Hybrid Professional Master's Degree

Early Childhood Education

tech technological university

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Hybrid Professional Master's Degree

Early Childhood Education

Modality: **Hybrid (Online + Internship)**
Duration: **12 months**
Certificate: **TECH Technological University**
Teaching Hours: **1,620 h.**
Website: **www.techtitute.com/in/education/hybrid-professional-master-degree/hybrid-professional-master-degree-early-chilhood-education**

Index

01
Introduction
p. 4

02
Why Study this Hybrid Professional Master's Degree?
p. 8

03
Objectives
p. 12

04
Competencies
p. 16

05
Educational Plan
p. 22

06
Practices
p. 34

07
Where Can I Do the Internship?
p. 40

08
Methodology
p. 44

09
Certificate
p. 52

01

Introduction

During the ages between 0 and 6 years old, children must receive different stimuli to lay the foundations for their cognitive, emotional, social and physical development. Specialized teachers are indispensable in these stages since they are responsible for the integration of educational activities to promote the development of language, motor skills and others of great relevance for the integral progression of the little ones. In a context where these professionals face difficulties to update their knowledge from a theoretical-practical point of view, TECH has a disruptive academic improvement program. The qualification, the only one of its kind, offers 1,500 hours of study through an innovative 100% online methodology and a very complete 3-week face-to-face stay.

An academic itinerary in theoretical-practical mode and 1,620 hours of duration where you will develop rigorous competencies for your professional performance in the field of Early Childhood Education"

The World Health Organization estimates that around 15% of the world's population has some form of disability - physical or cognitive - and a significant proportion of these individuals are school-age children. However, the actual figures are under-recorded due to the age of data collection methods and the variability of criteria for determining special educational needs. Added to this is the difficulty that teachers face in finding qualifications that enable them to master the analysis models in a practical and intensive way. On the contrary, professionals in the pedagogical sector mostly have qualifications with a heavy theoretical load and are outdated with respect to the most recent teaching trends.

TECH will overcome all these deficiencies with this program. The Hybrid Professional Master's Degree in Early Childhood Education has a unique mode of study in which students will update their knowledge and skills. To do this, first of all, the academic itinerary will examine 10 very complete modules through an exclusive and 100% online methodology. In this way, by means of advanced systems such as Relearning, specialists will consolidate complex concepts in a fast, flexible and efficient way. Some of them will be the latest trends in Special Education, the management of learning difficulties and specific attention to disability.

In addition, this 1,500-hour stage will not be subject to hermetic schedules or continuous evaluations. Therefore, each graduate will be able to determine when to access the contents according to their personal interests and obligations.

On the other hand, at the end of this initial stage, the graduates will have a face-to-face and intensive stay. This training period will last 3 weeks, distributed in intensive 8-hour days, from Monday to Friday. Likewise, the entire practical process will be guided by tutors with an excellent command of early stimulation for young children.

This **Hybrid Professional Master's Degree in Early Childhood Education** contains the most complete and up-to-date program on the market. Its most notable features are:

- Development of more than 100 case studies presented by Early Childhood Education professionals and university professors with extensive experience in the management of early learning
- Their graphic, schematic and practical contents provide essential information on those disciplines that are indispensable for professional practice
- Comprehensive plans of systematized action for children with special needs in early childhood education
- Presentation of practical workshops on educational techniques
- Interactive learning system based on algorithms for decision making in specific teaching situations
- All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection
- Furthermore, you will be able to carry out a internship in one of the best Companies

The contents that this TECH program will provide you with in its theoretical period will be accessible 24 hours a day"

In the 3 weeks of the face-to-face stay of this program, you will be able to handle the most innovative teaching techniques and resources"

Get up to date on the inclusion of new technologies in Early Childhood Education classrooms with this TECH program.

Don't miss this opportunity to acquire highly demanded competencies in the field of Early Childhood Education without abandoning your personal and work obligations.

In this proposal for a Hybrid Professional Master's Degree, of a professionalizing nature and blended learning modality, the program is aimed at updating Early Childhood Education professionals who work in private and public schools and require a high level of qualification. The contents are based on the latest scientific evidence, and oriented in a didactic way to integrate theoretical and practical knowledge about specialized care for early childhood and children with special needs.

Thanks to its multimedia content elaborated with the latest educational technology, they will allow the Early Childhood Education professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train in real situations. This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

02

Why Study this Hybrid Professional Master's Degree?

Many early childhood centers seek to make a significant leap in terms of their teaching models. In this way, they aim to create more comfortable, egalitarian and interactive spaces where children between 0 and 6 years of age can develop their motor and cognitive abilities to the maximum. To achieve this evolution, it is imperative to have experts updated with the most modern trends in relation to the attention to disability or the management of learning difficulties. In this Hybrid Professional Master's Degree, teachers will acquire this preparation in a comprehensive way thanks to its disruptive theoretical-practical mode of study.

Do you want to delve into the fundamentals of psychology and pedagogy that complement the development of a young child? Enroll now in this Hybrid Professional Master's Degree"

1. Updating from the Latest Technology Available

Students enrolled in this Hybrid Professional Master's Degree will be able to analyze and implement in first person the most advanced games and tools to promote the psychomotor development of children between 0 and 6 years of age. In addition, they will evaluate and manage information and communication technologies (ICT) that have been integrated into the most avant-garde school classrooms. All of this thanks to the fact that TECH provides with this program a rigorous update from real scenarios equipped with the best pedagogical equipment.

2. Delve into the experience of the best teachers.

In this Hybrid Professional Master's Degree, teachers will be continuously accompanied by distinguished experts. During the theoretical stage of the program, they will be guided by a faculty meticulously chosen by TECH. Likewise, during the internship period, they will discuss the most modern cognitive and socioemotional stimulation initiatives with the best specialists and will be supervised by tutors with extensive experience.

3. Entering first-class Communication Management environments

All the facilities chosen for the practical phase of this program are equipped with educational tools to promote early childhood stimulation. Among other resources, you will have at your disposal those indispensable for developing educational games, planning activities and evaluating learning in children under 6 years of age. Each graduate will be able to analyze the work dynamics of an increasingly demanding, rigorous and exhaustive area.

4. Combining the Best Theory with State-of-the-Art Practice

Practically no refresher program for teachers manages to combine theoretical learning with the day-to-day activities of work performance. However, TECH has overcome this deficiency with this Hybrid Professional Master's Degree. The program, consisting of two distinct moments, allows the analysis of theoretical content from the most innovative learning platform in the online panorama.
At the same time, with the 3-week on-site stay that is integrated into its design, it facilitates the assimilation of competencies in a direct and rigorous manner.

5. Expanding the Boundaries of Knowledge

In order to carry out the professional practice of this Hybrid Professional Master's Degree, TECH provides its students with the most prestigious educational centers. In this way, the specialist will be able to be updated under the supervision of renowned experts. This is undoubtedly another feature that makes this learning experience, promoted by the largest online university in the world, unique.

You will have full practical immersion at the center of your choice"

03

Objectives

This TECH program, composed of two fundamental stages, will provide teachers with the most advanced theoretical and practical training in the design of developmentally appropriate activities for children. Its contents will address the creation of stimulating educational environments and techniques to promote inclusion and cultural diversity in the classroom. Likewise, this combination of knowledge, the 100% online methodology applied in the study program and the professional practice that concludes the program, will enhance a holistic vision of these phenomena in all graduates in the fastest, most flexible and comprehensive way.

Improve your theoretical and practical knowledge of Early Childhood Education and become an expert in the attention to communication and reading and writing problems"

General Objective

- The general objective of this Hybrid Professional Master's Degree is to develop in professionals specific knowledge and skills to carry out their work in the field of Early Childhood Education. Therefore, the program offers full guarantees so that graduates can promote the pedagogical advancement of children between 0 and 6 years of age in a comprehensive manner. In addition, it delves into the most avant-garde strategies to overcome learning and behavioral problems and disabilities in the classroom. All this with the aim of ensuring equality and respect for diversity in the classroom

Thanks to this program, you will analyze the most cutting-edge mechanisms for cognitive and socioemotional stimulation during childhood"

Specific Objectives

Module 1. Early Education

- Delve into the study of child development
- Build an overall view of the developmental processes that compose it
- Delve into the factors that affect children during the first years of life
- Determine the main processes and stages of psychological development throughout the cycle
- Analyze and evaluate the developmental characteristics
- Recognize the demands, problems and differences of the human being in the stages of development

Module 2. Learning Difficulties I

- Identify learning difficulties that may be encountered in the classroom
- Detect the different difficulties that students may present
- Distinguish the concepts, problems and learning difficulties
- Implement the different learning styles and cognitive styles
- Prevent learning difficulties before they occur
- Intervening before the different learning problems

Module 3. Learning Difficulties II

- Determine the different learning difficulties
- Delve into the different learning disorders
- Recognize specific learning disorders
- Delve into the different affective difficulties
- Elaborate the family-school relationship

Module 4. Personalized Education. Anthropological, Philosophical, and Psychological Foundations

- Acquire the necessary tools for reflection
- Analyze the different pedagogical foundations of Early Childhood Education
- To identify the different learning situations in personalized education
- Develop the necessary tools for a good organization of the center
- Internalize Teacher Training for a good educational response

Module 5. Self-knowledge and Personal Autonomy in Early Childhood Education

- Understanding and assisting in the emergence of self-knowledge
- Defining the basis of their self-concept and self-esteem is one of the most beautiful tasks of the Early Childhood Education teacher
- Addressing facilitating aspects of autonomy development in the classroom and some key elements for the process of separation-individuation
- Identify warning signs about the student's level of self-esteem
- Generate the evaluation of self-concept

Module 6. Equality and Diversity in the Classroom

- Incorporate the different terms closely related to each other and their application in the classroom
- Delve into the possible factors of school failure
- Acquire the necessary tools to avoid school failure
- 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
- Determining psychomotor functioning in early childhood education

Module 7. History, Current Situation and Future Outlook of Special Education

- Delve into the historical bases of Special Education and to develop a global vision of the subject
- Evaluate the current panorama and the new paradigms that continue to be formed in this field

Module 8. Behavior and Learning Difficulties

- Address the basic aspects of the most common behavioral and learning disorders in early childhood education
- Acquire the necessary tools to be able to detect, understand and intervene in these disorders

Module 9. Education of Children with Disabilities or Developmental Difficulties

- Identify the personal educational needs of students with disabilities or developmental difficulties
- Recognize the warning signs and how to prevent and intervene with at-risk learners

Module 10. Education of High-Capacity Children

- Analyze the intervention strategies for the development of highly gifted students
- Delve into the different proposals for enrichment and development of creativity for children with high abilities

04

Competencies

After the theoretical evaluations and the practical stage of this program, you will have competencies that you will immediately incorporate into your daily professional practice. In particular, the program will prepare teachers to become agents of change in the lives of children, providing them with the personalized attention necessary to boost their cognitive-intellectual development.

With the skills acquired in this program, you will be able to implement personalized care for the children in your care in Early Childhood Education"

General Skills

- Evaluate the different cognitive, emotional, psychomotor and volitional dimensions
- Use resources that facilitate the integration of students with difficulties in the learning process
- Design activities that promote the global development of students with specific educational support needs from an inclusive perspective
- Regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights
- Implement the basic principles of attention to diversity
- Generate spaces that attend to the educational response of students with difficulties in the learning process
- Plan activities that meet the diverse needs of students with specific educational support needs
- Define the evolution of language in early childhood, know how to identify possible dysfunctions and ensure their correct evolution
- Detect possible difficulties that deviate from the normative evolutionary course of language
- Correctly use different techniques aimed at the stimulation and development of the different components of language
- Assess teaching and learning processes, both individually and in collaboration with other teachers and professionals of the center
- Encourage the reading and critical commentary of texts in the various scientific and cultural domains included in the school syllabus
- Mediate in educational situations in order to exercise a personalized pedagogical work following the psycho-evolutionary maturation of each student according to their self-knowledge, autonomy and self-esteem
- Promote the autonomy and uniqueness of each student as part of the education of emotions, feelings and values in early childhood
- Propose strategies, based on theoretical knowledge, to help and guide
- families with children in early childhood education in psychological aspects specific to their motor, affective and emotional peculiarities
  with their motor, affective and cognitive peculiarities and capacity to implement them in the classroom
- Design a team activity according to the particularities of the stage and content of the subject
- Identify the specific needs of their students and know how to use them
- Organize and carry out activities to develop an intercultural school
- Select appropriate resources to promote equality
- Promote coexistence in the classroom and outside it and address the peaceful resolution of conflicts
- Integrating information and communication technologies and, in particular, television in early childhood
- Identify the influence of technologies in the emergence of exclusion situations

- Acquire habits and skills for autonomous and cooperative learning and promote it in students
- Apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and problem solving within their area of study
- Gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues
- Convey information, ideas, problems, and solutions to both specialized and non-specialized audiences

After this program, you will master specific educational strategies for advanced classroom management of children with ADHD"

Specific Skills

- Determine about childhood development, taking into account the developmental processes of which it is composed, the factors that may affect it and the possible programs to be carried out in response to it
- Identify students with temporary or permanent special educational needs and students with high abilities
- Provide relevant information on the psychological, educational and social foundations, as well as the differential characteristics of special educational needs
- Inform other specialist professionals to address the collaboration of the center and the teacher in the attention to the special educational needs that arise
- Plan and develop collaborative activities in the psycho-pedagogical evaluation as a resource for the detection of students with specific educational support needs
- Acquire resources to favor the educational integration of students with difficulties
- Use play to promote the inclusion and integral development of students with special educational needs
- Identify learning difficulties, cognitive dysfunctions and those related to attention
- Differentiate possible barriers to the learning process and participation of students with specific educational support needs
- Carry out collaborative projects with other specialized professionals that facilitate the learning process of students with specific educational support needs
- Design and use resources that facilitate and stimulate the integration and inclusion of students with difficulties in the learning process
- Prepare and provide recommendations and guidance to families and professionals involved in the educational response to students with learning difficulties
- Apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators
- Recognize the identity of the stage and its cognitive, psychomotor, communicative, social and affective characteristics
- Be able to explain the development of self-knowledge and personal autonomy in children from 0 to 6 years of age
- Understand the development of the communicative capacity of children from 0 to 6 years of age and its link with their own social and family environment for the development of autonomy and self-concept
- Promote the acquisition of habits around autonomy, freedom, curiosity, observation, experimentation, imitation, acceptance of rules and limits, symbolic and heuristic play
- Value the importance of family-school collaboration in multicultural environments
- Understand the influence of the environment on the development of social behavior
- Critically judge family-school relationships in multicultural settings
- Select appropriate resources to promote equality

- Understand the influence of technologies in the emergence of discriminatory situations
- Identify the current special education process, taking into account its past and future
- Recognize the symptoms of behavioral and learning disorders
- Determine the services that professionals can offer in the field of psycho-pedagogical intervention for behavioral and learning disorders
- Manage the specialized scientific literature
- Detect children with special educational needs in the classroom
- Perform the different educational tasks and processes related to primary school children n need of special education
- Use specific teaching resources, adaptive technologies, software, etc
- Effectively serve children with disabilities or special developmental needs
- Create specific programs for students with high abilities

05

Educational Plan

The agenda of this 10-module TECH program addresses child development and the most disruptive pedagogical keys. At the same time, it delves into the psychological foundations that facilitate the intervention of teachers in addressing behavioral problems and learning difficulties. The program also delves into specific games and strategies for planning activities and developing classroom management. In addition, during this theoretical phase, the Hybrid Professional Master's Degree facilitates the study of its contents from an innovative platform and provides a complete methodology in a 100% online format.

The theoretical contents of this program have been arranged in different formats such as explanatory videos and interactive summaries"

Module 1. Early Education

1.1. Early Care and Education Concepts
- 1.1.1. The Shift from Early Stimulation to Early Care
- 1.1.2. Definition of Early Care
- 1.1.3. Fundamentals of Early Childhood Care
- 1.1.4. Objectives, Principles and Levels of Early Care
- 1.1.5. Levels of Early Care Prevention
- 1.1.6. Early Care Support Service
- 1.1.7. Family-centered Early Care

1.2. Basis of Motor Development
- 1.2.1. Psychomotor Development and Perfection of Movements
- 1.2.2. Concepts of Development, Maturation, Growth and Learning
- 1.2.3. Motor Development: Beginnings and Basic Patterns

1.3. Basis of Cognitive Development
- 1.3.1. Neurological Bases of Cognitive Development
- 1.3.2. Psychological Bases of Cognitive Development
- 1.3.3. Cognitive Development from 0 to 2 Years
- 1.3.4. Cognitive Development from 3 to 6 Years Old

1.4. Social-emotional Development in Early Childhood Care
- 1.4.1. Socio-emotional Development
- 1.4.2. Emotional Regulation
- 1.4.3. Attachment
- 1.4.4. The Family as a Principle of Affective-Emotional Development
- 1.4.5. The School, Children's Needs and Emotional and Affective Well-Being
- 1.4.6. Development of Autonomy, Self-concept and Self-esteem
- 1.4.7. Moral Development and Values Education in the Early Stages

1.5. Diversity Programs
- 1.5.1. Diversity and Inclusion
- 1.5.2. The Classroom as a Space for Diversity
- 1.5.3. Adapted Methodologies for the Attention of Diversity
- 1.5.4. Play as a Means to Achieve Learning and Participation

1.6. Early Stimulation
- 1.6.1. Early Stimulation
- 1.6.2. Where Can Stimulation Be Carried Out?
- 1.6.3. Stimulation Duration and Materials

1.7. Principles for Structuring an Early Stimulation Program
- 1.7.1. Biological Basis of the Brain
- 1.7.2. The Processes of Brain Development and Developmental Milestones
- 1.7.3. Socio-cultural Reality

1.8. Development Programs as a Formal Modality in the Educational Project
- 1.8.1. Fundamental Ideas
- 1.8.2. General Objectives
- 1.8.3. Concepts and Guidelines to Follow

1.9. Influences on Child Development
- 1.9.1. Factors Influencing Comprehensive Development in Childhood
- 1.9.2. The Role of the Family and its Relationships
- 1.9.3. The Role of the Environment

1.10. Psychomotor and Sound Stimulation
- 1.10.1. Movement and Psychomotor Skills in Early Stimulation
- 1.10.2. General Recommendations for Psychomotor Development
- 1.10.3. Sensory Periods and Early Stimulation
- 1.10.4 Areas of action

Module 2. Learning Difficulties I

2.1. Developmental psychology
- 2.1.1. Physical or Motor Development
- 2.1.2. Cognitive Development
- 2.1.3. Language Development
- 2.1.4. Emotional Development

2.2. Learning Difficulties: Difficulties of an Intrapsychological and Interpsychological Nature
- 2.2.1. Definition and Conceptualization of Learning Disabilities(DA)
- 2.2.2. Intrapsychological Learning Difficulties
- 2.2.3. Intrapsychological Learning Difficulties
- 2.2.4. Interactive Hypothesis

2.3. Special Educational Needs and Inclusive Education
- 2.3.1. The Inclusive School Movement Overcoming School Integration
- 2.3.2. Towards a School for Everyone

2.4. Learning Difficulties Related to Communication, Language, Speech and Voice Problems
- 2.4.1. Oral Linguistic Pathology: Problems in the Communicative, Language, Speech and Voice domains
- 2.4.2. Language Problems
- 2.4.3. Speech and Articulation Disorders

2.5. Learning Difficulties Related to Reading and Writing
- 2.5.1. Conceptualization of Dyslexia or Specific Reading Disorder
- 2.5.2. Features
- 2.5.3. Reading Pathways and Types of Dyslexia
- 2.5.4. Intervention Guidelines
- 2.5.5. Other Learning Difficulties Related to Reading and Writing

2.6. Learning Difficulties Related to Mathematics
- 2.6.1. Conceptualization of the Specific Learning Disorder with Difficulties in Mathematics
- 2.6.2. Etiology and Course
- 2.6.3. Types
- 2.6.4. Features
- 2.6.5. Classroom Intervention Guidelines

2.7. Intellectual Disability
- 2.7.1. Intellectual Disability Conceptualization
- 2.7.2. Detection of Intellectual Disability in the Classroom
- 2.7.3. Special Educational Needs of Children with Intellectual Disabilities
- 2.7.4. Classroom Intervention Guidelines

2.8. High Abilities in the Classroom: Keys to Their Identification and Educational Development
- 2.8.1. Is High Ability an Educational Problem?
- 2.8.2. The Concept: Can High Ability Be Defined?
- 2.8.3. Identification: Can the Most Able Learners be Identified?
- 2.8.4. The Intervention: What, How and When to Teach?

2.9. Learning Disabilities Related to Visual and Auditory Sensory Deficits
- 2.9.1. Visual Impairment
- 2.9.2. Developmental Characteristics of Children with Visual Impairment
- 2.9.3. Special Educational Needs of Children With Visual Impairment
- 2.9.4. Educational Intervention in the Classroom
- 2.9.5. Hearing Impairment
- 2.9.6. Detection of Hearing Impaired Students in the Classroom
- 2.9.7. Special Educational Needs in Hearing Impaired Children
- 2.9.8. Classroom Intervention Guidelines

2.10. Motor Coordination Difficulties or Dyspraxias
- 2.10.1. Conceptualization of Motor Disability
- 2.10.2. Conceptualization of Motor Coordination Difficulties or Dyspraxias
- 2.10.3. Detection of Dyspraxias in the Classroom
- 2.10.4. Classroom Intervention Guidelines

2.11. Attention Deficit Hyperactivity Disorder (ADHD)
- 2.11.1. Conceptualization
- 2.11.2. Types and Characteristics
- 2.11.3. Associated Disorders
- 2.11.4. Conceptualization of Executive Functions and Their Impact on Performance and the Social Field
- 2.11.5. Detection of ADHD in The Classroom
- 2.11.6. Classroom Intervention Guidelines

2.12. The Assessment of Centers and the Educational Environment
- 2.12.1. Conceptualization and Characterization of Autism Spectrum Disorder (ASD)
- 2.12.2. Conceptualization and Characterization of Asperger Syndrome
- 2.12.3. Guidelines for Identifying Children with ASD or Asperger Syndrome in the Classroom
- 2.12.4. Intervention Guidelines

Module 3. Learning Difficulties II

3.1. Evolution from Special Education to Inclusive Education in Early Childhood Education
- 3.1.1. Key Concepts from Special Education to Inclusive Education
- 3.1.2. Inclusive School Conditions
- 3.1.3. Promoting Inclusive Education in Early Childhood Education

3.2. Characteristics and Needs in Early Childhood
- 3.2.1. Acquisition of Motor Skills
- 3.2.2. Acquisition of Psychological Development
- 3.2.3. Development of Subjectivation

3.3. The Role of Parents in Early Care
- 3.3.1. Parent Education
- 3.3.2. Non-Involvement of Parents
- 3.3.3. Fostering Parent-Child Relationships

3.4. Difficulties in Language Acquisition
- 3.4.1. Language Development from 0 to 4 Years Of Age
- 3.4.2. Difficulties in Language Acquisition
- 3.4.3. Educational Intervention in the Pre-School Classroom

3.5. Difficulties Associated with the Beginning of Reading and Writing
- 3.5.1. Dilemmas About Written Language
- 3.5.2. Learning Difficulties in Reading
- 3.5.3. Educational Intervention in the Pre-School Classroom

3.6. Autism Spectrum Disorder: Early Care
- 3.6.1. Child Cognitive Development and Warning Signs
- 3.6.2. Early Care Program in Autism Spectrum Disorder (ASD)

3.7. Affective Difficulties
- 3.7.1. Affective Bonding: Attachment and Detachment
- 3.7.2. Overprotection
- 3.7.3. Description of Emotional Difficulties
- 3.7.4. Promoting Self-Esteem and Self-Concept
- 3.7.5. Educational Interventions in the Pre-School Classroom

3.8. Intellectual Precocity and Abilities
- 3.8.1. General Criteria
- 3.8.2. Intellectual Precocity at Early Ages
- 3.8.3. High Abilities in Early Ages
- 3.8.4. Educational Interventions in the Pre-School Classroom

3.9. Relations with Families
- 3.9.1. General Criteria
- 3.9.2. Establishing Good Communication with Families
- 3.9.3. Description of the Development of the Interviews with Families

3.10. Working with the Early Childhood Education Team
- 3.10.1. Key Concepts
- 3.10.2. A Team around a Child
- 3.10.3. Strengths of Working Together

3.11. Observation or Assessment Methods in Early Childhood Education
- 3.11.1. Key Concepts
- 3.11.2. Observations
- 3.11.3. Multidisciplinary Assessments

3.12. Psychomotor Skills in Early Childhood Schools
- 3.12.1. Key Concepts
- 3.12.2. Educational Factors of Psychomotor Skills
- 3.12.3. Psychomotor Practice in Early Childhood Classrooms

3.13. Educational Resilience
- 3.13.1. Key Concepts of Resilience
- 3.13.2. Educational Resilience: Towards the Pathway to Successful Learning
- 3.13.3. Characteristics of Resilience-Promoting Schools

Module 4. Personalized Education. Anthropological, Philosophical, and Psychological Foundations

4.1. The Human Person
- 4.1.1. Introduction and Objectives
- 4.1.2. Educating Taking Into Account The Person
- 4.1.3. Person and Human Nature
- 4.1.4. Attributes or Radical Properties of the Person
- 4.1.5. Strategies to Favor the Unfolding of the Person's Radical Attributes or Properties
- 4.1.6. The Human Person as a Dynamic System
- 4.1.7. The Person and the Meaning That They Can Give to their Life

4.2. Pedagogical Foundations of Personalized Education
- 4.2.1. Introduction and Objectives
- 4.2.2. The Educability of the Human Being as a Capacity for Integration and Growth
- 4.2.3. What is Personalized Education (And What Is Not)?
- 4.2.4. Purposes of Personalized Education
- 4.2.5. The Personal Teacher-Student Encounter
- 4.2.6. Protagonists and Mediators
- 4.2.7. The principles of Personalized Education

4.3. Learning Situations in Personalized Education
- 4.3.1. Introduction and Objectives
- 4.3.2. The Personalized Vision of the Learning Process
- 4.3.3. Operational and Participative Methodologies: General Characteristics
- 4.3.4. Learning Situations and their Personalization
- 4.3.5. Materials and Resources Function
- 4.3.6. Evaluation as a Learning Situation
- 4.3.7. The Personalized Educational Style: its Five Manifestations
- 4.3.8. How to Promote the Five Manifestations of the Personalized Educational Style?

4.4. Motivation: A Key Aspect of Personalized Learning
- 4.4.1. Introduction and Objectives
- 4.4.2. Influence of Affectivity and Intelligence in the Learning Process
- 4.4.3. Definition and Types of Motivation
- 4.4.4. Motivation and Values
- 4.4.5. Strategies to Make the Learning Process More Attractive
- 4.4.6. The Playful Aspect of Schoolwork

4.5. Metacognitive Learning
- 4.5.1. Introduction and Objectives
- 4.5.2. What Should Students Be Taught in Personalized Education
- 4.5.3. What does "Metacognition" Mean and What Does "Metacognitive Learning" Mean?
- 4.5.4. Metacognitive Learning Strategies
- 4.5.5. Consequences of Learning in a Metacognitive Way
- 4.5.6. How to Assess Whether the Student Is Learning in a Meaningful Way?
- 4.5.7. Keys To Educate in Creativity

4.6. Personalizing the Organization of the School Center
- 4.6.1. Introduction and Objectives
- 4.6.2. Factors in the Organization of a School
- 4.6.3. The Personalized School Environment
- 4.6.4. The Students
- 4.6.5. The Teachers
- 4.6.6. The Families
- 4.6.7. The School as an Organization and as a Community
- 4.6.8. What Indicators Can We Use to Evaluate the Educational Personalization of a School Center

Module 5. Self-knowledge and Personal Autonomy in Early Childhood Education

5.1. The Development Environment
- 5.1.1. Definition of Self-Awareness, Self-Concept and Self-Esteem
- 5.1.2. The First Context of Development: The Family Environment
- 5.1.3. The Age for Breastfeeding
- 5.1.4. The Role of Parents in Child Development

5.2. The Origins of Competition
- 5.2.1. Introduction
- 5.2.2. Individual Differences at Birth
- 5.2.3. Cognitive Development
- 5.2.4. Communication
- 5.2.5. Motivation

5.3. Development of the Sense of Self: Background
- 5.3.1. Introduction
- 5.3.2. Freudian Theory of Development
- 5.3.3. Some Key Psychoanalytic Theories in Development
- 5.3.4. Theoretical Models of Cognitive Development
- 5.3.5. The Computational Approach or Cognitive Psychology
- 5.3.6. The Systemic Approach to Development
- 5.3.7. Early Emotional Development

5.4. The Importance of Others
- 5.4.1. Introduction
- 5.4.2. Link
- 5.4.3. Fear of Strangers
- 5.4.4. Response to the Absence of Family Figures

5.5. Self-concept: Current Situation and Teaching Role
- 5.5.1. Conceptual Delimitation and Components of Self-Concept
- 5.5.2. Stages of Self-Concept Development
- 5.5.3. Self-concept: Hierarchical-multidimensional Model
- 5.5.4. Self-concept: Academic and Non-Academic Dimensions
- 5.5.5. The Teacher's Role in Self-Concept

5.6. The Origins of Autonomy
- 5.6.1. Introduction
- 5.6.2. The Separation-Individuation Process
- 5.6.3. Separation Resistance
- 5.6.4. Non-autonomous Operation

5.7. Autonomy and Learning
- 5.7.1. Introduction
- 5.7.2. Learning How to Face Reality
- 5.7.3. The Role of Play in Learning to Confront Reality

5.8. The Child in the Family: Influences on Learning
- 5.8.1. Introduction
- 5.8.2. Relationship with Parents
- 5.8.3. Relationship with Siblings

5.9. Development of self-awareness and Autonomy in the Early Childhood Classroom
- 5.9.1. Introduction
- 5.9.2. Learning How to Learn
- 5.9.3. Practical Resources for Self-Awareness Education
- 5.9.4. Guidelines for Autonomy Education in the Classroom
- 5.9.5. Final Conclusions

5.10. Assessment of Self-Concept and Self-Esteem in the Early Childhood Classroom
- 5.10.1. Introduction
- 5.10.2. First Considerations on the Assessment of Self-Concept and Self-Esteem
- 5.10.3. Assessment of Self-Concept and Self-Esteem in the Classroom
- 5.10.4. Warning Signs to Detect Possible Problems of Self-Concept and Self-Esteem in Children

Module 6. Equality and Diversity in the Classroom

6.1. Basic Concepts of Equality and Diversity
- 6.1.1. Equality, Diversity, Difference, Justice and Fairness
- 6.1.2. Diversity as Something Positive and Essential to Life
- 6.1.3. Relativism and Ethnocentrism
- 6.1.4. Human Dignity and Human Rights
- 6.1.5. Theoretical Perspectives on Diversity in the Classroom
- 6.1.6. Bibliographical References

6.2. Evolution from Special Education to Inclusive Education in Early Childhood Education
- 6.2.1. Key Concepts from Special Education to Inclusive Education
- 6.2.2. Inclusive School Conditions
- 6.2.3. Promoting Inclusive Education in Early Childhood Education

6.3. Characteristics and Needs in Early Childhood
- 6.3.1. Acquisition of Motor Skills
- 6.3.2. Acquisition of Psychological Development
- 6.3.3. Development of Subjectivation

6.4. Exclusion in Schools
- 6.4.1. The Hidden Syllabus
- 6.4.2. Intolerance and Xenophobia
- 6.4.3. How to Detect Bullying in the Classroom
- 6.4.4. Bibliographical References

6.5. Main Factors of School Failure
- 6.5.1. Stereotypes and Prejudices
- 6.5.2. Self-Fulfilling Prophecies, the Pygmalion Effect
- 6.5.3. Other Factors Influencing School Failure
- 6.5.4. Bibliographical References

6.6. Inclusive and Intercultural School
- 6.6.1. The School as an Open Entity
- 6.6.2. Dialogue
- 6.6.3. Intercultural Education and Attention to Diversity
- 6.6.4. What Is Intercultural Schooling?
- 6.6.5. Problems in the School Environment
- 6.6.6. Performance
- 6.6.7. Proposals on Interculturality to Work in the Classroom
- 6.6.8. Bibliographical References

6.7. Digital Exclusion in the Digital Information Society
- 6.7.1. Transformations in the Digital Information Society
- 6.7.2. Access to Information
- 6.7.3. Web 2.0: from Consumers to Creators
- 6.7.4. Risks Associated with the Use of ICTs
- 6.7.5. The Digital Divide: A New Type of Exclusion
- 6.7.6. Education in the Face of Digital Exclusion
- 6.7.7. Bibliographical References

6.8. The Inclusion of ICT in the Diverse School
- 6.8.1. School Inclusion and Digital Inclusion
- 6.8.2. Digital Inclusion at School, Advantages and Requirements
- 6.8.3. Changes in the Conception of the Educational Process
- 6.8.4. Transformations in Teacher and Student Roles
- 6.8.5. ICT as an Element of Attention to Diversity
- 6.8.6. The Use of ICTs for Students with Educational Developmental Support Needs
- 6.8.7. Bibliographical References

6.9. Active Learning Methodologies with ICTs
- 6.9.1. Introduction and Objectives
- 6.9.2. ICT and the New Educational Paradigm: Personalization of Learning
- 6.9.3. Active Methodologies for Effective ICT Learning
- 6.9.4. Learning by Research
- 6.9.5. Collaborative and Cooperative Learning
- 6.9.6. Problem- and Project-Based Learning
- 6.9.7. Flipped Classroom
- 6.9.8. Strategies for Choosing the Right ICT for Each Methodology: Multiple Intelligences and Learning Landscapes
- 6.9.9. Bibliographical References

6.10. Collaborative Learning and *Flipped Classroom*
- 6.10.1. Introduction and Objectives
- 6.10.2. Definition of Collaborative Learning
- 6.10.3. Differences with Cooperative Learning
- 6.10.4. Tools for Cooperative and Collaborative Learning: Padlet
- 6.10.5. Definition of *Flipped Classroom*
- 6.10.6. Didactic Actions for Programming Flipped
- 6.10.7. Digital Tools to Create your Flipped Classroom
- 6.10.8. Reversed Classroom Experiences
- 6.10.9. Bibliographical References

Module 7. History, Current Situation and Future Outlook of Special Education

7.1. Background and Early Experiences of Special Education
- 7.1.1. Historical Contextual Framework of Special Education
- 7.1.2. First Educational Experiences with People with Hearing Impairment
- 7.1.3. First Educational Experiences with Persons with Visual Impairment
- 7.1.4. First Educational Experiences with Persons with Mental Impairment 7.1.5

7.2. The Era of Institutionalization: The Transition from Medical to Pedagogical Care
- 7.2.1. The Era of Institutions
- 7.2.2. From Medical Care to Psycho-Pedagogical Care

7.3. The Era of Normalization and Consequent Social and School Integration
  7.3.1. Ideology of Normalization
  7.3.2. Principle of Educational Integration
  7.3.3. Warnock Report (1978)
  7.3.4. Characteristics of the NNE concept
7.4. Historical Background
7.5. Special Education in Conventional Centers
  7.5.1. Special Needs Education and Conventional Centers
  7.5.2. Organization and Structure of the Conventional Center
7.6. Special Education in Specific Centers
  7.6.1. Organization and Structure of the Specific Center
7.7. Collaboration Between Conventional and Specific Services
  7.7.1. Resources Internal and External to the School
  7.7.2. Collaboration Between Conventional and Specific Services
  7.7.3. Educational Guidance Teams
7.8. Students with Special Educational Needs
  7.8.1. Students with Special Educational Needs
  7.8.2. Sensory Disabilities
  7.8.3. Psychic Disabilities
  7.8.4. Motor Impairment
  7.8.5. Intellectual Giftedness
  7.8.6. Language Disorders
7.9. School and Social Inclusion
  7.9.1. The Transition from Integration to Inclusion
  7.9.2. Critical Reflection of the Current Outlook
  7.9.3. New Realities
  7.9.4. New Paradigms
7.10. Family Involvement in Inclusive Education
  7.10.1. Family Roles
  7.10.2. Roles of The School
  7.10.3. Family-School Alliance

Module 8. Behaviour and Learning Difficulties

8.1. Introduction to Conduct Disorders in Childhood
  8.1.1. Introduction and Objectives
  8.1.2. DSM-5 and ICD-11 Classifications
  8.1.3. Characteristics and Factors of Conduct Disorders
  8.1.4. Bibliographical References
8.2. Attention Deficit and/or Hyperactivity Disorder (ADHD)
  8.2.1. Introduction and Objectives
  8.2.2. ADHD: Definition, Prevalence and Diagnostic Criteria
  8.2.3. Treatment and Intervention in the Classroom
  8.2.4. Bibliographical References
8.3. Oppositional Defiant Disorder
  8.3.1. Introduction and Objectives
  8.3.2. Introduction to Oppositional Defiant Disorder
  8.3.3. Risk and Prevention Factors
  8.3.4. Educational Intervention for Oppositional Defiant Disorder
  8.3.5. Bibliographical References
8.4. Behavioral Alternatives in Autism Spectrum Disorder
  8.4.1. Introduction and Objectives
  8.4.2. Levels of Severity and Diagnostic Criteria
  8.4.3. Behavioral Patterns in Autism Spectrum Disorders
  8.4.4. Parent Training
  8.4.5. Bibliographical References
8.5. Mood Disorders in Childhood
  8.5.1. Introduction and Objectives
  8.5.2. Childhood Anxiety
  8.5.3. Childhood Depression
  8.5.4. Child Abuse
  8.5.5. Treatment and Intervention in Emotional Disorders
  8.5.6. Bibliographical References

8.6. Behavioral Disturbances in Excretory Disorders
- 8.6.1. Introduction and Objectives
- 8.6.2. Disorders: Enuresis and Encopresis
- 8.6.3. Behavioral Guidelines in Cases of Enuresis
- 8.6.4. Behavioral Guidelines in Cases of Encopresis
- 8.6.5. Bibliographical References

8.7. Eating and Food Ingestion Disorders
- 8.7.1. Introduction and Objectives
- 8.7.2. Pica Disorder
- 8.7.3. Rumination Disorder
- 8.7.4. Intervention for Parents and Educators
- 8.7.5. Bibliographical References

8.8. Sleep-Wakefulness Disorder
- 8.8.1. Introduction and Objectives
- 8.8.2. Insomnia
- 8.8.3. Nightmare Disorder
- 8.8.4. Didactic Interventions for Sleep and Wakefulness Disorders
- 8.8.5. Bibliographical References

8.9. Techniques for Contingency Management and Behavior Modification in the Classroom
- 8.9.1. Introduction and Objectives
- 8.9.2. Procedures to Increase Behavior
- 8.9.3. Token Economy
- 8.9.4. Self-Instructional Education
- 8.9.5. Bibliographical References

8.10. The Teacher
- 8.10.1. The Center
- 8.10.2. The Qualified Teacher
- 8.10.3. The Creativity and Value of the Teacher

Module 9. Education of Children with Disabilities or Developmental Difficulties

9.1. The School Facing the Education of a Child with Personal Educational Needs: Attention to Diversity
- 9.1.1. From the School of Segregation to the Comprehensive and Inclusive School
- 9.1.2. Educational Response to Diversity in a Comprehensive School of Pre-school and Primary Education
- 9.1.3. Diversity Care Plan
- 9.1.4. Attention to Diversity and Educational Response: Organic Law for the Improvement of Educational Quality

9.2. The Family in the Education of a Child with Personal Educational Needs
- 9.2.1. The Family System: Functions, Beliefs and Educational Styles
- 9.2.2. Conceptions, Needs and Family Orientation
- 9.2.3. Reaction to the Arrival at Home of a Child with a Disability
- 9.2.4. Family Attitudes Towards Disability
- 9.2.5. Inter- and Intra-Family Relationships
- 9.2.6. Shared Work Between Family and School
- 9.2.7. How to Optimize the Relationship between Family and School

9.3. Education of Children with Sensory Disabilities (Visual, Hearing and Deafblindness)
- 9.3.1. Education of Children with Visual Impairment
- 9.3.2. Education of Children with Hearing Impairment
- 9.3.3. Education of Children with Deafblindness

9.4. Education of Children with Physical and Organizational Disabilities
- 9.4.1. Definition of Physical and Organizational Disability
- 9.4.2. Spina Bifida
- 9.4.3. Spinal cord Injury
- 9.4.4. Physical Disability due to Disease
- 9.4.5. Special Educational Needs in Children with Physical Disabilities
- 9.4.6. Educational Response to Special Educational Needs in Children with Physical Disabilities

9.5. Education of Children with Motor Disabilities (Cerebral Palsy)
- 9.5.1. Basic Notions of Their Psychological Development
- 9.5.2. Personal Educational Needs: Personal, Material and Methodological Resources
- 9.5.3. Educational Response to Personal Educational Needs

9.6. Education of Children with Mental Disabilities
- 9.6.1. Definition of Mental Disability
- 9.6.2. Autism Spectrum Disorders
- 9.6.3. Mood and Anxiety Disorders
- 9.6.4. Special Educational Needs and Educational Response with Psychiatric Disabilities

9.7. Education of Children with Intellectual Disabilities
- 9.7.1. Basic Notions of Their Psychological Development
- 9.7.2. Personal Educational Needs: Personal, Material and Methodological Resources
- 9.7.3. Educational Response to Personal Educational Needs

9.8. The Education of a Child with a Developmental Disorder of Social Origin (Child Maltreatment)
- 9.8.1. Some Basic Notions of Psychological Development
- 9.8.2. Personal Educational Needs: Personal Resources, Materials, and Basic Orientations
- 9.8.3. Educational Response to Personal Educational Needs

9.9. Education of Children with Neurological Impairment (Dysjective Syndrome)
- 9.9.1. Dysexecutive Syndrome
- 9.9.2. Basic Notions of Psychological Development and the Central Nervous System
- 9.9.3. Personal Educational Needs
- 9.9.4. Educational Response to Personal Educational Needs

9.10. Financing of Special Education
- 9.10.1. Models and Systems of Special Education Financing in Europe
- 9.10.2. Complementary Financing to that of the Educational Administration

Module 10. Education of High-Capacity Children

10.1. Intelligence and Its Meaning
- 10.1.1. Historical Review of the Concept of Intelligence
- 10.1.2. Historical Review: Galton and Measurement
- 10.1.3. Binet and Mental Age
- 10.1.4. The Transition from IQ to G-factor
- 10.1.5. Factor Models
- 10.1.6. New Proposals of Multiple Intelligences

10.2. High-Capacity Students
- 10.2.1. Definition of High-Capacity Students
- 10.2.2. The Renzulli Three-Ring Model
- 10.2.3. Sternberg and His Typology of Giftedness
- 10.2.4. Socio-Cultural Models
- 10.2.5. The Global Model of Giftedness

10.3. Characteristics of High-Capacity Students
- 10.3.1. Basic Differential Characteristics
- 10.3.2. Specific Characteristics
- 10.3.3. Peculiarities of Development: Dyssynchrony

10.4. Talented Students
- 10.4.1. Definition of Talented Students
- 10.4.2. Castelló and the Three Types of Talent
- 10.4.3. Multiple Intelligences and Talented Students

10.5. Identification of High-Capacity Individuals
- 10.5.1. Identification: First Approach
- 10.5.2. Identification Problems
- 10.5.3. Identification Assumptions

10.6. Educational Intervention with High-Capacity Individuals
- 10.6.1. Diversity: A Basic Premise
- 10.6.2. Educational Action Steps
- 10.6.3. Areas of Intervention
- 10.6.4. Intervention Strategies (I): Acceleration
- 10.6.5. Intervention Strategies (II): Grouping
- 10.6.6. Intervention Strategies (III): Enrichment
- 10.6.7. Other Educational Strategies
- 10.6.8. Specific Strategies for Talented Students
- 10.6.9. Star Program: An Example of Integration

10.7. Proposal for Enrichment and Development of Creativity
- 10.7.1. Enrichment: The Strategy
- 10.7.2. Triadic Enrichment Model
- 10.7.3. Enrichment of the Structure-Context of Learning
- 10.7.4. Types of Curricular Adaptations
- 10.7.5. Extracurricular Enrichment
- 10.7.6. Creativity

10.8. New Technologies and New Developmental Possibilities for the High-Capacity Learner
- 10.8.1. New Technologies ICT
- 10.8.2. Video Games
- 10.8.3. Role-Playing Board Games
- 10.8.4. Gestalt and Art

10.9. International Prospective on High-Capacity Education
- 10.9.1. Five Countries, Three Continents Faced with Giftedness
- 10.9.2. Opportunity and Background of High-Capacity Women
- 10.9.3. The Need for Care of High-Capacity Girls
- 10.9.4. Education and the Structural Barriers that Affect Young Women with High Abilities
- 10.9.5. Recommendations for High-Capacity Girls

10.10. The Family of High-Capacity Students
- 10.10.1. The Family and their Relationship with School
- 10.10.2. The Family
- 10.10.3. Family-school Relationship
- 10.10.4. Siblings and Partners: Relationships and Identification

06

Practices

After 1,500 hours of theoretical analysis, this program integrates a face-to-face and intensive stay where students will be able to directly apply the competencies studied. Students will begin 3 weeks of exhaustive training in which they will develop a praxis of excellence with the best pedagogical resources and the accompaniment of distinguished tutors.

In this internship you will have the specialized tutoring of highly prestigious Early Childhood Education professionals"

The practical stage of this program will link specialists with first level educational centers. There, they will implement cutting-edge activities for the personalized attention of children between 0 and 6 years of age. In these institutions, they will have at their disposal didactic resources and information and communication technologies (ICT) that have been integrated into the classroom to enhance the cognitive-motor development of the youngest children.

This training process will be guided by highly experienced tutors. In addition to assigning specific tasks to TECH students, they will be available to clarify any doubts that may arise during the performance of the innovative educational tasks. Graduates will also be able to interact with other experts who are part of the company's staff.

This experience, unique in its kind, will last 3 weeks and will be distributed in intensive 8-hour days, from Monday to Friday. In this way, students will achieve excellence with immediacy and rigor.

The practical part will be carried out with the active participation of the student performing the activities and procedures of each area of competence (learning to learn and learning to do), with the accompaniment and guidance of teachers and other training partners that facilitate teamwork and multidisciplinary integration as transversal competencies for the praxis of Early Childhood Education (learning to be and learning to relate).

The procedures described below will be the basis of the practical part of the training, and their implementation will be subject to the center's own availability and workload, the proposed activities being the following:

Module	Practical Activity
Cutting-edge activities in the field of Early Childhood Education	Record the motor development of a group of children
	Participate in structured play sessions to stimulate children's cognitive development
	Plan early stimulation activities for children of different ages
Specialized attention to Learning Difficulties, Special Educational Needs and Behavioral Disorders	Collaborate in adapting teaching materials for students with disabilities
	Observing a child with learning difficulties and recording their behaviors
	Assisting in implementing support strategies for a student with ADHD in the classroom
	Support children with disabilities in integrating and participating in activities and games with their peers
	Adapt reading and writing materials for students with literacy disabilities
	Recognizing early warning signs of possible learning and behavioral disorders
	Implementing behavioral intervention strategies for children with oppositional defiant disorder
Personalized Education Techniques and Promoting Personal Autonomy in Early Childhood Education	Assist in planning activities and projects that allow children to choose topics and learning methods
	Tracking a student's progress and adapting activities to meet specific needs
	Coordinate tasks where children develop decision-making skills in everyday situations
	Documenting how children develop autonomy in the classroom
	Observing and documenting the behaviors of a student with autism spectrum disorder
Activities to Promote Equality and Diversity in the Classroom	Integrate projects that promote understanding of different cultures and traditions
	Use information and communication technologies (ICT) in learning activities
	Organize inclusive activities that involve all children in the classroom

Civil Liability Insurance

This institution's main concern is to guarantee the safety of the trainees and other collaborating agents involved in the internship process at the company. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, this entity commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the course of the internship at the center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the practical training period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.

General Conditions of the Internship Program

The general terms and conditions of the internship program agreement shall be as follows:

1. TUTOR: During the Hybrid Professional Master's Degree, students will be assigned two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned with an academic tutor whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

2. DURATION: The internship program will have a duration of three continuous weeks, in 8-hour days, 5 days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

3. ABSENCE: If the students does not show up on the start date of the Hybrid Professional Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

4. CERTIFICATION: Professionals who pass the Hybrid Professional Master's Degree will receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: Yhe Hybrid Professional Master's Degree shall not constitute an employment relationship of any kind.

6. PRIOR EDUCATION: Some centers may require a certificate of prior education for the Hybrid Professional Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

7. DOES NOT INCLUDE: The Hybrid Professional Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed.

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

07

Where Can I Do the Internship?

The internships of this program will take place in educational centers of excellence. In these institutions, teachers will update their skills in a comprehensive manner and incorporate theoretical and practical knowledge through the most advanced teaching resources in the pedagogical field. They will be able to develop specific tasks for the integration of children with learning difficulties, behavioral problems or high abilities. Also, during this 3-week stay, the professionals will participate in advanced work sessions dedicated to promoting early stimulation in children between 0 and 6 years of age.

You will complete this program with an intensive internship in an educational center equipped with the best teaching resources"

The student will be able to complete the practical part of this Hybrid Professional Master's Degree at the following centers:

Educational

Escuela Ideo

Country
Spain

City
Madrid

Address: Carretera de Colmenar a Alcobendas, km. 0,500, 28049 Madrid

Ideo School builds a model that empowers students and allows them to grow as individuals.

Related internship programs:
-Early Childhood Education

Boost your career path with holistic teaching, allowing you to advance both theoretically and practically"

08

Methodology

This program offers students a different way of learning. Our methodology follows a cyclical learning process*:* **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:

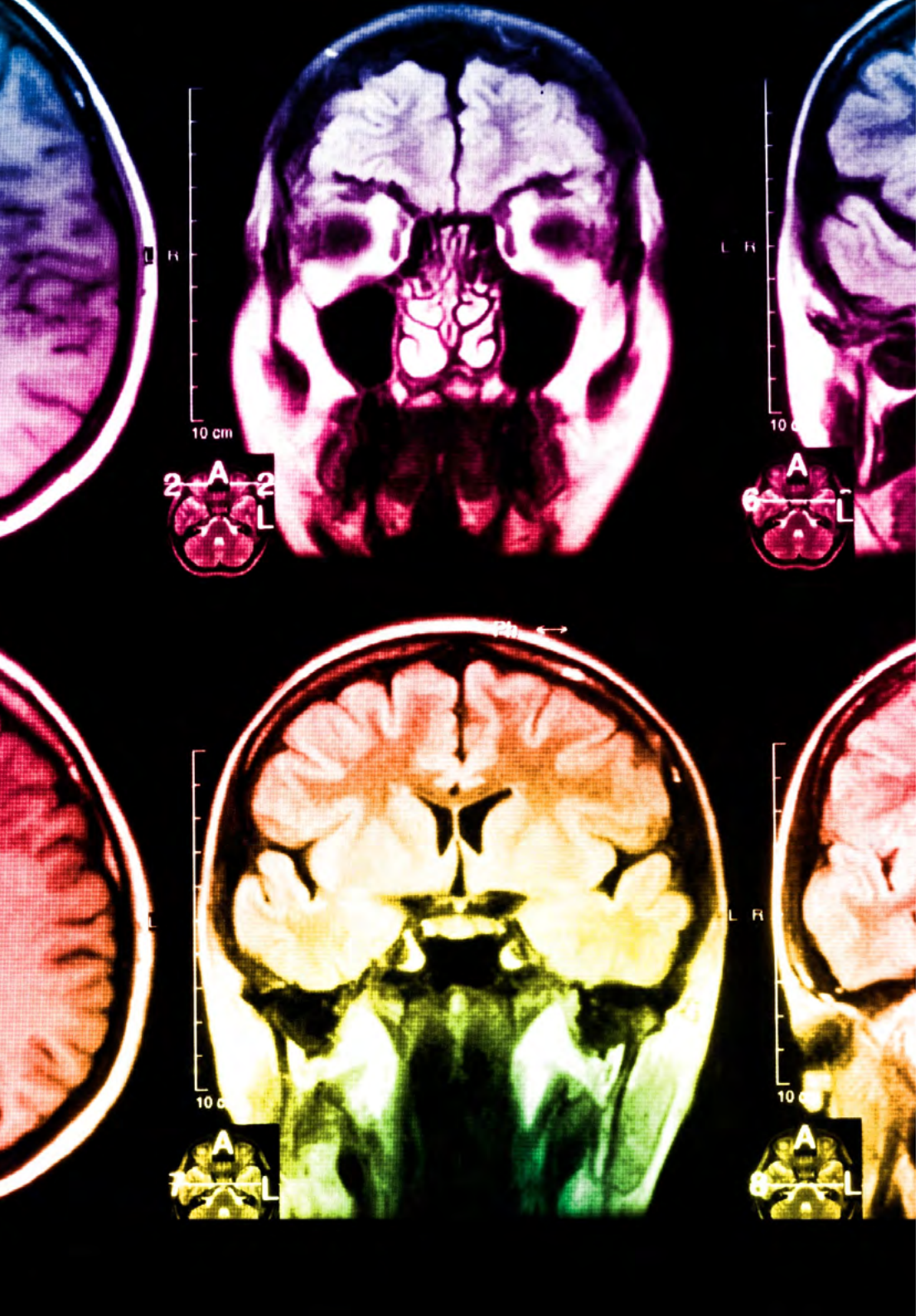
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. 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

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

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 prepared 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 adapted in 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, students can watch them as many times as they want.

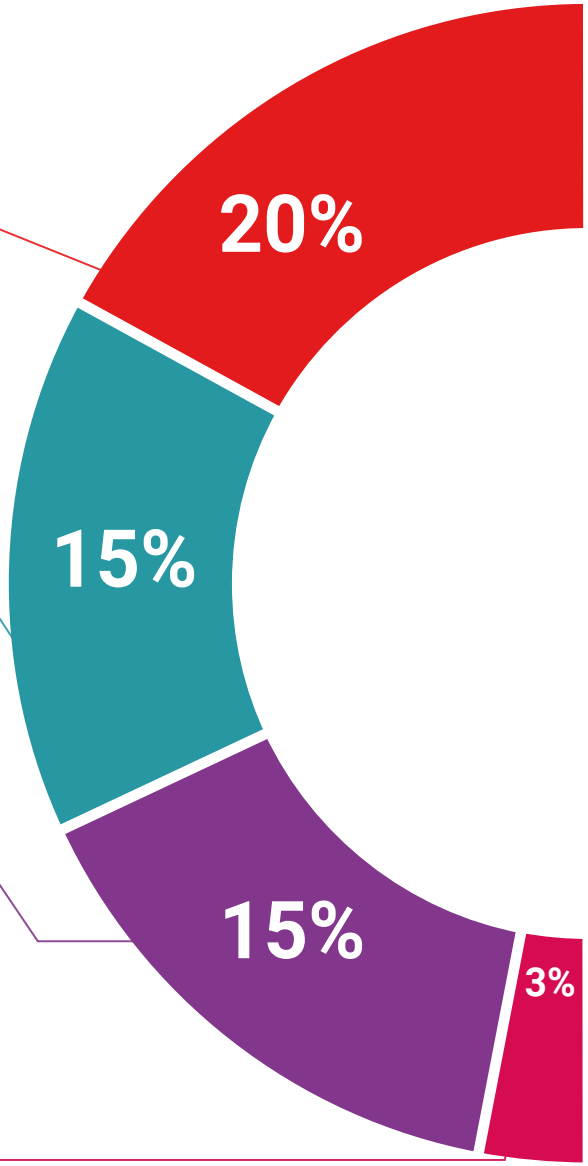
Interactive Summaries

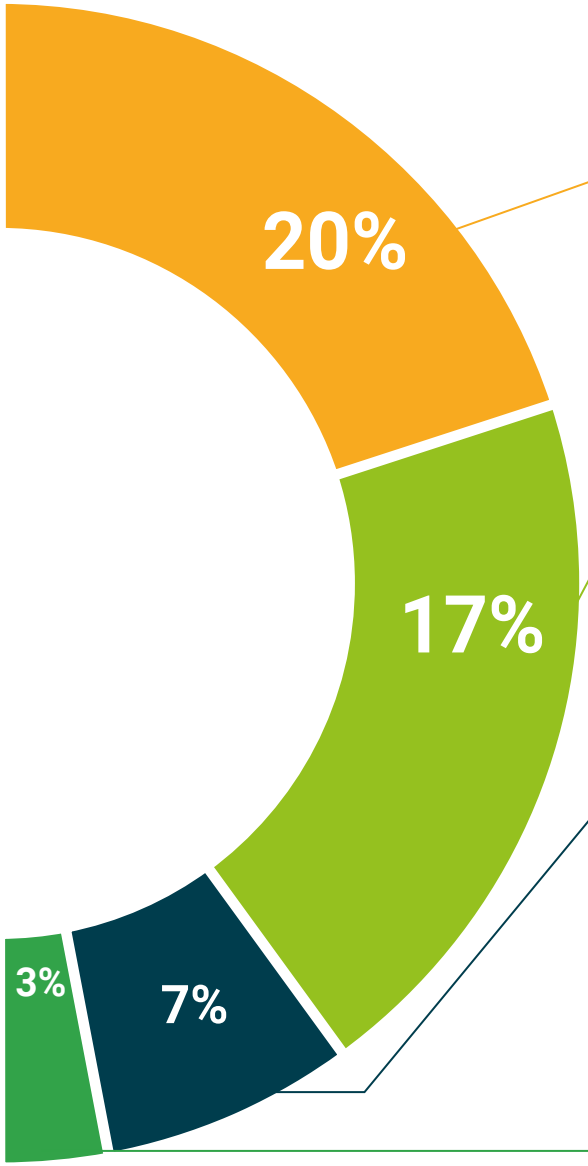
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive 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 assess and re-assess 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.

09

Certificate

The Hybrid Professional Master's Degree in Early Childhood Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Hybrid Professional Master's Degree issued by TECH Technological University.

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

This **Hybrid Professional Master's Degree in Early Childhood Education** contains the most complete and up-to-date program on the professional and educational field.

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

In addition to the certificate, students will be able to obtain an academic transcript, as well as a certificate outlining the contents of the program. In order to do so, students should contact their academic advisor, who will provide them with all the necessary information.

Title: **Hybrid Professional Master's Degree in Early Childhood Education**

Modality: **Hybrid (Online + Internship)**

Duration: **12 months**

Certificate: **TECH Technological University**

Teaching Hours: **1,620 h.**

tech technological university

Awards the following

CERTIFICATE

to

Mr./Ms. _____, with identification number _____.

For having successfully passed and accredited the following program

HYBRID PROFESSIONAL MASTER'S DEGREE

in

Early Childhood Education

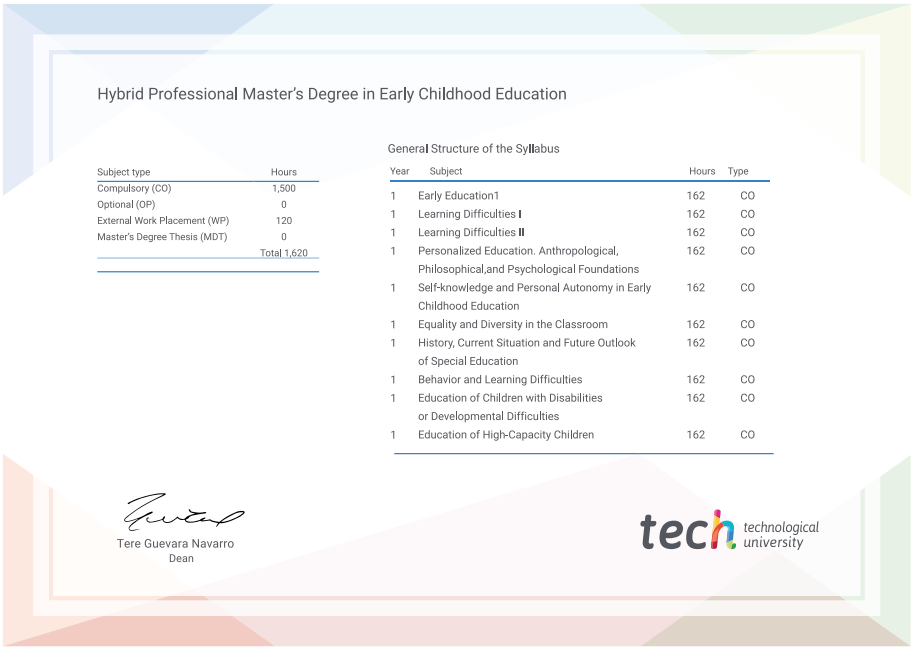
This is a qualification awarded by this University, with a duration of 1,620 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates



Hybrid Professional Master's Degree in Early Childhood Education

Subject type	Hours
Compulsory (CO)	1,500
Optional (OP)	0
External Work Placement (WP)	120
Master's Degree Thesis (MDT)	0
	Total 1,620

General Structure of the Syllabus

Year	Subject	Hours	Type
1	Early Education1	162	CO
1	Learning Difficulties I	162	CO
1	Learning Difficulties II	162	CO
1	Personalized Education. Anthropological, Philosophical,and Psychological Foundations	162	CO
1	Self-knowledge and Personal Autonomy in Early Childhood Education	162	CO
1	Equality and Diversity in the Classroom	162	CO
1	History, Current Situation and Future Outlook of Special Education	162	CO
1	Behavior and Learning Difficulties	162	CO
1	Education of Children with Disabilities or Developmental Difficulties	162	CO
1	Education of High-Capacity Children	162	CO

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

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Hybrid Professional Master's Degree

Early Childhood Education

Modality: **Hybrid (Online + Internship)**
Duration: **12 months**
Certificate: **TECH Technological University**
Teaching Hours: **1,620 h.**

Hybrid Professional Master's Degree

Early Childhood Education

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