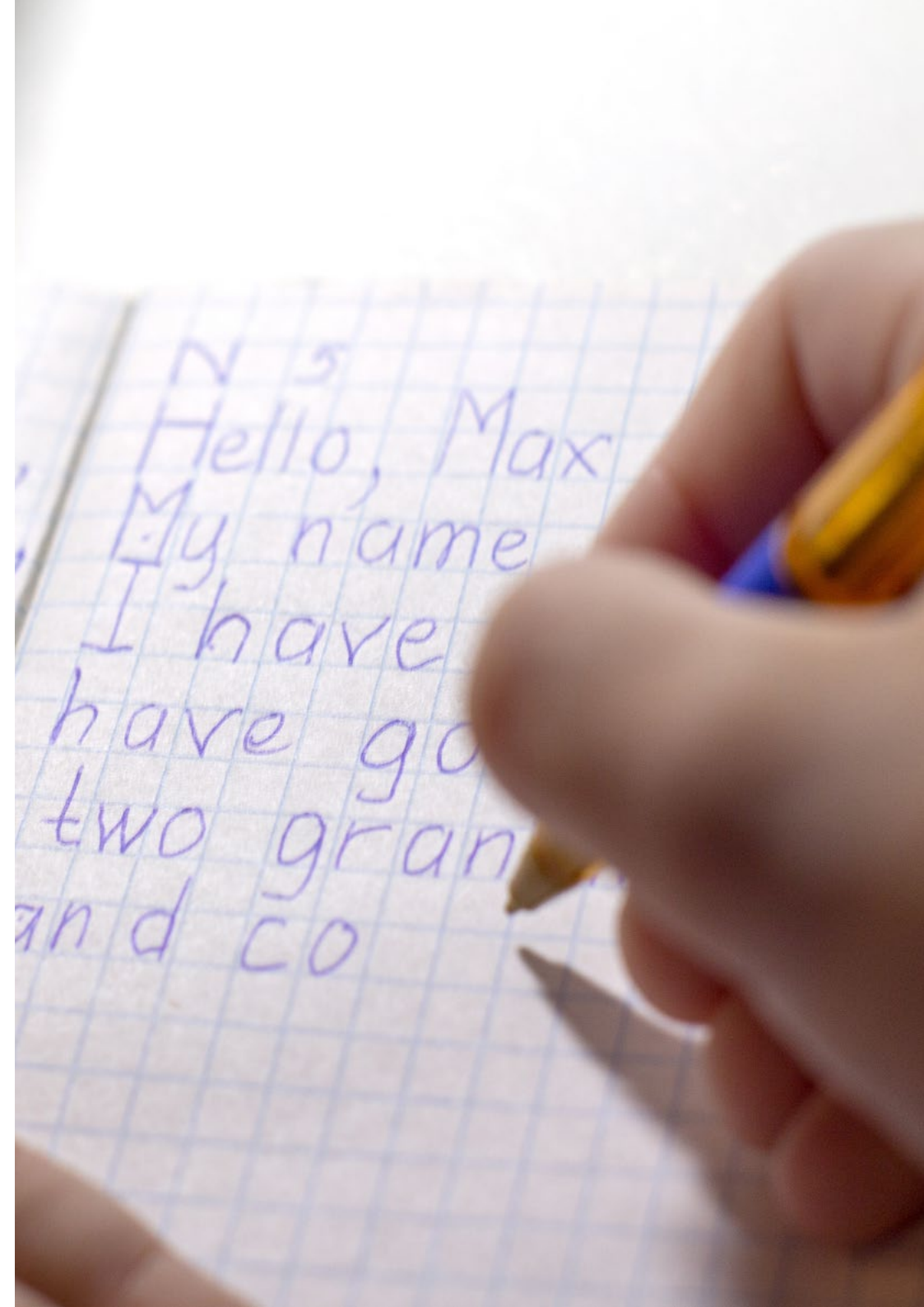
- ♦ Gain knowledge about the curricular contents of the subjects related to the corresponding teaching specialization, as well as the body of didactic knowledge regarding the respective teaching and learning processes For professional training will include knowledge of the respective professions
- ♦ 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 education of the students, as well as the orientation of the students, both individually and in collaboration with other teachers and professionals of the center
- ♦ 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
- ♦ Determine the syllabus to be implemented in an educational center by participating in its collective planning; develop and apply teaching methodologies, both group and personalized, adapted to the diversity of the students
- ♦ Design and develop learning spaces with special attention to equity, emotional and values education, equal rights and opportunities between men and women, citizenship training and respect for human rights that facilitate life in society, decision-making and the construction of a sustainable future
- ♦ Acquire strategies to stimulate student effort and promote their ability to learn by themselves and with others, and develop thinking and decision-making skills that facilitate autonomy, confidence and personal initiative
- ♦ 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 make the center a place of participation and culture in the environment where it is located; develop the functions of tutoring and guidance of students in a collaborative and coordinated manner; participate in the evaluation, research and innovation of teaching and learning processes
- ♦ Get to know the regulations and institutional organization of the educational system and quality improvement models applicable to educational centers
- ♦ 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
- ♦ Elaborate proposals based on the acquisition of knowledge, skills and intellectual and emotional skills
- ♦ Identify and plan for 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
- ♦ Know the historical evolution of the educational system in our country
- ♦ Know and apply resources and strategies for information, tutoring and academic and professional orientation
- ♦ 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, both in the acquisition of skills and learning and in education in respect for rights and freedoms, equal rights and opportunities between men and women and in the equal treatment and non-discrimination of people with disabilities

- 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
- Gain knowledge about the history and recent developments of the subjects and their perspectives in order to be able to transmit a dynamic vision of them
- Know the contexts and situations in which the different curricular contents are used or applied
- Gain knowledge about the processes and resources for the prevention of learning and coexistence problems, evaluation processes and academic and career guidance
- Get to know the theoretical-practical developments of teaching and learning of the subjects corresponding to the specialization
- 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
- Get to know evaluation strategies and techniques and to understand evaluation as an instrument of regulation and stimulus to effort



- ♦ Get to know and apply innovative teaching proposals in the area of specialization
 - ♦ Critically analyze the performance of teaching, good practices and guidance using quality indicators
 - ♦ Identify the problems related to the teaching and learning of the subjects of the specialization and propose alternatives and solutions
 - ♦ Know and apply basic methodologies and techniques of educational research and evaluation and be able to design and develop research, innovation and evaluation projects
 - ♦ Acquire experience in the planning, teaching and evaluation of the subjects corresponding to the specialization
 - ♦ Master the social skills and abilities necessary to foster a climate that facilitates learning and coexistence
 - ♦ Participate in the proposals for improvement in the different areas of performance
 - ♦ Summarize the training acquired throughout all the teachings described and demonstrate the acquisition of the competences
 - ♦ Demonstrate a command of the English language corresponding to level B1 according to the Common European Framework of Reference for Languages
 - ♦ Get to know the psycho-pedagogical characteristics of the students in order to be able to evaluate them and issue the required reports
 - ♦ Know the measures of attention to diversity that can be adopted in order to be able to give the necessary advice in each case
- ♦ Analyze the organization and functioning of a center to coordinate the personal, academic and professional orientation of students in collaboration with the members of the school community
 - ♦ Develop the necessary skills and techniques to be able to adequately advise families about the development and learning process of their children
 - ♦ Identify public services and community entities with which the center can collaborate and promote and plan, in collaboration with the management team, the necessary actions for a better attention of the students



This program will allow you to learn in a theoretical and practical way, through virtual learning systems, to develop your work with total guarantees of success"

04

Course Management

The program's teaching staff includes reference experts in Teacher Training, who pour the experience of their work into this program. Additionally, other recognized experts participate in its design and preparation, completing the program in an interdisciplinary manner.





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Learn about the latest advances in Teacher Training from leading experts in the field”

Management



Dr. Barboyón Combey, Laura

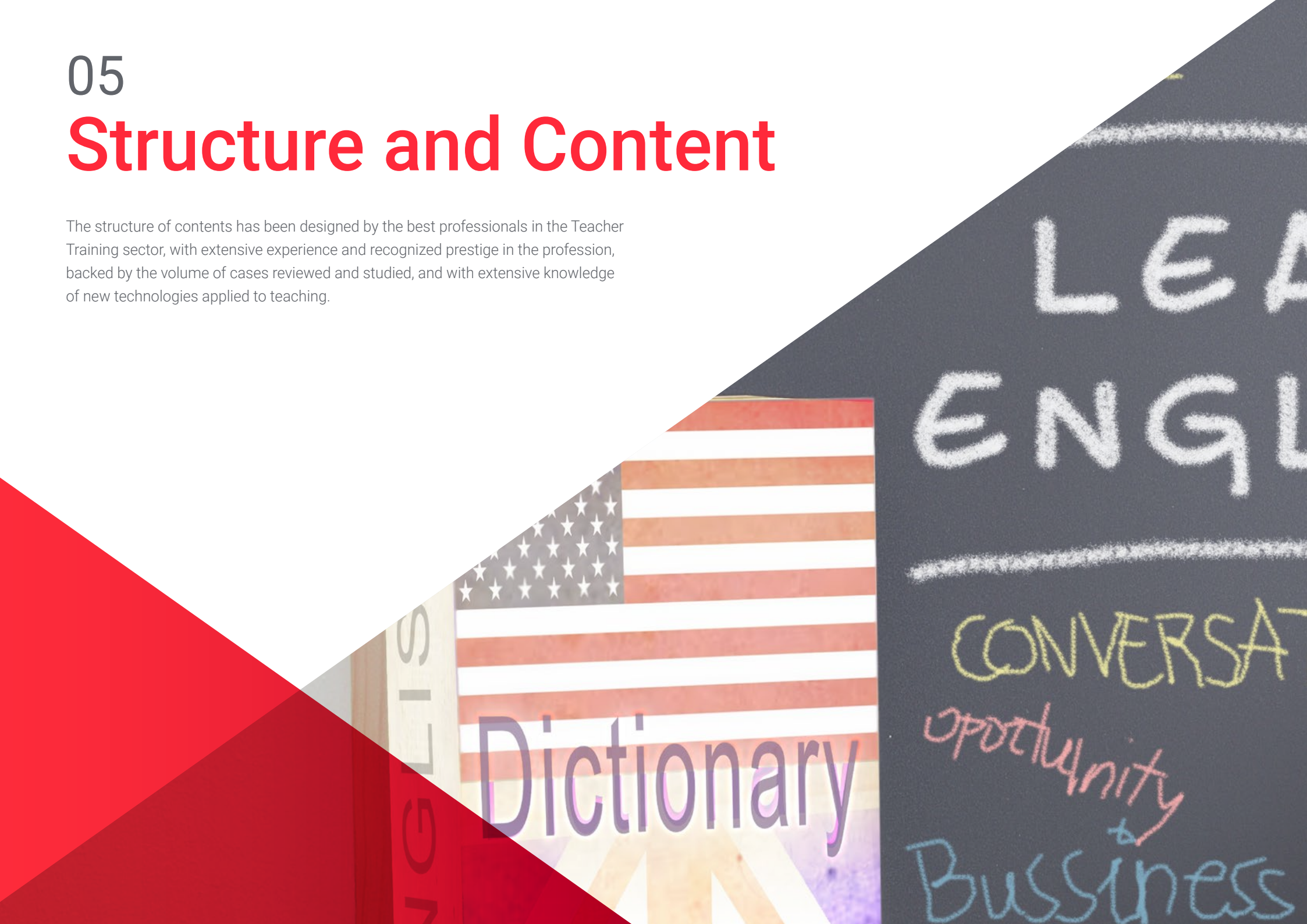
- ♦ Teacher of Primary Education and postgraduate studies
- ♦ Teacher in postgraduate university studies of High School Education Teacher Training
- ♦ Teacher of Primary Education in several schools
- ♦ Doctor in Education from the University of Valencia
- ♦ Master's Degree in Psychopedagogy from the University of Valencia
- ♦ Degree in Primary Education with a major in English Teaching from the Catholic University of Valencia San Vicente Mártir



05

Structure and Content

The structure of contents has been designed by the best professionals in the Teacher Training sector, with extensive experience and recognized prestige in the profession, backed by the volume of cases reviewed and studied, and with extensive knowledge of new technologies applied to teaching.



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We offer you the most complete and up-to-date educational program on the market. We strive for excellence and for you to achieve it too”

Module 1. Learning and Development of Personalities

- 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 David Ausubel
 - 1.2.2.3.2.2. Jean Piaget's Genetic Epistemology
 - 1.2.2.3.3. Lev Vygotsky's Sociocultural Cognitive Theory
 - 1.2.2.3.4. 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. Hypothetico-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 Thirty 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
 - 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 Counselling
 - 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 Career Training and Guidance
 - 2.2.4. Guidance and Tutorial Action in Occupational 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. The 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
 - 2.3.4. Advantages of Using ICT in Tutorial Action
 - 2.3.5. 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. Socioemotional 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. Complements for the Disciplinary Training of Foreign Languages (English)

- 3.1. History Of The English Language Teaching As A Foreign Language
 - 3.1.1. Origins And History Of English
 - 3.1.2. Modern English Compared To Earlier English And Other Languages
 - 3.1.3. External And Internal Change
 - 3.1.4. Introduction To The History Of Language Teaching
 - 3.1.5. Grammar-Translation Method
 - 3.1.6. Language Teaching Innovations In The 19th Century
 - 3.1.7. The Reform Movement
 - 3.1.8. The Direct Method
- 3.2. Bilingualism And Multilingualism
 - 3.2.1. Introduction To Bilingualism
 - 3.2.2. Bilingualism Definitions And Dimensions
 - 3.2.3. Code choice: Code-Switching And Code-Mixing
 - 3.2.4. Code-Switching In Bilingual Children
 - 3.2.5. Diglossia
 - 3.2.6. Diglossia and Bilingualism
 - 3.2.7. Multilingualism
 - 3.2.8. Language Contact

- 3.3. English as a Global Language: Its Historical Past And Future English as Business Lingua Franca
 - 3.3.1. English As A Global Language
 - 3.3.2. Historical Background
 - 3.3.3. What Does The Global Language Do?
 - 3.3.4. Future Trends Of English
 - 3.3.5. Historical Background
 - 3.3.6. English As Lingua Franca (ELF)
 - 3.3.7. English As Business Lingua Franca
- 3.4. Sociocultural Perspective On Language And Culture
 - 3.4.1. Introduction
 - 3.4.2. Language As Sociocultural Resource
 - 3.4.3. Culture As Sociocultural Practice
 - 3.4.4. Linguistic Relativity
 - 3.4.5. Socially Constituted Linguistics
 - 3.4.6. Systemic Functional Linguistics
- 3.5. The Presence Of English In Mass Media And Communication Technologies
 - 3.5.1. The Media: The Press, Advertising, Broadcasting, Cinema, Popular Music
 - 3.5.2. International Travel
 - 3.5.3. Communications
- 3.6. History, Geography And Culture Of English Speaking Countries British Cultural Identities
 - 3.6.1. Language Learning And Socio-cultural Awareness
 - 3.6.2. United Kingdom And Ireland
 - 3.6.3. United States of America
 - 3.6.4. Canada
 - 3.6.5. Australia
 - 3.6.6. British Cultural Identities
 - 3.6.7. Traditional Britain
 - 3.6.8. The English Countryside
 - 3.6.9. Character And Accent
 - 3.6.10. An Island Race
- 3.7. Culture In Language Learning And Teaching
 - 3.7.1. Culture And Language Teaching
 - 3.7.2. Rediscovering Culture In The Context Of Language Teaching
 - 3.7.3. Culture In The Classroom
 - 3.7.4. "English" And "Literature": The Subject In Question
 - 3.7.5. The Uses Of Literature
 - 3.7.6. The Great Books And "Trash": The Canon Wars
 - 3.7.7. Literary History, Periods, And Movements: Four Approaches To The Past
- 3.8. Literature In The EFL Classroom
 - 3.8.1. Literature And Language Teaching
 - 3.8.2. A Brief Historical Overview
 - 3.8.3. Advantages Of Using Literature In The Language Classroom
 - 3.8.4. Advantages Of Using Literature In The Language Classroom
 - 3.8.5. Methodological Approaches To Teaching Literature
 - 3.8.6. Literature And Language Teaching: Some Empirical Research
- 3.9. Literature For Young Adults
 - 3.9.1. Defining Literature For Young Adults
 - 3.9.2. Literature For Young Adults
 - 3.9.3. New Forms And Topics
 - 3.9.4. Changing Readers
 - 3.9.5. Changing Classroom
- 3.10. English For Specific Purposes
 - 3.10.1. The Origins Of ESP
 - 3.10.2. The Development Of ESP
 - 3.10.3. ESP: Approach Not A Product

Module 4. Curriculum design of foreign languages (English)

- 4.1. Curriculum and its Structure
 - 4.1.1. School Curriculum: Concept and Components
 - 4.1.2. Curriculum Design: Concept, Structure and Functioning
 - 4.1.3. Levels of Curriculum Specification
 - 4.1.4. Curriculum's Model
 - 4.1.5. Educational Programming as a Working Tool in the Classroom
- 4.2. Legislation as a Guide to Curriculum Design and Key Competencies
 - 4.2.1. Review of Current National Educational Legislation
 - 4.2.2. What are Competencies?
 - 4.2.3. Types of Skills
 - 4.2.4. Key Competencies
 - 4.2.5. Description and Components of Key Competencies
- 4.3. Teaching Levels and Modalities
 - 4.3.1. Education System: Interaction between Society, Education and the School System
 - 4.3.2. The Educational System: Factors and Elements
 - 4.3.3. Baccalaureate (High School)
 - 4.3.4. Artistic Education
 - 4.3.5. Language Training
 - 4.3.6. Sports Education
 - 4.3.7. Adult Education
- 4.4. Analysis of the Curriculum for the Specialty of English
 - 4.4.1. Sorting Curriculum in the Specialty of English
 - 4.4.2. Official Curriculum of the English Area in ESO, Baccalaureate and FP
 - 4.4.3. Official Curriculum of Language Teaching
 - 4.4.4. Vocational training and its management
- 4.5. Didactic Programming I: What and How to Teach
 - 4.5.1. What is a Didactic Programming: Justification, Characteristics and Functions
 - 4.5.2. The Importance of the Context: Educational Center, Students and Social Environment
 - 4.5.3. The importance of Context: Educational Center, Students and Social Environment Elements that must be part of the Programming: Objectives, Methodology, Skills and Content
 - 4.5.4. Skill Based Programming
 - 4.5.5. The Use of ICT to Support Teaching Work
 - 4.5.6. Methods, Principles and Methodological Strategies
 - 4.5.7. Evaluation Criteria and Evaluable Learning Standards
- 4.6. Didactic Programming II: What, How and When to Assess the Process
 - 4.6.1. Elements that should be part of Programming: Evaluation
 - 4.6.2. Assessment Procedures, Criteria and Instruments
 - 4.6.3. Attention to Diversity
 - 4.6.4. What is to Evaluate?
 - 4.6.5. Evaluation Processes Competency-based Assessment
 - 4.6.6. Assessment Criteria vs. Assessment Tools
- 4.7. Didactic Unit I: Objectives, Contents, Basic Skills, Activities and Teaching Resources
 - 4.7.1. From the Curricular Programming to the Didactic Unit
 - 4.7.2. The Didactic Unit: Approaches to its Development
 - 4.7.3. The Objectives, Contents and Competences as Components of the Design of the Didactic Unit
 - 4.7.4. Learning of Teaching Values
 - 4.7.5. Specification of the Activities and Material Resources for the Teaching-Learning Process
 - 4.7.6. The Objectives, Contents and Competences as Components of the Design of the Didactic Unit
 - 4.7.7. Sequencing of Activities and Choice of Methodological Resources
 - 4.7.8. Classroom Organization and Management: Work Guidelines

- 4.8. Didactic Unit II: Methodology vs. Motivation
 - 4.8.1. The Role of Methodologies for the Teaching-Learning Process
 - 4.8.2. Methodology as a Component of the Design of the Didactic Unit: Methodological Strategies
 - 4.8.3. Principles and Strategies of the Didactic Methodology
 - 4.8.4. The Importance of Motivation in Learning
- 4.9. Didactic Unit III: Evaluation for Learning
 - 4.9.1. The Role of Assessment for the Teaching-Learning Process
 - 4.9.2. Assessment as a Component of the Design of the Didactic Unit
 - 4.9.3. Criteria and Procedures of the Evaluation Phases
 - 4.9.4. Attention to Diversity: Inclusive Education
- 4.10. Example of a Didactic Unit of High School in the Specialty of English
 - 4.10.1. Identification-Justification
 - 4.10.2. Contextualization
 - 4.10.3. Skills
 - 4.10.4. Objectives
 - 4.10.5. Digital Educational Content
 - 4.10.6. Methodology
 - 4.10.7. Learning Activities
 - 4.10.8. Resources
 - 4.10.9. Assessment

Module 5. Didactics of Foreign Languages (English)

- 5.1. Teaching Language and Literature
 - 5.1.1. Introduction to the Concept of Teaching
 - 5.1.2. Teaching Language
 - 5.1.3. Teaching Literature
 - 5.1.4. Teaching from a Cultural Perspective
- 5.2. Foundations of Teaching and Learning Second Languages
 - 5.2.1. General Theories on Learning and Acquiring Foreign Languages
 - 5.2.2. Variables in Teaching Foreign Languages

- 5.3. Techniques and Strategies for Learning a Foreign Language: Definition, Classification and Research. Individual Self Learning
 - 5.3.1. Learning Strategies: Definition and Characterization
 - 5.3.2. Learning Strategies: Classification
 - 5.3.3. Learning Strategies: Research
 - 5.3.4. Teaching Strategies and Learning to Learn. Classroom Applications
 - 5.3.5. Examples of Concrete Activities around the Teaching of Strategies
 - 5.3.6. Examples of Awareness Activities in the Use of EA
 - 5.3.7. Examples of Activities for the Practice of Cognitive Strategies
 - 5.3.8. Examples of Activities for Training in Metacognitive Strategies
 - 5.3.9. The ELP and Learning to Learn
- 5.4. Methodology for Teaching the English Language. Bilingualism, Content Integrated Learning and Cooperative Learning
 - 5.4.1. Bilingualism
 - 5.4.2. What is the Content Integrated Learning Program and Foreign Languages (CLIL)?
 - 5.4.3. AICLE and Cooperative Learning
 - 5.4.4. Cooperative Learning: Definition, Types of Learning and Implementation
 - 5.4.5. Greater Exposure to the Foreign Language
 - 5.4.6. Changes in the English Teaching Methodology
- 5.5. Learning Difficulties and English Language
 - 5.5.1. Learning Difficulties
 - 5.5.2. Symptoms of Learning Difficulties
 - 5.5.3. Dyslexia
 - 5.5.4. Dysgraphia
 - 5.5.5. Dysorthographia
 - 5.5.6. Principles for Teaching English
 - 5.5.7. Methodological approaches
 - 5.5.8. Recommendations
 - 5.5.9. Assessment

- 5.6. Language Learning Activities: Tasks and Diversity of Levels
 - 5.6.1. Task Description
 - 5.6.2. Task Realization
 - 5.6.3. Task Difficulty Competences and Characteristics of the Student
 - 5.6.4. Task Difficulty Task Conditions and Restrictions
 - 5.6.5. Level Diversity
 - 5.6.6. Students
 - 5.6.7. Groups
 - 5.6.8. Professors
 - 5.6.9. Materials
 - 5.6.10. Practical Example
 - 5.6.11. Support Activities at Different Levels
 - 5.6.12. Degree of Difficulty and Diversity of Activities
- 5.7. Teaching Resources for English and Diversity in the Classroom
 - 5.7.1. Choosing and Changing Materials: Choosing a Textbook
 - 5.7.2. Make a Must-Have List: General or Detailed
 - 5.7.3. Recipients of Teaching: Students' Real and Official Level
 - 5.7.4. Education and Teaching
 - 5.7.5. More important Features: Try the Book
 - 5.7.6. Complementary Material and New Technologies
 - 5.7.7. Bookless
 - 5.7.8. Introduction to Diversity
 - 5.7.9. Attention to diversity: Typology of Students
 - 5.7.10. Attention to Diversity in the English Classroom
 - 5.7.11. The Role of the Teacher in the English Classroom
- 5.8. New Digital Communication Scenarios
 - 5.8.1. The Use of ICT in Language Teaching: Historical Perspective
 - 5.8.2. A Scientific Discipline in and of Itself Didactic vs. Technology
 - 5.8.3. Placing and Classifying Applications
 - 5.8.4. Contribution and Practice of Contents
 - 5.8.5. ICT for the Practice of Skills
 - 5.8.6. Correcting and Annotating: Evaluation and Linguistic Tests
 - 5.8.7. Student Administration and ICT as a Means of Improving Foreign Language Teachers





- 5.9. Evaluation of Language Skills
 - 5.9.1. Introduction to Oral Evaluation
 - 5.9.2. Oral Expression Evaluation Techniques
 - 5.9.3. The Interview
 - 5.9.4. Written Expression: Purpose and Motivations
 - 5.9.5. Written Expression: Task Design and Scales Subjectivity
 - 5.9.6. Reading and Listening Comprehension
 - 5.9.7. Validation of Listening and Reading Comprehension Tests
- 5.10. The Role of the Teacher and the Students in the Context of the English Classroom
 - 5.10.1. Class, Space, Students and Blackboard Management
 - 5.10.2. Thinking and Teaching Visually
 - 5.10.3. Pair Work
 - 5.10.4. Monitor Professor: Observer and Supervisor
 - 5.10.5. Use of Languages
 - 5.10.6. Using Examples
 - 5.10.7. Routines and Variety
 - 5.10.8. Temporalization and Flexibility

Module 6. Teaching Innovation and Initiation to Educational Research

- 6.1. Educational Innovation as a Process and School Improvement
 - 6.1.1. Education and the New Scenarios of the Global and Local Context
 - 6.1.2. Key Concepts: Educational Innovation, Change, Reform and Educational Improvement
 - 6.1.3. Educational Paradigms and Innovation Purposes
 - 6.1.4. Why Innovate, the Meaning of Innovation
 - 6.1.5. Process Models to Generate Educational Innovation
 - 6.1.6. The Importance of a Strategic Approach to Incorporate Educational Innovations
 - 6.1.7. Challenges of Educational Innovation: the Need for a Paradigm Shift and the Role of Research for Educational Improvement

- 6.2. Teaching Innovation: Perspectives, Challenges and Professional Learning
 - 6.2.1. Areas of Innovation in the Educational Context
 - 6.2.2. The Case of Learning Communities
 - 6.2.3. The Obstacles and Challenges of Innovation in the Educational Context
 - 6.2.4. How Do Teachers Learn? From the Transmitting Teachers to Inquiring and Creative Teachers
 - 6.2.5. Factors to Promote Learning and Professional Development
 - 6.2.6. From Collective Learning to the Professional Development of the Teaching Staff
 - 6.2.7. Spaces for Meeting and Professional Learning: Congresses, Innovation Conferences, Professional Networks, Communities of Practice and MOOC
- 6.3. The Design of a Good Practice of Teaching Innovation
 - 6.3.1. From Professional Learning to Good Teaching Practices
 - 6.3.2. Good Practices and the Necessary Conceptual Change
 - 6.3.3. Aspects to be Taken into Account in the Design of Good Teaching Practice
 - 6.3.4. One More Step: Designing and Self-Evaluating Innovative Projects and Practices
- 6.4. Innovative Learning-Centered Designs to Promote Learner Ownership: Innovative Strategies and Practices
 - 6.4.1. The Learner is the Protagonist of its Learning
 - 6.4.2. Rationale for Selecting Learning-Centered Teaching Strategies: Situated Cognition
 - 6.4.3. Rationale for Selecting Learning-Centered Teaching Strategies: The Learning Approach
 - 6.4.4. Generalization and Transfer of Learning: Keys to Promote Learner Protagonism
 - 6.4.5. Teaching Strategies to Encourage Students' Engagement with their Learning
 - 6.4.6. Design of Innovative Practices Focused on Learning: Service-Learning
- 6.5. Innovative Use of Didactic Resources and Means
 - 6.5.1. Paradigm Shift: From Solid Knowledge to Liquid Information
 - 6.5.2. Metaphors on Web 2.0. and their Educational Implications
 - 6.5.3. New Literacies: Educational Visions and Consequences
 - 6.5.4. Digital Literacy and the Development of Competencies
 - 6.5.6. The Meaning and Practices of Digital Literacy in Schools
 - 6.5.7. Literacy and Citizenship: More than ICT Integration
 - 6.5.8. Good Practices in the Innovative Use of Technological Resources
- 6.6. Learning-Oriented Evaluation: Orientation and Design of Good Practices
 - 6.6.1. Evaluation as a Learning Opportunity
 - 6.6.2. Characteristics of Innovative Evaluation
 - 6.6.3. The Dimensions of Evaluation: the Ethical and the Technical-Methodological Question
 - 6.6.4. Innovative Evaluation: How to Plan the Evaluation to Orient it to Learning
 - 6.6.5. Quality Criteria for Developing a Learning-Oriented Evaluation Process
 - 6.6.6. How to Foster Improvement and Learning from Evaluation Results
- 6.7. Teacher Self-Assessment and Learning Improvement: The Challenge of Educational Innovation
 - 6.7.1. Educational Improvement Makes it Essential to Self-Evaluate the Teaching Task
 - 6.7.2. The Self-Evaluation of Teaching Practice as a Process of Reflection and Formative Accompaniment
 - 6.7.3. Areas of Self-Evaluation of the Teaching Task
 - 6.7.4. Self-Evaluation of Schools for the Improvement of their Educational Processes from an Inclusive Perspective
- 6.8. New Technologies and Educational Research: Tools for Educational Improvement
 - 6.8.1. Educational Research has its Own Character
 - 6.8.2. The Research Process and the Educational 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. Searching and Updating Information on the Internet
 - 6.8.6. Organizing Information
 - 6.8.7. Collection of Information in the Field Work
 - 6.8.8. Analysis of the Information: Quantitative and Qualitative
 - 6.8.9. Report Writing and Publication of Information
- 6.9. From Educational Research to Classroom Research: Improving the Teaching-Learning Process
 - 6.9.1. Educational Research Functions
 - 6.9.2. From Educational Research to Research in the Classroom
 - 6.9.3. Classroom Research and Teachers' Professional Development
 - 6.9.4. Ethical Considerations for the Development of Educational Research

- 6.10. Educational Challenges for the Research and Improvement of Teaching Practice of the Specialty
 - 6.10.1. Educational Challenges for the 21st Century
 - 6.10.2. Research, Innovation and Best Practices in the Specialty
 - 6.10.3. Deontological Framework for Teaching Practice

Module 7. Educational Processes and Contexts

- 7.1. The White Paper and the 1970 Education Law
 - 7.1.1. Introduction
 - 7.1.2. White Book
 - 7.1.2.1. What is a White Paper?
 - 7.1.3. Preamble
 - 7.1.3.1. Purposes
 - 7.1.4. Preschool Education
 - 7.1.4.1. General Basic Education
 - 7.1.4.2. Baccalaureate (High School)
 - 7.1.4.3. University Education
 - 7.1.4.4. Professional training
 - 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. Introduction
 - 7.2.1. Early Childhood Education
 - 7.2.2. Primary Education
 - 7.2.3. Secondary Education
 - 7.2.4. Baccalaureate (High School)
 - 7.2.5. Special Education
- 7.3. The Organic Law on Education (LOE)
 - 7.3.1. Introduction
 - 7.3.1.1. Early Childhood Education
 - 7.3.1.2. Primary Education
 - 7.3.1.3. Baccalaureate (High School)
- 7.4. The Organic Law for the Improvement of the Quality of Education (LOMCE)
 - 7.4.1. Introduction

- 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. Skills
 - 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. Inclusive Education and Attention to Diversity

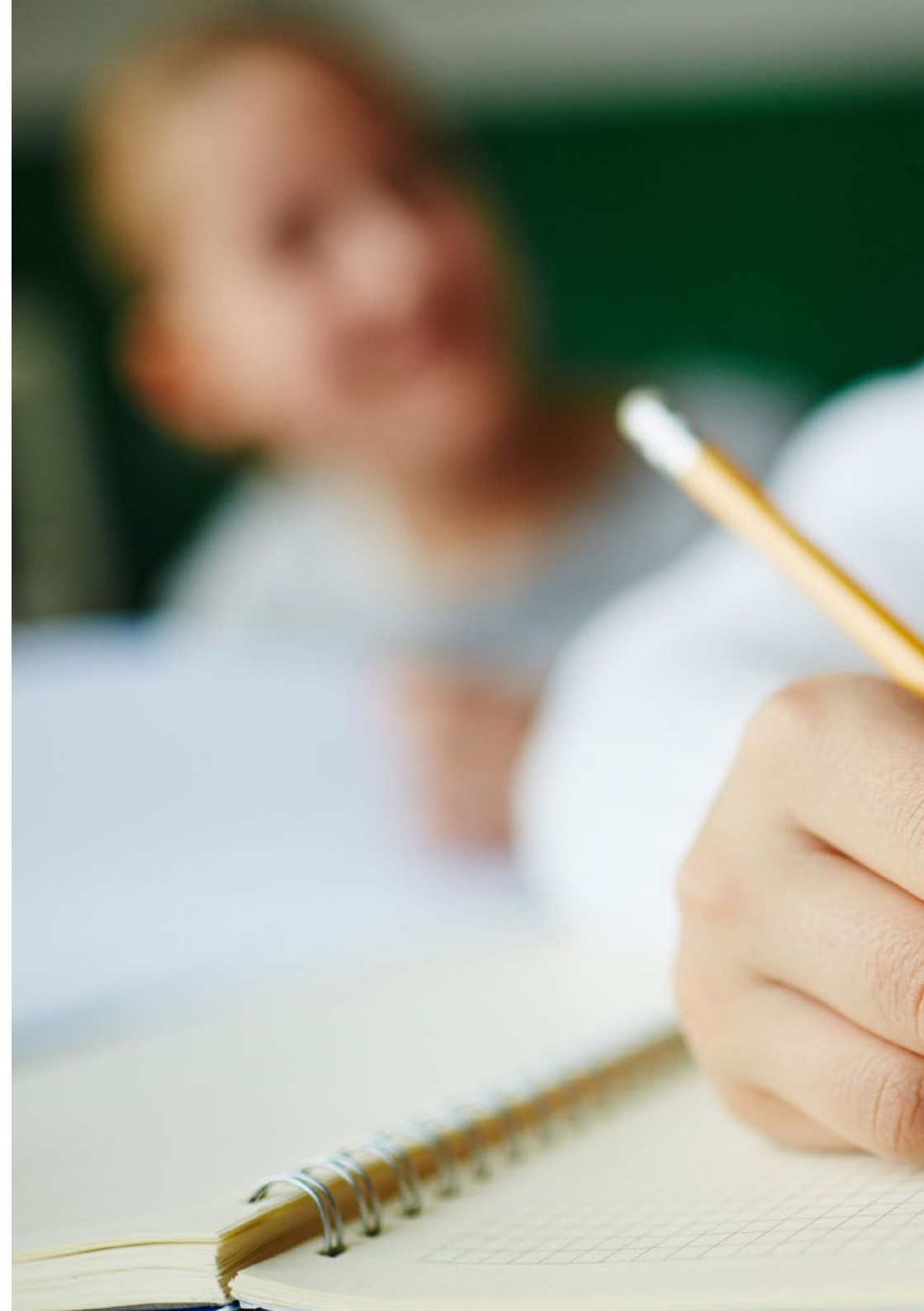
- 8.1. Concept of Inclusive Education and its Key Elements
 - 8.1.1. Conceptual Approach
 - 8.1.2. Difference Between Integration and Inclusion
 - 8.1.2.1. Integration Concept
 - 8.1.2.2. Inclusion Concept
 - 8.1.2.3. Difference Between Integration and Inclusion
 - 8.1.3. Key Elements of Educational Inclusion
 - 8.1.3.1. Key Strategic Aspects
 - 8.1.4. The Inclusive School and the Education System
 - 8.1.4.1. The Challenges of the Education System
- 8.2. Inclusive Education and Attention to Diversity
 - 8.2.1. Concept of Attention to Diversity
 - 8.2.1.1. Types of Diversity
 - 8.2.2. Diversity and Educational Inclusion Measures
 - 8.2.2.1. Methodological guidelines
- 8.3. Multilevel Teaching and Cooperative Learning
 - 8.3.1. Key Concepts
 - 8.3.1.1. Multilevel Teaching
 - 8.3.1.2. Cooperative Learning
 - 8.3.2. Cooperative Teams
 - 8.3.2.1. Conceptualization of Cooperative Teams
 - 8.3.2.2. Functions and Principles
 - 8.3.2.3. Essential Elements and Advantages
 - 8.3.3. Benefits of Multilevel Teaching and Cooperative Learning
 - 8.3.3.1. Benefits of Multilevel Teaching
 - 8.3.3.2. Benefits of Cooperative Learning
 - 8.3.4. Barriers to the Implementation of Inclusive Schools
 - 8.3.4.1. Political Barriers
 - 8.3.4.2. Cultural Barriers
 - 8.3.4.3. Didactic Barriers
 - 8.3.4.4. Strategies to Overcome Barriers
- 8.4. Social Inclusion
 - 8.4.1. Inclusion and Social Integration
 - 8.4.1.1. Definition of Integration and Elements
 - 8.4.1.2. Concept of Social Inclusion
 - 8.4.1.3. Inclusion vs. Integration
 - 8.4.2. Inclusion in Education
 - 8.4.2.1. Social Inclusion at School
- 8.5. Inclusive School Assessment
 - 8.5.1. Assessment Parameters
- 8.6. ICT and UDL in Inclusive Schools
 - 8.6.1. Traditional Teaching Methods
 - 8.6.2. ICT
 - 8.6.2.1. Concept and Definition of ICT
 - 8.6.2.2. Characteristics of ICT
 - 8.6.2.3. Telematics Applications and Resources
 - 8.6.2.4. ICT in the Inclusive School
 - 8.6.3. Universal Design for Learning
 - 8.6.3.1. What is DUA?
 - 8.6.3.2. UDL Principles
 - 8.6.3.3. The Application of the UDL to the Curriculum
 - 8.6.3.4. Digital Resources and UDL
 - 8.6.4. Digital Media to Individualize Classroom Learning

Module 9. Creativity and Emotional Education in the Classroom

- 9.1. Emotional Intelligence and Education of Emotions according to the Mayer and Salovey Model
- 9.2. Other Emotional Intelligence Models and Emotional Transformation
 - 9.2.1. Emotional Competence Models
 - 9.2.2. Social Competence Models
 - 9.2.3. Multiple Models
- 9.3. Social-Emotional Competencies and Creativity by Level of Intelligence
- 9.4. Concept of Emotional Quotient, Intelligence and Dyssynchrony Accommodation in High Intellectual Capacities
- 9.5. Concept of Hyperemotivity
- 9.6. Current Scientific Studies on Creativity, Emotions, Self-Awareness and Intelligence
 - 9.6.1. Neuroscientific Studies
 - 9.6.2. Applied Studies
- 9.7. Practical Classroom Resources to Prevent Demotivation and Hyperemotivity
- 9.8. Standardized Tests to Assess Emotions and Creativity
 - 9.8.1. Creativity Tests and Quizzes
 - 9.8.2. Assessing Emotions
 - 9.8.3. Laboratories and Valuation Experiences
- 9.9. Inclusive Schools: Humanist Model and Emotional Education Interrelation

Module 10. Neuroeducation

- 10.1. Introduction to Neuroeducation
- 10.2. Main Neuromyths
- 10.3. Attention
- 10.4. Emotion
- 10.5. Motivation
- 10.6. The Learning Process
- 10.7. Memory
- 10.8. Stimulation and Early Interventions
- 10.9. Importance of Creativity in Neuroeducation
- 10.10. Methodologies that allow the Transformation of Education in Neuroeducation



Module 11. Communication in the Classroom

- 11.1. Learning to Teach
 - 11.1.1. Communication Processes
 - 11.1.2. Teaching Transmission Processes
- 11.2. Oral Communication
 - 11.2.1. Voice in the Classroom
 - 11.2.2. Voice Care in the Classroom
- 11.3. Communication Support Systems
 - 11.3.1. The Use of the Blackboard
 - 11.3.2. The Use of Projectors
- 11.4. The Use of Images in Teaching
 - 11.4.1. Images and Licenses for Use
 - 11.4.2. Author Images
- 11.5. The Use of Video in Teaching
 - 11.5.1. Video as a Support Material
 - 11.5.2. Teaching through Videos
- 11.6. Written Communication
 - 11.6.1. The Reports and Written Assignments
 - 11.6.2. Blogs and Forums
- 11.7. Communication Difficulties
 - 11.7.1. Teaching Difficulties
 - 11.7.2. Classroom Difficulties
- 11.8. Collaborative Processes vs. Competition
 - 11.8.1. Advantages and Disadvantages of Collaborative Learning
 - 11.8.2. Advantages and Disadvantages of Competency-Based Learning
- 11.9. Development of Support Materials
 - 11.9.1. Classroom Supplies
 - 11.9.2. Consultation Material
- 11.10. Development of Network Teaching
 - 11.10.1. Teaching Resources on the Internet
 - 11.10.2. Wikis and Reference Material on the Internet

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.





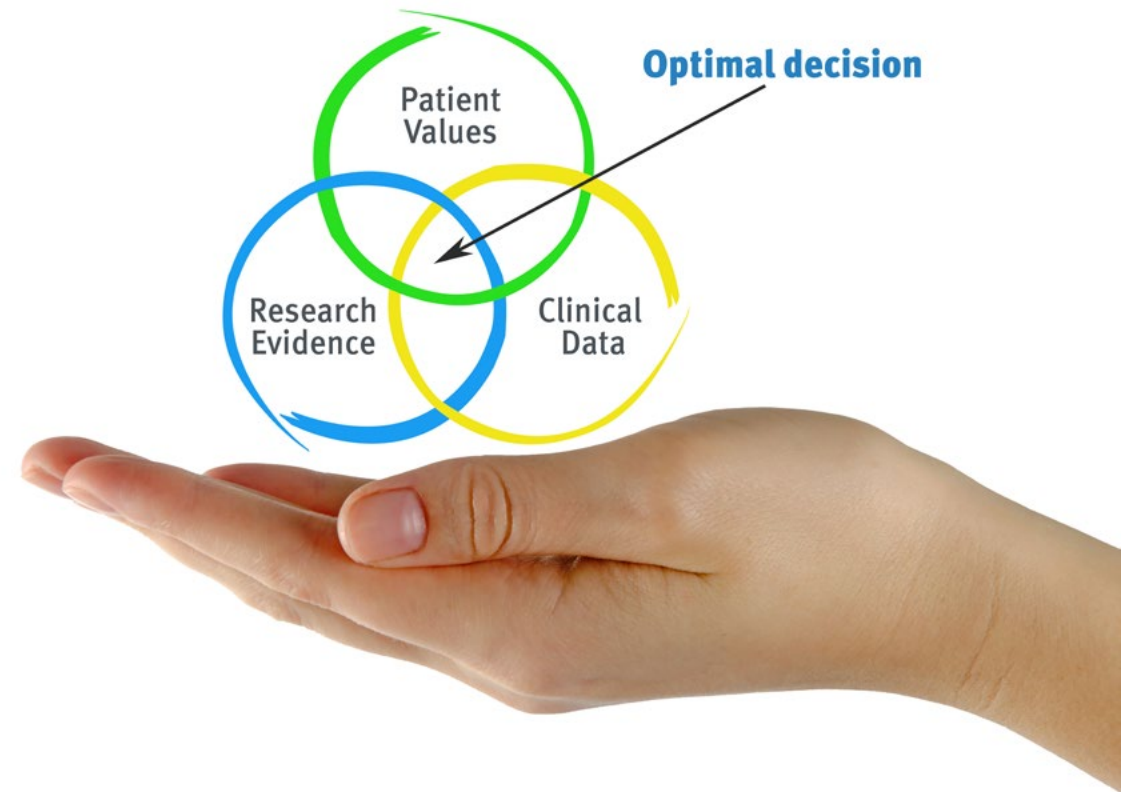
“

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

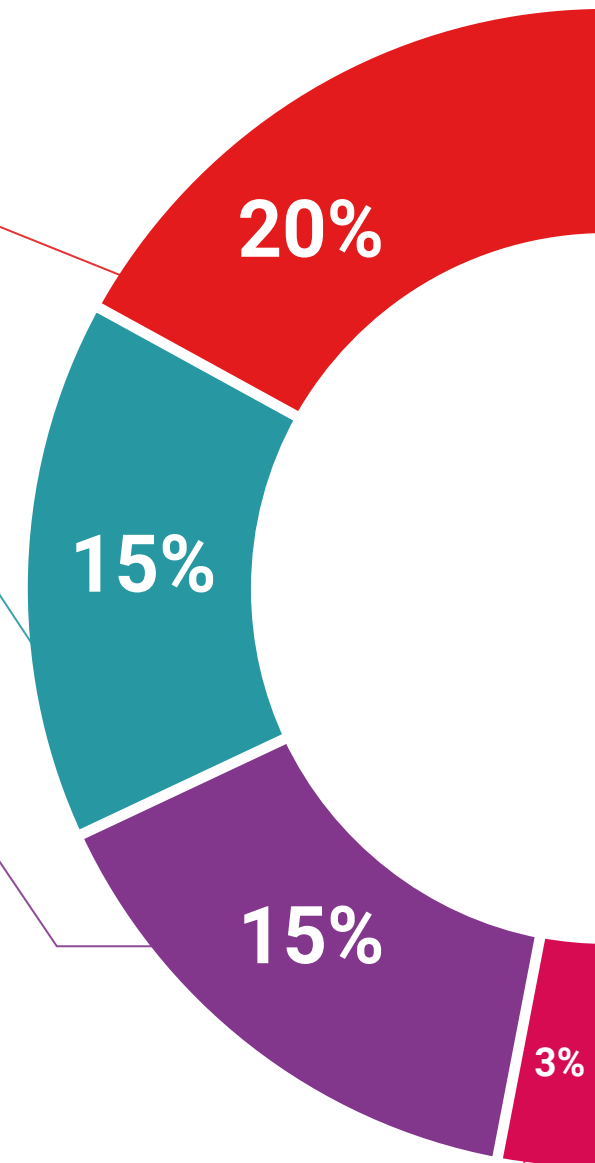
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

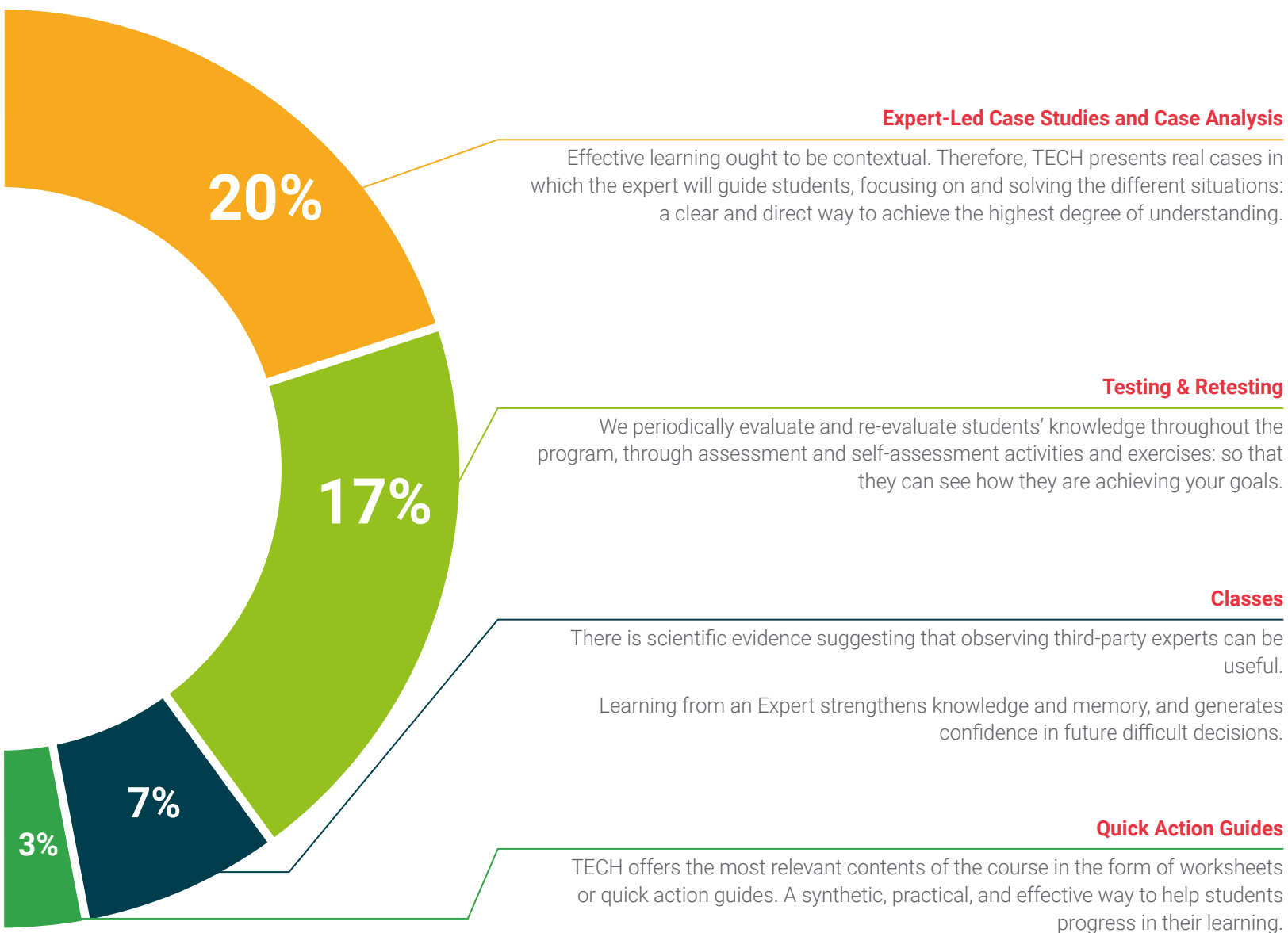
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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.





07

Certificate

The Professional Master's Degree in Foreign Language (English) Teacher Training 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”*

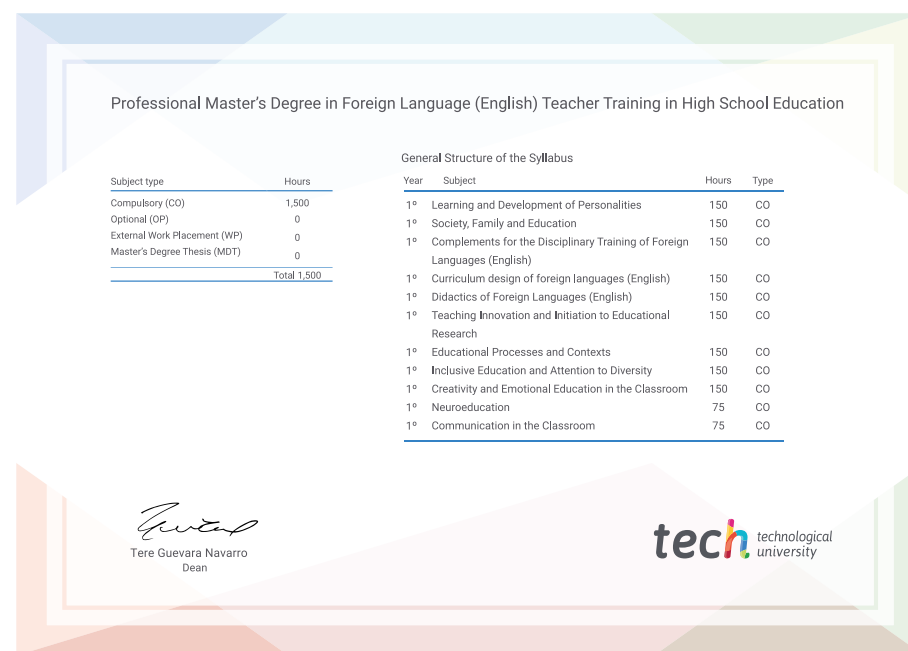
This **Professional Master's Degree in Foreign Language (English) Teacher Training in High School Education** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Professional Master's Degree** issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological University** will express the qualification obtained in the Professional Master's Degree, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Professional Master's Degree in Foreign Language (English) Teacher Training in High School Education**

Official N° of Hours: **1500 h.**





Professional Master's Degree

Foreign Language (English)

Teacher Training in High

School Education

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

Professional Master's Degree

Foreign Language (English) Teacher
Training in High School Education