

Master's Degree Innovation and Entrepreneurship in Education

Accreditation/Membership



tech global
university



Master's Degree Innovation and Entrepreneurship in Education

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Accreditation: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitude.com/us/education/master-degree/master-innovation-entrepreneurship-education

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01

Introduction to the Program

Innovation and Entrepreneurship in Education are redefining the future of teaching by driving methodologies that prepare students for a dynamic and technological work environment. In this context, the role of the educator is crucial in fostering STEAM competencies and enhancing the entrepreneurial spirit in the classroom. According to UNESCO, integrating entrepreneurship education from an early age improves creativity and problem-solving skills in students. Aware of this, TECH has developed a rigorous and up-to-date postgraduate certificate program that enables education professionals to master innovative teaching strategies, pedagogical leadership, and digital tools applied to learning. All of this is offered entirely online.

$$x^2 = 25$$
$$x = \pm \sqrt{25}$$
$$ax + bx^2 = c$$
$$2x + 3x^2 = 6$$

$$\frac{5}{1.25} = \frac{25}{6.25} = \frac{1}{9}$$

$$\frac{7}{x} = \frac{12}{9}$$

$$x = \frac{7 \cdot 9}{12} = \frac{28}{12} = \frac{7}{3}$$

$$\begin{cases} 3x + 5y = 12 \\ 4x + 8y = 22 \\ 1x + 9y = 5 \end{cases}$$

$$\begin{cases} 12x + 20y = 48 \\ 2x + 29y = 50 \\ 1x + 9y = 5 \end{cases}$$

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A comprehensive and 100% online program, exclusive to TECH, with an international perspective backed by our membership in the Association for Teacher Education in Europe”

The transformation of the educational sector demands professionals who are prepared to face new challenges with innovative methodologies and advanced technological tools. The incorporation of Entrepreneurship in Education not only fosters creativity and critical thinking but also prepares students for an ever-evolving job market.

Aware of this reality, TECH presents this postgraduate certificate program that enables educators and education professionals to master strategies in educational innovation, leadership, and the application of emerging technologies in the classroom. Throughout the academic journey of this Master's Degree in Innovation and Entrepreneurship in Education, professionals will explore this discipline as a driver of change in education, gamification as a motivational tool, and ICT as facilitators of meaningful learning.

In this context, the importance of inclusion in pedagogical innovation will be addressed, ensuring that new strategies benefit all students equally. This academic opportunity is delivered through a 100% online methodology, with access to updated teaching materials and the latest technologies applied to education. Thanks to its flexible methodology and TECH's pioneering Relearning learning system, graduates will be able to balance their knowledge update with their professional and personal responsibilities, accessing content from any device with an internet connection. As an added value, this program includes 10 exclusive Masterclasses taught by a renowned International Expert in Innovation and Entrepreneurship, providing a global and applied view of the latest trends in the sector.

Furthermore, thanks to TECH's membership in the **Association for Teacher Education in Europe (ATEE)**, professionals will have access to specialized academic journals and discounts on publications. They will also be able to attend webinars or conferences at no cost and receive linguistic support. Additionally, they will be included in the ATEE consultancy database, thereby expanding their professional network and gaining access to new opportunities.

This **Master's Degree in Innovation and Entrepreneurship in 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 Innovation and Entrepreneurship in Education
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies in Innovation and Entrepreneurship in Education
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an internet connection



You will develop leadership and change management skills to drive educational innovation, applying advanced tools acquired in these exclusive TECH Masterclasses"

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You will have access to a resource library available 24/7, with high-quality materials that will allow you to delve into strategies for educational entrepreneurship”

You will gain a comprehensive perspective on Innovation and Entrepreneurship in Education through a 100% online university qualification, designed to allow you to specialize at any time.

Achieve your academic goals flexibly with TECH and its 100% online methodology, offering dynamic, up-to-date learning tailored to the needs of the education sector.

The teaching staff includes professionals from the field of Innovation and Entrepreneurship in Education, who share their work experience in this program, alongside recognized 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 an immersive learning experience designed to prepare for real-life situations.

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



02

Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs, available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it has a huge faculty of more than 6,000 professors of the highest international prestige.



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Study at the largest online university in the world and ensure your professional success. The future begins at TECH”

The world's best online university, according to FORBES

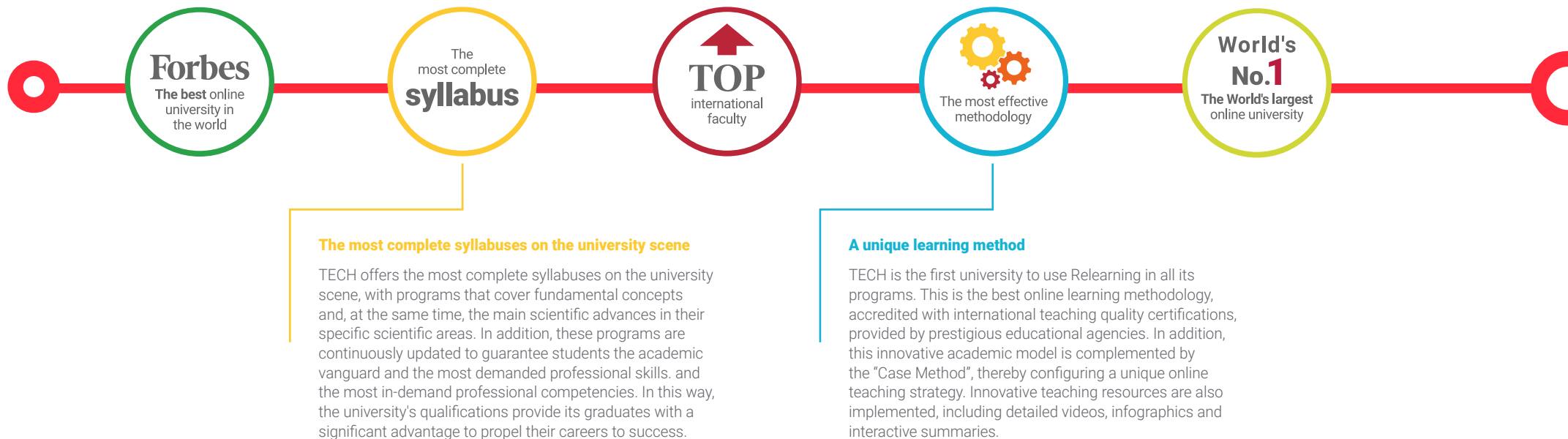
The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.



The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

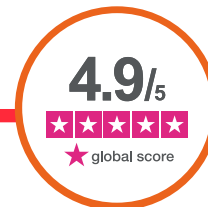
Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.



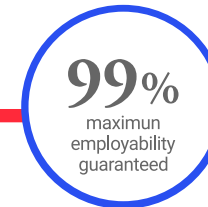
Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.



The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.



03 Syllabus

The syllabus of this university qualification has been designed to provide education professionals with a deep understanding of innovation and entrepreneurship within the academic field. Throughout the academic journey, they will develop skills to implement advanced teaching methodologies, manage educational projects, and assess their impact. In addition, they will explore the use of ICT in learning, the design and management of educational programs, and the importance of economics in education. With a practical and up-to-date approach, this program will enable the application of transformative strategies in various academic environments.



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*You will transform the teaching process,
enhancing learning in classrooms and
understanding its impact on access to
and the quality of education”*

Module 1. Theory and Practice of Educational Research

- 1.1. Research and Innovation in Education
 - 1.1.1. The Scientific Method
 - 1.1.2. Research in Education
 - 1.1.3. Approaches to Educational Research
 - 1.1.4. The Need for Research and Innovation in Education
 - 1.1.5. Ethics in Educational Research
- 1.2. The Research Process, Stages and Modalities
 - 1.2.1. Modalities of Educational Research and Innovation
 - 1.2.2. Stages of the Research and Innovation Process
 - 1.2.3. Differences between Quantitative and Qualitative Approaches
 - 1.2.4. The Approach to Research Problems
 - 1.2.5. Planning and Development of the Research or Field Work
- 1.3. The Educational Research Process: Keys to Design and Planning
 - 1.3.1. The Approach to Research Problems
 - 1.3.2. The Approach to Research Problems
 - 1.3.3. Planning and Development of the Research or Field Work
- 1.4. The Importance of Bibliographic Research
 - 1.4.1. Selection and Justification of the Research Topic
 - 1.4.2. Possible Areas of Research in Education
 - 1.4.3. The Search for Information and Databases
 - 1.4.4. Rigor in the Use of Information Sources (Avoidance of Plagiarism)
 - 1.4.5. Keys to Elaborate the Theoretical Framework
- 1.5. Quantitative Designs: Scope of the Research and Definition of Hypotheses
 - 1.5.1. The Scope of Quantitative Research
 - 1.5.2. Hypotheses and Variables in Educational Research
 - 1.5.3. Classification of Hypotheses
- 1.6. Quantitative Designs: Types of Designs and Sample Selection
 - 1.6.1. Experimental Designs
 - 1.6.2. Quasi-Experimental Designs
 - 1.6.3. Non-Experimental (*Ex Post Facto*) Studies. Sample Selection
- 1.7. Qualitative Designs
 - 1.7.1. What Is Understood by Qualitative Research?
 - 1.7.2. Ethnographic Research
 - 1.7.3. The Case Study
 - 1.7.4. Biographical-Narrative Research
 - 1.7.5. Grounded Theory
 - 1.7.6. Action Research
- 1.8. Techniques and Instruments for Educational Research
 - 1.8.1. Data Collection: Measurement and Evaluation in Education
 - 1.8.2. Data Collection Techniques and Instruments
 - 1.8.3. Reliability and Validity: Technical Requirements for Instruments
- 1.9. Analysis of Quantitative Data and Analysis of Qualitative Data
 - 1.9.1. Statistical Analysis
 - 1.9.2. Research Variables
 - 1.9.3. Concept and Characteristics of Hypotheses
 - 1.9.4. Approach to Descriptive Statistics
 - 1.9.5. Approach to Inferential Statistics
 - 1.9.6. What Is Meant by Qualitative Analysis?
 - 1.9.7. General Process of Qualitative Data Analysis
 - 1.9.8. Categorization and Coding
 - 1.9.9. Criteria of Scientific Rigor for Qualitative Data Analysis
- 1.10. From Educational Research to the Professional Development of Educators: Possibilities and Challenges Today
 - 1.10.1. The Current Situation of Educational Research and the Specific Viewpoint of Educational Researchers
 - 1.10.2. From Educational Research to Research in the Classroom
 - 1.10.3. From Classroom Research to the Evaluation of Educational Innovations
 - 1.10.4. Educational Research, Ethics, and Professional Development of Educators

Module 2. Education Economics

- 2.1. Introduction to Economics
 - 2.1.1. Concept of Economics
 - 2.1.2. Elements That Define the Economy
 - 2.1.3. Functioning of the Economy
 - 2.1.4. Economic Systems
- 2.2. Education Economics
 - 2.2.1. Education and Economy
 - 2.2.2. History of Education Economics
 - 2.2.3. Economic Aspects of Education
- 2.3. Sources and Models of Education Financing
 - 2.3.1. Financial Mechanisms in Education
 - 2.3.2. The Financing of Compulsory Education
 - 2.3.3. The Financing of Post-Compulsory Education
 - 2.3.4. Financing Models
- 2.4. Public Goods and Externalities of Educational Activity
 - 2.4.1. Externalities in Education
 - 2.4.2. Forms of Public Intervention in Education
 - 2.4.3. The Benefits of Education
 - 2.4.4. Education as a Public or Private Good?
 - 2.4.5. Reasons that Justify Public Intervention in Education
- 2.5. Economic and Educational Development
 - 2.5.1. Education and Production
 - 2.5.2. Education and Economic Convergence
 - 2.5.3. Problems in Economic Definition and Estimation
 - 2.5.4. Contribution of Education to Economic Growth
- 2.6. Analysis of the Determinants of Economic Welfare
 - 2.6.1. Theoretical Background
 - 2.6.2. Descriptive Analysis of World Economic and Social Development
 - 2.6.3. Human Development and Its Conditioning Factors
- 2.7. Educational Production and Performance
 - 2.7.1. Contextualization of Educational Production
 - 2.7.2. Educational Production Function
 - 2.7.3. Inputs in the Production Process
 - 2.7.4. Models for Measuring Educational Production and Output
 - 2.7.5. Design and Interpretation of Data in Educational Production
 - 2.7.6. Economic Value of Education
- 2.8. Labor Market and Education
 - 2.8.1. Basic Concepts
 - 2.8.2. Technological Functionalism and the Theory of Human Capital
 - 2.8.3. Credentialism and Correspondence Theory
 - 2.8.4. Filter Theory
 - 2.8.5. Globalized Economy and Employment
- 2.9. Labor Market and Teachers
 - 2.9.1. Labor Market in the 21st Century
 - 2.9.2. Differences between the Labor Market and the Educational Labor Market
 - 2.9.3. The Teaching Professional
- 2.10. Investment and Expenditure in Education
 - 2.10.1. OECD Education Systems
 - 2.10.2. Education Spendin
 - 2.10.3. Education as an Investment

Module 3. Information and Communication Technologies for Education

- 3.1. ICT, Literacy and Digital Skills
 - 3.1.1. Introduction and Objectives
 - 3.1.2. The School in the Knowledge Society
 - 3.1.3. ICT in the Teaching and Learning Process
 - 3.1.4. Digital Literacy and Competencies
 - 3.1.5. The Role of the Teacher in the Classroom
 - 3.1.6. The Digital Competencies of the Teacher
 - 3.1.7. Bibliographic References
 - 3.1.8. Hardware in the Classroom: PDI, Tablets, and Smartphones
 - 3.1.9. The Internet as an Educational Resource: Web 2.0 and M-Learning
 - 3.1.10. The Teacher as Part of Web 2.0: How to Build their Digital Identity?
 - 3.1.11. Guidelines for the Creation of Teacher Profiles
 - 3.1.12. Creating a Teacher Profile on Twitter
 - 3.1.13. Bibliographic References
- 3.2. Creation of Pedagogical Content with ICT and Its Possibilities in the Classroom
 - 3.2.1. Introduction and Objectives
 - 3.2.2. Conditions for Participatory Learning
 - 3.2.3. The Role of the Student in the Classroom with ICTs: *Prosumer*
 - 3.2.4. Content Creation in Web 2.0: Digital Tools
 - 3.2.5. The Blog as a Classroom Pedagogical Resource
 - 3.2.6. Guidelines for the Creation of an Educational Blog
 - 3.2.7. Elements of the Blog to Make It an Educational Resource
 - 3.2.8. Bibliographic References
- 3.3. Personal Learning Environments for Teachers
 - 3.3.1. Introduction and Objectives
 - 3.3.2. Teacher Training for the Integration of ICTs
 - 3.3.3. Learning Communities
 - 3.3.4. Definition of Personal Learning Environments
 - 3.3.5. Educational Use of PLE and NLP
 - 3.3.6. Design and Creation of Our Classroom PLE
- 3.3.7. Bibliographic References
- 3.4. Collaborative Learning and Content Curation
 - 3.4.1. Introduction and Objectives
 - 3.4.2. Collaborative Learning for the Efficient Introduction of ICT in the Classroom
 - 3.4.3. Digital Tools for Collaborative Work
 - 3.4.4. Content Curation
 - 3.4.5. Content Curation as an Educational Practice in the Promotion of Students' Digital Competences
 - 3.4.6. The Content Curator Teacher. Scoop.it
 - 3.4.7. Bibliographic References
- 3.5. Pedagogical Use of Social Networks. Safety in the Use of ICTs in the Classroom
 - 3.5.1. Introduction and Objectives
 - 3.5.2. Principle of Connected Learning
 - 3.5.3. Social Networks: Tools for the Creation of Learning Communities
 - 3.5.4. Communication On Social networks: Management of the New Communicative Codes
 - 3.5.5. Types of Social Networks
 - 3.5.6. How to use Social Networks in the Classroom: Content Creation
 - 3.5.7. Development of Digital Competencies of Students and Teachers with the Integration of Social Media in the Classroom
 - 3.5.8. Introduction and Objectives of Security in the Use of ICT in the Classroom
 - 3.5.9. Digital Identity
 - 3.5.10. Risks for Minors on the Internet
 - 3.5.11. Education in Values with ICT: Service-Learning Methodology (ApS) with ICT resources
 - 3.5.12. Platforms for Promoting Safety on the Internet
 - 3.5.13. Internet Safety as Part of Education: Centers, Families, Students, and Teachers and Objectives of the Safety in the Use of ICTs in the Classroom
 - 3.5.14. Bibliographic References

- 3.6. Creation of Audiovisual Content with ICT Tools. PBL and ICT
 - 3.6.1. Introduction and Objectives
 - 3.6.2. Bloom's Taxonomy and ICT
 - 3.6.3. The Educational Podcast as a Teaching Element
 - 3.6.4. Audio Creation
 - 3.6.5. The Image as an Educational Element
 - 3.6.6. ICT Tools with Educational Use of Images
 - 3.6.7. Editing Images with ICT: Tools for Editing
 - 3.6.8. What Is PBL?
 - 3.6.9. Process of Working with PBL and ICT
 - 3.5.10. Designing PBL with ICT
 - 3.5.11. Educational Opportunities in Web 3.0
 - 3.5.12. Youtubers and Instagrammers: Informal Learning in Digital Media
 - 3.5.13. The Video Tutorial as a Pedagogical Resource in the Classroom
 - 3.5.14. Platforms for the Dissemination of Audiovisual Materials
 - 3.6.15. Guidelines for the Creation of an Educational Video
 - 3.6.16. Bibliographic References
- 3.7. Gamification: Motivation and ICT in the Classroom
 - 3.7.1. Introduction and Objectives
 - 3.7.2. Gamification Enters the Classroom Through Virtual Learning Environments
 - 3.7.3. Game-Based Learning (GBL)
 - 3.7.4. Augmented Reality (AR) in the Classroom
 - 3.7.5. Types of Augmented Reality and Classroom Experiences
 - 3.7.6. QR Codes in the Classroom: Generation of Codes and Educational Application
 - 3.7.7. Classroom Experiences
 - 3.7.8. Bibliographic References
- 3.8. Media Competency in the Classroom with ICT
 - 3.8.1. Introduction and Objectives
 - 3.8.2. Promoting the Media Competence of Teachers
 - 3.8.3. Mastering Communication for Motivating Teaching
 - 3.8.4. Communicating Pedagogical Content with ICT
 - 3.8.5. Importance of the Image as a Pedagogical Resource
 - 3.8.6. Digital Presentations as an Educational Resource in the Classroom
 - 3.8.7. Working in the Classroom with Images
 - 3.8.8. Sharing Images on Web 2.0
 - 3.8.9. Bibliographic References

- 3.9. Assessment for Learning Through ICT
 - 3.9.1. Introduction and Objectives. Assessment for Learning Through ICT
 - 3.9.2. Assessment Tools: Digital Portfolio and Rubrics
 - 3.9.3. Building an ePortfolio with Google Sites
 - 3.9.4. Creating Evaluation Rubrics
 - 3.9.5. Design Evaluations and Self-Evaluations with Google Forms
 - 3.9.6. Bibliographic References

Module 4. Methodology of Socio-Educational Intervention

- 4.1. Methodology of Action, Socio-Educational Intervention
 - 4.1.1. Social Pedagogy, Teaching and Socio-Educational Action
 - 4.1.2. Fields of Socio-Educational Intervention
 - 4.1.3. Functionalities of the Socio-Educational Intervention
 - 4.1.4. The Professional of the Socio-Educational Intervention
- 4.2. The Phenomenon of Social Exclusion
 - 4.2.1. Exclusion as a Social Phenomenon
 - 4.2.2. Current Social Exclusion
 - 4.2.3. Factors of Social Exclusion
 - 4.2.4. Risks of Social Exclusion
- 4.3. Intervention with Immigrant Population at Risk of Social Exclusion
 - 4.3.1. Initial Reception Processes
 - 4.3.2. Schooling Processes
 - 4.3.3. Relational Processes
 - 4.3.4. Labor Market Insertion Processes
- 4.4. Socio-Educational Intervention with at-Risk Children
 - 4.4.1. Children at Social Risk
 - 4.4.3. Programs and Activities of Socio-Educational Intervention with Minors
 - 4.4.4. Programs and Activities of Socio-Educational Intervention with Families
- 4.5. Women at Risk of Social Exclusion
 - 4.5.1. Gender Inequality and Social Exclusion
 - 4.5.2. Immigrant Women
 - 4.5.3. Women in Single-Parent Families
 - 4.5.4. Long-Term Unemployed Women
 - 4.5.5. Unqualified Young Women

- 4.6. Intervention with People with Disabilities
 - 4.6.1. Disability and Social Exclusion
 - 4.6.2. Programs and Activities of Socio-Educational Intervention with People with Disabilities
 - 4.6.3. Socio-Educational Intervention Programs and Activities with Families and Caregivers
- 4.7. Socio-Educational Intervention with Families
 - 4.7.1. Introduction
 - 4.7.2. Systemic Approach to the Family
 - 4.7.3. Family Counseling
- 4.8. Community Social Dynamization
 - 4.8.1. Introduction
 - 4.8.2. Community and Community Development
 - 4.8.3. Community Action Methodology and Strategies
 - 4.8.4. Achievements of Participation
 - 4.8.5. Participatory Assessment
- 4.9. Socio-Educational Intervention Programs
 - 4.9.1. Socio-Educational Intervention for Child Care
 - 4.9.2. Intervention with Adolescents at Risk of Social Exclusion
 - 4.9.3. Socio-Educational Intervention in Prisons
 - 4.9.4. Intervention with Women Victims of Gender-Based Violence
 - 4.9.5. Socio-Educational Intervention with Immigrants
- 4.10. Towards a Socio-Educational Pedagogy of Death
 - 4.10.1. Concept of Death
 - 4.10.2. Pedagogy of Death in the School Environment
 - 4.10.3. Teaching Proposal

Module 5. Teaching Methodologies and Educator Counseling

- 5.1. Pedagogical and Teaching Counseling for the Improvement of the Educational Task
 - 5.1.1. Introduction to Pedagogical Counseling
 - 5.1.2. Strategies for Pedagogical Counseling
 - 5.1.3. Models and Types of Pedagogical Support
 - 5.1.4. Methodology of Accompaniment
 - 5.1.5. Professional Profile of the Pedagogical Advisors
- 5.2. Teaching as a Creative Process
 - 5.2.1. Notes on Creativity
 - 5.2.2. Strategies to Stimulate Creativity
 - 5.2.3. The Importance of Creativity in the Classroom
- 5.3. Educational Methodology: Ways to Vivify the Curriculum in the Classroom
 - 5.3.1. Curriculum and Educational Achievement
 - 5.3.2. Curriculum Theory and Praxis
 - 5.3.3. Links between Teaching and Curriculum
- 5.4. Teaching as a Didactic Act
 - 5.4.1. Models of Didactic Acts
 - 5.4.2. Proposal of Didactic Act
 - 5.4.3. Analysis of the Components of the Didactic Act
 - 5.4.4. Communication and Interaction
- 5.5. Looking at Teaching from a Different Perspective: Alternative Pedagogies
 - 5.5.1. Questioning the Traditional Model
 - 5.5.2. Types of Alternative Pedagogies
 - 5.5.3. The Continuation of the School: Open Debate
- 5.6. Methods and Strategies for Active Learning
 - 5.6.1. Active Participation as a Key Concept Introduction
 - 5.6.2. Traditional Teaching vs. Active Learning
 - 5.6.3. Resources and Strategies for Active Learning
- 5.7. Openness to the Community, Teaching in Relationship
 - 5.7.1. Environment and Medium
 - 5.7.2. Community-Centered School
 - 5.7.3. Learning Communities
 - 5.7.4. Theories about the Environment and Influence on Education

5.8. Teaching Methodologies and Educational Innovation

- 5.8.1. Educational Innovation
- 5.8.2. Active Methodologies
- 5.8.3. Research in Educational Innovation
- 5.8.4. Educational Innovation and ICT

5.9. Service-Learning

- 5.9.1. What is Service Learning?
- 5.9.2. Stages of Service Learning
- 5.9.3. Service Learning Outcomes in Education

5.10. New Methodological and Counseling Challenges for Educators

- 5.10.1. Discursive Practice in Complex Societies
- 5.10.2. Challenges and Uncertainties in the School Context
- 5.10.3. The New Role of the Teacher-Advisor

Module 6. Educational Program Design and Management

6.1. Educational Program Design and Management

- 6.1.1. Stages and Tasks in the Design of Educational Programs
- 6.1.2. Types of Educational Programs
- 6.1.3. Evaluation of the Educational Program
- 6.1.4. Competency-Based Educational Program Model

6.2. Program Design in the Formal and Non-Formal Educational Sphere

- 6.2.1. Formal and Non-Formal Education
- 6.2.2. Formal Education Program Model
- 6.2.3. Non-Formal Education Program Model

6.3. Educational Programs and Information and Communication Technologies

- 6.3.1. Integration of ICT in Educational Programs
- 6.3.2. Advantages of ICT in the Development of Educational Programs
- 6.3.3. Educational Practices and ICT

6.4. Educational Program Design and Bilingualism

- 6.4.1. Advantages of Bilingualism
- 6.4.2. Curricular Aspects for the Design of Educational Programs in Bilingualism
- 6.4.3. Examples of Educational Programs and Bilingualism

6.5. Pedagogical Design of Educational Guidance Programs

- 6.5.1. The Elaboration of Programs in Educational Guidance
- 6.5.2. Possible Contents of Educational Guidance Programs
- 6.5.3. Methodology for the Assessment of Educational Guidance Programs
- 6.5.4. Aspects to Take into Account in the Design

6.6. Educational Programs Design for Inclusive Education

- 6.6.1. Theoretical Fundamentals of Inclusive Education
- 6.6.2. Curricular Aspects for the Design of Inclusive Educational Programs
- 6.6.3. Examples of Inclusive Educational Programs

6.7. Management, Monitoring and Assessment of Educational Programs. Pedagogical Skills

- 6.7.1. Assessment as a Tool for Educational Improvement
- 6.7.2. Guidelines for the Assessment of Educational Programs
- 6.7.3. Techniques for the Assessment of Educational Programs
- 6.7.4. Pedagogical Skills for Assessment and Improvement

6.8. Strategies for Communication and Dissemination of Educational Programs

- 6.8.1. Didactic Communication Process
- 6.8.2. Teaching Communication Strategies
- 6.8.3. Dissemination of Educational Programs

6.9. Good Practice in the Design and Management of Educational Programs in Formal Education

- 6.9.1. Characterization of Good Teaching Practices
- 6.9.2. Influence of Good Practices on Program Design and Development
- 6.9.3. Pedagogical Leadership and Good Practices

6.10. Good Practices in the Design and Management of Educational Programs in Non-Formal Contexts

- 6.10.1. Good Teaching Practices in Non-Formal Contexts
- 6.10.2. Influence of Good Practices on Program Design and Development
- 6.10.3. Example of Good Educational Practices in Non-Formal Contexts

Module 7. Evaluation of Educational Programs

- 7.1. Concept and Components of the Program. Educational Evaluation
 - 7.1.1. Evaluation
 - 7.1.2. The Assessment and Education
 - 7.1.3. Components of Educational Evaluation
- 7.2. Models and Methodologies for the Assessment
 - 7.2.1. Models of Educational Assessment
 - 7.2.2. Assessment as a Process
- 7.3. Standards for Evaluative Research
 - 7.3.1. General Concept of Standards
 - 7.3.2. Organization and Content of Standards
 - 7.3.3. Reflections on Standards
- 7.4. Principle of Complementarity. Methods and Techniques
 - 7.4.1. Definition of the Principle of Complementarity
 - 7.4.2. Methodology for Applying the Principle of Complementarity
 - 7.4.3. Complementarity Techniques
- 7.5. Techniques and Instruments of Educational Assessment
 - 7.5.1. Educational Assessment Strategies
 - 7.5.2. Techniques and Instruments of Educational Assessment
 - 7.5.3. Examples of Educational Assessment Techniques
- 7.6. Available Data, Statistics, Files, Indicators. Content Analysis
 - 7.6.1. Conceptualization of Content Analysis
 - 7.6.2. Early Methodological Proposals in Content Analysis
 - 7.6.3. Components of Data Analysis
 - 7.6.4. Data Analysis Techniques
- 7.7. Surveys, Questionnaires, Interviews, Observation, Self-Reports, Tests and Scales
 - 7.7.1. Concept of Educational Assessment Instrument
 - 7.7.2. Criteria for Selection of Assessment Instruments
 - 7.7.3. Types of Assessment Techniques and Instruments



- 7.8. Needs, Deficiencies and Demands. Initial Assessment and Program Design
 - 7.8.1. Initial Assessment. Introduction
 - 7.8.2. Needs Analysis
 - 7.8.3. Program Design
- 7.9. Program Development. Formative Assessment of the Program
 - 7.9.1. Introduction
 - 7.9.2. Formative Assessment. Development
 - 7.9.3. Conclusions
- 7.10. Program Conclusions. Final Summative Assessment
 - 7.10.1. Introduction
 - 7.10.2. Final Summative Assessment
 - 7.10.3. Conclusions

Module 8. Teaching and Learning in the Family, Social and Educational Context

- 8.1. Education, Family and Society
 - 8.1.1. Introduction to the Categorization of Formal, Non-Formal and Informal Education
 - 8.1.2. Concepts of Formal, Non-Formal and Informal Education
 - 8.1.3. Latest Information of Formal and Non-Formal Education
 - 8.1.4. Fields of Non-Formal Education
- 8.2. Family Education in a World of Change
 - 8.2.1. Family and School: Two Educational Contexts
 - 8.2.2. Family and School Relationships
 - 8.2.3. The School and the Information Society
 - 8.2.4. The Role of the Media
- 8.3. The Educating Family
 - 8.3.1. Main Dimensions in the Study of Socialization
 - 8.3.2. Agents of Socialization
 - 8.3.3. The Concept of Family and Its Functions
 - 8.3.4. Family Education
- 8.4. Education, Family and Community
 - 8.4.1. Community and Family Educating
 - 8.4.2. Education in Values
- 8.5. Parenting School
 - 8.5.1. Communication with the Families
 - 8.5.2. The School for Parents
 - 8.5.3. Program of a School of Parents
 - 8.5.4. The Methodology of Family Workshops
- 8.6. Family Educational Practices
 - 8.6.1. Characteristics of the Family
 - 8.6.2. The Family: Its Social Changes and New Models
 - 8.6.3. The Family as a Social System
 - 8.6.4. Discipline in the Family
 - 8.6.5. Family Educational Styles
- 8.7. The Media and Its Educational Influence
 - 8.7.1. Media Culture
 - 8.7.2. Education through Media
- 8.8. Family Counseling
 - 8.8.1. Educational Counselling
 - 8.8.2. Educating in Social Skills and in Childhood
- 8.9. Social Change, School and Teachers
 - 8.9.1. An Evolving Economy
 - 8.9.2. Network-Structured Organizations
 - 8.9.3. New Family Configurations
 - 8.9.4. Cultural and Ethnic Diversity
 - 8.9.5. Knowledge with an Expiry Date
 - 8.9.6. The Teacher: An Agent in Crisis
 - 8.9.7. Teaching: The Profession of Knowledge
- 8.10. Some Constants in Teaching
 - 8.10.1. The Content Taught Generates Identity
 - 8.10.2. Some Knowledge Is Worth More Than Others
 - 8.10.3. *Teaching Is Learning to Teach*
 - 8.10.4. *Every Teacher Has Their Own Little Book*
 - 8.10.5. Students at the Center of Motivation
 - 8.10.6. Whoever Leaves the Classroom Does Not Return

Module 9. Educational Entrepreneurship

- 9.1. Education and Entrepreneurship
 - 9.1.1. Definition and Aspects of Entrepreneurship
 - 9.1.2. Relationship between Education and Entrepreneurship
 - 9.1.3. The Entrepreneurial Teacher
- 9.2. Entrepreneurial Skills in Europe: Educational Perspective
 - 9.2.1. Definition of Entrepreneurial Skills
 - 9.2.2. European Policies and Entrepreneurship
 - 9.2.3. Challenges and Opportunities
- 9.3. Entrepreneurship in Formal Education
 - 9.3.1. Entrepreneurship Development
 - 9.3.2. Entrepreneurial Skills: Structuring and Classification
 - 9.3.3. Education for Entrepreneurship
 - 9.3.4. Entrepreneurship Programs in Formal Educational Contexts
- 9.4. Entrepreneurship in Non-Formal Education
 - 9.4.1. Introduction
 - 9.4.2. Resources and Strategies for Entrepreneurship in Non-Formal Education
 - 9.4.3. Entrepreneurship Programs in Non-Formal Educational Contexts
- 9.5. Entrepreneurship Pedagogy
 - 9.5.1. Creativity
 - 9.5.2. Methodological Applications
 - 9.5.3. School-Based Entrepreneurship
- 9.6. Factors to Be Taken into Consideration in Undertaking a Socio-Educational Project
 - 9.6.1. Key Factors in Entrepreneurship
 - 9.6.2. Development of Social Entrepreneurship
 - 9.6.3. Conclusions
- 9.7. Conclusions
 - 9.7.1. Introduction
 - 9.7.2. Resources and Financing Mechanisms
 - 9.7.3. Conclusions

- 9.8. Experiences of Educational Entrepreneurship
 - 9.8.1. Introduction
 - 9.8.2. Practical Experiences in Entrepreneurship
 - 9.8.3. Entrepreneurship Education in the European Context
 - 9.8.4. Conclusions
- 9.9. Encouraging Entrepreneurship in Childhood
 - 9.9.1. Introduction
 - 9.9.1.1. Concept of Entrepreneurship
 - 9.9.1.2. Objectives of Entrepreneurship
 - 9.9.1.3. Skills That It Promotes
 - 9.9.2. Entrepreneurial Culture and School
- 9.10. Entrepreneurship as an Agent of Change
 - 9.10.1. Social Possibilities of Entrepreneurship
 - 9.10.2. Social Enterprises
 - 9.10.3. Conclusions

Module 10. Innovation and Improvement of Teaching Practice

- 10.1. Innovation and Improvement of Teaching Practice
 - 10.1.1. Introduction
 - 10.1.2. Innovation, Change, Improvement, and Reform
 - 10.1.3. The school Effectiveness Improvement Movement
 - 10.1.4. Nine Key Factors for Improvement
 - 10.1.5. How is Change Implemented? The Phases of the Process
 - 10.1.6. Final Reflection
- 10.2. Teaching Innovation and Improvement Projects
 - 10.2.1. Introduction
 - 10.2.2. Identification Data
 - 10.2.3. Justification of the Project
 - 10.2.4. Theoretical Framework
 - 10.2.5. Objectives
 - 10.2.6. Methodology
 - 10.2.7. Resources
 - 10.2.8. Timing
 - 10.2.9. Results Evaluation
 - 10.2.10. Bibliographic References
 - 10.2.11. Final Reflection

- 10.3. School Management and Leadership
 - 10.3.1. Objectives
 - 10.3.2. Introduction
 - 10.3.3. Different Concepts of Leadership
 - 10.3.4. The Concept of Distributed Leadership
 - 10.3.5. Approaches to Distributed Leadership
 - 10.3.6. Resistance to Distributed Leadership
 - 10.3.7. Final Reflection
- 10.4. The Training of Teaching Professionals
 - 10.4.1. Introduction
 - 10.4.2. Initial Teacher Training
 - 10.4.3. The Training of Novice Teachers
 - 10.4.4. Teacher Professional Development
 - 10.4.5. Teaching Skills
 - 10.4.6. Reflective Practice
 - 10.4.7. From Educational Research to the Professional Development of Educators
- 10.5. Formative Creativity: The Principle of Educational Improvement and Innovation
 - 10.5.1. Introduction
 - 10.5.2. The 4 Elements that Define Creativity
 - 10.5.3. Some Theses on Creativity Relevant to Education
 - 10.5.4. Formative Creativity and Educational Innovation
 - 10.5.5. Educational or Pedagogical Considerations for the Development of Creativity
 - 10.5.6. Some Techniques for the Development of Creativity
 - 10.5.7. Final Reflection
- 10.6. Towards a More Autonomous and Cooperative Learning I: Learning How to Learn
 - 10.6.1. Introduction
 - 10.6.2. Why is Metacognition Necessary?
 - 10.6.3. Teaching to Learn
 - 10.6.4. Explicit Teaching of Learning Strategies
 - 10.6.5. Classification of Learning Strategies
 - 10.6.6. The teaching of Metacognitive strategies
 - 10.6.7. The Problem of Evaluation
 - 10.6.8. Final Reflection
- 10.7. Towards a More Autonomous and Cooperative Learning II: Emotional and Social Learning
 - 10.7.1. Introduction
 - 10.7.2. The Concept of Emotional Intelligence
 - 10.7.3. Emotional Skills
 - 10.7.4. Emotional Education and Social and Emotional Learning Programs
 - 10.7.5. Techniques and Concrete Methods for the Training of Social Skills
 - 10.7.6. Integrating Emotional and Social Learning into Formal Education
 - 10.7.7. Final Reflection
- 10.8. Towards a More Autonomous and Cooperative Learning III: Learning by Doing
 - 10.8.1. Introduction
 - 10.8.2. Active Strategies and Methodologies to Encourage Participation
 - 10.8.3. Problem-Based Learning
 - 10.8.4. Project Work
 - 10.8.5. Cooperative Learning
 - 10.8.6. Thematic Immersion
 - 10.8.7. Final Reflection
- 10.9. Evaluation of Learning
 - 10.9.1. Introduction
 - 10.9.2. A Renewed Assessment
 - 10.9.3. Modalities of Evaluation
 - 10.9.4. The Procedural Evaluation Through the Portfolio
 - 10.9.5. The Use of Rubrics to Clarify the Evaluation Criteria
 - 10.9.6. Final Reflection
- 10.10. The Role of the Teacher in the Classroom
 - 10.10.1. The Teacher as a Guide and Orientator
 - 10.10.2. The Teacher as Class Director
 - 10.10.3. Ways of Directing the Class
 - 10.10.4. Leadership in the Classroom and in the Center
 - 10.10.5. Coexistence in the Center

04

Teaching Objectives

This Master's Degree in Innovation and Entrepreneurship in Education has been designed to equip education professionals with the competencies necessary to transform learning through innovative methodologies and the promotion of entrepreneurship in the classroom. Graduates will develop skills in the implementation of advanced pedagogical strategies, the use of ICT for teaching, and the management of educational projects. Additionally, they will be capable of designing initiatives that foster an entrepreneurial culture and improve teaching practices with tools that optimize learning in various environments.



“

You will explore new teaching methodologies, enhancing your teaching practice with a practical approach focused on the continuous improvement of learning”



General Objectives

- ♦ Collaborate in supporting families/legal guardians in the development of students
- ♦ Participate in the assessment and diagnosis of educational needs
- ♦ Use the methodology, tools and innovative material resources adapted to the student needs
- ♦ Analyze and understand entrepreneurship opportunities in education, explaining their functionality and characteristics
- ♦ Establish measures both in the classroom, school and environment for students with special educational needs to enable their full inclusion in today's society



You will incorporate teaching strategies based on action and experimentation, fostering dynamic and meaningful learning"





Specific Objectives

Module 1. Theory and Practice of Educational Research

- ♦ Acquire the competencies and knowledge outlined
- ♦ Develop the attitude and research aptitude to promote a constant desire for professional improvement
- ♦ Understand quantitative and qualitative knowledge
- ♦ Comprehend both quantitative and qualitative information
- ♦ Learn how to plan and develop educational research
- ♦ Identify techniques and instruments for educational research

Module 2. Education Economics

- ♦ Understand and analyze the role of Education in economic development
- ♦ Analyze public intervention in education
- ♦ Learn about the research strategies specific to empirical work in the economics of education
- ♦ Study the role of the public sector in education, the importance of education and human capital in economic growth

Module 3. Information and Communication Technologies for Education

- ♦ Acquire the necessary digital skills and knowledge complemented by the pedagogical and methodological skills appropriate to the current context
- ♦ Seek an effective initiation in good ICT practices that guarantee a professional development of teachers in the management of digital sources, communication in digital networks for teaching purposes and creation of teaching materials

- ♦ Manage and create a digital identity suited to the context, being aware of the importance of digital footprints and the possibilities ICT offers, understanding both the benefits and risks
- ♦ Generate and know how to apply ICT
- ♦ Combine the different ICT in the school as an educational tool
- ♦ Identify and discover the importance of ongoing teacher training

Module 4. Methodology of Socio-Educational Intervention

- ♦ Understand the different methodologies for socio-educational action
- ♦ Apply problem-solving techniques and decision-making strategies
- ♦ Learn to apply specific methodologies for socio-educational action
- ♦ Critically assess the entire socio-educational process

Module 5. Teaching Methodologies and Educator Counseling

- ♦ Recognize appropriate counseling techniques to improve teaching practice
- ♦ Analyze the influence of creativity on motivation and teaching improvement
- ♦ Understand and discuss alternative pedagogical theories
- ♦ Discuss the importance of the term community in schools
- ♦ Define the new challenges faced by teaching practices
- ♦ Understand pedagogical guidance as a strategy to promote reflective practice

Module 6. Educational Program Design and Management

- ♦ Understand the various levels of planning possible for educational design
- ♦ Analyze models, tools, and actors in educational planning
- ♦ Comprehend the foundations and elements of educational planning
- ♦ Detect educational needs through the application of different existing analysis models
- ♦ Acquire the planning skills necessary for the development of educational programs

Module 7. Evaluation of Educational Programs

- ♦ You will learn and use the specific terminology related to the evaluation of educational programs
- ♦ Know and apply program evaluation models to socio-educational practice
- ♦ Plan evaluation projects of contextualized educational and training programs
- ♦ Acquire procedures for evaluating educational and training programs
- ♦ Elaborate, interpret, evaluate and disseminate program evaluation reports

Module 8. Teaching and Learning in the Family, Social and Educational Context

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





Module 9. Educational Entrepreneurship

- ♦ Clarify the concept of undertake-becoming an entrepreneur
- ♦ Analyze and understand entrepreneurship opportunities in education, explaining their functionality and characteristics
- ♦ Describe the spaces and processes of entrepreneurship in education
- ♦ Develop small experiences that foster students' entrepreneurial competences

Module 10. 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 various educational improvement projects
- ♦ Broaden the knowledge of how to approach the improvement of the educational center
- ♦ Acquire tools for promoting more autonomous and cooperative learning

05

Career Opportunities

This university program is designed to provide education experts with the most up-to-date knowledge to lead pedagogical transformation processes. Through innovative approaches and change management tools, this program will enable them to design creative educational projects, implement active methodologies, and foster entrepreneurial thinking in school contexts. In this way, professionals will contribute to advancing a more dynamic, inclusive education connected to the challenges of today's labor market.



“

You will gain an updated perspective on Educational Innovation, which will allow you to optimize learning processes in different academic contexts”

Graduate Profile

The graduate of this Master's Degree in Innovation and Entrepreneurship in Education will be a professional with a strategic vision of Education. Additionally, they will apply innovative methodologies and promote entrepreneurship in dynamic academic environments. They will also possess skills in change management, educational leadership, and the use of emerging technologies to enhance teaching processes. Furthermore, they will be prepared to design individualized educational programs and implement cutting-edge inclusive pedagogical strategies.

You will develop skills to manage educational change with leadership and a strategic vision, ensuring the constant evolution of the teaching system"

- ♦ **Application of Active Methodologies:** Ability to implement teaching strategies such as gamification, project-based learning, and flipped classrooms
- ♦ **Knowledge Management:** Development of strategies for collecting, analyzing, and applying information in the educational field
- ♦ **Educational Entrepreneurship:** Ability to develop entrepreneurial initiatives in the education sector, promoting creativity and sustainability
- ♦ **Use of Educational Technologies:** Mastery of digital tools and ICT applied to teaching to improve the learning experience





After completing this program, you will be able to apply your knowledge and skills in the following positions:

- 1. Educational Innovation Coordinator:** Responsible for designing and implementing innovative strategies in educational institutions to improve teaching and learning processes.
- 2. Educational Program Technician:** Leader in the planning, execution, and evaluation of academic projects at different educational levels.
- 3. Educational Entrepreneurship Consultant:** Mentor and guide for teachers and administrators in creating entrepreneurial initiatives within the educational sector.
- 4. Pedagogical Innovation Project Administrator:** Responsible for implementing and optimizing active methodologies in teaching-learning contexts.
- 5. Educational Transformation Advisor:** Expert in restructuring educational models, promoting more dynamic and effective approaches.

“ You will take on high-level roles driving the implementation of innovative teaching strategies and optimizing learning processes in educational projects and entrepreneurial initiatives”

06

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



“

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes
(which you might not be able to attend)”*



The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“

TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want”

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

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.



A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
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.

The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

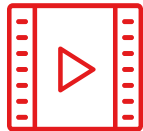
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.



As such, the best educational materials, thoroughly prepared, will be available in this program:



Study Material

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

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



Interactive Summaries

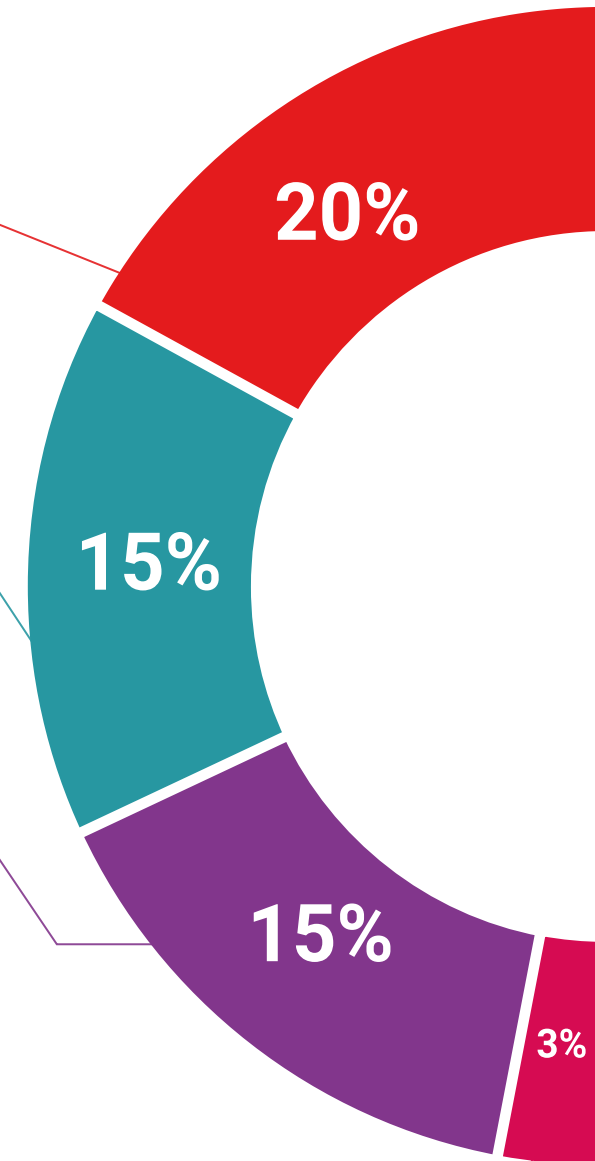
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

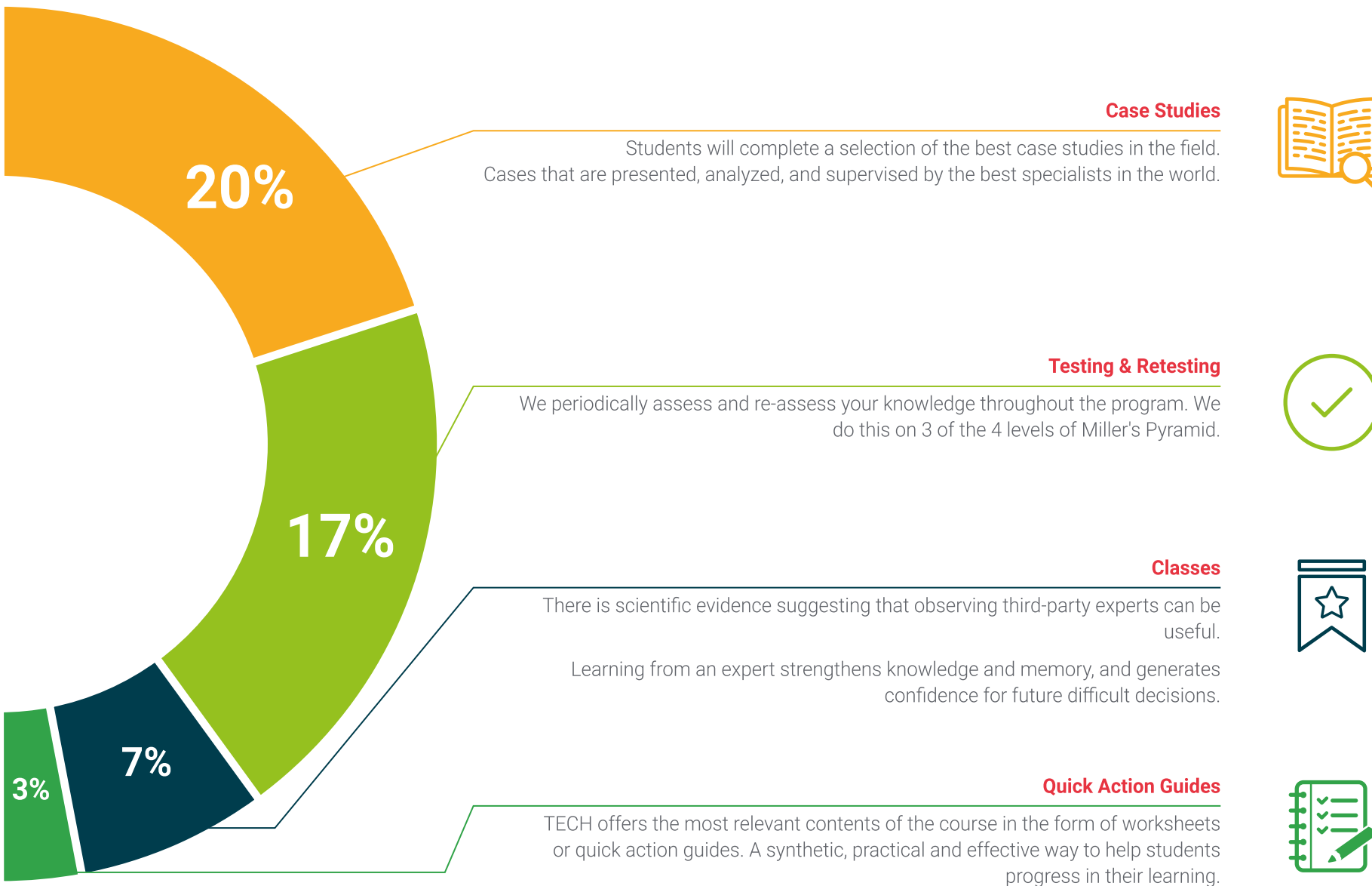
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





07

Teaching Staff

The teaching staff of this program is composed of experts in educational innovation and entrepreneurship, with extensive experience in the implementation of advanced methodologies and technology applied to teaching. Their expertise in designing cutting-edge pedagogical strategies and managing educational projects will enable graduates to acquire an updated and practical perspective of the sector. Additionally, they will benefit from the guidance of specialists in educational leadership and digital transformation, who will provide key tools to develop innovative initiatives. A top-tier academic team that will guide students in creating effective solutions for the current challenges in education.



“

You will receive guidance from specialists in educational leadership and digital transformation, acquiring key tools for change management”

International Guest Director

María Zubeldía is a prominent international leader in the field of **entrepreneurship** and **innovation**, who has been at the helm as **Director** of the **Centre for Entrepreneurship** at the **Saïd Business School**, Oxford University. In this role, she has led transformative initiatives as well as programs designed to equip future business leaders with the **innovation** skills needed in an ever-changing global economic environment. In fact, her strategic focus on creating **entrepreneurial ecosystems** and her ability to foster **innovative mindsets** have been key to supporting the community in achieving its goals.

As such, with a professional career that has spanned sectors such as **public sector**, **B2B** and **consulting**, she has accumulated vast experience in **innovation**, **business development** and **international partnership** management. She has also co-founded two **startups**, **Serendipity Innovation** and **Innovaction Week S.L.**, and has worked on the creation of the **first lean startup accelerator** in **Spain**. She has also been the facilitator of the **FORTH methodology**, one of the most recognized in the field of **innovation**, having been responsible for several programs at **European level**, supporting **SMEs** to integrate **innovation** into their processes.

It should be noted that María Zubeldía has held key roles in various institutions, such as her work at the **European Business and Innovation Center of Navarra**, where she has designed and implemented **entrepreneurship programs** and managed **European projects**. Likewise, her experience has allowed her to drive global initiatives, such as her contribution as an **expert in entrepreneurship and innovation** for the **World Economic Forum (WEF)** and her leadership on the **EIC Scaling Club Board**. She has also **mentored startups** and has played a crucial role in the expansion of **innovation and entrepreneurship networks**, promoting the growth of new companies.



Ms. Zubeldía, María

- Director of the Centre for Entrepreneurship, Saïd Business School, University of Oxford, United Kingdom
- Co-founder of Serendipity Innovation
- Co-founder of Innovaction Week S.L.
- Head of Entrepreneurship at the European Business and Innovation Center of Navarra (CEIN)
- Customer Service at The Recycler Trade Magazine
- Account Manager at Banco Urquijo
- Executive MBA Master's Degree in Business Administration at Oxford Brookes University
- Bachelor's Degree in Business Administration and Management from the University of Navarra
- Member of: *World Economic Forum*

“

Thanks to TECH, you will be able to learn with the best professionals in the world”

08

Certificate

The Master's Degree in Innovation and Entrepreneurship in Education guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Master's Degree issued by TECH Global University.



“

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

This private qualification will allow you to obtain a diploma for the **Master's Degree in Innovation and Entrepreneurship in Education** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University, is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This private qualification from **TECH Global University** is a European continuing education and professional development program that guarantees the acquisition of competencies in its area of expertise, providing significant curricular value to the student who successfully completes the program.

TECH is a member of the prestigious **Association for Teacher Education in Europe (ATEE)**, the leading international association dedicated to teacher training. This partnership highlights its commitment to academic advancement and quality.

Accreditation/Membership

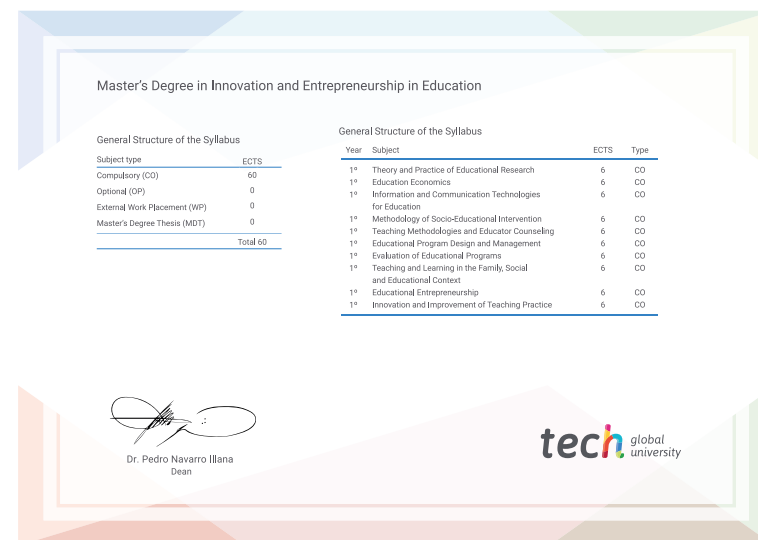


Title: **Master's Degree in Innovation and Entrepreneurship in Education**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**





Master's Degree

Innovation and Entrepreneurship in Education

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Accreditation: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Master's Degree Innovation and Entrepreneurship in Education

Accreditation/Membership

