

# Postgraduate Certificate Coaching for Educational Innovation and Excellence





## Postgraduate Certificate Coaching for Educational Innovation and Excellence

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/education/postgraduate-certificate/coaching-educational-innovation-excellence](http://www.techtute.com/us/education/postgraduate-certificate/coaching-educational-innovation-excellence)

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01

# Introduction

The heart of education is the teacher, as the "I" who teaches or accompanies the student, the "I" who learns. It is the teacher who applies methods, classroom management and regulates the learning processes in the group and classroom. The challenges and responsibilities of the teacher coach are exciting, so leadership begins within oneself.



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*This Postgraduate Certificate in Coaching for Educational Innovation and Excellence will generate a sense of confidence in the performance of your profession, which will help you grow both personally and professionally”*

There is a need to approach a pedagogy of interiority and to understand and apply the methodological tool that teachers already incorporate as a matter of course: presence. The teacher's presence is active listening, natural leadership, inspiration and enthusiasm. When teachers carry out personal development work, presence emerges as an educational tool that encourages excellence in their students and educational communities.

Active methodologies focus on the students, but these are always placed in the hands of the teacher, who has to work parallel to the knowledge of his subject: that of working on and knowing oneself.

Coaching contemplates these processes of personal evolution and provides vision and tools to carry out a transformation that is from the inside out and that builds an education that does not remain in the mere instruction, but that allows and accompanies the development of the Self, of our deepest identity that inspires and encourages the best of each person.

Educational Coaching is a discipline within Coaching applied to Education, both formal and informal. Coaching needs to adapt to the context and exists according to the needs posed by that context, in this case, the educational context. It is not surprising that given the complexity of agents and processes in Education Educational Coaching can address needs in the various fields of teaching: in individual tutoring and learning or performance problems, in classroom management, conflict resolution, motivation for learning, leadership in groups of students or the challenges posed by the management of educational institutions.

Educational Coaching is not so much a methodology as an approach that provides its own tools in addition to the various educational approaches, and whose purpose is to generate changes and transformations for educational excellence.

The crisis in education is accompanied by the emergence of new paradigms and educational methodologies that provide new solutions to this stage of transition and change, to the reality of not knowing what the future of our humanity will be like.

This **Postgraduate Certificate in Coaching for Educational Innovation and Excellence** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ Development of case studies presented by experts in Coaching for Educational Innovation and Excellence
- ♦ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ New developments in Coaching for Educational Innovation and Excellence
- ♦ It contains practical exercises where the self-assessment process can be carried out to improve learning
- ♦ With special emphasis on innovative methodologies in Coaching for Educational Innovation and Excellence
- ♦ 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



*Update your knowledge through the Postgraduate Certificate in Coaching for Educational Innovation and Excellence"*

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*This Postgraduate Certificate may be the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in Coaching for Educational Innovation and Excellence, you will obtain a certificate from TECH Global University"*

*Increase your decision-making confidence by updating your knowledge through this Postgraduate Certificate.*

*Take the opportunity to learn about the latest advances in Coaching for Educational Innovation and Excellence and improve the attention to your students.*

The program's teaching staff includes professionals from the field who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to learn 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 during the course. For this purpose, students will be assisted by an innovative interactive video system created by renowned and experienced experts.



02

# Objectives

The Postgraduate Certificate in Coaching for Educational Innovation and Excellence is aimed at facilitating the performance of the professional dedicated to working with students with visual impairments.



COAC





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*This Postgraduate Certificate is designed for you to update your knowledge in Coaching for Educational Innovation and Excellence, with the use of the latest educational technology, to contribute with quality and confidence to the decision making and monitoring of these students"*



## General Objectives

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- ♦ Provide students with an advanced specialization, of a specialized nature and based on theoretical and instrumental knowledge.
- ♦ Acquire and develop the competencies and skills necessary to obtain a qualification as an education professional with competencies in educational coaching, mediation and conflict resolution, learning motivation, emotional management and classroom leadership.



*Take the opportunity and take the step to get up to date on the latest developments in Coaching for Educational Innovation and Excellence"*





## Specific Objectives

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- ♦ Identify limiting beliefs
- ♦ Understand cognitive distortions
- ♦ Learn the dynamics of belief change
- ♦ Learn how to accompany young people in their academic orientation
- ♦ Identify what creativity is
- ♦ Know how to adopt a creative attitude on the part of the Coach
- ♦ Know and use the literary art in the Coaching process
- ♦ Practice the use of plastic and scenic arts in the Coaching sessions
- ♦ Know what active methodologies are and how they work
- ♦ Delve into the concept of learning based on projects, problems and challenges
- ♦ Know the basic principles of learning based on thoughts, events or games
- ♦ Delve into how the flipped classroom works
- ♦ Learn about new trends in education
- ♦ Delve into the free, natural methodologies based on the development of the individual
- ♦ Delve into well-being as a factor of excellence in educational communities
- ♦ Carry out professional development and teacher welfare plans
- ♦ Delve into the concept of educational excellence
- ♦ Know the different processes of educational innovation through coaching
- ♦ Know the different meanings and purposes of education

03

# Course Management

The program's teaching staff includes leading experts in Coaching for Educational Innovation and Excellence, who bring the experience of their work to this specialization. In addition, other experts of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary way.





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*Learn from leading professionals,  
the latest advances in procedures in  
the field of Coaching for Educational  
Innovation and Excellence”*

## International Guest Director

Dr. Christian van Nieuwerburgh is the main international reference in Educational Coaching, having developed an extensive career in this area that has led him to be the author and editor of such relevant works as *An Introduction to Coaching Skills: A Practical Guide* and *Coaching in Education: Getting Better Results for Students, Educators and Parents*.

Among his many assignments in this field are his management positions in institutions such as Growth Coaching International and the International Centre for Coaching in Education, of which he is Global Director and Executive Director. He is also a senior fellow at the Centre for Wellbeing Science at University of Melbourne and an honorary fellow of the Carnegie School of Education at Leeds Beckett University, United Kingdom.

As a coaching expert, he has lectured on motivation and leadership in the United States, the United Kingdom, Australia, Europe and East Asia, and has published numerous academic articles in leading scientific journals.



## Dr. Van Nieuwerburgh, Christian

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- Global Director at Growth Coaching International, Sidney, Australia
- Executive Director of the International Centre for Coaching in Education
- Author and editor of key books in the field of Coaching such as *Coaching in Education: Getting Better Results for Students, Educators and Parents*
- PhD in English from University of Birmingham
- Master's Degree in Psychology from the University of East London
- Professor of Coaching and Positive Psychology at the Centre for Positive Psychology and Health of the Royal College of Surgeons in Ireland
- Honorary Fellow of the Carnegie School of Education at Leeds Beckett University, United Kingdom
- Senior Fellow of the Centre for Wellbeing Science at the Melbourne Graduate School of Education at the University of Melbourne, Australia

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

## Management



### Mr. Riquelme Mellado, Francisco

- ♦ Head of Studies at CEA Mar Menor. Torre-Pacheco, Murcia, Spain
- ♦ Teacher Counselor at the Regional Ministry of Education of the Region of Murcia
- ♦ Professor of the specialty of Drawing
- ♦ Coordinator of the Visual Arts Projects in the Hospital Classrooms of the Region of Murcia
- ♦ Education Project Trainer and Head of the Botín Foundation in the Region of Murcia
- ♦ He writes for the educational magazine INED21. Educational Project *"Una Educación para Ser"*
- ♦ Blogger and educational communicator
- ♦ Degree in Fine Arts from the Polytechnic University of Valencia
- ♦ Specialist Master's Degree in Art Therapy by the School of Practical Psychology of Murcia
- ♦ Gestalt Training with the SAT program (Claudio Naranjo Foundation)
- ♦ ICF, ADESCO AECOP AECOP certified coach with competencies in NLP and Systemic Coaching
- ♦ Trainer of trainers for CEFIRE of Orihuela and CPR Murcia





### **Mr. Romero Monteserín, Jose María**

- ♦ Academic Director at the School of Spanish Language of the University of Salamanca in Lisbon
- ♦ Collaborator in several SFL-USAL in Management
- ♦ External professor at the CIESE-Comillas Foundation in the Educational Center Management and Training
- ♦ Online Trainer in Educational Center Management at the CIESE-Comillas Foundation
- ♦ Degree in Education from the Complutense University of Madrid
- ♦ Master's Degree in Management of Educational Centers, Antonio de Nebrija University
- ♦ Master's Degree in High School Teacher Training from the University CEU Cardenal Herrera
- ♦ Postgraduate in School Organization
- ♦ Higher University Technician in Human Resources
- ♦ Higher Technician of Training in the Company
- ♦ Expert in Project Management



### **Ms. Jiménez Romero, Yolanda**

- ♦ Pedagogical advisor and External Educational Collaborator
- ♦ Academic Coordinator Online University in Campus
- ♦ Territorial Director of the Extremeño-Castilla La Mancha Institute of High Abilities
- ♦ Creation of INTEF Educational Content at the Ministry of Education and Science
- ♦ Degree in Primary Education, English specialization
- ♦ Psychopedagogue from the International University of Valencia
- ♦ Master's Degree in Neuropsychology of High Abilities
- ♦ *Master's Degree in Emotional Intelligence Specialist in NLP Practitioner*



### **Dr. Beltrán Catalán, María**

- ♦ Pedagogue Therapist at Oriéntate con María
- ♦ Founder and Co-Director of PostBullying Spanish Association
- ♦ PhD *Cum Laude* in Psychology from the University of Cordoba
- ♦ Winner of the Young Award for Scientific Culture 2019, granted by the Spanish National Research Council (CSIC) and the City Council of Seville



### **Dr. Visconti Ibarra, Martín**

- ♦ General Director at Academia Europea Guadalajara
- ♦ Former General Director at Academia Europea Bilingual School
- ♦ Expert in Educational Sciences, Emotional Intelligence and Counselor
- ♦ Former Scientific Advisor to the Spanish Parliament
- ♦ Collaborator of the Juegaterapia Foundation
- ♦ Master's Degree in Educational Center Management and Administration
- ♦ Online Master's Degree in Learning Difficulties and Cognitive Processes
- ♦ Degree in Primary Education



## Professors

### Dr. Álvarez Medina, Nazaret

- ♦ Educational counselor, official in the teaching staff of high school education teachers in the community of Madrid
- ♦ Preparer of public education competitive examinations
- ♦ Director of the Jesús del Monte public school Hazas de Cesto, Cantabria
- ♦ Director of the Aurelio E. Acosta Fernández Public Center, Santiago del Teide
- ♦ Doctor of Psychology Complutense University of Madrid
- ♦ Degree in Educational Psychology Oberta University, Catalunya
- ♦ Degree in Primary School Education with a Major in English Language Camilo José Cela University
- ♦ Postgraduate degree in "Coaching psychology" Complutense University of Madrid
- ♦ Official Professional Master's Degree on Educational Treatment of Diversity
- ♦ Diploma in Teaching English as a Foreign Language La Laguna University
- ♦ Degree in Educational and Executive Coaching from the Complutense University of Madrid
- ♦ University expert in analytical knowledge society. International University of La Rioja

04

# Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, aware of the current relevance of innovative education, and committed to quality teaching through new educational technologies.



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*This Postgraduate Certificate in Coaching for Educational Innovation and Excellence contains the most complete and up-to-date program on the market”*

## Module 1. Beliefs, Values, and Identity

- 1.1. Nature of Beliefs
  - 1.1.1. Concepts about Beliefs
  - 1.1.2. Characteristics of a Belief
  - 1.1.3. Belief Formation
  - 1.1.4. Behavior and Beliefs
  - 1.1.5. Limiting Beliefs
  - 1.1.6. Empowering Beliefs
  - 1.1.7. Origin of Limiting Beliefs
- 1.2. Managing Belief Change
  - 1.2.1. Healing the Past
  - 1.2.2. Basis of Coping with Belief Change
  - 1.2.3. Robert Dilts
  - 1.2.4. Morty Lefkoe
  - 1.2.5. "The Word", Byron Katie
- 1.3. Mindset for Change and Innovation
  - 1.3.1. Fixed Mindset
  - 1.3.2. Growth Mindset
  - 1.3.3. Comparing Fixed and Growth Mindsets
  - 1.3.4. Attitude for Change and Innovation
  - 1.3.5. Zone of Inertia
  - 1.3.6. Learning Zone
- 1.4. Coaching and Change
  - 1.4.1. Simon Sinek's Golden Circle
  - 1.4.2. Neurological Levels of Change and Learning
    - 1.4.2.1. Environment
    - 1.4.2.2. Behavior
    - 1.4.2.3. Capacity
    - 1.4.2.4. Values and Beliefs
    - 1.4.2.5. Identity
    - 1.4.2.6. Transpersonality





- 1.4.3. Remedial Changes
- 1.4.4. Generative Changes
- 1.4.5. Evolutionary Changes
- 1.4.6. Recognition of the Neurological Level
- 1.5. Values and Counter-Values
  - 1.5.1. Conceptualization of Values
  - 1.5.2. Types of Values
  - 1.5.3. Learning of Values
  - 1.5.4. Values and Behavior
  - 1.5.5. Counter-values
  - 1.5.6. Value Recognition Dynamics
  - 1.5.7. Dynamics for Counter-value Recognition
- 1.6. Identity
  - 1.6.1. Identity Traits
  - 1.6.2. Concept of Identity
  - 1.6.3. Tradition and Identity
  - 1.6.4. Psychological Models and Identity
  - 1.6.5. Identity and Science
- 1.7. Personality Models
  - 1.7.1. Enneagram
  - 1.7.2. Discovery of one's own Enneagram
  - 1.7.3. Evolution from the Enneagram
  - 1.7.4. Use of the Enneagram in Social and Group Interactions
  - 1.7.5. Inner Archetypes
  - 1.7.6. Transformational Coaching
- 1.8. Logical Levels
  - 1.8.1. Human Needs and Maslow's Pyramid
  - 1.8.2. Richard Barrett's Levels of Consciousness
  - 1.8.3. Self-realization
  - 1.8.4. Altruism and Service
  - 1.8.5. Alignment of Levels

- 1.9. Approach to Beliefs, Values, and Identity in Education
  - 1.9.1. Beliefs for Educational Excellence
  - 1.9.2. Pygmalion Effect
  - 1.9.3. The Importance of High Expectations
  - 1.9.4. Diversity: Inclusiveness
  - 1.9.5. The Values of Positive Psychology
  - 1.9.6. Values-based Education
  - 1.9.7. Self-esteem and Recognition: Identity Construction

## Module 2. Active methodologies and innovation

- 2.1. Active Methodologies
  - 2.1.1. What are Active Methodologies?
  - 2.1.2. Keys for Methodological Development from the Students Activity
  - 2.1.3. Relationship Between Learning and Active Methodologies
  - 2.1.4. History of Active Methodologies
    - 2.1.4.1. From Socrates to Pestalozzi
    - 2.1.4.2. Dewey
    - 2.1.4.3. Institutions Promoting Active Methodologies
      - 2.1.4.3.1. The Free Institution of Education
      - 2.1.4.3.2. The New School
      - 2.1.4.3.3. The Unique Republican School
- 2.2. Project Based Learning, Problems and Challenges
  - 2.2.1. Travel Companions Cooperation Between Teachers
  - 2.2.2. Phases of PBL Design
    - 2.2.2.1. Tasks, Activities and Exercises
    - 2.2.2.2. Rich Socialization
    - 2.2.2.3. Research Tasks
  - 2.2.3. Phases of PBL Development
    - 2.2.3.1. Benjamin Bloom's Theories
    - 2.2.3.2. Blooms Taxonomy.
    - 2.2.3.3. Bloom's Taxonomy Revised
    - 2.2.3.4. Bloom's Pyramid
    - 2.2.3.5. David A. Kolb's Theory: Experience-Based Learning
    - 2.2.3.6. Kolb's Cycle

- 2.2.4. The Final Product
  - 2.2.4.1. Types of Final Product
- 2.2.5. Evaluation in PBL
  - 2.2.5.1. Evaluation Techniques and Instruments
  - 2.2.5.2. Observation
  - 2.2.5.3. Performance
  - 2.2.5.4. Questions
- 2.2.6. Practical Examples PBL Projects
- 2.3. Thought Based Learning
  - 2.3.1. Basic Principles
    - 2.3.1.1. Why, How and Where to Improve Thought?
    - 2.3.1.2. Thought Organizers
    - 2.3.1.3. The Infusion with the Academic Curriculum
    - 2.3.1.4. Attention to Skills, Processes and Disposition
    - 2.3.1.5. The Importance of Being Explicit
    - 2.3.1.6. Attention to Metacognition
    - 2.3.1.7. Learning Transfer
    - 2.3.1.8. Construct an Infused Program
    - 2.3.1.9. The Need for Continuous Personal Development
  - 2.3.2. Teach to Think TBL
    - 2.3.2.1. Collaborative Creation of Thought Maps
    - 2.3.2.2. Thinking Skills
    - 2.3.2.3. Metacognition
    - 2.3.2.4. Thought Design
- 2.4. Event Based Learning
  - 2.4.1. Approach to the Concept
  - 2.4.2. Basis and Foundations
  - 2.4.3. The Pedagogy of Sustainability
  - 2.4.4. Benefits of Learning



- 2.5. Play Based Learning
  - 2.5.1. Games as Learning Resources
  - 2.5.2. Gamification
    - 2.5.2.1. What is Gamification?
    - 2.5.2.2. Fundamentals
    - 2.5.2.3. Narration
    - 2.5.2.4. Dynamics
    - 2.5.2.5. Mechanisms
    - 2.5.2.6. Components
    - 2.5.2.7. Insignias
    - 2.5.2.8. Gamification Apps
    - 2.5.2.9. Examples
    - 2.5.2.10. Criticisms of Gamification, Limitations and Common Errors
  - 2.5.3. Why use Videogames in Education?
  - 2.5.4. Types of Players According to the Richard Bartle Theory
  - 2.5.5. Escape rooms/Breakedu, an Organizational way of Understanding Education
- 2.6. Flipped Classroom
  - 2.6.1. Organization of Working Time
  - 2.6.2. Advantages of the Flipped Classroom
    - 2.6.2.1. How can I Effectively Teach using Flipped Classrooms?
  - 2.6.3. Disadvantages of the Flipped Classroom Focus
  - 2.6.4. The Four Pillars of the Flipped Classroom
  - 2.6.5. Resources and Tools
  - 2.6.6. Practical Examples
- 2.7. Other Trends in Education
  - 2.7.1. Robotics and Programming in Education
  - 2.7.2. E-learning, Micro-learning and Other Trends in Networked Methodologies
  - 2.7.3. Neuro-education Based Learning
- 2.8. Free, Natural Methodologies based on Individual Development
  - 2.8.1. Waldorf Pedagogy
    - 2.8.1.1. Methodological Basis
    - 2.8.1.2. Strengths, Opportunities and Weaknesses
  - 2.8.2. Maria Montessori, the Pedagogy of Responsibility
    - 2.8.2.1. Methodological Basis
    - 2.8.2.2. Strengths, Opportunities and Weaknesses
  - 2.8.3. Summerhill, a Radical Point of View on How to Teach
    - 2.8.3.1. Methodological Basis
    - 2.8.3.2. Strengths, Opportunities and Weaknesses
- 2.9. Educational Inclusion
  - 2.9.1. Is there Innovation without Inclusion?
  - 2.9.2. Cooperative Learning
    - 2.9.2.1. Principles
    - 2.9.2.2. Group Cohesion
    - 2.9.2.3. Simple and Complex Dynamics
  - 2.9.3. Shared Teaching
    - 2.9.3.1. Ratio and Attention to Students
    - 2.9.3.2. Teaching coordination as a strategy for student improvement
  - 2.9.4. Multilevel Teaching
    - 2.9.4.1. Definition
    - 2.9.4.2. Models
  - 2.9.5. Universal Learning Design
    - 2.9.5.1. Principles
    - 2.9.5.2. Guidelines
  - 2.9.6. Inclusive Experiences
    - 2.9.6.1. Rome Project
    - 2.9.6.2. Interactive Groups
    - 2.9.6.3. Dialogue Talks
    - 2.9.6.4. Learning Communities
    - 2.9.6.5. Includ-ED Project

### Module 3. Coaching for innovation and educational excellence

- 3.1. Well-Being as a Factor of Excellence in Educational Communities
  - 3.1.1. Evolution of Society and its Impact on Education
    - 3.1.1.1. Characteristics of Today's Society
    - 3.1.1.2. Challenges of Today's Society
    - 3.1.1.3. New Educational Needs
  - 3.1.2. Social Factors
  - 3.1.3. Professional Factors
  - 3.1.4. Wellness and Excellence
  - 3.1.5. Factors for Educational Well-Being
  - 3.1.6. Inclusivity as a Reality
  - 3.1.7. School and Family
- 3.2. Professional Development and Teacher Welfare Plan
  - 3.2.1. Teacher Unrest
  - 3.2.2. Teacher Welfare
  - 3.2.3. Teaching and Personal Development
  - 3.2.4. Personal and Professional Life
  - 3.2.5. Teacher Review and Evaluation
  - 3.2.6. Teacher Welfare as a Factor of Educational Excellence
  - 3.2.7. Inspired to Inspire Life Paths
  - 3.2.8. Teacher Welfare Plan
- 3.3. Educational Excellence
  - 3.3.1. Towards a Concept of Excellence in Education
  - 3.3.2. Teaching vs. Learning
  - 3.3.3. Excellence Based on Needs
  - 3.3.4. Demand and Excellence
  - 3.3.5. Measurements and Factors
  - 3.3.6. Management for Educational Excellence
- 3.4. Coaching for Innovation
  - 3.4.1. Processes of Educational Innovation through Coaching
    - 3.4.1.1. In Apprenticeships
    - 3.4.1.2. In the Groups
    - 3.4.1.3. In Teachers
    - 3.4.1.4. In Executive Management
    - 3.4.1.5. In the Center
  - 3.4.2. Evaluation as a Tool for Innovation
  - 3.4.3. What, When and How to Asses?
  - 3.4.4. Objectives for Innovation
  - 3.4.5. Establish Achievement Indicators
  - 3.4.6. Process Monitoring
  - 3.4.7. Celebrating Achievements
  - 3.4.8. Educational Innovation Plan
- 3.5. Educating in the Will of Meaning
  - 3.5.1. Approach to the Concept
  - 3.5.2. The Thought of Viktor Frankl
  - 3.5.3. Logotherapy and Education
- 3.6. Towards a Pedagogy of Interiority
  - 3.6.1. Spirituality and Pedagogy
  - 3.6.2. "Learning to Be."
- 3.7. Coaching for Integrative Education
  - 3.7.1. Towards a Pedagogy of Interiority
  - 3.7.2. Educating the Whole Person
  - 3.7.3. Educating for the Three Centers
  - 3.7.4. Duty and Pleasure in Education
  - 3.7.5. Educating Integratively
  - 3.7.6. Conclusions: a Road Ahead
  - 3.7.7. An Educational Project based on Educational Coaching



- 3.8. Meaning and Purpose of Education
  - 3.8.1. The Golden Circle
  - 3.8.2. Why and What For?
  - 3.8.3. The How
  - 3.8.4. The What
  - 3.8.5. Alignment of Education Levels
  - 3.8.6. Educating in the Will of Meaning
  - 3.8.7. Challenges for the Education of the Self from Coaching and Logopedagogy
  - 3.8.8. Tools for the Alignment of Educational Levels
- 3.9. Educate to Be
  - 3.9.1. Pedagogical Contributions in Education to Be
  - 3.9.2. Report of the Faure Commission for UNESCO
  - 3.9.3. Jacques Delors Report
  - 3.9.4. Decalogue of an Education to Be
  - 3.9.5. Beyond Knowledge
  - 3.9.6. Educating for Life
  - 3.9.7. Educating Integratively
  - 3.9.8. Inhabiting the Inside
  - 3.9.9. Educating Ego and Self
  - 3.9.10. Developing a Sense
  - 3.9.11. Inclusivity and the Common Good
  - 3.9.12. Self-Realization and Service
  - 3.9.13. Transformation



*A unique, crucial and decisive learning experience to boost your professional development"*

05

# 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 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

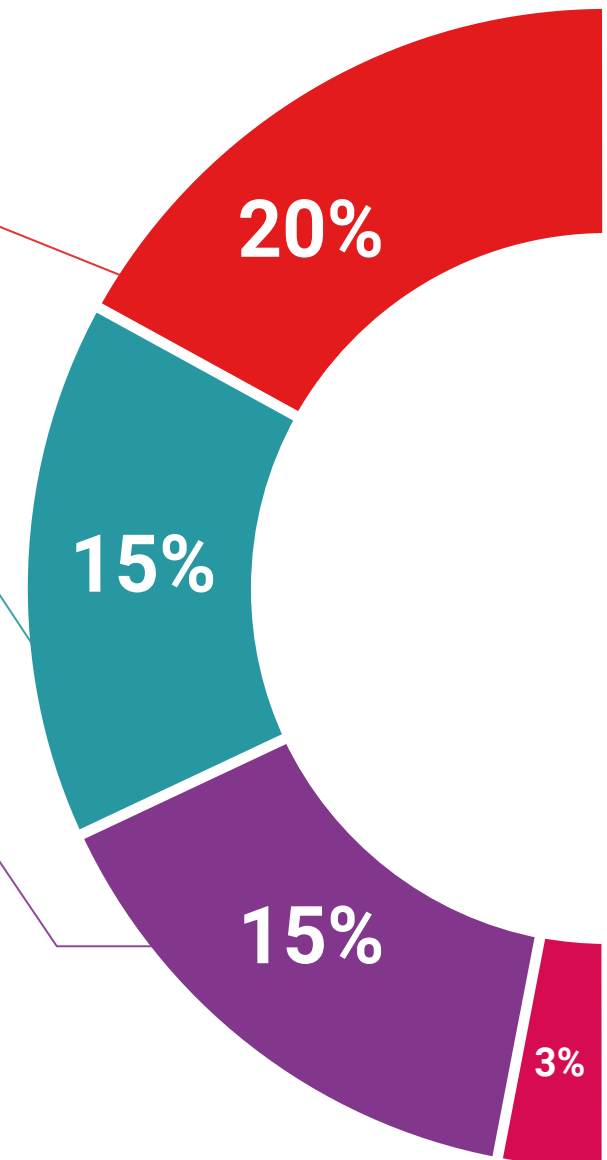
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.



06

# Certificate

The Postgraduate Certificate in Coaching for Educational Innovation and Excellence guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



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*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 **Postgraduate Certificate in Coaching for Educational Innovation and Excellence** 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: **Postgraduate Certificate in Coaching for Educational Innovation and Excellence**

Modality: **Online**

Duration: **12 weeks**

Accreditation: **18 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**  
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# Postgraduate Certificate Coaching for Educational Innovation and Excellence

