

Postgraduate Certificate

Active Methodologies and Educational Innovation in Pre-School Education





Postgraduate Certificate Active Methodologies and Educational Innovation in Pre-School Education

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

Website: www.techtitute.com/us/education/postgraduate-certificate/active-methodologies-educational-innovation-pre-school-education

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01

Introduction

Innovation and improvement of teaching practice is an essential element to increase the quality and efficiency of educational centers. In addition, advances in education techniques and tools allow teachers to innovate in their classes while producing more effective learning by students. In this program TECH Global University offers the most complete specialization in active methodologies and educational innovation in order to increase their professional skills.



“

Prepare yourself with us and discover the main advances in teaching tools with which you will be able to give a plus in the specialization of your students"

The Postgraduate Certificate in Active Methodologies and Educational Innovation in Pre-School Education has been designed to show teachers of this school stage the main developments in this field, so that they are able to develop their skills and include the main educational advances in their daily practice.

The teaching program of this Postgraduate Certificate has focused on factors related to the figure of the teacher as an agent of innovation, delving into the study of methodologies with an application in the classroom that improves the educational practice of teachers and the learning process of their students. Likewise, the focus has been placed on the education of the 21st century, in which ICT (Information and Communication Technologies) play a fundamental role in its application to teaching.

This specialization is distinguished by the fact that it can be taken in a 100% online format, adapting to the needs and obligations of students, asynchronously and completely self-manageable. Students will be able to choose which days, at what time and how much time to dedicate to the study of the contents of the program, always in tune with the abilities and aptitudes dedicated to it.

The order and distribution of the subjects and their units is specially designed to allow each student to choose their own schedule and self-manage their time. For this purpose, you will have at your disposal theoretical materials presented through enriched texts, multimedia presentations, exercises and guided practical activities, motivational videos, master classes and case studies, where you will be able to evoke knowledge in an orderly manner and work on decision making that demonstrates your high-level education within this field of teaching.

A higher-level program aimed at those students who wish to surround themselves with the best and compete to excel in their profession, not only as a personal matter, but also with the main objective of wanting to make a difference in the education of their students.

This **Postgraduate Certificate in Active Methodologies and Educational Innovation in Pre-School Education** contains the most complete and up-to-date educational program on the market. Its most notable features are:

- ♦ The development of practical cases presented in simulated scenarios by experts in the field of study, where the student will evoke in an orderly manner the knowledge learned and demonstrate the acquisition of the competencies
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ The latest news on the educational task of the pre-school education teacher
- ♦ Practical exercises where the students undergo the self-assessment process to improve learning, as well as activities at different skill levels
- ♦ Special emphasis on innovative methodologies and teaching research
- ♦ 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



We offer you the best teaching methodology with a multitude of practical cases so that you can develop your study as if you were facing real cases"

“

The program invites us to learn and grow, to develop as teachers, to learn about educational tools and strategies in relation to the most common needs in our classrooms”

Its teaching staff includes professionals belonging to the field of teacher training, who bring to this program their work experience, as well as recognized specialists from prestigious reference societies and universities.

Its multimedia content, developed with the latest educational technology, will allow professionals to learn in a contextual and situated learning environment, i.e., a simulated environment that will provide immersive education programmed to prepare in real situations.

The design of this program focuses on Problem-Based Learning, by means of which teachers must try to solve the different professional practice situations that are presented to them throughout the program. For this purpose, they will be assisted by an innovative interactive video system developed by renowned experts in the field of personalized learning in pre-School education, with extensive teaching experience.

Immerse yourself in the study of this complete program, in which you will find everything you need to acquire a higher professional level and compete with the best.

Improving teacher skills is essential to provide students with quality education.



02

Objectives

The Postgraduate Certificate in Active Methodologies and Educational Innovation in Pre-School Education is oriented to develop in students the skills required for the exercise of their profession. For this, TECH Global University offers the most complete specialization from the hand of leading experts in the field.





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Become a Pre-School teacher thanks to the opportunity offered by TECH, the leading online university in Spanish”



General Objective

- Develop in teachers the necessary skills to deliver their lessons in compliance with the educational objectives and following the Active Methodologies and Innovative Strategies in education

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Our goal is to achieve academic excellence and to help you achieve it too”





Specific Objectives

- ◆ Produce innovation and improvement of teaching practice, which has become an essential element to increase the quality and efficiency of Education Centers
- ◆ Establish the transformation of the educational reality through the redefinition of the role of teachers
- ◆ Learn about the various educational improvement projects
- ◆ Broaden the knowledge of how to approach the improvement of the center
- ◆ Acquire the tools to achieve a more autonomous and cooperative learning
- ◆ Know the most important aspects of educational resilience
- ◆ Acquire the necessary digital skills and knowledge complemented by the pedagogical and methodological skills appropriate to the current context
- ◆ Provide an effective initiation in good ICT practices that guarantee a professional teaching development aimed at the management of digital sources for teaching use, communication in digital networks for pedagogical purposes, ability to create educational materials using digital tools and problem management, as well as knowledge of security areas for the correct use of ICT in the classroom
- ◆ Manage and create a digital identity according to the context, being aware of the importance of the digital trail and the possibilities offered by ICT in this regard, therefore knowing its benefits and risks
- ◆ Generate and know how to apply ICT
- ◆ Combine the different ICTs in the School as an educational tool
- ◆ Identify and discover the importance of continuing teacher specialization

03

Structure and Content

The structure of the contents has been designed by top level professionals within the educational panorama, with a wide trajectory and recognized prestige in the profession, endorsed by their experience, and with a wide command of the new technologies applied to teaching.





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The best content to create the best teachers”

Module 1. Innovation and Improvement of Teaching Practice

- 1.1. Innovation and Improvement of Teaching Practice
 - 1.1.1. Introduction
 - 1.1.2. Innovation, Change, Improvement, and Reform
 - 1.1.3. The School Effectiveness Improvement Movement
 - 1.1.4. Nine Key Factors for Improvement
 - 1.1.5. How is Change Made? The Phases of the Process
 - 1.1.6. Final Reflection
- 1.2. Teaching Innovation and Improvement Projects
 - 1.2.1. Introduction
 - 1.2.2. Identification Data
 - 1.2.3. Project Justification
 - 1.2.4. Theoretical Framework
 - 1.2.5. Objectives
 - 1.2.6. Methodology
 - 1.2.7. Resources
 - 1.2.8. Timing
 - 1.2.9. Results Evaluation
 - 1.2.10. Bibliographical References
 - 1.2.11. Final Reflection
- 1.3. School Management and Leadership
 - 1.3.1. Objectives
 - 1.3.2. Introduction
 - 1.3.3. Different Concepts of Leadership
 - 1.3.4. The Concept of Distributed Leadership
 - 1.3.5. Approaches to Distributed Leadership
 - 1.3.6. Resistance to Distributed Leadership
 - 1.3.7. Final Reflection
- 1.4. The Training of Teaching Professionals
 - 1.4.1. Introduction
 - 1.4.2. Initial Teacher Training
 - 1.4.3. The Training of Novice Teachers
 - 1.4.4. Teacher Professional Development
 - 1.4.5. Teaching Skills
 - 1.4.6. Reflective Practice
 - 1.4.7. From Educational Research to the Professional Development of Educators
- 1.5. Formative Creativity: The Principle of Educational Improvement and Innovation
 - 1.5.1. Introduction
 - 1.5.2. The Four Elements that Define Creativity
 - 1.5.3. Some Theses on Creativity Relevant to Education
 - 1.5.4. Formative Creativity and Educational Innovation
 - 1.5.5. Educational or Pedagogical Considerations for the Development of Creativity
 - 1.5.6. Some Techniques for the Development of Creativity
 - 1.5.7. Final Reflection
- 1.6. Towards a More Autonomous and Cooperative Learning (I): Learning How to Learn
 - 1.6.1. Introduction
 - 1.6.2. Why is Metacognition Necessary?
 - 1.6.3. Teaching to Learn
 - 1.6.4. Explicit Teaching of Learning Strategies
 - 1.6.5. Classification of Learning Strategies
 - 1.6.6. The Teaching of Metacognitive strategies
 - 1.6.7. The Problem of Evaluation
 - 1.6.8. Final Reflection
- 1.7. Towards a More Autonomous and Cooperative Learning (II): Emotional and Social Learning
 - 1.7.1. Introduction
 - 1.7.2. The Concept of Emotional Intelligence
 - 1.7.3. Emotional Skills
 - 1.7.4. Emotional Education and Social and Emotional Learning Programs
 - 1.7.5. Techniques and Concrete Methods for the Training of Social Skills
 - 1.7.6. Integrating Emotional and Social Learning into Formal Education
 - 1.7.7. Final Reflection



- 1.8. Towards a More Autonomous and Cooperative Learning (III): Learning by Doing
 - 1.8.1. Introduction
 - 1.8.2. Active Strategies and Methodologies to Encourage Participation
 - 1.8.3. Problem-Based Learning
 - 1.8.4. Project Work
 - 1.8.5. Cooperative Learning
 - 1.8.6. Thematic Immersion
 - 1.8.7. Final Reflection
- 1.9. Evaluation of Learning
 - 1.9.1. Introduction
 - 1.9.2. A Renewed Assessment
 - 1.9.3. Modalities of Evaluation
 - 1.9.4. The Procedural Evaluation Through the Portfolio
 - 1.9.5. The Use of Rubrics to Clarify the Evaluation Criteria
 - 1.9.6. Final Reflection
- 1.10. The Role of the Teacher in the Classroom
 - 1.10.1. The Teacher as a Guide and Orientator
 - 1.10.2. The Teacher as Class Director
 - 1.10.3. Ways of Directing the Class
 - 1.10.4. Leadership in the Classroom and in the Center
 - 1.10.5. Coexistence in the Center

Module 2. Information and Communication Technologies applied to Education

- 2.1. ICT, Literacy, and Digital Skills
 - 2.1.1. Introduction and Objectives
 - 2.1.2. The School in the Knowledge Society
 - 2.1.3. ICT in the Teaching and Learning Process
 - 2.1.4. Digital Literacy and Competencies
 - 2.1.5. The Role of the Teacher in the Classroom
 - 2.1.6. The Digital Competencies of the Teacher

- 2.1.7. Hardware in the Classroom: Interactive Whiteboards, Tablets, and *Smartphones*
- 2.1.8. Internet as an Educational Resource: Web 2.0. and *m-Learning*
- 2.1.9. Teachers as Part of the Web 2.0: How to Build Their Digital Identity
- 2.1.10. Guidelines for the Creation of Teacher Profiles
- 2.1.11. Creating a Teacher Profile on Twitter
- 2.1.12. Bibliographical References
- 2.2. Creation of Pedagogical Content with ICT and its Possibilities in the Classroom
 - 2.2.1. Introduction and Objectives
 - 2.2.2. Conditions for Participatory Learning
 - 2.2.3. The Role of the Student in the Classroom with ICT: *Prosumer*
 - 2.2.4. Content Creation in Web 2.0: Digital Tools
 - 2.2.5. The Blog as a Classroom Pedagogical Resource
 - 2.2.6. Guidelines for the Creation of an Educational Blog
 - 2.2.7. Elements of the Blog to Make it an Educational Resource
 - 2.2.8. Bibliographical References
- 2.3. Personal Learning Environments for Teachers
 - 2.3.1. Introduction and Objectives
 - 2.3.2. Teacher Training for the Integration of ICTs
 - 2.3.3. Learning Communities
 - 2.3.4. Definition of Personal Learning Environments
 - 2.3.5. Educational Use of PLE and NLP
 - 2.3.6. Design and Creation of our Classroom PLE
 - 2.3.7. Bibliographical References
- 2.4. Collaborative Learning and Content Curation
 - 2.4.1. Introduction and Objectives
 - 2.4.2. Collaborative Learning for the Efficient Introduction of ICT in the Classroom
 - 2.4.3. Digital Tools for Collaborative Work
 - 2.4.4. Content Curation
 - 2.4.5. Content Curation as an Educational Practice in the Promotion of Students' Digital Competencies
 - 2.4.6. The Content Curator Teacher. *Scoop.it*
 - 2.4.7. Bibliographical References
- 2.5. Pedagogical Use of Social Networks. Safety in the Use of ICT in the Classroom
 - 2.5.1. Introduction and Objectives
 - 2.5.2. Principle of Connected Learning
 - 2.5.3. Social Networks: Tools for the Creation of Learning Communities
 - 2.5.4. Communication On Social networks: Management of the New Communicative Codes
 - 2.5.5. Types of Social Networks
 - 2.5.6. How to use Social Networks in the Classroom: Content Creation
 - 2.5.7. Development of Digital Competencies of Students and Teachers with the Integration of Social Media in the Classroom
 - 2.5.8. Introduction and Objectives of Security in the Use of ICT in the Classroom
 - 2.5.9. Digital Identity
 - 2.5.10. Risks for Minors on the Internet
 - 2.5.11. Education in Values with ICT: Service-Learning Methodology (ApS) with ICT resources
 - 2.5.12. Platforms for Promoting Safety on the Internet
 - 2.5.13. Internet Safety as Part of Education: Centers, Families, Students, and Teachers and Objectives of the Safety in the Use of ICTs in the Classroom
 - 2.5.14. Bibliographical References
- 2.6. Creation of Audiovisual Content with ICT Tools. PBL and ICT
 - 2.6.1. Introduction and Objectives
 - 2.6.2. Bloom's Taxonomy and ICT
 - 2.6.3. The Educational Podcast as an Educational Element
 - 2.6.4. Audio Creation
 - 2.6.5. The Image as an Educational Element
 - 2.6.6. ICT Tools with Educational Use of Images
 - 2.6.7. The Editing of Images with ICT: Tools for Editing
 - 2.6.8. What Is PBL?
 - 2.6.9. Process of Working with PBL and ICT
 - 2.6.10. Designing PBL with ICT
 - 2.6.11. Educational Possibilities in Web 3.0.
 - 2.6.12. Youtubers and Instagrammers: Informal Learning in Digital Media

- 2.6.12. The Video Tutorial as a Pedagogical Resource in the Classroom
- 2.6.13. Platforms for the Dissemination of Audiovisual Materials
- 2.6.14. Guidelines for the Creation of an Educational Video
- 2.6.15. Bibliographical References
- 2.7. Regulations and Legislation Applicable to ICT
 - 2.7.1. Introduction and Objectives
 - 2.7.2. Data Protection Laws
 - 2.7.3. Guide of Recommendations for the Privacy of Minors on the Internet
 - 2.7.4. Copyright Rights: *Copyright and Creative Commons*
 - 2.7.5. Use of Copyrighted Material
 - 2.7.6. Bibliographical References
- 2.8. Gamification: Motivation and ICT in the Classroom
 - 2.8.1. Introduction and Objectives
 - 2.8.2. Gamification Enters the Classroom Through Virtual Learning Environments
 - 2.8.3. Game-Based Learning (GBL)
 - 2.8.4. Augmented Reality (AR) in the Classroom
 - 2.8.5. Types of Augmented Reality and Classroom Experiences
 - 2.8.6. QR Codes in the Classroom: Generation of Codes and Educational Application
 - 2.8.7. Classroom Experiences
 - 2.8.8. Bibliographical References
- 2.9. Media Competency in the Classroom with ICT
 - 2.9.1. Introduction and Objectives
 - 2.9.2. Promoting the Media Competence of Teachers
 - 2.9.3. Mastering Communication for Motivating Teaching
 - 2.9.4. Communicating Pedagogical Content with ICT
 - 2.9.5. Importance of the Image as a Pedagogical Resource
 - 2.9.6. Digital Presentations as an Educational Resource in the Classroom
 - 2.9.7. Working in the Classroom with Images
 - 2.9.8. Sharing Images on Web 2.0. 2.9.9. Bibliographical References
- 2.10. Assessment for Learning Through ICT
 - 2.10.1. Introduction and Objectives
 - 2.10.2. Assessment for Learning Through ICT

- 2.10.3. Evaluation Tools: Digital Portfolio and Rubrics
- 2.10.4. Building an *E-Portfolio* with Google Sites
- 2.10.5. Generating Evaluation Rubrics
- 2.10.6. Design Evaluations and Self-Evaluations with Google Forms
- 2.10.7. Bibliographical References



This will provide key education to advance in your career"

04

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.





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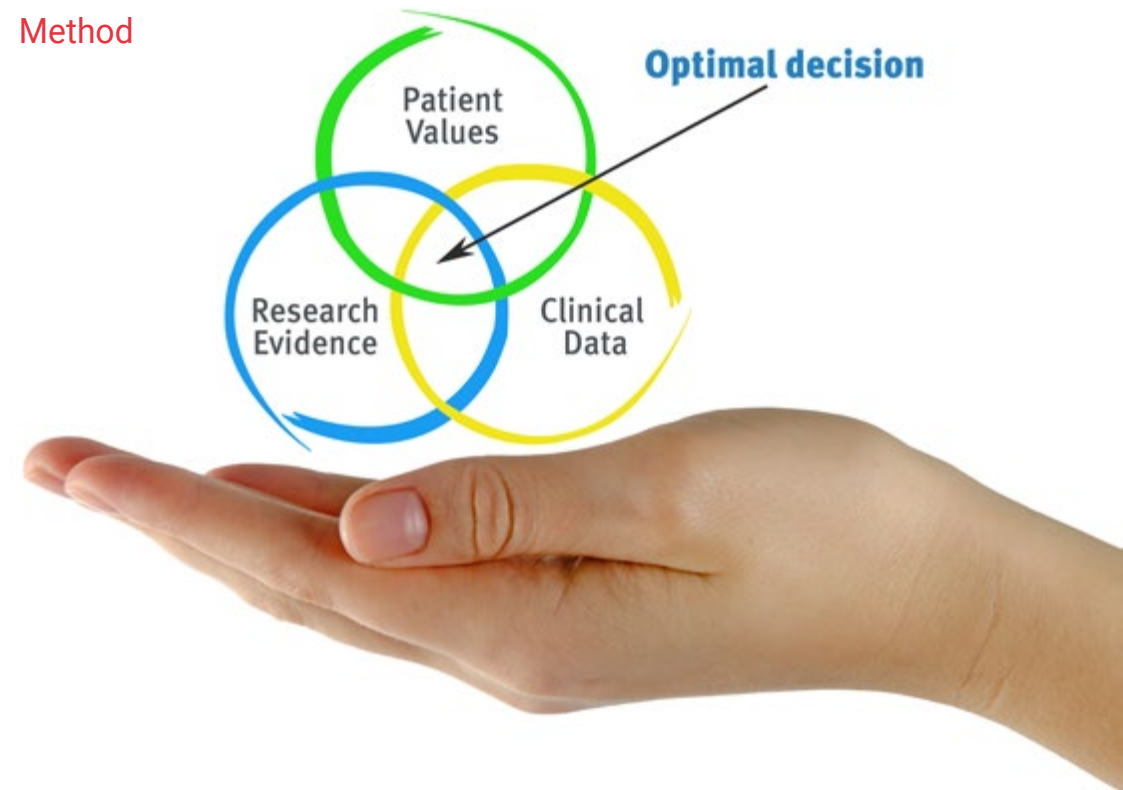
Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Global University School we use the Case

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.

Method



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

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

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

1. 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.



05

Certificate

This Postgraduate Certificate in Active Methodologies and Educational Innovation in Pre-School Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



The image features two black graduation caps (mortarboards) against a blue sky with light clouds. The caps are positioned diagonally, with one in the foreground and another slightly behind it. The background is split into a white lower-left section and a red upper-right section by a diagonal line.

“

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

This program will allow you to obtain your **Postgraduate Certificate in Active Methodologies and Educational Innovation in Pre-School 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** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Certificate in Active Methodologies and Educational Innovation in Pre-School Education**

Modality: **online**

Duration: **12 weeks**

Accreditation: **12 ECTS**



future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
development language
virtual classroom



Postgraduate Certificate Active Methodologies and Educational Innovation in Pre-School Education

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

Postgraduate Certificate

Active Methodologies and Educational Innovation in Pre-School Education

