Hybrid Professional Master's Degree

Teaching Methods and Personalized Education

tech global university

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Hybrid Professional Master's Degree

Teaching Methods and Personalized Education

Modality: **Hybrid (Online + Internship)**
Duration: **12 months**
Certificate: **TECH Global University**
Accreditation: **60 + 4 ECTS**
Website: **www.techtitute.com/us/education/hybrid-professional-master-degree/hybrid-professional-master-degree-teaching-methods-personalized-education**

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01

Introduction

Many educational institutions are implementing personalized approaches that allow adapting content, pace and methodologies to the individual characteristics of each student. The use of Adaptive Learning platforms and Artificial Intelligence in the classroom have gained prominence, allowing teachers to adjust educational experiences in real time. In addition, methodologies such as Project Based Learning (PBL) and Cooperative Learning are being used to foster skills such as critical thinking and collaboration. In this context, TECH has developed this comprehensive program, which combines online format for theory, based on the innovative learning methodology known as Relearning, with a practical placement in a renowned school.

Thanks to this Hybrid Professional Master's Degree, you will be equipped with advanced tools to adapt the teaching process to the individual needs of your students"

Teaching Methods and Personalized Education have evolved towards the personalization of learning, driven by the advancement of digital technologies and increasing diversity in the classroom.

This is how this Hybrid Professional Master's Degree was created, which will offer a comprehensive and current approach on how to optimize the educational process, starting with a deep understanding of the fundamentals of personalized education. In this sense, educators will value the importance of human nature and individual identity in the educational context, designing learning methodologies that adapt to the needs of each person.

Likewise, professionals will acquire the necessary tools to develop activities, both in face-to-face and virtual environments, mastering educational models such as Reverse Learning. In turn, the theory of Multiple Intelligences will be a key part of the content, offering the knowledge to identify and promote different learning styles based on the types of intelligence of each student.

Finally, creativity and innovation will be defined and differentiated, applying these competencies in the classroom to enhance students' creative abilities. Essential topics such as Developmental Psychology, Alternative Pedagogies and Alternative Pedagogies will also be addressed, enabling teachers to adapt their practices to an increasingly diverse and dynamic environment. In addition, it will provide a holistic vision that will enable experts to detect and manage situations such as bullying and cyberbullying in the classroom.

In this way, TECH has implemented a comprehensive program, which will be divided into two distinct sections. First, the graduate will be able to study the theory completely online, only needing an electronic device with an Internet connection, with the support of the revolutionary Relearning learning methodology, consisting of the reiteration of key concepts for an optimal assimilation of the contents. Ultimately, the degree includes a 3-week internship at a prestigious educational center.

This **Hybrid Professional Master's Degree in Teaching Methods and Personalized Education** contains the most complete and up-to-date educational program on the market. The most important features include:

- Development of more than 100 case studies presented by Education professionals, experts in Teaching Methods and Personalized Education, as well as university professors with extensive experience in this field
- Its graphic, schematic and eminently practical contents, with which they are conceived, gather essential information on those techniques essential for professional practice
- 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 an internship in one of the best companies

You will deepen your understanding of Multiple Intelligences and strategies to motivate and engage your students, facilitating the creation of personalized study plans that respond to their needs"

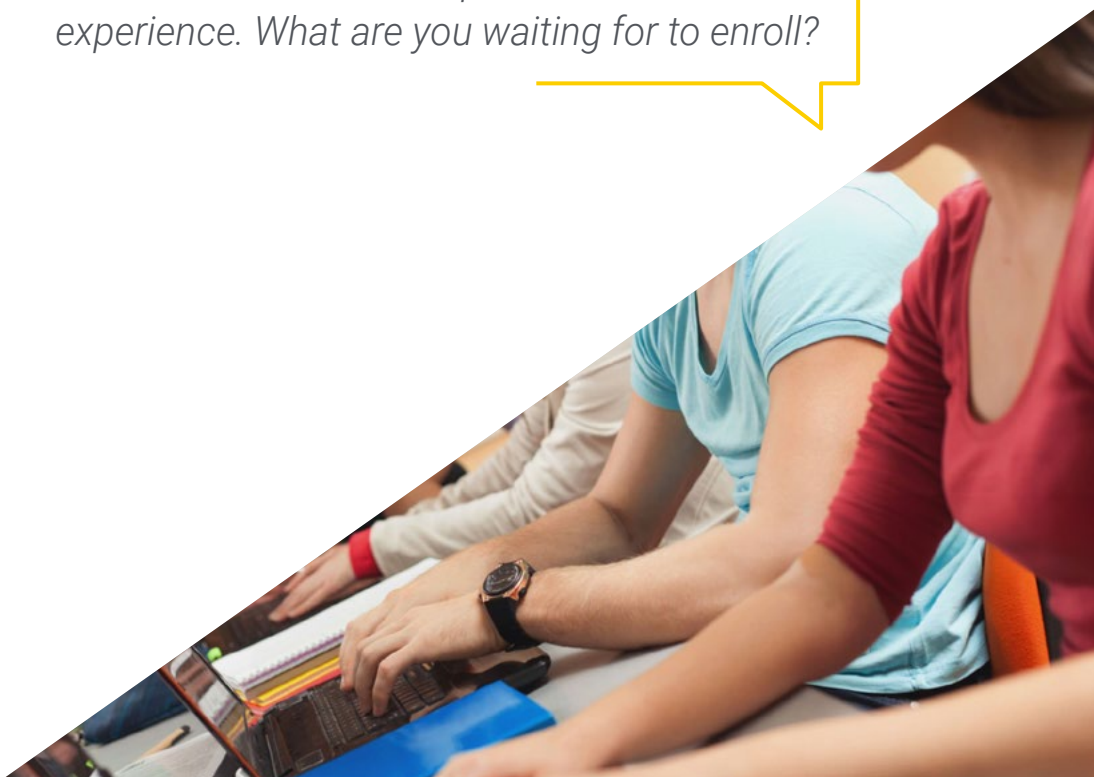
You will strengthen your pedagogical skills, contributing to the optimization of student achievement and the promotion of a more equitable education adapted to the challenges of the 21st century"

You will explore the active role of the learner, recognizing their protagonism in the teaching-learning process, which will allow you to create more participatory and effective experiences.

You will immerse yourself in didactics and personalized curriculum, as well as in Emotional Education, providing a holistic vision that will improve the educational experience. What are you waiting for to enroll?

In this Professional Master's Degree proposal, of a professionalizing nature and blended learning modality, the program is aimed at updating Education professionals who develop their functions in the field of Teaching Methods and Personalized Education, and who require a high level of qualification. The contents are based on the latest scientific evidence, and oriented in a didactic way to integrate the theoretical knowledge in the educational practice, and the theoretical-practical elements will facilitate the updating of knowledge.

Thanks to its multimedia content elaborated with the latest educational technology, they will allow the 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 physician must try to solve the different professional practice situations that arise during the course. For this purpose, students will be assisted by an innovative interactive video system created by renowned experts in the field of educational coaching with extensive experience.



02

Why Study this Hybrid Professional Master's Degree?

This university program will offer an exceptional opportunity for education professionals seeking to update and hone their skills in a flexible and accessible environment. Therefore, by combining the convenience of online learning with a hands-on placement, educators will be able to balance their studies with other work and personal responsibilities. They will also be educated to implement advanced and adaptive pedagogical strategies, such as Cooperative Learning and the integration of innovative educational technologies. In addition, they will be provided with tools to personalize teaching according to the individual needs of students, promoting an inclusive and motivating educational environment.

Upon completion, you will be better prepared to face the current challenges of education, being able to contribute to the creation of more effective and personalized learning experiences"

1. Updating from the latest technology available

Adaptive learning platforms, powered by artificial intelligence and data analytics, deliver highly personalized learning experiences by adjusting content, activities and pace of study based on individual student needs and progress. In addition, advanced Learning Management Systems (LMS) also facilitate the creation of personalized educational paths and continuous assessment, providing teachers with detailed analytics on student performance and enabling more accurate and effective interventions.

2. Gaining in-depth knowledge from the experience of top specialists

The large team of professionals that will accompany the specialist throughout the practical period is a first-class and an unprecedented guarantee of updating. With a specifically designated tutor, the student will be able to work with real students in a state-of-the-art environment, which will allow them to incorporate the most effective procedures and approaches in Teaching Methods and Personalized Education into their daily practice.

3. Entering first-class professional environments

TECH carefully selects all available centers for Internship Programs. As a result, the specialist will have guaranteed access to a prestigious educational environment in the field of Teaching Methods and Personalized Education. In this way, they will be able to experience the day to day of a demanding, rigorous and exhaustive area of work, always applying the latest techniques and learning tools in their work methodology.

4. Combining the best theory with state-of-the-art practice

The academic market is plagued by teaching programs that are poorly adapted to the daily work of the specialist and that require long teaching hours, often not very compatible with personal and professional life. TECH offers a new learning model, 100% practical, that allows you to get to grips with state-of-the-art procedures in the field of Teaching Methods and Personalized Education and, best of all, to put it into professional practice in only 3 weeks.

5. Opening the door to new opportunities

Opening the door to new methodologies and technologies, such as Project Based Learning (PBL), Artificial Intelligence and interactive digital platforms, facilitates more inclusive and effective teaching that responds to the diversity of needs and learning styles. At the same time, it empowers educators to innovate in their pedagogical practices and create learning environments that not only optimize academic performance, but also encourage motivation, creativity and student engagement.

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

03

Objectives

This university program will seek to provide teachers with the necessary tools to adapt educational content to different learning styles, encourage the use of Cooperative Learning and master the Basic Competencies and Multiple Intelligences. In addition, creativity will be promoted in the classroom, incorporating innovative teaching activities, and educators will be prepared to use digital technologies in teaching, favoring personalization and continuous monitoring of learning.

You will be able to adapt traditional contents to the most current educational methodologies, promoting cooperative learning, thanks to an extensive library of innovative multimedia resources"

General Objective

- The general objective of the Hybrid Professional Master's Degree in Teaching Methods and Personalized Education is to train education professionals to delve into the psychological aspects of students, allowing them to adapt traditional content to current educational methodologies. In this way, they will be able to implement cooperative learning strategies in the classroom and master both basic competencies and the multiple intelligences approach. In addition, creativity will be encouraged through innovative teaching activities, contributing to the creation of dynamic and personalized educational environments that respond to the individual needs of students

This Hybrid Professional Master's Degree aims to prepare educational professionals capable of designing and applying pedagogical strategies adapted to the individual needs of students"

Specific Objectives

Module 1. Foundations of Personalized Education

- Delve into the concepts of human nature and the identity of the person in the educational scenario
- Design a personalized learning methodology for each individual
- Understand the active role of the learner in the teaching process

Module 2. Personalized Learning

- Understand and know how to develop the teaching activity in learning environments and virtual learning environments
- Differentiate the different types of learning: productive, cooperative, social and personalized
- Understand, plan and develop reverse learning models

Module 3. Multiple intelligences

- Know the models and theories related to single and multiple intelligence
- Know how to differentiate the different types of learning styles depending on the type of multiple intelligence
- Master the concepts of neuroscience and education
- Guide the development of these students depending on their types of intelligence

Module 4. Creativity and Innovation

- Define the concept of creativity and know how to differentiate it as a product, process and characteristic
- Understand the concept of innovation and to understand its basic resources
- Know how to promote and stimulate creativity in the classroom and outside it
- Know how to evaluate and exploit these creative abilities in order to enhance their abilities

Module 5. Developmental Psychology

- Understand the conceptualization of developmental psychology, as well as the main theories and methodologies
- Know the possible alterations of the individual in prenatal development and how this can affect the future
- Discern the types of alterations that exist in the different stages of childhood, adolescence and adulthood

Module 6. Personalized Learning and Alternative Pedagogies

- Differentiate the pedagogy applied to the traditional school and the school of the future
- Know how to differentiate and apply Waldorf, Montessori and Reggio Emilia pedagogies
- Master the concept of pedagogy of 21st Century

Module 7. Methodologies for the Personalized Learning

- Know the current learning methodologies
- Know how to differentiate between Cooperative and Collaborative Learning
- Know the learning based on projects, problems and games, respectively
- Know how to apply Flipped Learning

Module 8. Inclusive Education

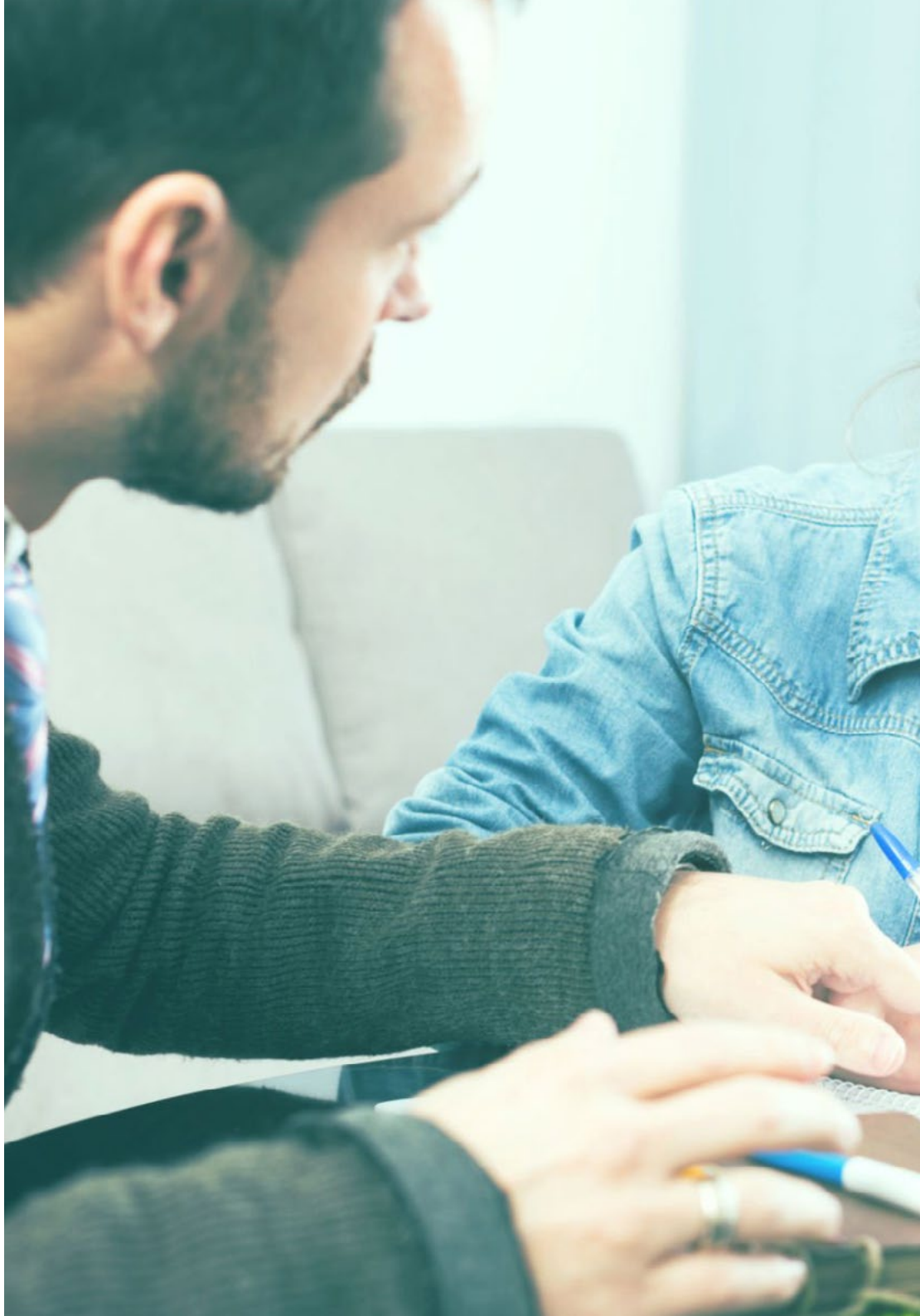
- Control the Attention to Diversity Measures: Grouping
- and curricular flexibility
- Know how to explain and show the role of the family and the community in the inclusive school
- Know and educate in order to be able to apply an inclusive education in the classroom

Module 9. Didactics and Personalized Syllabus

- Master the guidelines for the conceptualization of didactics and curriculum theory.
- Know how to structure a didactic program
- Know the methods to evaluate learning

Module 10. Emotional and Values Education

- Master the different concepts of psychology, emotions and positive education
- Apply each of the positive reinforcements learned in the module
- Detect and deal with cases of bullying and cyberbullying



Delve into the most relevant theory in this field, subsequently applying it in a real work environment"

04

Skills

Among the key competencies to be obtained, the ability to adapt and personalize the contents and teaching methodologies according to the needs and learning styles of each student, promoting inclusive environments, stands out. They will also master digital tools and interactive resources that optimize personalized learning and the application of innovative methodologies, such as Cooperative Learning and Project Based Learning. In addition, they will acquire competencies in the continuous and personalized evaluation of academic progress, fostering creativity and the integral development of students.

The Hybrid Professional Master's Degree in Teaching Methods and Personalized Education will provide you with a series of key competencies for your effective performance in the educational field"

General Skills

- Control all the necessary knowledge to distinguish the profiles of the students in your classroom, thus being able to adapt the contents according to their needs
- Prepare contents and study methodologies that will later be applied in practice in a more efficient way
- Know how to enhance and stimulate creativity in order to generate fun and educational classes as well as educational
- You will not only be able to teach your students, but you will also be able to prepare their parents to make them understand their fundamental role in the student stage

Specific Skills

- Detect possible disorders in students, in order to know how to proceed in certain cases
- Know the different types of mental constructs and psychological developments in the different stages of childhood (3-6/6/6-12 years old)
- Manage the practice of education in a way that encourages a general participation of the whole classroom
- Make the classroom a safe and supportive environment for all members
- Possess sufficient skills to feel free and confident in applying new learning methods, innovating in the syllabus

You will develop key competencies in the implementation of innovative methodologies, such as Cooperative Learning and the use of educational technologies. What are you waiting for to enroll?

05

Educational Plan

The contents of this academic degree will include learning theories and Educational Psychology, with a focus on Multiple Intelligences and Basic Competencies. The use of educational technologies and digital platforms that facilitate the personalization of learning will also be studied in depth. In addition, educators will acquire knowledge in innovative methodologies such as Cooperative Learning, Project Based Learning (PBL) and Formative Assessment.

You will work on the development of creativity and critical thinking of your students, through innovative teaching activities, all thanks to an extensive library of innovative multimedia resources"

Module 1. Foundations of Personalized Education

1.1. Human Nature and Person
- 1.1.1. Human Nature, Person and Personality
- 1.1.2. Personal Identity
- 1.1.3. Dimensions of the Human Being
- 1.1.4. The Person in Educational Scenarios

1.2. The Person and the Personalized Education.
- 1.2.1. Principles of Personalized Education
- 1.2.2. Technical Factors that Enable the Practice of Personalized Education
- 1.2.3. The Model of the Personalized Learning
- 1.2.4. Personalized Education and Neuropsychology

1.3. Educational Design and Teaching Personalization
- 1.3.1. Teaching to Learn: Metacognition
- 1.3.2. Personalized Education Design
- 1.3.3. Personalized Education Style
- 1.3.4. Personalized School Environment

1.4. Personalize Education
- 1.4.1. Operation and Participative Methodology
- 1.4.2. Situations and Techniques of Personalized Education
- 1.4.3 Personalized Programming
- 1.4. 4 Activities in Personalized Education

1.5. Motivation and Personalized Education
- 1.5.1. Concept of Motivation
- 1.5.2. Motivation and Society
- 1.5.3. Means and Resources for Teaching Motivation
- 1.5.4. Motivation Strategies

1.6. Personalizing Learning: The Active Role of the Learner
- 1.6.1. Learning Styles
- 1.6.2. Thinking Styles
- 1.6.3. Learning Strategies
- 1.6.4. Metacognition and Learning

1.7. Learning Personalization in a School
- 1.7.1. Educational Agents in a School: The educational community
- 1.7.2. School Coexistence
- 1.7.3. Spaces and Material Factors in Personalized Education

1.8. The Role of the School Counselor in Teaching Personalization
- 1.8.1. School Counselor Who They Are and What Their Duties Are
- 1.8.2. Guidance Work: Types of Guidance
- 1.8.3. Orientation and Family
- 1.8.4. Orientation and the Personalized Education

1.9. Teaching Efficiency and Personalization
- 1.9.1. Traditional Psychoeducational Paradigms and Methods: Behaviorism and Cognitivism
- 1.9.2. Constructivism in Education
- 1.9.3. The Emotional-Personalizing Model
- 1.9.4. Efficient Teaching

1.10. Personalized Education and Agenda 2030
- 1.10.1. The 2030 Agenda: A Common Agreement
- 1.10.2. Sustainable Development Goals
- 1.10.3. Quality Education
- 1.10.4. Professional Skills and Educational Skills for Quality Education

Module 2. Personalized Learning

2.1. Reverse Learning: Flipped Classroom and Flipped Learning
- 2.1.1. Reverse Learning: Flipped Classroom and Flipped Learning
- 2.1.2. History of the Development of Reverse Learning Methodologies
- 2.1.3. Innovation and Flipped Classroom
- 2.1.4. The Teaching Role and the Students in Reverse Learning

2.2. Planning and Development from the Reverse Learning Model
- 2.2.1. Benefits and Challenges of Reverse Learning
- 2.2.2. Resources and Contents for Reverse Learning
- 2.2.3. Educational Program of the Reverse Classroom
- 2.2.4. Evaluation and Reverse Learning

2.3. Personalized Learning and the Digital World
- 2.3.1. Digitization and the Information Society
- 2.3.2. Learning and Social Networks
- 2.3.3. Educational Networks
- 2.3.4. Teaching Networks

2.4. Learning Environments and Virtual Learning Environment
- 2.4.1. Technology in the Educational World
- 2.4.2. Digital Educational Tools
- 2.4.3. Virtual Teaching Environments
- 2.4.4. Personal Learning Environments (PLE)

2.5. Social Learning and Personalized Learning
- 2.5.1. Social Learning Theories
- 2.5.2. Collaboration and Cooperation in Learning
- 2.5.3. Cooperation Structure and Strategies
- 2.5.4. From Constructivism to Connectivism

2.6. Productive Learning
- 2.6.1. Productive Learning Conceptualization
- 2.6.2. The Rural Education System and Productive Learning
- 2.6.3. Educational Quality and Productive Learning
- 2.6.4. Educational Model of Productive Learning

2.7. Cooperative Learning I
- 2.7.1. Conceptualization: Cooperative Learning
- 2.7.2. Justification of Cooperative Learning
- 2.7.3. Theoretical Framework of Cooperative Learning
- 2.7.4. The Guide of Cooperative Learning: The Teacher

2.8. Cooperative Learning II
- 2.8.1. Inclusion and Cooperative Learning
- 2.8.2. Cooperate to Learn, Learn to Cooperate
- 2.8.3. Cooperative Learning Oriented to Equity
- 2.8.4. Cohesion, Inclusion, Equity and Other Keys of Cooperative Learning and Inclusion

2.9. Learning Communities
- 2.9.1. The Dialog and its Learning Effects
- 2.9.2. Dialogic Theories
- 2.9.3. Concept and Basic Elements of CA
- 2.9.4. Commissioning of a Learning Community

2.10. Personalized Learning and Emotion
- 2.10.1. Emotional Education.
- 2.10.2. Positive Psychology
- 2.10.3. Emotional Competencies of the Teacher
- 2.10.4. Didactics of Emotional Education

Module 3. Multiple intelligences

3.1. Intelligence Single or Multiple?
- 3.1.1. First Approaches to the Study of Intelligence
- 3.1.2. Explanatory Models: Hierarchical and Multifactorial.
- 3.1.3. Recent Theories of Intelligence
- 3.1.4. Theory of Multiple Intelligences

3.2. Multiple Intelligences
- 3.2.1. Linguistics and Logical-Mathematical Intelligence
- 3.2.2. Bodily and Naturalistic Kinesthetic Intelligence
- 3.2.3. Musical and Spatial Intelligence
- 3.2.4. Personal Intelligences: Interpersonal and Intrapersonal

3.3. Multiple Intelligences and Learning Styles
- 3.3.1. Learning Styles of Students with a High-Linguistic Tendency
- 3.3.2. Learning Styles with High-Kinesthetic-Corporal Tendency.
- 3.3.3. Learning Styles with a Logical-Mathematical Tendency
- 3.3.4. Learning Styles and other Tendencies

3.4. Assessment of Multiple Intelligences
- 3.4.1. Characteristic features of MI Assessment
- 3.4.2. The Observation Method and Observation Inventories
- 3.4.3. Portfolio
- 3.4.4. Multiple Intelligences and Performance Assessment

3.5. Basic Competencies and Multiple Intelligences
- 3.5.1. What are Basic Competencies?
- 3.5.2. Competency-Based Education
- 3.5.3. Competencies and Intelligences
- 3.5.4. Performance Indicators

3.6. Neurosciences and Multiple intelligences
- 3.6.1. The Brain and Learning
- 3.6.2. Neurosciences and Education
- 3.6.3. The Creative Brain
- 3.6.4. The Excited Brain and Exciting Education

3.7. Cooperative Learning
- 3.7.1. What Is Cooperative Learning?
- 3.7.2. The Fundamentals of Cooperative Learning
- 3.7.3. Methodology of Cooperative Learning
- 3.7.4. Strategies and Techniques for Cooperative Learning

3.8. Creativity and Intelligence
- 3.8.1. What is Creativity?
- 3.8.2. Multiple Intelligences and Creativity
- 3.8.3. Creativity and Education
- 3.8.4. Creativity Evaluation

3.9. Multiple Intelligences in the Classroom
- 3.9.1. Multiple Intelligences and Educational Syllabus
- 3.9.2. Multiple Intelligences and Teaching Strategies
- 3.9.3. Multiple Intelligences and Special Education
- 3.9.4. Multiple Intelligences and the Classroom

3.10. Tools for Programming and Intervention in Multiple Intelligences
- 3.10.1. Spectrum Project
- 3.10.2. Programming in Multiple Intelligences
- 3.10.3. Games for Multiple Intelligences
- 3.10.4. ICT Applications to Work on the MI in the Classroom

Module 4. Creativity and Innovation

4.1. Creativity: What Is It?
- 4.1.1. Historical Development of the Concept of Creativity
- 4.1.2. Concepts of Creativity
- 4.1.3. Creativity as Product, Process and Characteristic
- 4.1.4. Degrees and Types of Creativity

4.2. Innovation: What Is It?
- 4.2.1. Innovation: What Is It?
- 4.2.2. Basic Resources of Innovation: Structure, Information, Evaluation and Training
- 4.2.3. Innovation as Process
- 4.2.4. Educational Innovation

4.3. Conditions of Innovation
- 4.3.1. Reason for Innovation
- 4.3.2. The Condition of Consensus and Practicality
- 4.3.3. Innovation and Change
- 4.3.4. Innovation and Person

4.4. Innovation and Teaching
- 4.4.1. The Innovative Teacher
- 4.4.2. The Teacher Mediator in Innovative Development
- 4.4.3. Leadership and Educational Innovation
- 4.4.4. Innovative Educational Project

4.5. Intelligence and Creativity
- 4.5.1. H. Gardner's Theory of Multiple Intelligences
- 4.5.2. Intelligent and Creative People: High Intellectual Potential
- 4.5.3. Divergent Thinking, Creativity and Intelligence
- 4.5.4. Interbehavioral Model of Creative Behavior

4.6. Stimulation of Creativity
- 4.6.1. How to Enhance Creativity?
- 4.6.2. Harvard Project
- 4.6.3. Spectrum Project
- 4.6.4. Strategies for Developing Creativity

4.7. The Creative and Innovative School
- 4.7.1. The Role of the School in the Development of Creative Thinking
- 4.7.2. Creative and Free School: The school of Reggio Emilia
- 4.7.3. Creativity, Learning and Corners
- 4.7.4. EMOCREA: A Reality

4.8. Creative and Innovative Classroom
- 4.8.1. The Classroom: The perfect setting
- 4.8.2. The Training Program in the Classroom: Innovation and Transformation
- 4.8.3. Curriculum Development and Innovation
- 4.8.4. Curricular Innovation Model

4.9. Creativity Evaluation
- 4.9.1. Common Creativity Evaluation Factors
- 4.9.2. Classic Creativity Tests
- 4.9.3. Memory Assessment Kits: VP-FA
- 4.9.4. Psychometric Indicators of Creativity Assessment: Reliability and Validity

4.10. Creative Experiences in the Classroom
- 4.10.1. Robotics and STEAM Projects
- 4.10.2. Creative Writing Workshop
- 4.10.3. Communication and Creativity
- 4.10.4. Creativity and Arts: Plastic Arts and Music

Module 5. Developmental Psychology

5.1. Developmental Psychology as a science
- 5.1.1. Introduction. Conceptualization of Developmental Psychology
- 5.1.2. Main Explanatory Theories on Developmental Psychology
- 5.1.3. Metodology in Developmental Psychology

5.2. Fundamentals and Introduction to Developmental Psychology II
- 5.2.1. Development
- 5.2.2. Human Development, Growth and Learning
- 5.2.3. Main Theories of Development

5.3. Alterations in Prenatal Development
- 5.3.1. Introduction to Behavioral Genetics
- 5.3.2. Prenatal Development
- 5.3.3. The Influence of Birth on the Development

5.4. Evolutionary Characteristics of the Individual during the First Three Years of Life: Development
- 5.4.1. Introduction
- 5.4.2. Childhood Developmental Study: Basic Concepts
- 5.4.3. Development in Early Childhood

5.5. Childhood Development (3-5 years)
- 5.5.1. Cognitive Development (3- 6 Years Old)
- 5.5.2. Development of Oral Language and Communication
- 5.5.3. Socio-Affective Development from 3 to 6 Years of Age

5.6. Developmental Disorders in the Early Childhood Education Period
- 5.6.1. Neurodevelopmental Disorders. Introduction
- 5.6.2. Intellectual Disability or Intellectual Development Disorders
- 5.6.3. Communication and Language Disorder
- 5.6.4. Autism Spectrum Disorder
- 5.6.5. Attention Deficit Disorder/Hyperactivity Disorder

5.7. Development during Childhood
- 5.7.1. Cognitive Development
- 5.7.2. Linguistic Development
- 5.7.3. Socio-Emotional Development

5.8. Developmental Disorders in the Primary School Period
- 5.8.1. Behavioral Disorders
- 5.8.2. Conduct Disorders
- 5.8.3. Oppositional Defiant Disorder
- 5.8.4. Antisocial Personality Disorder
- 5.8.5. Developmental Language Disorder

5.9. Development during Adolescence
- 5.9.1. Introduction: Adolescence
- 5.9.2. Cognitive Development in Adolescence
- 5.9.3. Socio-Emotional Development of the Adolescent
- 5.9.4. Social Development in Adolescence

5.10. Development in Adulthood: Physical and Psychosocial
- 5.10.1. Adult Life
- 5.10.2. Cognitive Life in Adult Life
- 5.10.3. Adult Social Development

Module 6. Personalized Learning and Alternative Pedagogies

6.1. Alternative Pedagogies for the 21st Century
- 6.1.1. Differences between the The Traditional School and the School of the Future
- 6.1.2. Systemic Approach in Education
- 6.1.3. Out-of-School Learning and Education

6.2. Waldorf Pedagogy
- 6.2.1. Historical Development: Steiner and the First Waldorf School
- 6.2.2. Elements of Waldorf School: The Septenios
- 6.2.3. Learning Materials
- 6.2.4. Waldorf Pedagogy at Present

6.3. Montessori Pedagogy
- 6.3.1. Montessori Education Intention
- 6.3.2. Integral Vision of the Learner
- 6.3.3. The Montessori Space
- 6.3.4. Education for Peace

6.4. Reggio Emilia
- 6.4.1. Loris Malaguzzi, Promoter of Reggio Emilia School
- 6.4.2. Pedagogical Principles
- 6.4.3. Structure and Organization of the Center and the Classrooms
- 6.4.4. International Cooperation Networks: International Recognition of the Reggian Schools

6.5. Free Education: Democratic Schools
- 6.5.1. Summerhill
- 6.5.2. Subdury
- 6.5.3. Rebeca Wild
- 6.5.4. Living Education and Pedagogy of Freedom

6.6. Learning and Community: Nurture Groups, Learning Communities and Community Schools.
- 6.6.1. The Whole Tribe is Needed to Educate: Learning in Community Communal Learning
- 6.6.2. Nurturing Groups
- 6.6.3. Learning Communities
- 6.6.4. Community Schools

6.7. Freinet and Pedagogy
- 6.7.1. Celestine Freinet
- 6.7.2. Traditional Model vs. Freinet Pedagogy
- 6.7.3. Cooperative Movement of Popular School
- 6.7.4. Freinet Techniques

6.8. Pedagogy Outside the School: Homeschooling
- 6.8.1. What is Homeschooling?
- 6.8.2. Origins of Homeschooling: Legal Background and Jurisprudence
- 6.8.3. Homeschooling in the World
- 6.8.4. Advantages and Disadvantages of Homeschooling

6.9. Alternative Pedagogies in Spain
- 6.9.1. Alternative Pedagogies in the 21st Century
- 6.9.2. Geographic Study of Alternative Educational Projects in Spain
- 6.9.3. Alternative Pedagogies In Public Centers
- 6.9.4. Alternative Pedagogies in Private Centers

6.10. Alternative Pedagogies and New Technologies: Pedagogy in the 21st Century
- 6.10.1. Alternative Pedagogies and ICTs
- 6.10.2. Pedagogic Mediation
- 6.10.3. Educational Software
- 6.10.4. Evaluation of the Educational Software

Module 7. Methodologies for the Personalized Learning

7.1. Active Methodologies
- 7.1.1. Historical Development: From Master Class to Cooperative Learning
- 7.1.2. Ausubel's Significant Learning
- 7.1.3. Vygotsky's Pedagogical Thinking
- 7.1.4. Skill Based Learning

7.2. Cooperative and Collaborative Learning
- 7.2.1. Cooperative Learning Concept
- 7.2.2. Why Learn Cooperatively?
- 7.2.3. Collaborative Learning
- 7.2.4. Use of ICTs 's in Collaborative Learning

7.3. Project Based Learning
- 7.3.1. Key Concepts
- 7.3.2. Project-Based Methodology
- 7.3.3. Project implementation
- 7.3.4. Virtual Environment

7.4. Game-Based Learning.
- 7.4.1. Game-Based Learning.: What Is It?
- 7.4.2. The Game as a Tool of Learning
- 7.4.3. Board Games and their Application in Education
- 7.4.4. The Role of the Teacher in the Game-Based Learning

7.5. Gamification
- 7.5.1. What is Gamification?
- 7.5.2. Gamification and Motivation
- 7.5.3. The Importance of Fun on Learning
- 7.5.4. A Gamified Design: Elements and Loops

7.6. Reverse Learning or Flipped Learning
- 7.6.1. What Is Reverse Learning?
- 7.6.2. Application Flipped Classroom and Flipped Learning
- 7.6.3. Flipped Learning Evaluation
- 7.6.4. Resources for Flipped Learning

7.7. CLIL Methodology
- 7.7.1. Introduction and Conceptualization of CLIL Methodology
- 7.7.2. CLIL Methodology CLIL Methodology: The 5 Cs and Bloom's Wheel
- 7.7.3. CLIL Approach: Customized Approach
- 7.7.4. The CLIL Methodology in Reality

7.8. Robotics and Education
- 7.8.1. Pedagogical Model for Innovation
- 7.8.2. The Robot
- 7.8.3. Methodology
- 7.8.4. A Robotic Project: RobotLab

7.9. Mindfulness
- 7.9.1. What is Mindfulness?
- 7.9.2. Compassionate Education
- 7.9.3. Mindfulness in the Classroom
- 7.9.4. Effectiveness of Mindfulness in Students

Module 8. Inclusive Education

8.1. Principles of Inclusive Education
- 8.1.1. Evolution Over Time
- 8.1.2. Inclusive School Features
- 8.1.3. The Inclusion in International Agreements
- 8.1.4. Inclusive Education Networks

8.2. Early Care for Inclusive Education
- 8.2.1. Early Care: Evolution and Concept
- 8.2.2. Early Diagnosis and Early Intervention
- 8.2.3. Models of Early Care
- 8.2.4. Basic and Adaptative Skills

8.3. School Guidance
- 8.3.1. School Guidance: The Guidance Counselor's Role
- 8.3.2. Educational guidance teams
- 8.3.3. School Guidance and Special Education
- 8.3.4. Ethics and Deontology of School Guidance

8.4. Attention to Diversity in Inclusive School
- 8.4.1. What Is an Inclusive School?
- 8.4.2. Attention to Diversity in the Classroom
- 8.4.3. Attention to Diversity Measures: Grouping and Curricular Flexibility
- 8.4.4. Counselor and the Diversity Attention Plan

8.5. Educational Needs
- 8.5.1. Specific Educational Support Needs (SNES)
- 8.5.2. Special Educational Needs (SEN)
- 8.5.3. Presence, Learning and Participation
- 8.5.4. Educational Guidance and SEN

8.6. Specific Learning Difficulties
- 8.6.1. Specific Learning Difficulties: ASD and SEN
- 8.6.2. Specific Learning Difficulties in Reading and Writing
- 8.6.3. Specific Learning Difficulties in Mathematics
- 8.6.4. Activities and Resources for an Inclusive School

8.7. Intercultural Education
- 8.7.1. Immigrant Students
- 8.7.2. Intercultural Communication
- 8.7.3. Family Care
- 8.7.4. Intercultural Approach

8.8. High Abilities: Inclusivity or Exclusivity?
- 8.8.1. High Intellectual Ability Students
- 8.8.2. Assessment and Identification of High Abilities
- 8.8.3. Educational intervention with Students with High Intellectual Abilities
- 8.8.4. Resources

8.9. Teacher Training for Inclusive Education
- 8.9.1. Previous Aspects to Consider
  - 8.9.1.1. Basis and Purpose
  - 8.9.1.2. Essential Elements of the Initial Training
- 8.9.2. Main Theories and Models
- 8.9.3. Criteria for the Design and Development of Teacher Education
- 8.9.4. Continuing education
- 8.9.5. Profile of the Teaching Professional
- 8.9.6. Teaching Expertise in Inclusive Education
  - 8.9.6.1. The Support Teachers Functions
  - 8.9.6.2. Emotional Skills

8.10. The Role of the Family and the Community in Inclusive Schooling
- 8.10.1. Family Involvement in the School
  - 8.10.1.1. The Family and the School as Developmental Environments
  - 8.10.1.2. The Importance of Cooperation between Educational Agents
  - 8.10.1.3. Types of Family Participation
  - 8.10.1.4. Parent Schools
  - 8.10.1.5. The Parent-Teacher Association (PTA)
  - 8.10.1.6. Difficulties in Participation
  - 8.10.1.7. How to improve Family Participation?

Module 9. Didactics and Personalized Syllabus

9.1. Conceptualization of Didactics and Syllabus Theory
- 9.1.1. Concept of Didactics
- 9.1.2. Teaching and Syllabus
- 9.1.3. Contents: The Relation between Didactics and Curriculum
- 9.1.4. Didactics Today

9.2. Instructional Design
- 9.2.1. Instructional Design Concept
- 9.2.2. Instructional Design Models
- 9.2.3. Instructional Design Types
- 9.2.4. The Instructional Designer

9.3. Syllabus Adaptations
- 9.3.1. Syllabus Concretion
- 9.3.2. Curricular Adaptation: Conceptualization
- 9.3.3. Types of Curricular Adaptations
- 9.3.4. Curricular Adaptation Design

9.4. Educational Programming
- 9.4.1. Programming
- 9.4.2. General Principles
- 9.4.3. Teaching Units
- 9.4.4. Contents of the Teaching Unit

9.5. The Educational Syllabus
- 9.5.1. Syllabus Project
- 9.5.2. Elements of the Syllabus
- 9.5.3. The Syllabus of Early-Childhood Education
- 9.5.4. The Syllabus of Elementary School Education

9.6. The Educational Syllabus
- 9.6.1. Special Educational Needs
- 9.6.2. Educational Response to Special Educational Needs
- 9.6.3. Early Detection and Early Care
- 9.6.4. Attention to Diversity Measures

9.7. Didactics for Sociocultural Inclusion
- 9.7.1. Educational Inclusion from the Sociocultural Approach
- 9.7.2. Key Concepts in Sociocultural Inclusion: Proximate Development Zone and Scaffolding
- 9.7.3. Interaction and Communication: Socialization Processes
- 9.7.4. Augmentative and Alternative Systems

9.8. Didactic Means and Resources
- 9.8.1. Didactic Resources in Pencil and Paper
- 9.8.2. Design and Graphic Resources
- 9.8.3. Design and Virtual Resources: The Digital Whiteboard and Multimedia Features
- 9.8.4. Virtual Learning Environments

9.9. Elementary School Didactics
- 9.9.1. Universal Design Learning
- 9.9.2. Systematic Pedagogy
- 9.9.3. Cooperative Learning
- 9.9.4. Personalized Assessment

9.10. Learning Assessment
- 9.10.1. Latest Information on Educational Assessment
- 9.10.2. Models of Educational Assessment
- 9.10.3. Competency-Based Assessment
- 9.10.4. Measuring, Evaluating and Rating: Differentiating Concepts

Module 10. Emotional and Values Education

10.1. Emotional Education and Well-Being
- 10.1.1. Well-Being: Subjective, Individual, Reflexive and Community
- 10.1.2. Values
- 10.1.3. Emotional, Ethical and Moral Education
- 10.1.4. Mental Molds

10.2. Exciting Education
- 10.2.1. From Emotional Education to Exciting Education
- 10.2.2. Emotion: Definitions and Components
- 10.2.3. The Role of Emotions
- 10.2.4. The Emotional Teacher

10.3. Positive Psychology
- 10.3.1. History and Origin of Positive Psychology
- 10.3.2. Characteristics of Positive Psychology
- 10.3.3. Positive Psychology and Well-Being
- 10.3.4. Human Strengths

10.4. Positive Emotions
- 10.4.1. Positive Emotions
- 10.4.2. Development and Effect of Positive Emotions
- 10.4.3. Neuroanatomy of Positive Emotions: Mirror Neurons
- 10.4.4. Smile, Well-Being and Pleasure

10.5. Emotional Skill
- 10.5.1. Emotional Skills
- 10.5.2. Emotional Autonomy and Emotional Management
- 10.5.3. Social Skills
- 10.5.4. Emotional Awareness

10.6. Coexistence and Education
- 10.6.1. Interpersonal Relationships and the Classroom
- 10.6.2. Educational Styles and their Importance in School Coexistence
- 10.6.3. Emotional and Social Growth
- 10.6.4. School Coexistence

10.7. Emotional Education and Evolutionary Development
- 10.7.1. Reasons, Feelings and Emotions
- 10.7.2. Stages of Emotional Maturation: From 0 to 6 Years Old
- 10.7.3. Stages of Emotional Maturation: from 6 to 12 Years Old
- 10.7.4. Adolescence and Emotion

10.8. Emotional Education: Transversal?
- 10.8.1. Transversality and Transversal Subjects
- 10.8.2. Objectives and Characteristics of Transversal Subjects
- 10.8.3. Assessment of the Tutorial Action Plan
- 10.8.4. Transversality and Cultural Integration

10.9. Emotional Education and Transversal Components
- 10.9.1. Citizenship Education
- 10.9.2. Education for Peace and Human Rights
- 10.9.3. Sex Education
- 10.9.4. Health Education

10.10. Anger and School Bullying
- 10.10.1. Anger as Basic Emotion
- 10.10.2. Anger Management and Emotional Regulation
- 10.10.3. School Conflict
- 10.10.4. Bullying: Bullying and Cyberbullying

The contents will include modules dedicated to Educational Inclusion, addressing strategies for working with students with special needs and promoting diversity in the classroom"

06

Clinical Internship

After passing the online theoretical period, the program includes a practical internship in a reference educational center. In this way, students will have at their disposal the support of a tutor who will accompany them throughout the process, both in the preparation and in the development of the internship.

The internships will be oriented to the application, in a real and effective way, of all the knowledge acquired throughout the university program, always in diverse educational environments"

The Internship Program's Internship Program in Teaching Methods and Personalized Education consists of a 3-week practical internship, from Monday to Friday, with 8 consecutive hours of practical training, always with an assistant specialist. In fact, this internship will allow graduates to work with real students alongside professionals of reference in the area of Teaching Methods and Personalized Education, applying the most innovative procedures and the most current tools in Pedagogy.

In this totally practical training proposal, the activities are aimed at developing and perfecting the skills necessary to develop educational projects in areas and conditions with a high level of qualification, and are oriented to the specific training for the exercise of the activity. It is, without a doubt, an opportunity to learn by working.

The practical part will be carried out with the 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 fellow trainees that facilitate teamwork and multidisciplinary integration as transversal competencies for educational praxis (learning to be and learning to relate).

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

Module	Practical Activity
Instructional Design and Planning	Adapt educational content to the needs and learning styles of each student
	Design activities based on Cooperative Learning
	Implement projects that foster creativity in the classroom
	Plan sessions that integrate Basic Competencies and Multiple Intelligences
Evaluation and Monitoring of Learning	Evaluate in a personalized way the progress of each student according to their abilities
	Use digital tools for continuous monitoring of learning
	Develop detailed reports on individual and group performance
	Apply formative and summative assessment strategies
Innovation and Educational Technology	Incorporate adaptive learning platforms into sessions
	Develop interactive and multimedia resources to enrich the lessons
	Apply innovative methodologies, such as Project Based Learning (PBL)
	Use emerging technologies to encourage students' participation and motivation
Attention to Diversity	Implement personalized educational programs for students with specific needs
	Adapt activities to promote the inclusion of students with disabilities
	Facilitate the integration of foreign students through language teaching strategies
	Promote the participation of all students in an inclusive environment

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 agreement for the program are as follows:

1. TUTOR: During the Hybrid Professional Master's Degree, students will be assigned with 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: the 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?

This Hybrid Professional Master's Degree program includes in its itinerary a practical stay in a prestigious educational center, where students will put into practice everything they have learned about Teaching Methods and Personalized Education. In this sense, and to bring this degree to more professionals, TECH offers students the opportunity to take it in different schools around the country. In this way, this institution strengthens its commitment to quality and affordable education for all.

The practical stay will allow you to work in inclusive contexts, developing strategies for the attention to diversity, both in traditional schools and in specialized institutions"

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

CEPA Pozuelo de Alarcón

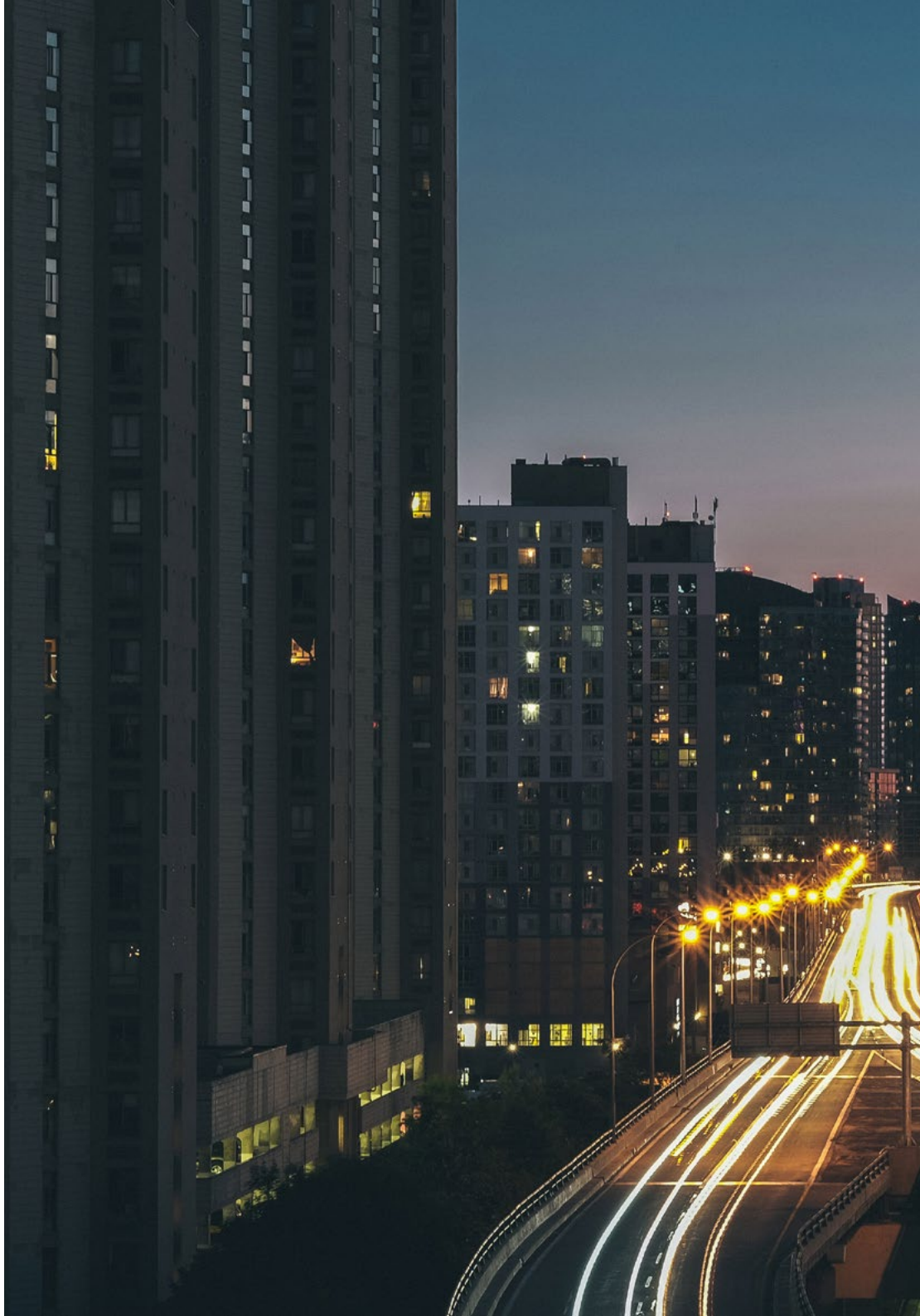
Country
Spain

City
Madrid

Address: Av. de Juan XXIII, 1, 28224
Pozuelo de Alarcón, Madrid

Adult education center with the objective of improving access to employment for young people by promoting equality and quality education.

Related internship programs:
- Teaching Methods and Personalized Education



Educational

MEDAC Mendívil

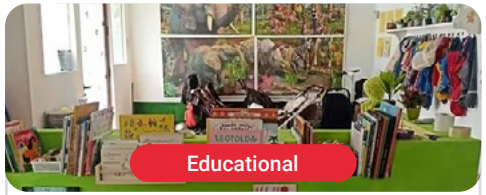
Country
Spain

City
Madrid

Address: C. Mendívil, 6-8-10, Puente de Vallecas, 28038 Madrid

MEDAC offers a wide selection of VET degrees in Puente de Vallecas, both on-site and online.

Related internship programs:
- Teaching Methods and Personalized Education



Educational

Escuela Libre Octopus

Country
Spain

City
Madrid

Address: C/Sambara, 31

Free school, based on alternative pedagogies

Related internship programs:
- Teaching Methods and Personalized Education

08

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:

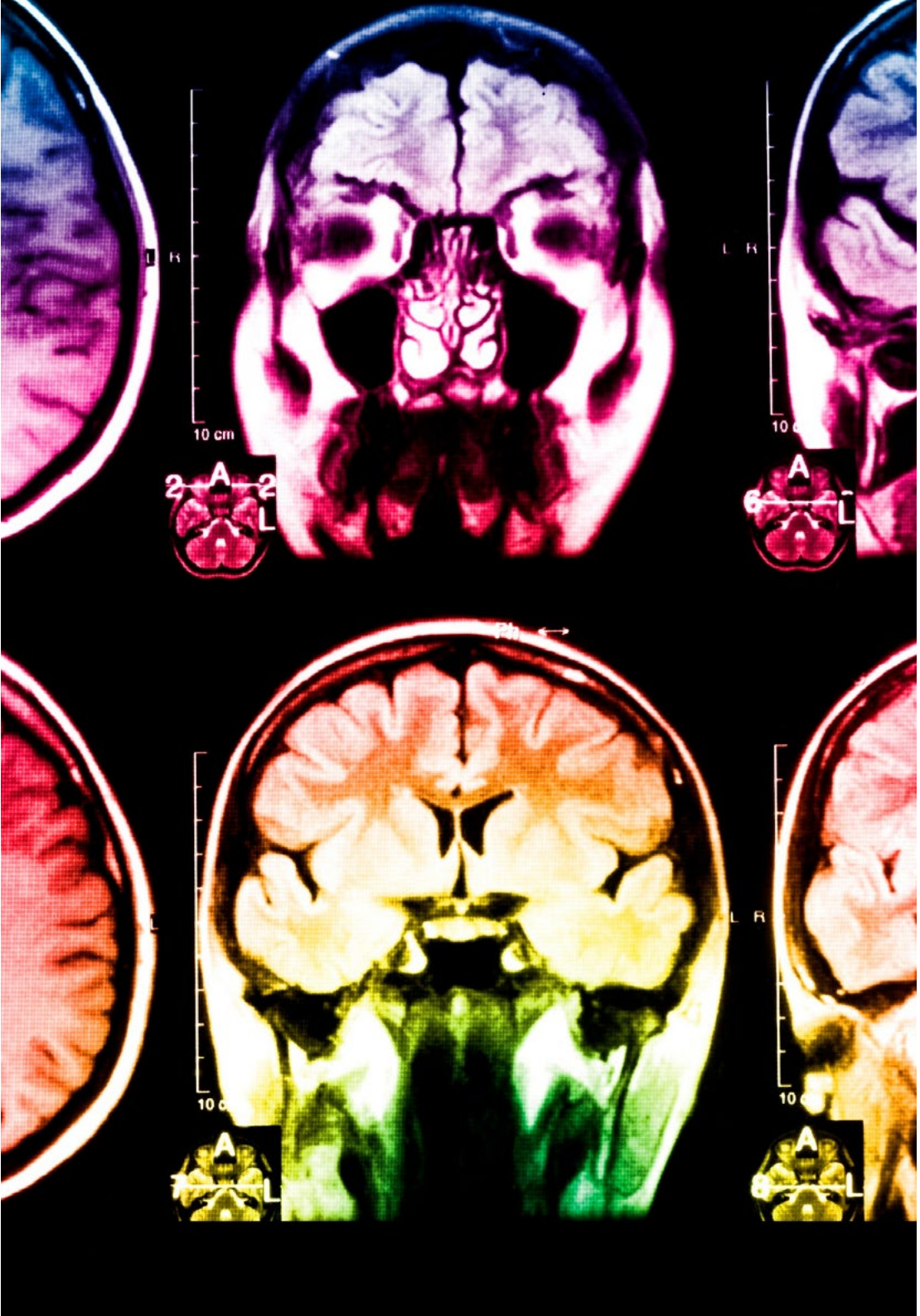
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

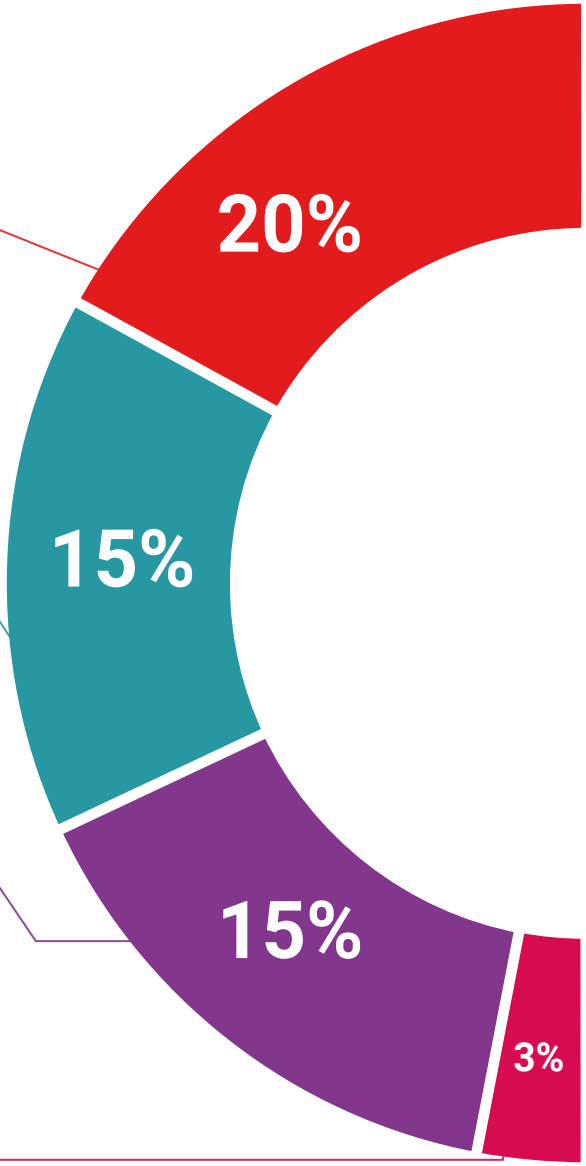
Interactive Summaries

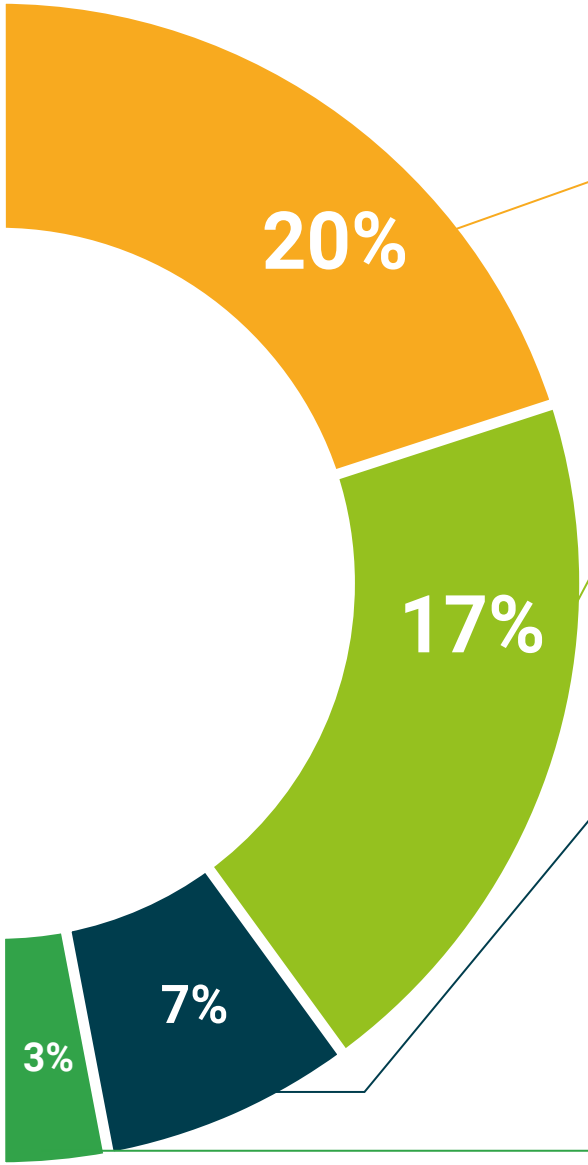
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.

09

Certificate

The Hybrid Professional Master's Degree in Teaching Methods and Personalized 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 Global University.

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

This private qualification will allow you to obtain a **Hybrid Professional Master's Degree in Teaching Methods and Personalized Education** endorsed by **TECH Global University**, the world's largest online university.

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

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

Title: **Hybrid Professional Master's Degree in Teaching Methods and Personalized Education**

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

Duration: **12 months**

Accreditation: **60 + 4 ECTS**

tech global university

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

Hybrid Professional Master's Degree in Teaching Methods and Personalized Education

This is a private qualification of 1,920 hours of duration equivalent to 64 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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

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

Dr. Pedro Navarro Illana
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates

Hybrid Professional Master's Degree in Teaching Methods and Personalized Education

General Structure of the Syllabus

Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	4
Master's Degree Thesis (MDT)	0
	Total 64

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Foundations of Personalized Education	6	CO
1º	Personalized Learning	6	CO
1º	Multiple intelligences	6	CO
1º	Creativity and Innovation	6	CO
1º	Developmental Psychology	6	CO
1º	Personalized Learning and Alternative Pedagogies	6	CO
1º	Methodologies for the Personalized Learning	6	CO
1º	Inclusive Education	6	CO
1º	Didactics and Personalized Syllabus	6	CO
1º	Emotional and Values Education	6	CO

Dr. Pedro Navarro Illana
Dean

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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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Hybrid Professional Master's Degree

Teaching Methods and Personalized Education

Modality: **Hybrid (Online + Internship)**
Duration: **12 months**
Certificate: **TECH Global University**
Accreditation: **60 + 4 ECTS**

Hybrid Professional Master's Degree

Teaching Methods and Personalized Education

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