

Postgraduate Diploma Educational Coaching, Talent, Vocation and Creativity for Psychologists





Postgraduate Diploma

Educational Coaching, Talent,
Vocation and Creativity
for Psychologists

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-educational-coaching-talent-vocation-creativity-psychologists

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01

Introduction

Coaching is a personal growth technique, a work system that can become the best way to enhance talent, vocation and creativity. The main objective of this course is to help psychologists to achieve improvements in their competencies, behaviors, skills and attitudes, bringing you both a better quality of life and a greater satisfaction with the practice of your daily professional activity. In this context, the learning of personal development techniques by the psychology professional is key to his or her good performance in the practice. Knowledge that will serve the professional both in their own application and in professional use, creating new formulas and ways of progress for their work environments.





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This Postgraduate Diploma in Educational Coaching will help you to grow personally and professionally and to become a prestigious psychologist”

This program offers the bases of Educational Coaching from a theoretical-practical point of view to develop Talent and Creativity in the psychology professional. In the same way, it will also address, from an eminently practical perspective, the contributions of Neurosciences to learning with proposals for classroom improvement.

The central focus of the program is the development of Talent and Creativity and the importance of Vocation, Vision, Mission, Meaning and Commitment in patients at early ages who come to the practice. An in-depth knowledge of these aspects will help the psychologist to perform his or her work in a more complete and effective manner.

Thus, during the training course, a deep approach to Talent, the mechanisms of motivation, decision-making and executive skills will be made.

Creativity as a "value" in education and its capacity to develop divergent thinking, relational thinking, techniques to generate and evaluate ideas, and the creative process will also be discussed.

This **Postgraduate Diploma in Educational Coaching, Talent, Vocation and Creativity for Psychologists** contains the most complete and up-to-date scientific program on the market. The most important features of the program include:

- ♦ Development of practical cases presented by experts in Educational Coaching and Psychopedagogy. The graphic, schematic, and eminently practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ News on Educational Coaching: Talent, Vocation and Creativity
- ♦ It contains practical exercises where the self-evaluation process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies in Educational Coaching
- ♦ All of this will be complemented by 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



Update your knowledge through the Postgraduate Diploma in Educational Coaching, Talent, Vocation and Creativity for Psychologists"

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This Postgraduate Certificate may be the best investment you can make in selecting an up-to-date program for two reasons: in addition to updating your knowledge in Educational Coaching: Talent, Vocation and Creativity for Psychologists, you will obtain a Postgraduate Diploma by TECH Global University”

It includes in its teaching staff professionals belonging to this field, who pour into this training the experience of their work, in addition to recognized specialists belonging to reference societies and prestigious universities.

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

The design of this program focuses on Problem-Based Learning, by means of which the student must try to solve the different professional practice situations that arise throughout the Postgraduate Diploma. For this, the student will be assisted by an innovative interactive video system created by recognized experts in the field of educational coaching application to the classroom and with great teaching experience.

Increase your decision-making confidence by updating your knowledge with this University Expert course.

A training created to be versatile and flexible, allowing you to combine your personal or professional life with the best online training.

Coach

02

Objectives

This Postgraduate Diploma in Educational Coaching, Talent, Vocation and Creativity for Psychologists will allow you to acquire the essential knowledge to give an impetus to your work. With the necessary programming and development tools to implement the most efficient way of working and adjusted to the real needs of the children. In this way, a latent improvement is achieved in the child and adolescent and a consolidation of the psychology professional within the sector. All this allows both the improvement of the patient and the growth of the psychologist, who will be able to work successfully in different types of institutions.



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This training will open up new avenues for your professional and personal development"



General Objectives

- Provide students with advanced specialized training based on theoretical and instrumental knowledge
- Acquire and develop the competencies and skills necessary to obtain a qualification as an education professional with competencies in Educational Coaching, mediation and conflict resolution, learning motivation, emotional management and classroom leadership



Specific Objectives

Module 1. Neurosciences and Education

- Know the basics and fundamentals of Educational Coaching
- Gain knowledge about educational and psychological theories related to Educational Coaching
- Understand the need and search for meaning in coaching processes
- Assume the importance of the dialogic encounter in Education
- Become familiar with the areas of action of Educational Coaching
- Know the benefits of the application of Coaching in educational contexts
- Know the competences of the teacher-coach
- Know the phases of the Educational Coaching process and know how to apply them to classroom groups
- Appreciate the potential role of Coaching in creating synergies in teaching teams
- Appreciate and understand the role of coaching in developing management skills

Module 2. Educational Coaching

- Know the basis of Neuroscience and neuromyths in Education
- Understand how the brain works
- Become familiar with the types and styles of learning Familiarizarse con los tipos y estilos de aprendizaje
- Acquire the necessary skills to learn
- Learn about Emotional Intelligence and its contributions to Education
- Know the fundamentals of Neuroeducation and its contributions to learning
- Become familiar with and embrace the contributions of gaming and ICTs to learning
- Understand the social brain and its functions

- ♦ Apply how to prepare the brain for learning
- ♦ Prevent school failure
- ♦ Practice success-oriented pedagogy
- ♦ Improve learning
- ♦ Manage emotions to learn

Module 3. Talent, Vocation, and Creativity

- ♦ Analyze the mechanisms of motivation
- ♦ Understand talent and its role in education
- ♦ Reflect on the relationship between Key Competencies and Talent
- ♦ Apply the Gallump Test to detect talent
- ♦ Know how to apply strategies for talent development
- ♦ Explore the possibilities of Coaching to discover your vocation
- ♦ Know the keys to creativity
- ♦ Appreciate the importance of Creativity as a value in Education
- ♦ Learn creative techniques
- ♦ Develop creativity

Module 4. Coaching for the Transformation, Innovation and Educational Excellence

- ♦ Appreciate Well-being as a factor of educational excellence
- ♦ Know the causes and factors of discomfort
- ♦ Know the factors of educational well-being
- ♦ Appreciate Inclusive Education
- ♦ Reflect on the importance of the personal development of teachers

- ♦ Assume a deep and broad concept of educational excellence
- ♦ Manage Educational Coaching tools
- ♦ Apply educational innovation processes
- ♦ Know and use evaluation as a tool for innovation
- ♦ Appreciate the possibilities of the Transformational Coaching approach
- ♦ Assume the need for meaning and purpose in Education
- ♦ Reflect on the contributions of a pedagogy of internalization
- ♦ Manage an integrative approach in Education
- ♦ Elaboration of an Educational Project from the Educational Coaching perspective
- ♦ Understanding the inspirational depth of Education of the Self



Take the opportunity and take the step to get up to date on the latest developments in Educational Coaching for Psychologists and approach Talent, Vocation and Creativity from a different perspective"

03

Course Management

The structure of the contents has been designed by a team of professionals from the best educational institutions and universities in the country, who are aware of the relevance of up-to-date, innovative training, and are committed to quality teaching using new educational technologies. This team of professionals, committed to Train top-level psychologists, has designed this very complete training that will enable professionals to practice successfully in social, health and educational institutions, being able to correctly influence the development of children and adolescents.





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Learn from leading professionals, the latest advances in procedures in the field of Educational Coaching, Talent, Vocation and Creativity for Psychologists”

International Guest Director

Dr. Christian van Nieuwerburgh is the main international reference in Educational Coaching, having developed an extensive career in this area that has led him to be the author and editor of such relevant works as *An Introduction to Coaching Skills: A Practical Guide* and *Coaching in Education: Getting Better Results for Students, Educators and Parents*.

Among his many assignments in this field are his leadership positions in institutions such as Growth Coaching International and the International Centre for Coaching in Education, of which he is Global Director and Executive Director. He is also a Senior Fellow of the Centre for Wellbeing Science at the University of Melbourne and an Honorary Fellow of the Carnegie School of Education at Leeds Beckett University, UK.

As a coaching expert, he has lectured on motivation and leadership in the United States, the United Kingdom, Australia, Europe and East Asia, and has published numerous academic articles in leading scientific journals.



Dr. Van Nieuwerburgh, Christian

- ♦ Global Director at Growth Coaching International, Australia
- ♦ Executive Director of the International Centre for Coaching in Education
- ♦ Author and editor of key books in the field of coaching such as Coaching in Education: Getting Better Results for Students, Educators and Parents
- ♦ Ph.D. in English from the University of Birmingham
- ♦ Professional Master's Degree in Psychology from the University of East London
- ♦ Professor of Coaching and Positive Psychology at the Centre for Positive Psychology and Health of the Royal College of Surgeons in Ireland
- ♦ Honorary Fellow of the Carnegie School of Education at Leeds Beckett University, United Kingdom
- ♦ Senior Fellow of the Centre for Wellbeing Science at the Melbourne Graduate School of Education at the University of Melbourne, Australia

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

Management



Mr. Romero Montesión, José María

- ♦ Academic Director at the Spanish Language School of the University of Salamanca in Lisbon.
- ♦ Collaborator in several ELE-USAL in Management.
- ♦ External Professor at the CIESE-Comillas Foundation in Management of Educational Centers and Training.
- ♦ Online Trainer in Management of Educational Centers at Fundación CIESE-Comillas
- ♦ Degree in Teaching at the Complutense University of Madrid
- ♦ Master's Degree in Educational Center Management from Universidad Antonio de Nebrija
- ♦ Master's Degree in Secondary School Teacher Training from CEU Cardenal Herrera University.
- ♦ Postgraduate Degree in School Organization
- ♦ Higher Technician in Human Resources Management.
- ♦ Higher Technician in In-Company Training
- ♦ Expert in Project Management



Mr. Riquelme Mellado, Francisco

- ♦ Head of Studies at CEA Mar Menor. Torre-Pacheco, Murcia, Spain
- ♦ Teacher at the Regional Ministry of Education of the Region of Murcia.
- ♦ Professor of Drawing Specialty.
- ♦ Coordinator of the Visual Arts Projects in the Hospital Classrooms of the Region of Murcia.
- ♦ Trainer of the Education Project and Head of the Botín Foundation in the Region of Murcia.
- ♦ He writes for the educational magazine INED21. Educational Project An Education for Being
- ♦ Blogger and educational disseminator
- ♦ Graduate in Fine Arts from the Polytechnic University of Valencia.
- ♦ Master's Degree in Art Therapy from the School of Practical Psychology of Murcia.
- ♦ Gestalt training with the SAT program of the Claudio Naranjo Foundation.
- ♦ ICF, ADESCO and AECOP certified Coach with competencies in NLP and Systemic Coaching.
- ♦ Trainer of Trainers for CEFIRE of Orihuela and CPR Murcia.



Dra. Beltrán Catalán, María

- ♦ Pedagogical Therapist at Oriéntate con María
- ♦ Founder and Co-Director of the Spanish PostBullying Association.
- ♦ Doctor Cum Laude in Psychology from the University of Cordoba.
- ♦ Winner of the Young Award for Scientific Culture 2019, granted by the Spanish National Research Council (CSIC) and the City Council of Seville.



Ms.. Jiménez Romero, Yolanda

- ♦ Pedagogical Advisor and External Educational Collaborator.
- ♦ Academic Coordinator at Campus Universitario Online
- ♦ Territorial Director of the Extremadura-Castile La Mancha Institute of High Abilities.
- ♦ Creation of INTEF Educational Contents in the Ministry of Education and Science.
- ♦ Degree in Primary Education with a specialization in English
- ♦ Psychopedagogue by the International University of Valencia.
- ♦ Master's Degree in Neuropsychology of High Abilities
- ♦ Master's Degree in Emotional Intelligence Specialist in NLP Practitioner

Professors

Ms. Rodrigo Soriano, Roseta

- ♦ Clinical Psychologist at EVEL Center
- ♦ Responsible for the Psychopedagogical Area of the Atenea Study Center.
- ♦ Pedagogical Advisor at Cuadernos Rubio
- ♦ Editor of Hacer Familia Magazine
- ♦ Editor of Webconsultas Healthcare Medical Team.
- ♦ Collaborator at the Eduardo Punset Foundation
- ♦ Degree in Psychology from UNED
- ♦ Graduate in Pedagogy from the Complutense University of Madrid.
- ♦ University Specialist in Cognitive Behavioral Therapy in Childhood and Adolescence by the UNED (UNED).
- ♦ Specialist in Clinical Psychology and Child Psychotherapy by INUPSI.
- ♦ Trained in Emotional Intelligence, Neuropsychology, Dyslexia, ADHD, Positive Emotions and Communication.

Ms. Jurado, Pilar

- ♦ Neurocoach Certified as an International Coaching Expert by the National Learning Institute (INA).
- ♦ Teacher in Primary Education
- ♦ Teacher in Hospital Classrooms of the HUVA in Murcia.
- ♦ Change Management Trainer with tools such as Lego Serious Play at the High Human Performance Center of Anna Fortea.
- ♦ Graduate in Primary Education from the University of Murcia with specialization in Intercultural and Learning Difficulties.
- ♦ Administration and Finance from IES Miguel de Cervantes.

Dr. Álvarez Medina, Nazaret

- ♦ Official educational counselor as part of the body of secondary education teachers in the Community of Madrid
- ♦ Trainer for public teaching competitive examinations
- ♦ Principal at Jesús del Monte public school, Hazas de Cesto, Cantabria
- ♦ Principal at Aurelio E. Acosta Fernández public school, Santiago del Teide
- ♦ Doctorate in Psychology, Complutense University of Madrid
- ♦ Degree in Psychopedagogy, Open University of Catalonia
- ♦ Graduate in Primary Education, Major in English as a Foreign Language, Camilo José Cela University
- ♦ Postgraduate Studies in Coaching Psychology, Complutense University of Madrid
- ♦ Official Master's Degree in Educational Treatment of Diversity
- ♦ Diploma in Teaching English as a Foreign Language, University of La Laguna
- ♦ Degree in Educational and Executive Coaching, Complutense University of Madrid
- ♦ University Expert in Analytical Knowledge Society, International University of La Rioja

Mr. Visconti Ibarra, Martín

- ♦ General Director at Academia Europea Guadalajara
- ♦ Former General Director at Academia Europea Bilingual School
- ♦ Expert in Educational Sciences, Emotional Intelligence and Counselor
- ♦ Former Scientific Advisor to the Spanish Parliament
- ♦ Collaborator of the Juegaterapia Foundation
- ♦ Master's Degree in Management of Educational Centers
- ♦ Online Master's Degree in Learning Difficulties and Cognitive Processes
- ♦ Degree in Primary Education

04

Structure and Content

The structure of the contents has been designed by a team of experts in psychology and education, who have taken into account the latest strategies and developments in coaching, especially at the educational level. These contents will be the main Bladder for the psychology professional to grow and consolidate within this sector with greater guarantees of success, attending children and adolescents in an optimal way and helping them in their cognitive and emotional development process. All this will enable the professional to position himself as a prestigious psychologist.



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This Postgraduate Diploma in Educational Coaching for Psychologists: Talent, Vocation and Creativity contains the most complete and up-to-date scientific program on the market"

Module 1. Neurosciences and Education

- 1.1. Neuroscience
 - 1.1.1. Introduction
 - 1.1.2. Concept of Neuroscience
 - 1.1.3. Neuromyths
 - 1.1.3.1. We Only Use 10% of the Brain
 - 1.1.3.2. Right Brain vs. Left Brain
 - 1.1.3.3. Learning Styles
 - 1.1.3.4. Male Brain vs. Female Brain
 - 1.1.3.5. Critical Learning Periods
- 1.2. The Brain
 - 1.2.1. Brain Structures
 - 1.2.1.1. Cerebral Cortex
 - 1.2.1.2. Cerebellum
 - 1.2.1.3. Basal Ganglia
 - 1.2.1.4. Limbic System
 - 1.2.1.5. Brainstem
 - 1.2.1.6. Thalamus
 - 1.2.1.7. Spinal Cord
 - 1.2.1.8. Main Functions of the Brain
 - 1.2.2. Triune Model
 - 1.2.2.1. The Reptilian Brain
 - 1.2.2.2. The Emotional Brain
 - 1.2.2.3. The Neocortex
 - 1.2.3. Bilateral Model
 - 1.2.3.1. The Right Hemisphere
 - 1.2.3.2. The Left Hemisphere
 - 1.2.3.3. Functioning of the Cerebral Hemispheres
 - 1.2.4. Cognitive Brain and Emotional Brain
 - 1.2.4.1. The Rational Brain
 - 1.2.4.2. The Emotional Brain





- 1.2.5. Neurons
 - 1.2.5.1. What Are They?
 - 1.2.5.2. Neuronal Pruning
- 1.2.6. What are Neurotransmitters?
 - 1.2.6.1. Dopamine
 - 1.2.6.2. Serotonin
 - 1.2.6.3. Endorphin
 - 1.2.6.4. Glutamate
 - 1.2.6.5. Acetylcholine
 - 1.2.6.6. Norepinephrine
- 1.3. Neuroscience and Learning
 - 1.3.1. What is Learning?
 - 1.3.1.1. Learning as Memorization
 - 1.3.1.2. Learning as Accumulation of Information
 - 1.3.1.3. Learning as Interpretation of Reality
 - 1.3.1.4. Learning as Action
 - 1.3.2. Mirror Neurons
 - 1.3.2.1. Learning by Example
 - 1.3.3. Levels of Learning
 - 1.3.3.1. Bloom's Taxonomy
 - 1.3.3.2. SOLO Taxonomy
 - 1.3.3.3. Levels of Knowledge
 - 1.3.4. Learning Styles
 - 1.3.4.1. Convergent
 - 1.3.4.2. Divergent
 - 1.3.4.3. Accommodating
 - 1.3.4.4. Assimilator
 - 1.3.5. Types of Learning
 - 1.3.5.1. Implicit Learning
 - 1.3.5.2. Explicit Learning
 - 1.3.5.3. Associative Learning
 - 1.3.5.4. Significant Learning
 - 1.3.5.5. Cooperative Learning

- 1.3.5.6. Cooperative Learning
- 1.3.5.7. Emotional Learning
- 1.3.5.8. Rote Learning
- 1.3.5.9. Discovery Learning
- 1.3.6. Competencies for Learning
- 1.4. Multiple intelligences
 - 1.4.1. Definition
 - 1.4.1.1. According to Howard Gardner
 - 1.4.1.2. According to other Authors
 - 1.4.2. Classification
 - 1.4.2.1. Linguistic Intelligence
 - 1.4.2.2. Logical-mathematical Intelligence
 - 1.4.2.3. Spatial Intelligence
 - 1.4.2.4. Musical Intelligence
 - 1.4.2.5. Body and Kinesthetic Intelligence
 - 1.4.2.6. Intrapersonal Intelligence
 - 1.4.2.7. Interpersonal Intelligence
 - 1.4.2.8. Naturopathic Intelligence
 - 1.4.3. Multiple Intelligences and Neurodidactics
 - 1.4.4. How to Work the IIMM in the Classroom
 - 1.4.5. Advantages and Disadvantages of Applying the IIMM in Education
- 1.5. Neuroscience- Education
 - 1.5.1. Neuroeducation
 - 1.5.1.1. Introduction
 - 1.5.1.2. What is Neuroeducation?
 - 1.5.2. Brain Plasticity
 - 1.5.2.1. Synaptic Plasticity
 - 1.5.2.2. Neurogenesis
 - 1.5.2.3. Learning, Environment, and Experience
 - 1.5.2.4. The Pygmalion Effect
 - 1.5.3. Memory
 - 1.5.3.1. What is Memory?
 - 1.5.3.2. Types of Memory
 - 1.5.3.3. Levels of Processing
 - 1.5.3.4. Memory and Emotion
 - 1.5.3.5. Memory and Motivation
 - 1.5.4. Emotion
 - 1.5.4.1. Binomial Emotion and Cognition
 - 1.5.4.2. Primary Emotions
 - 1.5.4.3. Secondary Emotions
 - 1.5.4.4. Functions of Emotions
 - 1.5.4.5. Emotional States and Implication in the Learning Process
 - 1.5.5. Attention
 - 1.5.5.1. Attentional Networks
 - 1.5.5.2. Relationship between Attention, Memory, and Emotion
 - 1.5.5.3. Executive Attention
 - 1.5.6. Motivation
 - 1.5.6.1. The 7 Stages of School Motivation
 - 1.5.7. Contributions of Neuroscience to Learning
 - 1.5.8. What is Neurodidactics?
 - 1.5.9. Contributions of Neurodidactics to Learning Strategies
- 1.6. Neuroeducation in the Classroom
 - 1.6.1. The figure of the Neuroeducator
 - 1.6.2. Neuroeducational and Neuropedagogical Importance
 - 1.6.3. Mirror Neurons and Teacher Empathy
 - 1.6.4. Empathic Attitude and Learning
 - 1.6.5. Classroom Applications
 - 1.6.6. Classroom Organization
 - 1.6.7. Proposal for Classroom Improvement

- 1.7. Playing and New Technologies
 - 1.7.1. Etymology of Playing
 - 1.7.2. Benefits of Playing
 - 1.7.3. Learning by Playing
 - 1.7.4. The Neurocognitive Process
 - 1.7.5. Basic Principles of Educational Games
 - 1.7.6. Neuroeducation and Board Games
 - 1.7.7. Educational Technology and Neuroscience
 - 1.7.7.1. Integration of Technology in the Classroom
 - 1.7.8. Development of Executive Functions
- 1.8. Body and Brain
 - 1.8.1. The Connection between Body and Brain
 - 1.8.2. The Social Brain
 - 1.8.3. How do we prepare the Brain for Learning?
 - 1.8.4. Feeding
 - 1.8.4.1. Nutritional Habits
 - 1.8.5. Rest
 - 1.8.5.1. Importance of Sleep in Learning
 - 1.8.6. Exercise
 - 1.8.6.1. Physical Exercise and Learning
- 1.9. Neuroscience and School Failure
 - 1.9.1. Benefits of Neuroscience
 - 1.9.2. Learning Disorders
 - 1.9.3. Elements for a Success-oriented Pedagogy
 - 1.9.4. Some Suggestions for Improving the Learning Process
- 1.10. Reason and Emotion
 - 1.10.1. The Binomial Reason and Emotion
 - 1.10.2. What are Emotions good for?
 - 1.10.3. Why Educate Emotions in the Classroom
 - 1.10.4. Effective Learning through Emotions

Module 2. Educational Coaching

- 2.1. What is Educational Coaching? Basis and Foundations
 - 2.1.1. Definition and Connection with Educational and Psychological Theories
 - 2.1.2. Educating in the Will of Meaning
 - 2.1.3. Nonodynamics and Coaching
 - 2.1.4. Logopedagogy, Coaching and Education in the Self
 - 2.1.5. Challenges for the Education of the Self from Coaching and Logopedagogy
 - 2.1.6. Coaching at the Service of the Dialogic Encounter between Teacher and Student. Pedagogy of Otherness
 - 2.1.7. Helping Relationship Styles and Coaching
- 2.2. Areas of Application of Coaching in Education
 - 2.2.1. Coaching in the Context of the Teacher-Student Relationship Shared Tutoring
 - 2.2.2. Coaching in the Context of the Student-Student Relationship. Peer Tutoring
 - 2.2.3. Coaching for the Development of the Teaching Profession
 - 2.2.4. Teaching Teams and Faculty Team Spirit, Synergies
 - 2.2.5. Management Teams and the Development of Executive Tools
 - 2.2.6. Coaching for Parents
- 2.3. Benefits of its Application in Educational Contexts
 - 2.3.1. Coaching and Development of Executive Functions and Metacognition
 - 2.3.2. Coaching and Educational Support Needs
 - 2.3.3. Coaching to Achieve Excellence
 - 2.3.4. Self-Esteem and Self-Concept Development
- 2.4. Pedagogies Based on Cooperation and Autonomy Development and Coaching
 - 2.4.1. Collaborative Pedagogies
 - 2.4.2. Advantages of Collaborative Learning (CL)
 - 2.4.3. How to Work with AC?
 - 2.4.4. AC Techniques

- 2.5. Helping Relationship Styles and Coaching
 - 2.5.1. The Teacher as Coach
 - 2.5.2. Competencies of the Teacher as a "Coach" of the Student Body
 - 2.5.3. Coaching in the Framework of Shared Mentoring.
 - 2.5.4. Teacher Skills as a Facilitator of Change
 - 2.5.5. Classroom Group Applications
 - 2.5.6. Teaching Teams and Faculty Team Spirit, Synergies
 - 2.5.7. Management Teams and the Development of Executive Tools

Module 3. Talent, Vocation and Creativity

- 3.1. Talent and its Educational Importance
 - 3.1.1. Talent
 - 3.1.2. Components
 - 3.1.3. Talent is Diverse
 - 3.1.4. Measuring and Discovering Talent
 - 3.1.5. Gallup Test
 - 3.1.6. Garp Test
 - 3.1.7. Career Scope
 - 3.1.8. MBTI
 - 3.1.9. Success DNA
- 3.2. Talent and Key Competencies
 - 3.2.1. Key Competencies Paradigm
 - 3.2.2. Key Competencies
 - 3.2.3. The Role of the Intelligences
 - 3.2.4. Knowledge: Uses and Abuses in Education
 - 3.2.5. The Importance of Skills
 - 3.2.6. The Differentiating Factor of Attitude
 - 3.2.7. Relationship between Talent and Key Competencies

- 3.3. Talent Development
 - 3.3.1. Learning Modalities. Richard Felder
 - 3.3.2. The Element
 - 3.3.3. Talent Development Procedures
 - 3.3.4. Mentor Dynamics
 - 3.3.5. Talent and Educational Approach
- 3.4. Motivation Mechanisms
 - 3.4.1. Needs, Desires and Motivations
 - 3.4.2. Decision Making
 - 3.4.3. Executive Capabilities
 - 3.4.4. Procrastination
 - 3.4.5. Duty, Love and Pleasure in Education
 - 3.4.6. Emotional Habits for Motivation
 - 3.4.7. Motivational Beliefs
 - 3.4.8. Values for Motivation
- 3.5. Vocation, Meaning and Purpose
 - 3.5.1. The Importance of Vocation
 - 3.5.2. Meaning and Purpose
 - 3.5.3. Vision, Mission, Commitment
 - 3.5.4. Exploring Vocation
 - 3.5.5. Teaching Vocation
 - 3.5.6. Educating for Vocation
- 3.6. Towards a Definition of Creativity
 - 3.6.1. Creativity
 - 3.6.2. Brain Functioning and Creativity
 - 3.6.3. Intelligences, Talents and Creativity
 - 3.6.4. Emotions and Creativity
 - 3.6.5. Beliefs and Creativity
 - 3.6.6. Divergent Thinking
 - 3.6.7. Convergent Thinking
 - 3.6.8. The Creative Process and its Phases
 - 3.6.9. Disney Dynamics

- 3.7. Why Creativity?
 - 3.7.1. Arguments for Creativity Today
 - 3.7.2. Personal Creativity for Life
 - 3.7.3. Creativity in Art
 - 3.7.4. Creativity for Problem Solving
 - 3.7.5. Creativity for Professional Development
 - 3.7.6. Creativity in the Coaching Process
- 3.8. Creativity Development
 - 3.8.1. Conditions for Creativity
 - 3.8.2. Artistic disciplines as Precursors of Creativity
 - 3.8.3. The Art Therapy Approach
 - 3.8.4. Creativity Applied to Challenges and Problem Solving
 - 3.8.5. Relational Thinking
 - 3.8.6. Edward de Bono's Hats
- 3.9. Creativity as a value in Education
 - 3.9.1. The Need to Encourage Creativity in Education
 - 3.9.2. Active Methodologies and Novelty
 - 3.9.3. Educational Models that Value Creativity
 - 3.9.4. Means, Times and Spaces to Apply Creativity in the Classroom
 - 3.9.5. Disruptive Education
 - 3.9.6. Visual Thinking
 - 3.9.7. Design Thinking
- 3.10. Creative Techniques
 - 3.10.1. Relational Thinking Techniques
 - 3.10.2. Techniques for Generating Ideas
 - 3.10.3. Techniques for Evaluate Ideas
 - 3.10.4. Exercises of Ingenuity
 - 3.10.5. Artistic Disciplines for Creative Development
 - 3.10.6. RCS Method
 - 3.10.7. Other Techniques and Methods

Module 4. Coaching for the Transformation, Innovation and Educational Excellence

- 4.1. Well-Being as a Factor of Excellence in Educational Communities
 - 4.1.1. Evolution of Society and its Impact on Education
 - 4.1.1.1. Characteristics of Today's Society
 - 4.1.1.2. Challenges of Today's Society
 - 4.1.1.3. New Educational Needs
 - 4.1.2. Social Factors
 - 4.1.3. Professional Factors
 - 4.1.4. Wellness and Excellence
 - 4.1.5. Factors for Educational Well-Being
 - 4.1.6. Inclusivity as a Reality
 - 4.1.7. School and Family
- 4.2. Professional Development and Teacher Welfare Plan
 - 4.2.1. Teacher Unrest
 - 4.2.2. Teacher Welfare
 - 4.2.3. Teaching and Personal Development
 - 4.2.4. Personal and Professional Life
 - 4.2.5. Teacher Review and Evaluation
 - 4.2.6. Teacher Welfare as a Factor of Educational Excellence
 - 4.2.7. Inspired to Inspire Life Paths
 - 4.2.8. Teacher Welfare Plan
- 4.3. Educational Excellence
 - 4.3.1. Towards a Concept of Excellence in Education
 - 4.3.2. Teaching vs. Learning
 - 4.3.3. Excellence Based on Needs
 - 4.3.4. Demand and Excellence
 - 4.3.5. Measurements and Factors
 - 4.3.6. Management for Educational Excellence

- 4.4. Coaching for Innovation
 - 4.4.1. Processes of Educational Innovation through Coaching
 - 4.4.1.1. In Apprenticeships
 - 4.4.1.2. In the Groups
 - 4.4.1.3. In Teachers
 - 4.4.1.4. In Executive Management
 - 4.4.1.5. In the Center
 - 4.4.2. Evaluation as a Tool for Innovation
 - 4.4.3. What to Evaluate, When and How?
 - 4.4.4. Objectives for Innovation
 - 4.4.5. Establish Achievement Indicators
 - 4.4.6. Process Monitoring
 - 4.4.7. Celebrating Achievements
 - 4.4.8. Educational Innovation Plan
- 4.5. Educating in the Will of Meaning
 - 4.5.1. Approach to the Concept
 - 4.5.2. The Thought of Viktor Frankl
 - 4.5.3. Logotherapy and Education
- 4.6. Towards a Pedagogy of Interiority
 - 10.6.1. Spirituality and Pedagogy
 - 10.6.2. "Learning to Be."
- 4.7. Coaching for Integrative Education
 - 4.7.1. Towards a Pedagogy of Interiority
 - 4.7.2. Educating the Whole Person
 - 4.7.3. Educating for the Three Centers
 - 4.7.4. Duty and Pleasure in Education
 - 4.7.5. Integrative Education
 - 4.7.6. Conclusions: A Road Ahead
 - 4.7.7. An Educational Project based on Educational Coaching
- 4.8. Meaning and Purpose of Education
 - 4.8.1. The Golden Circle
 - 4.8.2. Why and What For?
 - 4.8.3. The How
 - 4.8.4. The What
 - 4.8.5. Alignment of Levels in Education
 - 4.8.6. Educating in the Will of Meaning
 - 4.8.7. Challenges for the Education of the Self from Coaching and Logopedagogy
 - 4.8.8. Tools for the Alignment of Educational Levels
- 4.9. Educate to Be
 - 4.9.1. Pedagogical Contributions in Education to Be
 - 4.9.2. Report of the Faure Commission for UNESCO
 - 4.9.3. Jacques Delors Report
 - 4.9.4. Decalogue of an Education to Be
 - 4.9.5. Beyond Knowledge
 - 4.9.6. Educating for Life
 - 4.9.7. Integrative Education
 - 4.9.8. Inhabiting the Inside
 - 4.9.9. Educating Ego and Self
 - 4.9.10. Developing a Sense
 - 4.9.11. Inclusivity and the Common Good
 - 4.9.12. Self-Realization and Service
 - 4.9.13. Transformation



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A unique, key, and decisive training experience to boost your professional development”

05

Methodology

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

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



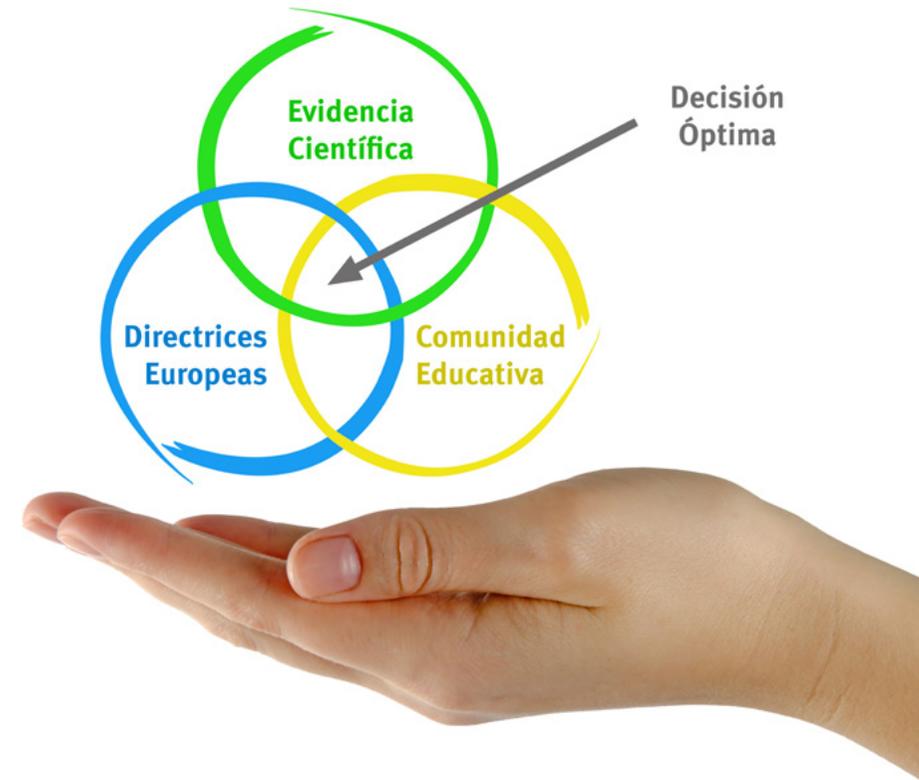
“

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

At TECH 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. Gervas, 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.

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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 Harvard 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

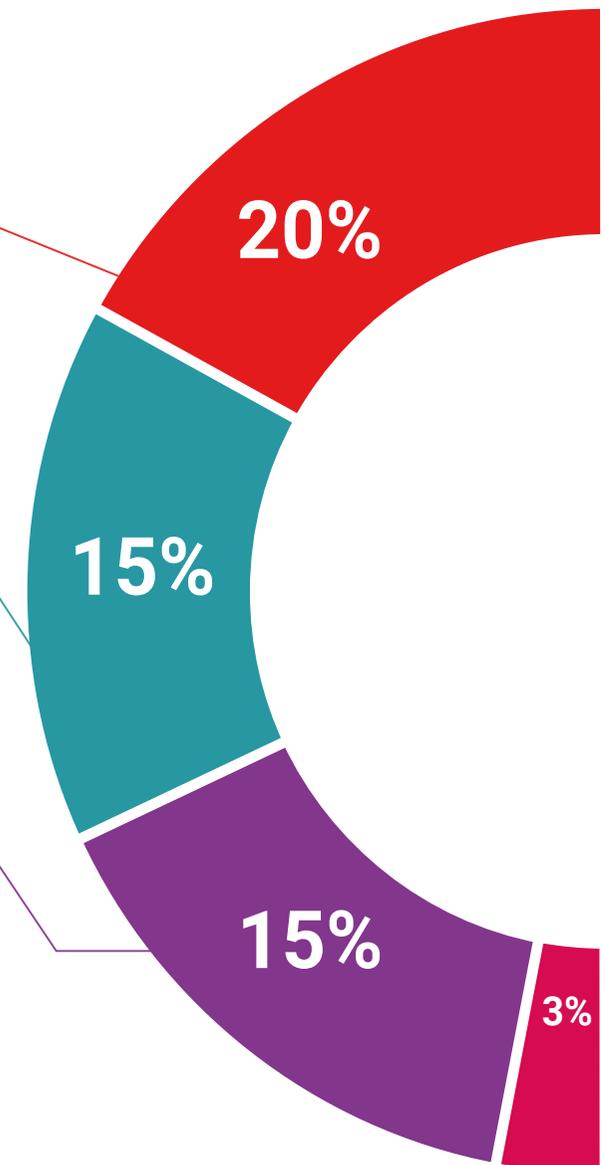
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

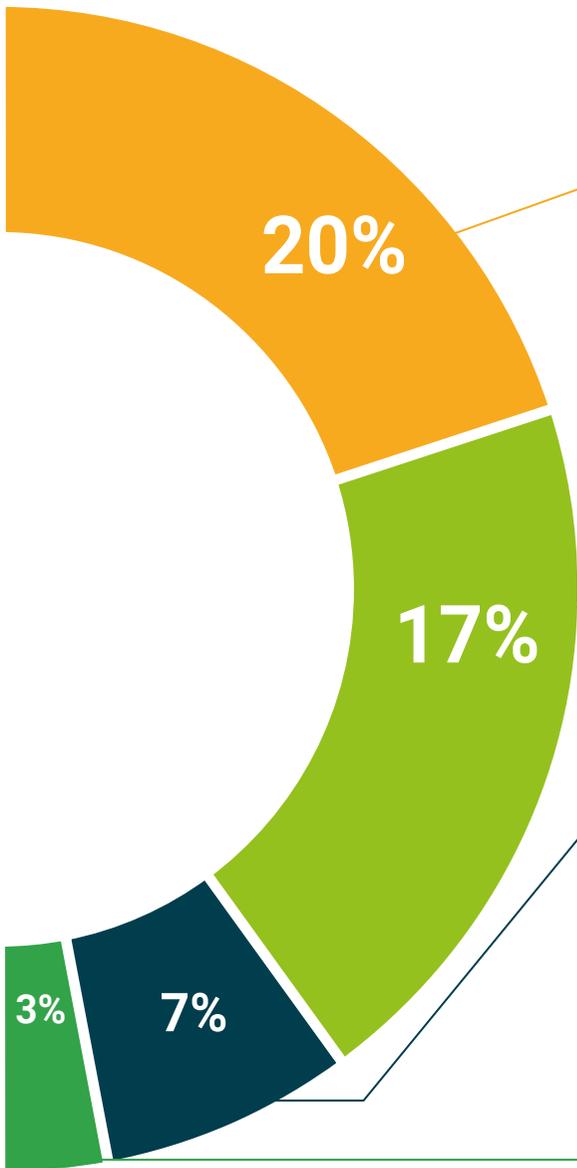
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



Additional Reading

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





Expert-Led Case Studies and Case Analysis

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



Testing & Retesting

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



Classes

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

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



Quick Action Guides

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



06

Certificate

The Postgraduate Diploma in Educational Coaching, Talent, Vocation and Creativity for Psychologists guarantees, in addition to the most rigorous and update training, access to a Postgraduate Diploma issued by TECH Global University



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Successfully complete this training and receive your university degree without travel or laborious paperwork”

This private qualification will allow you to obtain a **Postgraduate Diploma in Educational Coaching, Talent, Vocation and Creativity for Psychologists** 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 Coaching, Talent, Vocation and Creativity for Psychologists**

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**



*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.

future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

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personalized service innovation

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online training

development languages

virtual classroom

Postgraduate Diploma

Educational Coaching, Talent,
Vocation and Creativity
for Psychologists

