

Professional Master's Degree
Innovation and Entrepreneurship
in Education



Professional Master's Degree Innovation and Entrepreneurship in Education

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

Acceso web: www.techtitute.com/us/education/professional-master-degree/master-innovation-entrepreneurship-education

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Skills

p. 14

04

Structure and Content

p. 18

05

Methodology

p. 30

06

Certificate

p. 38

01

Introduction

New technologies have opened up a world of professional possibilities that require solid learning of STEAM and entrepreneurship knowledge, from an early age. Through different methodologies, teachers in this program are able to awaken a vocational interest that students have perhaps not considered before, by enhancing their skills and encouraging entrepreneurial initiatives. This Professional Master's Degree provides educators with the most up-to-date and relevant information in the field, allowing them to progress professionally and, at the same time, promote the careers of their students. This 100% online program is compatible with the most demanding responsibilities, and will allow students easy and in-depth study of Education Economics, ICT and educational entrepreneurship.



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

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

“

You will advance in your professional career as a teacher, through a Professional Master's Degree that will introduce you to Innovation and Entrepreneurship in Education"

The speed required to respond to new challenges in the education sector, together with the incorporation of new techniques and technological tools in the classroom, forces teachers to be constantly on top of trends in their field. In addition, the design of educational programs aimed at Innovation and Entrepreneurship in Education, requires knowledge that awakens the entrepreneurial spirit and enhances specific skills from childhood.

An attractive challenge for teaching professionals, who currently have an excellent opportunity to implement initiatives aimed at the entrepreneurial culture and to apply new methodologies that enrich, through ICT, their students' learning experience. This Professional Master's Degree is in response to the demand of teachers requiring extensive knowledge in this emerging field, a necessity attended to by public and private institutions today.

Professionals are provided with a program taught exclusively online that offers them an immersion in entrepreneurship as agents of change, in classroom gamification, as well as in innovation and improvement of teaching practices. All this with state-of-the-art teaching material, in which TECH has used the latest technology applied to academic teaching.

An excellent opportunity to pursue a flexible specialization program that can be accessed conveniently whenever and wherever students want. They will only require an electronic device with internet connection, which will allow them to access the complete syllabus from the start of the program. With no classroom attendance or fixed class schedules, graduates are offered a flexible university education that gives them the opportunity to combine their professional and work responsibilities

This **Professional Master's Degree in Innovation and Entrepreneurship in Education** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Case studies presented by experts in Education Innovation
- ♦ Graphic, schematic, and practical contents created to provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Integrate the most innovative approaches in education into your knowledge and apply the latest digital tools and techniques in the classroom"

“

Enroll in a Professional Master's Degree that will bring you closer to inclusive and bilingual educational programs in a practical and theoretical way, and with special emphasis on the most modern teaching methodologies"

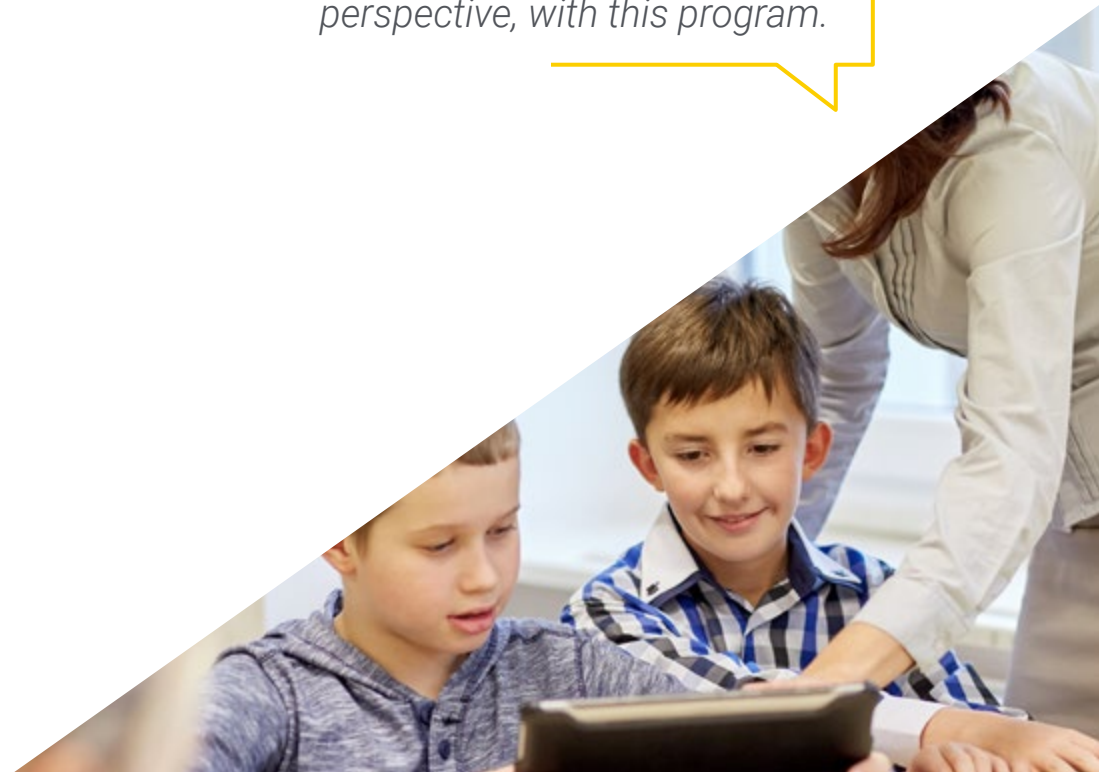
The program's teaching staff includes professionals from the sector who contribute their work experience to this training program, as well as renowned specialists from leading societies and prestigious universities.

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 immersion training programmed to train 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. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

It looks in-depth into the process of classroom gamification through virtual learning environments, augmented reality systems, QR codes and game-based learning.

Access the most up-to-date knowledge on entrepreneurial culture and social entrepreneurship, from an educational perspective, with this program.



02

Objectives

This Professional Master's Degree provides students with intensive learning on Innovation and Entrepreneurship in Education, and aims to teach them how to use all the resources and digital tools at their disposal to help their students develop. The teaching team that makes up this program will contribute with its extensive knowledge in the field, and will accompany professionals so that they can achieve their goals optimally.





“

TECH provides you with the opportunity to learn everything you need to implement specific methodologies in socio-educational action"



General Objectives

- ♦ Collaborate in supporting families/legal guardians in student development
- ♦ Participate in the assessment and diagnosis of educational needs
- ♦ Use innovative methodology, tools and material resources to adapted to 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



A unique, key, and decisive educational experience that will boost your professional development”





Specific Objectives

Module 1. Theory and Practice of Research in Education

- ♦ Acquire projected skills and knowledge
- ♦ Possess an interest in and aptitude for research, in order to further the concern for continual professional improvement
- ♦ Knowledge of quantitative and qualitative aspects
- ♦ Knowledge of quantitative and qualitative data
- ♦ Know how to plan and develop Educational Research
- ♦ Identify the techniques and instruments for Educational Research

Module 2. Economics in Education

- ♦ Understand and analyze the role of Education in economic development
- ♦ Analyze public intervention in education
- ♦ Learn specific research strategies for empirical work in Economics of Education
- ♦ Study the role of the public sector in education, the importance of Education and human capital in economic growth
- ♦ Analyze the effects of the different factors that determine the quality of education

Module 3. Information and Communication Technologies for Education

- ♦ Acquire digital skills and knowledge as required, and complement with instructional and methodological skills that respond to the current context
- ♦ Seek effective initiation in best ICT practices that guarantees development of teaching professionals within digital source management, communication in digital networks for instructional purposes, and creation of teaching materials
- ♦ 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 different ICTs in Schools as educational tools
- ♦ Identify and discover the importance of ongoing teacher training

Module 4. Methodology of Socio-Educational Action

- ♦ Be familiar with the different methodologies of socio-educational action
- ♦ Apply problem-solving and decision-making techniques
- ♦ Know how to apply specific methodologies for socio-educational action
- ♦ Critically evaluate the entire socio-educational process

Module 5. Teaching Methodologies and Counselling for Educators

- ♦ Recognize appropriate counselling techniques to improve teaching practices
- ♦ Analyze the influence of creativity on teacher motivation and improvement
- ♦ Know and discuss alternative pedagogical theories
- ♦ Discuss the importance of the term “community” in education centers
- ♦ Define the new challenges facing teaching practice
- ♦ Understand instructional accompaniment as a strategy to promote reflective practice



Module 6. Design and Management of Education Programs

- ♦ Know the different levels of planning possible for educational design
- ♦ Analyze the models, tools and actors in educational planning
- ♦ Understand the fundamentals and elements of educational planning
- ♦ Detecting training needs through the application of different existing analysis models
- ♦ Acquire the planning skills required for the development of educational programs

Module 7. Education Program Evaluation

- ♦ Know and use the terminology specific to the evaluation of educational and training programs
- ♦ Know and apply program evaluation models to socio-educational practices
- ♦ Plan contextualized educational and training program evaluation projects
- ♦ Learn procedures in order to evaluate education and formational programs
- ♦ Prepare, interpret, assess and disseminate program evaluation reports

Module 8. Teaching and Learning in Family, Social and School Contexts

- ♦ Know the relationship between Schools and Families
- ♦ Acquire skills to differentiate between programmed teaching (school) and spontaneous teaching (family)
- ♦ Analyze formal, non-formal and informal education
- ♦ Analyze the role of the media in communication and educational influence
- ♦ Highlight the possibilities that educational institutions can offer to family participation
- ♦ Identify different family characteristics

Module 9. Entrepreneurship in Education

- ♦ Define the concept of venturing-entrepreneurship
- ♦ Analyze and understand entrepreneurship opportunities in education, explaining their functionality and characteristics
- ♦ Describe the opportunities and processes of entrepreneurship in education
- ♦ Develop small experiences that foster students' entrepreneurial skills
- ♦ Identify the notions of social economics, entrepreneurial culture, employment sources, etc.

Module 10. Innovation and Improvement of Teaching Practice

- ♦ Produce innovation and improvement in teaching practices, which has become an essential element for increasing the quality and efficiency of Education Centers
- ♦ Study the transformation of educational reality through a redefinition of the teaching role
- ♦ Learn about the various projects for improvement in education
- ♦ Broaden knowledge on how to approach improvement of education centers
- ♦ Acquire tools to achieve more autonomous and cooperative learning
- ♦ Know the most important aspects of Educational Resilience



Take the next step and open a new avenue of development and growth for your teaching career. Sign up now for this Professional Master's Degree"

03 Skills

This Professional Master's Degree has been created to provide teaching professionals with the abilities and skills they require to apply the knowledge of educational innovation and entrepreneurship acquired through this program. The simulation of practical cases provided by the specialists who make up this program, will serve to enhance all the skills required by teachers in this field, such as mastery of relevant software, creation of innovative projects and the ability to foster entrepreneurship among students.





“

Thanks to this program, you will be able to propose innovative projects for students at any educational stage"



General Skills

- ♦ Possess and understand knowledge that provides a basis or opportunity to be original when developing and/or applying ideas, often in a research context
- ♦ Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study
- ♦ Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous
- ♦ Promote quality of life in students

“

Apply the latest developments in Innovation and Entrepreneurship in Education to your daily practice and enhance your classroom teaching methodology”





Specific Skills

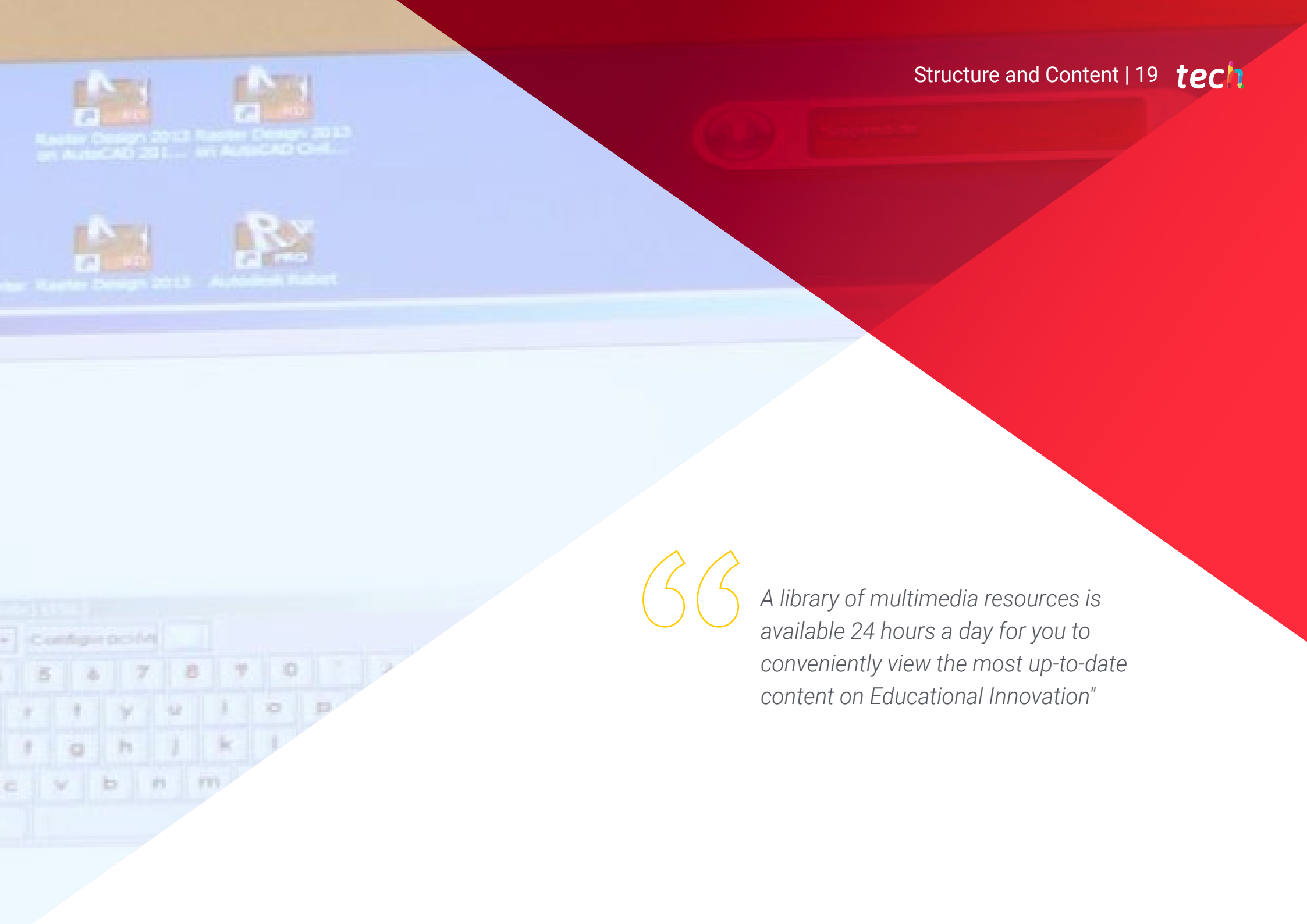
- ♦ Make necessary adaptations in all educational contexts
- ♦ Analyze and understand entrepreneurship opportunities in education
- ♦ Generate and know how to apply ICTs In the Classroom
- ♦ Develop small experiences that foster students' entrepreneurial skills
- ♦ Apply the most innovative tools
- ♦ Create measures to ensure the integration of new tools in the classroom
- ♦ Follow up on the measures created
- ♦ Acquire the planning skills required for the development of educational programs
- ♦ Propose different projects for improvement in education

04

Structure and Content

The Relearning system, used by TECH in all its programs, enhances student progress through the syllabus in a much more natural way. Graduates who enter this program will be able to carry out in-depth studies and investigations in educational research, methodology of socio-educational action, teaching, design and management of education programs, in an efficient way. Specialized readings, video summaries and in-depth videos complement this 100% online program.





“

A library of multimedia resources is available 24 hours a day for you to conveniently view the most up-to-date content on Educational Innovation”

Module 1. Educational Research Theory and Practice

- 1.1. Research and Innovation in Education
 - 1.1.1. The Scientific Method
 - 1.1.2. Research in Education
 - 1.1.3. Research Approaches in Education
 - 1.1.4. The Need for Research and Innovation in Education
 - 1.1.5. Ethics in Educational Research
- 1.2. Research Process, Stages and Modalities
 - 1.2.1. Modalities of Research and Innovation in Education
 - 1.2.2. Stages of the Research and Innovation Process
 - 1.2.3. Differences between Quantitative and Qualitative Approach
 - 1.2.4. Approach to Research Problems
 - 1.2.5. Planning and Research Development or Field Work
- 1.3. Educational Research Process: Keys to Design and Planning
 - 1.3.1. Approach to Research Problems
 - 1.3.2. Formulation of Research Question and Definition of Objectives
 - 1.3.3. Planning and Research Development or Field Work
- 1.4. Importance of Bibliographic Research
 - 1.4.1. Selection and Justification of Research Topic
 - 1.4.2. Potential Areas of Research in Education
 - 1.4.3. Information Search and Databases
 - 1.4.4. Rigor in the Use of Information Sources (Plagiarism Avoidance)
 - 1.4.5. Keys to Develop Theoretical Framework
- 1.5. Quantitative Designs: Scope of Research and Defining Hypotheses
 - 1.5.1. 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 Design and Sample Selection
 - 1.6.1. Experimental Designs
 - 1.6.2. Quasi-Experimental Designs
 - 1.6.3. Non-Experimental Studies (Ex Post Facto): Sample selection
- 1.7. Qualitative Design
 - 1.7.1. What is 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 and Qualitative Information
 - 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 Qualitative Analysis?
 - 1.9.7. General Process for 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 Professional Development of Educators: Current Possibilities and Challenges
 - 1.10.1. Current Situation of Educational Research and the Vantage Point of the Educational Researcher
 - 1.10.2. From Educational Research to Classroom Research
 - 1.10.3. From Classroom Research to Evaluation of Educational Innovations
 - 1.10.4. Educational Research, Ethics and Professional Development of Educators

Module 2. Economics of Education

- 2.1. Introduction to Economics
 - 2.1.1. Concept of Economics
 - 2.1.2. Defining Elements of Economics
 - 2.1.3. How Economics Work
 - 2.1.4. Economic Systems
- 2.2. Educational Economics
 - 2.2.1. Education and Economics
 - 2.2.2. History of Economics in Education
 - 2.2.3. Economic Aspects of Education
- 2.3. Sources and Models of Educational Funding
 - 2.3.1. Financial Mechanisms in Education
 - 2.3.2. Financing of Compulsory Education
 - 2.3.3. Financing of Post-Compulsory Education
 - 2.3.4. Funding 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. Benefits of Education
 - 2.4.4. Education as a Public or Private Good?
 - 2.4.5. Reasons for Public Intervention in Education
- 2.5. Economic Development and Education
 - 2.5.1. Education and Production
 - 2.5.2. Education and Economic Convergence
 - 2.5.3. Problems in the Definition and Estimation of Economics
 - 2.5.4. Contribution of Education to Economic Growth
- 2.6. Analysis of Economic Welfare Determinants
 - 2.6.1. Theoretical Background
 - 2.6.2. Descriptive Analysis of World Economic and Social Development
 - 2.6.3. Human Development and Its Determining Factors
- 2.7. Educational Production and Performance
 - 2.7.1. Contextualization of Educational Production
 - 2.7.2. Educational Production Role
 - 2.7.3. Inputs in Production Process

- 2.7.4. Models for Measuring Educational Production and Performance
- 2.7.5. Design and Interpretation of Data in Educational Production
- 2.7.6. Educational Economic Value
- 2.8. Labor Market and Education
 - 2.8.1. Basic Concepts
 - 2.8.2. Technological Functionalism and Human Capital Theory
 - 2.8.3. Credentialism and Correspondence Theory
 - 2.8.4. Filter Theory
 - 2.8.5. Global Economy and Employment
- 2.9. Labor Market and Teaching Staff
 - 2.9.1. Labor Market in the 21st Century
 - 2.9.2. Differences Between Labor Market and Education Labor Market
 - 2.9.3. The Teaching Professional
- 2.10. Investment and Expenses in Education
 - 2.10.1. OECD Education Systems
 - 2.10.2. Expenses in Education
 - 2.10.3. Education as Investment
 - 2.10.4. Justification for Public Intervention

Module 3. Information and Communication Technologies for Education

- 3.1. ICTs, Literacy, and Digital Competencies
 - 3.1.1. Introduction and Objectives
 - 3.1.2. The School in the Knowledge Society
 - 3.1.3. ICTs 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. Bibliographical References
 - 3.1.8. Hardware in the Classroom: PDI, Tablets, and Smartphones
 - 3.1.9. Internet as an Educational Resource: Web 2.0 and M-Learning
 - 3.1.10. Teachers as Part of the 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. Bibliographical References

- 3.2. Creation of Instructional Content with ICTs and their Possibilities in the Classroom
 - 3.2.1. Introduction and Objectives
 - 3.2.2. Conditions for Participatory Learning
 - 3.2.3. The Role of the Learner 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 Instructional 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. Bibliographical 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. Bibliographical 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 a Didactic Practice in the Promotion of Students' Digital Competences
 - 3.4.6. The Content Curator Teacher. Scoop.it
 - 3.4.7. Bibliographical 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. Bibliographical 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 ICTs
 - 3.6.3. The Educational Podcast as a Didactic Element
 - 3.6.4. Audio Creation
 - 3.6.5. The Image as a Didactic Element
 - 3.6.6. ICT Tools with Educational Use of Images
 - 3.6.7. The Editing of Images with ICTs: Edition Tools
 - 3.6.8. What is PBL?
 - 3.6.9. Process of Working with PBLs and ICTs
 - 3.6.10. Designing PBLs with ICTs
 - 3.6.11. Educational Possibilities in Web 3.0
 - 3.6.12. Youtubers and Instagrammers: Informal Learning through Digital Media
 - 3.6.13. The Video Tutorial as a Pedagogical Resource in the Classroom
 - 3.6.14. Platforms for the Dissemination of Audiovisual Materials
 - 3.6.15. Guidelines for the Creation of an Educational Video
 - 3.6.16. Bibliographical References

- 3.7. Regulations and Legislation Applicable to ICT
 - 3.7.1. Guide of Recommendations for the Privacy of Minors on the Internet
 - 3.7.2. Copyright Law: Copyright and Creative Commons
 - 3.7.3. Use of Copyrighted Material
 - 3.7.4. Bibliographical References
- 3.8. Gamification: Motivation and ICTs in the Classroom
 - 3.8.1. Introduction and Objectives
 - 3.8.2. Gamification Enters the Classroom Through Virtual Learning Environments
 - 3.8.3. Game-Based Learning (GBL)
 - 3.8.4. Augmented Reality (AR) in the Classroom
 - 3.8.5. Types of Augmented Reality and Classroom Experiences
 - 3.8.6. QR Codes in the Classroom: Generation of Codes and Educational Application
 - 3.8.7. Classroom Experiences
 - 3.8.8. Bibliographical References
- 3.9. Media Competency in the Classroom Using ICTs
 - 3.9.1. Introduction and Objectives
 - 3.9.2. Promoting the Media Competence of Teachers
 - 3.9.3. Mastering Communication for Motivating Teaching
 - 3.9.4. Communicating Instructional Content Using ICTs
 - 3.9.5. Importance of the Image as an Instructional Resource
 - 3.9.6. Digital Presentations as a Didactic Resource in the Classroom
 - 3.9.7. Working with Images in the Classroom
 - 3.9.8. Sharing Images on Web 2.0
 - 3.9.9. Bibliographical References
- 3.10. Assessment for Learning Through ICTs
 - 3.10.1. Introduction and Objectives: Assessment for ICT-Enhanced Learning
 - 3.10.2. Evaluation Tools: Digital Portfolio and Rubrics
 - 3.10.3. Building an e-Portfolio with Google Sites
 - 3.10.4. Generating Evaluation Rubrics
 - 3.10.5. Evaluation and Self-Evaluation Design Using Google Forms
 - 3.10.6. Bibliographical References

Module 4. Methodology of Socio-Educational Action

- 4.1. Methodology of Action and Socio-Educational Intervention
 - 4.1.1. Social Pedagogy, Didactics and Socio-Educational Action
 - 4.1.2. Socio-Educational Action Fields
 - 4.1.3. Functionalities of Socio-Educational Action
 - 4.1.4. The Socio-Educational Action Professional
- 4.2. Social Exclusion Phenomenon
 - 4.2.1. Exclusion as a Social Phenomenon
 - 4.2.2. Present Day Social Exclusion
 - 4.2.3. Social Exclusion Factors
 - 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 Minors at Risk
 - 4.4.1. Children at Social Risk
 - 4.4.2. Socio-Educational Intervention Programs and Activities with Minors
 - 4.4.3. 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. Young Women without Qualifications
- 4.6. Intervention with People with Disabilities
 - 4.6.1. Disability and Social Exclusion
 - 4.6.2. Socio-Educational Intervention Programs and Activities for 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 Family Approach
 - 4.7.3. Family Orientation
 - 4.8. Community Social Revitalization
 - 4.8.1. Introduction
 - 4.8.2. Community and Communal Development
 - 4.8.3. Methodology and Strategies for Community Action
 - 4.8.4. Achievements of Participation
 - 4.8.5. Participatory Evaluation
 - 4.9. Socio-Intervention Programs
 - 4.9.1. Socio-Educational Intervention for Childhood Care
 - 4.9.2. Intervention with Adolescents at Risk of Social Exclusion
 - 4.9.3. Socio-Educational Intervention in Correctional Institutions
 - 4.9.4. Intervention with Women Victims of Gender 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. Teaching Related to Death in School Settings
 - 4.10.3. Education Proposal
- Module 5. Teaching Methodologies and Educator Tutoring**
- 5.1. Pedagogical and Didactic Tutoring for Improvement of Educational Tasks
 - 5.1.1. Introduction to Pedagogical/Instructional Counseling
 - 5.1.2. Strategies for Instructional Counseling
 - 5.1.3. Models and Types of Pedagogical Accompaniment
 - 5.1.4. Methodology of Accompaniment
 - 5.1.5. Professional Profile of Educational Advisors
 - 5.2. Teaching as a Creative Process
 - 5.2.1. Notes on Creativity
 - 5.2.2. Strategies to Stimulate Creativity
 - 5.2.3. Importance of Creativity in the Classroom
 - 5.3. Educational Methodology: Ways to Vivify the Syllabus in the Classroom
 - 5.3.1. Syllabus and Educational Achievement
 - 5.3.2. Syllabus Theory and Practice
 - 5.3.3. Connections between Didactics and Syllabus
 - 5.4. Teaching as a Didactic Act
 - 5.4.1. Models of Educational Events
 - 5.4.2. Proposal for Didactic Acts
 - 5.4.3. Analysis of Didactic Act Components
 - 5.4.4. Communication and Interaction
 - 5.5. Viewing Teaching from Different Perspectives: Alternative Pedagogies
 - 5.5.1. Questioning the Traditional Model
 - 5.5.2. Types of Alternative Pedagogies
 - 5.5.3. School Continuation: 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. Strategies and Resources for Active Learning
 - 5.7. Openness to the Community / Teaching in Relation to:
 - 5.7.1. Environment and Surroundings
 - 5.7.2. Community-Centered School
 - 5.7.3. Learning Communities
 - 5.7.4. Theories on the Environment and its 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 ICTs
 - 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 Methodologies 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 Counseling Teacher

Module 6. Design and Management of Educational Programs

- 6.1. Design and Management of Educational Programs
 - 6.1.1. Stages and Tasks in the Design of Educational Programs
 - 6.1.2. Types of Educational Programs
 - 6.1.3. Evaluation of Educational Program
 - 6.1.4. Model of Competency-Based Education Program
- 6.2. Program Design in Formal and Non-Formal Educational Settings
 - 6.2.1. Formal and Non-Formal Education
 - 6.2.2. Model of Formal Education Program
 - 6.2.3. Model of Non-Formal Education Program
- 6.3. Educational Programs and Information and Communication Technologies
 - 6.3.1. Use of ICTs in Educational Programs
 - 6.3.2. Advantages of ICTs in Education Program Development
 - 6.3.3. Educational Practices and ICTs
- 6.4. Educational Program Design and Bilingualism
 - 6.4.1. Advantages of Bilingualism
 - 6.4.2. Aspects in the Design of Educational Programs in Bilingualism
 - 6.4.3. Examples of Educational Programs and Bilingualism
- 6.5. Pedagogical Design of Educational Orientation Programs
 - 6.5.1. Development of Educational Orientation Programs
 - 6.5.2. Possible Contents of Educational Guidance Programs
 - 6.5.3. Methodology for the Evaluation of Educational Guidance Programs
 - 6.5.4. Aspects to Consider in Design
- 6.6. Educational Program Design for Inclusive Education
 - 6.6.1. Theoretical Foundations of Inclusive Education
 - 6.6.2. Aspects in the Syllabus Design of Inclusive Educational Programs
 - 6.6.3. Examples of Inclusive Educational Programs

- 6.7. Management, Monitoring and Assessment of Educational Programs / Teaching Skills
 - 6.7.1. Assessment as a Tool for Educational Improvement
 - 6.7.2. Guidelines for Educational Program Evaluation
 - 6.7.3. Educational Program Evaluation Techniques
 - 6.7.4. Instructional Skills for Assessment and Improvement
- 6.8. Strategies for Communication and Dissemination of Educational Programs
 - 6.8.1. The Educational Communication Process
 - 6.8.2. Teacher Communication Strategies
 - 6.8.3. Education Program Dissemination
- 6.9. Best Practices in the Design and Management of Educational Programs in Formal Education
 - 6.9.1. Characterization of Best Teaching Practices
 - 6.9.2. Influence of Best Practices on Program Design and Development
 - 6.9.3. Educational Leadership and Best Practices
- 6.10. Best Practices in the Design and Management of Educational Programs in Non-Formal Contexts
 - 6.10.1. Best Teaching Practices in Non-Formal Contexts
 - 6.10.2. Influence of Best Practices on Program Design and Development
 - 6.10.3. Example of Best Educational Practices in Non-Formal Contexts

Module 7. Educational Program Evaluation

- 7.1. Program Concept and Components Instructional Evaluation
 - 7.1.1. Evaluation
 - 7.1.2. Evaluation and Education
 - 7.1.3. Evaluation Components in Education
- 7.2. Evaluation Models and Methodology
 - 7.2.1. Evaluation Models in Education
 - 7.2.3. Evaluation as a Process
- 7.3. Standards for Evaluative Research
 - 7.3.1. General Standards Concept
 - 7.3.2. Standards: Organisation and Content
 - 7.3.3. Reflections on Standards

- 7.4. Principle of Complementarity Methods and Techniques
 - 7.4.1. Definition of Principle of Complementarity
 - 7.4.2. Methodology to Apply the Principle of Complementarity
 - 7.4.3. Complementarity Techniques
- 7.5. Educational Evaluation Techniques and Instruments
 - 7.5.1. Evaluation Strategies in Education
 - 7.5.2. Educational Evaluation Techniques and Instruments
 - 7.5.3. Examples of Evaluation in Educational
- 7.6. Available Data, Statistics, Files, Indicators Content Analysis
 - 7.6.1. Content Analysis Conceptualization
 - 7.6.2. First Methodological Proposals in Content Analysis
 - 7.6.3. Data Analysis Components
 - 7.6.4. Data Analysis Techniques
- 7.7. Surveys, Questionnaires, Interviews, Observation, Self-Reports, Tests and Scales
 - 7.7.1. Concept of Educational Evaluation Instruments
 - 7.7.2. Selection Criteria for Evaluation Instruments
 - 7.7.3. Types of Evaluation Techniques and Instruments
- 7.8. Needs, Gaps and Demands Initial Evaluation and Program Design
 - 7.8.1. Initial Evaluation Introduction
 - 7.8.2. Needs Analysis
 - 7.8.3. Program Design
- 7.9. Program Development Formative Evaluation of the Program
 - 7.9.1. Introduction
 - 7.9.2. Formative Evaluation Development
 - 7.9.3. Conclusions
- 7.10. Program Conclusion Final, Summative Assessment
 - 7.10.1. Introduction
 - 7.10.2. Final, Summarizing Assessment
 - 7.10.3. Conclusions

Module 8. Teaching and Learning in Family, Social and School Contexts

- 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. Current State of Formal and Non-formal Education
 - 8.1.4. Areas of Non-formal Education
- 8.2. Family Education in a Changing World
 - 8.2.1. Family and School: Two Educational Contexts
 - 8.2.2. Family and School Relationships
 - 8.2.3. Schools and 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. Socializing Agents
 - 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 the Educating Family
 - 8.4.2. Education in Values
- 8.5. School for Parents
 - 8.5.1. Communication with Families
 - 8.5.2. Parent Schools
 - 8.5.3. Parent School Program
 - 8.5.4. Methodology of Family Workshops
- 8.6. Family Education Practices
 - 8.6.1. Family Characteristics
 - 8.6.2. The Family: Its Social Changes and New Models
 - 8.6.3. Family as a Social System
 - 8.6.4. Family Discipline
 - 8.6.5. Family Education Styles
- 8.7. The Media and their Educational Influence
 - 8.7.1. Media Culture
 - 8.7.2. Education Through the Media

- 8.8. Family Orientation
 - 8.8.1. Educational Orientation
 - 8.8.2. Educating in Social Skills and in Childhood
 - 8.9. Social Change, Schools and Teachers
 - 8.9.1. An Evolving Economy
 - 8.9.2. Networked 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. Teachers: Agents in Crisis
 - 8.9.7. Teaching: The Profession of Knowledge
 - 8.10. Some Constants in Teaching
 - 8.10.1. Content Taught Generates Identity
 - 8.10.2. Some Knowledge is More Valuable than Other
 - 8.10.3. Learning to Teach through Teaching
 - 8.10.4. "Every Teacher Has Their Own Book"
 - 8.10.5. Students at the Core of Motivation
 - 8.10.6. Those Who Leave the Classroom Don't Return
- Module 9. Entrepreneurship in Education**
- 9.1. Entrepreneurship in Education
 - 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: An 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. Development of the Entrepreneurial Spirit
 - 9.3.2. Entrepreneurial Skills: Structure and Classification
 - 9.3.3. Entrepreneurship Education
 - 9.3.4. Entrepreneurship Programs in Formal Educational Contexts
 - 9.4. Entrepreneurship in Non-Formal Education
 - 9.4.1. Introduction
 - 9.4.2. Strategies and Resources for Entrepreneurship in Non-Formal Education
 - 9.4.3. Entrepreneurship Programs in Non-Formal Educational Contexts
 - 9.5. Entrepreneurial Teaching
 - 9.5.1. Creativity
 - 9.5.2. Methodological Applications
 - 9.5.3. Entrepreneurship in Schools
 - 9.6. Factors to Consider in Undertaking a Socio-Educational Project
 - 9.6.1. Key Factors in Entrepreneurship
 - 9.6.2. Development of the Social Entrepreneurial Spirit
 - 9.6.3. Conclusions
 - 9.7. Resources and Financing for Educational Entrepreneurship
 - 9.7.1. Introduction
 - 9.7.2. Financing Resources and Mechanisms
 - 9.7.3. Conclusions
 - 9.8. Experiences in 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 Entrepreneurial Spirit
 - 9.9.1.2. Objectives of the Entrepreneurial Spirit
 - 9.9.1.3. Abilities it Enhances
 - 9.9.2. Entrepreneurial Culture and Schools
 - 9.9.3. Reference Policies for the Promotion of Entrepreneurship
 - 9.10. Entrepreneurship as an Agent of Change
 - 9.10.1. Social Entrepreneurship
 - 9.10.1.1. Concept
 - 9.10.1.2. Social Entrepreneur Characteristics
 - 9.10.2. Social Possibilities for Entrepreneurship
 - 9.10.3. Social Enterprises
 - 9.10.4. 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. Movement for Improvement of School Effectiveness
 - 10.1.4. Nine Key Factors for Improvement
 - 10.1.5. How is Change Made? 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. Project Justification
 - 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. Bibliographical 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. Training Novice Teachers
 - 10.4.4. Teacher Professional Development
 - 10.4.5. Teaching Competencies
 - 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 Four Elements that Define Creativity
 - 10.5.3. Some Theses on Creativity Relevant to Didactics
 - 10.5.4. Formative Creativity and Educational Innovation
 - 10.5.5. Didactic 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 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 Learning Strategies Teaching
 - 10.6.5. Classification of Learning Strategies
 - 10.6.6. Teaching Metacognitive Strategies
 - 10.6.7. The Problem of Evaluation
 - 10.6.8. Final Reflection
- 10.7. Towards 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 Competencies
 - 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



An intensive university program that will enable the teaching professional to create innovative programs using the latest digital tools"

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 adapted in 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, students can watch them as many times as they want.



Interactive Summaries

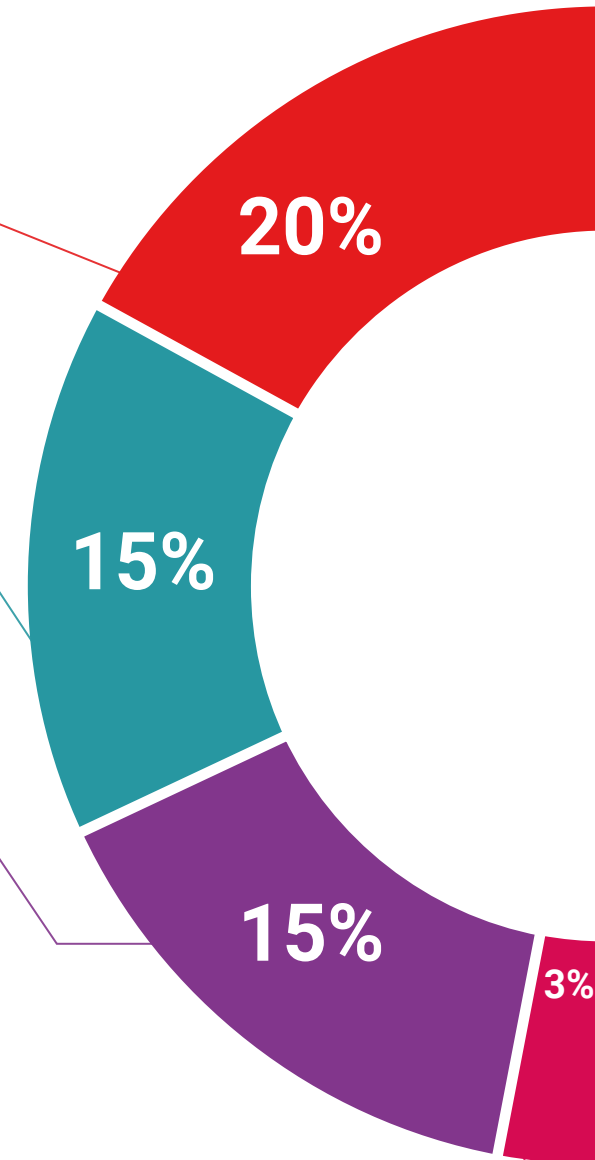
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

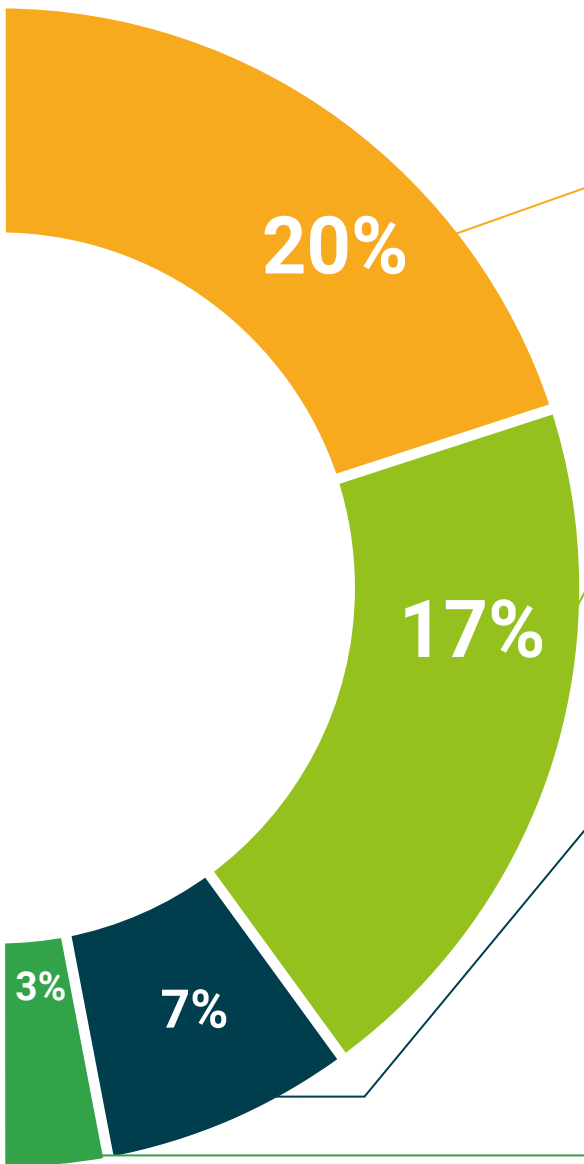
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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



“

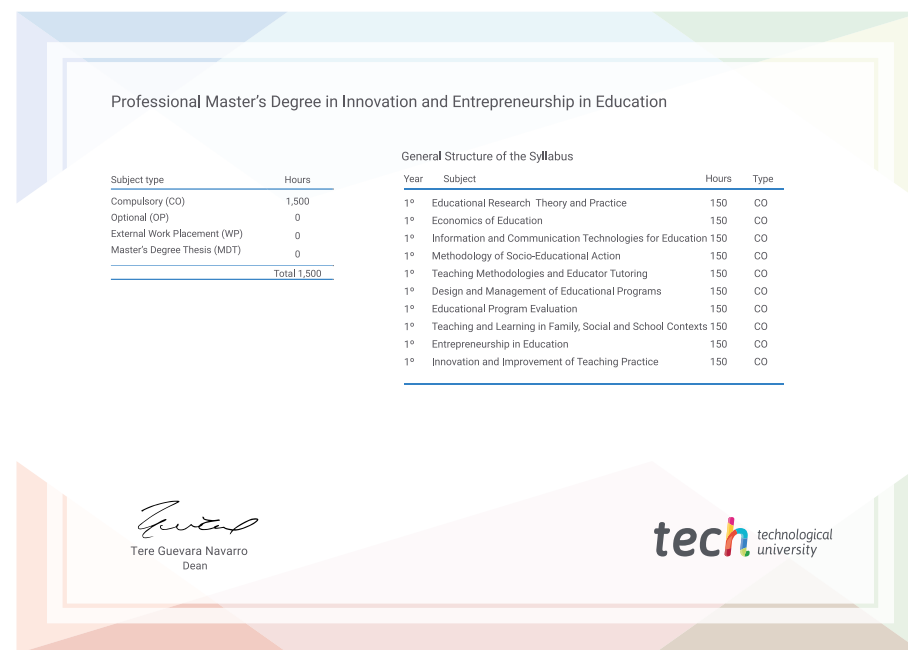
Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”

This **Professional Master's Degree in Innovation and Entrepreneurship in 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** diploma 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 Innovation and Entrepreneurship in Education**
 Official N° of hours: **1,500 h.**



*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.

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



Professional Master's Degree
Innovation and Entrepreneurship
in Education

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

Professional Master's Degree Innovation and Entrepreneurship in Education

