

Professional Master's Degree Physics and Chemistry Teacher Training in High School Education



Professional Master's Degree

Physics and Chemistry Teacher Training in High School Education

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

Website: www.techtute.com/in/education/professional-masters-degree/physics-chemistry-teacher-training-hing-school-education

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01

Introduction

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



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An impressive teaching staff, made up of professionals from different areas of expertise, will be your teachers during your training: a unique occasion not to be missed"

The Physics and Chemistry Teacher Training in High School Education is designed to improve the student's skills as a future teacher through the most innovative educational technology and hybrid learning, to facilitate the acquisition of skills in a practical and effective way.

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

The order and distribution of the subjects and their units is specially designed to allow each student to choose their own schedule and self-manage their time. For this purpose, they will have at their disposal theoretical materials presented through 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 work on decision-making that demonstrates their high level education within this field of teaching.



*TECH Technological University
presents the Professional Master's
Degree in Physics and Chemistry
Teacher Training in High School
Education with the highest quality
in the university market"*

This **Professional Master's Degree in Physics and Chemistry Teacher Training in High School Education** contains the most complete and up-to-date program on the market. It's most outstanding features are:

- ♦ Practical cases presented in simulated scenarios by experts in the area of knowledge, where the student will demonstrate in an orderly manner the knowledge learned and demonstrate the skills acquired
- ♦ The graphic, schematic and eminently practical contents with which they are conceived gather scientific and practical information on those disciplines that are essential for professional practice
- ♦ The latest developments on the educational task of the high school teacher
- ♦ Practical exercises where to perform the self-assessment process to improve learning, as well as activities at different levels of competence, according to Miller's model
- ♦ Special emphasis on innovative methodologies and teaching 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

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This Professional Master's Degree may be the best investment you can make when selecting a refresher program, for two reasons: in addition to expanding your knowledge in teaching, you will obtain a qualification endorsed by TECH Technological University"

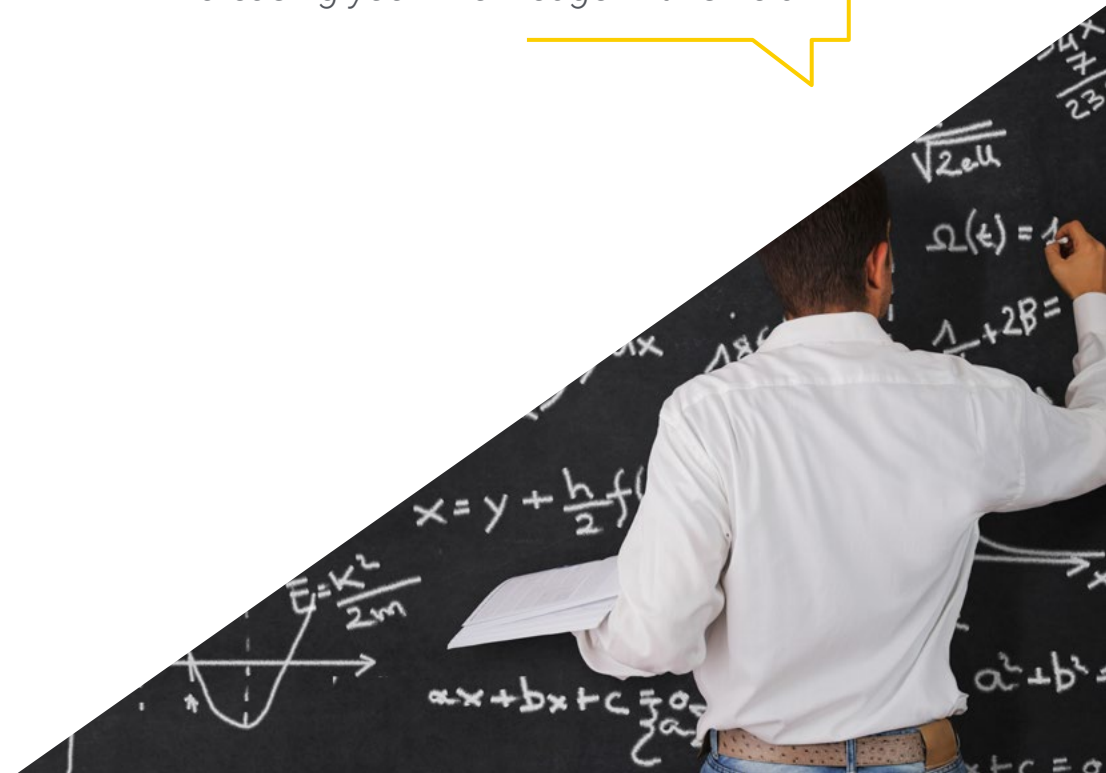
Its teaching staff includes professionals belonging to the field of Teacher Training, who bring to this program their work experience, as well as recognized specialists from prestigious reference societies and universities.

Its multimedia content, developed with the latest educational technology, will allow the professional a situated and contextual learning, that is, a simulated environment that will provide an immersive 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 teacher will be assisted by an innovative interactive video system developed by recognized experts in the field of Physics and Chemistry Teaching and with great teaching experience.

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

This 100% online Professional Master's Degree will allow you to balance your studies with your professional work while increasing your knowledge in this field.



02 Objectives

The program in Physics and Chemistry Teacher Training in High School Education is oriented to facilitate the performance of the professional dedicated to teaching with the latest advances and the most innovative treatments in the sector.



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This Professional Master's Degree will provide you with real challenges that will allow you to gain contextual learning, learning in a practical way with the best study methods currently available”

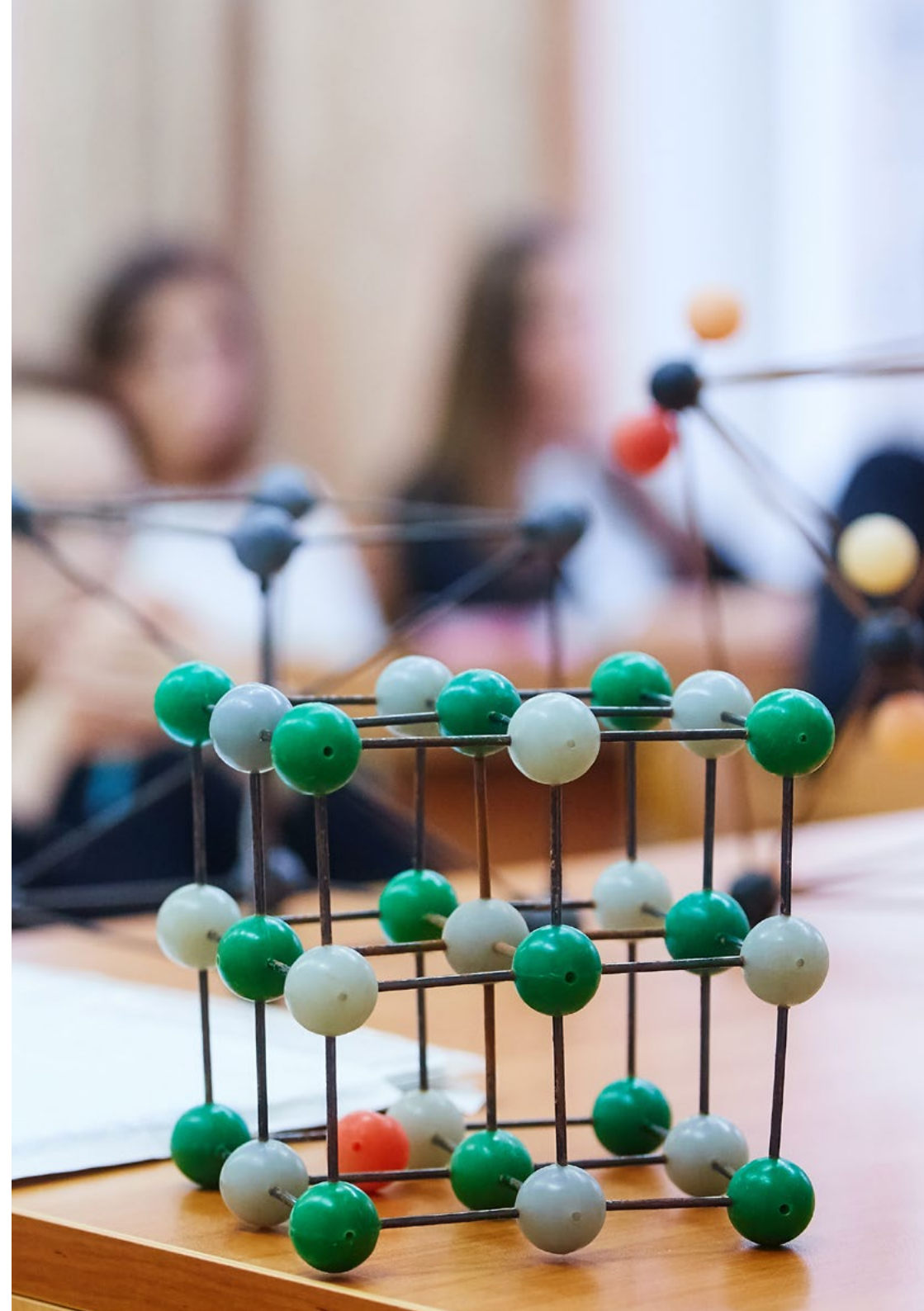


General Objective

- Provide the future teacher with the acquisition of specialized skills and competencies that will increase their performance level and update their knowledge in High School Education teaching.

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The current situation requires professionals to have increasingly specific qualifications. With this Professional Master's Degree you will get the knowledge and skills necessary to compete from the excellence in teaching".





Specific Objectives

Module 1. Learning and Development of Personalities

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

Module 2. Society, Family and Education

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

Module 3. Complements for the Disciplinary Training in Physics and Chemistry

- ♦ Define a chronological line from the Ancient Age to the Contemporary Age
- ♦ Know the most important events of the different historical periods
- ♦ Mention some of the names of the most prominent professors of chemistry in the 19th century
- ♦ Explain the origin and classification of the elements
- ♦ Understand the importance of teaching history in science
- ♦ Show a proposal to introduce the historical approach in the classroom within the Science education

Module 4. Physics and Chemistry Syllabus Design

- ♦ Define the concept of syllabus
- ♦ Detail the elements that make up the syllabus
- ♦ Explain the concept of syllabus design
- ♦ Describe the levels of concreteness of the syllabus
- ♦ Explain the different models of the syllabus
- ♦ Determine the aspects that should be taken into account in the elaboration of a teaching program

Module 5. Physics and Chemistry Didactics

- ♦ Know the origin and evolution of the term didactics
- ♦ Offer different definitions of the concept of didactics
- ♦ Propose a classification of didactics
- ♦ Explain the contribution of CSIC to the scientific training of teachers
- ♦ Explain the objects of study of science didactics

Module 6. Teaching Innovation and Initiation to Educational Research

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

Module 7. Educational Processes and Contexts

- ♦ Learn about the White Paper as the basis for the General Education Law
- ♦ Explain the concept of White Paper
- ♦ Identify the different educational laws in chronological order
- ♦ Expose the determinants of the educational reform
- ♦ Present the general and fundamental principles of the educational reform
- ♦ Mention the main characteristics of the Moyano Law
- ♦ Show the particularities of the General Education Law: preamble, educational levels, educational centers and teachers





Module 8. Inclusive Education and Attention to Diversity

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

Module 9. Creativity and Emotional Education in the Classroom

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

Module 10. Neuroeducation

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

Module 11. Communication in the Classroom

- ♦ Communicate effectively with all members of the classroom
- ♦ Use images and videos as support material in the classroom
- ♦ Know how to solve communication problems

03 Skills

After passing the assessments of the Professional Master's Degree in Physics and Chemistry Teacher Training in High School Education, the professional will have acquired the necessary skills for a quality and up-to-date practice based on the most innovative teaching methodology.



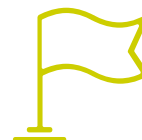
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This program will allow you to learn the new tools used in Teacher Training to offer better service to your students”



General Skills

- ♦ Gain knowledge about the curricular contents of the subjects related to the corresponding teaching specialization, as well as the body of didactic knowledge regarding the respective teaching and learning processes For professional training will include knowledge of the respective professions
- ♦ Plan, develop and evaluate the teaching and learning process, promoting educational processes that facilitate the acquisition of the skills of the respective teachings, taking into account the level and previous training of the students, as well as their orientation, both individually and in collaboration with other teachers and professionals of the center
- ♦ Search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the processes of teaching and learning in their own subjects
- ♦ Determine the curriculum to be implemented in an educational center by participating in its collective planning; develop and apply didactic methodologies, both group and personalized, adapted to the diversity of the students
- ♦ Design and develop learning spaces with special attention to emotional and values education, equal rights and opportunities between men and women, citizenship training and respect for human rights that facilitate life in society, decision-making and the construction of a sustainable future
- ♦ Acquire strategies to stimulate student effort and promote their ability to learn by themselves and with others, and develop thinking and decision-making skills that facilitate autonomy, confidence and personal initiative
- ♦ Gain knowledge about the processes of interaction and communication in the classroom, master the social skills and abilities necessary to promote learning and coexistence in the classroom, and deal with problems that may arise in the classroom
- ♦ Design and carry out formal and non-formal activities that contribute to make the center a place of participation and culture in the environment where it is located; develop the functions of tutoring and guidance of students in a collaborative and coordinated manner; participate in the evaluation, research and innovation of teaching and learning processes
- ♦ Get to know the regulations and institutional organization of the educational system and quality improvement models applicable to educational centers
- ♦ Know and analyze the historical characteristics of the teaching profession, its current situation, perspectives and interrelation with the social reality of each era
- ♦ Informing and advising families about the teaching and learning process and about the personal, academic and professional orientation of their children



Specific Skills

- ♦ Get to know the characteristics of the students, their social contexts and motivations
- ♦ Understand the personality development of these students and the possible dysfunctions that affect learning
- ♦ Elaborate proposals based on the acquisition of knowledge, skills and intellectual and emotional skills
- ♦ Identify and plan for the resolution of educational situations that affect students with different abilities and learning rhythms
- ♦ Know the processes of interaction and communication in the classroom and in the center, address and solve possible problems
- ♦ Know the historical evolution of the educational system in our country
- ♦ Know and apply resources and strategies for information, tutoring and academic and professional orientation
- ♦ Promote actions of emotional education in values and citizenship training
- ♦ Participate in the definition of the educational project and in the general activities of the center according to criteria of quality improvement, attention to diversity, prevention of learning and coexistence problems
- ♦ Relate education to the environment and understand the educational role of the family and the community, both in the acquisition of skills and learning and in education in respect for rights and freedoms, equal rights and opportunities between men and women and in the equal treatment and non-discrimination of people with disabilities
- ♦ Get to know the historical evolution of the family, its different types and the incidence of the family context in education

- ♦ Acquire social skills in family relations and orientation
- ♦ Know the formative and cultural value of the subjects corresponding to the specialization and the contents that are studied in the respective teachings
- ♦ Gain knowledge about the history and recent developments of the subjects and their perspectives in order to be able to transmit a dynamic vision of them
- ♦ Know the contexts and situations in which the different curricular contents are used or applied
- ♦ Gain knowledge about the processes and resources for the prevention of learning and coexistence problems, evaluation processes and academic and career guidance
- ♦ Get to know the theoretical-practical developments of teaching and learning of the subjects corresponding to the specialization
- ♦ Transform the syllabus into activity and work programs
- ♦ Acquire criteria for the selection and elaboration of educational materials
- ♦ Foster a climate that facilitates learning and values the contributions of the students
- ♦ Integrate audiovisual communication and multimedia training in the teaching and learning process
- ♦ Get to know evaluation strategies and techniques and to understand evaluation as an instrument of regulation and stimulus to effort
- ♦ Get to know and apply innovative teaching proposals in the area of specialization
- ♦ Critically analyze the performance of teaching, good practices and guidance using quality indicators
- ♦ Identify the problems related to the teaching and learning of the subjects of the specialization and propose alternatives and solutions
- ♦ Know and apply basic methodologies and techniques of educational research and evaluation and be able to design and develop research, innovation and evaluation projects

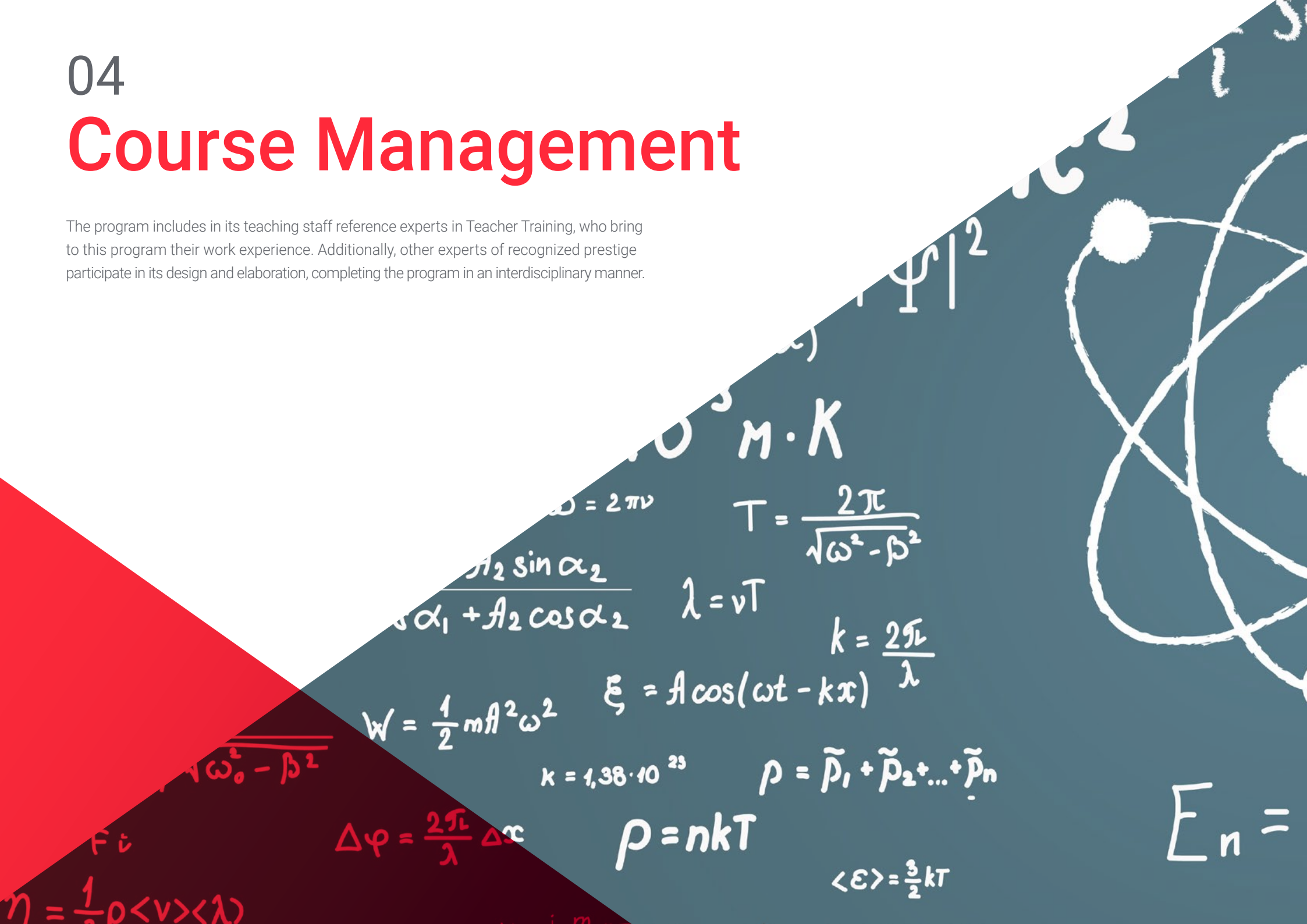


- ♦ Acquire experience in the planning, teaching and evaluation of the subjects corresponding to the specialization
- ♦ Master the social skills and abilities necessary to foster a climate that facilitates learning and coexistence
- ♦ Participate in the proposals for improvement in the different areas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

04

Course Management

The program includes in its teaching staff reference experts in Teacher Training, who bring to this program their work experience. Additionally, other experts of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary manner.





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

Management



Dr. Barboyón Combey, Laura

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



05

Structure and Content

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



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

Module 1. Learning and Development of Personalities

- 1.1. Introduction: Relationship between Learning and Development, Education and Culture
 - 1.1.1. Introduction
 - 1.1.2. The Common Concept of Psychological Development
 - 1.1.3. An Alternative to the Common Concept of Psychological Development: the Social and Cultural Nature of Development
 - 1.1.4. The Role of Education in Psychological Development
 - 1.1.5. Schooling as an Essential Context for Psychological Development
 - 1.1.6. Essential Social Factors in Learning
 - 1.1.7. Stages of Development
 - 1.1.8. Key Developmental Processes
- 1.2. Conceptions of Learning and Learner Development
 - 1.2.1. Concept of Learning
 - 1.2.2. Main Theories of Learning and Development
 - 1.2.2.1. Theories of Psychoanalysis
 - 1.2.2.1.1. Freud's Theory
 - 1.2.2.1.2. Erikson's Psychosocial Theory
 - 1.2.2.2. Behaviorist Theories
 - 1.2.2.2.1. Pavlov's Classical Conditioning Theory
 - 1.2.2.2.2. Skinner's Operating Conditioning Theory
 - 1.2.2.3. Cognitive Theories
 - 1.2.2.3.1. Information Processing Theory
 - 1.2.2.3.1.1. Robert Gagné's Instructional Theory
 - 1.2.2.3.2. Constructivism
 - 1.2.2.3.2.1. Verbal-Meaningful Learning Theory of David Ausubel
 - 1.2.2.3.2.2. Jean Piaget's Genetic Epistemology
 - 1.2.2.3.2.3. Lev Vygotsky's Sociocultural Cognitive Theory
 - 1.2.2.3.2.4. Jerome Bruner's Discovery Learning
 - 1.2.2.4. Socio-Cognitive Theories
 - 1.2.2.4.1. Bandura's social-Cognitive Theory
- 1.3. Characterization of the Adolescence Stage: Physical and Sexual Development
 - 1.3.1. Puberty and Adolescence
 - 1.3.1.1. Puberty
 - 1.3.1.2. Cardiac Catheterization
 - 1.3.2. Psychological Effects of Puberty
 - 1.3.3. Early Developing Adolescents and Late Developing Adolescents
 - 1.3.3.1. Precocious Puberty
 - 1.3.3.2. Delay of Puberty
 - 1.3.4. Changing Patterns of Sexual Behavior
 - 1.3.5. The Context and Timing of Adolescent Sexual Behavior
 - 1.3.6. Love Affair and Intimacy
- 1.4. Psychological Dimensions related to School Learning: Social and Moral Development
 - 1.4.1. Main Socializing Agents
 - 1.4.1.1. The Family
 - 1.4.1.1.1. The Concept of Family
 - 1.4.1.1.2. The Adolescent and their Family
 - 1.4.1.2. The Peer Group
 - 1.4.1.3. Educational Centers
 - 1.4.1.4. The media
 - 1.4.2. Risks of Social Media
 - 1.4.3. Development of Moral Concepts. Various Theoretical Models
 - 1.4.3.1. Piaget
 - 1.4.3.2. Kohlberg
 - 1.4.4. Factors Influencing Adolescent Moral Development
 - 1.4.4.1. Differences Between Genders
 - 1.4.4.2. Intelligence.
 - 1.4.4.3. At Home
 - 1.4.4.4. Friends

- 1.5. Psychological Dimensions related to School Learning: Intelligence
 - 1.5.1. The Advent of Formal Thinking
 - 1.5.1.1. Characteristics of Formal Thinking
 - 1.5.1.2. Hypothetico-Deductive Thinking and Propositional Reasoning
 - 1.5.2. Criticisms to Piaget's View
 - 1.5.3. Cognitive Changes
 - 1.5.3.1. The Development of Memory
 - 1.5.3.1.1. Sensory Memory
 - 1.5.3.1.2. Short-Term Memory (STM)
 - 1.5.3.1.3. Long-Term Memory (LTM)
 - 1.5.3.2. The Development of Memory Strategies
 - 1.5.3.3. The Development of Metacognition
 - 1.5.3.3.1. The Development of Metacognition
 - 1.5.3.3.2. Knowledge and Metacognitive Control
 - 1.5.4. Intelligence.
 - 1.5.4.1. Cattell's Fluid and Crystallized Intelligence
 - 1.5.4.2. Sternberg Triarchic Theory
 - 1.5.4.3. Gardner's Multiple Intelligences
 - 1.5.4.4. Goleman's Emotional Intelligence
 - 1.5.4.5. Wechsler Scale
- 1.6. Psychological Dimensions related to School Learning: Identity, Self-Concept, and Motivation
 - 1.6.1. Self-Concept
 - 1.6.1.1. Definition of Self-Concept
 - 1.6.1.2. Factors associated with the Development of Self-Concept
 - 1.6.2. Self-esteem
 - 1.6.3. Theoretical Approaches to Identity Development
 - 1.6.3.1. Different Ways of Elaborating Identity
 - 1.6.4. Motivation and Learning
- 1.7. The Teaching-Learning Process in Adolescence: General Principles
 - 1.7.1. Ausubel's Theory of Meaningful Verbal Learning
 - 1.7.1.1. Types of Learning in the School Context
 - 1.7.1.2. What is Already Known and the Desire to Learn: Conditions for Constructing Meaning
 - 1.7.1.3. The Processes of Assimilation of New Contents
 - 1.7.1.4. A Review of the Theory Thirty Years Later
 - 1.7.2. Processes of Knowledge Construction: The Constructivist Theory of Teaching and Learning
 - 1.7.2.1. School Education: A Social and Socializing Practice
 - 1.7.2.2. The Construction of Knowledge in the School Context: The Interactive Triangle
 - 1.7.2.3. The Processes of Knowledge Construction and the Mechanisms of Educational Influence
 - 1.7.3. Why Do Only Humans Have Teaching?
- 1.8. The Teaching-Learning Process in Adolescence: Knowledge Construction in the Classroom and Teacher/Student Interaction
 - 1.8.1. Teacher Effectiveness
 - 1.8.2. Teaching Styles
 - 1.8.3. Teaching Models
 - 1.8.4. The Role of the Teacher
 - 1.8.5. Expectations of the Teacher and the Student
- 1.9. The Teaching-Learning Process in Adolescence. Processes of Knowledge Construction and Peer-to-Peer Interaction
 - 1.9.1. Peer Interaction and Cognitive Development
 - 1.9.2. Cooperative Learning
 - 1.9.2.1. The Use of Cooperative Learning as a Didactic Method
- 1.10. Attention to Diversity and Educational Needs in the Adolescence Stage
 - 1.10.1. Historical Background
 - 1.10.2. The Warnock Report
 - 1.10.3. The Concept of Special Educational Needs
 - 1.10.4. The Causes of SEN
 - 1.10.5. Classification of SEN
 - 1.10.6. Learning Difficulties derived from Motor, Visual and Hearing Impairment. Educational Intervention

- 1.10.7. Learning Difficulties derived from Autism (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Intellectual Disabilities (IDD) and High Abilities. Educational Intervention
- 1.10.8. Behavioral Disorders in Childhood and Adolescence
 - 1.10.8.1. Epidemiology and Risk Factors for Behavioral Disorders
 - 1.10.8.2. Clinical Features and Forms of Presentation
- 1.10.9. Main Manifestations of Behavioral Disorders
 - 1.10.9.1. Attention Deficit Hyperactivity Disorder (ADHD)
 - 1.10.9.2. Dissocial Disorder (DD)
 - 1.10.9.3. Oppositional Defiant Disorder (ODD)
- 1.10.10. An Example of an Instrument to Detect Behavioral Disorders in the Classroom
- 1.10.11. Proposals for Therapeutic Intervention in the Classroom
 - 1.10.11.1. Attention Deficit Hyperactivity Disorder (ADHD)
 - 1.10.11.2. Oppositional Defiant Disorder (ODD) and Dissocial Disorder (DD)
- 1.11. Relationships in Adolescence and Conflict Management in the Classroom
 - 1.11.1. What is Mediation?
 - 1.11.1.1. Types of Mediation
 - 1.11.1.1.1. School Mediation
 - 1.11.1.1.2. Family Mediation
 - 1.11.1.2. Insight Theory
 - 1.11.1.3. The Enneagram
 - 1.11.2. Strengths and Weaknesses of Implementing a Mediation Program
- 1.12. Principle of Personalized Education and Forms of Action
 - 1.12.1. Historical Evolution of Special Education
 - 1.12.1.1. The United Nations (UN)
 - 1.12.1.2. The Universal Declaration of Human Rights (UDHR)
 - 1.12.2. The Localization Dilemma
 - 1.12.3. Educational Inclusion
 - 1.12.4. The Dilemma of Differences
 - 1.12.5. Personalized Education
 - 1.12.6. Personal Learning Design
 - 1.12.7. Conclusions
 - 1.12.7.1. *Learning by Doing*





Module 2. Society, Family and Education

- 2.1. The Guidance Function of the Educational Center
 - 2.1.1. Educational Counseling
 - 2.1.1.1. Introduction
 - 2.1.1.2. Concept of Educational Guidance
 - 2.1.1.3. Guidance Functions in the Educational Center
 - 2.1.1.4. Origin of Educational Guidance
 - 2.1.1.5. Areas of Intervention
 - 2.1.1.5.1. Professional Guidance
 - 2.1.1.5.2. Development Guidance
 - 2.1.1.5.3. School Guidance
 - 2.1.1.5.4. Guidance in the Attention to Diversity
 - 2.1.1.6. Intervention Models
 - 2.1.1.6.1. Counseling Model
 - 2.1.1.6.2. Services Model
 - 2.1.1.6.3. Program Model
 - 2.1.1.6.4. Consultation Model
 - 2.1.1.6.5. Technological Model
 - 2.1.2. Principles of Guiding Action
- 2.2. The Tutor-Teacher and the Tutorial Action
 - 2.2.1. The Tutor's Profile and Competences
 - 2.2.2. Tutorial Action
 - 2.2.3. The Guidance Department
 - 2.2.3.1. Organization of the Guidance Department
 - 2.2.3.2. Composition of the Guidance Department
 - 2.2.3.3. Functions of the Guidance Department
 - 2.2.3.4. Functions of the Members of the Guidance Department
 - 2.2.3.4.1. Functions of the Head of the Guidance Department
 - 2.2.3.4.2. Functions of the Support Teacher
 - 2.2.3.4.3. Functions of the Therapeutic Pedagogy and Hearing and Language Teachers
 - 2.2.3.4.4. Functions of the Teacher of Career Training and Guidance

- 2.2.4. Guidance and Tutorial Action in Occupational Training
 - 2.2.5. The Holland Typology's Model
 - 2.3. Tutorial Action Tools
 - 2.3.1. Introduction
 - 2.3.2. The Tutorial Action Plan (TAP)
 - 2.3.2.1. Modalities of Autonomy
 - 2.3.2.1.1. Pedagogical Autonomy
 - 2.3.2.1.2. Managerial Autonomy
 - 2.3.2.1.3. Organizational Autonomy
 - 2.3.3. Information and Communication Technologies (ICT) in Tutorial Action
 - 2.3.3.1. Social Changes
 - 2.3.3.2. Changes in Education
 - 2.3.3.3. ICT used in Tutorial Action
 - 2.3.3.3.1. The *Webquets*
 - 2.3.3.3.2. Blogs
 - 2.3.3.3.3. Webinars
 - 2.3.3.3.4. Wikis
 - 2.3.3.3.5. E-mail
 - 2.3.3.3.6. Discussion Forums
 - 2.3.3.4. Advantages of Using ICT in Tutorial Action
 - 2.3.3.5. Disadvantages of the Use of ICT in Tutorial Action
- 2.4. The Relationship of the Teacher-Tutor with the Student
 - 2.4.1. The Individualized Interview as the Main Tool
 - 2.4.1.1. Importance of Communication
 - 2.4.1.2. Interview between the Tutor Teacher and the Student
 - 2.4.1.3. The Interview in the Aid Relationship
 - 2.4.1.4. Interviewer Skills
 - 2.4.1.5. Types of Interviews
 - 2.4.1.5.1. According to the Number of Participants
 - 2.4.1.5.2. According to the Format
 - 2.4.1.5.3. According to the Mode or Channel
- 2.4.2. Group Dynamics
 - 2.4.2.1. Group Dynamics: Some Examples of Techniques
 - 2.4.2.1.1. Discussion Groups
 - 2.4.2.1.2. *Role-Playing*
 - 2.4.2.1.3. Dialogical Pedagogical Discussion
 - 2.4.2.1.4. Cineforum
 - 2.4.2.2. Benefits of Applying Group Dynamics
- 2.4.3. Techniques for the Management of Coexistence
 - 2.4.3.1. Learning Values and Norms
 - 2.4.3.2. Socioemotional Education and Classroom Climate
 - 2.4.3.3. Strategies that Facilitate School Coexistence
 - 2.4.3.4. Programs to Educate in Coexistence
- 2.5. Family and School Centers
 - 2.5.1. Introduction
 - 2.5.2. The Evolution of the Family and Society
 - 2.5.3. Demands Made by the Family to the Educational Center and Vice-Versa
 - 2.5.3.1. Demands from the School to the Family
 - 2.5.3.2. Demands from the Family to the School
 - 2.5.4. Family-Educational Center Communication Channels: the School for Parents
 - 2.5.4.1. School for Parents
- 2.6. The Family Interview
 - 2.6.1. Introduction
 - 2.6.1.1. The Ecological Theory of *Bronfenbrenner*
 - 2.6.2. The Family Interview
 - 2.6.2.1. Keys to an Effective Interview
 - 2.6.2.2. Emotional Education.
 - 2.6.2.3. Classification of Interviews
 - 2.6.3. Structure of Interviews
 - 2.6.4. Factors Involved in Family Interview
 - 2.6.5. Steps in Family Interview

- 2.6.6. Interview Techniques
 - 2.6.6.1. Educational Coaching
 - 2.6.6.2. Context
 - 2.6.6.3. Origins of Coaching
 - 2.6.6.4. Principles of Coaching
 - 2.6.6.5. Models of Coaching
 - 2.6.6.6. Agents Involved in the Coaching Process
 - 2.6.6.7. Benefits of Coaching

Module 3. Complements for the Disciplinary Training in Physics and Chemistry

- 3.1. History of Chemistry
 - 3.1.1. Starting at the Beginning: Antiquity
 - 3.1.2. From the Middle Ages to the Renaissance the Modern Age
 - 3.1.3. The Chemistry Teachers of the 19th Century and the Chemical Industry
 - 3.1.4. The Classification of the Elements
 - 3.1.5. What Does History Tell Teachers?
 - 3.1.6. History of Science in the Classroom
 - 3.1.7. Classroom Proposal: the Development of Atomic Theory
- 3.2. History of Physics
 - 3.2.1. Classical Antiquity
 - 3.2.2. The Middle Ages
 - 3.2.3. From the Renaissance to the Baroque
 - 3.2.4. Illustration
 - 3.2.5. Liberalism
 - 3.2.6. The Current Era
 - 3.2.7. Role of the History of Physics in Physics Teaching
 - 3.2.8. Example of Activities with a Historical Approach
 - 3.2.9. Conclusions and Future Perspectives of Teaching through History
- 3.3. Physics and Chemistry in Technology and Society
 - 3.3.1. Is Science Necessary?
 - 3.3.2. Physics and its Advances for Society: the Electromagnetic Spectrum, Lasers, and Fission and Fusion Processes
 - 3.3.3. Physics, Chemistry and Nanotechnology
 - 3.3.4. Chemistry in Food and Health

- 3.4. Impact of Physics and Chemistry on the Environment
 - 3.4.1. Environmental Health
 - 3.4.2. General Concepts on Pollutants
 - 3.4.3. Water Pollution
 - 3.4.4. Soil Pollution
 - 3.4.5. Atmospheric Pollution
 - 3.4.6. The Increase in Waste
 - 3.4.7. Carbon Cycle
 - 3.4.8. Climate Change
- 3.5. Chemical Process, Risk, Green Chemistry, Biomass
 - 3.5.1. Chemical Process
 - 3.5.2. Green Chemistry
 - 3.5.3. Global Objectives of Sustainable Chemistry
 - 3.5.4. Use of Biomass
- 3.6. Everyday Situations for Physics and Chemistry: Problem Solving Examples
 - 3.6.1. Origins, Historical Review
 - 3.6.2. Disconnection Between Science and Everyday Life
 - 3.6.3. Development of Everyday Situations in the Context of Physics and Chemistry.
 - 3.6.4. Elaboration and Sequencing of Sessions Based on the Development of Everyday Science in the Classroom
 - 3.6.5. Resources to be Used in the Application of Everyday Science
 - 3.6.6. Teaching Through Problems
 - 3.6.7. Solving Everyday Problems in Chemistry
 - 3.6.8. Solving Everyday Problems in Physics
- 3.7. Educational and Cultural Value of Physics and Chemistry
 - 3.7.1. Science in ESO from the Perspective of Scientific Literacy
 - 3.7.2. Chemistry in High School: for a Chemistry in Context, Historical Evolution
 - 3.7.3. Physics at the Baccalaureate: For a More Attractive Physics
- 3.8. The Physics and Chemistry Laboratory
 - 3.8.1. Laboratory Instruments and Equipment
 - 3.8.2. Measurement of Experimental Quantities and Calculation of Errors
 - 3.8.3. Treatment of Experimental Results
 - 3.8.4. Magnitudes, Units and Symbols
 - 3.8.5. The Use of Sensors and Automatic Data Acquisition Equipment in Practical Work
 - 3.8.6. Examples of Laboratory Practices Using Sensors
 - 3.8.7. The Virtual Laboratory in Physics and Chemistry

- 3.9. Design of Didactic Experiments
 - 3.9.1. Critical Analysis of the Usual Laboratory Practices
 - 3.9.2. Laboratory Practices as Research
 - 3.9.3. An Illustrative Example: the Study of the Fall of the Gravestones
- 3.10. Safety Rules in the Laboratory
 - 3.10.1. Working Habits in the Laboratory
 - 3.10.2. Handling and Storage of Chemicals
 - 3.10.3. Procedure to Follow in Case of Accident
 - 3.10.4. Waste Disposal and Management

Module 4. Physics and Chemistry Syllabus Design

- 4.1. The Syllabus and its Structure
 - 4.1.1. School Syllabus: Concept and Components
 - 4.1.2. Syllabus Design: Concept, Structure and Functional Criteria
 - 4.1.3. Levels of Syllabus Specification
 - 4.1.4. Syllabus Model
 - 4.1.5. Didactic Programming as a Working Tool in the Classroom.
- 4.2. Legislation as a Guide and Key Skills
 - 4.2.1. Review of Current National Legislation
 - 4.2.2. What are Skills?
 - 4.2.3. Types of Skills
 - 4.2.4. Key Skills
 - 4.2.5. Description and Components of Key Skills
- 4.3. BORRAR Teaching Levels and Modalities
 - 4.3.1. Education System: Interaction between Society, Education and the School System
 - 4.3.2. The Educational System: Factors and Elements
 - 4.3.3. General Characteristics of the Spanish Educational System BORRAR
 - 4.3.4. Configuration of the Spanish Educational System BORRAR
 - 4.3.5. BORRAR
 - 4.3.6. Baccalaureate (High School)
 - 4.3.7. Professional training
 - 4.3.8. Artistic Education
 - 4.3.9. Language Training
 - 4.3.10. Sports Education
 - 4.3.11. BORRAR

- 4.4. Analysis of the Syllabus in Relation to the Area of Science
 - 4.4.1. A Review of Educational Laws
 - 4.4.2. Types of Subjects According to the LOMCE
 - 4.4.3. The Organization of Compulsory Secondary Education in Relation to Science
 - 4.4.4. The Organization of the Baccalaureate in Relation to Science
 - 4.4.5. The Organization of the Vocational Training in Relation to the Sciences
- 4.5. Didactic Programming I
 - 4.5.1. The Teaching Specialty
 - 4.5.2. On the Autonomy of the Centers
 - 4.5.3. Annual General Programming
 - 4.5.4. Educational Projects at the Center
 - 4.5.5. Introduction to the Didactic Programming
 - 4.5.6. General Characteristics in Programming The Context
 - 4.5.7. Syllabus Elements: the Stage Objectives
 - 4.5.8. Contents in Science at this Level
 - 4.5.9. Science Content in High School
- 4.6. Didactic Programming II
 - 4.6.1. What is a Didactic Program: Justification, Characteristics and Functions
 - 4.6.2. The Importance of the Context: Educational Center, Students and Social Environment
 - 4.6.3. Elements that Should be Part of the Program: Objectives, Methodology, Skills and Contents
 - 4.6.4. Programming by Skills
 - 4.6.5. The Use of ICT as a Support to the Teaching Task
 - 4.6.6. Methods, Principles and Methodological Strategies
 - 4.6.7. Evaluation Criteria and Evaluable Learning Standards
- 4.7. Didactic Programming III Methodology, Design of Activities and Evaluation
 - 4.7.1. Elements that Must be Part of the Program: the Evaluation.
 - 4.7.2. Evaluation Procedures, Criteria and Instruments
 - 4.7.3. Attention to Diversity
 - 4.7.4. What is to Evaluate?
 - 4.7.5. Evaluation Processes Competency-based Assessment
 - 4.7.6. Assessment Criteria vs. Assessment Tools

- 4.8. The Didactic Unit. Activities
 - 4.8.1. The Concepts and the Reality of the Student Ways of Approach
 - 4.8.2. Types of Activities
 - 4.8.3. Timing
 - 4.8.4. Attending to Diversity
 - 4.8.5. The Action Research Model
 - 4.8.6. Critical Reflection of the Teaching Activity
- 4.9. The Educational Unit. Exemplifying
 - 4.9.1. The Didactic Unit in ESO
 - 4.9.2. The Didactic Unit in High School
 - 4.9.3. Editorials and Teaching Work
- 4.10. Vocational Training
 - 4.10.1. Approach to Professional Training as a Teacher
 - 4.10.2. Legislative Development of Vocational Training
 - 4.10.3. Science Content in Professional Training
 - 4.10.4. Programming in Vocational Training

Module 5. Physics and Chemistry Didactics

- 5.1. General Didactics and Science Didactics
 - 5.1.1. Origin and Evolution of the Term Didactics
 - 5.1.2. Definition of Didactics
 - 5.1.3. Internal Classification of Didactics
 - 5.1.4. Learning How to Teach Science: Didactics of Science
 - 5.1.5. Objects of Study of Science Didactics
- 5.2. Learning Theories Applied to the Specialty of Physics and Chemistry
 - 5.2.1. Scientific Constructivism
 - 5.2.2. From Data to Concepts
 - 5.2.3. The Processes of Construction of the Scientific Process
 - 5.2.4. Preconceptions
 - 5.2.5. Alternative Conceptions
 - 5.2.6. Specific Difficulties in the Learning of Chemistry
 - 5.2.7. Specific Difficulties in the Learning of Physics

- 5.3. Learning Techniques and Strategies in Physics and Chemistry Stages
 - 5.3.1. What are Learning Strategies?
 - 5.3.2. Phases of Thinking and Corresponding Strategies
 - 5.3.3. Conditioning or Supportive Strategies
 - 5.3.4. Acquisitive Stage. Receptive Stage: Strategies for Information Acquisition and Selection
 - 5.3.5. Acquisitive Stage. Reflective Phase: Strategies for Organizing and Understanding of Knowledge
 - 5.3.6. Acquisitive Stage. Retentive Phase: Memorization strategies for Storage and Retrieval of Knowledge
 - 5.3.7. Reactive Stage. Extensive-Creative Phase: Inventive and Creative Strategies.
 - 5.3.8. Reactive Stage. Extensive-Reactive Phase: Strategies for Knowledge Transfer
 - 5.3.9. Reactive Stage. Symbolic Expressive Phase: Strategies for Oral and Written Expression.
- 5.4. Teaching Methodologies Models
 - 5.4.1. Didactic Models
 - 5.4.2. Traditional Model
 - 5.4.3. Discovery Teaching Model
 - 5.4.4. Expository Teaching Model
 - 5.4.5. Cognitive Conflict Teaching Model
 - 5.4.6. Guided Inquiry Model
 - 5.4.7. Problem-Based Learning (PBL)
- 5.5. Activities for Learning the Subject. Problem Solving and STS Approach
 - 5.5.1. Problem Definition
 - 5.5.2. Problem Typology
 - 5.5.3. Formal Thinking and Concrete Thinking
 - 5.5.4. How to Help Students in Learning Through Problems?
 - 5.5.5. How to Improve the Approach to Exercises?
 - 5.5.6. STS in Education
 - 5.5.7. Structure and Contents of Curricular Projects and Courses with an STS Approach
 - 5.5.8. The Role of the Teacher in STS Education.
 - 5.5.9. Teaching-Learning Strategies in STS Education
 - 5.5.10. Contextualization of Some Activities

- 5.6. Didactic Resources
 - 5.6.1. Why Carry Out Practical Work?
 - 5.6.2. Types of Practical Work
 - 5.6.3. Perceptual, Illustrative and Interpretative Experiences
 - 5.6.4. The Practical Exercises: Learning of Methods and Techniques and Illustration of the Theory
 - 5.6.5. Investigations: Building Knowledge, Understanding the Processes of Science of Science and Learning to Investigate
 - 5.6.6. The Textbook, the Material par Excellence
 - 5.6.7. Evaluating Curricular Materials, an Essential Requisite
 - 5.6.8. The School Trip as a Didactic Resource
 - 5.6.9. Initiatives for the Dissemination of Educational and Informative Experiences in Science
- 5.7. ICT Didactic Resources Applied to the Teaching of Physics and Chemistry
 - 5.7.1. ICT
 - 5.7.2. The Diversity of ICT for Eaching Physics and Chemistry.
 - 5.7.3. What Can be Expected from the Use of ICT in Physics and Chemistry Courses
 - 5.7.4. What is Meant by Learning Physics and Chemistry Through ICT?
 - 5.7.5. Which ICT are to be Chosen for Each Occasion?
- 5.8. General Aspects of Assessment in Secondary Education and Vocational Training.
 - 5.8.1. Assessment: Concept and Basic Characteristics
 - 5.8.2. Why Evaluate?
 - 5.8.3. What to Assess?
 - 5.8.4. Evaluation Systems
 - 5.8.5. Types of evaluations
 - 5.8.6. Academic Performance: Satisfactory vs. Sufficient
 - 5.8.7. Evaluation Criteria, Grading Criteria and Evaluable Learning Standards
 - 5.8.8. Evaluation Sessions
- 5.9. The Evaluation of the Learning in the Subjects of the Physics and Chemistry Specialty
 - 5.9.1. Introduction to the Techniques and Instruments for the Evaluation of Learning in Experimental Sciences.
 - 5.9.2. Observation Techniques and Instruments
 - 5.9.3. Dialogues/Interviews
 - 5.9.4. Review of Class Work
 - 5.9.5. Tests
 - 5.9.6. Surveys/Questionnaires
 - 5.9.7. The Evaluation of Learning in the Subjects Assigned to the Specialty of Physics and Chemistry in ESO, High School and Vocational Training





- 5.10. Teachers in the Classroom: How to Create an Appropriate Place for Teaching-Learning?
 - 5.10.1. The Good Development of the Classroom
 - 5.10.2. The Motivating Teacher
 - 5.10.3. Coexistence and Education in Values and Virtues
 - 5.10.4. Knowledge of the Didactics of Experimental Sciences
 - 5.10.5. Physics and Chemistry Teaching as a research activity

Module 6. Teaching Innovation and Initiation to Educational Research

- 6.1. Educational Innovation as a Process and School Improvement
 - 6.1.1. Education and the New Scenarios of the Global and Local Context
 - 6.1.2. Key Concepts: Educational Innovation, Change, Reform and Educational Improvement
 - 6.1.3. Educational Paradigms and Innovation Purposes
 - 6.1.4. Why Innovate, the Meaning of Innovation
 - 6.1.5. Process Models to Generate Educational Innovation
 - 6.1.6. The Importance of a Strategic Approach to Incorporate Educational Innovations
 - 6.1.7. Challenges of Educational Innovation: the Need for a Paradigm Shift and the Role of Research for Educational Improvement
- 6.2. Teaching Innovation: Perspectives, Challenges and Professional Learning
 - 6.2.1. Areas of Innovation in the Educational Context
 - 6.2.2. The Case of Learning Communities
 - 6.2.3. The Obstacles and Challenges of Innovation in the Educational Context
 - 6.2.4. How Do Teachers Learn? From Transmitting Teachers to Inquiring and Creative Teachers
 - 6.2.5. Factors to Promote Learning and Professional Development
 - 6.2.6. From Collective Learning to the Professional Development of the Teaching Staff
 - 6.2.7. Spaces for Meeting and Professional Learning: Congresses, Innovation Conferences, Professional Networks, Communities of Practice and MOOC
- 6.3. The Design of a Good Practice of Teaching Innovation
 - 6.3.1. From Professional Learning to Good Teaching Practices
 - 6.3.2. Good Practices and the Necessary Conceptual Change
 - 6.3.3. Aspects to be Taken into Account in the Design of Good Teaching Practice
 - 6.3.4. One More Step: Designing and Self-Evaluating Innovative Projects and Practices

- 6.4. Innovative Learning-Centered Designs to Promote Learner Ownership: Innovative Strategies and Practices
 - 6.4.1. The Learner is the Protagonist of its Learning
 - 6.4.2. Rationale for Selecting Learning-Centered Teaching Strategies: Situated Cognition
 - 6.4.3. Rationale for Selecting Learning-Centered Teaching Strategies: The Learning Approach
 - 6.4.4. Generalization and Transfer of Learning: Keys to Promote Learner Protagonism
 - 6.4.5. Teaching Strategies to Encourage Students' Engagement with their Learning
 - 6.4.6. Design of Innovative Practices Focused on Learning: Service-Learning
- 6.5. Innovative Use of Didactic Resources and Means
 - 6.5.1. Paradigm Shift: From Solid Knowledge to Liquid Information
 - 6.5.2. Metaphors on Web 2.0 and their Educational Implications
 - 6.5.3. New Literacies: Educational Visions and Consequences
 - 6.5.4. Digital Literacy and the Development of Skills
 - 6.5.5. The Meaning and Practices of Digital Literacy in Schools
 - 6.5.6. Literacy and Citizenship: More than ICT Integration
 - 6.5.7. Good Practices in the Innovative Use of Technological Resources
- 6.6. Learning-Oriented Evaluation: Orientation and Design of Good Practices
 - 6.6.1. Evaluation as a Learning Opportunity
 - 6.6.2. Characteristics of Innovative Evaluation
 - 6.6.3. The Dimensions of Evaluation: the Ethical and the Technical-Methodological Question
 - 6.6.4. Innovative Evaluation: How to Plan the Evaluation to Orient it to Learning
 - 6.6.5. Quality Criteria for Developing a Learning-Oriented Evaluation Process
 - 6.6.6. How to Foster Improvement and Learning from Evaluation Results
- 6.7. Teacher Self-Assessment and Learning Improvement: The Challenge of Educational Innovation
 - 6.7.1. Educational Improvement Makes it Essential to Self-Evaluate the Teaching Task
 - 6.7.2. The Self-Evaluation of Teaching Practice as a Process of Reflection and Formative Accompaniment
 - 6.7.3. Areas of Self-Evaluation of the Teaching Task
 - 6.7.4. Self-Evaluation of Schools for the Improvement of their Educational Processes from an Inclusive Perspective
- 6.8. New Technologies and Educational Research: Tools for Educational Improvement
 - 6.8.1. Educational Research has its Own Character
 - 6.8.2. The Research Process and the Educational Researcher's Viewpoint
 - 6.8.3. Educational Research in the Current Context

- 6.8.4. Technological Tools for the Development of Educational Research
 - 6.8.4.1. Searching and Updating Information on the Internet
 - 6.8.4.2. Organizing Information
 - 6.8.4.3. Collection of Information in the Field Work
 - 6.8.4.4. Analysis of the Information: Quantitative and Qualitative
 - 6.8.4.5. Report Writing and Publication of Information
- 6.9. From Educational Research to Classroom Research: Improving the Teaching-Learning Process
 - 6.9.1. Educational Research Functions
 - 6.9.2. From Educational Research to Research in the Classroom
 - 6.9.3. Classroom Research and Teachers' Professional Development
 - 6.9.4. Ethical Considerations for the Development of Educational Research
- 6.10. Educational Challenges for the Research and Improvement of Teaching Practice of the Specialty
 - 6.10.1. Educational Challenges for the 21st Century
 - 6.10.2. Research, Innovation and Best Practices in the Specialty
 - 6.10.3. Deontological Framework for Teaching Practice

Module 7. Educational Processes and Contexts

- 7.1. Introduction
 - 7.1.2. The White Paper
 - 7.1.2.1. What is a White Paper?
 - 7.1.2.2. The White Paper BORRAR
 - 7.1.3.1. Preamble
 - 7.1.3.2. Purposes
 - 7.1.4.1. Preschool Education
 - 7.1.4.2. Basic General Education
 - 7.1.4.3. Baccalaureate (High School)
 - 7.1.4.4. University Education
 - 7.1.4.5. Professional training
 - 7.1.5. The General Education Law of 1970: Schools and Teachers
 - 7.1.5.1. Educational Centers
 - 7.1.5.2. Professors
- 7.2. Introduction
 - 7.2.1.1. Early Childhood Education
 - 7.2.2.2. Primary Education

- 7.2.3.3. Secondary Education
 - 7.2.4.4. Baccalaureate (High School)
 - 7.2.5.5. Professional training
 - 7.2.6.6. Special Education
- 7.3. The Organic Law on Education (LOE)
 - 7.3.1. Introduction
 - 7.3.2. Organic Law on Education (LOE): Principles BORRAR
 - 7.3.3. Organic Law on Education (LOE): Teaching BORRAR
 - 7.3.3.1. Early Childhood Education
 - 7.3.3.2. Primary Education
 - 7.3.3.3. Secondary Education BORRAR
 - 7.3.3.4. Baccalaureate (High School)
 - 7.3.3.5. Professional training
- 7.4. Basic Vocational Training
- 7.5. The Organization of the Institutions
 - 7.5.1. Concept of School
 - 7.5.2. Components of the School Center
 - 7.5.3. Characteristics of Educational Centers
 - 7.5.3.1. Autonomy of the Centers
 - 7.5.3.2. Functions of The School
- 7.6. Management and Leadership Applied to the Educational Institution: Management Team
 - 7.6.1. Management of the Educational Institution
 - 7.6.1.1. Conceptions of the Term Management
 - 7.6.2. Leadership.
 - 7.6.2.1. Concept of Leader
 - 7.6.2.2. Gestation of the Leader
 - 7.6.2.3. The Authentic Leader
 - 7.6.3. Leadership in Today's Organizations
 - 7.6.3.1. Importance of Authentic Leadership
 - 7.6.3.2. The Need for Authentic Leadership in Education
 - 7.6.3.3. Types of Leadership
 - 7.6.4. Leadership in the Management of Educational Institutions and Initiatives
 - 7.6.4.1. Leadership of the Management Team
 - 7.6.4.2. Pedagogical Leadership of the Director
 - 7.6.4.3. Leadership of the Head of Studies

- 7.7. Management and Leadership Applied to the Educational Institution: Teaching Team
 - 7.7.1. Teaching Team: Functions and Rights of the Teaching Staff
 - 7.7.2. Teachers Organization
 - 7.7.2.1. Teamwork
 - 7.7.2.1.1. Working Groups
 - 7.7.2.2. The Teacher as Tutor
 - 7.7.2.2.1. The Profile of the Tutor
 - 7.7.2.2.2. Duties of the Tutor
 - 7.7.2.3. The Teacher-Coach
 - 7.7.2.3.1. Conceptualization and Characteristics
 - 7.7.2.3.2. The Coach
 - 7.7.2.4. Networking
 - 7.7.3. Leadership of the Teaching Staff
 - 7.7.3.1. The Leadership of the Tutor
 - 7.7.3.2. Teacher Leadership
- 7.8. The Guidelines of a School Center
 - 7.8.1. School-Based Education Project
 - 7.8.1.1. The Content of School-Based Education Project
 - 7.8.1.2. Development of School-Based Education Project
 - 7.8.1.3. Implementation of School-Based Education Project
 - 7.8.1.4. Evaluation of School-Based Education Project
 - 7.8.2. Internal Rules
 - 7.8.2.1. The Content of the Pec, a Discretionary Matter
 - 7.8.3. Specific Plans
 - 7.8.3.1. Purpose, Typology and Content
 - 7.8.3.2. Another Way of Expressing the School-Based Education Project
 - 7.8.4. Annual Report
 - 7.8.4.1. Guidelines for the Preparation of an Educational Center's Annual Report
 - 7.8.5. Autonomy as a Requirement

- 7.9. The Organizational Structure of a Center and Communication Instruments
 - 7.9.1. Collegiate Bodies
 - 7.9.1.1. The School Council
 - 7.9.1.1.1. Composition
 - 7.9.1.1.2. Election and Renewal of the School Board
 - 7.9.1.1.3. Skills
 - 7.9.1.2. The Teaching Staff
 - 7.9.2. Educational Coordination Bodies
 - 7.9.2.1. Teaching Departments
 - 7.9.2.2. Guidance Department in Compulsory Secondary Education
 - 7.9.2.3. Complementary and Extracurricular Activities Department
 - 7.9.2.4. Pedagogical Coordination Commission
- 7.10. Curriculum Management
 - 7.10.1. The School Space: the Organization of the Classroom
 - 7.10.2. Assessment of the Spatial Design of the Classroom
 - 7.10.2.1. Systematic Observation of Users in the Course of Using the Space
 - 7.10.2.2. Self-Application and Evaluation
 - 7.10.3. The School Space as a Dynamic Creation of the Teacher
 - 7.10.4. School Time
 - 7.10.5. Student Organization
 - 7.10.5.1. Vertical Organization of the Student Body
 - 7.10.5.1.1. Graduate School
 - 7.10.5.1.2. The Ungraded School
 - 7.10.5.1.3. The Multigrade School
 - 7.10.5.2. Horizontal Organization of the Student Body
 - 7.10.5.2.1. The Autonomous Class
 - 7.10.5.2.2. Departmentalization
 - 7.10.5.2.3. Team Teaching by Teachers

- 7.11. Change and Innovation in the School
 - 7.11.1. Improvement in Education
 - 7.11.1.1. From Change as a Necessity to Change as an Opportunity
 - 7.11.1.2. Global Changes vs. Partial Changes
 - 7.11.1.3. Organizational Changes vs. Social Changes
 - 7.11.1.4. Towards Successful Change
 - 7.11.2. Institutional Innovation
 - 7.11.3. The Creation and Management of Collective Knowledge
 - 7.11.3.1. Departments and Educational Teams as Structures for Innovation
 - 7.11.3.2. Strategies for Intervention in Collaborative Contexts
 - 7.11.4. Teachers and Managers as Agents of Change
- 7.12. Change and Innovation in the School Center: Spatial Context and Didactic Project
 - 7.12.1. The Planning Process for the Improvement of the Spatial Context of Learning
 - 7.12.2. The Imperatives for Change and the School in its Environment
 - 7.12.3. The Traditional Model
 - 7.12.4. Spatial Context and Didactic Project
 - 7.12.5. Infrastructure of the New Learning Contexts
 - 7.12.6. Strategies for the Improvement of the Quality of Life in the School Center
 - 7.12.6.1. Search for Correspondence between the Designs of the Building and the Furniture
 - 7.12.6.2. Development of a New Conception of the Workplace of the Student
 - 7.12.6.3. Redistribution of the Work Areas by Means of the Furniture
 - 7.12.6.4. The Participation of Students in the Appropriation of Space
 - 7.12.6.5. The Urban Planning Dimension

Module 8. Inclusive Education and Attention to Diversity

- 8.1. Concept of Inclusive Education and its Key Elements
 - 8.1.1. Conceptual Approach
 - 8.1.2. Difference Between Integration and Inclusion
 - 8.1.2.1. Integration Concept
 - 8.1.2.2. Inclusion Concept
 - 8.1.2.3. Difference Between Integration and Inclusion
 - 8.1.3. Key Elements of Educational Inclusion
 - 8.1.3.1. Key Strategic Aspects

- 8.1.4. The Inclusive School and the Education System
 - 8.1.4.1. The Challenges of the Education System
- 8.2. Inclusive Education and Attention to Diversity
 - 8.2.1. Concept of Attention to Diversity
 - 8.2.1.1. Types of Diversity
 - 8.2.2. Diversity and Educational Inclusion Measures
 - 8.2.2.1. Methodological guidelines
- 8.3. Multilevel Teaching and Cooperative Learning
 - 8.3.1. Key Concepts
 - 8.3.1.1. Multilevel Teaching
 - 8.3.1.2. Cooperative Learning
 - 8.3.2. Cooperative Teams
 - 8.3.2.1. Conceptualization of Cooperative Teams
 - 8.3.2.2. Functions and Principles
 - 8.3.2.3. Essential Elements and Advantages
 - 8.3.3. Benefits of Multilevel Teaching and Cooperative Learning
 - 8.3.3.1. Benefits of Multilevel Teaching
 - 8.3.3.2. Benefits of Cooperative Learning
 - 8.3.4. Barriers to the Implementation of Inclusive Schools
 - 8.3.4.1. Political Barriers
 - 8.3.4.2. Cultural Barriers
 - 8.3.4.3. Didactic Barriers
 - 8.3.4.4. Strategies to Overcome Barriers
- 8.4. Social Inclusion
 - 8.4.1. Inclusion and Social Integration
 - 8.4.1.1. Definition of Integration and Elements
 - 8.4.1.2. Concept of Social Inclusion
 - 8.4.1.3. Inclusion vs. Integration.
 - 8.4.2. Inclusion in Education
 - 8.4.2.1. Social Inclusion at School
- 8.5. Inclusive School Assessment
 - 8.5.1. Assessment Parameters
- 8.6. ICT and UDL in Inclusive Schools
 - 8.6.1. Traditional Teaching Methods

- 8.6.2. ICT
 - 8.6.2.1. Concept and Definition of ICT
 - 8.6.2.2. Characteristics of ICT
 - 8.6.2.3. Telematics Applications and Resources
 - 8.6.2.4. ICT in the Inclusive School
- 8.6.3. Universal Learning Design
 - 8.6.3.1. What is DUA?
 - 8.6.3.2. UDL Principles
 - 8.6.3.3. The Application of the UDL to the Curriculum
 - 8.6.3.4. Digital Resources and UDL
- 8.6.4. Digital Media to Individualize Classroom Learning

Module 9. Creativity and Emotional Education in the Classroom

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

Module 10. Neuroeducation

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

Module 11. Communication in the Classroom

- 11.1. Learning to Teach
 - 11.1.1. Communication Processes
 - 11.1.2. Teaching Transmission Processes
- 11.2. Oral Communication
 - 11.2.1. Voice in the Classroom
 - 11.2.2. Voice Care in the Classroom
- 11.3. Communication Support Systems
 - 11.3.1. The Use of the Blackboard
 - 11.3.2. The Use of Projectors
- 11.4. The Use of Images in Teaching
 - 11.4.1. Images and Licenses for Use
 - 11.4.2. Author Images
- 11.5. The Use of Video in Teaching
 - 11.5.1. Video as a Support Material
 - 11.5.2. Teaching through Videos
- 11.6. Written Communication
 - 11.6.1. The Reports and Written Assignments
 - 11.6.2. Blogs and Forums





- 11.7. Communication Difficulties
 - 11.7.1. Teaching Difficulties
 - 11.7.2. Classroom Difficulties
- 11.8. Collaborative Processes vs. Competition.
 - 11.8.1. Advantages and Disadvantages of Collaborative Learning
 - 11.8.2. Advantages and Disadvantages of Competency-Based Learning
- 11.9. Development of Support Materials
 - 11.9.1. Classroom Supplies
 - 11.9.2. Consultation Material
- 11.10. Development of Network Teaching
 - 11.10.1. Teaching Resources on the Internet
 - 11.10.2. Wikis and Reference Material on the Internet

06

Methodology

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

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





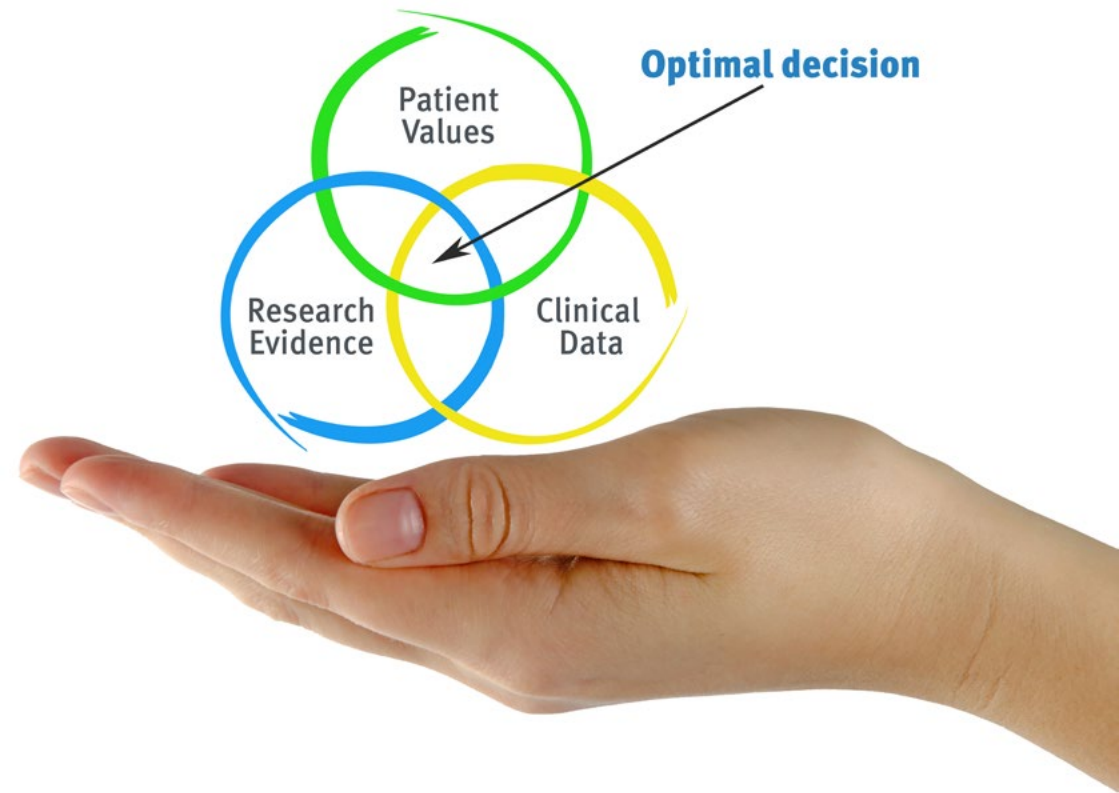
“

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

At TECH Education School we use the Case Method

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

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



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

“

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

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

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



Relearning Methodology

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

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

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



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

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

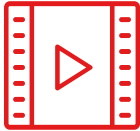
*Relearning will allow you to learn with less effort
and better performance, involving you more in
your specialization, developing a critical mindset,
defending arguments, and contrasting opinions:
a direct equation to success.*

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

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



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



Study Material

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

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



Educational Techniques and Procedures on Video

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



Interactive Summaries

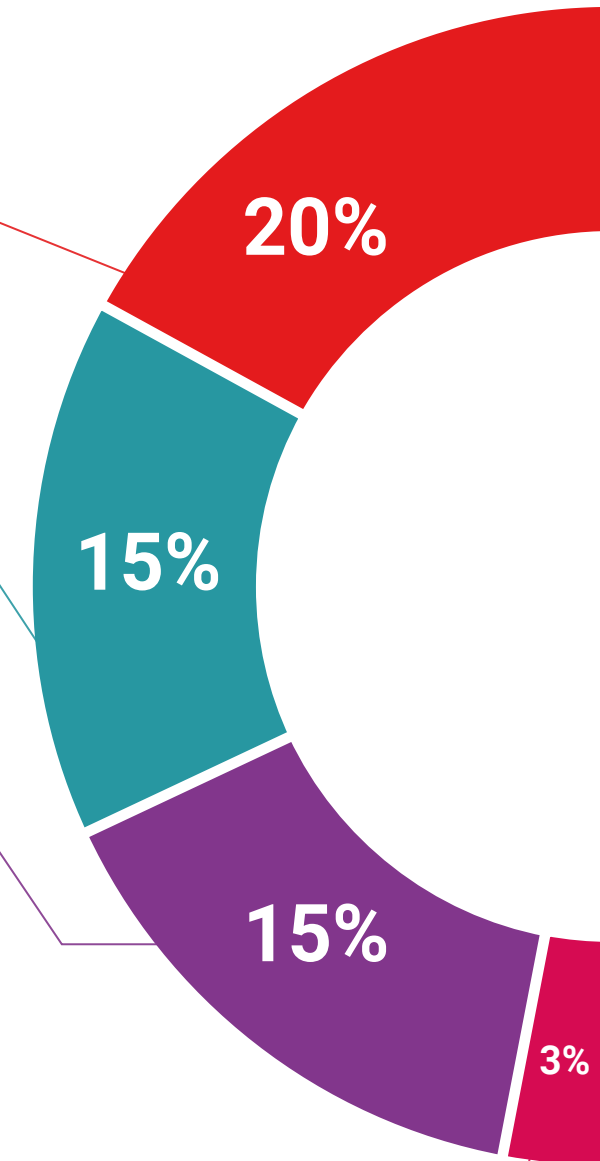
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

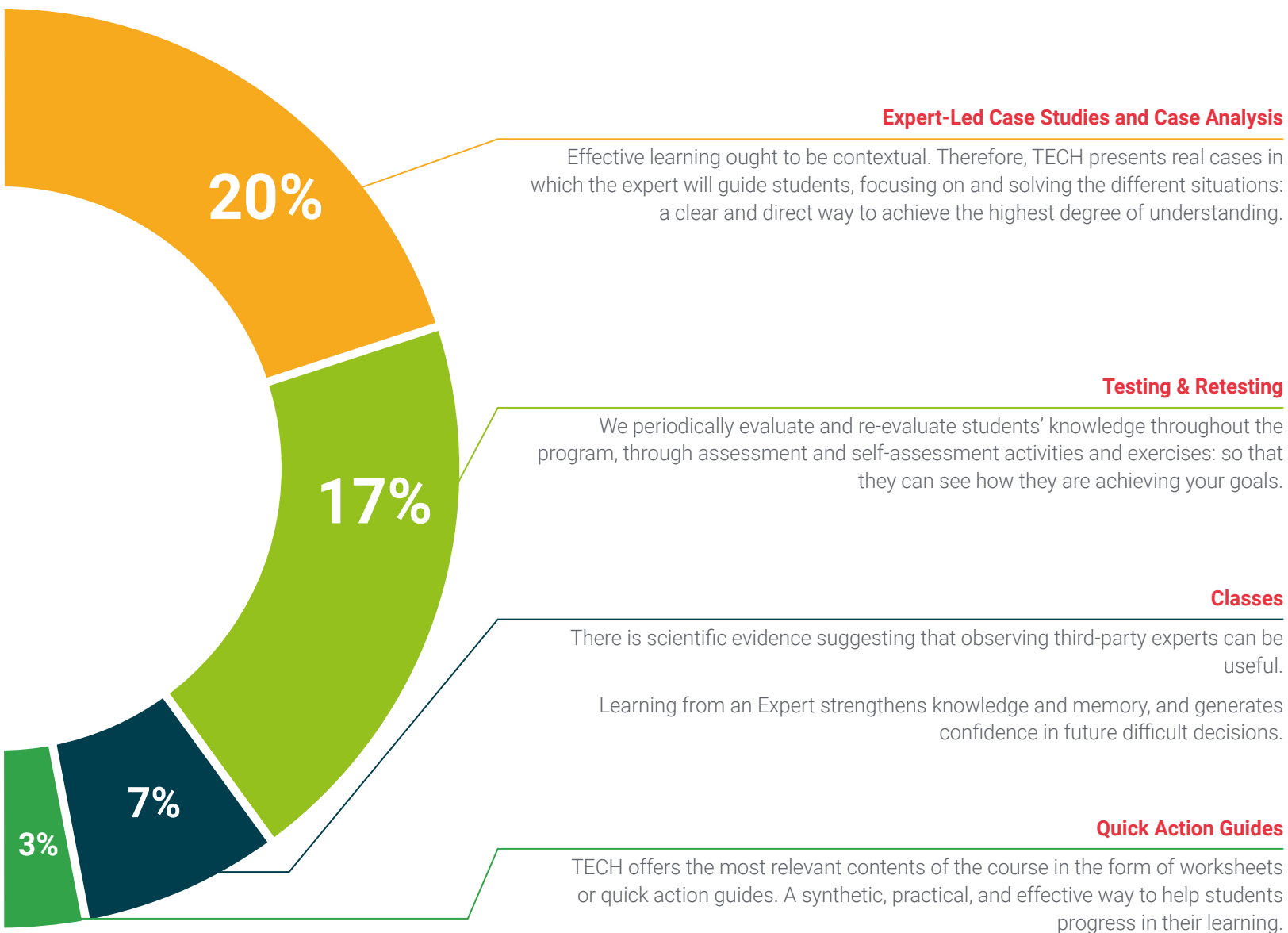
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



Additional Reading

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





07

Certificate

This Professional Master's Degree in Physics and Chemistry Teacher Training in High School Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree issued by TECH Technological University.



“

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

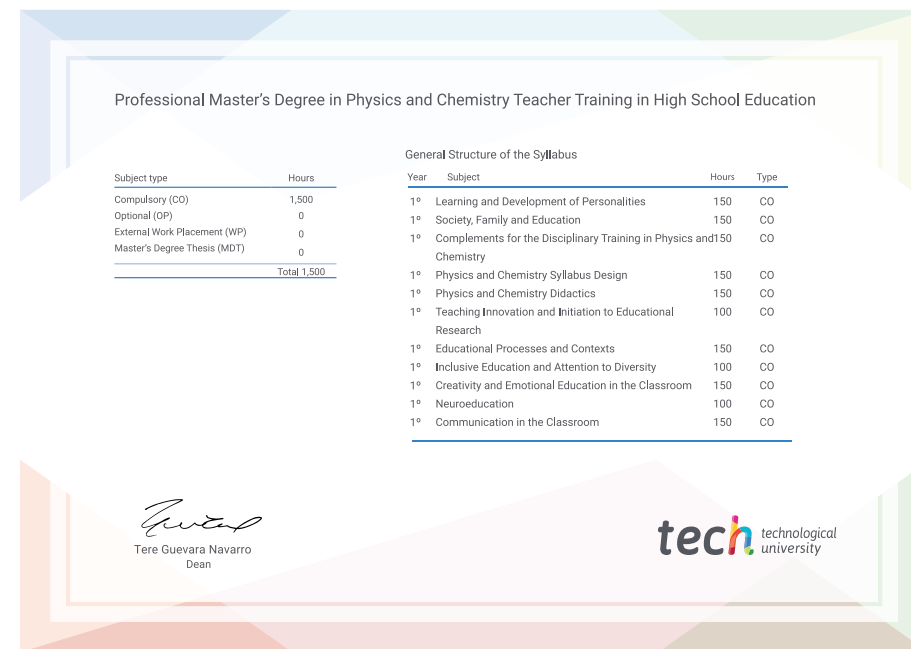
This **Professional Master's Degree in Physics and Chemistry Teacher Training in High School Education** contains the most complete and up-to-date program on the market.

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

The certificate issued by **TECH Technological University** will 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 Physics and Chemistry Teacher Training in High School Education**

Official No. of Hours: **1,500 h.**





Professional Master's Degree

Physics and Chemistry
Teacher Training in High
School Education

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

Professional Master's Degree Physics and Chemistry Teacher Training in High School Education

