

Master's Degree Educational Coaching





Master's Degree Educational Coaching

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

Website: www.techtitute.com/us/psychology/master-degree/master-educational-coaching

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01

Introduction

Learning, like technology and educational systems, has been changing over time and evolving gradually. Therefore, it is of vital importance to be in favor of innovation and implementation of new strategies to put into practice with patients.

This Master's Degree in Educational Coaching will allow the psychologist to make a deep immersion in the world of coaching, learning a variety of dynamics and quality tools that will promote change and personal development in children, families and teachers. All this will allow the professional to grow and consolidate within a sector that increasingly demands psychologists specialized in the field.





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You will approach complementary disciplines such as Neurolinguistic Programming, Emotional Intelligence, Mindfulness or Neuroscience, which will lead you to meet your educational objectives with greater efficiency”

This Master's Degree stands out from the rest, not only because of the experience of its teachers and the quality of its content, but also because it covers all areas of coaching in the academic world: from formal to non-formal education, taking into account the different evolutionary stages of the student. This will allow the psychologist to acquire a series of valuable competencies that will accredit them as a coach at the educational level.

Its excellent teaching program integrates uncommon disciplines, such as Neurolinguistic Programming, Neuroscience, or Mindfulness, which are approached as perfectly complementary and compatible tools with a Coaching process at an individual and group level. In addition, it delves into the figure of the Psychologist and the family, as well as the psycho-evolutionary and educational characteristics of children and adolescents during their development, through the use of practical and didactic multimedia content. This will allow the future coach to quickly assimilate new tools and skills to apply in the daily practice of his profession.

Thanks to the participation of several educational psychologists in the development of contents, this program offers a holistic vision of Coaching, with which to provide value to special groups. It will also provide Psychologists with the necessary skills to manage some of the main challenges of today's society, such as bullying or the impact of social networks on minors.

The Master's Degree in Educational Coaching has been created by professional coaches who work daily with children on key aspects such as identity, self-esteem, talent, creativity, emotional intelligence and attention, maintaining a systemic vision with the family and the educational center.

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

- ♦ The development of case studies presented by experts in Educational Coaching
- ♦ 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
- ♦ New developments in Educational Coaching
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Emphasis on innovative methodologies in the teaching of Educational Coaching
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



A high educational level training created by the best experts in the field, which will allow you to achieve professional success"

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This Master's Degree is the best investment you can make when selecting a refresher program for two reasons: in addition to updating your knowledge in this area, you will have the support of first class teachers who will catapult your career to the next level"

It includes in its teaching staff professionals belonging to the field of Educational Coaching, who pour into this training the experience of their work, in addition to recognized specialists of 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 learning experience designed to prepare for real-life situations.

The design of this program focuses on Problem-Based Learning, by means of which the teacher must try to solve the different professional practice situations that are presented to them. For this purpose, the specialist will be assisted by an innovative interactive video system created by recognized experts in the field of Educational Coaching and with great experience.

Increase your decision-making confidence by updating your knowledge through this Master's Degree.

We offer you the best teaching methodology in the market and a complete theoretical and practical material that will help you to carry out an immersive study of this subject.



02

Objectives

This training aims to increase the level of self-awareness. Each of its lines has not only the objective of focusing on the child, their family and psychologists, but also on the person as an agent of change who takes responsibility for their own process of metamorphosis, as a way to accompany and teach from coherence. 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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At the end of this Master's Degree you will have the necessary educational skills to perform the tasks of an Educational Coach"



General Objectives

- ♦ Know what the Coaching process is and the elements that compose it, as well as the differences with other approaches
- ♦ Establish the psycho-evolutionary development of the children-adolescents to whom the Educational Coaching is addressed
- ♦ Discover the process to be carried out in Coaching sessions (GROW)
- ♦ Understand the profound relationship between communication and interpersonal relationships
- ♦ Recognize the importance of communication in a Coaching process
- ♦ Know the structure of feedback and when to apply it
- ♦ Learn the structure and intention of integrating parts
- ♦ Analyze communication in children and adolescents
- ♦ Discover and use Storytelling and Metaphors
- ♦ Identify the relationship that Coaching has with the fields of Neuroscience
- ♦ Know what emotional intelligence is
- ♦ Know and enhance social-emotional competencies
- ♦ Identify the importance of motivation
- ♦ Know the characteristics of self-esteem
- ♦ Learning how to apply emotional intelligence in the classroom
- ♦ Discover what identity is
- ♦ Familiarization with in-depth tools such as the Enneagram, and psycho-technical tools such as the MBTI
- ♦ Know the nature of beliefs and how they are formed
- ♦ Know the main cognitive distortions
- ♦ Learn how to generate a growth mindset
- ♦ Generate transformational changes
- ♦ Identify and detect vocation and purpose
- ♦ Know how to carry out a team coaching process for the teaching staff and the management team
- ♦ Identify family cycles and know how to accompany families in their process
- ♦ Provide the future coach with tools to identify talent, as well as tools for its development through empowerment and sponsorship



Take advantage of the opportunity and take the step to get up to date on the latest developments in Educational Coaching"



Specific Objectives

Module 1. Neurosciences and Education

- ♦ Identify the concepts between Coaching, Neuroscience, Neurolearning, basic learning devices, multiple intelligences, movement and learning, Neurodidactics, and play within the educational fields
- ♦ Know the functioning of the brain and its structures
- ♦ Establish the concepts of learning and the different levels, styles, types, and competences of learning
- ♦ Relate the Basic Learning Devices and Executive Functions in the development of activities
- ♦ Know the Multiple Intelligences and the favorability of implementing them in the educational field
- ♦ Recognize the importance of play as a tool for Neurodidactics and Learning
- ♦ Implement Movement and Learning exercises in the classroom as learning sessions
- ♦ Relate Coaching with Neuroscience and the empowerment it generates in students
- ♦ Determine clearly the way to refer students

Module 2. Beliefs, Values, and Identity

- ♦ Understanding what beliefs are
- ♦ Identify limiting beliefs
- ♦ Understanding cognitive distortions
- ♦ Understanding irrational ideas
- ♦ Understanding belief change
- ♦ Learn the dynamics of belief change
- ♦ Generate growth mindset

- ♦ Generate transformational changes
- ♦ Identify what talent is
- ♦ List the characteristics of talent
- ♦ Use the exercises and techniques of the Element
- ♦ Master the Gallup test
- ♦ Learn how to accompany young people in their academic orientation
- ♦ Identify what creativity is
- ♦ Know how to adopt a creative attitude on the part of the Coach
- ♦ Know and use the literary art in the Coaching process
- ♦ Know and use the performing arts in the Coaching process
- ♦ Practice the use of plastic and scenic arts in the Coaching sessions
- ♦ Know the function of the visual arts
- ♦ Identify what vocation is
- ♦ Detect the purpose
- ♦ Practice dynamics to discover vocation

Module 3. Coaching

- ♦ Know what the Coaching process is
- ♦ Identify different types of coaching and among them further your understanding educational coaching
- ♦ Establish the differences between Coaching and other disciplines
- ♦ Describe the historical basis and origin of Coaching from philosophy, education, and psychology
- ♦ Know the different currents and schools, as well as their philosophy

- ♦ Differentiate the different elements of Coaching: Coach, Coachee, and Coaching
- ♦ Analyze the psycho-evolutionary development of the children-adolescents targeted by Educational Coaching: affective, social, and cognitive
- ♦ Discover the main Coaching associations
- ♦ Know the areas of application of Coaching in education
- ♦ Observe and analyze individual, group and family coaching sessions
- ♦ Recognize the different competencies that a Coach must respond to
- ♦ Inquire into the process to be carried out in coaching sessions (GROW) to obtain the necessary credit for the financing of the construction or sale/purchase of vessels

Module 4. Emotional Intelligence

- ♦ Identify what emotional intelligence is
- ♦ Discover the history behind emotional intelligence
- ♦ Distinguish myths from legends
- ♦ Know the functions of emotions
- ♦ Establish the characteristics of emotions
- ♦ Describe the processes of emotions
- ♦ Relate the interaction between emotion and thought processes
- ♦ Recognize the influence of emotions on thought processes
- ♦ Identify the various emotional competencies
- ♦ Know strategies for the development of emotional competences
- ♦ Characterize the process of emotional integration
- ♦ Know how to integrate the different emotions
- ♦ Identify the importance of motivation
- ♦ Recognize how to enhance motivation

- ♦ Know the characteristics of self-esteem
- ♦ Identify the components of self-esteem and how to foster them
- ♦ Understand the importance of the emotionally intelligent teacher
- ♦ Establish the benefits of the emotionally intelligent teacher
- ♦ Show how to apply emotional intelligence in the classroom
- ♦ Recognize the importance of emotional education in the classroom

Module 5. Systemic Pedagogy

- ♦ Learn the theoretical bases and origins of Systemic Coaching
- ♦ Know the functioning of the family system as the first system of human relationship
- ♦ Acquire knowledge about the functioning of the couple and its application in Educational Coaching
- ♦ Handle Coaching tools for contexts such as divorce and separations and to favor the best scenario for the child
- ♦ Know the legal framework that affects the process of separation and divorce in relation to minors and the work with the coach
- ♦ Know how the different stages of the life cycle influence people and how to apply it in contexts of Educational Coaching to favor the maturing process of the child and the family system

Module 6. Communication

- ♦ Study in depth the importance of communication in the coaching process
- ♦ Delve into the different levels and components of communication
- ♦ Know the different linguistic acts
- ♦ Study in depth the concept of feedback in the educational coaching process
- ♦ Deepen in the functioning of the Rappot method

Module 7. Educational Coaching

- ♦ Learn techniques for the effective management of internal teams of the center, as well as with students and parents
- ♦ Knowledge of the different types of leadership, as well as specific tools that will allow greater effectiveness in their management
- ♦ Music: Recognizing the influence of sound and the constituent elements of music on human beings
- ♦ Connection between emotional intelligence and musical behavior
- ♦ Recognize body sensations, emotions, beliefs, and behaviors of stage anxiety
- ♦ Specific tools for individual and group coaching with vulnerable groups: childhood, adolescence, gender violence, ethnic minorities, and immigration, etc
- ♦ Specific tools for Nutritional Coaching: the four pillars method,
- ♦ Learn to use Coaching to encourage healthy eating habits instead of using rewards and punishments with food
- ♦ Learn how to use the discipline of Coaching in technical sports education and high performance team settings
- ♦ Establish strategies for setting sports goals
- ♦ Learn about the dynamics and strategies of educational coaching for teachers for application in the classroom, at the individual and group level, and in the family system
- ♦ Observe and analyze individual, group and family coaching sessions
- ♦ Recognize the different competencies that a Coach must respond to
- ♦ Inquire into the process to be carried out in coaching sessions (GROW) to obtain the necessary credit for the financing of the construction or sale/purchase of vessels

Module 8. Talent, vocation, and creativity

- ♦ Know the 5 keys to recognize a talent
- ♦ Identify the 34 Talents of the Gallup Institute and know how to use them in the Coaching session and in the academic orientation
- ♦ Know and manage the Creative Problem Solving process within a group and individual Coaching session
- ♦ Use of the 6 Thinking Hats technique as a method of creative work in the classroom
- ♦ Use of scenic, plastic and literary techniques for emotional expression and incorporation of fundamental skills for public speaking, written expression, etc
- ♦ Mastery of dynamics that allow exploration of vocation and purpose at early ages

Module 9. Active methodologies and innovation

- ♦ Know what active methodologies are and how they work
- ♦ Deepen in the concept of learning based on projects, problems and challenges
- ♦ Know the basic principles of learning based on thoughts, events or games
- ♦ Delve into how the flipped classroom works
- ♦ Learn about new trends in education
- ♦ Delve into the free, natural methodologies based on the development of the individual

Module 10. Coaching for Transformation, Innovation and Excellence

- ♦ Delve into well-being as a factor of excellence in educational communities
- ♦ Know how to carry out a professional development and teaching wellness plan
- ♦ Delve into the concept of educational excellence
- ♦ Know the different processes of educational innovation through coaching
- ♦ Know the different meanings and purposes of education

03 Skills

Once all the contents have been studied and the objectives of the Master's Degree in Educational Coaching have been achieved, the professional will be able to have a superior skills and performance in this area. In this way, the psychologist will be able to grow within his profession and achieve a series of skills that will allow him to practice in both educational and social-health institutions, having full knowledge of the correct treatment of children and adolescents. All this, in addition, accompanied by the coach qualification that will revalidate their professional curriculum.





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With the Master's Degree in Educational Coaching you will acquire the necessary skills to favorably influence the learning process of your patients"

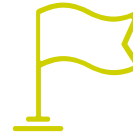


General Skills

- ♦ Develop within the profession in terms of working with other health professionals, acquiring skills to work as a team
- ♦ Recognize the need to maintain your professional skills and keep them up to date, with special emphasis on autonomous and continuous learning of new information
- ♦ Develop the capacity for critical analysis and research in the field of their profession



This program will allow you to learn in a theoretical and practical way, through virtual learning systems, to develop your work with total guarantees of success"



Specific Skills

- ♦ Competence and ability to stay within the ethical framework of Coaching
- ♦ Identify the professional standards of Coaching
- ♦ Identify the standards of the psychoevolutionary stages of the child for the work in the Coaching process
- ♦ Understand linguistic communication
- ♦ Distinguish Coaching from other disciplines and stay within the Coaching field
- ♦ Generate a Coaching conversation within the GROW structure
- ♦ Apply the relentless use of language: absence of judgments, separation of facts and opinion, identification of feeling, and need
- ♦ Employ NON-directive communication that allows exploration of the client's deep structure
- ♦ Understand basic communication coaching skills
- ♦ Identify the relationship that Coaching has in the fields of Neuroscience and the way in which it connects with learning, achieving that the educator acquires from the content a greater amount of strategies, and tools that allow them to impact favorably in all the learning processes of their Patients
- ♦ Use the knowledge acquired about emotional intelligence in daily practice
- ♦ Establish the relationship between emotion and thought processes
- ♦ Enhancing socio-emotional competencies
- ♦ Understand the importance of the emotionally intelligent teacher
- ♦ Applying emotional intelligence in the classroom

- ♦ Identify which elements are present in the identity
- ♦ Teach the concept of the shadow and the personality
- ♦ Study in depth the ego states and how they are interrelated
- ♦ Use in-depth tools such as the enneagram, and psycho-technical tools such as the MBTI
- ♦ Understand the nature of beliefs and how they are formed
- ♦ Generate growth mindset
- ♦ Generate transformational changes
- ♦ Differentiate between talent and ability
- ♦ Recognize talent in the child
- ♦ Detect and foster creativity
- ♦ Apply various visual and performing arts in the coaching process
- ♦ Learn to interpret and combine the factors that allow to identify the personality and behaviors of the young person, in order to subsequently accompany them in an academic orientation
- ♦ Identify and detect vocation and purpose
- ♦ Broaden the view of what can be recognized as a talent thanks to the Gallup Institute's proposal
- ♦ Apply Coaching in academic orientation
- ♦ Handle creativity techniques applied to the Coaching process
- ♦ Use literary, scenic, and plastic art techniques in a group and individual Coaching session
- ♦ Understand cultural expressions
- ♦ Apply a sense of initiative and entrepreneurship
- ♦ Learning to Learn
- ♦ Know how to make a first consideration of roles, rules and limits, as well as the range of distance or flexibility of the relational dynamics
- ♦ Identify family cycles and know how to accompany families in their process
- ♦ Apply Coaching strategies that allow a greater well-being, whether in the child, in the family or the educational system
- ♦ Develop various techniques that allow to achieve and access states of relaxation, balance and presence which allow the student to increase the effectiveness of the actions that are developed daily, and become aware of the original resources available to each person
- ♦ Know how to carry out a team coaching process for the teaching staff and the management team
- ♦ Conduct individual coaching processes for teachers and managers to achieve all types of academic objectives, as well as to develop leadership skills in the classroom
- ♦ Apply coaching to music, nutrition, sports, education for diversity and special groups: TDH, high capacity, borderline intelligence, etc.
- ♦ Employing Educational Coaching with horses

04

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 education 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 the latest advances in Educational Coaching procedures from leading professionals”

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
- ♦ 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. 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, ASESCO and AECOP certified Coach with competencies in NLP and Systemic Coaching
- ♦ Trainer of Trainers for CEFIRE of Orihuela and CPR Murcia



Mr. Romero Montaserín, Jose 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



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.



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



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. Rodríguez Ruiz, Celia

- ♦ 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

Dña. 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





Dra. 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



Make the most of this opportunity to learn about the latest advances in this subject to apply it to your daily practice”

05

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 Master's Degree has a quality program adapted to the latest trends in the field of Educational Coaching"

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. Beliefs, Values, and Identity

- 2.1. Nature of Beliefs
 - 2.1.1. Concepts about Beliefs
 - 2.1.2. Characteristics of a Belief
 - 2.1.3. Belief Formation
 - 2.1.4. Behavior and Beliefs
 - 2.1.5. Limiting Beliefs
 - 2.1.6. Empowering Beliefs
 - 2.1.7. Origin of Limiting Beliefs
- 2.2. Managing Belief Change
 - 2.2.1. Healing the Past
 - 2.2.2. Basis of Coping with Belief Change
 - 2.2.3. Robert Dilts
 - 2.2.4. Morty Lefkoe
 - 2.2.5. "The Word", Byron Katie
- 2.3. Mindset for Change and Innovation
 - 2.3.1. Fixed Mindset
 - 2.3.2. Growth Mindset
 - 2.3.3. Comparing Fixed and Growth Mindsets
 - 2.3.4. Attitude for Change and Innovation
 - 2.3.5. Zone of Inertia
 - 2.3.6. Learning Zone
- 2.4. Coaching and Change
 - 2.4.1. Simon Sinek's Golden Circle
 - 2.4.2. Neurological Levels of Change and Learning
 - 2.4.2.1. Environment
 - 2.4.2.2. Behaviour
 - 2.4.2.3. Capacity
 - 2.4.2.4. Values and Beliefs
 - 2.4.2.5. Identity
 - 2.4.2.6. Transpersonality
 - 2.4.3. Remedial Changes
 - 2.4.4. Generative Changes
 - 2.4.5. Evolutionary Changes
 - 2.4.6. Recognition of the Neurological Level
- 2.5. Values and Counter-Values
 - 2.5.1. Conceptualization of Values
 - 2.5.2. Types of Values
 - 2.5.3. Learning of Values
 - 2.5.4. Values and Behavior
 - 2.5.5. Counter-values
 - 2.5.6. Value Recognition Dynamics
 - 2.5.7. Dynamics for Counter-value Recognition
- 2.6. Identity
 - 2.6.1. Identity Traits
 - 2.6.2. Concept of Identity
 - 2.6.3. Tradition and Identity
 - 2.6.4. Psychological Models and Identity
 - 2.6.5. Identity and Science
- 2.7. Personality Models
 - 2.7.1. Enneagram
 - 2.7.2. Discovery of one's own Enneagram
 - 2.7.3. Evolution from the Enneagram
 - 2.7.4. Use of the Enneagram in Social and Group Interactions
 - 2.7.5. Inner Archetypes
 - 2.7.6. Transformational Coaching
- 2.8. Logical Levels
 - 2.8.1. Human Needs and Maslow's Pyramid
 - 2.8.2. Richard Barrett's Levels of Consciousness
 - 2.8.3. Self-realization
 - 2.8.4. Altruism and Service
 - 2.8.5. Alignment of Levels

- 2.9. Approach to Beliefs, Values, and Identity in Education
 - 2.9.1. Beliefs for Educational Excellence
 - 2.9.2. Pygmalion Effect
 - 2.9.3. The Importance of High Expectations
 - 2.9.4. Diversity: Inclusiveness
 - 2.9.5. The Values of Positive Psychology
 - 2.9.6. Values-based Education
 - 2.9.7. Self-esteem and Recognition: Identity Construction

Module 3. Coaching

- 3.1. What is Coaching?
 - 3.1.1. An Objective-driven Process
 - 3.1.1.1. The Importance of Defining the Objective
 - 3.1.1.2. Starting from the End
 - 3.1.1.3. How to Define a SMARTERObjective?
 - 3.1.1.4. From Apparent to Real Objective
 - 3.1.1.5. Target Characteristics
 - 3.1.2. A Process Among People
 - 3.1.2.1. Coaching Framework or Context
 - 3.1.2.2. The Coaching Relationship
 - 3.1.2.3. Influences in the Coaching Process
 - 3.1.2.4. Trust
 - 3.1.2.5. Respect
 - 3.1.3. The Bond
 - 3.1.4. A Communicative Process
 - 3.1.4.1. The Power of Language
 - 3.1.4.2. Active Listening
 - 3.1.4.3. Lack of Judgment
 - 3.1.4.4. Non-Verbal Communication
 - 3.1.5. An Action-oriented Process
 - 3.1.5.1. The Importance of Action
 - 3.1.5.2. Designing an Action Plan
 - 3.1.5.3. Monitoring
 - 3.1.5.4. Assessment
 - 3.1.5.5. A Creative Process
 - 3.1.5.6. Generating Options
 - 3.1.5.7. Choosing Options
- 3.2. The Origins and Background of Coaching
 - 3.2.1. Philosophical Origins and Maieutics
 - 3.2.1.1. Pre-Socratics
 - 3.2.1.2. The Maieutics of Socrates
 - 3.2.1.3. Plato
 - 3.2.1.4. Later Philosophical Influences
 - 3.2.2. Influences of Humanistic Psychology
 - 3.2.2.1. The Basics of Humanistic Psychology
 - 3.2.2.2. Confidence in the Client's Ability
 - 3.2.2.3. Focus on Potentialities and Possibilities
 - 3.2.3. Contributions of Positive Psychology
 - 3.2.3.1. The Basics of Positive Psychology
 - 3.2.3.2. Conditions for Positive Psychology
 - 3.2.3.3. Human Strengths
 - 3.2.3.4. Meaning and Purpose in Life
 - 3.2.4. The Winner Game
 - 3.2.4.1. Deliberate Practice
 - 3.2.4.2. Improvement in Sports Performance
 - 3.2.4.3. Galwain
 - 3.2.5. Orientalism
 - 3.2.5.1. Importance of the Process or Pathway
 - 3.2.5.2. Objectives as Goals
 - 3.2.5.3. Detachment from Expectations and Achievements
 - 3.2.5.4. Understanding Suffering
 - 3.2.5.5. The Power of the Present
 - 3.2.6. Other Influences
 - 3.2.6.1. Systemic Psychology
 - 3.2.6.2. Gestalt Psychology
 - 3.2.6.3. The Flow Concept

- 3.2.6.4. Zen Teachings
- 3.2.6.5. Management
- 3.2.6.6. Neurosciences
- 3.2.6.7. Epigenetics
- 3.3. Current Schools and Trends
 - 3.3.1. The American School
 - 3.3.1.1. Practical Coaching Approach
 - 3.3.1.2. Thomas Leonard
 - 3.3.1.3. Other Exponents
 - 3.3.2. The European School
 - 3.3.2.1. Humanistic Coaching
 - 3.3.2.2. John Whitmore
 - 3.3.2.3. Other Exponents of European Coaching
 - 3.3.3. The Latin American School
 - 3.3.3.1. The Ontological Coaching Approach
 - 3.3.3.2. Rafael Echeverría and Julio Olalla
 - 3.3.3.3. Other Exponents of Latin American Coaching
- 3.4. Differences Between Coaching and Other Approaches
 - 3.4.1. Relationship Specificities in Coaching
 - 3.4.1.1. The Coachee's Responsibility
 - 3.4.1.2. The Role of the Coach
 - 3.4.1.3. Achieving Objectives
 - 3.4.2. The Limits of Coaching
 - 3.4.2.1. Psychological Conditions of the Coachee
 - 3.4.2.2. The Coach's Review and Personal Work
 - 3.4.2.3. Discomfort and Neurosis in Coaching Processes
 - 3.4.2.4. Signs of Psychosis in the Coachee
 - 3.4.2.5. Considerations on the Referral of the Coachee to Psychotherapy Professionals
 - 3.4.2.6. The Approach to Coaching Processes with Coachees in Psychiatric Treatment
 - 3.4.3. Cognitive-Behavioral
 - 3.4.3.1. The Psychotherapeutic Approach
 - 3.4.3.2. The Psychodynamic Approach
 - 3.4.3.3. The Humanistic Approach
 - 3.4.3.4. The Gestalt Approach
 - 3.4.3.5. The Behavioral Approach
 - 3.4.3.6. The Jungian Approach
 - 3.4.3.7. The Systemic Approach
 - 3.4.3.8. Complementation of Psychotherapy in Coaching Processes
 - 3.4.4. Mentoring
 - 3.4.4.1. Mentoring Objectives
 - 3.4.4.2. Relationships in Mentoring
 - 3.4.4.3. The Power of Trust in Mentoring
 - 3.4.4.4. Mentoring Advice in Mentoring
 - 3.4.4.5. Limits of Mentoring
 - 3.4.4.6. Complementation of Mentoring with Coaching Processes
 - 3.4.5. Consulting
 - 3.4.5.1. Relationships in Consulting
 - 3.4.5.2. Consulting Objectives
 - 3.4.5.3. Complementation of Consulting with Coaching processes
 - 3.4.6. Counseling
 - 3.4.6.1. Relationships in Councelling
 - 3.4.6.2. Objectives and Scope
 - 3.4.6.3. Complementation of Councelling with Coaching Processes
 - 3.4.7. Empowerment
 - 3.4.7.1. Definition
 - 3.4.7.2. Processes
 - 3.4.7.3. Types
 - 3.4.8. Other Approaches
 - 3.4.8.1. Art Therapy
 - 3.4.8.2. Music Therapy
 - 3.4.8.3. Drama Therapy
 - 3.4.8.4. Dance Therapy
 - 3.4.8.5. Body Therapies and Mind-Body Integrative Therapies

- 3.5. Areas of Coaching
 - 3.5.1. Live Coaching
 - 3.5.1.1. Personal
 - 3.5.1.2. Family
 - 3.5.1.3. Relationship
 - 3.5.2. Sports Coaching
 - 3.5.2.1. Professional Sports Coaching
 - 3.5.2.2. Health and Fitness Coaching
 - 3.5.2.3. Executive Coaching
 - 3.5.2.4. Team Coaching
 - 3.5.2.5. Business Coaching
 - 3.5.2.6. Nutritional Coaching
 - 3.5.2.7. Systemic Coaching
 - 3.5.2.8. PsychoCoaching
 - 3.5.2.9. Transformational Coaching
 - 3.5.2.10. Educational Coaching
- 3.6. The Competences of a Coach
 - 3.6.1. The Code of Conduct
 - 3.6.1.1. Ecology
 - 3.6.1.2. Confidentiality
 - 3.6.1.3. Forming Partnerships
 - 3.6.1.4. Creating the Bond
 - 3.6.1.5. Honesty
 - 3.6.1.6. Transparency
 - 3.6.1.7. Respect
 - 3.6.1.8. Commitment
 - 3.6.2. In-house Skills
 - 3.6.2.1. Self-Knowledge
 - 3.6.2.2. Vulnerability
 - 3.6.2.3. Being proactive
 - 3.6.2.4. Empathy
 - 3.6.2.5. Reflection
 - 3.6.3. External Skills
 - 3.6.3.1. Effective Communication
 - 3.6.3.2. Active Listening
 - 3.6.3.3. Admiration
 - 3.6.3.4. Assertiveness
 - 3.6.3.5. Feedback
 - 3.6.3.6. Process Management
 - 3.6.3.7. Silence
 - 3.6.3.8. Motivation
 - 3.6.4. Coaching Associations
 - 3.6.4.1. International Coach Federation
 - 3.6.4.2. International Coaching Community
 - 3.6.4.3. International Association of Coaching and Psychology
 - 3.6.5. Coaching Qualifications and Preparation
 - 3.6.5.1. Quality Preparation Requirements
 - 3.6.5.2. Accredited Programs
 - 3.6.5.3. Professional Coach Accreditation
 - 3.6.5.4. Accreditation Process
 - 3.6.6. The 11 ICF Core Competencies
 - 3.6.6.1. Laying the Foundations
 - 3.6.6.2. Co-Creating the Relationship
 - 3.6.6.3. Communicating Effectively
 - 3.6.6.4. Cultivating Learning and Growth
- 3.7. Session Structure
 - 3.7.1. Coach and Coachee Roles
 - 3.7.1.1. Role and Responsibilities of the Coach
 - 3.7.1.2. Role and Responsibilities of the Coachee
 - 3.7.1.3. The Coaching Process
 - 3.7.1.4. Defining Objectives
 - 3.7.1.5. Action Plan
 - 3.7.1.6. Commitment
 - 3.7.1.7. Partnerships
 - 3.7.1.8. Assessment

- 3.7.2. Sponsor
 - 3.7.2.1. Company, Management or Institution as Sponsor
 - 3.7.2.2. Company and Coachee Objectives
 - 3.7.2.3. Responsibility in the Coaching Process
- 3.7.3. Structure and Framework
 - 3.7.3.1. Initial Situation
 - 3.7.3.2. Desired Situation
 - 3.7.3.3. Distance Between the Start and Coaching Goal
- 3.7.4. Partnership and Contract
 - 3.7.4.1. The Suitability of a Partnership
 - 3.7.4.2. The Contract and Contractual Matters
 - 3.7.4.3. Differences and Complementarity Between Partnership and Contract
- 3.7.5. Types of Session According to their Purpose
 - 3.7.5.1. On Contact
 - 3.7.5.2. On the Starting Process
 - 3.7.5.3. On Development
 - 3.7.5.4. On Follow-up
 - 3.7.5.5. On Assessment
 - 3.7.5.6. On Closure
- 3.7.6. Closing the Relationship
 - 3.7.6.1. Process Evaluation
 - 3.7.6.2. Relationship Evaluation
 - 3.7.6.3. Evaluating the Achievement of Objectives
- 3.8. Models
 - 3.8.1. Wasick
 - 3.8.2. PIE
 - 3.8.3. STIR
 - 3.8.4. GROWModel
 - 3.8.4.1. Objective
 - 3.8.4.2. Reality
 - 3.8.4.3. Options
 - 3.8.4.4. Action
 - 3.8.5. OUTCOMESModel
 - 3.8.5.1. Objectives
 - 3.8.5.2. Reasons
 - 3.8.5.3. Acting from Now
 - 3.8.5.4. Clarifying the Difference
 - 3.8.5.5. Generating Options
 - 3.8.5.6. Motivating to action
 - 3.8.5.7. Enthusiasm and Incentives
 - 3.8.5.8. Support
- 3.8.6. ACHIEVESModel
 - 3.8.6.1. Assess Current Situation
 - 3.8.6.2. Create Brainstorming of Alternatives
 - 3.8.6.3. Home Goals
 - 3.8.6.4. Initiate Options
 - 3.8.6.5. Assess Options
 - 3.8.6.6. Validate Action Program
 - 3.8.6.7. Entourage Momentum
- 3.9. Coactive Coaching
 - 3.9.1. Fundamentals of Coactive Coaching
 - 3.9.2. The Coactive Coaching Model
 - 3.9.3. The Coactive Coaching Relationship
 - 3.9.4. Contexts
 - 3.9.4.1. Listening
 - 3.9.4.2. Intuition
 - 3.9.4.3. Curiosity
 - 3.9.4.4. Pushing and Deepening
 - 3.9.4.5. Self Management
 - 3.9.5. Principles and Practices
 - 3.9.5.1. Fullness
 - 3.9.5.2. Process
 - 3.9.5.3. Balance
 - 3.9.5.4. Combining

- 3.10. Coaching as a tool for the development of Groups, Companies and Communities
 - 3.10.1. Current challenges for Companies and Institutions
 - 3.10.2. Organizational Coaching
 - 3.10.3. Company Objectives
 - 3.10.4. Coaching Services for Companies
 - 3.10.4.1. Executive
 - 3.10.4.2. Specific Preparation Programs
 - 3.10.4.3. Shadow Coaching
 - 3.10.4.4. Group Coaching
 - 3.10.4.5. (Systemic) Team Coaching
 - 3.10.4.6. Psychometric Diagnostic Tools
 - 3.10.4.7. Motivation and values
 - 3.10.5. Psychometric Diagnostic Tools
 - 3.10.5.1. MBTI
 - 3.10.5.2. FIRO-B
 - 3.10.5.3. Feedback 360
 - 3.10.5.4. DISC
 - 3.10.5.5. Belbin
 - 3.10.5.6. Evolution in Systems and Communities
 - 3.10.5.7. Change and Innovation through Coaching
 - 3.10.5.8. Basic Coaching Tools
 - 3.10.5.8.1. Personal Life Wheel
 - 3.10.5.8.2. Teaching Wheel
 - 3.10.5.8.3. Student Wheel
 - 3.10.5.8.4. Personal SWOT Analysis
 - 3.10.5.8.5. Johari Window
 - 3.10.5.8.6. GROWScheme
 - 3.10.5.8.7. Circle of Control, Influence, and Concern
 - 3.10.5.8.8. Head, Heart, Belly
 - 3.10.5.8.9. VAK

Module 4. Emotional Intelligence

- 4.1. Definition of Emotional Intelligence
 - 4.1.1. Historical Background of EI
 - 4.1.2. Different Authors who have Coined a Definition of EI
 - 4.1.3. Thorndike and Social Intelligence
 - 4.1.4. Salovey and Mayer
 - 4.1.5. Daniel Goleman
 - 4.1.6. Definition of Emotional Intelligence
 - 4.1.7. Components of Emotional Intelligence
 - 4.1.8. Characteristics of EI Capabilities
 - 4.1.9. Keys to Develop Emotional Intelligence
- 4.2. Emotions
 - 4.2.1. Emotion? the Road to a Definition
 - 4.2.2. What are Emotions for?
 - 4.2.3. Emotional Process
 - 4.2.3.1. Difference between Emotion and Feeling
 - 4.2.4. Classification and Types of Emotions
 - 4.2.4.1. Basic Emotions
 - 4.2.4.2. Social Emotions
 - 4.2.4.3. Microexpressions
 - 4.2.4.4. Emotional Dyads
 - 4.2.4.5. Fundamental Psychological Needs and their Emotional Linkage
- 4.3. Emotions, Attitude, and Competence
 - 4.3.1. Attitude
 - 4.3.1.1. What is Attitude?
 - 4.3.1.2. Components of Attitude
 - 4.3.2. Optimism
 - 4.3.3. Emotional Competencies
 - 4.3.4. Social Skills or Interpersonal Relationships
- 4.4. Emotional Management
 - 4.4.1. What does Emotional Management Consist of?
 - 4.4.2. Self-Knowledge
 - 4.4.3. Emotional Awareness

- 4.4.4. Self-Appraisal
 - 4.4.4.1. Our Strengths and Weaknesses
- 4.4.5. Internal Communication
- 4.4.6. External Communication
 - 4.4.6.1. The Power of Words
- 4.4.7. Assertiveness
 - 4.4.7.1. Communicative Styles
- 4.4.8. Non-verbal Language
- 4.4.9. Posture and Emotions
- 4.5. Emotional Intelligence and Education
 - 4.5.1. Emotional Intelligence in the Classroom
 - 4.5.2. Advantages of EI in the Classroom
 - 4.5.3. Benefits of Emotional Intelligence
 - 4.5.4. Emotional Intelligence in the Student Body
 - 4.5.5. Classroom Climate
 - 4.5.5.1. The Relationship between the Teacher and the Students
 - 4.5.5.2. The Relationship between Students in the Classroom
 - 4.5.6. Emotional Understanding in the Classroom
 - 4.5.7. Emotional Intelligence and Academic Performance
 - 4.5.8. Emotional Learning
 - 4.5.9. Tools for Classroom Management
- 4.6. Thinking Skills
 - 4.6.1. Approach to the Concept
 - 4.6.2. Types of Capabilities and Links between Them
- 4.7. Self-Motivation and Achievement Capabilities
 - 4.7.1. Emotional Education in Teacher Training
 - 4.7.2. Emotions in Teaching Practice
- 4.8. Teacher Welfare
 - 4.8.1. The Keys to Teacher Well-being
 - 4.8.2. Emotional Education and the Role of the Teacher
 - 4.8.3. The Emotional Thinking Method
 - 4.8.3.1. Self-Knowledge
 - 4.8.3.2. Self-esteem
 - 4.8.3.3. Emotional Control

- 4.8.3.4. Motivation
- 4.8.3.5. Empathy
- 4.8.3.6. Leadership
- 4.8.3.7. The Emotionally Intelligent Teacher
- 4.8.3.8. Empathy and Communication with Students
- 4.8.3.9. Techniques to Obtain Enriching Feedback
- 4.9. Habits of People with High Emotional Intelligence
 - 4.9.1. What is a Person with High Emotional Intelligence?
 - 4.9.2. The Triad of Success
 - 4.9.3. Personal Vision
 - 4.9.4. Personal Leadership
 - 4.9.5. Personal Administration and Management
 - 4.9.6. Interpersonal Leadership
 - 4.9.7. Synergy
 - 4.9.8. Flexibility and Creative Adaptation
 - 4.9.9. Resilience
 - 4.9.10. Elements that Generate High Performance
- 4.10. Highly Sensitive People
 - 4.10.1. Approach to the Concept
 - 4.10.2. High Sensitivity and Other Personality Traits

Module 5. Systemic Pedagogy

- 5.1. General Systems Theory
 - 5.1.1. What is a System?
 - 5.1.2. Systemic Approach to Development
 - 5.1.3. The Person as an Open System
 - 5.1.4. Systemic Bases and Laws
 - 5.1.5. Interpretation of the Conceptions of Development Within the Framework of Systems Theory
 - 5.1.5.1. Vygotsky
 - 5.1.5.2. Piaget
 - 5.1.5.3. Bronfenbrenner
 - 5.1.6. Systems and Cross-cultural Development

- 5.2. Current Systemic Currents
 - 5.2.1. Historical Review of Systemic Psychotherapy
 - 5.2.2. Different Schools Today
 - 5.2.2.1. International or Palo Alto School
 - 5.2.2.2. Strategic Structural School
 - 5.2.2.3. Milan School
 - 5.2.3. Contributions of the Systemic Approach to the Organizations
 - 5.2.4. The Systemic Model Applied to the Educational Field
- 5.3. Bert Hellinger's Philosophy
 - 5.3.1. Fundamentals
 - 5.3.2. The Systemic Movements
 - 5.3.3. Systemic Phenomenological Model
 - 5.3.4. Good and Bad Conscience
 - 5.3.5. Distinction between Therapeutic and Pedagogical Interventions
 - 5.3.6. Contribution to the Educational Field
- 5.4. The Orders of Love and the Orders of Help
 - 5.4.1. Educating "Ordering" and Helping Constructive Relational "Love"
 - 5.4.2. Giving/Taking Balance: Teaching/Learning
 - 5.4.3. Analysis for the Improvement of Coexistence
 - 5.4.3.1. Reconciliation
 - 5.4.3.2. Integration
- 5.5. The Three Systemic Intelligences
 - 5.5.1. Transgenerational
 - 5.5.2. Intergenerational
 - 5.5.3. Intragenerational
 - 5.5.4. Emotional and Cognitive from the Intergenerational and Transgenerational Point of View
 - 5.5.5. Family Inheritance as Culture
 - 5.5.6. Loyalties and Beliefs
- 5.6. Systemic Pedagogy
 - 5.6.1. Principles
 - 5.6.1.1. Belonging
 - 5.6.1.2. Order
 - 5.6.1.3. Links
 - 5.6.2. A New Approach to Education
 - 5.6.3. Educational Processes from Systemic Pedagogy
 - 5.6.4. The Place of Emotions in the Educational System
- 5.7. The Systemic Pedagogue
 - 5.7.1. Features
 - 5.7.2. Functions
 - 5.7.3. Academic Autobiography
 - 5.7.4. Work Autobiography
- 5.8. The Family System
 - 5.8.1. The Genogram
 - 5.8.2. The Systemic Approach to Couple and Child Relationships
 - 5.8.3. Family History
 - 5.8.4. Occupying the Place in the Family
- 5.9. The School System
 - 5.9.1. Creating Bridges between Family and School
 - 5.9.2. New Family Models and their Influence in the Classroom
 - 5.9.3. The Educational Project of the Centers from the Perspective of Systemic Pedagogy
 - 5.9.4. Life Project in Relation to Feelings and Transgenerational Vision of the Educational Centers

Module 6. Communication

- 6.1. Communication
 - 6.1.1. Components of Communication
 - 6.1.1.1. Language
 - 6.1.1.2. Emotionality
 - 6.1.1.3. Body
 - 6.1.2. Elements of Communication
 - 6.1.2.1. Emitter
 - 6.1.2.2. Receptor
 - 6.1.2.3. Message
 - 6.1.2.4. Channel
 - 6.1.2.5. Context
 - 6.1.2.6. Codes
 - 6.1.2.7. Feedback



- 6.1.3. Communication Styles
 - 6.1.3.1. Hierarchical
 - 6.1.3.2. Aggressive
 - 6.1.3.3. Passive
 - 6.1.3.4. Assertive
- 6.1.4. Benefits of Assertive Communication
 - 6.1.4.1. Connection
 - 6.1.4.2. Link
 - 6.1.4.3. Trust
- 6.1.5. Purpose of Communication
- 6.2. Levels of Communication
 - 6.2.1. Intrapersonal
 - 6.2.1.1. Psychic Instances
 - 6.2.1.2. Self-Dialogue
 - 6.2.1.3. Recognition of Internal Characters and Self-Dialogues
 - 6.2.1.4. Internal Relations
 - 6.2.1.5. Effects of Self-Dialogues on Internal States Management
 - 6.2.1.6. The Interior Assistant
 - 6.2.2. Interpersonal
 - 6.2.2.1. Public Conversation
 - 6.2.2.2. Communication Skills
 - 6.2.2.3. The Importance of Non-Verbal Communication
 - 6.2.3. Coherence and Congruence of Levels
 - 6.2.3.1. Incoherence
 - 6.2.3.2. Coherence
 - 6.2.3.3. Level Congruence Management
- 6.3. Linguistic Acts
 - 6.3.1. Declaration
 - 6.3.1.1. Definition of Statement
 - 6.3.1.2. Facts and Agreements
 - 6.3.1.3. Authority and Standards

- 6.3.2. Pledge
 - 6.3.2.1. Definition of Promise
 - 6.3.2.2. Commitment
 - 6.3.2.3. The Trust Equation
- 6.3.3. Trial
 - 6.3.3.1. Definition of Trial
 - 6.3.3.2. According to the Authority
 - 6.3.3.3. According to Tradition
- 6.3.4. Affirmation
 - 6.3.4.1. Definition of Affirmation
 - 6.3.4.2. Designation
- 6.3.5. Language as a Reality Builder
- 6.4. Active Listening
 - 6.4.1. What is Active Listening?
 - 6.4.2. Components of Active Listening
 - 6.4.2.1. Willingness and Attitude
 - 6.4.2.2. Intention
 - 6.4.2.3. Empathy
 - 6.4.2.4. Respect
 - 6.4.2.5. Positive Feedback
 - 6.4.3. Active Listening in Learning Environments
 - 6.4.3.1. Purpose of Active Listening
 - 6.4.3.2. Benefits
 - 6.4.4. Intention of Active Listening
 - 6.4.4.1. Awareness
 - 6.4.4.2. Responsibility
 - 6.4.4.3. Action
- 6.5. Calibration
 - 6.5.1. Calibration Concept
 - 6.5.2. Calibration Process
 - 6.5.2.1. Body Observation
 - 6.5.2.2. Emotionality
 - 6.5.2.3. Language
 - 6.5.3. Calibration Applications in Coaching and Education
 - 6.5.3.1. Observation of Group States
 - 6.5.3.2. Observation of Subgroups and Individuals
 - 6.5.3.3. Understanding and Acceptance
 - 6.5.3.4. Assessment
 - 6.5.3.5. Being Aware
 - 6.5.3.6. Acting from the Needs of Others
- 6.6. Rapport
 - 6.6.1. Concept of Rapport
 - 6.6.2. The Art of Taming Horses
 - 6.6.3. Uses of Rapport
 - 6.6.4. Procedures to Generate Rapport
 - 6.6.4.1. Movements and Gestures
 - 6.6.4.2. Words and Language
 - 6.6.4.3. Emotions
 - 6.6.4.4. Energy
 - 6.6.4.5. Application of Rapport in Coaching
 - 6.6.4.6. Application of Rapport in Education
- 6.7. Feedback
 - 6.7.1. Concept of Feedback
 - 6.7.2. Purpose of Good Feedback
 - 6.7.2.1. Nurturing the Communication Process
 - 6.7.2.2. Self-esteem
 - 6.7.2.3. Motivation
 - 6.7.2.4. Information
 - 6.7.3. Feedback as Communication Reinforcement
 - 6.7.4. The Need for Good Feedback in Education
- 6.8. The Art of Questioning and Confrontation to Generate Learning
 - 6.8.1. Types of Questions
 - 6.8.2. The Confrontation
 - 6.8.3. Purpose of the Confrontation
 - 6.8.4. When to use Confrontation?
 - 6.8.5. Strategies to Use Confrontation Appropriately

- 6.8.6. Insight and Learning from Confrontation
 - 6.8.6.1. Concept of Insight
 - 6.8.6.2. Detection of Insight
 - 6.8.6.3. Testing the Insight

Module 7. Educational Coaching

- 7.1. What is Educational Coaching? Basis and Foundations
 - 7.1.1. Definition and Connection with Educational and Psychological Theories
 - 7.1.2. Educating in the Will of Meaning
 - 7.1.3. Nonodynamics and Coaching
 - 7.1.4. Logopedagogy, Coaching and Education in the Self
 - 7.1.5. Challenges for the Education of the Self from Coaching and Logopedagogy
 - 7.1.6. Coaching at the Service of the Dialogic Encounter between Teacher and Student. Pedagogy of Otherness
 - 7.1.7. Helping Relationship Styles and Coaching
- 7.2. Areas of Application of Coaching in Education
 - 7.2.1. Coaching in the Context of the Teacher-Student Relationship Shared Tutoring
 - 7.2.2. Coaching in the Context of the Student-Student Relationship. Peer Tutoring
 - 7.2.3. Coaching for the Development of the Teaching Profession
 - 7.2.4. Teaching Teams and Faculty Team Spirit, Synergies
 - 7.2.5. Management Teams and the Development of Executive Tools
 - 7.2.6. Coaching for Parents
- 7.3. Benefits of its Application in Educational Contexts
 - 7.3.1. Coaching and Development of Executive Functions and Metacognition
 - 7.3.2. Coaching and Educational Support Needs
 - 7.3.3. Coaching to Achieve Excellence
 - 7.3.4. Self-Esteem and Self-Concept Development
- 7.4. Pedagogies Based on Cooperation and Autonomy Development and Coaching
 - 7.4.1. Collaborative Pedagogies
 - 7.4.2. Advantages of Collaborative Learning (CL)
 - 7.4.3. How to Work with AC?
 - 7.4.4. AC Techniques

- 7.5. Helping Relationship Styles and Coaching
 - 7.5.1. The Teacher as a Coach
 - 7.5.2. Competencies of the Teacher as a "Coach" of the Student Body
 - 7.5.3. Coaching in the Framework of Shared Mentoring
 - 7.5.4. Teacher Skills as a Facilitator of Change
 - 7.5.5. Classroom Group Applications
 - 7.5.6. Teaching Teams and Faculty Team Spirit, Synergies
 - 7.5.7. Management Teams and the Development of Executive Tools

Module 8. Talent, vocation, and creativity

- 8.1. Talent and its Educational Importance
 - 8.1.1. Talent
 - 8.1.2. Components
 - 8.1.3. Talent is Diverse
 - 8.1.4. Measuring and Discovering Talent
 - 8.1.5. Gallup Test
 - 8.1.6. Garp Test
 - 8.1.7. Career Scope
 - 8.1.8. MBTI
 - 8.1.9. Success DNA
- 8.2. Talent and Key Competencies
 - 8.2.1. Key Competencies Paradigm
 - 8.2.2. Key Competencies
 - 8.2.3. The role of the Intelligences
 - 8.2.4. Knowledge: Uses and Abuses in Education
 - 8.2.5. The importance of Skills
 - 8.2.6. The Differentiating Factor of Attitude
 - 8.2.7. Relationship between Talent and Key Competencies
- 8.3. Talent Development
 - 8.3.1. Learning modalities. Richard fields
 - 8.3.2. El Elemento
 - 8.3.3. Talent Development Procedures
 - 8.3.4. Mentor Dynamics
 - 8.3.5. Talent and Educational Approach

- 8.4. Motivation Mechanisms
 - 8.4.1. Needs, Desires and Motivations
 - 8.4.2. Decision Making
 - 8.4.3. Executive Capabilities
 - 8.4.4. Procrastination
 - 8.4.5. Duty, Love and Pleasure in Education
 - 8.4.6. Emotional Habits for Motivation
 - 8.4.7. Motivational Beliefs
 - 8.4.8. Values for Motivation
- 8.5. Vocation, Meaning and Purpose
 - 8.5.1. The Importance of Vocation
 - 8.5.2. Meaning and Purpose
 - 8.5.3. Vision, Mission, Commitment
 - 8.5.4. Exploring Vocation
 - 8.5.5. Teaching Vocation
 - 8.5.6. Educating for Vocation
- 8.6. Towards a Definition of Creativity
 - 8.6.1. Creativity
 - 8.6.2. Brain Functioning and Creativity
 - 8.6.3. Intelligences, Talents and Creativity
 - 8.6.4. Emotions and Creativity
 - 8.6.5. Beliefs and Creativity
 - 8.6.6. Divergent Thinking
 - 8.6.7. Convergent Thinking
 - 8.6.8. The Creative Process and its Phases
 - 8.6.9. Disney Dynamics
- 8.7. Why Creativity?
 - 8.7.1. Arguments for Creativity Today
 - 8.7.2. Personal creativity for Life
 - 8.7.3. Creativity in Art
 - 8.7.4. Creativity for Problem Solving
 - 8.7.5. Creativity for Professional Development
 - 8.7.6. Creativity in the Coaching Process
- 8.8. Creativity Development
 - 8.8.1. Conditions for Creativity
 - 8.8.2. Artistic Disciplines as Precursors of Creativity
 - 8.8.3. The Art Therapy Approach
 - 8.8.4. Creativity Applied to Challenges and Problem Solving
 - 8.8.5. Relational Thinking
 - 8.8.6. Edward de Bono's Hats
- 8.9. Creativity as a Value in Education
 - 8.9.1. The Need to Encourage Creativity in Education
 - 8.9.2. Active Methodologies and Novelty
 - 8.9.3. Educational Models that Value Creativity
 - 8.9.4. Means, Times and Spaces to Apply Creativity in the Classroom
 - 8.9.5. Disruptive Education
 - 8.9.6. Pensamiento Visual
 - 8.9.7. Design Thinking
- 8.10. Creative Techniques
 - 8.10.1. Relational Thinking Techniques
 - 8.10.2. Techniques for Generating Ideas
 - 8.10.3. Techniques for Evaluating Ideas
 - 8.10.4. Exercises of Ingenuity
 - 8.10.5. Artistic Disciplines for Creative Development
 - 8.10.6. RCS Method
 - 8.10.7. Other Techniques and Methods

Module 9. Active methodologies and innovation

- 9.1. Active Methodologies
 - 9.1.1. What are Active Methodologies?
 - 9.1.2. Keys for Methodological Development from the Students Activity
 - 9.1.3. Relationship Between Learning and Active Methodologies
 - 9.1.4. History of Active Methodologies
 - 9.1.4.1. From Socrates to Pestalozzi
 - 9.1.4.2. Dewey

- 9.1.4.3. Institutions Promoting Active Methodologies
 - 9.1.4.3.1. The Free Institution of Education
 - 9.1.4.3.2. The New School
 - 9.1.4.3.3. The Unique Republican School
- 9.2. Project Based Learning, Problems and Challenges
 - 9.2.1. Travel Companions Cooperation Between Teachers
 - 9.2.2. Phases of PBL Design
 - 9.2.2.1. Tasks, Activities and Exercises
 - 9.2.2.2. Rich Socialization
 - 9.2.2.3. Research Tasks
 - 9.2.3. Phases of PBL Development
 - 9.2.3.1. Benjamin Bloom's Theories
 - 9.2.3.2. Bloom's Taxonomy
 - 9.2.3.3. Bloom's Taxonomy revised
 - 9.2.3.4. Bloom's Pyramid
 - 9.2.3.5. David A. Kolb's Theory: Experience Based Learning
 - 9.2.3.6. Kolb's Cycle
 - 9.2.4. The Final Product
 - 9.2.4.1. Types of Final Product
 - 9.2.5. Evaluation in PBL
 - 9.2.5.1. Evaluation Techniques and Instruments
 - 9.2.5.2. Observation
 - 9.2.5.3. Performance
 - 9.2.5.4. Questions
 - 9.2.6. Practical Examples PBL Projects
- 9.3. Thought Based Learning
 - 9.3.1. Basic Principles
 - 9.3.1.1. Why, How and Where to Improve Thought?
 - 9.3.1.2. Thought Organizers
 - 9.3.1.3. The Infusion with the Academic Curriculum
 - 9.3.1.4. Attention to Skills, Processes and Disposition
 - 9.3.1.5. The Importance of Being Explicit
 - 9.3.1.6. Attention to Metacognition
 - 9.3.1.7. Learning Transfer
 - 9.3.1.8. Construct an Infused Program
 - 9.3.1.9. The Need for Continuous Personal Development
 - 9.3.2. Teach to Think TBL
 - 9.3.2.1. Collaborative Creation of Thought Maps
 - 9.3.2.2. Thinking Skills
 - 9.3.2.3. Metacognition
 - 9.3.2.4. Thought Design
- 9.4. Event Based Learning
 - 9.4.1. Approach to the Concept
 - 9.4.2. Basis and Foundations
 - 9.4.3. The Pedagogy of Sustainability
 - 9.4.4. Benefits of Learning
- 9.5. Play Based Learning
 - 9.5.1. Games as Learning Resources
 - 9.5.2. Gamification
 - 9.5.2.1. What is Gamification?
 - 9.5.2.2. Fundamentals
 - 9.5.2.3. Narration
 - 9.5.2.4. Dynamics
 - 9.5.2.5. Mechanisms
 - 9.5.2.6. Components
 - 9.5.2.7. Insignias
 - 9.5.2.8. Gamification Apps
 - 9.5.2.9. Examples:
 - 9.5.2.10. Criticisms of Gamification, Limitations and Common Errors
 - 9.5.3. Why use Videogames in Education?
 - 9.5.4. Types of Players According to the Richard Bartle Theory
 - 9.5.5. Escape rooms/Breakedu, an Organizational way of Understanding Education

- 9.6. Flipped Classroom
 - 9.6.1. Organization of Working Time
 - 9.6.2. Advantages of the Flipped Classroom
 - 9.6.2.1. How can I Effectively Teach using Flipped Classrooms?
 - 9.6.3. Disadvantages of the Flipped Classroom Focus
 - 9.6.4. The Four Pillars of the Flipped Classroom
 - 9.6.5. Resources and Tools
 - 9.6.6. Practical Examples
- 9.7. Other Trends in Education
 - 9.7.1. Robotics and Programming in Education
 - 9.7.2. E-learning, Micro-learning and Other Trends in Networked Methodologies
 - 9.7.3. Neuro-education Based Learning
- 9.8. Free, Natural Methodologies based on Individual Development
 - 9.8.1. Waldorf Pedagogy
 - 9.8.1.1. Methodological Basis
 - 9.8.1.2. Strengths, Opportunities and Weaknesses
 - 9.8.2. Maria Montessori, the Pedagogy of Responsibility
 - 9.8.2.1. Methodological Basis
 - 9.8.2.2. Strengths, Opportunities and Weaknesses
 - 9.8.3. Summerhill, a Radical Point of View on How to Teach
 - 9.8.3.1. Methodological Basis
 - 9.8.3.2. Strengths, Opportunities and Weaknesses
- 9.9. Educational Inclusion
 - 9.9.1. Is there Innovation without Inclusion?
 - 9.9.2. Cooperative Learning
 - 9.9.2.1. Principles
 - 9.9.2.2. Group Cohesion
 - 9.9.2.3. Simple and Complex Dynamics
 - 9.9.3. Shared Teaching
 - 9.9.3.1. Ratio and Attention to Students
 - 9.9.3.2. Teaching coordination as a strategy for student improvement

- 9.9.4. Multilevel Teaching
 - 9.9.4.1. Definition
 - 9.9.4.2. Models
- 9.9.5. Universal Learning Design
 - 9.9.5.1. Principles
 - 9.9.5.2. Guidelines
- 9.9.6. Inclusive Experiences
 - 9.9.6.1. Rome Project
 - 9.9.6.2. Interactive Groups
 - 9.9.6.3. Dialogical Gatherings
 - 9.9.6.4. Learning Communities
 - 9.9.6.5. Includ-ED Project

Module 10. Coaching for the transformation, innovation and educational excellence

- 10.1. Well-Being as a Factor of Excellence in Educational Communities
 - 10.1.1. Evolution of Society and its Impact on Education
 - 10.1.1.1. Characteristics of Today's Society
 - 10.1.1.2. Challenges of Today's Society
 - 10.1.1.3. New Educational Needs
 - 10.1.2. Social Factors
 - 10.1.3. Professional Factors
 - 10.1.4. Wellness and Excellence
 - 10.1.5. Factors for Educational Well-Being
 - 10.1.6. Inclusivity as a Reality
 - 10.1.7. School and Family
- 10.2. Professional Development and Teacher Welfare Plan
 - 10.2.1. Teacher Unrest
 - 10.2.2. Teacher Welfare
 - 10.2.3. Teaching and Personal Development
 - 10.2.4. Personal and Professional Life
 - 10.2.5. Teacher Review and Evaluation
 - 10.2.6. Teacher Welfare as a Factor of Educational Excellence
 - 10.2.7. Inspired to Inspire Life Paths
 - 10.2.8. Teacher Welfare Plan

- 10.3. Educational Excellence
 - 10.3.1. Towards a Concept of Excellence in Education
 - 10.3.2. Teaching vs. Learning
 - 10.3.3. Excellence Based on Needs
 - 10.3.4. Demand and Excellence
 - 10.3.5. Measurements and Factors
 - 10.3.6. Management for Educational Excellence
- 10.4. Coaching for Innovation
 - 10.4.1. Processes of Educational Innovation through Coaching
 - 10.4.1.1. In Apprenticeships
 - 10.4.1.2. In the Groups
 - 10.4.1.3. In Teachers
 - 10.4.1.4. In Executive Management
 - 10.4.1.5. In the Center
 - 10.4.2. Evaluation as a Tool for Innovation
 - 10.4.3. What, When and How to Assess?
 - 10.4.4. Objectives for Innovation
 - 10.4.5. Establish Achievement Indicators
 - 10.4.6. Process Monitoring
 - 10.4.7. Celebrating Achievements
 - 10.4.8. Educational Innovation Plan
- 10.5. Educating in the Will of Meaning
 - 10.5.1. Approach to the Concept
 - 10.5.2. The Thought of Viktor Frankl
 - 10.5.3. Logotherapy and Education
- 10.6. Towards a Pedagogy of Interiority
 - 10.6.1. Spirituality and Pedagogy
 - 10.6.2. "Learning to Be."
- 10.7. Coaching for Integrative Education
 - 10.7.1. Towards a Pedagogy of Interiority
 - 10.7.2. Educating the Whole Person
 - 10.7.3. Educating for the Three Centers
 - 10.7.4. Duty and Pleasure in Education
 - 10.7.5. Educating Integratively
 - 10.7.6. Conclusions: a Road Ahead
 - 10.7.7. An Educational Project based on Educational Coaching
- 10.8. Meaning and Purpose of Education
 - 10.8.1. The Golden Circle
 - 10.8.2. Why and What For?
 - 10.8.3. The How
 - 10.8.4. The What
 - 10.8.5. Alignment of Levels in Education
 - 10.8.6. Educating in the Will of Meaning
 - 10.8.7. Challenges for the Education of the Self from Coaching and Logopedagogy
 - 10.8.8. Tools for the Alignment of Educational Levels
- 10.9. Educate to Be
 - 10.9.1. Pedagogical Contributions in Education to Be
 - 10.9.2. Report of the Faure Commission for UNESCO
 - 10.9.3. Jacques Delors Report
 - 10.9.4. Decalogue of an Education to Be
 - 10.9.5. Beyond Knowledge
 - 10.9.6. Educating for Life
 - 10.9.7. Educating Integratively
 - 10.9.8. Inhabiting the Inside
 - 10.9.9. Educating Ego and Self
 - 10.9.10. Developing a Sense
 - 10.9.11. Inclusivity and the Common Good
 - 10.9.12. Self-Realization and Service
 - 10.9.13. Transformation



A unique, key, and decisive educational experience to boost your professional development"

06

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.



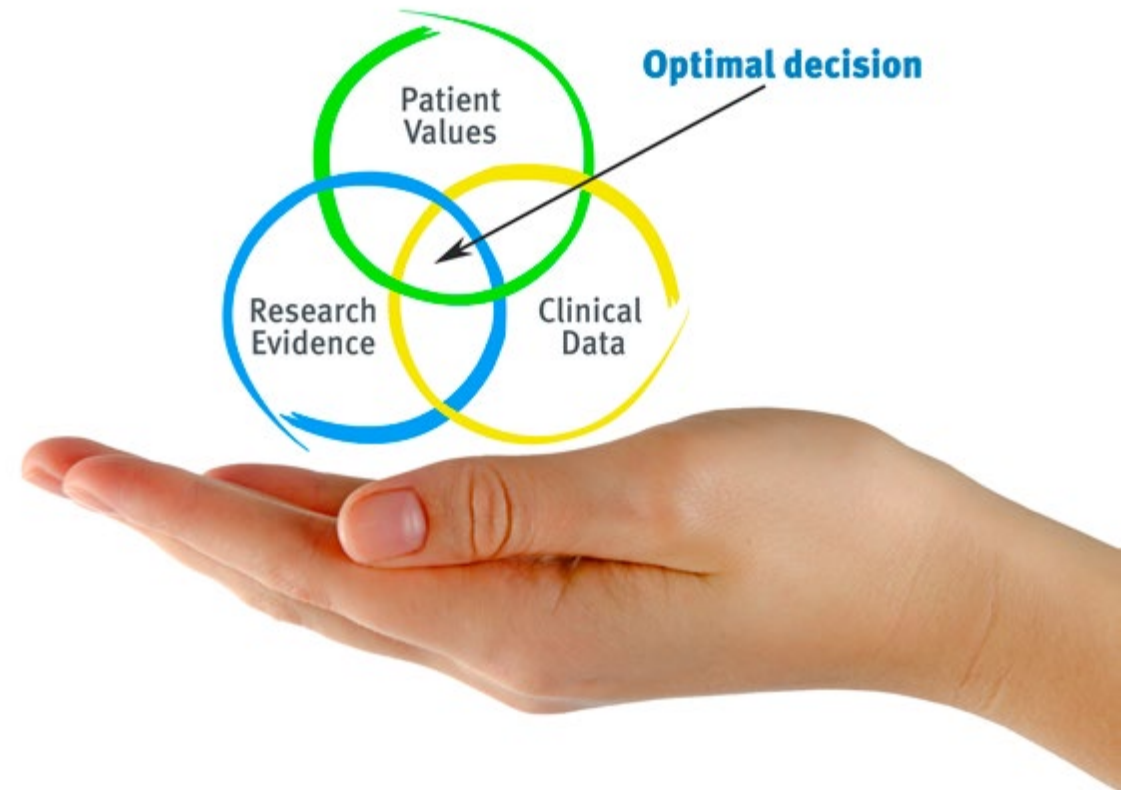
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

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.

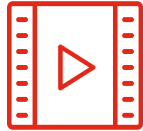
Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

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

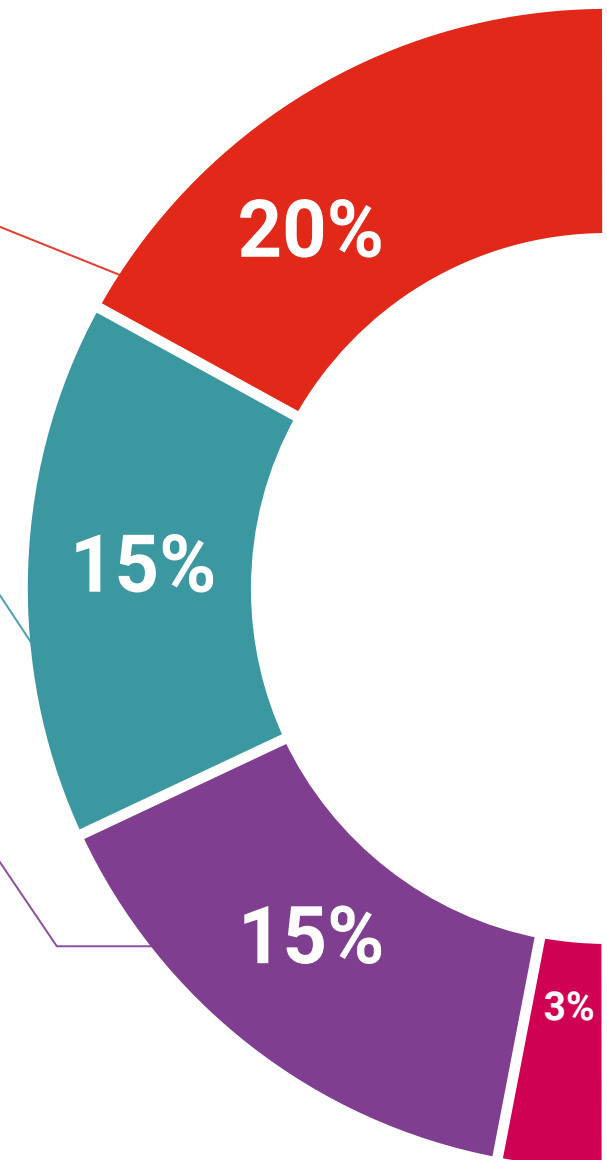
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

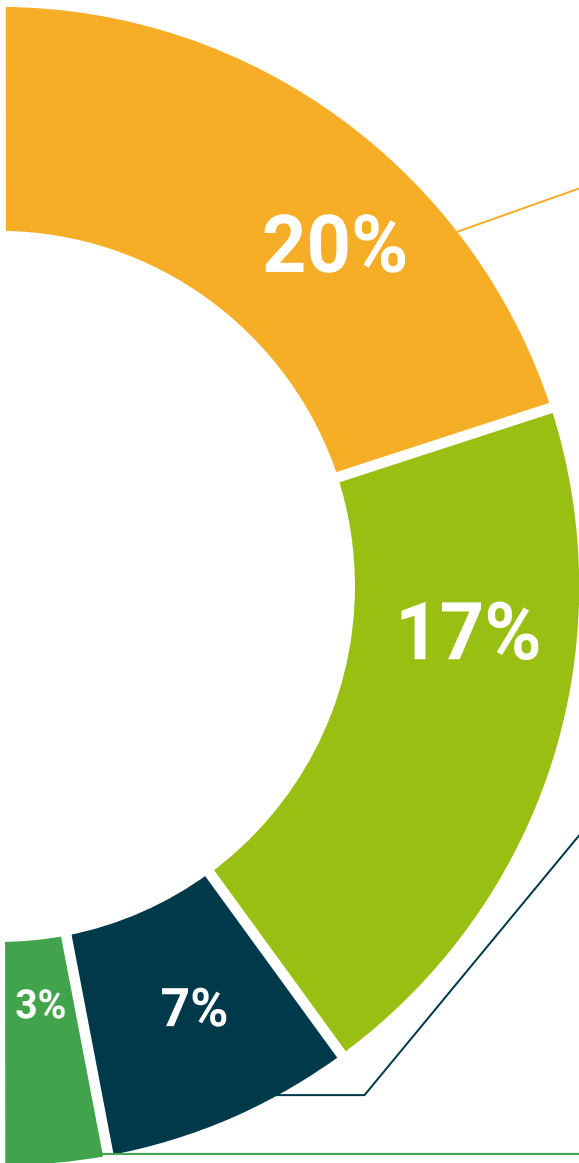
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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.



07

Certificate

The Master's Degree in Educational Coaching guarantees you, in addition to the most rigorous and up-to-date training, access to a Master's Degree diploma issued by TECH Global University.



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

This program will allow you to obtain your **Master's Degree diploma in Educational Coaching** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra (*official bulletin*). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

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

Title: **Master's Degree in Educational Coaching**

Modality: **online**

Duration: **12 months**

Accreditation: **60 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.

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Educational Coaching

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- » Schedule: at your own pace
- » Exams: online

Master's Degree Educational Coaching

