Professional Master's Degree

Improving Teaching Practice in Pre-School Education

tech technological university

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Professional Master's Degree
Improving Teaching Practice in Pre-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-improving-teaching-practice-preschool-education**

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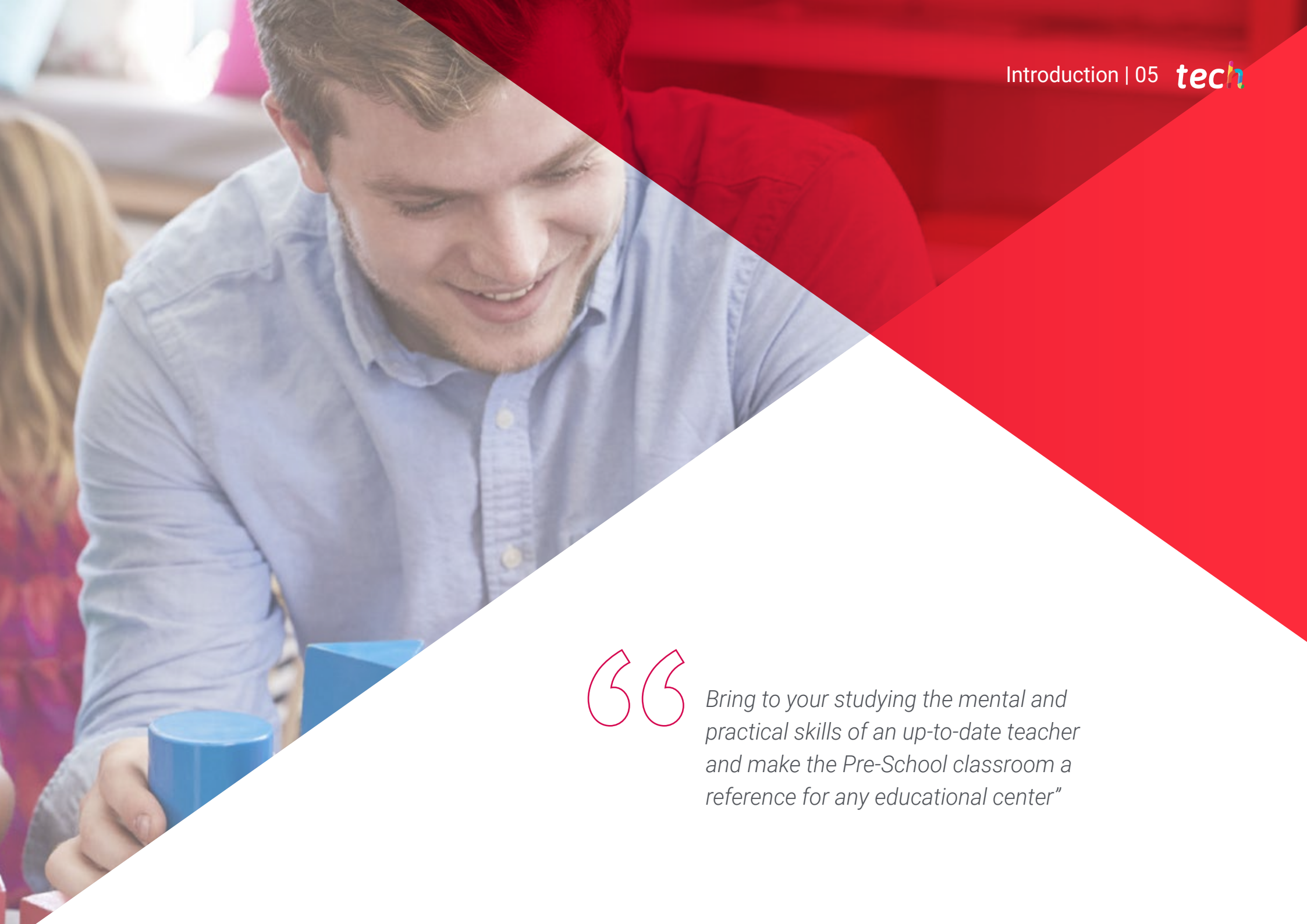
01

Introduction

In the pre-school education period, the teacher must be able to incorporate the various developments that the students need in order to be encouraged at this stage. Including the new methodological tools and new forms of pre-school education is the way to achieve a working capacity that keeps professionals in line with the expectations of an increasingly demanding society and education system. This Professional Master's Degree is the best option to acquire the maximum level of competence in this field. A process of high-quality growth that will take students to excellence in their profession.



Bring to your studying the mental and practical skills of an up-to-date teacher and make the Pre-School classroom a reference for any educational center"

Education systems are constantly renewing themselves, evolving towards teaching systems that are better adapted to the needs of students, more integrative of all areas of human development and more focused on global growth, on the creation of complete, balanced and apt individuals.

In this Professional Master's Degree, TECH has brought together all the advances that have been developed in pre-school education in recent times. A complete compendium that aims to renew or complete your learning as a teacher in pre-school education, giving you new and interesting tools and skills to intervene in all areas of children's development in this period of education.

In this Professional Master's Degree, TECH has designed a fully up-to-date program adapted to the objective of quality education sought in TECH and, for this, the different modules have been created by professional specialists in the field, and with a multidisciplinary approach that includes different areas of study. Therefore, the program includes everything from educational legislation to technologies applied to the educational field, including the roles of the family and society in the school, family tutoring and innovation in teaching practice. All this in a very complete Professional Master's Degree that is available to all those who want to advance in this field.

This program is distinguished by the fact that it can be taken in a 100% online format, adapting to the needs and obligations of the student, in an asynchronous and completely self-manageable manner. The student will be able to choose which days, at what time and how much time to dedicate to the study of the contents of the program. Always in tune with the capabilities and skills required for the course.

To this end, the order and distribution of the subjects and their topics is specially designed to allow each student to decide their schedule and self-manage their time. In addition, students will have access to theoretical materials presented with enriched texts, multimedia presentations, exercises and guided practical activities, motivational videos, master classes, and case studies, where they will be able to evoke knowledge in an orderly manner and practice decision-making that demonstrates their learning within the field of teaching.

A higher-level program aimed at those who wish to surround themselves with the best and compete to excel in their profession, not only as a personal objective, but also with the main objective of wanting to make a difference in the education of their students.

This **Professional Master's Degree in Improving Teaching Practice in Pre-School Education** contains the most complete and up-to-date educational program on the market. Its most notable features are:

- The development of practical cases presented in simulated scenarios by experts in the area of knowledge, where the student will demonstrate the knowledge they have learned and demonstrate the acquisition of competencies
- The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional development
- The latest news on the educational task of the pre-school teacher
- Practical exercises where self-assessment is carried out to improve learning, as well as activities at different levels of competence
- Special emphasis on innovative methodologies in educational research
- 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

Update your knowledge with a complete Professional Master's Degree with high efficiency and develop all the potential of your pre-school students, with the most interesting tools of the moment"

Delve into the study of this complete Professional Master's Degree and prepare to compete with the best"

We offer you the most innovative teaching methodology, with a multitude of practical cases, so that you can develop your studies as if you were facing real cases.

Set yourself on the road to a better future by adding the teaching skills of tomorrow's professionals to your CV.

The teaching staff includes professionals from the field of teacher training who contribute their experience of their work to this 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 learning 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 throughout the program. To this end, the teacher will be assisted by an innovative interactive video system developed by recognized experts in the field of specialization and career guidance with extensive teaching experience.

02

Objectives

The objective of this Professional Master's Degree is to provide students with an intensive study process that will support them to reach their highest teaching level. With an approach focused on efficiency, it will allow you to quickly study and integrate the contents and apply them almost immediately in your professional practice.

Learn and integrate the most up-to-date teaching systems in pre-school education into the tools you use as a teacher"

General Objectives

- Know the organization of pre-school education schools and the diversity of actions that are involved in its operation
- Understand that the teaching function must be perfected and adapted to scientific, educational and social changes throughout life

Specific Objectives

Module 1. Educational Legislation and Organization of Centers

- Know the organization of the education system
- Discover the place of the teaching profession within its field
- Acquire the tools required for student organization

Module 2. Family, School and Society

- Know the relationship that exists between school and family
- Acquire the tools to differentiate between programmed teaching (school) and spontaneous teaching (family)
- Analyze formal, non-formal and informal education
- Analyze the function of media and educational influence
- Highlight the possibilities that educational institutions can offer to the participation of families
- Identify the different family characteristics

Module 3. Personalized Education. Anthropological, Philosophical, and Psychological Foundations

- Acquire the necessary tools for reflection
- Awaken professional and intellectual concerns in order to learn to be good professionals
- Know the different pedagogical foundations of education
- Identify the different learning situations in personalized education
- Develop the necessary tools for a good organization of the center
- Internalize teacher training for a good educational response

Module 4. Family Counseling and Mentoring

- Educate people as autonomous, protagonists of their formative process and capable of continuing their own life project which requires that schools today understand education and guidance as synonyms and traveling companions
- Involve all the agents inside and outside the school: management team, administration staff, teaching staff, guidance department, students and families as protagonists of the educational and guidance process
- As a task for teachers, take on the guidance and tutorial action of their students
- Promote the knowledge of the students' own characteristics, assuming that each student is unique
- Personalized follow-up of students with a preventive approach
- Adapt programming, teaching and evaluation to the diversity of the student body
- Involve families in the education of students in order to unify criteria and educational guidelines that result in greater coherence between school and family

Module 5. Education and Coexistence Inside and Outside the Classroom

- Analyze the current situation in schools regarding coexistence
- Identify the different models to establish a good coexistence inside and outside the classroom
- Identify the possible discrimination that may occur in a school
- Acquire skills to solve and prevent possible conflicts in a school
- Know the intervention strategies and techniques
- Understand how media and technology work in schools

Module 6. Theory and Practice of Educational Research

- Acquire skills and prior knowledge
- Have an investigative aptitude and attitude in order to promote the desire for continuous professional improvement
- Understand quantitative and qualitative knowledge
- Understand quantitative and qualitative information
- Know how to plan and develop educational research
- Identify the techniques and instruments for educational research

Module 7. Teaching and Learning in the Family, Social and School Context

- Deal with intercultural diversity in the classroom starting from a theoretical background that will serve to contextualize the subject and understand at what point we are in our classrooms, and to know what this increasingly common intercultural reality is
- Provide the educational skills and competencies adapted to the intercultural classroom
- Understand and identify diversity in the classrooms
- Make adaptations to the syllabus
- Know the dynamics for integrating equality into the classroom

Module 8. Innovation and Improvement of Teaching Practice

- Produce innovation and improvement of teaching practice, which has become an essential element to increase the quality and efficiency of educational centers
- Establish the transformation of the educational reality through the redefinition of the role of teachers
- Learn about the various educational improvement projects
- Expand knowledge of how to approach the improvement of the center
- Acquire the tools to achieve a more autonomous and cooperative learning
- Know the most important aspects of educational resilience

Module 9. Teaching and Professional Skills

- Develop the most significant teaching and professional skills of a epre-schooleducation teacher
- Explain the required teaching skills
- Train the teacher of the organization in the educational center
- Acquire good tools for the creation of educational programs in the center
- Analyze the emotional competencies and know how to manage them
- Formulate evaluation studies and know how to apply them

Module 10. Information Technologies Applied to Education

- Acquire the necessary skills and digital knowledge that are complemented by teaching and methodological skills, appropriate for the current context
- Provide an effective initiation in good ICT practices that guarantee a professional teaching development aimed at the management of digital sources for teaching use, communication in digital networks for educational purposes, ability to create teaching materials using digital tools and problem management, as well as knowledge of security areas for the correct use of ICT in the classroom
- Manage and create a digital identity according to the context, being aware of the importance of the digital trail and the possibilities offered by ICT in this regard, thus knowing its benefits and risks
- Generate and know how to apply ICT
- Combine the different ICT in schools as an educational tool
- Identifying and discovering the importance of ongoing teacher training

Our goal is to achieve academic excellence and to help you achieve it too"

03

Skills

After passing the evaluations of the Professional Master's Degree in Improving Teaching Practice in Pre-School Education, the professional will have acquired the skills required to carry out quality educational practice thanks to the most best and most up-to-date program in this sector.

A high intensity educational and improvement process that will allow you to advance in your skills as a Pre-School Education professional"

General Skills

- Understand the role, possibilities and limits of education in today's society and the core competencies that affect pre-school schools and their professionals Learn about quality improvement models applicable to educational centers
- Carry out group reflection on the acceptance of rules and respect for others Promote autonomy and singularity of each study as factors of emotional education, feeling and values in pre-school
- Define strategies for the development of social skills in the bosom of the family
- Organize group family workshops as educators
- Indicate errors in the use of the media at school age based on the knowledge of the media culture
- Understand the educational implications of information and communication technologies and, in particular, of television in early childhood
- Place the media culture in its context and attributions
- Analyze the good use of current media in the face of educational commitment within the family
- Analyze the role of the school in the information society and the influence of the media in the educational process
- Design, plan, deliver, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals of the center
- Effectively deal with language learning situations in multicultural and multilingual contexts
- Encourage the reading and critical commentary of texts in the various scientific and cultural domains included in the school curriculum
- Reflect on classroom practices to innovate and improve teaching practice. Acquire skills for autonomous and cooperative learning and promote it in students
- Examine classroom practices, identify an area for improvement, justify the choice, and develop a team effort demonstrating collaboration among team members
- Promote coexistence in and out of the classroom and address peaceful conflict resolution Systematically observe and reflect on learning and living contexts
- Design and regulate learning spaced in diversity contexts and attend to the individual education needs of the students, to gender equality and equity, and to respect for human rights
- Identify personal educational needs of students and design activities to meet them
- Reflect on classroom practices to improve teaching practice and make it more innovative Acquire skills for autonomous and cooperative learning and promote it in students
- Identify personal educational needs of students in their intellectual, corporal and affective unity

Specific Skills

- Break down the basic characteristics of the main educational programs in the European Union
- Learn about international experiences and examples of innovative practices in pre-school education
- Identify innovative practice models from different countries
- Value the importance of teamwork
- List and explain the reasons that make a school that works as a team an effective school
- Explain the role of collaboration, teamwork and participation among the organizational descriptors of educational centers
- Offer coherent and informed arguments in the two subject debates on subject-related issues
- Participate in the elaboration and monitoring of educational projects in pre-school education within the framework of center projects and in collaboration with the territory and with other professionals and social agents
- Describe and explain to what extent the tutorial function is a collaborative activity
- Explain the rights of teachers, specifically the academic freedom
- Value teamwork as one of the main factors of quality education
- Create and maintain communication links with families in order to have an effective impact on the educational process

- Know the different communication channels and instruments available for an adequate family-school communication
- Identify the main difficulties in the family and school relationship
- Promote family orientation programs
- Promote and collaborate in actions inside and outside the school, organized by families and other institutions with an impact on citizenship training
- Know and analyze contexts and specific current cases in relation to the formal, non-formal and informal education processes
- Collaborate in the design and implementation of parenting schools
- Offer the necessary educational steps for family challenges in current society
- Know the historical evolution of the family, the different types of families, lifestyle and education in the family context
- Analyze the role of the family as a fundamental field in which child socialization takes place
- Promote education in values, its important and axis of action in the bosom of the family
- Identify the different family educational styles
- Identify learning difficulties, report them and collaborate in their treatment
- Know and apply methodologies and basic educational research techniques and be able to design innovation projects, identifying the evaluation indicators
- Know the school curriculum of social sciences
- Carry out effective mentoring with families of the students
- Carry out teamwork between teaching professionals and non-educational professionals
- Intervene in situations of conflict and school discrimination
- Create a school coexistence plan
- Design an action protocol for cases of school conflicts
- Master observation and report techniques
- Select observation and report techniques depending on the specific educational problem and justify the choice
- Approach field analysis through observational methodology using IT, documentation and audiovisual technology
- Identify, through observation, a topic of particular interest from the syllabus of this school stage; select and apply appropriate instruments (ICT, documentation and audiovisual material) depending on the topic
- Know how to analyze the data obtained, critically understand the reality and create a report of conclusions made
- Develop an outline of the final degree project in the modalities studied, justifying the choice of the topic, the objectives, the methodology to be followed and its evaluation
- Understand the educational and learning processes in the period of 0-6 years old, in the family, social and school context
- Recognize the identity of this school stage and their cognitive, pscyhomotor, communicative, social and affective characteristics
- Direct and manage a school center, based on innovative programs

- Use creativity to improve the learning of students
- Understand that the daily dynamics in pre-school education change depending on each student, group or situation, and to know how to be flexible in the role of the teacher
- Identify personal educational needs of students in pre-school education in their intellectual, corporal and affective unity
- Know how to work as a team with other professionals inside and outside the center in the attention to each student, as well as in the planning of learning sequences and in the organization of work situations in the classroom and in the play space, identifying the peculiarities of the period
- Set objectives and position them according to their requirement for sufficient and satisfactory performance of students
- Orally explain, in a clear and appropriate way, the content specific to the pre-school education stage
- Know and employ communication strategies for good classroom management and for reporting student performance results
- Design a team activity in accordance with the specific characteristics of the stage and the content of the subject
- Address the needs of the students and transmit confidence, tranquillity and affection
- Identify personal educational needs of students in pre-school education and design activities to meet them
- Successfully face the different challenges related to effective integration of ICT into the classrooms

With a high-quality standard, this Professional Master's Degree will make a difference in your ability to work in the pre-school childhood education classroom"

04

Structure and Content

The syllabus of this complete Professional Master's Degree has been designed by the best professionals from the education sector, with extensive experience and recognized prestige in pre-school teaching. A team of expert teachers that will allow students to acquire a realistic and adapted vision of working in this stage of education.

The completely up-to-date and innovative contents of this Professional Master's Degree will allow you to learn all the latest developments in pre-school education teaching"

Module 1. Educational Legislation and Organization of Centers

1.1. School Organization
- 1.1.1. Complexity of School Organization
- 1.1.2. Elements of School Organization
- 1.1.3. School Organization and Educational Legislation

1.2. Education in the European Union Framework
- 1.2.1. The European Union and Education
- 1.2.2. The European Higher Education Area and its Elements
- 1.2.3. Other Educational Systems of the European Union

1.3. Structure and Organization of Educational Centers
- 1.3.1. Structure of School Centers
- 1.3.2. Organization of School Centers and the OMO
- 1.3.3. Teaching Regulatory Documents

1.4. School Calendar and School Timetables
- 1.4.1. School Calendar
- 1.4.2. School Timetable

1.5. Organization of Students, School Promotion, Attention to Diversity and Mentoring
- 1.5.1. Organization of Students
- 1.5.2. School Promotion
- 1.5.3. Attention to Diversity
- 1.5.4. Mentoring
- 1.5.5. Evaluation of School Centers
- 1.5.6. Educational Environment

Module 2. Family, School and Society

2.1. Education, Family and Society
- 2.1.1. Introduction to the Categorization of Formal, Non-Formal and Informal Education
- 2.1.2. Concepts of Formal, Non-Formal and Informal Education
- 2.1.3. Latest Information of Formal and Non-Formal Education
- 2.1.4. Fields of Non-Formal Education

2.2. Family Education in a World of Change
- 2.2.1. Family and School: Two Educational Contexts
- 2.2.2. Family and School Relationships
- 2.2.3. School and the Society of Information
- 2.2.4. The Role of the Media

2.3. The Educational Family
- 2.3.1. Main Dimensions in the Study of Socialization
- 2.3.2. Socialization Agents
- 2.3.3. Concept of Family and its Functions
- 2.3.4. Family Education

2.4. Education, Family and Community
- 2.4.1. Community and Family Educating
- 2.4.2. Education in Values

2.5. School of Parents
- 2.5.1. Communication with the Family
- 2.5.2. School of Parents
- 2.5.3. School of Parents' Program
- 2.5.4. Methodology of Family Workshops

2.6. Family Educational Practices
- 2.6.1. Family Characteristics
- 2.6.2. The Family: Its Social changes and New Models
- 2.6.3. Family as a Social System
- 2.6.4. Discipline in the Family
- 2.6.5. Family Educational Styles

2.7. The Mass Media and its Educational Influence
- 2.7.1. Media Culture
- 2.7.2. Education through Media

2.8. Family Orientation
- 2.8.1. Educational Orientation
- 2.8.2. Educating in Social Skills and Childhood

2.9. Social Change, School and Teachers
- 2.9.1. An Evolving Economy
- 2.9.2. Structured Network Organizations
- 2.9.3. New Family Configurations
- 2.9.4. Cultural and Ethnic Diversity
- 2.9.5. Knowledge with an Expiry Date
- 2.9.6. The Teacher: An Agent in Crisis
- 2.9.7. Teaching: The Profession of Knowledge

2.10. Some Constants in Teaching
- 2.10.1. The Content Taught Generates Identity
- 2.10.2. Some Knowledge is Worth More than Other
- 2.10.3. Teaching is Learning How to Teach
- 2.10.4. "Each Teacher Has their Own Book"
- 2.10.5. Students in the Center of Motivation
- 2.10.6. Those Who Leave the Classroom Don't Return

Module 3. Personalized Education: Anthropological, Philosophical and Psychological Foundations

3.1. The Human Person
- 3.1.1. Educating Taking Into Account The Person
- 3.1.2. Person and Human Nature
- 3.1.3. Attributes or Radical Properties of the Person
- 3.1.4. Strategies to Favor the Unfolding of the Person's Radical Attributes or Properties
- 3.1.5. The Human Person as a Dynamic System
- 3.1.6. The Person and the Meaning That They Can Give to their Life

3.2. Educational Foundations of Personalized Education
- 3.2.1. The Educability of the Human Being as a Capacity for Integration and Growth
- 3.2.2. What is and What is Not Personalized Education?
- 3.2.3. Purposes of Personalized Education
- 3.2.4. The Personal Teacher Student Encounter
- 3.2.5. Protagonists and Mediators
- 3.2.6. The Principles of Personalized Education

3.3. Learning Situations in Personalized Education
- 3.3.1. The Personalized Vision of the Learning Process
- 3.3.2. Operational and Participatory Methodologies and their General Characteristics
- 3.3.3. Learning Situations and their Personalization
- 3.3.4. Role of Materials and Resources
- 3.3.5. Evaluation as a Learning Situation
- 3.3.6. The Personalized Educational Style and its Five Manifestations
- 3.3.7. Promoting the Five Manifestations of the Personalized Educational Style

3.4. Motivation: A Key Aspect of Personalized Learning
- 3.4.1. Influence of Affectivity and Intelligence in the Learning Process
- 3.4.2. Definition and Types of Motivation
- 3.4.3. Motivation and Values
- 3.4.4. Strategies to Make the Learning Process More Attractive
- 3.4.5. The Playful Aspect of Schoolwork

3.5. Metacognitive Learning
- 3.5.1. What Should Students Be Taught in Personalized Education
- 3.5.2. Meaning of Metacognition and Metacognitive Learning
- 3.5.3. Metacognitive Learning Strategies
- 3.5.4. Consequences of Learning in a Metacognitive Way
- 3.5.5. The Evaluation of the Significant Learning of the Learner
- 3.5.6. Keys To Educate in Creativity

3.6. Personalizing the Organization of the School Center
- 3.6.1. Factors in the Organization of a School
- 3.6.2. The Personalized School Environment
- 3.6.3. The Student Body
- 3.6.4. The Teaching Staff
- 3.6.5. The Families
- 3.6.6. The School Center as an Organization and as a Unit
- 3.6.7. Indicators to Evaluate the Educational Personalization of a School Center.

3.7. Identity and Profession
- 3.7.1. Personal Identity: A Personal and Collective Construction
- 3.7.2. Lack of Social Valuation
- 3.7.3. Cracking and Identity Crisis
- 3.7.4. Professionalization Under Debate
- 3.7.5. Between Vocation and Expert Knowledge
- 3.7.6. Teachers as Artisans
- 3.7.7. Fast Food Behavior
- 3.7.8. Unrecognized Good Guys and Unknown Bad Guys
- 3.7.9. Teachers Have Competitors

3.8. The Process of Becoming a Teacher
- 3.8.1. Initial Training Matters
- 3.8.2. At the Beginning, the More Difficult, the Better
- 3.8.3. Between Routine and Adaptation
- 3.8.4. Different Stages, Different Needs

3.9. Characteristics of Effective Teachers
- 3.9.1. The Literature on Effective Teachers
- 3.9.2. Value-Added Methods
- 3.9.3. Classroom Observation and Ethnographic Approaches.
- 3.9.4. The Dream of Having Countries with Good Teachers

3.10. Beliefs and Change
- 3.10.1. Analysis of Beliefs in the Teaching Profession
- 3.10.2. Many Actions and Little Impact
- 3.10.3. The Search for Models in the Teaching Profession

Module 4. Family Counseling and Mentoring

4.1. Family Counseling and Mentoring
- 4.1.1. Definition of Family Counseling and Mentoring
- 4.1.2. Objectives of Family Counseling

4.2. The Tutorial Action Plan and its Applications
- 4.2.1. Definition and Composition of the Tutorial Action Plan
- 4.2.2. Some Related Practical Cases

4.3. The Mentor Teacher
- 4.3.1. The Profile of the Mentor Teacher
- 4.3.2. Competencies of the Mentor Teacher
- 4.3.3. The Functions of the Mentor Teacher and their Relationship with the Families

4.4. The Training of Mentor Teachers
- 4.4.1. Initial Mentor Teacher Training
- 4.4.2. Continued Training of Mentor Teachers
- 4.4.3. Mediation as a Professional Tool

4.5. The Family Interview from the School Center
- 4.5.1. Different Family Models
- 4.5.2. First Contact with Families
- 4.5.3. Phases of the Interview
- 4.5.4. Practical Aspects to be Taken into Account in Conducting Interviews
- 4.5.5. Interview Techniques

4.6. Social Collaboration from the School Center
- 4.6.1. Service-Learning as a Methodology for the School-Family-Society Connection
- 4.6.2. Types of Service-Learning Programs
- 4.6.3. Steps for the Elaboration of a Service-Learning Program

4.7. Family Schools
- 4.7.1. Definition of Family Schools
- 4.7.2. Objectives of Family Schools
- 4.7.3. Content of Family Schools
- 4.7.4. Development Methods and Techniques
- 4.7.5. Some Related Practical Cases

4.8. Professional Coordination
- 4.8.1. Teamwork
- 4.8.2. Union Between Education and Non-Education Professionals
- 4.8.3. Different Agents, Classes and Functions

4.9. Teaching Material and Content
- 4.9.1. The Knowledge of the Teachers
- 4.9.2. The Quality of Teaching and the Content
- 4.9.3. Practice and Learning Communities
- 4.9.4. Knowledge Distribution and Connectivism

4.10. Teacher Assessment
- 4.10.1. Evolution in Recent Decades
- 4.10.2. International References
- 4.10.3. Models in the USA
- 4.10.4. Innovations in Australia
- 4.10.5. The Situation in Latin America
- 4.10.6. Final Reflections

Module 5. Education and Coexistence Inside and Outside the Classroom

5.1. School Coexistence
- 5.1.1. Definition of Coexistence
- 5.1.2. School Coexistence Models
- 5.1.3. Development of Basic Skills for a Good Coexistence
- 5.1.4. School Spaces for Coexistence

5.2. Coexistence and equality plan
- 5.2.1. Coexistence and Equality Plan
- 5.2.2. Objectives of the Coexistence and Equality Plan
- 5.2.3. Phases of the Coexistence and Equality Plan
- 5.2.4. Coexistence and Equality Plan Actions
- 5.2.5. Assessment of the Coexistence and Equality Plan

5.3. Discrimination at School
- 5.3.1. Concept of Discrimination
- 5.3.2. Types of Discrimination
- 5.3.3. Causes of Discrimination and How to Detect Them
- 5.3.4. Steps to Detect Discrimination Situations

5.4. School Conflict
- 5.4.1. The Definition of Conflict
- 5.4.2. Causes of the Conflict
- 5.4.3. Characteristics of the Conflict
- 5.4.4. Types of School Conflict
- 5.4.5. Positive Forms of Conflict Resolution

5.5. Preventative Strategies and Intervention Techniques
- 5.5.1. Prevention Programs for School Conflict
- 5.5.2. Negotiation at School
- 5.5.3. School Mediation
- 5.5.4. Intervention in Detected Cases

5.6. Family and School
- 5.6.1. Family and School Relationships
- 5.6.2. Influence of the Family on School Coexistence
- 5.6.3. Conflict Between the Family and Education Center
- 5.6.4. Action Protocols in Cases of School Conflict
- 5.6.5. Guidelines for Families

5.7. Influence of the Media and Technology
- 5.7.1. The Technological Era and its Influence in Social Relationships
- 5.7.2. Advantages and Disadvantages of ICT on Coexistence
- 5.7.3. Influence of ICT on School Conflict
- 5.7.4. Cyber Risks in Students
- 5.7.5. Educational Tools for the Responsible Use of ICT

5.8. Teacher Professional Development Programs
- 5.8.1. Learn from Practice
- 5.8.2. Principles that Guide Effectiveness
- 5.8.3. Utilitas, Firmitas and Venustas
- 5.8.4. Proposals that Work
- 5.8.5. The Student as an Indicator
- 5.8.6. Assessment of Programs and their Improvement
- 5.8.7. Feedback Through Technology

5.9. Towards Excellence in Teacher Professional Development
- 5.9.1. Premises and Basic Principles of Teacher Professional Development
- 5.9.2. The Ingredients for Achieving Success
- 5.9.3. Some Suggestions for Politicians

5.10. Ongoing Teacher Training: Motivations, Achievements, and Needs
- 5.10.1. Continuing Education Concept
- 5.10.2. The Teacher as an Object of Research
- 5.10.3. Methodological Planning
- 5.10.4. Motivations for Carrying Out Continuing Education Activities
- 5.10.5. Level of Participation in Educational Activities
- 5.10.6. Fields in Which Education is in Higher Demand

Module 6. Theory and Practice of Educational Research

6.1. Research and Innovation in Education
- 6.1.1. The Scientific Method
- 6.1.2. Research in Education
- 6.1.3. Educational Research Approaches
- 6.1.4. The Need for Research and Innovation in Education
- 6.1.5. Ethics in Educational Research

6.2. The Research Process, Stages and Modes
- 6.2.1. Modalities of Educational Research and Innovation
- 6.2.2. Stages of the Research and Innovation Process
- 6.2.3. Differences Between the Quantitative and Qualitative Approach
- 6.2.4. The Approach to Research Problems
- 6.2.5. Planning and Development of the Research or Field Work

6.3. The Educational Research Process: Keys to Design and Planning
- 6.3.1. The Approach to Research Problems
- 6.3.2. The Formulation of the Research Question and Definition of Objectives
- 6.3.3. Planning and Development of the Research or Field Work

6.4. The Importance of Bibliographic Research
- 6.4.1. Selection and Justification of the Research Topic
- 6.4.2. Possible Areas of Research in Education
- 6.4.3. Searching for Information and Databases
- 6.4.4. Taking Care in the Use of Information Sources (Avoiding Plagiarism)
- 6.4.5. Keys for Creating a Theoretical Framework

6.5. Quantitative Designs: Scope of Research and Definition of Hypotheses
- 6.5.1. The Scope of Quantitative Research
- 6.5.2. Hypotheses and Variables in Educational Research
- 6.5.3. Classification of Hypotheses

6.6. Quantitative Designs: Types of Designs and Choosing the Sample
- 6.6.1. Experimental Designs
- 6.6.2. Quasi-Experimental Designs
- 6.6.3. Non-Experimental Studies (ex post facto)
  Choosing the Sample

6.7. Qualitative Designs
- 6.7.1. What is Qualitative Research?
- 6.7.2. Ethnographic Research
- 6.7.3. The Case Study
- 6.7.4. Biographical Narrative Research
- 6.7.5. Grounded Theory
- 6.7.6. Action Research

6.8. Techniques and Instruments for Educational Research
- 6.8.1. Data Collection: Measurement and Evaluation in Education
- 6.8.2. Data Collection Techniques and Instruments
- 6.8.3. Reliability and Validity: Technical Requirements of Assessment Instruments

6.9. Analysis of Quantitative and Qualitative Information
- 6.9.1. Statistical Analysis
- 6.9.2. Research Variables
- 6.9.3. Concept and Characteristics of Hypothesis
- 6.9.4. Approach to Descriptive Statistics
- 6.9.5. Approximation of Inferential Statistics
- 6.9.6. What is Qualitative Research?
- 6.9.7. General Process of Qualitative Data Analysis
- 6.9.8. Categorization and Codification
- 6.9.9. Criteria of Scientific Rigor for Qualitative Data Analysis

6.10. From Educational Research to the Professional Development of Educators: Current Possibilities and Challenges
- 6.10.1. The Current Situation of Educational Research and the Specific Viewpoint of Educational Researchers
- 6.10.2. From Educational Research to Research in the Classroom
- 6.10.3. From Research in the Classroom to the Assessment of Educational Innovations
- 6.10.4. Educational Innovation, Ethics and the Professional Development of Educators

Module 7. Teaching and Learning in the Family, Social and School Context

7.1. Characteristics of School Diversity
- 7.1.1. Introduction and Objectives
- 7.1.2. Diversity and Attention to Diversity. Types of Diversity
- 7.1.3. Diversity in Different Contexts: In School, in the Family and in Society
- 7.1.4. Current Context of the Inclusive School
- 7.1.5. From School Diversity to Discrimination Within the Classroom
- 7.1.6. Bibliographical References

7.2. Intercultural Education to Promote Equity
- 7.2.1. Introduction and Objectives
- 7.2.2. Intercultural Education Concept
- 7.2.3. Definition and Factors of Equity
- 7.2.4. Training in Intercultural Education for Teachers and the Educational Community
- 7.2.5. Intercultural Classrooms: Challenges for the Education Center in the Face of Diversity
- 7.2.6. Bibliographical References

7.3. Discrimination in the Classroom: Characteristics and Concrete Situations
- 7.3.1. Introduction and Objectives
- 7.3.2. Discrimination in the Contexts of Learning
- 7.3.3. Legal Concept of Discrimination
- 7.3.4. Types and Situations of Discrimination
- 7.3.5. Sociocultural Factors of Discrimination
- 7.3.6. Bibliographical References

7.4. Teaching and Learning Strategies in the Face of Discrimination
- 7.4.1. Introduction and Objectives
- 7.4.2. Welcoming Processes in the Different Educational Stages
- 7.4.3. Dynamics for Promoting Equality in the Classroom

7.5. Family and Social Influences in the Teaching and Learning Processes
- 7.5.1. The Importance of Design in Educational Spaces
- 7.5.2. Prevention Tools and Teaching Resources for Dealing With Discrimination
- 7.5.3. Intervention Strategies
- 7.5.4. Bibliographical References

7.6. Family and Social Influences in the Teaching and Learning Processes
- 7.6.1. Introduction and Objectives
- 7.6.2. Discrimination in the Social Context: Society as an Agent of Discrimination (or Not) of Minors
- 7.6.3. The Role of the Family as Facilitator of Intercultural Education
- 7.6.4. Relationship Between the Educational Center and the Families Belonging to Minority Cultures
- 7.6.5. Family Variables and Academic Performance of their Children
- 7.6.6. Bibliographical References

7.7. Family and School: Both a Necessary and Complex Relationship
- 7.7.1. Importance of the Family and Educational Center Relationship
- 7.7.2. Mutual Demands

7.8. Family and School Pathway to Collaboration and Communication
- 7.8.1. Contact Channels between Schools and Families
- 7.8.2. Strategies to Increase School Capacities
- 7.8.3. Strategies for Empowering and Engaging Parents Effectively

7.9. Educational Function of Families
- 7.9.1. Behavioral Styles of Parents
- 7.9.2. Adaptation Period in the Educational Center
- 7.9.3. Parent-Teacher Relationship

7.10. Discrimination in Schools
- 7.10.1. Types and Situations of Discrimination
- 7.10.2. Sociocultural Factors of Discrimination
- 7.10.3. Bibliographical References

Module 8. Innovation and Improvement of Teaching Practice

8.1. Innovation and Improvement of Teaching Practice
- 8.1.1. Introduction
- 8.1.2. Innovation, Change, Improvement, and Reform
- 8.1.3. The School Effectiveness Improvement Movement
- 8.1.4. Nine Key Factors for Improvement
- 8.1.5. How is Change Made? The Phases of the Process
- 8.1.6. Final Reflection

8.2. Teaching Innovation and Improvement Projects
- 8.2.1. Introduction
- 8.2.2. Identification Data
- 8.2.3. Project Justification
- 8.2.4. Theoretical Framework
- 8.2.5. Objectives
- 8.2.6. Methodology
- 8.2.7. Resources
- 8.2.8. Timing
- 8.2.9. Results Evaluation
- 8.2.10. Bibliographical References
- 8.2.11. Final Reflection

8.3. School Management and Leadership
- 8.3.1. Objectives
- 8.3.2. Introduction
- 8.3.3. Different Concepts of Leadership
- 8.3.4. The Concept of Distributed Leadership
- 8.3.5. Approaches to Distributed Leadership
- 8.3.6. Resistance to Distributed Leadership
- 8.3.7. Final Reflection

8.4. The Training of Teaching Professionals
- 8.4.1. Introduction
- 8.4.2. Initial Teacher Training
- 8.4.3. The Training of Novice Teachers
- 8.4.4. Teacher Professional Development
- 8.4.5. Teaching Competencies
- 8.4.6. Reflective Practice
- 8.4.7. From Educational Research to the Professional Development of Educators

8.5. Formative Creativity: The Principle of Educational Improvement and Innovation
- 8.5.1. Introduction
- 8.5.2. The Four Elements that Define Creativity
- 8.5.3. Some Theses on Creativity Relevant to Didactics
- 8.5.4. Formative Creativity and Educational Innovation
- 8.5.5. Teaching Considerations for the Development of Creativity
- 8.5.6. Some Techniques for the Development of Creativity
- 8.5.7. Final Reflection

8.6. Towards a More Autonomous and Cooperative Learning (I): Learning How to Learn
- 8.6.1. Introduction
- 8.6.2. Why is Metacognition Necessary?
- 8.6.3. Teaching to Learn
- 8.6.4. Explicit Teaching of Learning Strategies
- 8.6.5. Classification of Learning Strategies
- 8.6.6. The Teaching of Metacognitive Strategies
- 8.6.7. The Problem of Evaluation
- 8.6.8. Final Reflection

8.7. Towards a More Autonomous and Cooperative Learning (II): Emotional and Social Learning.
- 8.7.1. Introduction
- 8.7.2. The Concept of Emotional Intelligence
- 8.7.3. Emotional Competencies
- 8.7.4. Emotional Education and Social and Emotional Learning Programs
- 8.7.5. Techniques and Concrete Methods for the Training of Social Skills
- 8.7.6. Integrating Emotional and Social Learning into Formal Education
- 8.7.7. Final Reflection

8.8. Towards a More Autonomous and Cooperative Learning (III): Learning by Doing
- 8.8.1. Introduction
- 8.8.2. Active Strategies and Methodologies to Encourage Participation.
- 8.8.3. Problem-Based Learning
- 8.8.4. Project Work
- 8.8.5. Cooperative Learning
- 8.8.6. Thematic Immersion
- 8.8.7. Final Reflection

8.9. Evaluation of Learning
- 8.9.1. Introduction
- 8.9.2. An Assessment Review
- 8.9.3. Modalities of Evaluation
- 8.9.4. The Procedural Evaluation Through the Portfolio
- 8.9.5. The Use of Rubrics to Clarify the Evaluation Criteria
- 8.9.6. Final Reflection

8.10. The Role of the Teacher in the Classroom
- 8.10.1. The Teacher as a Guide and Orientator
- 8.10.2. The Teacher as Class Director
- 8.10.3. Ways of Directing the Class
- 8.10.4. Leadership in the Classroom and in the Center
- 8.10.5. Coexistence in the Center

Module 9. Teaching and Professional Skills

9.1. Strategies and Skills of the Pre-School Education Teacher Related to the Pedagogical Organization of the Educational Center
- 9.1.1. Analysis of the Elements of the Syllabus in Pre-School Education, Prioritized by the Educational Administration
- 9.1.2. Analysis of the Conclusions and Proposals of the Previous Year's Annual Report
- 9.1.3. Analysis of the Priorities of the School's Annual General Program

9.2. Strategies and Skills of the Pre-School Education Teacher Related to the Pedagogical Organization of the Educational Center
- 9.2.1. Strategies for the Collecting Information from Students Who Have Never Attended the Center Before
- 9.2.2. Strategies for the Transfer of Information of Students who are Promoted to the Next Level in Pre-School Education

9.3. Planning and Educational Programming in Pre-School Education
- 9.3.1. Programming Units in Pre-School Education
- 9.3.2. Examples Programming Units in Pre-School Education
- 9.3.3. Teaching Skills for Planning Project Work

9.4. Teaching Strategies for Learning in Pre-School Education from the Perspective of the Pre-School Teacher
- 9.4.1. The Teaching-Learning Process in Pre-School Education
- 9.4.2. Psychopedagogical Principles of Childhood Education
- 9.4.3. Teaching and Professional Skills Related to the Teaching and Learning Processes in Pre-School Education

9.5. Organization of Educational Resources, Spaces and Time in Pre-School Education
- 9.5.1. Organization of Educational and Syllabus Resources in Pre-School Education
- 9.5.2. Organization of Space as an Educational Resource in Pre-School Education
- 9.5.3. The Classroom in Pre-School Education
- 9.5.4. Organization and Distribution of Time in Pre-School Education
- 9.5.5. Criteria for the Organization of Time in Pre-School Education

9.6. Professional Skills for Attention to Educational Needs in the Pre-School Education Classroom
- 9.6.1. Educational Needs. Useful Concepts for Teaching and Professional Skills of a Pre-School Education Teacher
- 9.6.2. Learning Difficulties and Educational Intervention Derived from a Motor Skills, Visual or Hearing Disability: Educational Intervention and Teaching and Professional Skills
- 9.6.3. Learning Difficulties Related to ASD, ADHD, Intellectual Disabilities and High Intellectual Abilities: Related Teaching and Professional Skills
- 9.6.4. Behavioral Disorders in Childhood. Related Teaching and Professional Skills

9.7. Teaching and Professional Skills of the Pre-School Education Teacher in Conflict Management
- 9.7.1. Personal Relationships in Educational Centers
- 9.7.2. Discipline and Conflict in Educational Centers
- 9.7.3. Preventative Dimension of the Discipline
- 9.7.4. Teaching Styles and School Discipline
- 9.7.5. Conflicts in the Educational Organizations
- 9.7.6. Conflict Prevention in Education Centers
- 9.7.7. Procedures for Approaching Conflictive Situations in the Centers

9.8. Teaching and Professional Skills Related to the Link with the Environment in Pre-School Education
- 9.8.1. Elements and Factors that Make Up the School Environment
- 9.8.2. Systems Theory and Ecological Model as a Basis for our Educational Relationships with the Environment
- 9.8.3. Pillars of Education and School Environment
- 9.8.4. Learning Communities, an Inclusive Educational Response to the Relationship between the School and the Environment
- 9.8.5. Principles of Learning Communities
- 9.8.6. Interactive Groups: A Successful Experience Dialogic Learning
- 9.8.7. Phases of Transformation into a Learning Community
- 9.8.8. Teaching and Professional Skills of the Pre-School Education Teacher

9.9. Teaching and Professional Skills Related to Leadership and Emotional Competencies
- 9.9.1. A First Approach to Educational Leadership
- 9.9.2. Emotional Skills and Educational Leadership
- 9.9.3. Educational Leadership in the Field of Pre-School Education

9.10. Assessment in Pre-School Education from the Perspective of the Teacher
- 9.10.1. Recovering Key Concepts on Evaluation in Pre-School Education
- 9.10.2. Basic Teaching and Professional Skills: Observation
- 9.10.3. Post Assessment
- 9.10.4. Learning, Play and Assessment
- 9.10.5. Reports for the Family

Module 10. Information Technologies Applied to Education

10.1. ICT, Literacy, and Digital Competencies
- 10.1.1. Introduction and Objectives
- 10.1.2. The School in the Knowledge Society
- 10.1.3. ICT in the Teaching and Learning Process
- 10.1.4. Digital Literacy and Competencies
- 10.1.5. The Role of the Teacher in the Classroom
- 10.1.6. The Digital Competencies of the Teacher

10.1.7. Hardware in the Classroom: PDI, Tablets, and Smartphones
10.1.8. The Internet as an Educational Resource: Web 2.0 and M-Learning
10.1.9. The Teacher as Part of Web 2.0: How to Build their Digital Identity?
10.1.10. Guidelines for the Creation of Teacher Profiles
10.1.11. Creating a Teacher Profile on Twitter
10.1.12. Bibliographical References

10.2. Creation of Pedagogical Content with ICT and its Possibilities in the Classroom
10.2.1. Introduction and Objectives
10.2.2. Conditions for Participatory Learning
10.2.3. The Role of the Learner in the Classroom with ICTs: *Prosumer*
10.2.4. Content Creation in Web 2.0: Digital tools
10.2.5. The Blog as a Classroom Educational Resource.
10.2.6. Guidelines for the Creation of an Educational Blog
10.2.7. Elements of the Blog to Make it an Educational Resource
10.2.8. Bibliographical References

10.3. Personal Learning Environments for Teachers
10.3.1. Introduction and Objectives
10.3.2. Teacher Training for the Integration of ICTs
10.3.3. Learning Communities
10.3.4. Definition of Personal Learning Environments
10.3.5. Educational Use of PLE and NLP
10.3.6. Design and Creation of our Classroom PLE
10.3.7. Bibliographical References

10.4. Collaborative Learning and Content Curation
10.4.1. Introduction and Objectives
10.4.2. Collaborative Learning for the Efficient Introduction of ICT in the Classroom.
10.4.3. Digital Tools for Collaborative Work
10.4.4. Content Curation
10.4.5. Content Curation as a Didactic Practice in the Promotion of Students' Digital Competences.
10.4.6. The Content Curator Teacher. Scoop.It
10.4.7. Bibliographical References

10.5. Educational Use of Social Media. Safety in the Use of ICTs in the Classroom.
10.5.1. Introduction and Objectives
10.5.2. Principle of Connected Learning
10.5.3. Social Networks: Tools for the Creation of Learning Communities
10.5.4. Communication on Social Media: Management of the New Communicative Codes
10.5.5. Types of Social Media
10.5.6. How to use Social Media in the Classroom: Content Creation
10.5.7. Development of Digital Competencies of Students and Teachers with the Integration of Social Media in the Classroom
10.5.8. Introduction and Objectives of Security in the Use of ICT in the Classroom
10.5.9. Digital Identity
10.5.10. Risks for Minors on the Internet
10.5.11. Education in Values with ICT: Service-Learning Methodology (ApS) with ICT Resources
10.5.12. Platforms for Promoting Safety on the Internet
10.5.13. Internet Safety as Part of Education: Centers, Families, Students, and Teachers
10.5.14. Bibliographical References

10.6. Creation of Audiovisual Content with ICT tools. PBL and ICT
10.6.1. Introduction and Objectives
10.6.2. Bloom's Taxonomy and ICT
10.6.3. The Educational Podcast as a Didactic Element
10.6.4. Audio Creation
10.6.5. The Image as a Didactic Element
10.6.6. ICT Tools with Educational Use of Images
10.6.7. The Editing of Images with ICT: Tools for its Edition
10.6.8. What is ABP?
10.6.9. Process of Working with PBL and ICT
10.6.10. Designing PBL with ICT
10.6.11. Educational Possibilities in Web 3.0
10.6.12. Youtubers and Instagrmamers: Informal Learning in Digital Media
10.6.13. The Video Tutorial as a Teaching Resource in the Classroom
10.6.14. Platforms for the Dissemination of Audiovisual Materials
10.6.15. Guidelines for the Creation of an Educational Video
10.6.16. Bibliographical References

10.7. Gamification: Motivation and ICT in the Classroom
- 10.7.1. Introduction and Objectives
- 10.7.2. Gamification Enters the Classroom Through Virtual Learning Environments.
- 10.7.3. Game-Based Learning (GBL)
- 10.7.4. Augmented Reality (AR) in the Classroom
- 10.7.5. Types of Augmented Reality and Classroom Experiences
- 10.7.6. QR Codes in the Classroom: Generation of Codes and Educational Application
- 10.7.7. Classroom Experiences
- 10.7.8. Bibliographical References

10.8. Media Competency in the Classroom with ICT
- 10.8.1. Introduction and Objectives
- 10.8.2. Promoting the Media Competence of Teachers
- 10.8.3. Mastering Communication for Motivating Teaching
- 10.8.4. Communicating Educational Content with ICT
- 10.8.5. Importance of the Image as an Educational Resource
- 10.8.6. Digital Presentations as a Didactic Resource in the Classroom
- 10.8.7. Working in the Classroom with Images
- 10.8.8. Sharing Images on Web 2.0
- 10.8.9. Bibliographical References

10.9. Assessment for Learning Through ICT
- 10.9.1. Introduction and Objectives
- 10.9.2. Assessment for Learning Through ICT
- 10.9.3. Evaluation Tools: Digital Portfolio and Rubrics
- 10.9.4. Building an ePortfolio with Google Sites
- 10.9.5. Generating Evaluation Rubrics
- 10.9.6. Design Evaluations and Self-Evaluations with Google Forms
- 10.9.7. Bibliographical References

This program is the key to advancing your professional career, don't let this opportunity pass you by"

05

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they 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:

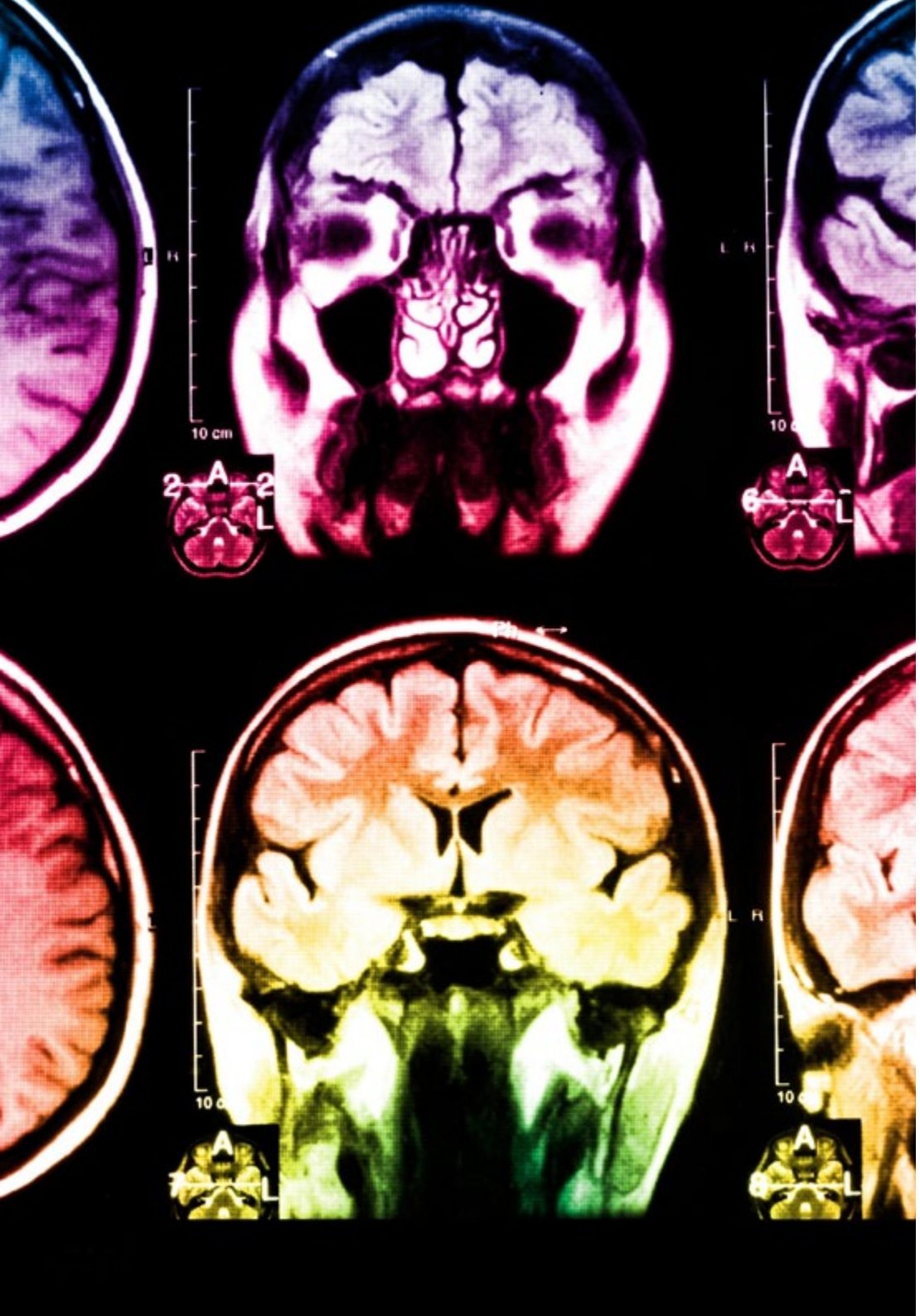
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. 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.

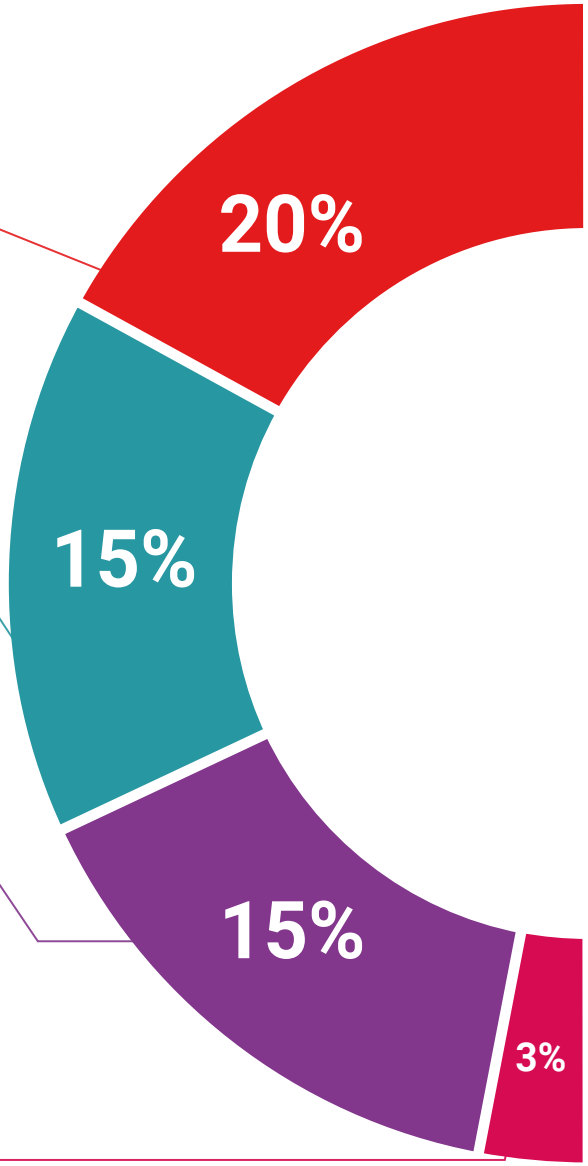
Interactive Summaries

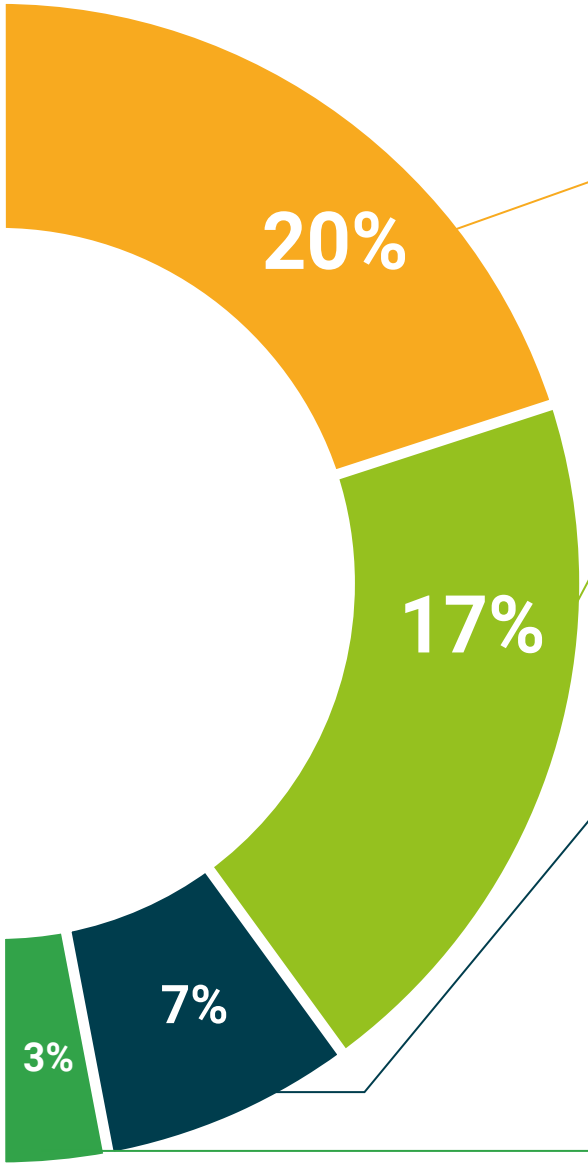
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.

06

Certificate

The Professional Master's Degree in Improving Teaching Practice in Pre-School Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree issued by the TECH Technological University.

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"

This **Professional Master's Degree in Improving Teaching Practice in Pre-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 diploma issued by **TECH Technological University** will reflect 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 Improving Teaching Practice in Pre-School Education**

Official Nº of Hours: **1,500 h.**


tech technological university

Awards the following

DIPLOMA

to

Mr./Ms. _____, with identification number _____.

For having successfully passed and accredited the following program

PROFESSIONAL MASTER'S DEGREE

in

Improving Teaching Practice in Pre-School Education

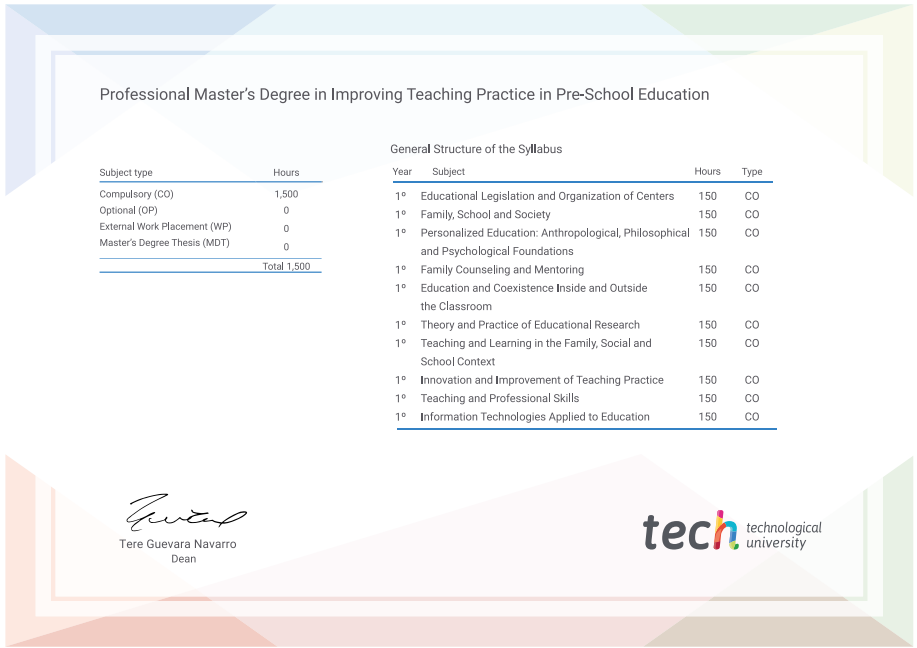
This is a qualification awarded by this University, equivalent to 1,500 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates


Professional Master's Degree in Improving Teaching Practice in Pre-School Education

Subject type	Hours
Compulsory (CO)	1,500
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 1,500

General Structure of the Syllabus

Year	Subject	Hours	Type
1º	Educational Legislation and Organization of Centers	150	CO
1º	Family, School and Society	150	CO
1º	Personalized Education: Anthropological, Philosophical and Psychological Foundations	150	CO
1º	Family Counseling and Mentoring	150	CO
1º	Education and Coexistence Inside and Outside the Classroom	150	CO
1º	Theory and Practice of Educational Research	150	CO
1º	Teaching and Learning in the Family, Social and School Context	150	CO
1º	Innovation and Improvement of Teaching Practice	150	CO
1º	Teaching and Professional Skills	150	CO
1º	Information Technologies Applied to Education	150	CO

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*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

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Professional Master's Degree

Improving Teaching Practice in Pre-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

Improving Teaching Practice in Pre-School Education

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