Postgraduate Diploma

Educational Research and Innovation

tech global university

tech global university

Postgraduate Diploma

Educational Research and Innovation

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Credits: **18 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-education-research-innovation

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01

Introduction

Education is a field that is particularly susceptible to technological advances. Today, it is perfectly possible to study a degree without ever touching a book, an unthinkable proposition not so long ago. Similarly, there are many other examples that demonstrate the speed at which certain innovations are implemented. Therefore, psychologists, psychopedagogues and other education professionals must be aware of the latest advances, as they will directly affect their daily work. In this sense, this academic program compiles the most recent research in education, as well as the technological innovations derived from it. The program approach will take a psychopedagogical lense to facilitate implementing these advances in the workplace. All the content will be available 100% online with no fixed schedule, so students can balance their studies with the rest of their life.

Enroll and start gaining new counseling competences in the use of information technologies"

When we talk about research and innovation, we tend to think of inventions or physical tools. However, this field of development also includes the creation of techniques and strategies that are especially useful in education. Therefore, this Postgraduate Diploma will address both to provide a well-rounded education.

The program will delve into the most recent research and innovations in education with the intention of providing knowledge of the most useful technologies, but also to define the most efficient learning techniques. All this, with the ultimate goal that graduates keep abreast of developments in the field and can continue to offer quality education.

The program is taught 100% online with no fixed schedules, and the syllabus will be available from the start of the program. This will allow students to take on the course load wherever, whenever and however they wish. All they need is a device with an Internet connection.

This **Postgraduate Diploma in Educational Research and Innovation** contains the most complete and up-to-date educational program on the market. The most important features include:

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

Throughout the program you will work with the most innovative measurement and evaluation techniques and tools to continue perfecting your professional practice in education”

At TECH you will learn the most useful ways to implement information technologies into your educational environment"

TECH professors will teach you to work with traditional quantitative and qualitative research methodologies, but using the latest techniques.

The Internet offers infinite possibilities in education. Enroll and work on practical cases to fully master them.

The program's teaching staff includes professionals from the sector who contribute their work 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 specialization 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. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

02

Objectives

TECH graduates will become familiar with the most recent research and innovations in education. They will also obtain the most useful tools to implement these innovations in their educational environment. First-level content that responds to the needs of the information and knowledge society so professionals can provide high-quality education in their respective centers.

Enroll at TECH and discover which technological and educational innovations are best suited to your environment"

General Objectives

- Acquire new competencies and skills in psychopedagogy
- Update on knowledge of school psychopedagogy
- Develop the capacity to face new situations at school
- Encourage interest in continuing professional education and training
- Know the different intervention options
- Learn new ways of dealing with special educational needs
- Create an efficient framework for evaluation, diagnosis, and guidance
- Conduct research and innovate to respond to current demands

The role played by school counselors is changing. With this Postgraduate Diploma you will be able to identify how and expand your knowledge in this area"

Specific Objectives

Module 1. Evaluation, Diagnosis, and Psychopedagogical Guidance

- Maintain a holistic view of human development and provide the key factors to reflect on this area of knowledge
- Describe the characteristics and contributions of the different theoretical models in developmental psychology
- Become familiar with the main theories on human development Become familiar with the most relevant theoretical positions that explain changes from birth to adolescence
- Explain each developmental stage and the transition periods between them

Module 2. Measurement, Research, and Educational Innovation

- Investigate and innovate in Counseling Techniques to respond to the new Demands of Society
- Recognize Quantitative and Qualitative Research Designs in Research Planning
- Apply Measurement and Evaluation Techniques and Instruments, as well as Tools for Information Analysis in Psychopedagogical Processes

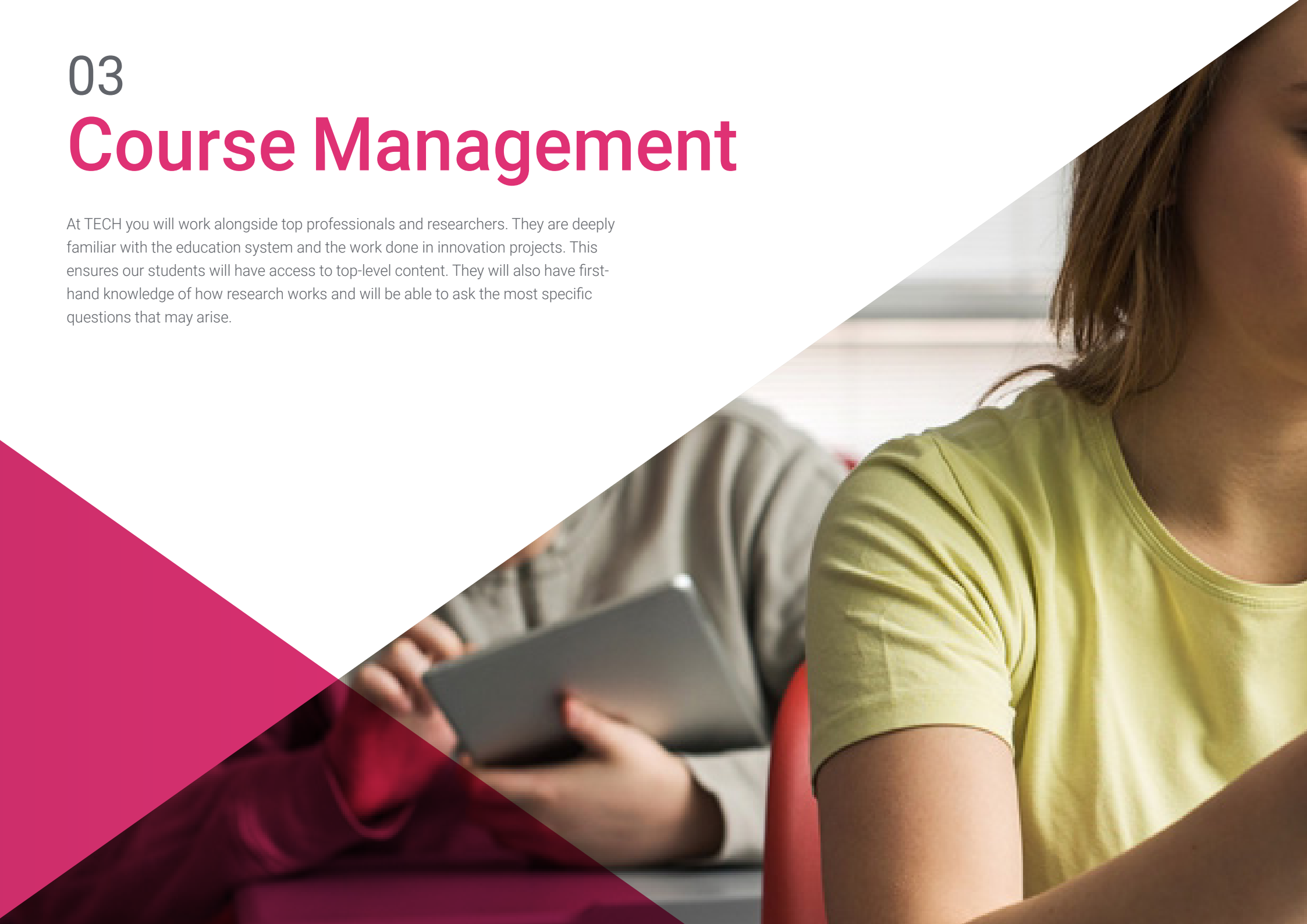
Module 3. Curricular Materials and Educational Technology

- Understand the features of guidance in the information society
- Learn about the new role played by 2.0 counselors
- Study the possibilities offered by the Internet as an educational support tool
- Understand the potential of ICT in education and attention to diversity

03

Course Management

At TECH you will work alongside top professionals and researchers. They are deeply familiar with the education system and the work done in innovation projects. This ensures our students will have access to top-level content. They will also have first-hand knowledge of how research works and will be able to ask the most specific questions that may arise.



Discover the importance of implementing new educational strategies to enhance the effectiveness of your lessons"

Management

Mr. Afonso Suárez, Álvaro

- Support Teacher for students with special educational needs
- Technician in Social and Health Care for Dependent People in Social Institutions
- Social Integration Technician: Design, Development, and Evaluation of Social Integration Interventions for people with Severe Mental Illnesses
- Degree in Psychopedagogy, University of La Laguna

04

Structure and Content

The syllabus for this Postgraduate Diploma in Educational Research and Innovation is especially transversal, as it is aimed at professionals from different fields, mainly psychologists, educational psychologists, teachers and researchers. Their common link is the education system. Thus, future graduates will have completed a first-level course by means of a novel and proven learning methodology. This will allow them to take their professional functions in their respective areas to the next level.

TECH offers you an extensive and updated program that will allow you to significantly raise the level of your work”

Module 1. Psychopedagogical Assessment,Diagnosis, and Counseling

1.1. Counseling and Psychopedagogical Intervention: Concept, Disciplinary Area, Object of Study, and Trajectory
- 1.1.1. Concept and Functions of Educational Diagnosis. Qualities of the Diagnostician
  - 1.1.1.1. Concept of Educational Diagnosis
  - 1.1.1.2. Functions of Educational Diagnosis
  - 1.1.1.3. Qualities of the Diagnostician
- 1.1.2. Dimensions, Scopes, and Areas of Action
  - 1.1.2.1. Dimensions in Psychopedagogical Intervention
  - 1.1.2.2. Spheres and Areas of Intervention

1.2. Psychopedagogical Assessment: Function and Nature
- 1.2.1. Concept, Purpose, and Context
  - 1.2.1.1. Concept of Psychopedagogical Assessment
  - 1.2.1.2. Purpose of the Psychopedagogical Assessment
  - 1.2.1.3. Context of the Assessment
- 1.2.2. Psychopedagogical Assessment Procedure. Assessment in the School and Family Context
  - 1.2.2.1. Psychopedagogical Assessment Procedure
  - 1.2.2.2. Assessment in the School Context
  - 1.2.2.3. Assessment in the Family Context

1.3. Psychopedagogical Diagnosis: Concept, Possibilities and Delimitation within the Framework of Psychopedagogical Action
- 1.3.1. The Diagnostic Process and Stages
  - 1.3.1.1. Diagnostic Processes
  - 1.3.1.2. Stages of Diagnosis

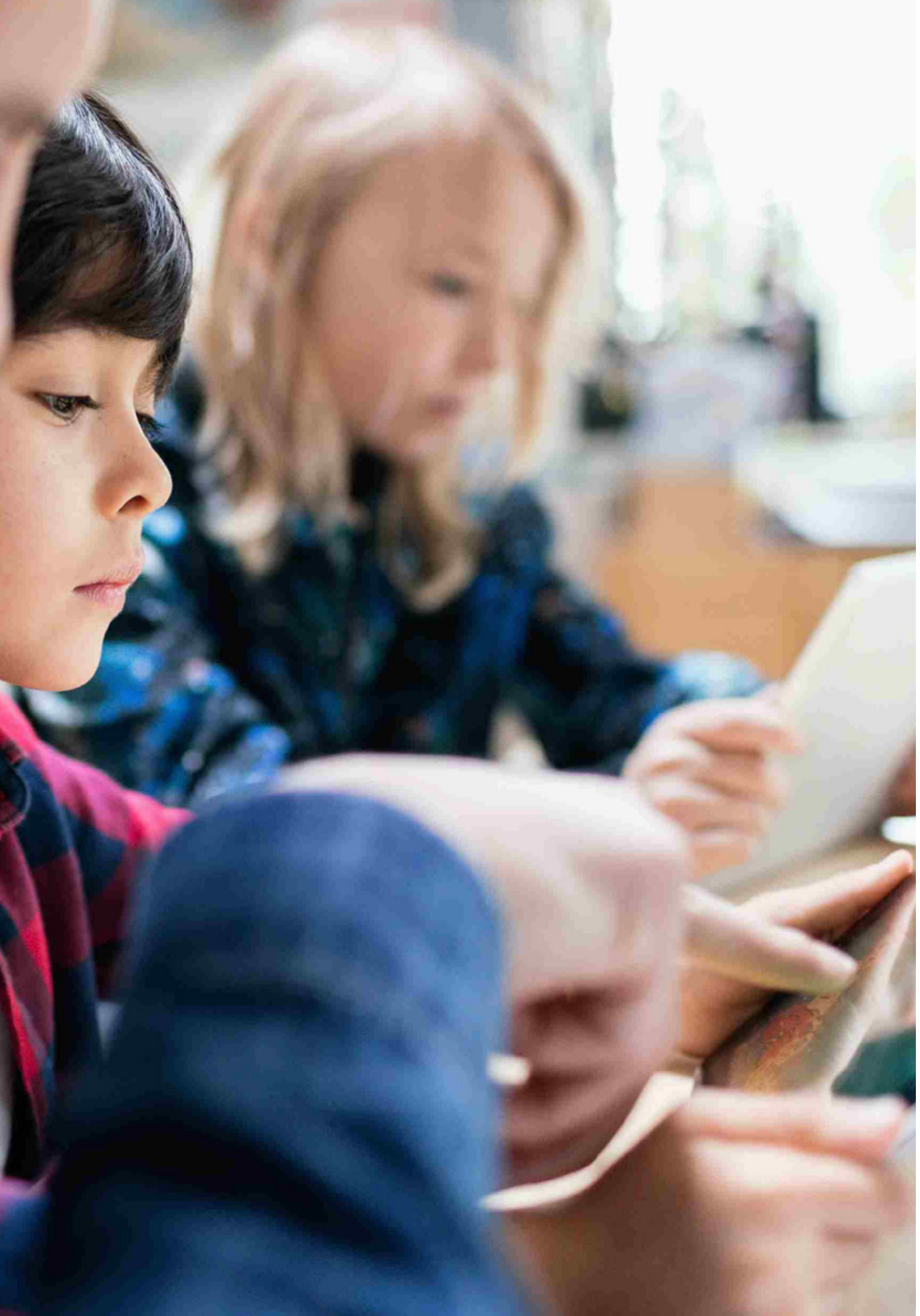
1.4. Psychopedagogical Assessment Process according to Different Spheres of Action
- 1.4.1. Assessment as a Process
- 1.4.2. Spheres of Action and Areas of Intervention and Assessment in the School and Family Context
  - 1.4.2.1. Scope and Domains of Action
  - 1.4.2.2. Assessment Process at School
  - 1.4.2.3. Assessment Process in Family Settings

1.5. Design and Phases in the Psychopedagogical Assessment
- 1.5.1. Psychopedagogical Assessment Procedure and Phases
  - 1.5.1.1. Psychopedagogical Assessment Procedure
  - 1.5.1.2. Psychopedagogical Assessment Phases

1.6. Psychopedagogical Assessment Techniques and Tools
- 1.6.1. Techniques and Instruments of Qualitative and Quantitative Assessment
  - 1.6.1.1. Qualitative Assessment Techniques and Instruments
  - 1.6.1.2. Quantitative Assessment Techniques and Instruments

1.7. Psychopedagogical Assessment at School
- 1.7.1. Assessment in Classroom, School and Family Settings
  - 1.7.1.1. Assessment in the Classroom Context
  - 1.7.1.2. Assessment in the Center Context
  - 1.7.1.3. Assessment in the Family Context

1.8. Returning Information and Follow-up
- 1.8.1. Return of Information and Follow-up
  - 1.8.1.1. Return
  - 1.8.1.2. Monitoring



1.9. Psychopedagogical Guidance Models
- 1.9.1. Clinical Model, Consultation Model, and Program Model
  - 1.9.1.1. Clinical Model
  - 1.9.1.2. Consultation Model
  - 1.9.1.3. Program Model

1.10. School Guidance: Tutorial and Family Guidance
- 1.10.1. School Guidance and the Tutorial Function. Tutorial Action Plan
  - 1.10.1.1. School Guidance
  - 1.10.1.2. Tutorial Role
  - 1.10.1.3. Tutorial Action Plan

1.11. Vocational, Professional and Career Guidance
- 1.11.1. Guidance and Vocational/Professional/Career Maturity. Approaches and Interests
  - 1.11.1.1. Vocational Orientation and Maturity
  - 1.11.1.2. Professional Guidance and Maturity
  - 1.11.1.3. Career Guidance and Maturity
  - 1.11.1.4. Approaches and Interests

1.12. Guidance in Health-Social Contexts and Situations of Vulnerability or Social Exclusion
- 1.12.1. Definition, Purpose, and Health-Social Contexts and Situations of Vulnerability or Social Exclusion. Counseling Guidelines
  - 1.12.1.1. Concept and Guidance Contexts in Social and Health Care and Social Vulnerability or Exclusion
  - 1.12.1.2. Purpose of Guidance in Social and Health Care and Social Vulnerability or Exclusion

Module 2. Educational Measurement, Research and Innovation

2.1. Introduction to Educational Research and Innovation
- 2.1.1. Relationship between Innovation and Research. The Need for Research and Innovation in Education
  - 2.1.1.1. Innovation Concept
  - 2.1.1.2. Research Concept
  - 2.1.1.3. Relationship between Innovation and Research
  - 2.1.1.4. The Need for Research and Innovation in Education

2.2. Research Planning I
- 2.2.1. Modalities of Educational Research and Innovation
  - 2.2.1.1. Quantitative Approach
  - 2.2.1.2. Qualitative Approach
- 2.2.2. Stages of the Research and Innovation Process

2.3. Research Planning II
- 2.3.1. Planning and Development of the Research or Field Work Dissemination of Results
  - 2.3.1.1. Planning of the Research or Field Work
  - 2.3.1.2. Development of the Research or Field Work
  - 2.3.1.3. Dissemination of Results

2.4. Selecting a Topic and Drafting a Paper
- 2.4.1. Selection of the Topic of Study and Elaboration of the Theoretical Framework. Project and Final Report
  - 2.4.1.1. Selection of the Topic of Study
  - 2.4.1.2. Elaboration of the Theoretical Framework
  - 2.4.1.3. Project and Final Report

2.5. Quantitative Designs I
- 2.5.1. Experimental Designs, Intergroup Designs, and Intragroup Designs
  - 2.5.1.1. Experimental Designs
  - 2.5.1.2. Intergroup Designs
  - 2.5.1.3. Intragroup Designs

2.6. Quantitative Designs II
- 2.6.1. Quasi-Experimental, Descriptive, and Correlational Designs
  - 2.6.1.1. Quasi-Experimental Designs
  - 2.6.1.2. Descriptive Designs
  - 2.6.1.3. Correlational Designs

2.7. Qualitative Designs
- 2.7.1. Conceptualization and Modalities of Qualitative Research
  - 2.7.1.1. Conceptualization of Qualitative Research
  - 2.7.1.2. Ethnographic Research
  - 2.7.1.3. The Case Study
  - 2.7.1.4. Biographical-Narrative Research
  - 2.7.1.5. Grounded Theory
  - 2.7.1.6. Action Research

2.8. Innovative Methodologies
- 2.8.1. Educational Innovation for School Improvement. Innovation and ICT
  - 2.8.1.1. Educational Innovation for School Improvement
  - 2.8.1.2. Innovation and ICT

2.9. Measurement and Assessment: Techniques, Tools and Information Gathering I
- 2.9.1. The Collection of Information: Measurement and Assessment. Data Collection Techniques and Instruments
  - 2.9.1.1. Data Collection: Measurement and Assessment
  - 2.9.1.2. Data Collection Techniques and Instruments

2.10. Measurement and Evaluation: Techniques, Tools and Information Gathering II
- 2.10.1. Research Instruments: Tests
- 2.10.2. Reliability and Validity: Technical Requirements of Assessment Instruments in Education
  - 2.10.2.1. Reliability
  - 2.10.2.2. Validity

2.11. Quantitative Information Analysis
- 2.11.1. Statistical Analysis. Research Variables and Hypotheses
  - 2.11.1.1. Statistical Analysis
  - 2.11.1.2. Variables
  - 2.11.1.3. Hypotheses
  - 2.11.1.4. Descriptive Statistics
  - 2.11.1.5. Inferential Statistics

2.12. Qualitative Information Analysis
- 2.12.1. Qualitative Data Analysis. Criteria of Scientific Rigor
  - 2.12.1.1. General Process of Qualitative Analysis
  - 2.12.1.2. Criteria of Scientific Rigor
- 2.12.2. Categorization and Coding of Data
  - 2.12.2.1. Data Categorization
  - 2.12.2.2. Data Coding

Module 3. Curricular Materials and Educational Technology

3.1. Educational Guidance in the Information Society
- 3.1.1. Educational Guidance and New Competences of the Guidance Counselor in the Framework of Information Technologies
  - 3.1.1.1. New Concept of Educational Guidance in the Framework of the Information Society
  - 3.1.1.2. New Competencies of the Guidance Counselor

3.2. Materials and Media as Teaching and Learning Support
- 3.2.1. Curricular Materials, Methodological Principles for its Use and Assessment
  - 3.2.1.1. Curricular Materials for the Improvement of the Teaching-Learning Process
  - 3.2.1.2. Characteristics and Types of Curricular Materials
  - 3.2.1.3. Use and Assessment of Different Types of Curricular Materials
  - 3.2.1.4. Educational Technology

3.3. Curricular Materials for New Teaching and Learning Methodologies and Education Innovation (I)
- 3.3.1. Student-centered Learning, from Planned Curriculum to Curriculum in Action
  - 3.3.1.1. New Learner-centered Educational Paradigm
  - 3.3.1.2. Planned Curriculum and Curriculum in Action
- 3.3.2. The Concept of Educational Innovation and New Educational Methodologies
  - 3.3.2.1. Educational Innovation
  - 3.3.2.2. Cooperative Learning

3.4. Curricular Materials for New Teaching and Learning Methodologies and Education Innovation (II)
- 3.4.1. Problem-Based Learning, Thinking Culture, Project-Oriented Learning, Gamification, and the Flipped Classroom
  - 3.4.1.1. Problem-Based Learning
  - 3.4.1.2. Thinking Culture
  - 3.4.1.3. Project-oriented Learning
  - 3.4.1.4. Gamification
  - 3.4.1.5. *Flipped Classroom*

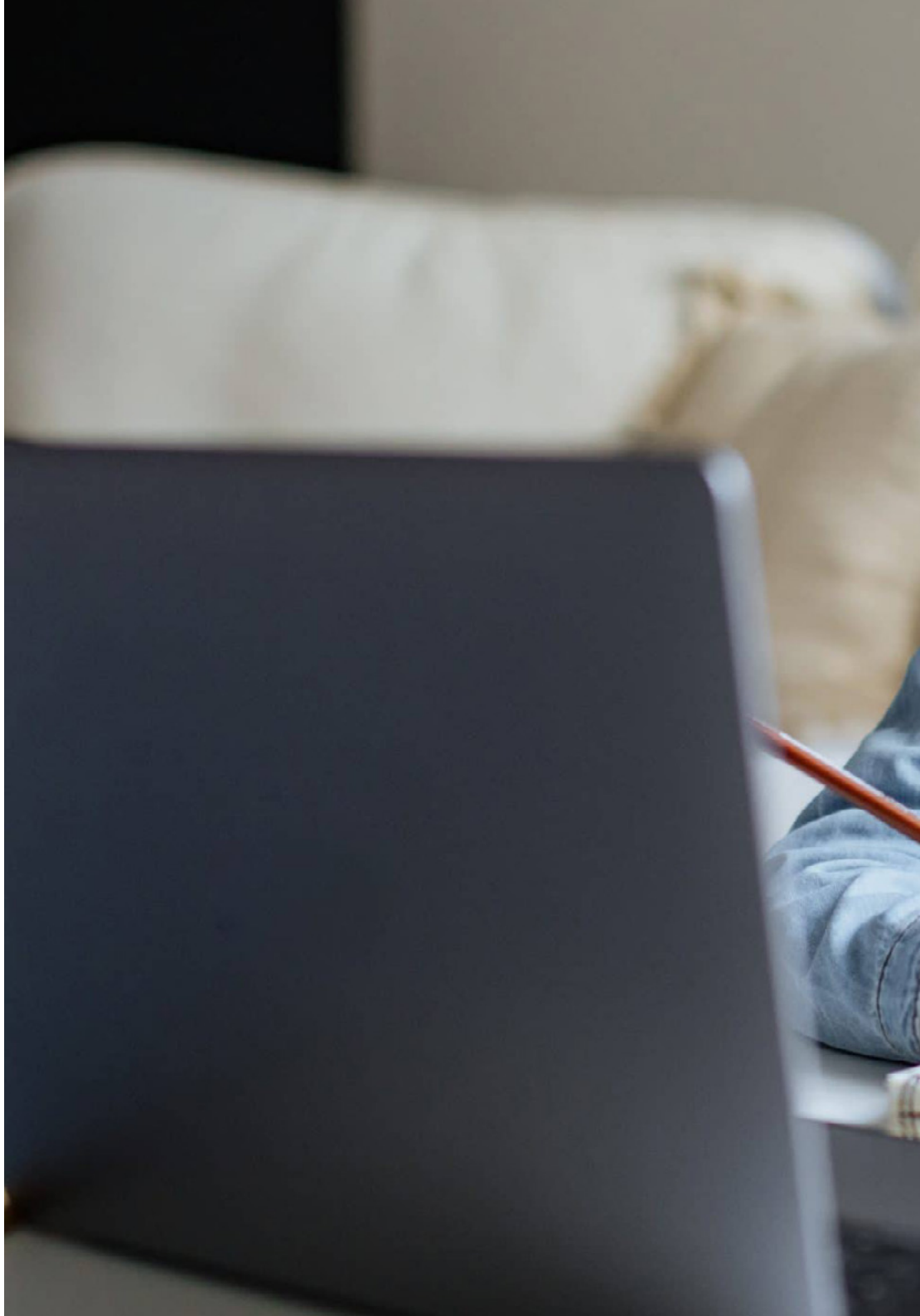
3.5. The Information Society: ICT in Education
- 3.5.1. Challenges of Education in the Information Society: Training Citizens in Media Education
  - 3.5.1.1. ICT
  - 3.5.1.2. New Reality in the Information Society
  - 3.5.1.3. Educational Challenges in the Information Society
  - 3.5.1.4. Media Education

3.6. Curricular Integration of ICT
- 3.6.1. Integration of ICTs as an Object of Study, Institutional Integration, and Didactic Integration
  - 3.6.1.1. ICT as an Object of Study
  - 3.6.1.2. Institutional Integration of ICT
  - 3.6.1.3. ICTs in the School Curriculum and Didactic Integration

3.7. The Internet in Learning: 2.0 Schools and E-Learning Models
- 3.7.1. Concept and Characteristics of 2.0 Schools. E-Learning and B-Learning. Vocational Training and Online University. MOOCs
  - 3.7.1.1. School 2.0
  - 3.7.1.2. E-Learning and B-Learning
  - 3.7.1.3. *Online* Training
  - 3.7.1.4. MOOCs
- 3.7.2. Possibilities offered by the Internet for the Communication and Professional Development of Educators
  - 3.7.2.1. Communication and Professional Development of Educators on the Internet

3.8. Personal Learning Environments (PLE) in Lifelong Learning
- 3.8.1. PLE Definition, Characteristics and Elements
  - 3.8.1.1. Lifelong Learning
  - 3.8.1.2. Personal Learning Environments, Definition and Characteristics
  - 3.8.1.3. Fundamental Elements and Construction of a PLE
- 3.8.2. The PLE in the Work of the Counselor
  - 3.8.2.1. Use of PLE in the Guidance Function

3.9. Audiovisual Media in Education
- 3.9.1. Characteristics of Audiovisual Media in Education. Sound Resources, Podcasts, and the Radio in Schools. Image Resources
  - 3.9.1.1. Characteristics of Audiovisual Media in Education
  - 3.9.1.2. Sound Resources
  - 3.9.1.2. Podcast and Radio in School
  - 3.9.1.3. Image Resources
  - 3.9.1.4. Audiovisual Material Design and Production



3.10. Vocational and Career Guidance using ICT
- 3.10.1. ICT in Vocational and Career Guidance Processes in High School. Orienta Program and Web Platforms
  - 3.10.1.1. ICT in Vocational and Career Guidance Processes in High School
  - 3.10.1.2. Guidance Programs for High School Students
  - 3.10.1.3. Web Platforms for Vocational and Career Guidance (My WayPass)

3.11. Developing Multimedia Materials for Tutoring and Academic Guidance
- 3.11.1. The Concept of Web 2.0. Web Pages, *WebQuest*, Blogs and *Wikis*. Multimedia Materials for Tutoring
  - 3.11.1.1. Web 2.0
  - 3.11.1.2. *Webquest*
  - 3.11.1.3. Blogs
  - 3.11.1.4. *Wikis*
  - 3.11.1.5. Multimedia Materials for Tutoring

3.12. Curricular Materials for Attention to Diversity
- 3.12.1. Materials for the Attention to Diversity and Materials for Diagnosis and Assessment. ICT in the Attention to Diversity
  - 3.12.1.1. Materials for the Attention to Diversity
  - 3.12.1.2. Materials for Diagnosis and Assessment
  - 3.12.1.3. ICT for the Attention to Diversity

The relearning methodology employed at TECH will allow you to conduct learning processes without the need for excessive study hours"

05

Methodology

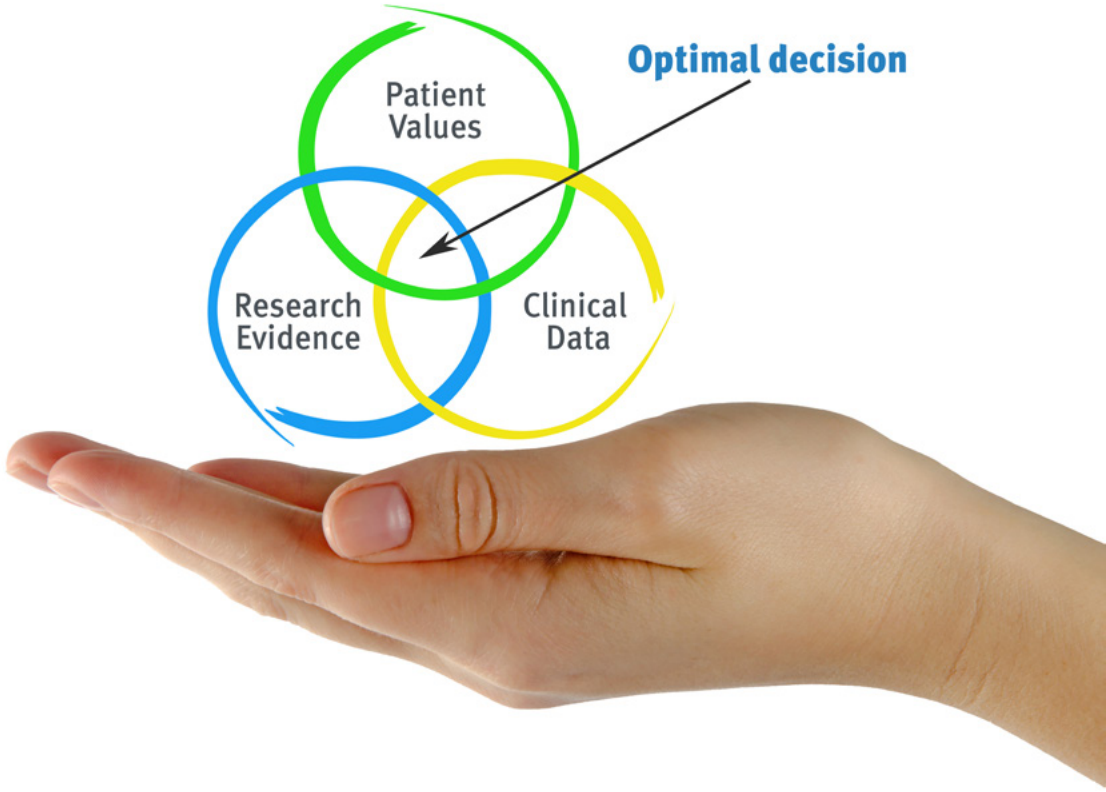
This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** 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 we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.

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:

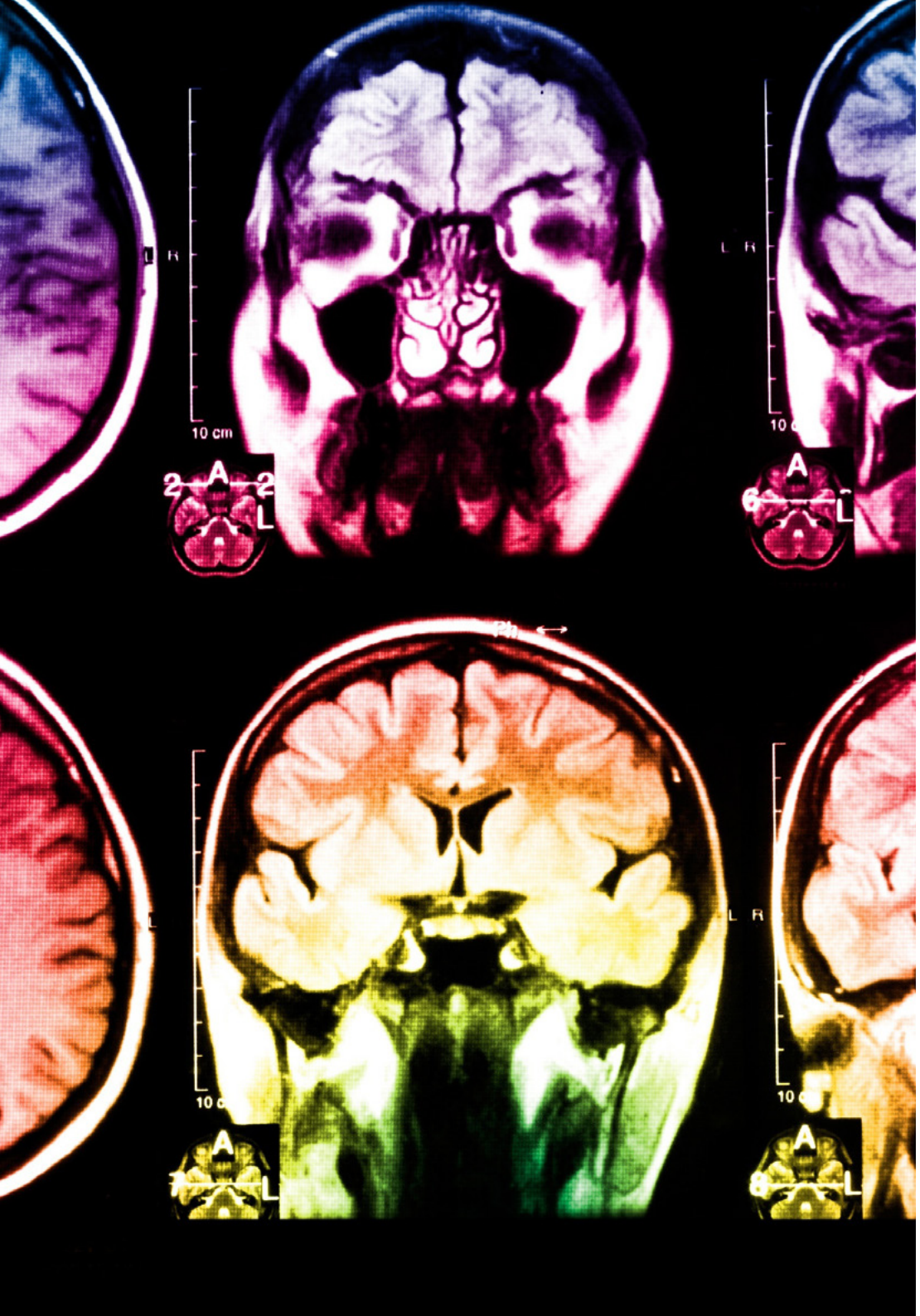
1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

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 the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

The psychologist 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).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for 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 specialists who teach the course, specifically for the course, so that the teaching content is highly 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.

Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.

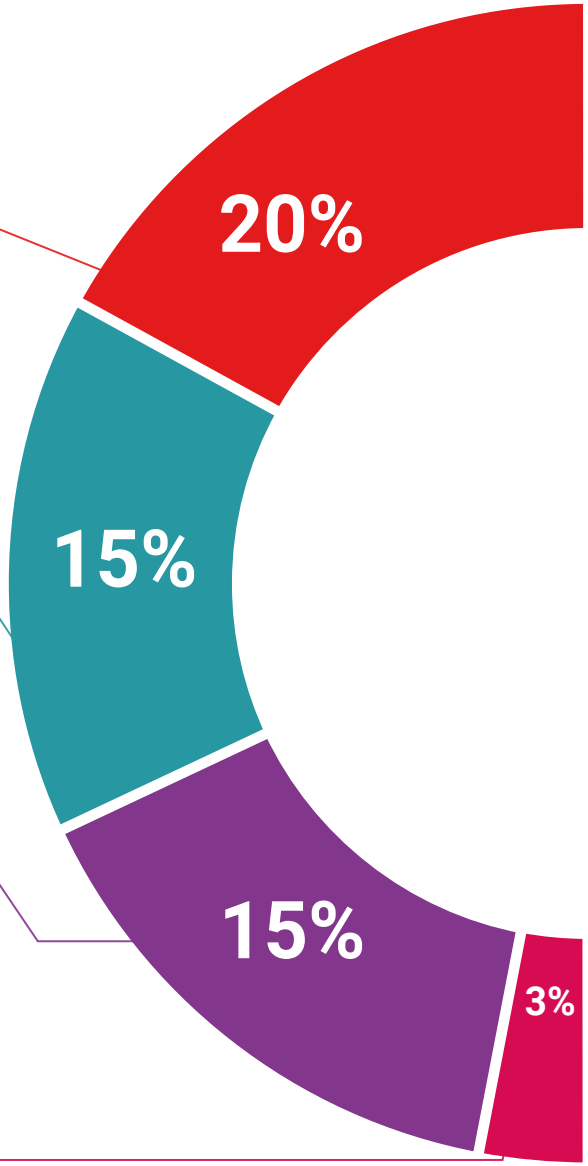
Interactive Summaries

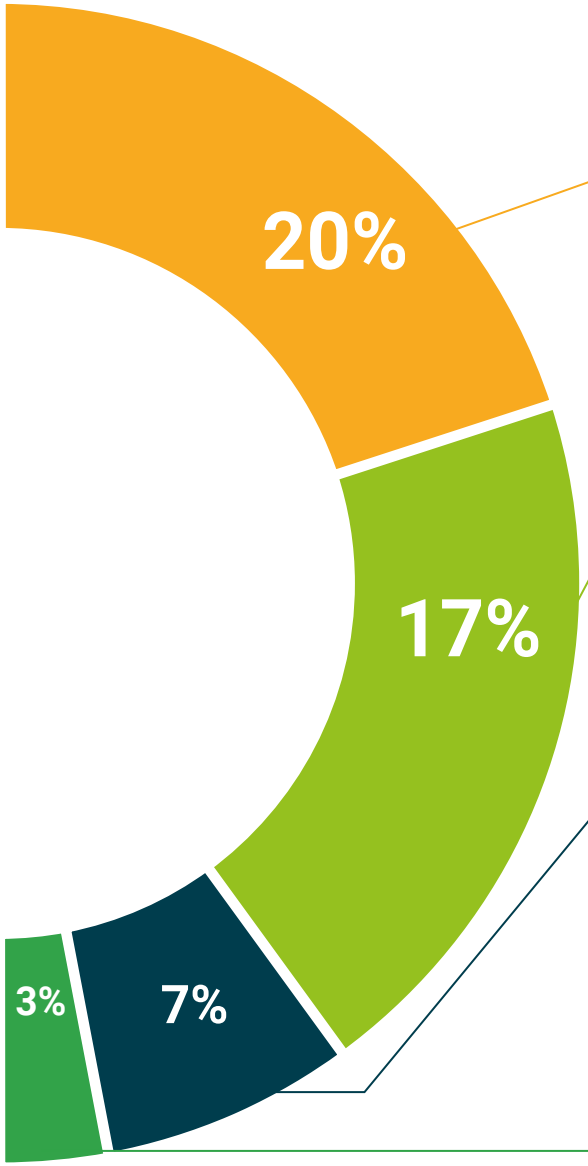
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Additional Reading

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





Expert-Led Case Studies and Case Analysis

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

Testing & Retesting

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

Classes

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

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

Quick Action Guides

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

06

Certificate

The Postgraduate Diploma in Educational Research and Innovation guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.

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

This private qualification will allow you to obtain a**Postgraduate Diploma in Educational Research and Innovation** 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.

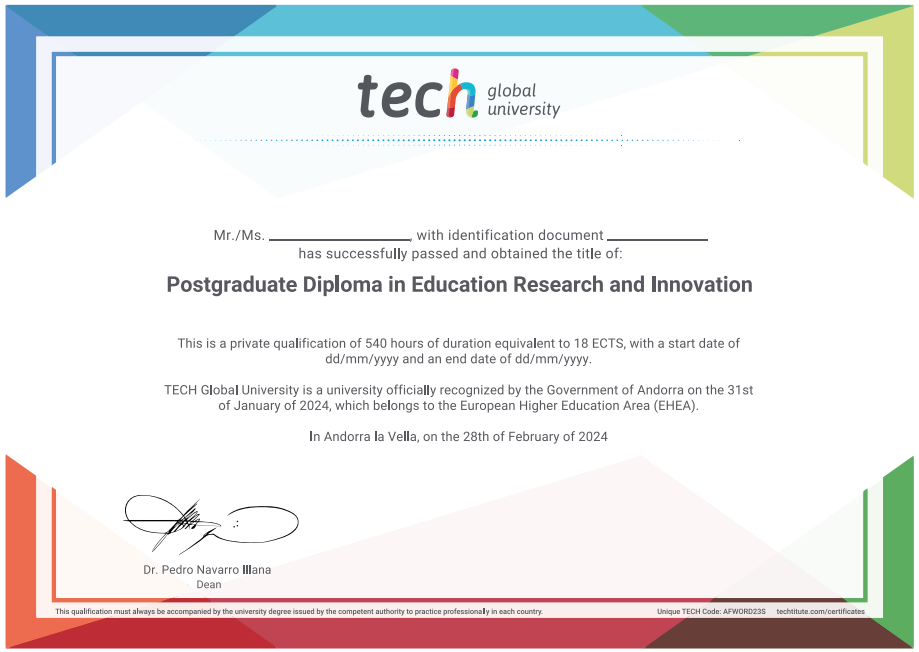
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Educational Research and Innovation**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**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Mr./Ms. _____ with identification document _____
has successfully passed and obtained the title of:

Postgraduate Diploma in Education Research and Innovation

This is a private qualification of 540 hours of duration equivalent to 18 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
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates

*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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Postgraduate Diploma

Educational Research and Innovation

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Credits: **18 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Postgraduate Diploma

Educational Research and Innovation

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