Advanced Master's Degree

Innovation, Development and Entrepreneurship in Educational Projects

tech global university

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Advanced Master's Degree
Innovation, Development and Entrepreneurship in Educational Projects

- Modality: **online**
- Duration: **2 years**
- Certificate: **TECH Global University**
- Credits: **120 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/us/education/advanced-master-degree/advanced-master-degree-innovation-development-entrepreneurship-educational-projects**

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01

Introduction

The school stage is a decisive factor in the development of an individual's education. During this period, children and adolescents acquire and perfect, little by little, the skills and abilities that later shape critical thinking, literacy, good communication and, in general, personal development. However, to achieve this goal, the teacher must know in detail the pedagogical and educational tools that favor an inclusive, modern and highly beneficial learning for the student. You will find all the information you need to develop in this very complete qualification that TECH has designed exclusively for education professionals. In addition, its convenient 100% online format will allow you to keep up to date with the latest developments in the sector without hindering your teaching activity.

Having a detailed knowledge of the pedagogical tools to develop innovative and effective educational projects will allow you to offer your students the opportunity to be educated based on the latest developments in the industry"

Education is a primordial institution that intervenes mainly in the cultural development of society. The early stages of education are, in turn, fundamental for this projection, since it is at this time that students work on their critical, inquiry, communication and reflection skills. In this sense, in recent decades there has been a huge evolution in terms of educational intervention techniques and protocols, so that today it is common to find, for example, centers that use tablets or digital boards in their classrooms, something unthinkable less than two decades ago.

Pedagogical methodologies also change in parallel to society, so education professionals must be continuously updating their knowledge based on these advances, in order to be able to offer an educational quality according to the latest developments in the sector. To facilitate this task, TECH has developed this Advanced Master's Degree in Innovation, Development and Entrepreneurship in Educational Projects, a 100% online qualification distributed over 24 months that will help you get up to date with the most cutting-edge strategies and protocols.

Thanks to the comprehensiveness with which this program has been designed, you will be able to delve into the importance of the use of ICT in the classroom and its intervention in modern literacy, in the methodologies of current socio-educational action and in the design, management and evaluation of inclusive and quality educational programs. In addition, it will delve into innovation and entrepreneurship in teaching practice, with special emphasis on communication and oral expression techniques for teachers.

Through a multidisciplinary content and developed based on the relearning methodology, the graduate will be able to expand their knowledge in a progressive and natural way. In addition, thanks to the possibility of accessing the virtual classroom 24 hours a day and from any device with an Internet connection, you will be able to study this program on a personalized schedule, allowing you to combine this academic activity with your working day.

This **Advanced Master's Degree in Innovation, Development and Entrepreneurship in Educational Projects** contains the most complete and up-to-date program on the market. The most important features include:

- Practical cases presented by experts in education
- The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- Practical exercises where self-assessment can be used to improve learning
- Its special emphasis on innovative methodologies in the development of dynamic and avant-garde educational projects
- 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

Implementing the latest communication and expression techniques in the education sector to your professional profile will allow you to reach your students in a more effective and precise way"

This qualification will help you to perfect your skills in managing the family, social and school context, as well as to develop an educational strategy adapted to different scenarios"

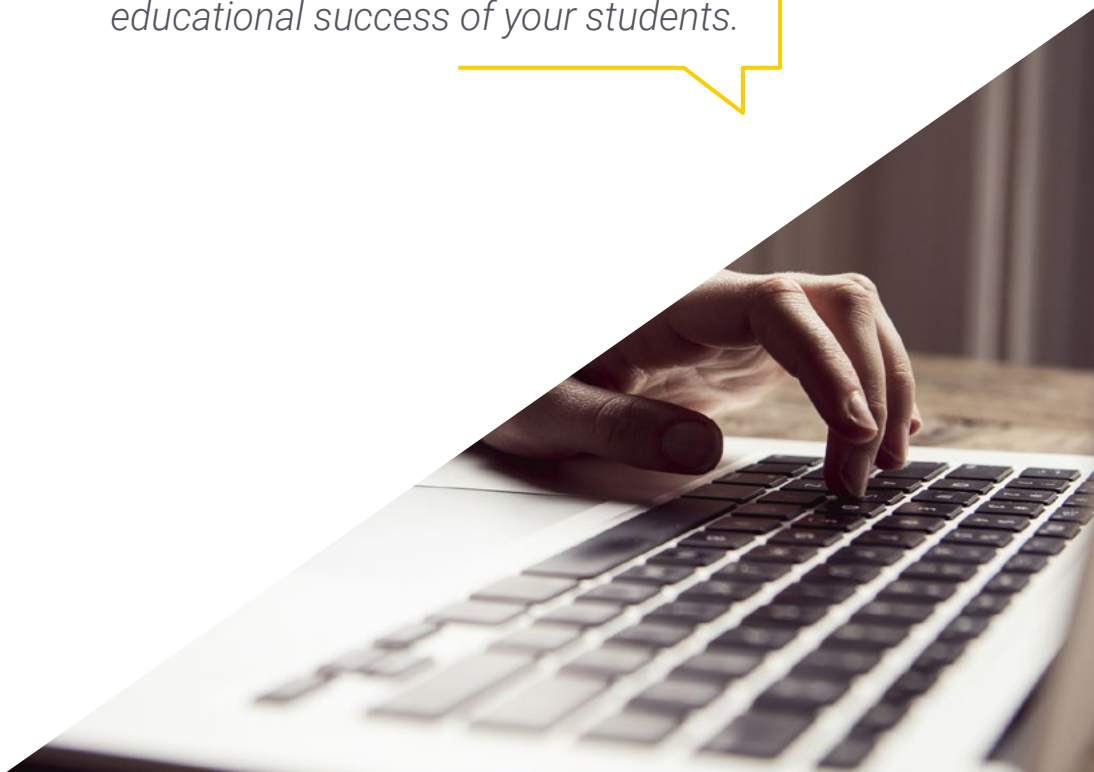
You will be up to date on the new key factors for the improvement of teaching practice and learn in detail the phases of the process to adapt your classes to the most innovative pedagogical concepts.

This program delves into entrepreneurship in formal and non-formal education, as well as the resources and strategies to take into account to guarantee the educational success of your students.

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

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive learning experience designed to prepare for real-life situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.



02

Objectives

Given the great responsibility that falls on education professionals, this Advanced Master's Degree has been designed with the aim of enabling them to keep abreast of the latest pedagogical developments and transfer them to their academic environment, so as to ensure their students an innovative, dynamic and inclusive educational context. To this end, TECH's team of experts has selected the best tools that will not only make this experience a unique and unparalleled opportunity to expand and update your knowledge, but will also allow you to improve your teaching skills in a very short time.

Thanks to the knowledge you will acquire with this Advanced Master's Degree program, you will be able to guarantee a more autonomous and cooperative learning in the school environment, based on the most innovative metacognitive strategies"

General objectives

- Collaborate in supporting families / legal guardians in the development of students
- Participate in the assessment and diagnosis of educational needs
- Use the methodology, tools and innovative material resources adapted to the student needs
- Analyze and understand the opportunities for entrepreneurship in education, explaining its functionality and characteristics
- Establish measures in the classroom, school or environment of students with special educational needs to enable their full inclusion in today's society
- To combine the different ICT in the School as an educational tool
- Know how to structure information in an adequate way that allows students to assimilate knowledge correctly
- Analyze the ethical dilemmas that the new demands and forms of social exclusion of the knowledge society pose to the teaching profession
- Plan evaluation projects of contextualized educational and training programs
- Develop intervention processes in the different areas of lifelong learning
- Develop tools to promote inclusive and intercultural schools
- Develop the necessary tools for a good organization of from center
- Analyze and critically incorporate the most relevant issues of today's society that affect family and school education

Specific objectives

Module 1. Theory and Practice of Educational Research

- Acquire the expected skills and knowledge
- Have the attitude and a research aptitude to promote the concern for permanent professional improvement
- Be familiar with quantitative and qualitative knowledge
- Be familiar with quantitative and qualitative information
- Know how to plan and develop educational research
- Identify the techniques and instruments for educational research

Module 2. Education Economics

- Understand and analyze the role of education in economic development
- Learn research strategies specific to empirical work in economics of education
- Analyze the effects of the different factors that determine the quality of education

Module 3. Information and Communication Technologies for Education

- Acquire the necessary digital skills and knowledge complemented with pedagogical and methodological skills appropriate to the current context
- Seek an effective initiation in good ICT practices that guarantee a professional teaching development aimed at the management of digital sources for teaching use and communication in digital networks for pedagogical purposes
- Manage and create a digital identity according to the context, being aware of the importance of the digital trail and the possibilities offered by ICT in this regard, thus knowing its benefits and risks
- Generate and know how to apply ICT
- To combine the different ICT in the School as an educational tool

Module 4. Methodology of Socio-Educational Action

- Know the different methodologies of socio-educational action
- Apply problem solving and decision-making techniques
- Know how to apply specific methodologies for socio-educational action
- Critically evaluate the whole socio-educational process

Module 5. Teaching Methodologies and Educator Consulting

- Recognize appropriate counseling techniques to improve teaching practice
- Analyze the influence of creativity in teacher motivation and improvement
- Know and discuss alternative pedagogical theories
- Discuss the importance of the term community in schools
- Define the new challenges facing teaching practice
- Understand pedagogical accompaniment as a strategy to promote reflective practice

Module 6. Design and Management of Educational Programs

- Understand the different levels of planning possible for educational design
- Analyze the models, tools and actors in educational planning
- Understand the fundamentals and elements of educational planning
- Detect educational needs through the application of different existing analysis models
- Acquire the planning skills necessary for the development of educational programs

Module 7. Assessment of Educational Programs

- Know and use the specific terminology of the evaluation of educational and training programs
- Know and apply program evaluation models to socio-educational practice
- Plan evaluation projects of contextualized educational and training programs
- Acquire procedures to be able to evaluate educational and training programs
- Elaborate, interpret, evaluate and disseminate program evaluation reports

Module 8. Teaching and Learning in the Family, Social and School Context

- Know the relationship between the school and the family
- Acquire tools to differentiate between programmed (school) and spontaneous (family) education
- Analyze formal, non-formal and informal education
- Analyze the role of the media in communication and educational influence
- Highlight the possibilities that educational institutions can offer to the participation of families
- Identify the different family characteristics

Module 9. Educational Entrepreneurship

- Clarify the concept of entrepreneurship and entrepreneurship
- Analyze and understand the opportunities for entrepreneurship in education, explaining its functionality and characteristics
- Describe the spaces and processes of entrepreneurship in education
- Develop small experiences that foster students' entrepreneurial competences
- Identify the notions of social economy, entrepreneurial culture, and employment sources

Module 10. Innovation and Improvement of Teaching Practice

- Produce innovation and improvement of teaching practice, which has become an essential element to increase the quality and efficiency of Educational Centers
- Establish the transformation of the educational reality through the redefinition of the role of teachers
- Learn about the various educational improvement projects
- Broaden the knowledge of how to approach the improvement of the center
- Acquire the tools to achieve a more autonomous and cooperative learning
- Know the most important aspects of educational resilience

Module 11. Communication and Oral Expression Techniques for Teachers

- Learn effective communication techniques in the classroom
- Know how to structure information in an adequate way that allows students to assimilate knowledge correctly
- Reflect on the aspects of verbal and non-verbal communication suitable for teaching development
- Know how to manage the stress that any public exposure produces
- Observe techniques for voice care

Module 12. Social Exclusion and Policies for Inclusion

- Know and critically understand the theoretical and methodological bases that from pedagogical, sociological and psychological perspectives sustain socio-educational processes
- Analyze the ethical dilemmas that the new demands and forms of social exclusion of the knowledge society pose to the teaching profession
- Know the principles and fundamentals of attention to diversity
- Analyze and critically incorporate the most relevant issues of today's society that affect family and school education
- Awaken interest and sensitivity towards the socio-cultural reality

Module 13. Pedagogical Advice to Social Institutions

- Know the functions of the pedagogical advisor and their educational value
- Analyze the different contexts and social entities that can participate in this process
- Develop skills for quality educational counseling
- Discuss good practices in educational counseling and their implications

Module 14. Continuing Education

- Understand the fundamental concepts related to Lifelong Learning
- Analyze the situation of Lifelong Education as an organizing principle of the educational reality
- Become aware of the need for lifelong education as a frame of reference for the whole educational system
- Know the different fields of action of lifelong education
- Develop intervention processes in the different areas of lifelong learning

Module 15. Equality and Diversity in the Classroom

- Know the different terms closely related to each other and their application in the classroom
- Detecting possible factors of school failure
- Acquire the necessary tools to avoid school failure at school
- Picking up on the signs of possible bullying at school
- Develop tools to promote inclusive and intercultural schools
- Obtain the skills to work with different ICTs
- Identify the different disorders in schools

Module 16. Personalized Education. Theoretical, Philosophical, and Anthropological Foundations of Education

- Acquire the necessary tools for reflection
- To awaken professional and intellectual concerns in order to learn to be good professionals
- Know the different pedagogical foundations of Education
- Identify the different learning situations in personalized education
- Develop the necessary tools for a good organization of from center
- Internalize Teacher Training for a good educational response

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

03

Skills

Thanks to the thoroughness with which the syllabus of this program has been developed, the graduate will be able to improve their teaching skills, with special emphasis on the strategies to offer autonomous and cooperative learning among their students. In addition, after completing this Advanced Master's Degree, the graduate will have all the necessary knowledge to undertake an innovative educational project based on the latest evidence in the sector, a factor that will have a positive and decisive impact on the successful results that they will obtain.

Thanks to this Advanced Master's Degree, you will be able to delve into the main factors of school failure, in order to diagnose it in time and intervene effectively to prevent it"

General skills

- Possess knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in their research context
- Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study
- Communicate its conclusions, as well as the knowledge and rationale behind them, to specialized and non-specialized audiences in a clear and unambiguous manner
- Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous
- Promote quality of life in students
- Acquire the necessary digital skills and knowledge complemented by the pedagogical and methodological skills appropriate to the current context
- Combine the different ICT in the School as an educational tool
- Know how to structure information in an adequate way that allows students to assimilate knowledge correctly
- Plan evaluation projects of contextualized educational and training programs
- Become aware of the need for lifelong education as a frame of reference for the whole educational system

Specific skills

- Make the necessary adaptations in all educational contexts
- Analyze and understand the opportunities for entrepreneurship in education
- Generate and know how to apply ICT in the classroom
- Develop small experiences that foster students' entrepreneurial competences
- Make use of the latest tools
- Create measures to ensure the integration of new tools in the classroom
- Follow up on the measures created
- Have the necessary planning skills for the development of educational programs
- Propose various projects for educational improvement
- Know how to manage the stress that any public exposure produces
- Awaken interest and sensitivity towards the socio-cultural reality
- Apply problem solving and decision-making techniques
- Detecting possible factors of school failure
- Picking up on the signs of possible bullying at school
- Develop psychomotor functioning in Early Childhood Education
- Awaken professional and intellectual concerns in order to learn to be good professionals

04

Course Management

This academic program includes the most specialized teaching staff in the current educational market. They are specialists selected by TECH to develop the whole syllabus. In this way, starting from their own existence and the latest evidence, they have designed the most up-to-date content that provides a guarantee of quality in such a relevant subject.

TECH offers the most specialized teaching staff in the field of study. Enroll now and enjoy the quality you deserve"

International Guest Director

María Zubeldía est une éminente dirigeante internationale dans le domaine de **l'entrepreneuriat** et de **l'innovation**. Elle a été **Directrice** du **Centre pour l'Entrepreneuriat** à la **Saïd Business School** de l'Université d'Oxford. À ce titre, elle a dirigé des initiatives et des programmes transformateurs destinés à doter les futurs chefs d'entreprise des compétences en matière **d'innovation** nécessaires dans un environnement économique mondial en constante évolution. En effet, son orientation stratégique vers la création **d'écosystèmes entrepreneuriaux** et sa capacité à encourager les **mentalités innovantes** ont été essentielles pour aider la communauté à atteindre ses objectifs.

Ainsi, avec une carrière qui a couvert des secteurs tels que le **secteur public, le B2B et le conseil**, elle a accumulé une vaste expérience en matière **d'innovation, de développement d'entreprises** et de gestion de **partenariats internationaux.** Elle a également **cofondé deux startups, Serendipity Innovation et Innovaction Week S.L.,** et a travaillé à la création du **premier accélérateur de startups** en **Espagne**. Elle a également été facilitatrice de la **méthodologie FORTH**, l'une des plus reconnues dans le domaine de **l'innovation**, et a été responsable de divers programmes au **niveau européen,** soutenant les **PME** pour qu'elles intègrent **l'innovation** dans leurs processus.

Elle a notamment travaillé au **Centre Européen d'Entreprise et d'Innovation de Navarre**, où elle a conçu et mis en œuvre des **programmes d'entreprenariat** et géré des **projets européens.** De même, son expérience lui a permis de promouvoir des initiatives mondiales, comme sa contribution en tant **qu'experte en entrepreneuriat et en innovation** pour le **Forum Économique Mondial (WEF)** et son leadership au sein du **Conseil d'Administration** de **l'EIC Scaling Club**. Elle a également **encadré** des **start-ups** et a joué un rôle crucial dans l'expansion des **réseaux d'innovation et d'entrepreneuriat,** en favorisant la croissance de nouvelles entreprises.

Mme Zubeldía, María

- Directrice du Centre pour l'Entrepreneuriat, Saïd Business School, Université d'Oxford, Royaume-Uni
- Cofondatrice de Serendipity Innovation
- Cofondatrice d'Innovaction Week S.L.
- Responsable de l'Entrepreneuriat au Centre Européen d'Entreprise et d'Innovation de Navarre (CEIN)
- Service Clientèle à The Recycler Trade Magazine
- Gestionnaire de Comptes à Banco Urquijo
- Executive MBA Master in Business Administration à l'Université d'Oxford Brookes
- Licence en Administration et Gestion des Entreprises de l'Université de Navarre
- Membre de : World Economic Forum

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

05

Structure and Content

The fact that the target audience for this qualification is education professionals has been a real challenge for TECH and its team of experts, since these are graduates who are dedicated to teaching and who, therefore, will be more critical when evaluating an academic program. That is why this particular Advanced Master's Degree has been developed to exceed the very high-quality criteria that define this university, so that you will find in it the most avant-garde and dynamic content in the sector, accompanied by hundreds of hours of additional material to ensure an experience tailored to the academic demand of each one.

Inquire into the basic concepts around equality and diversity will help you create inclusive and open educational contexts, perfect for your students to develop academically comfortably and successfully"

Module 1. Theory and Practice of Educational Research

1.1. Research and Innovation in Education
- 1.1.1. The Scientific Method
- 1.1.2. Research in Education
- 1.1.3. Approaches to Educational Research
- 1.1.4. The Need for Research and Innovation in Education
- 1.1.5. Ethics in Educational Research

1.2. The Research Process, Stages and Modalities
- 1.2.1. Modalities of Educational Research and Innovation
- 1.2.2. Stages of the Research and Innovation Process
- 1.2.3. Differences between Quantitative and Qualitative Approaches
- 1.2.4. The Approach to Research Problems
- 1.2.5. Planning and Development of the Research or Field Work

1.3. The Educational Research Process: Keys to Design and Planning
- 1.3.1. The Approach to Research Problems
- 1.3.2. The Approach to Research Problems
- 1.3.3. Planning and Development of the Research or Field Work

1.4. The Importance of Bibliographic Research
- 1.4.1. Selection and Justification of the Research Topic
- 1.4.2. Possible Areas of Research in Education
- 1.4.3. The Search for Information and Databases
- 1.4.4. Rigor in the Use of Information Sources (Avoidance of Plagiarism)
- 1.4.5. Keys to Elaborate the Theoretical Framework

1.5. Quantitative Designs: Scope of the Research and Definition of Hypotheses
- 1.5.1. The Scope of Quantitative Research
- 1.5.2. Hypotheses and Variables in Educational Research
- 1.5.3. Classification of Hypotheses

1.6. Quantitative Designs: Types of Designs and Sample Selection
- 1.6.1. Experimental Designs
- 1.6.2. Quasi-Experimental Designs
- 1.6.3. Non-Experimental (Ex Post Facto) Studies Sample Selection

1.7. Qualitative Designs
- 1.7.1. What Is Understood by Qualitative Research?
- 1.7.2. Ethnographic Research
- 1.7.3. The Case Study
- 1.7.4. Biographical-narrative Research
- 1.7.5. Grounded Theory
- 1.7.6. Action Research

1.8. Techniques and Instruments for Educational Research
- 1.8.1. The Collection of Information: Measurement and Evaluation in Education
- 1.8.2. Data Collection Techniques and Instruments
- 1.8.3. Reliability and Validity: Technical Requirements for Instruments

1.9. Analysis of Quantitative Data and Analysis of Qualitative Data
- 1.9.1. Statistical Analysis
- 1.9.2. Research Variables
- 1.9.3. Concept and Characteristics of Hypotheses
- 1.9.4. Approach to Descriptive Statistics
- 1.9.5. Approach to Inferential Statistics
- 1.9.6. What Is Meant by Qualitative Analysis?
- 1.9.7. General Process of Qualitative Data Analysis
- 1.9.8. Categorization and Coding
- 1.9.9. Criteria of Scientific Rigor for Qualitative Data Analysis

1.10. From Educational Research to the Professional Development of Educators: Possibilities and Challenges Today
- 1.10.1. The Current Situation of Educational Research and the Specific Viewpoint of Educational Researchers
- 1.10.2. From Educational Research to Research in the Classroom
- 1.10.3. From Classroom Research to the Evaluation of Educational Innovations
- 1.10.4. Educational Research, Ethics, and Professional Development of Educators

Module 2. Education Economics

2.1. Introduction to Economics
- 2.1.1. Concept of Economics
- 2.1.2. Elements That Define the Economy
- 2.1.3. Functioning of the Economy
- 2.1.4. Economic Systems

2.2. Education Economics
- 2.2.1. Education and Economy
- 2.2.2. History of Education Economics
- 2.2.3. Economic Aspects of Education

2.3. Sources and Models of Education Financing
- 2.3.1. Financial Mechanisms in Education
- 2.3.2. The Financing of Compulsory Education
- 2.3.3. The Financing of Post-Compulsory Education
- 2.3.4. Funding Models

2.4. Public Goods and Externalities of Educational Activity
- 2.4.1. Externalities in Education
- 2.4.2. The Benefits of Education
- 2.4.3. Education as a Public or Private Good?
- 2.4.4. Reasons that Justify Public Intervention in Education

2.5. Economic and Educational Development
- 2.5.1. Education and Production
- 2.5.2. Education and Economic Convergence
- 2.5.3. Problems in Economic Definition and Estimation
- 2.5.4. Contribution of Education to Economic Growth

2.6. Analysis of the Determinants of Economic Welfare
- 2.6.1. Theoretical Background
- 2.6.2. Descriptive Analysis of World Economic and Social Development
- 2.6.3. Human Development and Its Conditioning Factors

2.7. Educational Production and Performance
- 2.7.1. Contextualization of Educational Production
- 2.7.2. Educational Production Function
- 2.7.3. Inputs in the Production Process
- 2.7.4. Models for Measuring Educational Production and Output
- 2.7.5. Design and Interpretation of Data in Educational Production
- 2.7.6. Economic Value of Education

2.8. Labor Market and Education
- 2.8.1. Basic Concepts
- 2.8.2. Technological Functionalism and the Theory of Human Capital
- 2.8.3. Credentialism and Correspondence Theory
- 2.8.4. Filter Theory
- 2.8.5. Globalized Economy and Employment

2.9. Labor Market and Teachers
- 2.9.1. Labor Market in the 21st Century
- 2.9.2. Differences between the Labor Market and the Educational Labor Market
- 2.9.3. The Teaching Professional

2.10. Investment and Expenditure in Education
- 2.10.1. OECD Education Systems
- 2.10.2. Education Spending
- 2.10.3. Education as an Investment

Module 3. Information and Communication Technologies for Education

3.1. ICT, Literacy, and Digital Skills
- 3.1.1. Introduction and Objectives
- 3.1.2. The School in the Knowledge Society
- 3.1.3. ICT in the Teaching and Learning Process
- 3.1.4. Digital Literacy and Competencies
- 3.1.5. The Role of the Teacher in the Classroom
- 3.1.6. The Digital Competencies of the Teacher
- 3.1.7. Bibliographical References
- 3.1.8. Hardware in the Classroom: PDI, Tablets, and Smartphones

3.1.9. Internet as an Educational Resource: Web 2.0 and M-Learning
3.1.10. The Teacher as Part of Web 2.0: How to Build their Digital Identity?
3.1.11. Guidelines for the Creation of Teacher Profiles
3.1.12. Creating a Teacher Profile on Twitter
3.1.13. Bibliographical References

3.2. Creation of Pedagogical Content with ICT and its Possibilities in the Classroom
3.2.1. Introduction and Objectives
3.2.2. Conditions for Participatory Learning
3.2.3. The Role of the Student in the Classroom with ICTs: Prosumer
3.2.4. Content Creation in Web 2.0: Digital Tools
3.2.5. The Blog as a Classroom Pedagogical Resource
3.2.6. Elements of the Blog to Make it an Educational Resource
3.2.7. Bibliographical References

3.3. Personal Learning Environments for Teachers
3.3.1. Introduction and Objectives
3.3.2. Teacher Training for the Integration of ICTs
3.3.3. Learning Communities
3.3.4. Definition of Personal Learning Environments
3.3.5. Educational Use of PLE and NLP
3.3.6. Design and Creation of our Classroom PLE
3.3.7. Bibliographical References

3.4. Pedagogical Use of Social Networks. Safety in the Use of ICTs in the Classroom
3.4.1. Introduction and Objectives
3.4.2. Principle of Connected Learning
3.4.3. Social Networks: Tools for the Creation of Learning Communities
3.4.4. Communication On Social networks: Management of the New Communicative Codes
3.4.5. Types of Social Networks
3.4.6. How to use Social Networks in the Classroom: Content Creation
3.4.7. Development of Digital Competencies of Students and Teachers with the Integration of Social Media in the Classroom
3.4.8. Introduction and Objectives of Security in the Use of ICT in the Classroom
3.4.9. Digital Identity

3.4.10. Risks for Minors on the Internet
3.4.11. Education in Values with ICT: Service-Learning Methodology (ApS) with ICT resources
3.4.12. Platforms for Promoting Safety on the Internet
3.4.13. Internet Safety as Part of Education: Centers, Families, Students, and Teachers and Objectives of the Safety in the Use of ICT in the Classroom
3.4.14. Bibliographical References

3.5. Creation of Audiovisual Content with ICT tools. PBL and ICT
3.5.1. Introduction and Objectives
3.5.2. Bloom's Taxonomy and ICT
3.5.3. The Educational Podcast as a Didactic Element
3.5.4. Audio Creation
3.5.5. The Image as a Didactic Element
3.5.6. ICT Tools with Educational Use of Images
3.5.7. The Editing of Images with ICT: Tools for Editing
3.5.8. What is ABP?
3.5.9. Process of Working with PBL and ICT
3.5.10. Designing PBL with ICT
3.5.11. Educational Possibilities in Web 3.0
3.5.12. Youtubers and Instagrmamers: Informal Learning in Digital Media
3.5.13. The Video Tutorial as a Pedagogical Resource in the Classroom
3.5.14. Platforms for the Dissemination of Audiovisual Materials
3.5.15. Guidelines for the Creation of an Educational Video
3.5.16. Bibliographical References

3.6. Gamification: Motivation and ICT in the Classroom
3.6.1. Introduction and Objectives
3.6.2. Gamification Enters the Classroom Through Virtual Learning Environments
3.6.3. Game-Based Learning (GBL)
3.6.4. Augmented Reality (AR) in the Classroom
3.6.5. Types of Augmented Reality and Classroom Experiences
3.6.6. QR Codes in the Classroom: Generation of Codes and Educational Application
3.6.7. Classroom Experiences
3.6.8. Bibliographical References

3.7. Media Competency in the Classroom with ICT
3.7.1. Introduction and Objectives
3.7.2. Promoting the Media Competence of Teachers
3.7.3. Mastering Communication for Motivating Teaching
3.7.4. Communicating Pedagogical Content with ICT
3.7.5. Importance of the Image as a Pedagogical Resource
3.7.6. Digital Presentations as a Didactic Resource in the Classroom
3.7.7. Working in the Classroom with Images
3.7.8. Sharing Images on Web 2.0
3.7.9. Bibliographical References

3.8. Assessment for Learning Through ICT
3.8.1. Introduction and Objectives Assessment for Learning Through ICT
3.8.2. Evaluation tools: Digital Portfolio and Rubrics
3.8.3. Building an e-Portfolio with Google Sites
3.8.4. Generating Evaluation Rubrics
3.8.5. Design Evaluations and Self-Evaluations with Google Forms
3.8.6. Bibliographical References

Module 4. Methodology of Socio-Educational Action

4.1. Methodology of Action, Socio-Educational Intervention
4.1.1. Social Pedagogy, Teaching and Socio-Educational Action
4.1.2. Fields of Socio-Educational Action
4.1.3. Functionalities of the Socio-Educational Action
4.1.4. The Professional of the Socio-Educational Action

4.2. Intervention with Immigrant Population at Risk of Social Exclusion
4.2.1. Initial Reception Processes
4.2.2. Schooling Processes
4.2.3. Relational Processes
4.2.4. Labor Market Insertion Processes

4.3. Socio-Educational Intervention with at-Risk Children
4.3.1. Children at Social Risk
4.3.2. Programs and Activities of Socio-Educational Intervention with Minors
4.3.3. Programs and Activities of Socio-Educational Intervention with Families

4.4. Women at Risk of Social Exclusion
- 4.4.1. Gender Inequality and Social Exclusion
- 4.4.2. Immigrant Women
- 4.4.3. Women in Single-Parent Families
- 4.4.4. Long-Term Unemployed Women
- 4.4.5. Unqualified Young Women

4.5. Intervention with People with Disabilities
- 4.5.1. Disability and Social Exclusion
- 4.5.2. Programs and Activities of Socio-Educational Intervention with People with Disabilities
- 4.5.3. Socio-Educational Intervention Programs and Activities with Families and Caregivers

4.6. Socio-Educational Intervention with Families
- 4.6.1. Introduction
- 4.6.2. Systemic Family Approach
- 4.6.3. Family Counselling

4.7. Community Social Dynamization
- 4.7.1. Introduction
- 4.7.2. Community and Community Development
- 4.7.3. Community Action Methodology and Strategies
- 4.7.4. Achievements of Participation
- 4.7.5. Participatory Assessment

4.8. Socio-Educational Intervention Programs
- 4.8.1. Socio-Educational Intervention for Child Care
- 4.8.2. Intervention with Adolescents at Risk of Social Exclusion
- 4.8.3. Socio-Educational Intervention in Prisons
- 4.8.4. Intervention with Women Victims of Gender-Based Violence
- 4.8.5. Socio-Educational Intervention with Immigrants

4.9. Towards a Socio-Educational Pedagogy of Death
- 4.9.1. Concept of Death
- 4.9.2. Pedagogy of Death in the School Environment
- 4.9.3. Teaching Proposal

Module 5. Teaching Methodologies and Educator Consulting

5.1. Pedagogical and Teaching Advice for the Improvement of the Educational Task
- 5.1.1. Introduction to Pedagogical Counseling
- 5.1.2. Strategies for Pedagogical Counseling
- 5.1.3. Models and Types of Pedagogical Support
- 5.1.4. Methodology of Accompaniment
- 5.1.5. Professional Profile of the Pedagogical Advisors

5.2. Teaching as a Creative Process
- 5.2.1. Notes on Creativity
- 5.2.2. Strategies to Stimulate Creativity
- 5.2.3. The Importance of Creativity in the Classroom

5.3. Educational Methodology: Ways to Vivify the Curriculum in the Classroom
- 5.3.1. Curriculum and Educational Achievement
- 5.3.2. Curriculum Theory and Praxis
- 5.3.3. Links between Teaching and Curriculum

5.4. Teaching as a Didactic Act
- 5.4.1. Models of Didactic Acts
- 5.4.2. Proposal of Didactic Act
- 5.4.3. Analysis of the Components of the Didactic Act
- 5.4.4. Communication and Interaction

5.5. Looking at Teaching from a Different Perspective: Alternative Pedagogies
- 5.5.1. Questioning the Traditional Model
- 5.5.2. Types of Alternative Pedagogies
- 5.5.3. The Continuation of the School: Open Debate

5.6. Methods and Strategies for Active Learning
- 5.6.1. Active Participation as a Key Concept Introduction
- 5.6.2. Traditional Teaching vs. Active Learning
- 5.6.3. Resources and Strategies for Active Learning

5.7. Openness to the Community, Teaching in Relationship
- 5.7.1. Environment and Medium
- 5.7.2. Community-Centered School
- 5.7.3. Learning Communities
- 5.7.4. Theories about the Environment and Influence on Education

5.8. Teaching Methodologies and Educational Innovation
- 5.8.1. Educational Innovation
- 5.8.2. Active Methodologies
- 5.8.3. Research in Educational Innovation
- 5.8.4. Educational Innovation and ICT

5.9. Service Learning
- 5.9.1. What Is Service Learning?
- 5.9.2. Stages of Service Learning
- 5.9.3. Service Learning Outcomes in Education

5.10. New Methodological and Counseling Challenges for Educators
- 5.10.1. Discursive Practice in Complex Societies
- 5.10.2. Challenges and Uncertainties in the School Context
- 5.10.3. The New Role of the Teacher-Advisor

Module 6. Design and Management of Educational Programs

6.1. Design and Management of Educational Programs
- 6.1.1. Stages and Tasks in the Design of Educational Programs
- 6.1.2. Types of Educational Programs
- 6.1.3. Evaluation of the Educational Program
- 6.1.4. Competency-Based Educational Program Model

6.2. Program Design in the Formal and Non-Formal Educational Sphere
- 6.2.1. Formal and Non-Formal Education
- 6.2.2. Formal Education Program Model
- 6.2.3. Non-Formal Education Program Model

6.3. Educational Programs and Information and Communication Technologies
- 6.3.1. Integration of ICT in Educational Programs
- 6.3.2. Advantages of ICT in the Development of Educational Programs
- 6.3.3. Educational Practices and ICT

6.4. Educational Program Design and Bilingualism
- 6.4.1. Advantages of Bilingualism
- 6.4.2. Curricular Aspects for the Design of Educational Programs in Bilingualism
- 6.4.3. Examples of Educational Programs and Bilingualism

6.5. Pedagogical Design of Educational Guidance Programs
- 6.5.1. The Elaboration of Programs in Educational Guidance
- 6.5.2. Possible Contents of Educational Guidance Programs
- 6.5.3. Methodology for the Assessment of Educational Guidance Programs
- 6.5.4. Aspects to Take into Account in the Design

6.6. Design of Educational Programs for Inclusive Education
- 6.6.1. Theoretical Foundations of Inclusive Education
- 6.6.2. Curricular Aspects for the Design of Inclusive Educational Programs
- 6.6.3. Examples of Inclusive Educational Programs

6.7. Management, Monitoring and Assessment of Educational Programs. Pedagogical Skills
- 6.7.1. Assessment as a Tool for Educational Improvement
- 6.7.2. Guidelines for the Assessment of Educational Programs
- 6.7.3. Techniques for the Assessment of Educational Programs
- 6.7.4. Pedagogical Skills for Assessment and Improvement

6.8. Strategies for Communication and Dissemination of Educational Programs
- 6.8.1. Didactic Communication Process
- 6.8.2. Teaching Communication Strategies
- 6.8.3. Dissemination of Educational Programs

6.9. Good Practices in the Design and Management of Educational Programs in Formal Education
- 6.9.1. Characterization of Good Teaching Practices
- 6.9.2. Influence of Good Practices on Program Design and Development
- 6.9.3. Pedagogical Leadership and Best Practices

6.10. Best Practices in the Design and Management of Educational Programs in Non-Formal Contexts
- 6.10.1. Good Teaching Practices in Non-Formal Contexts
- 6.10.2. Influence of Good Practices on Program Design and Development
- 6.10.3. Example of Good Educational Practices in Non-Formal Contexts

Module 7: Assessment of Educational Programs

7.1. Concept and Program Components Pedagogical Evaluation
- 7.1.1. Evaluation
- 7.1.2. The Assessment and Education
- 7.1.3. Components of the Educational Assessment

7.2. Models and Methodologies for the Assessment
- 7.2.1. Models of Educational Assessment
- 7.2.2. Assessment as a Process

7.3. Standards for Evaluative Research
- 7.3.1. General Concept of Standards
- 7.3.2. Organization and Content of Standards
- 7.3.3. Reflections on Standards

7.4. Principle of Complementarity Methods and Techniques
- 7.4.1. Definition of the Principle of Complementarity
- 7.4.2. Methodology for Applying the Principle of Complementarity
- 7.4.3. Complementarity Techniques

7.5. Techniques and Instruments of Educational Assessment
- 7.5.1. Educational Assessment Strategies
- 7.5.2. Techniques and Instruments of Educational Assessment
- 7.5.3. Examples of Educational Assessment Techniques

7.6. Available Data, Statistics, Files, Indicators. Content Analysis
- 7.6.1. Conceptualization of Content Analysis
- 7.6.2. Early Methodological Proposals in Content Analysis
- 7.6.3. Components of Data Analysis
- 7.6.4. Data Analysis Techniques

7.7. Surveys, Questionnaires, Interviews, Observation, Self-Reports, Tests and Scales
- 7.7.1. Concept of Educational Assessment Instrument
- 7.7.2. Criteria for Selection of Assessment Instruments
- 7.7.3. Types of Assessment Techniques and Instruments

7.8. Needs, Deficiencies and Demands. Initial Assessment and Program Design
- 7.8.1. Initial Assessment Introduction
- 7.8.2. Needs Analysis
- 7.8.3. Program Design

7.9. Program Development Formative Assessment of the Program
- 7.9.1. Introduction
- 7.9.2. Formative Assessment Development
- 7.9.3. Conclusions

7.10. Program Conclusions Final Summative Assessment
- 7.10.1. Introduction
- 7.10.2. Final Summative Assessment
- 7.10.3. Conclusions

Module 8. Teaching and Learning in the Family, Social and School Context

8.1. Education, Family and Society
- 8.1.1. Introduction to the Categorization of Formal, Non-Formal and Informal Education
- 8.1.2. Concepts of Formal Education, Non-Formal Education and Informal Education
- 8.1.3. Current Status of Formal and Non-Formal Education
- 8.1.4. Areas of Non-Formal Education

8.2. Family Education in a Changing World
- 8.2.1. Family and School: Two Educational Contexts
- 8.2.2. Family and School Relationships
- 8.2.3. The School and the Information Society
- 8.2.4. The Role of the Media

8.3. The Educating Family
- 8.3.1. Main Dimensions in the Study of Socialization
- 8.3.2. Agents of Socialization
- 8.3.3. The Concept of Family and Its Functions
- 8.3.4. Family Education

8.4. Education, Family and Community
- 8.4.1. Community and Family Educating
- 8.4.2. Education in Values

8.5. School for Parents
- 8.5.1. Communication with the Families
- 8.5.2. The School for Parents
- 8.5.3. Program of a School of Parents
- 8.5.4. The Methodology of Family Workshops

8.6. Family Educational Practices
- 8.6.1. Family Characteristics
- 8.6.2. The Family: Its Social Changes and New Models

8.6.3. The Family as a Social System
8.6.4. Discipline in the Family
8.6.5. Family Educational Styles
8.7. The Media and Its Educational Influence
8.7.1. Media Culture
8.7.2. Education through the Media
8.8. Family Counselling
8.8.1. Educational Counselling
8.8.2. Educating in Social Skills and in Childhood
8.9. Social Change, School and Teachers
8.9.1. An Evolving Economy
8.9.2. Networked Organizations
8.9.3. New Family Configurations
8.9.4. Cultural and Ethnic Diversity
8.9.5. Knowledge with an Expiry Date
8.9.6. The Teacher: An Agent in Crisis
8.9.7. Teaching: The Profession of Knowledge
8.10. Some Constants in Teaching
8.10.1. The Content Taught Generates Identity
8.10.2. Some Knowledge Is Worth More Than Others
8.10.3. Teaching Is Learning to Teach
8.10.4. "Every Teacher Has Their Own Little Book"
8.10.5. Students at the Center of Motivation
8.10.6. Whoever Leaves the Classroom Does Not Return

Module 9. Educational Entrepreneurship

9.1. Education and Entrepreneurship
9.1.1. Definition and Aspects of Entrepreneurship
9.1.2. Relationship between Education and Entrepreneurship
9.1.3. The Entrepreneurial Teacher
9.2. Entrepreneurial Skills in Europe: Educational Perspective
9.2.1. Definition of Entrepreneurial Skills
9.2.2. European Policies and Entrepreneurship
9.2.3. Challenges and Opportunities

9.3. Entrepreneurship in Formal Education
- 9.3.1. Entrepreneurship Development
- 9.3.2. Entrepreneurial Skills: Structuring and Classification
- 9.3.3. Education for Entrepreneurship
- 9.3.4. Entrepreneurship Programs in Formal Educational Contexts

9.4. Entrepreneurship in Non-Formal Education
- 9.4.1. Introduction
- 9.4.2. Resources and Strategies for Entrepreneurship in Non-Formal Education
- 9.4.3. Entrepreneurship Programs in Non-Formal Educational Contexts

9.5. Entrepreneurship Pedagogy
- 9.5.1. Creativity
- 9.5.2. Methodological Applications
- 9.5.3. School-Based Entrepreneurship

9.6. Factors to Be Taken into Consideration in Undertaking a Socio-Educational Project
- 9.6.1. Key Factors in Entrepreneurship
- 9.6.2. Development of Social Entrepreneurship
- 9.6.3. Conclusions

9.7. Conclusions
- 9.7.1. Introduction
- 9.7.2. Resources and Financing Mechanisms
- 9.7.3. Conclusions

9.8. Experiences of Educational Entrepreneurship
- 9.8.1. Introduction
- 9.8.2. Practical Experiences in Entrepreneurship
- 9.8.3. Entrepreneurship Education in the European Context
- 9.8.4. Conclusions

9.9. Encouraging Entrepreneurship in Childhood
- 9.9.1. Introduction
  - 9.9.1.1. Concept of Entrepreneurship
  - 9.9.1.2. Objectives of Entrepreneurship
  - 9.9.1.3. Skills That It Promotes
- 9.9.2. Entrepreneurial Culture and School

9.10. Entrepreneurship as an Agent of Change
- 9.10.1. Social Entrepreneurship
  - 9.10.1.1. Concept
  - 9.10.1.2. Characteristics of Social Entrepreneurship
- 9.10.2. Social Possibilities of Entrepreneurship
- 9.10.3. Social Enterprises
- 9.10.4. Conclusions

Module 10. Innovation and Improvement of Teaching Practice

10.1. Innovation and Improvement of Teaching Practice
- 10.1.1. Introduction
- 10.1.2. Innovation, Change, Improvement, and Reform
- 10.1.3. The school Effectiveness Improvement Movement
- 10.1.4. Nine Key Factors for Improvement
- 10.1.5. How is Change Made? The Phases of the Process
- 10.1.6. Final Reflection

10.2. Teaching Innovation and Improvement Projects
- 10.2.1. Introduction
- 10.2.2. Identification Data
- 10.2.3. Project Justification
- 10.2.4. Theoretical Framework
- 10.2.5. Objectives
- 10.2.6. Methodology
- 10.2.7. Resources
- 10.2.8. Timing
- 10.2.9. Results Evaluation
- 10.2.10. Bibliographical References
- 10.2.11. Final Reflection

10.3. School Management and Leadership
- 10.3.1. Objectives
- 10.3.2. Introduction
- 10.3.3. Different Concepts of Leadership
- 10.3.4. The Concept of Distributed Leadership

10.3.5. Approaches to Distributed Leadership
10.3.6. Resistance to Distributed Leadership
10.3.7. Final Reflection
10.4. The Training of Teaching Professionals
10.4.1. Introduction
10.4.2. Initial Teacher Training
10.4.3. The Training of Novice Teachers
10.4.4. Teacher Professional Development
10.4.5. Teaching Skills
10.4.6. Reflective Practice
10.4.7. From Educational Research to the Professional Development of Educators
10.5. Formative Creativity: The Principle of Educational Improvement and Innovation
10.5.1. Introduction
10.5.2. The Four Elements that Define Creativity
10.5.3. Some Theses on Creativity Relevant to Didactics
10.5.4. Formative Creativity and Educational Innovation
10.5.5. Didactic or Pedagogical Considerations for the Development of Creativity
10.5.6. Some Techniques for the Development of Creativity
10.5.7. Final Reflection
10.6. Towards a More Autonomous and Cooperative Learning (I): Learning How to Learn
10.6.1. Introduction
10.6.2. Why Is Metacognition Necessary?
10.6.3. Teaching to Learn
10.6.4. Explicit Teaching of Learning Strategies
10.6.5. Classification of Learning Strategies
10.6.6. The Teaching of Metacognitive Strategies
10.6.7. The Problem of Evaluation
10.6.8. Final Reflection
10.7. Towards a More Autonomous and Cooperative Learning (II): Emotional and Social Learning
10.7.1. Introduction
10.7.2. The Concept of Emotional Intelligence
10.7.3. Emotional Skills
10.7.4. Emotional Education and Social and Emotional Learning Programs
10.7.5. Techniques and Concrete Methods for the Training of Social Skills
10.7.6. Integrating Emotional and Social Learning into Formal Education
10.7.7. Final Reflection
10.8. Towards a More Autonomous and Cooperative Learning (III): Learning by Doing
10.8.1. Introduction
10.8.2. Active Strategies and Methodologies to Encourage Participation
10.8.3. Problem-based Learning
10.8.4. Project Work
10.8.5. Cooperative Learning
10.8.6. Thematic Immersion
10.8.7. Final Reflection
10.9. Evaluation of Learning
10.9.1. Introduction
10.9.2. A Renewed Assessment
10.9.3. Modalities of Evaluation
10.9.4. The Procedural Evaluation Through the Portfolio
10.9.5. The Use of Rubrics to Clarify the Evaluation Criteria
10.9.6. Final Reflection
10.10. The Role of the Teacher in the Classroom
10.10.1. The Teacher as a Guide and Orientator
10.10.2. The Teacher as Class Director
10.10.3. Ways of Directing the Class
10.10.4. Leadership in the Classroom and in the Center
10.10.5. Coexistence in the Center

Module 11. Communication and Oral Expression Techniques for Teachers

11.1. Communication Abilities of the Teacher
11.1.1. Communication Skills of Teachers
11.1.2. Aspects of Good Teacher Communication
11.1.3. The Voice: Characteristics and Use
11.1.4. Characteristics of the Message

11.2. Oral Expression in the Educational Environment
- 11.2.1. Oral Interaction
- 11.2.2. The Message in Oral Expression
- 11.2.3. Communication Strategies in Oral Expression

11.3. Written Expression in Education
- 11.3.1. Written Expression
- 11.3.2. Development of Written Expression
- 11.3.3. Learning Methods and Strategies

11.4. Lexical Precision and Terminology
- 11.4.1. Concept of Lexical Precision
- 11.4.2. Receptive and Productive Vocabulary
- 11.4.3. Importance of Lexicon and Vocabulary in the Transmission of Knowledge

11.5. Teaching Resources I: Oral Communication
- 11.5.1. Orality
- 11.5.2. Teaching of Oral Communication
- 11.5.3. Teaching Resources for Oral Communication
- 11.5.4. Design of Teaching Material
- 11.5.5. Assessment and Correction of Oral Expression

11.6. Teaching Resources II: Written Communication
- 11.6.1. The Epistemic Function of Writing and Models of Writing Processes
- 11.6.2. The Models of Text Composition and the Strategies and Activities of Written Expression
- 11.6.3. Assessment and Correction of Written Expression

11.7. Appropriate Environments for Teaching and Learning
- 11.7.1. Introduction
- 11.7.2. Conceptualizing an Appropriate Teaching-Learning Environment
- 11.7.3. Learning Spaces. Components
- 11.7.4. Types of Learning Environments

Module 12. Social Exclusion and Policies for Inclusion

12.1. Basic Concepts of Equality and Diversity
- 12.1.1. Diversity and Equal Opportunities
- 12.1.2. Social Cohesion, Exclusion, Inequality and Education
- 12.1.3. Exclusion Processes in the Field of Formal and Non-Formal Education: Differential Aspects and Images of Diversity

12.2. Nature and Origin of the Main Causes of Social Exclusion and Inequalities in Modern and Contemporary Societies
- 12.2.1. Current Context of Social Exclusion
- 12.2.2. New Sociodemographic Reality
- 12.2.3. New Labor Reality
- 12.2.4. Crisis of the Welfare State
- 12.2.5. New Relational Forms and New Social Ties

12.3. Exclusion in Schools
- 12.3.1. Epistemological Preamble
- 12.3.2. Sociological References
- 12.3.3. Social Context that Generates Inequalities
- 12.3.4. Social Exclusion and Integration
- 12.3.5. Schooling and Educational Exclusion
- 12.3.6. Meritocracy and Democratization of Secondary Education
- 12.3.7. Neoliberal Discourse and the Effects of Power

12.4. Main Factors of School Failure
- 12.4.1. Definition of School failure
- 12.4.2. Causes of School Failure
- 12.4.3. Difficulties Associated with Failure
- 12.4.4. Methods of Diagnosing School Failure

12.5. Inclusive School and Interculturality
- 12.5.1. Pluricultural Society and Intercultural Education
- 12.5.2. Inclusive Education as a Response
- 12.5.3. Democratic Coexistence in the Classroom
- 12.5.4. Methodological Proposals for Inclusive Education

12.6. Practical Approaches in Attention to Diversity
- 12.6.1. Inclusive Education in France
- 12.6.2. Inclusive Education in Latin America

12.7. Digital Exclusion in the Digital Information Society
- 12.7.1. ICTs and the Digital Divide
- 12.7.2. The Possibilities of ICTs for Labor Market Insertion
- 12.7.3. How to Improve the Contribution of ICT to Social Inclusion?

12.8. The Inclusion of ICT in the Diverse School
- 12.8.1. ICT as an Inclusive Resource
- 12.8.2. Teacher Training, ICT and Attention to Diversity
- 12.8.3. Adaptation of ICT to the Students' Needs

12.9. Social Exclusion and Pedagogical Innovation
- 12.9.1. Inclusion, a New Paradigm
- 12.9.2. The Denaturalization of School Failure
- 12.9.3. The Defence of Diversity
- 12.9.4. Questioning Homogeneity
- 12.9.5. Resignification of the Teacher's Role

12.10. Needs and Practices in Social Policies for Inclusion
- 12.10.1. Anticipating Social Problems
- 12.10.2. Social Participation
- 12.10.3. Multilevel Articulation

Module 13. Pedagogical Advice to Social Institutions

13.1. Pedagogy, Counseling and the Third Social Sector
- 13.1.1. Third Sector and Education
- 13.1.2. Keys to Pedagogical Counseling and the Third Social Sector
- 13.1.3. Example of Pedagogical Counseling Programs for the Third Social Sector

13.2. The Figure of the Pedagogical Advisor for Social Organizations
- 13.2.1. Characteristics of the Educational Advisor
- 13.2.2. Pedagogical Advisor and Social Entities
- 13.2.3. Roles of the Educational Advisor outside the Formal Education Context

13.3. Contexts and Social Entities for Pedagogical Counseling
- 13.3.1. Introduction
- 13.3.2. Non-Educational Contexts for Pedagogical Counseling
- 13.3.3. Social Entities and Pedagogical Counseling
- 13.3.4. Conclusions

13.4. Design of Social Projects and Pedagogical Counseling
- 13.4.1. Current Concept of Social Project Planning and Counseling
- 13.4.2. Phases to Elaborate a Social Project
- 13.4.3. Conclusions

13.5. Sustainability of Social Entities and Pedagogical Counseling
- 13.5.1. Introduction to Sustainability of Social Organizations
- 13.5.2. Professional Learning Communities
- 13.5.3. External Counseling to the School on Sustainable Innovation
- 13.5.4. Continuous Improvement and Participation in Pedagogical Counseling

13.6. Pedagogical Counseling to Social Institutions in the Field of Education
- 13.6.1. Introduction
- 13.6.2. The Pedagogical Counselor in Educational Matters
- 13.6.3. Example of Educational Counseling

13.7. Pedagogical Counseling to Social Institutions in the Field of Employment and Social and Labor Inclusion Projects
- 13.7.1. Introduction
- 13.7.2. The Educational Counselor for Employment
- 13.7.3. Example of Employment Counseling

13.8. Pedagogical Counseling to Social Institutions in the Field of Entrepreneurship and Social Innovation
- 13.8.1. Introduction
- 13.8.2. The Pedagogical Counselor in the Field of Entrepreneurship
- 13.8.3. Example of Entrepreneurship Counseling

13.9. Pedagogical Counseling to Social Institutions on Equal Opportunities, Sustainability and the Environment
- 13.9.1. Introduction
- 13.9.2. The Pedagogical Advisor on Equality
- 13.9.3. Example of Entrepreneurship Counseling

13.10. Good Practices in Pedagogical Counseling for Social Entities
- 13.10.1. Counseling and Improvement
- 13.10.2. Strategies for Good Counseling
- 13.10.3. Conclusions

Module 14. Continuing Education

14.1. Nature, Origin, Evolution and Purpose of Continuing Education
- 14.1.1. Fundamental Aspects of Continuing Education
- 14.1.2. Spheres and Contexts of Continuing Education
- 14.1.3. Contributions of Continuing Education in International Organizations and the Digital Society

14.2. Theoretical Bases of Continuing Education
- 14.2.1. Origin and Evolution of Continuing Education
- 14.2.2. Models of Lifelong Education
- 14.2.3 Types of Teachers: Philosophical-Educational Paradigms

14.3. Continuing Education Assessment Models
- 14.3.1. Introduction
- 14.3.2. Types of Assessments in Continuing Education
- 14.3.3. The Importance of Continuing Education Assessment
- 14.3.4. Conclusions

14.4. The Pedagogue and Continuing Education
- 14.4.1. Professional Profile of the Adult Educator
- 14.4.2. Skills of the Adult Educator
- 14.4.3. Adult Teacher Training

14.5. In-Company Training. The Training Department
- 14.5.1. Function of Company Training. Concepts and Terminology
- 14.5.2. Historical View of the Training Department in the Company
- 14.5.3. Importance of Training in the Company

14.6. Continuous Training and Occupational Training
- 14.6.1. Definitions and Differences between Ongoing and Occupational Training
- 14.6.2. Benefits for the Company of Ongoing Training
- 14.6.3. Importance of Occupational Training in the Current Context

14.7. Professional Training Recognitions, Certifications and Accreditations
- 14.7.1. Vocational and On-the-Job Training
  - 14.7.1.1. Human Resources in Economic Development
- 14.7.2. Qualification of Human Resources
- 14.7.3. Certifications and Accreditations in Vocational Training
- 14.7.4. Importance of Vocational Training

14.8. Training and Work
- 14.8.1. Work and Its Evolution
- 14.8.2. Current Labor Context
- 14.8.3. Skill-Based Training

14.9. Continuing Learning in the European Union
- 14.9.1. Evolution of Continuing Education in the European Union
- 14.9.2. Education, Work and Employability

14.9.3. European Qualifications Framework
14.9.4. New Approach to Higher Education
14.9.5. Actions and Programs
14.10. Open and Distance Education in Digital Contexts
14.10.1. Characteristics of Distance Education
14.10.2. Virtual Education - E-Learning
14.10.3. ICT, Its Role and Importance in Distance Education
14.10.4. Distance Education and Higher Education

Module 15. Equality and Diversity in the Classroom

15.1. Basic Concepts of Equality and Diversity
15.1.1. Equality, Diversity, Difference, Justice and Fairness
15.1.2. Diversity as Something Positive and Essential to Life
15.1.3. Relativism and Ethnocentrism
15.1.4. Human Dignity and Human Rights
15.1.5. Theoretical Perspectives on Diversity in the Classroom
15.1.6. Bibliographical References
15.2. Evolution from Special Needs Education to Inclusive Education in Pre-School Education
15.2.1. Key Concepts from Special Education to Inclusive Education
15.2.2. Inclusive School Conditions
15.2.3. Promoting Inclusive Education in Early Childhood Education
15.3. Characteristics and Needs in Early Childhood
15.3.1. Acquisition of Motor Skills
15.3.2. Acquisition of Psychological Development
15.3.3. Development of Subjectivation
15.4. Exclusion in Schools
15.4.1. The Hidden Syllabus
15.4.2. Intolerance and Xenophobia
15.4.3. How to Detect Bullying in the Classroom?
15.4.4. Bibliographical References
15.5. Main Factors of School Failure
15.5.1. Stereotypes and Prejudices
15.5.2. Self-Fulfilling Prophecies, the Pygmalion Effect
15.5.3. Other Factors Influencing School Failure
15.5.4. Bibliographical References
15.6. Inclusive and Intercultural School
15.6.1. The School as an Open Entity
15.6.2. Dialogue
15.6.3. Intercultural Education and Attention to Diversity
15.6.4. What is Intercultural Schooling?
15.6.5. Problems in the School Environment
15.6.6. Performance
15.6.7. Proposals on Interculturality to Work in the Classroom
15.6.8. Bibliographical References
15.7. Digital Exclusion in the Digital Information Society
15.7.1. Transformations in the Digital Information Society
15.7.2. Access to Information
15.7.3. Web 2.0: from Consumers to Creators
15.7.4. Risks Associated with the Use of ICTs
15.7.5. The Digital Divide: A New Type of Exclusion
15.7.6. Education in the Face of Digital Exclusion
15.7.7. Bibliographical References
15.8. The Inclusion of ICT in the Diverse School
15.8.1. School Inclusion and Digital Inclusion
15.8.2. Digital Inclusion at School, Advantages and Requirements
15.8.3. Changes in the Conception of the Educational Process
15.8.4. Transformations in Teacher and Student Roles
15.8.5. ICT as an Element of Attention to Diversity
15.8.6. The Use of ICTs for Students with Educational Developmental Support Needs
15.8.7. Bibliographical References

15.9. Active Learning Methodologies with ICTs
- 15.9.1. Introduction and Objectives
- 15.9.2. ICT and the New Educational Paradigm: Personalization of Learning
- 15.9.3. Active Methodologies for Effective ICT Learning
- 15.9.4. Learning by Research
- 15.9.5. Collaborative and Cooperative Learning
- 15.9.6. Problem- and Project-Based Learning
- 15.9.7. Flipped Classroom
- 15.9.8. Strategies for Choosing the Right ICT for Each Methodology: Multiple Intelligences and Learning Landscapes
- 15.9.9. Bibliographical References

15.10. Collaborative Learning and Flipped Classroom
- 15.10.1. Introduction and Objectives
- 15.10.2. Definition of Collaborative Learning
- 15.10.3. Differences with Cooperative Learning
- 15.10.4. Tools for Cooperative and Collaborative Learning: Padlet
- 15.10.5. Definition of Flipped Classroom
- 15.10.6. Teaching Actions for Flipped Programming
- 15.10.7. Digital Tools to Create your Flipped Classroom
- 15.10.8. Reversed Classroom Experiences
- 15.10.9. Bibliographical References

Module 16. Personalized Education. Theoretical, Philosophical, and Anthropological Foundations of Education

16.1. The Human Person
- 16.1.1. Educating Taking Into Account The Person
- 16.1.2. Person and Human Nature
- 16.1.3. Attributes or Radical Properties of the Person
- 16.1.4. Strategies to Favor the Unfolding of the Person's Radical Attributes or Properties
- 16.1.5. The Human Person as a Dynamic System
- 16.1.6. The Person and the Meaning That They Can Give to their Life

16.2. Pedagogical Foundations of Personalized Education
- 16.2.1. The Educability of the Human Being as a Capacity for Integration and Growth
- 16.2.2. What Is and What Is Not Personalized Education?
- 16.2.3. Objectives of Personalized Education
- 16.2.4. The Personal Teacher-Student Encounter
- 16.2.5. Protagonists and Mediators
- 16.2.6. The principles of Personalized Education

16.3. Learning Situations in Personalized Education
- 16.3.1. The Personalized Vision of the Learning Process
- 16.3.2. Operational and Participatory Methodologies and their General Characteristics
- 16.3.3. Learning Situations and their Personalization
- 16.3.4. Role of Materials and Resources
- 16.3.5. Evaluation as a Learning Situation
- 16.3.6. The Personalized Educational Style and its Five Manifestations
- 16.3.7. Promoting the Five Manifestations of the Personalized Educational Style

16.4. Motivation: A Key Aspect of Personalized Learning
- 16.4.1. Influence of Affectivity and Intelligence in the Learning Process
- 16.4.2. Definition and Types of Motivation
- 16.4.3. Motivation and Values
- 16.4.4. Strategies to Make the Learning Process More Attractive
- 16.4.5. The Playful Aspect of Schoolwork

16.5. Metacognitive Learning
- 16.5.1. What Should Students Be Taught in Personalized Education?
- 16.5.2. Meaning of Metacognition and Metacognitive Learning
- 16.5.3. Metacognitive Learning Strategies
- 16.5.4. Consequences of Learning in a Metacognitive Way
- 16.5.5. The Evaluation of the Significant Learning of the Learner
- 16.5.6. Keys To Educate in Creativity

16.6. Personalizing the Organization of the School Center
- 16.6.1. Factors in the Organization of a School
- 16.6.2. The Personalized School Environment
- 16.6.3. The Student Body

16.6.4. The Teaching Staff
16.6.5. The Families
16.6.6. The School Center as an Organization and as a Unit
16.6.7. Indicators to Evaluate the Educational Personalization of a School Center
16.7. Identity and Profession
16.7.1. Personal Identity: A Personal and Collective Construction
16.7.2. Lack of Social Valuation
16.7.3. Cracking and Identity Crisis
16.7.4. Professionalization Under Debate
16.7.5. Between Vocation and Expert Knowledge
16.7.6. Teachers as Artisans
16.7.7. Fast Food Behavior
16.7.8. Unrecognized Good Guys and Unknown Bad Guys
16.7.9. Teachers Have Competitors
16.8. The Process of Becoming a Teacher
16.8.1. Initial Training Matters
16.8.2. At the Beginning, the More Difficult, the Better
16.8.3. Between Routine and Adaptation
16.8.4. Different Stages, Different Needs
16.9. Characteristics of Effective Teachers
16.9.1. The Literature on Effective Teachers
16.9.2. Value-Added Methods
16.9.3. Classroom Observation and Ethnographic Approaches
16.9.4. The Dream of Having Countries with Good Teachers
16.10. Beliefs and Change
16.10.1. Analysis of Beliefs in the Teaching Profession
16.10.2. Many Actions and Little Impact
16.10.3. The Search for Models in the Teaching Profession

06

Methodology

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

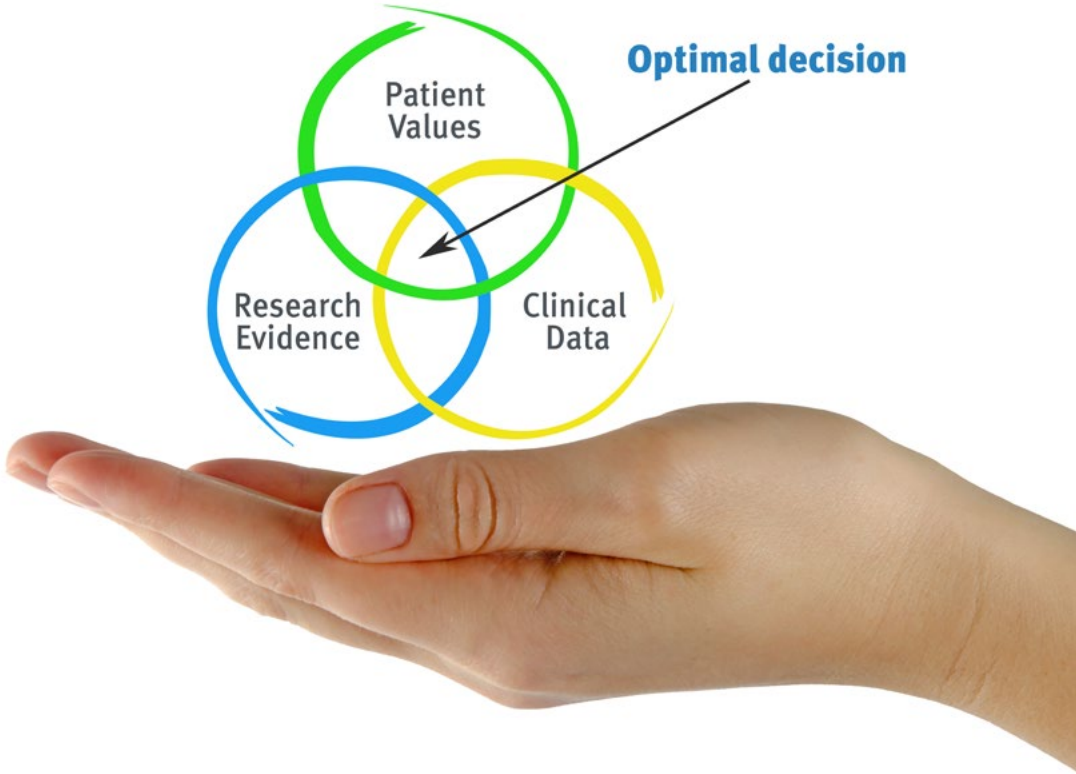
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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

At TECH Education School we use the Case Method

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

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



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

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

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

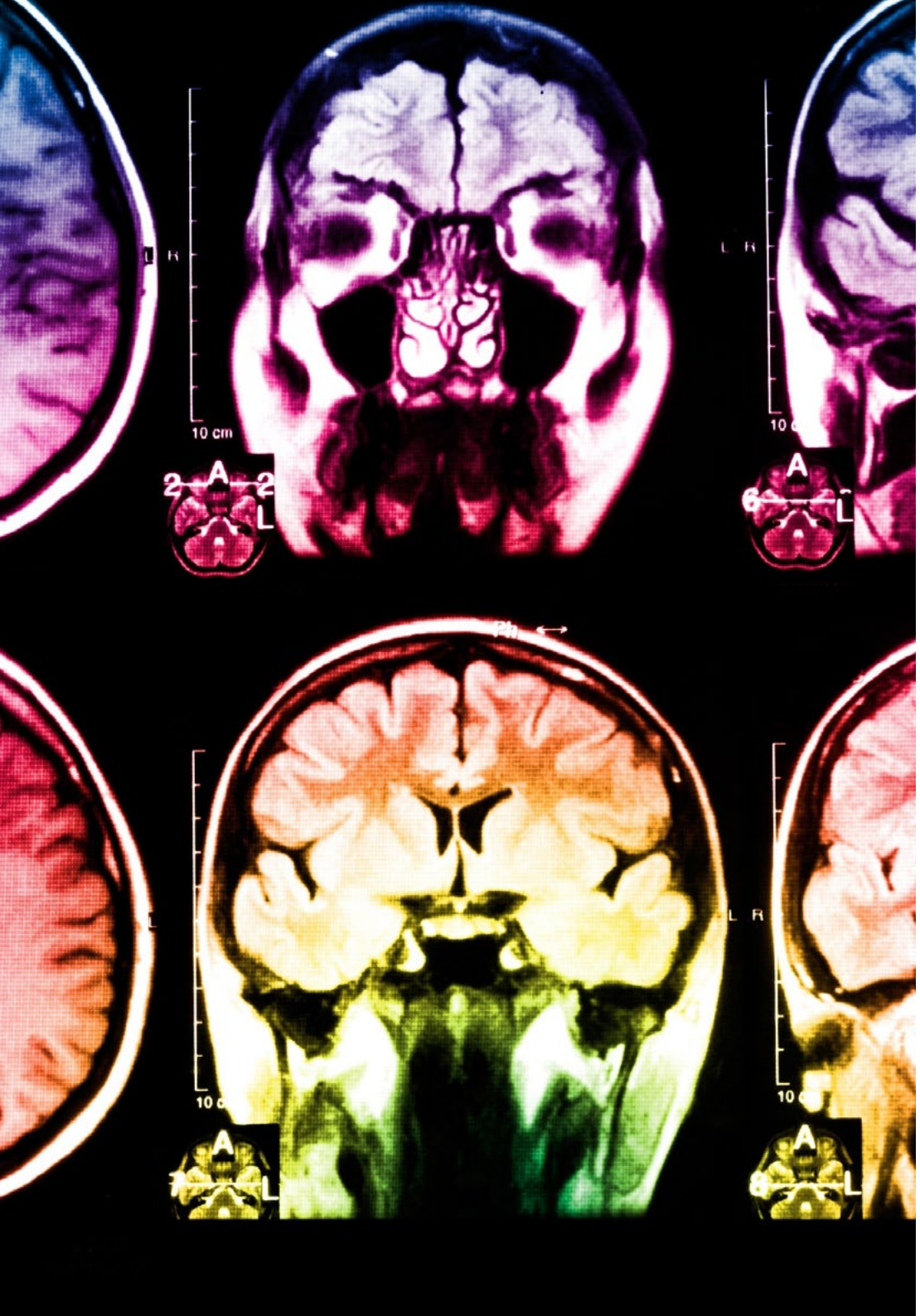
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

Relearning Methodology

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

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

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



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

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

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

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

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

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

Study Material

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

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

Educational Techniques and Procedures on Video

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

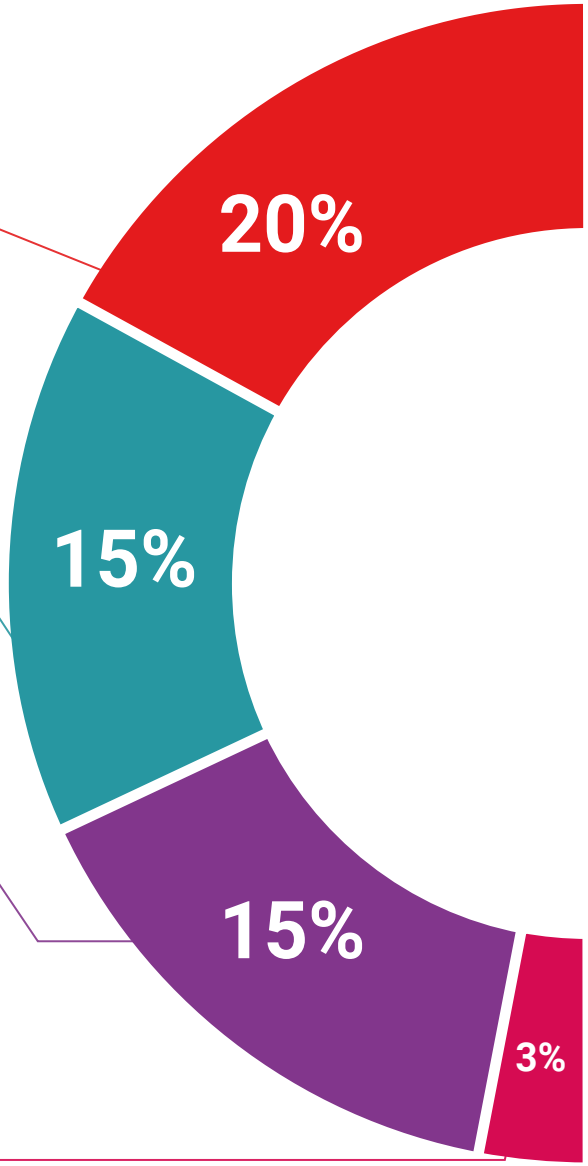
Interactive Summaries

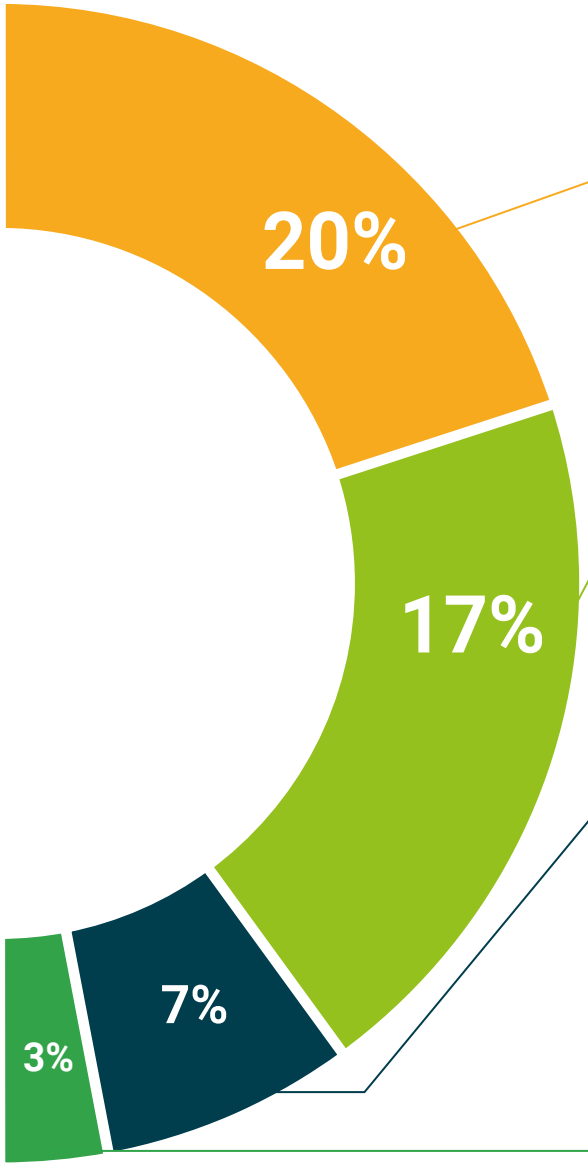
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Additional Reading

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





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.

07

Certificate

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

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

This program will allow you to obtain your **Advanced Master's Degree diploma in Innovation, Development and Entrepreneurship in Educational Projects** 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: **Advanced Master's Degree in Innovation, Development and Entrepreneurship in Educational Projects**

Modality: **online**

Duration: **2 years**

Accreditation: **120 ECTS**

tech global university

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

Advanced Master's Degree in Innovation, Development and Entrepreneurship in Educational Projects

This is a program of 3,000 hours of duration equivalent to 120 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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

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

Dr. Pedro Navarro Illana
Rector

Unique TECH Code: AFWORD23S techtitute.com/certificates

Advanced Master's Degree in Innovation, Development and Entrepreneurship in Educational Projects

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Theory and Practice of Educational Research	8	CO
1º	Education Economics	8	CO
1º	Information and Communication Technologies for Education	8	CO
1º	Methodology of Socio-Educational Action	8	CO
1º	Teaching Methodologies and Educator Consulting	8	CO
1º	Design and Management of Educational Programs	8	CO
1º	Assessment of Educational Programs	8	CO
1º	Teaching and Learning in the Family, Social and School Context	8	CO

Year	Subject	ECTS	Type
2º	Educational Entrepreneurship	7	CO
2º	Innovation and Improvement of Teaching Practice	7	CO
2º	Communication and Oral Expression Techniques for Teachers	7	CO
2º	Social Exclusion and Policies for Inclusion	7	CO
2º	Pedagogical Advice to Social Institutions	7	CO
2º	Continuing Education	7	CO
2º	Equality and Diversity in the Classroom	7	CO
2º	Personalized Education. Theoretical, Philosophical, and Anthropological Foundations of Education	7	CO

Dr. Pedro Navarro Illana
Rector

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

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Advanced Master's Degree

Innovation, Development and Entrepreneurship in Educational Projects

- Modality: **online**
- Duration: **2 years**
- Certificate: **TECH Global University**
- Credits: **120 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Advanced Master's Degree

Innovation, Development and Entrepreneurship in Educational Projects

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