Master's Degree

Pre-School Education Didactics

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Master's Degree
Pre-School Education Didactics

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

Website: **www.techtitute.com/us/education/master-degree/master-preschool-education-didactics**

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01

Introduction

Pre-school education means, for children of this age group, their incorporation into the school system and the introduction to a totally different way of life than the one they have had up to that moment. In this period of schooling, there is a fundamental moment of development in which socialization, the impulse of potentialities, the acquisition of routines, the proprioception, the learning of limits and many other aspects must be addressed and enhanced with maximum skill. This Master's Degree offers you the possibility to integrate the latest developments in the field into your teaching skills, including the best teaching systems and the most innovative and effective educational tools.

A high-quality Master's Degree that will allow you to work with pre-school students, providing them with all the capabilities for the development of quality teaching"

During the pre-school education stage, students are faced for the first time with numerous challenges that test the teaching capacity of teachers. With a still very incomplete maturation, the students of this school stage need a learning system that takes into account not only the educational aspect at the intellectual level, but also the fundamental emotional areas, the creation of the first personality and socialization, applying for the first time, the rules of social coexistence.

This process is fundamentally conveyed through play and the manipulation of elements and requires the teacher to master the evolutionary psychology of this period and the teaching tools that adapt the learning objectives of the cycle to the capacities and rhythms of the children.

This highly specialized Master's Degree will allow students to learn everything they need to specialize in this field of teaching work, including in their expertise the most useful mental and physical tools, based on the latest educational innovation.

An exceptional Master's Degree that is distinguished by the fact that it can be taken in a 100% online format, adapting to the needs and commitments of the student, in an asynchronous and completely self-manageable manner.

The student will be able to choose which days, at what time and how much time to dedicate to the study of the contents of the program. Always in tune with the capabilities and skills required for the course.

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

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

This **Master's Degree in Pre-School Education Didactics** contains the most complete and up-to-date educational program on the market. The most important features include

- The development of practical cases presented in simulated scenarios by experts in the area of knowledge, where the student will demonstrate the knowledge they have learned and demonstrate the acquisition of competencies
- The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional development
- The latest news on the educational task of the pre-school teacher
- Practical exercises where self-assessment is carried out to improve learning, as well as activities at different levels of competence
- Special emphasis on innovative methodologies in educational research
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

A process of professional growth that provides you with the most innovative and interesting teaching tools in pre-school education"

Grow in your teaching capacity by creating a high-quality school experience for the youngest students, boosting their development"

You will have access to the contents from any fixed or portable device with internet connection, or can download to access at a later moment.

A process of growth in the highest-level skills and competencies that will give your CV a boost to the maximum level of competitiveness.

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

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

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. To this end, the teacher will be assisted by an innovative interactive video system developed by recognized experts in the field of specialization and career guidance with extensive teaching experience.

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Objectives

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

Learn and integrate into your teaching tools, the most up-to-date methods in Pre-School Education Didactics with this high-quality and high-impact Master's Degree"

General Objectives

- Design, plan, deliver, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals of the center
- Effectively deal with language learning situations in multicultural and multilingual contexts
- Recognize the importance of rules in all educational processes
- Promote participation and respect for the rules of coexistence

We boost your development with the best educational tools in online teaching"

Specific Objectives

Module 1. Personalized Education. Anthropological, Philosophical, and Psychological Foundations

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

Module 2. General Teaching

- Orientate teaching according to the student's age
- Guide the teaching according to the student's evolutionary age
- Guide the organization of schoolwork to avoid wasting time and useless efforts
- To make teaching and, consequently, learning more effective

Module 3. Fundamentals of Reading and Writing

- Approach the scientific aspects of the main topics related to reading and writing
- Know the different explanatory models
- Identify the different reading processes
- Analyze and manage educational methodologies
- Facilitate the teaching method in Pre-School Education
- Learn how to improve the tools for good classroom work

Module 4. Didactics of the English Language

- Know how to analyze some of the most relevant didactic theories and methods in foreign language learning and their application to the Pre-School classroom
- Rethink English language teaching, analyzing concepts such as multiple intelligences, different learning styles and how individual differences will influence the way in which our students will assimilate the new knowledge we are going to provide them with
- Learning a new language has its own characteristics, therefore, it is important to know the steps to follow to help our students to communicate in English and, in addition, to learn the culture of the countries where it is spoken
- Identify the different learning theories and styles
- Develop CLIL syllabus models
- Specialize the teacher in the different aspects of foreign language learning

Module 5. Neuromotor Development and Physical Education Didactics

- Analyze the motor behavior of students
- Know the motor characteristics of Pre-School Education
- Manage the various activities for good neuro-motor development
- Grasp the elements and characteristics of the body schema
- Use the fundamentals of motor play as an educational tool
- Skills, objectives, contents and evaluation process
- Carry out new methodological strategies in the classroom
- Apply strategies and methodologies for a good neuro-motor development in the pre-school stage

Module 6. Musical Knowledge and its Didactics

- Use with sufficient skill the language of music so that as a future teacher you will be able to read without difficulty and perform scores appropriate to the school context
- Value and know how to apply the capacity of music for the intellectual and emotional development of children, in particular, and to solve different physical and psychological health problems of people, in general
- Provide culture and sensitivity and help us to better perceive life, our own and that of others, preparing us to discover the beauty and aspire to higher human goals
- Know and appreciate the great musical works of different historical contexts, verifying how artistic aesthetics, in general, and musical aesthetics, in particular, have been configured and transformed
- Ensure that students, future teachers, achieve the objectives set for this area by current educational legislation
- Know how to perceive and interpret music in the classroom
- Provide the teacher with teaching methods for the development of musical skills
- Analyze motivational strategies
- Manage the techniques to use ICT in music education
- Grasp the various fundamentals of didactics and their application in music education
- Develop musical and instrumental didactics
- Establish musical strategies in the classroom

Module 7. Development of Creativity and Artistic Expression in Pre-School Education

- Understand the theoretical contents, in which the fundamental bases of plastic and visual knowledge are established for educators at this stage
- Know the practical part, based on activity proposals as a training complement
- Develop creativity in plastic and visual arts
- Acquire the tools required for creating our didactic material
- Teach the student to create their own didactic material
- Know how to handle the concepts of plastic graphic expression
- Control the different stages of the plastic graphic expression stage
- Manage the techniques to use ICT in music education

Module 8. Teaching Spanish in Pre-School Education

- Teach pre-school education teachers how to develop communication skills in their students
- Know the didactics of the Spanish language and how to apply it
- Establish different children's books to be used in the classroom
- Master the objectives and the content of the syllabus

Module 9. Teaching Mathematics in Pre-School

- Turn the teacher into a researcher of their own initiative, providing them with sufficient clues to be able to design their own scenarios and their own materials
- Discover the main currents of mathematics teaching used not only today but throughout the history of mathematics didactics, focusing on a stage where the formality of mathematics teaching has sometimes been taken away and yet its enormous power has been demonstrated
- Know how to identify and present problem solving in class
- Identify different ways of solving problems
- Control mathematical learning to apply it in Pre-School Education
- Establish different assessment programs

Module 10. Didactics of the Natural and Social Environment

- Acquire theoretical and practical knowledge on the most appropriate teaching and learning processes for the natural environment and environmental education in Pre-School Education
- Be familiar with the didactic foundations, the main models applied in the teaching of science and the school curriculum, always combining practical examples or enriching experiences in the classroom, which allow the development of skills and attitudes required to guide scientific training and experimentation in the classroom, taking advantage of the child's curiosity and interests
- Apply the didactics of the natural sciences in Pre-School Education
- Raise awareness in the pre-school stage about environmental issues
- Approach different topics that will allow students to acquire essential knowledge to ensure good development in their future as teachers
- Provide the bases required to learn how to convert generic programs into appropriate and concrete programs that favor the teaching and learning process and its assessment in the classroom
- Provide the student with strategies and methodologies for the development of effective didactic proposals for working with Pre-School Education students

03

Skills

After passing the evaluations of the Master's Degree in Pre-School Education Didactics, the professional will have acquired the skills required to carry out an up-to-date and quality educational practice thanks to the most innovative teaching methodology.

A high-intensity educational process that will allow you to grow as a Pre-School Education professional"

General Skills

- Encourage the reading and critical commentary of texts in the various scientific and cultural domains included in the school curriculum
- Know the evolution of language in pre-school, to know how to identify possible dysfunctions and to ensure their correct evolution
- Effectively deal with language learning situations in multicultural and multilingual contexts Express oneself orally and in writing and master the use of different techniques of expression
- Know the importance of good language development in these stages
- Value the different communicative skills as a way in which the students can relate to their surroundings
- Promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor, and volitional dimensions
- Reflect on the importance of the theory of multiple intelligences
- Design globalized activities that promote the use of various skills on the part of the students
- Describe the different learning styles of the students
- Design and regulate learning spaced in diversity contexts and attend to the individual education needs of the students, to gender equality and equity, and to respect for human rights
- Reflect on the influence of culture in the learning process of a second/ foreign language
- Carry out group reflection on the acceptance of rules and respect for others
- Promote autonomy and singularity of each study as factors of emotional education, feeling and values in early childhood
- Develop guidelines that should govern any activity before it is presented to students
- Plan the steps that should be followed in development and put it into practice in a classroom activity
- Resolve problematic situations and interpersonal conflicts of a diverse nature
- Reflect on classroom practices to innovate and improve teaching practice
- Acquire skills for autonomous and cooperative learning and promote it in students
- Correctly employ teaching strategies
- Reason with critical and creative thought
- Demonstrate entrepreneurial spirit, thereby increasing motivation for quality teaching

Specific Skills

- Identify learning difficulties, report them and collaborate in their treatment
- Know and apply methodologies and basic educational research techniques and be able to design innovation projects, identifying the evaluation indicators
- Know the school curriculum of social sciences
- Teach students how to make their learning significant
- Guide students in their own learning process
- Know the language and literacy curriculum of this stage, as well as the theories on the acquisition and development of the corresponding learning processes
- Master the legislative treatment that has been and is given to reading
- Promote speaking and writing skills
- Know how to plan activities to work on reading and writing from different points of view
- Understand the transition from oral to written language and know the different registers and uses of the language
- Understand the different ways in which an oral text becomes a written text
- Identify the different registers and variety that language can present in different contexts
- Know the process of learning to read and write and how to teach it
- Master the different methods for learning to read and write
- Identify the different theories that exist on the optimal moment of teaching to read
- Know the difficulties that can arise in teaching to read and write
- Know and properly use resources for reading and writing encouragement
- Master the techniques specific to the educational level to work in the classroom to encourage reading and writing
- Promote speaking and writing skills
- Identify the natural and stages and learning styles of those students go through the learning of a second language
- Introduce new vocabulary through tools such as stories and dramatization
- Know and master oral and written expression techniques
- Understand the advantages of using techniques based on the TPR (Total Physical Response) methodology
- Identify and use story narration and dramatization techniques in the pre-school education classroom to hold the attention of students
- Deal with language learning situations in multilingual contexts
- Identify the need to create inclusive classes where cooperation in encouraged
- Reflect on the influence of culture in the learning style
- Identify conceptual connections between culture and learning style
- Recognize and value the appropriate use of verbal and non-verbal language
- Describe techniques to improve students' communicative skills
- Develop activities to promote interaction in the classroom
- Develop activities based on the TPR (Total Physical Response) method
- Encourage a first approach to a foreign language
- Reflect on the role of the English language as an international language

- Describe the influence of the mother tongue on foreign language learning
- Identify and critically analyze the role of motor skills in the syllabus of this educational stage
- Know the objectives, content and assessment criteria of the syllabus
- Design activities in function with the psycho-evaluative characteristics of the child
- Know how to use play as a teaching resource, as well as how to design learning activities based on playful principles
- Plan, execute and evaluate playful activities that encourage psychomotor development in children
- Differentiate between the types of play depending on the evolutionary stage of the child
- Know the type of play as well as the benefits
- Create didactic proposals that encourage musical expression and perception, motor skills, drawing and creativity
- Master the content of the subject matter and be able to convey the most relevant information of the subject matter
- Master the design of activities, sessions and didactic units
- Identify the needs of each child to develop this type of activities
- Know the musical, plastic and body expression fundamental of the syllabus of this stage, as well as the theories on the acquisition and development of the learning processes
- Grasp the message of the formative value of music and its importance for integral education
- Select and use appropriate techniques to analyze the different artistic-musical aesthetics throughout history
- Recognize aurally the differences between different musical aesthetics

- Know and use songs to promote aural, rhythmic and vocal education
- Identify and examine different musical works throughout history
- Recognize and apply the elements of musical language with a pedagogical perspective
- Critically evaluate different musical materials for their correct application in the classroom
- Introduce students to the visual arts
- Know how to develop children's creativity
- Apply the didactics of the Spanish language in the teaching of students
- Bring students closer to reading and literature adapted to their ages
- Promote interest in reading and theater
- Deliver mathematics lessons with complete clarity so that they can be understood by students at these stages without problems
- Know how to solve students' problems in the field of mathematics
- Offer a superior education to students in environmental education and have knowledge of the social and cultural environment

04

Structure and Content

The structure of the contents has been designed by the best professionals from the education sector, with extensive experience and recognized prestige in teaching. A team of expert teachers that will allow students to acquire a realistic and adapted vision of working in this stage of education.

Updated according to the latest teaching criteria, the contents of this Master's Degree will allow you to learn all the latest developments in didactics in pre-school education"

Module 1. Personalized Education. Anthropological, Philosophical, and Psychological Foundations

1.1. The Human Person
- 1.1.1. Educating Taking Into Account The Person
- 1.1.2. Person and Human Nature
- 1.1.3. Attributes or Radical Properties of the Person
- 1.1.4. Strategies to Favor the Unfolding of the Person's Radical Attributes or Properties
- 1.1.5. The Human Person as a Dynamic System
- 1.1.6. The Person and the Meaning That They Can Give to their Life

1.2. Educational Foundations of Personalized Education
- 1.2.1. The Educability of the Human Being as a Capacity for Integration and Growth
- 1.2.2. What is and What is Not Personalized Education?
- 1.2.3. Purposes of Personalized Education
- 1.2.4. The Personal Teacher-Student Encounter
- 1.2.5. Protagonists and Mediators
- 1.2.6. The Principles of Personalized Education

1.3. Learning Situations in Personalized Education
- 1.3.1. The Personalized Vision of the Learning Process
- 1.3.2. Operational and Participatory Methodologies and their General Characteristics
- 1.3.3. Learning Situations and their Personalization
- 1.3.4. Role of Materials and Resources
- 1.3.5. Evaluation as a Learning Situation
- 1.3.6. The Personalized Educational Style and its Five Manifestations
- 1.3.7. Promoting the Five Manifestations of the Personalized Educational Style

1.4. Motivation: A Key Aspect of Personalized Learning
- 1.4.1. Influence of Affectivity and Intelligence in the Learning Process
- 1.4.2. Definition and Types of Motivation
- 1.4.3. Motivation and Values
- 1.4.4. Strategies to Make the Learning Process More Attractive
- 1.4.5. The Playful Aspect of Schoolwork

1.5. Metacognitive Learning
- 1.5.1. What Should Students Be Taught in Personalized Education?
- 1.5.2. Meaning of Metacognition and Metacognitive Learning
- 1.5.3. Metacognitive Learning Strategies
- 1.5.4. Consequences of Learning in a Metacognitive Way
- 1.5.5. The Evaluation of the Significant Learning of the Learner
- 1.5.6. Keys To Educate in Creativity

1.6. Personalizing the Organization of the School Center
- 1.6.1. Factors in the Organization of a School
- 1.6.2. The Personalized School Environment
- 1.6.3. The Student Body
- 1.6.4. The Teaching Staff
- 1.6.5. The Families
- 1.6.6. The School Center as an Organization and as a Unit
- 1.6.7. Indicators to Evaluate the Educational Personalization of a School Center

1.7. Identity and Profession
- 1.7.1. Personal Identity: A Personal and Collective Construction
- 1.7.2. Lack of Social Valuation
- 1.7.3. Cracking and Identity Crisis
- 1.7.4. Professionalization Under Debate
- 1.7.5. Between Vocation and Expert Knowledge
- 1.7.6. Teachers as Artisans
- 1.7.7. Fast Food Behavior
- 1.7.8. Unrecognized Good Guys and Unknown Bad Guys
- 1.7.9. Teachers Have Competitors

1.8. The Process of Becoming a Teacher
- 1.8.1. Initial Training Matters
- 1.8.2. At the Beginning, the More Difficult, the Better
- 1.8.3. Between Routine and Adaptation
- 1.8.4. Different Stages, Different Needs

1.9. Characteristics of Effective Teachers
- 1.9.1. The Literature on Effective Teachers
- 1.9.2. Value-Added Methods
- 1.9.3. Classroom Observation and Ethnographic Approaches
- 1.9.4. The Dream of Having Countries with Good Teachers

1.10. Beliefs and Change
- 1.10.1. Analysis of Beliefs in the Teaching Profession
- 1.10.2. Many Actions and Little Impact
- 1.10.3. The Search for Models in the Teaching Profession

Module 2. General Teaching

2.1. Foundations of Teaching as an Applied Educational Discipline
- 2.1.1. Foundations, Origin, and Evolution of Didactics
- 2.1.2. The Concept of Didactics
- 2.1.3. The Object and the Purpose of Didactics
- 2.1.4. Personalization of the Teaching-Learning Process
- 2.1.5. Didactics as Theory, Practice, Science, and Art
- 2.1.6. Didactic Models

2.2. Learning to Learn. Contributions from the Theory of Multiple Intelligences, Metacognition, and Neuroeducation
- 2.2.1. An Approach to the Concept of Intelligence
- 2.2.2. Metacognition and its Application in the Classroom
- 2.2.3. Neuroeducation and its Application to Learning

2.3. Didactic Principles and Methodology
- 2.3.1. Didactic Principles
- 2.3.2. Didactic Strategies and Types
- 2.3.3. Didactic Methods

2.4. Educational Design and Planning
- 2.4.1. Approach to the Concept of Curriculum
- 2.4.2. Levels of Curricular Concreteness

2.5. Competence Objectives and Contents
- 2.5.1. Educational Objectives
- 2.5.2. Objectives in the Linear Model. What is the Purpose of Teaching?
- 2.5.3. Objectives in the p-Process Model
- 2.5.4. Competencies. Why Teach?
- 2.5.5. Contents. What to Teach?

2.6. Didactic Procedures and Teaching Techniques
- 2.6.1. Representation Procedures and Codes
- 2.6.2. Teaching Techniques

2.7. Activities, Teaching Media, Teaching Resources and ICT
- 2.7.1. Activities
- 2.7.2. Means and Resources from a Syllabus Perspective
- 2.7.3. Classification of Resources and Didactic Means
- 2.7.4. Teaching Means and ICT

2.8. Motivation in the Classroom and Strategies for its Achievement
- 2.8.1. What Does Motivation in the Classroom Consist Of?
- 2.8.2. Different Types of Motivation
- 2.8.3. Main Theories of Motivation

2.9. Educational Evaluation
- 2.9.1. Approach to the Concept of Evaluation
- 2.9.2. Evaluation Systems
- 2.9.3. Content of the Evaluation: What to Evaluate?
- 2.9.4. Evaluation Techniques and Instruments: How to Evaluate?
- 2.9.5. Evaluation Moments
- 2.9.6. Evaluation Sessions
- 2.9.7. Curricular Adaptations

2.10. Communication in the Teaching-Learning Process
- 2.10.1. The Communication Process in the Classroom
- 2.10.2. Communication from the Learner's Perspective
- 2.10.3. Communication from the Teacher's Perspective

Module 3. Fundamentals of Reading and Writing

3.1. What is Reading?
- 3.1.1. Importance of Reading and Writing
- 3.1.2. Reading Comprehension: Explanatory Models
- 3.1.3. At What Point Should We Teach How to Read?

3.3. The Processes of Reading
- 3.3.1. The Visual Process
- 3.3.2. The Phonological Process
- 3.3.3. The Syntactic Process
- 3.3.4. The Semantic Process
- 3.3.5. Reading Problems

3.4. Methodologies for Teaching How to Read and Write: Synthetic Methodology
- 3.4.1. Methodological Complexity of Starting to Read and Write
- 3.4.2. Synthetic Methodology
- 3.4.3. Bibliographical References

3.5. Methodologies for Teaching How to Read and Write: Analytical Methodology
- 3.5.1. The Analytical Methodology
- 3.5.2. The Constructivist Approach
- 3.5.3. Bibliographical References

3.6. Methodologies for Teaching How to Read and Write: Mixed Methodology
- 3.6.1. Mixed Methodology
- 3.6.2. Mixed Methods Examples
- 3.6.3. Specific Aspects of Teaching Writing
- 3.6.4. Bibliographical References

3.7. Reading Comprehension and Writing Expression
- 3.7.1. Methodology for a Global Process of Reading in Pre-School and Primary School
- 3.7.2. Strategies for Reading Comprehension
- 3.7.3. Writing and its Learning Phases in Pre-School Education
- 3.7.4. Strategies to Develop Reading Comprehension in Primary Education
- 3.7.5. Methods for Teaching Written Expressions Primary Education
- 3.7.6. Comprehension Problems
- 3.7.7. Writing Difficulties
- 3.7.8. Bibliographical References

3.8. How to Improve Work in the Classroom?
- 3.8.1. ICT Resources and their Contribution in the Classroom
- 3.8.2. Reading Assessment
- 3.8.3. Writing Assessment
- 3.8.4. Bibliographical References

3.9. How Does Literature Reach the Pre-School Education Classroom?
- 3.9.1. Pre-School Literature from 0 to 6 Years Old
- 3.9.2. Literary Initiation
- 3.9.3. Read and Listen to Evaluate

3.10. Planning Literature
- 3.10.1. Children's Literature Today
- 3.10.2. The Selection of Literary Texts: Criteria and Resources
- 3.10.3. The Classroom Library

Module 4. Didactics of the English Language

4.1. Theories and Learning Styles: Towards the Teaching-Learning of Foreign Languages
- 4.1.1. Piaget: The Child and the Interaction with the Social Environment
- 4.1.2. Vygotsky: The Importance of Social Interaction
- 4.1.3. Bruner and the Concept of "Scaffolding"
- 4.1.4. Gardner and the Theory of Multiple Intelligences
- 4.1.5. The Emotional Dimension in Learning
- 4.1.6. Learning Styles

4.2. Foreign Language Teaching and Learning
- 4.2.1. Introduction to Foreign Language Teaching and Learning
- 4.2.2. The Influence of Age on Foreign Language Learning
- 4.2.3. The Influence of the Mother Tongue on Foreign Language Learning
- 4.2.4. Individual Differences and Their Influence on Foreign Language Learning
- 4.2.5. Bilingual Education and Multilingual Education
- 4.2.6. English as an International Language or Lingua Franca

4.3. Spoken Language Learning in English
- 4.3.1. The Importance of Spoken Language in the Foreign Language Learning Process
- 4.3.2. Basic Principles on the Teaching-Learning of Spoken Language
- 4.3.3. The Development of Oral Speech in Children
- 4.3.4. Promoting Interaction in English: Cooperation in the Classroom
- 4.3.5. Written Language as a Support for Spoken Language Development
- 4.3.6. Use of "Authentic" Materials
- 4.3.7. Non-Threatening Atmosphere: Verbal and Non-Verbal Communication and the Role of the Teacher

4.4. Learning English Vocabulary
- 4.4.1. Basic Principles of Vocabulary Teaching-Learning
- 4.4.2. Word Categories Applied to Vocabulary Learning
- 4.4.3. Vocabulary Learning and Teaching Techniques
- 4.4.4. Selecting Vocabulary
- 4.4.5. Expanding Vocabulary
- 4.4.6. Examples of Exercises to Work on Vocabulary

4.5. Introduction to Literacy in English
- 4.5.1. The Literacy Process
- 4.5.2. Factors that Influence Literacy Learning in the English Language
- 4.5.3. Creating an Environment Conducive to English Language Literacy Learning
- 4.5.4. Methods for Teaching Literacy in the English Language
- 4.5.5. Next Steps in the Teaching-Learning of Literacy in English

4.6. Learning English Through Literary Resources and Play
- 4.6.1. The Use of Stories for English language Learning
- 4.6.2. The Organization of Discourse in Stories
- 4.6.3. The Use of Language in Stories
- 4.6.4. The Quality of Stories as Material for Foreign Language Teaching
- 4.6.5. Development of Tasks Around a Story
- 4.6.6. Use of Songs and Rhymes/Poems in the Classroom
- 4.6.7. The Use of Games as Culture Maintenance. Different Concepts of Culture in the Classroom
- 4.6.8. Games and the Moral and Social Development of Children. Theories of Piaget, Kohlberg, Mead, and Vygotsky
- 4.6.9. Games in the Learning of the English Language

4.7. Content and Language Integrated Learning (CLIL)
- 4.7.1. Definition and CLIL Principles
- 4.7.2. Content Learning: Cognitive Development
- 4.7.3. CLIL Curriculum Models in Pre-School and Primary Education
- 4.7.4. Planning CLIL Sessions

4.8. Thematic Approach or Project-Based Work
- 4.8.1. Holistic Approach to Language Learning: Thematic or Project-Based Approach
- 4.8.2. Preparing a Class Based on Thematic or Project-Based Learning
- 4.8.3. Communication in the Thematic or Project Approach
- 4.8.4. Results After a Lesson with a Thematic or Project-Based Approach

4.9. ICT in English Language Teaching and Learning
- 4.9.1. Advantages and Risks of Using ICT in the Classroom
- 4.9.2. The Role of ICT in the English Classroom
- 4.9.3. Prepared Materials
- 4.9.4. Interactive Whiteboards
- 4.9.5. Webquests
- 4.9.6. Design of Materials: Software for Language Teaching with the Internet

4.10. Formative/Informal Evaluation of English Language Teaching and Learning
- 4.10.1. Introduction to Evaluation
- 4.10.2. Basic Principles of Assessment
- 4.10.3. Quality Criteria in Evaluation
- 4.10.4. Evaluation Planning
- 4.10.5. Different Types of Evaluation
- 4.10.6. Characteristics and Types of Formative/Informal Evaluation

Module 5. Neuromotor Development and Physical Education Didactics

5.1. Human Neuro-Motor Development
- 5.1.1. How to Study this Topic
- 5.1.2. Pre-School Education Stage
- 5.1.3. Neuro-Motor and Executive Functions
- 5.1.4. Projects and Organization of Activities Based on Neuromotor Development
- 5.1.5. Bibliographical References

5.2. Motor Learning and Motor Skills
- 5.2.1. How to Study this Topic
- 5.2.2. Constructivist Development Applied to Physical Education. Key Concepts
- 5.2.3. Ecological Focus of the Process of Motor Skills
- 5.2.4. Bibliographical References

5.3. Fundamentals of Motor Play as an Educational Resource
- 5.3.1. How to Study this Topic
- 5.3.2. Motor Skills and Motor Play
- 5.3.3. Motor Play: Characteristics and Application
- 5.3.4. Type of Games for Students in the Pre-School Education Stage
- 5.3.5. Strategies for Motor Play Teaching
- 5.3.6. Bibliographical References

5.4. Areas of Work of Psychomotor Skills in Pre-School Education. Skills, Objectives, Contents and Evaluation Process
- 5.4.1. How to Study this Topic
- 5.4.2. Skills and Objectives
- 5.4.3. Evaluation Process
- 5.4.4. Psychomotor Skills Session
- 5.4.5. Bibliographical References

5.5. Content (I). Elements and Characteristics of the Body Schema in Pre-School Education
- 5.5.1. How to Study this Topic
- 5.5.2. Psychomotor Education: Body Schema
- 5.5.3. Tonic and Postural Control
- 5.5.4. Respiratory Control
- 5.5.5. Laterality
- 5.5.6. Spatial-Temporal Structuring
- 5.5.7. Bibliographical References

5.6. Content (II). Develop the Psychomotor Coordination in Pre-School Education
- 5.6.1. How to Study this Topic
- 5.6.2. Types of Psychomotor Coordination
- 5.6.3. The Development of the Psychomotor Coordination
- 5.6.4. Practical Proposals
- 5.6.5. Bibliographical References

5.7. Content (III). Basic Motor Skills in Physical Education
- 5.7.1. How to Study this Topic
- 5.7.2. Displacements
- 5.7.3. Turns
- 5.7.4. Jumps
- 5.7.5. Launches
- 5.7.6. Receptions

5.8. Educating Health: Hygienic Postural Habits in Physical Education
- 5.8.1. How to Study this Topic
- 5.8.2. Joint by Joint
- 5.8.3. Strength as a Basic Fundamental Physical Ability
- 5.8.4. Resistance
- 5.8.5. Speed
- 5.8.6. Range of Motion
- 5.8.7. Bibliographical References

5.9. New Methodological Proposals for a Physical Education of the 21st Century
- 5.9.1. How to Study this Topic
- 5.9.2. Excellence, Creativity and Learning Context
- 5.9.3. Learning Environments and Movement
- 5.9.4. ICT and TAC in Physical Education
- 5.9.5. Educational Gamification
- 5.9.6. Bibliographical References

5.10. Programs and Tools for the Promotion of Self-Concept, Self-Esteem and Autonomy and Other Key Aspects
- 5.10.1. Introduction
- 5.10.2. Educating Self-Concept
- 5.10.3. Program to Work on Self-Esteem
- 5.10.4. Rules and Routines in the Pre-School Education Classroom
- 5.10.5. Thinking Routines for Working on Self-Concept
- 5.10.6. Strategies and Management of Emotions in Pre-School Education
- 5.10.7. Cognitive and Metacognitive Strategies in Pre-School Education

Module 6. Musical Knowledge and its Didactics

6.1. Message of Music
- 6.1.1. How we Perceive Music
- 6.1.2. Elements of Music: Sound
- 6.1.3. Elements of Musical Language
- 6.1.4. Musical Texture
- 6.1.5. Agents Involved in the Musical Process
- 6.1.6. Sources or Musical Supports
- 6.1.7. Musical and Cinema

6.2. Musical Language for Teachers: Rhythm, Melody, Harmony and Form
- 6.2.1. Rhythm and its Writing
- 6.2.2. Melody and its Writing
- 6.2.3. Harmony and its Writing
- 6.2.4. Musical Shapes

6.3. Voice and Other Musical Instruments
- 6.3.1. The Body as an Instrument
- 6.3.2. The Voice as an Instrument
- 6.3.3. Singing as an Educational-Musical Process
- 6.3.4. Choral Singing
- 6.3.5. Traditional and Modern Classification of Musical Instruments
- 6.3.6. Popular and Self-Built Instruments
- 6.3.7. Initiation of School Instruments
- 6.3.8. Most Common Ensemble Instruments

6.4. Music in Ancient Civilizations and the Middle Ages
- 6.4.1. Music in Ancient Civilizations of Greece and Rome
- 6.4.2. The Middle Ages: Historical, Artistic and Cultural Landscape
- 6.4.3. Emotion in the Middle Ages
- 6.4.4. Medieval Music in Spain
- 6.4.5. Humanism and the Renaissance
- 6.4.6. The Baroque and the Theory of the Affections
- 6.4.7. Objective Music: Classicism
- 6.4.8. Subjective Music: Romanticism
- 6.4.9. Musical Impressionism
- 6.4.10. The 20th Century: The Avant-Garde
- 6.4.11. Music as a Cultural Expression of Towns
- 6.4.12. Music Folklore
- 6.4.13. Ethnic Music

6.5. School Music Education
- 6.5.1. Justification of School Music Education
- 6.5.2. History and Current Trends in Musical Education
- 6.5.3. Skills Developed with Music Education

6.6. Fundamentals of Didactics and its Application to Music Education
- 6.6.1. Music in the Classroom
- 6.6.2. Teaching to Learn Music
- 6.6.3. Strategies and Techniques of Musical Education
- 6.6.4. Teaching Methods for the Development of Musical Abilities of Children in Pre-School Education
- 6.6.5. The Main Task of a Music Teacher. Objectives, Attitude and Characteristics
- 6.6.6. Rules of Coexistence in the Music Class
- 6.6.7. Motivation Strategies

6.7. Didactics of Musical Language
- 6.7.1. Sound Experiences
- 6.7.2. Elements of Musical Language. Representation, Reading and Practice of Sound
- 6.7.3. The Teaching of Musical Language through Words, Narrative and Storytelling
- 6.7.4. Application of Musical Pedagogical Methods for the Teaching of Music Language and Music Reading

6.8. Voice and Singing Didactics and Instrumental Practice
- 6.8.1. Voice
- 6.8.2. Educational Resources and Uses of Voice
- 6.8.3. Application of Musical Educational Methods in Voice and Singing Didactics
- 6.8.4. Techniques for the Promotion of Vocal Ensemble
- 6.8.5. Rhythm and Instruments
- 6.8.6. Didactic Applications of the Body as an Instrument
- 6.8.7. Musical Instruments in Pre-School Education
- 6.8.8. Strategies and Techniques for Instrumental Practice
- 6.8.9. Application of Musical Pedagogical Methods in Instrumental Practice

6.9. Didactics of Movement and Dance. Music Therapy
- 6.9.1. Movement and Dance
- 6.9.2. Application of Psychomotor Skills in Music
- 6.9.3. Teaching Resources and Benefits of Body Expression and Movement in Pre-School Education
- 6.9.4. Teaching Methods for the Development of Musical Abilities of Children in Pre-School Education
- 6.9.5. Contributions of the Use of World Dances in the Pre-School Education Classroom
- 6.9.6. Introduction to Music Therapy
- 6.9.7. Principles of Music as Therapy
- 6.9.8. Paths of Music Therapy
- 6.9.9. Step-by-Step Music in Child Development

6.10. Media and Material Resources; Planning and Evaluation and ICT
- 6.10.1. The Dilemma of the Specialized Classroom
- 6.10.2. Classification of Musical Didactic Material
- 6.10.3. Planning the Teaching/Learning Process in Music Education
- 6.10.4. Musical Objectives and Contents
- 6.10.5. Sequencing
- 6.10.6. Activities. Criteria and Ideas
- 6.10.7. Attention to Diversity in Musical Education
- 6.10.8. Characteristics of Musical Education Assessment
- 6.10.9. Assessment Objectives
- 6.10.10. Evaluation Techniques and Tools
- 6.10.11. Practical Orientation of ICT in Musical Education
- 6.10.12. Editing Scores for Music Teaching
- 6.10.13. ICT Resources in the Classroom
- 6.10.14. Critical Assessment of ICT Resources. Advantages and Disadvantages
- 6.10.15. The Use of the Digital Whiteboard for Music Teaching

Module 7. Development of Creativity and Plastic Expression in Pre-School Education

7.1. Introduction to Plastic and Visual Arts Education in Pre-School
- 7.1.1. Key Concepts. Fundamentals of the Plastic and the Visual
- 7.1.2. The Importance of Art in Pre-School Education
- 7.1.3. What Should Expressive and Perceptual Education in Children Aim for? Objectives and Formative Functions
- 7.1.4. Educate Beyond the Hands, but Without Losing Contact
- 7.1.5. Bibliographical References
- 7.1.6. The Art Classroom as a Teaching and Playful Space
- 7.1.7. The Importance of Play as a Learning Factor
- 7.1.8. Artistic Corners and Experiences
- 7.1.9. Bibliographical References

7.2. Two Dimensional Techniques and Materials
- 7.2.1. Definition. Basic Concepts
- 7.2.2. Two Dimensional Techniques and Materials
- 7.2.3. Supports and Instruments
- 7.2.4. Printing Materials and Techniques
- 7.2.5. Color and its Treatment

7.3. Three Dimensional Techniques and Materials
- 7.3.1. Definition and Concepts
- 7.3.2. Types of Techniques and their Materials
- 7.3.3. Perception of Space: Between Two and Three Dimensions
- 7.3.4. Introduction to Volume in Pre-School Education
- 7.3.5. Activities Based on Three Dimensional Techniques
- 7.3.6. Bibliographical References

7.4. Creativity in Children in Pre-School Education
- 7.4.1. Basic Concepts and Evolution
- 7.4.2. The Creative Process: Imagination, Creativity, Motivation and PLay
- 7.4.3. Types of Creativity and its Application to Working with Children
- 7.4.4. The Creative Teacher
- 7.4.5. Bibliographical References

7.5. Relationship of the Languages of Art with Other Languages
- 7.5.1. Artistic Language and its Relationship with Other Languages
- 7.5.2. Oral Language: Speaking through Images
- 7.5.3. Written Language: Beyond Words
- 7.5.4. Body Language, Psychomotor Skills and Artistic Expression
- 7.5.5. Bibliographical References

7.6. Learning and Visual Perception in Pre-School I
- 7.6.1. The Iconosphere or the Universe of Images
- 7.6.2. Educating the Early Vision
- 7.6.3. Grammar of the Image and its Dimensions
- 7.6.4. The Three Systems of Representation
- 7.6.5. Perception, Learning and Cognition
- 7.6.6. Bibliographical References

7.7. Learning and Visual Perception in Pre-School II
- 7.7.1. Intelligence and Visual Thought. How Much is Seen?
- 7.7.2. Visual Literacy: Basic Elements of Formal Configuration
- 7.7.3. Visual Communication: Fundamentals and Factors
- 7.7.4. Visual Figures of Speech
- 7.7.5. Bibliographical References

7.8. Learning and Visual Perception in Pre-School III
- 7.8.1. Introduction
- 7.8.2. Gestalt Principles
- 7.8.3. Optical Illusions
- 7.8.4. Ambivalent Images
- 7.8.5. Bibliographical References

7.9. Development of Plastic Graphic Expression in Pre-School Education
- 7.9.1. Relevant Aspects in the Development of Plastic Graphic Expression
- 7.9.2. Introduction to Plastic Evolution in Children from 0 to 6 Years. Relevant Aspects through Theories and Authors
- 7.9.3. Activities for Working on Plastic Expression in Children
- 7.9.4. The First Strokes. Scribbling Stage
- 7.9.5. Uncontrolled Scribbling (One and a Half to Two Years Old)
- 7.9.6. Controlled Scribbling (Two and a Half to Three and a Half Years Old)
- 7.9.7. Ideograms (Three and a Half to Four Years Old)
- 7.9.8. The Beginning of Figuration: Pre-Schematic Stage (Four to Seven Years)
- 7.9.9. The Schematic Stage (Seven to Nine Years Old)
- 7.9.10. The Dawn of Realism (Nine to Twelve Years)
- 7.9.11. Guide for the Analysis of Children's Drawings During the Scribbling Stage
- 7.9.12. Guide for the Analysis of Children's Drawings from Four Year's Old

7.10. The Syllabus Design of the Artistic Classroom in Pre-School Education
- 7.10.1. Contexts of Care and Development
- 7.10.2. Attitude as an Educational Foundation
- 7.10.3. Some Didactic Orientations for Artistic Education
- 7.10.4. The Living Classroom
- 7.10.5. The Design of Didactic Units
- 7.10.6. We Start from Experiential Areas
- 7.10.7. Identifying the Objectives
- 7.10.8. Identifying the Content
- 7.10.9. Thinking of Activities
- 7.10.10. Other Elements and Considerations
- 7.10.11. Bibliographical References

Module 8. Teaching the Spanish Language in Pre-School Education

8.1. Teaching Mathematics in Pre-School Education
- 8.1.1. What are Language Didactics?
- 8.1.2. The Linguistic System
- 8.1.3. Language Functions
- 8.1.4. Theoretical and Methodological Orientations

8.2. Methodology of Language Teaching
- 8.2.1. Importance of Literature
- 8.2.2. Bringing Literature to the Classroom
- 8.2.3. Typology and Selection of Pre-School Books

8.3. Programming of Verbal Language in Pre-School Education
- 8.3.1. Legislation and Teaching Language: Programming and Curriculum
- 8.3.2. Objectives, Content and Methodology
- 8.3.3. Assessment

8.4. Language Acquisition
- 8.4.1. Language Acquisition
- 8.4.2. Prelinguistic or Preverbal Communication Stage
- 8.4.3. Linguistic Stage

8.5. Vocabulary Didactics in Pre-School Education
- 8.5.1. Concept of Vocabulary
- 8.5.2. Theories and Methodology for the Classroom
- 8.5.3. Words and Children

8.6. Oral Communication in the Classroom: Dialogue
- 8.6.1. Understanding and Expression
- 8.6.2. Language for Thinking
- 8.6.3. Symbolic Play
- 8.6.4. Approach to Reading and Writing

8.7. Stories for Children
- 8.7.1. Tell or Read: The Dilemma
- 8.7.2. Preparing a Story to Tell
- 8.7.3. To Narrate with Success
- 8.7.4. Expressive Reading and the Support of Images

8.8. Poetry and Theater for Children
- 8.8.1. Types of Children's Poetry
- 8.8.2. Recital, Memorization and Traditional Games
- 8.8.3. Drama Performances for Children
- 8.8.4. Theater and Puppets in the Classroom

8.9. The Literature that Children Make: Stories, Poetry and Theater
- 8.9.1. Creativity in Childhood
- 8.9.2. Resources for Creating Stories
- 8.9.3. Poeticism and Children's Language
- 8.9.4. Mechanisms for Poetry Creation
- 8.9.5. Understanding Dramatization and Theater
- 8.9.6. Exercises and Staging

8.10. Literature and its Interrelations
- 8.10.1. For Linguistic Development
- 8.10.2. For Comprehensive Development
- 8.10.3. Evaluation

Module 9. Teaching Mathematics in Pre-School Education

9.1. Review of Theories and Terminology
- 9.1.1. Theory of Educational Situations
- 9.1.2. Logic Activity. Meaning

9.2. Problem Solving
- 9.2.1. What is a Problem?
- 9.2.2. How to Pose Problems in Pre-school?

9.3. The Role of Representation
- 9.3.1. Symbols
- 9.3.2. Representation as Identity of the Mathematics Activity

9.4. Globalized Education
- 9.4.1. Cooperative Learning
- 9.4.2. Project Method
- 9.4.3. Play as a Source of Learning

9.5. Building Materials
- 9.5.1. Material for Teaching Purposes
- 9.5.2. Building Own Materials

9.6. The Classroom as a Learning Space
- 9.6.1. Decoration as an Element of Learning
- 9.6.2. Mathematics Corner

9.7. Mathematics as a Transversal Material
- 9.7.1. Waldorf
- 9.7.2. Montessori
- 9.7.3. Reggio Emilia
- 9.7.4. Singapore Methodology
- 9.7.5. EntusiasMat
- 9.7.6. ABN

9.8. ICT in Pre-School Education
- 9.8.1. Devices and Software
- 9.8.2. Calculator

9.9. Assessment as an Element of Improvement
- 9.9.1. Learning Assessment
- 9.9.2. Process Evaluation

9.10. Learning and Mathematics. The Construction of Mathematical Knowledge in Pre-School Education
- 9.10.1. Specificity and Significance of Mathematical Knowledge The Learning Process
- 9.10.2. Learning Mathematics
- 9.10.3. The Constructivist Learning Model in Mathematics
- 9.10.4. Learning and Management of Teaching Variables

Module 10. Didactics of the Natural and Social Environment

10.1. The Teacher and Natural Sciences in Pre-School Education
- 10.1.1. Didactics of Natural Sciences
- 10.1.2. Scientific Education in Pre-School Education
- 10.1.3. Training and Attitude of the Teachers Towards Science
- 10.1.4. Teaching Transposition and School Science
- 10.1.5. Pre-School Education Stage and its Relationship with the Natural Environment
- 10.1.6. Preconceived Ideas and Their Influence on Learning about Natural Sciences
- 10.1.7. Importance of Teacher Intervention
- 10.1.8. Learning Rhythms and Adaptation

10.2. Programming of Didactic Units in Natural Sciences: What Are We Going to Teach, How and in What Time Frame?
- 10.2.1. Planning and Design of Didactic Units
- 10.2.2. Design of the Didactic Unit
- 10.2.3. Assessment the Teaching- Learning Process
- 10.2.4. Evaluation Techniques and Instruments
- 10.2.5. Teaching Methodologies of the Natural Sciences in Pre-School Education
- 10.2.6. Materials and Didactic Resources for Teaching Science
- 10.2.7. Doing Science in School. Starting Experimental Work
- 10.2.8. Learning about Natural Sciences Outside the Classroom

10.3. Didactic Experiences in the Pre-School Classroom. Experimental Work and Its Importance
- 10.3.1. Principles of Educational Intervention in Pre-School Education
- 10.3.2. Play as an Axis of Educational Action
- 10.3.3. Globalized Strategies
- 10.3.4. Concrete Methods
- 10.3.5. Experimental Work: The Scientific Method
- 10.3.6. Obtaining Information: Observation
- 10.3.7. Experiment: Scientific Strategies
- 10.3.8. Research and Communication of Results

10.4. Environmental Education in Pre-School Education
- 10.4.1. Concept of Environmental Education
- 10.4.2. Concept Sustainable Development
- 10.4.3. Objectives of Environmental Education in the Syllabus
- 10.4.4. The Development of Attitudes and Antibiotics
- 10.4.5. Environmental Education Didactics
- 10.4.6. Environmental Problems
- 10.4.7. Environmental Problems of Human Activities

10.5. Proposal for Practical Activities for Pre-School Education
- 10.5.1. Workshops
- 10.5.2. Outlets
- 10.5.3. Garden
- 10.5.4. Play and Dynamics
- 10.5.5. ICT Resources
- 10.5.6. Animals in Schools

10.6. Knowledge of Social and Cultural Media in the Pre-School Education Syllabus
- 10.6.1. Legislation on Pre-School Education in Spain
- 10.6.2. Content on Social Sciences in the Pre-School Education Syllabus
- 10.6.3. Social Learning Process in Children
- 10.6.4. Content on Social Belonging in Pre-School Education
- 10.6.5. Citizen Values in Today's Society
- 10.6.6. People and Society, Action Framework
- 10.6.7. Parents, the Education Center and the Community
- 10.6.8. Students: Didactic Principles for Social Environment Knowledge
- 10.6.9. Social and Cultural Context in Pre-School Education

10.7. Teaching and Learning Space and Time in the Pre-School Education Classroom
- 10.7.1. Space in the Pre-School Education Syllabus
- 10.7.2. How Do Children Conceptualize Space?
- 10.7.3. The Vision of the World and the Understanding of Space in Children in Pre-School Education
- 10.7.4. Working with Maps: Teaching Children to Position Themselves and Objects in Space
- 10.7.5. Learning Time
- 10.7.6. Teaching History in Pre-School Education
- 10.7.7. Acquisition of the Concept of Causality

10.8. Self-Concept in Children in Pre-School Education: Knowledge of Self, Personal Autonomy and Daily Life
- 10.8.1. Self-Awareness and Personal Autonomy
- 10.8.2. Construction of the Own Interpretive Framework
- 10.8.3. Knowledge of Oneself and Personal Autonomy from Social Sciences Didactics
- 10.8.4. Educational Activities and their Evaluation. Globalized Focus

10.9. Social Sciences and Multiple Intelligences
- 10.9.1. Howard Gardner Multiple Intelligences
- 10.9.2. Understand the Theory of Multiple Intelligences to Teach about the Social and Cultural Environment
- 10.9.3. Starting from the Children's Preconceptions
- 10.9.4. Personal Intelligences
- 10.9.5. Developing Spatial Intelligence
- 10.9.6. Comprehensive Assessment
- 10.9.7. In Conclusion

10.10. Programming and Evaluating Knowledge of the Social and Cultural Environment in Pre-School Education
- 10.10.1. Pre-School Education Programming in Current Legislation
- 10.10.2. When to Teach. The Importance of Programming
- 10.10.3. Why Teach? Objectives
- 10.10.4. What to Teach? Contents
- 10.10.5. How to Teach. Methodology
- 10.10.6. What, How and When to Assess?
- 10.10.7. Programming in Pre-School Education

Place yourself among the best teachers in the industry with a high-quality intervention in the pre-school classroom and become a desirable asset for any educational center"

05

Methodology

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

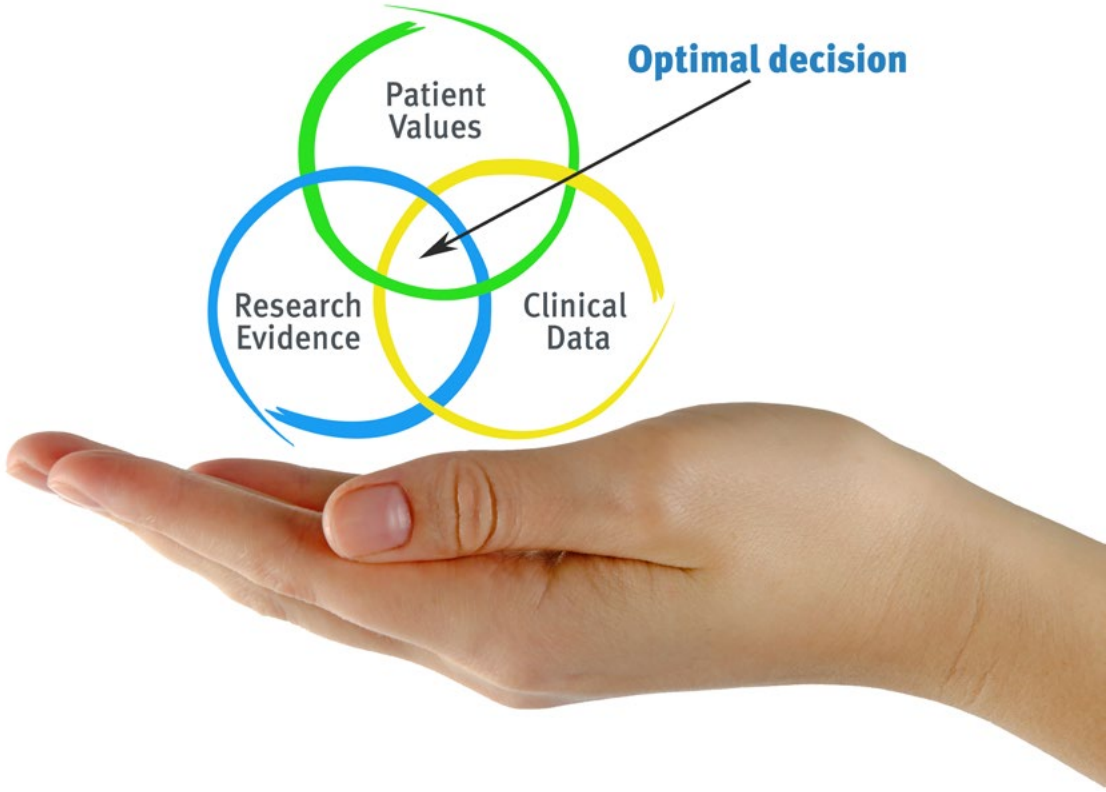
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

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

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

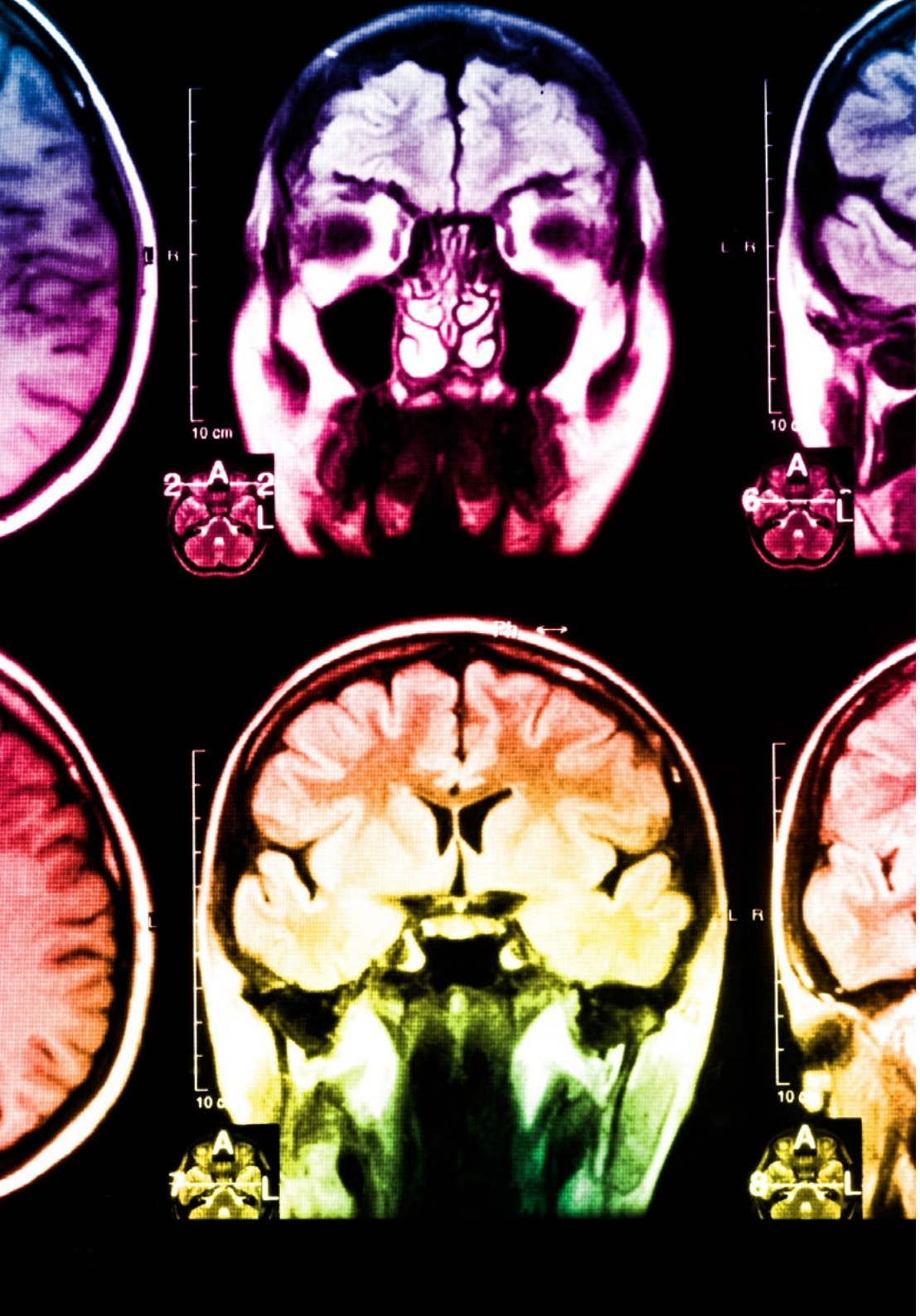
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

Relearning Methodology

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

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

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



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

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

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

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

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

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

Study Material

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

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

Educational Techniques and Procedures on Video

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

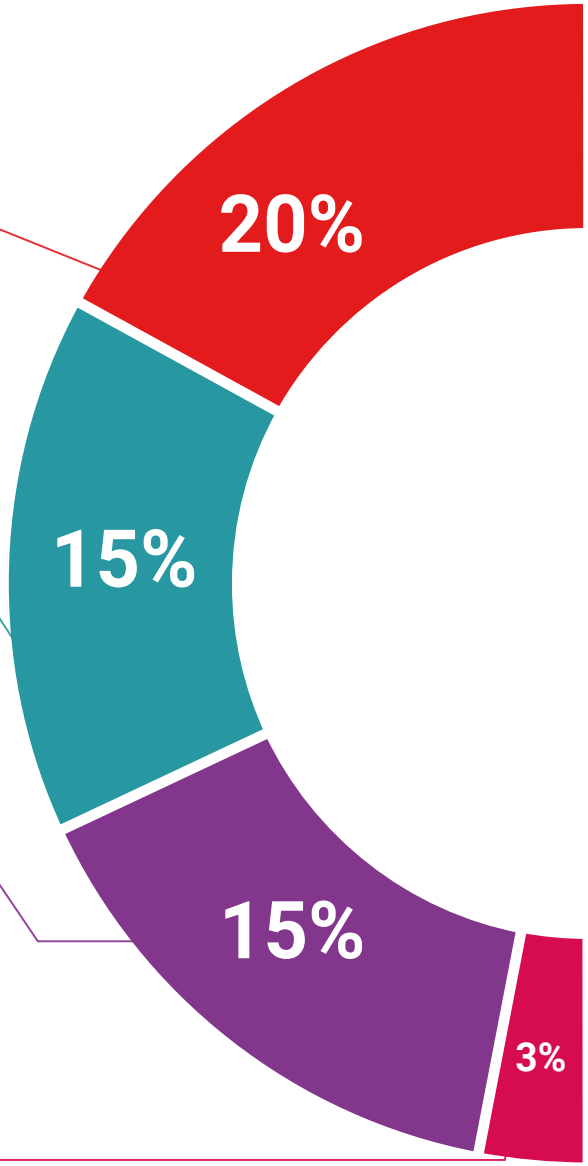
Interactive Summaries

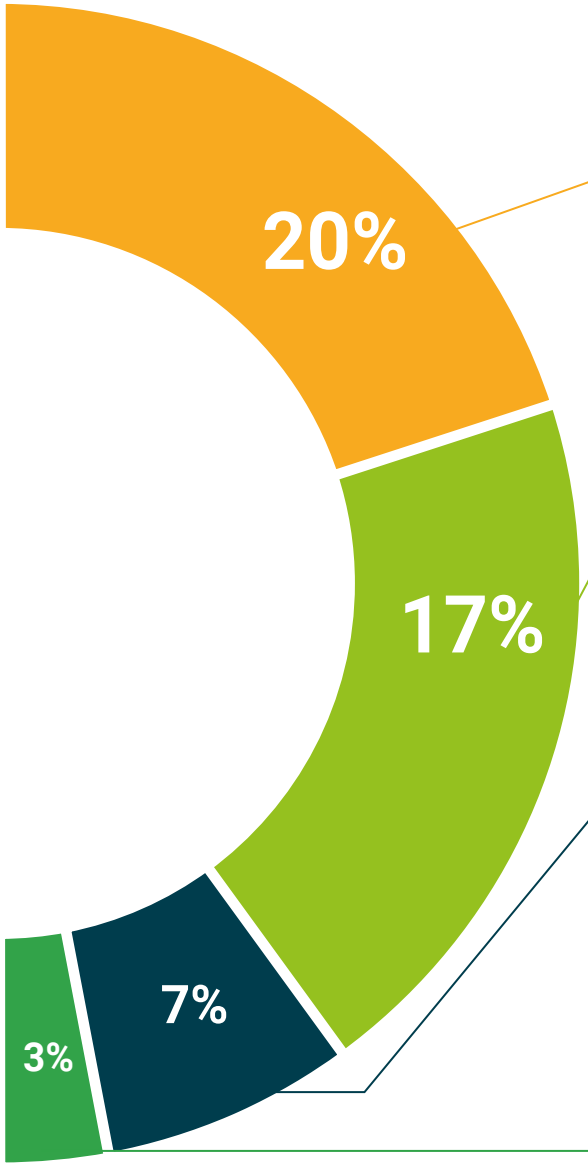
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Additional Reading

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





Expert-Led Case Studies and Case Analysis

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

Testing & Retesting

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

Classes

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

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

Quick Action Guides

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

06

Certificate

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

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

This program will allow you to obtain your **Master's Degree diploma in Pre-School Education Didactics** 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 **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Master's Degree in Pre-School Education Didactics**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**


tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Master's Degree in Pre-School Education Didactics

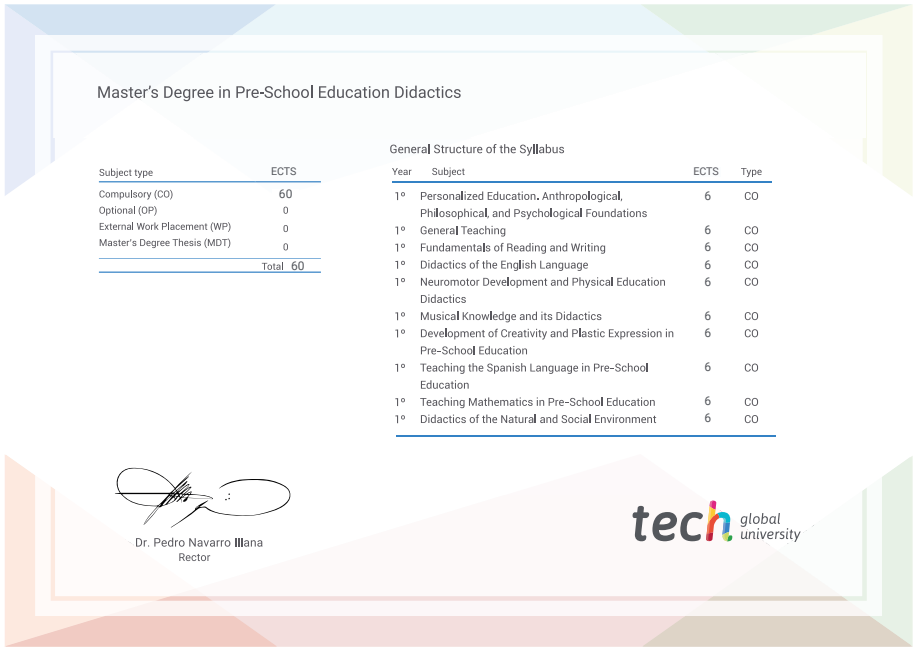
This is a program of 1,500 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Rector

Unique TECH Code: AFWORD23S techtitute.com/certificates


Master's Degree in Pre-School Education Didactics

Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
Total	60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Personalized Education. Anthropological, Philosophical, and Psychological Foundations	6	CO
1º	General Teaching	6	CO
1º	Fundamentals of Reading and Writing	6	CO
1º	Didactics of the English Language	6	CO
1º	Neuromotor Development and Physical Education Didactics	6	CO
1º	Musical Knowledge and its Didactics	6	CO
1º	Development of Creativity and Plastic Expression in Pre-School Education	6	CO
1º	Teaching the Spanish Language in Pre-School Education	6	CO
1º	Teaching Mathematics in Pre-School Education	6	CO
1º	Didactics of the Natural and Social Environment	6	CO

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Rector

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

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Master's Degree

Pre-School Education Didactics

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

Master's Degree

Pre-School Education Didactics

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