

Postgraduate Certificate Development of Creativity and Plastic Expression in Primary Education



Postgraduate Certificate

Development of Creativity and Plastic Expression in Primary Education

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/in/education/postgraduate-certificate/development-creativity-plastic-expression-primary-education

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01

Introduction

The diversity of today's classrooms is indisputable. Each student has specific characteristics and, therefore, particular needs that must be met by teachers through the didactics best suited to each level of study. In order to meet this diversity, teachers must have a higher qualification, thanks to which they are able to provide more personalized attention. In this program we offer you the latest information on the subject so that you can increase your training in this field.





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Offering personalized attention to students according to their educational needs will allow them to improve in their learning process”

The school of the 21st century is focused on personalized attention, where the student is the center of the teaching process. Gone are the years when the teacher focused on the syllabus and content. And this evolution is largely due to the diversity of students in the classroom.

In order to obtain superior training in this field, this Postgraduate Certificate analyzes different concepts and their applications in relation to equality and diversity in the classroom. In this way, the main theoretical perspectives on diversity in the classroom are studied, as well as the subject of exclusion in schools and the main factors of school failure.

Learning difficulties are also an indispensable part of this Postgraduate Certificate, since many students require attention that is better adapted to their needs in order to improve their educational problems. In this regard, the Postgraduate Certificate covers a differentiated set of problems within special educational needs.

With this Postgraduate Certificate, at TECH we have set out to train teachers so that they can handle themselves with ease and accuracy in the teaching of this educational stage. To this end, the order and distribution of the subjects and their topics is specially designed to allow students to decide their dedication and self-manage their time. Additionally, they will have at their disposal theoretical materials presented through enriched texts, multimedia presentations, exercises and guided practical activities, motivational videos, master classes and practical cases, where they will be able to evoke in an orderly way the knowledge and train the decision-making that demonstrates their training within the field of teaching.

This program is distinguished by the fact that it can be taken in a 100% online format, adapting to the needs and obligations of the student, in an asynchronous and completely self-manageable manner. The student 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 capabilities and skills dedicated to it.

This **Postgraduate Certificate in Development of Creativity and Plastic Expression in Primary Education** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ 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 developments on the educational task of the primary school 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



TECH provides you with the main educational tools to train you to develop your work in the field of teaching”

“*Immerse yourself in the study of this very complete Postgraduate Certificate, in which you will find everything you need to acquire a higher professional level and compete with the best*”

To access our content you only need to have a fixed or mobile device with an internet connection.

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 Primary Education, who contribute their work experience to this education, as well as renowned specialists from leading societies and prestigious universities.

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

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



02

Objectives

The Postgraduate Certificate in Development of Creativity and Plastic Expression in Primary Education is oriented to develop in students the skills required for the exercise of their profession. For this purpose, we offer the most complete specialization from the hand of the main experts in the field.





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Increase your training as a primary school teacher thanks to the opportunity offered by TECH, the world's largest online university"



General Objectives

- ♦ Design, plan, deliver, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals of the center
- ♦ Effectively address special needs students' learning situations
- ♦ Recognize the importance of rules in all educational processes
- ♦ Promote participation and respect for the rules of coexistence

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





Specific Objectives

- Provide an overview of the learning difficulties that may be encountered in the classroom
- Detect the different difficulties that students may present
- Distinguish the concepts, problems and learning difficulties
- Know the different learning styles and cognitive styles
- Prevent learning difficulties before they occur
- Intervening before the different learning problems
- Know the different terms closely related to each other and their application in the classroom
- Detecting possible factors of school failure
- Acquire the necessary tools to avoid school failure at school
- Picking up on the signs of possible bullying at school
- Develop tools to promote inclusive and intercultural schools
- Obtain the skills to work with different ICTs
- Identify the different disorders in schools
- Developing psychomotor functioning in primary education

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. Learning Difficulties

- 1.1. Developmental psychology
 - 1.1.1. Physical or Motor Development
 - 1.1.2. Cognitive Development
 - 1.1.3. Language Development
 - 1.1.4. Emotional development
- 1.2. Mathematical Learning
 - 1.2.1. Definition and Conceptualization of Learning Disabilities(DA)
 - 1.2.2. Memory and Learning Difficulties
- 1.3. Special Educational Needs and Inclusive Education
 - 1.3.1. The Inclusive School Movement Overcoming School Integration
 - 1.3.2. The Road to a School for All
 - 1.3.3. Promoting Inclusive Education in Early Childhood Education
- 1.4. Learning Difficulties Related to Communication, Language, Speech and Voice Problems
 - 1.4.1. Oral Linguistic Pathology: Problems in the Communicative, Language, Speech and Voice domains
 - 1.4.2. Language Problems
 - 1.4.3. Speech and Articulation Disorders
- 1.5. Learning Difficulties Related to Reading and Writing
 - 1.5.1. Conceptualization of Dyslexia or Specific Reading Disorder
 - 1.5.2. Characteristics of Dyslexia
 - 1.5.3. Reading Pathways and Types of Dyslexia
 - 1.5.4. Intervention Guidelines for Students with Dyslexia
 - 1.5.5. Other Learning Difficulties Related to Reading and Writing
- 1.6. Learning Difficulties Related to Mathematics
 - 1.6.1. Conceptualization of the Specific Learning Disorder with Difficulties in Mathematics
 - 1.6.2. Etiology and Course of Difficulties in the Mathematical Field
 - 1.6.3. Types of Specific Mathematics Learning Disorders
 - 1.6.4. Characteristics of Specific Mathematics Learning Disorders
 - 1.6.5. Classroom Intervention Guidelines for Students with Specific Mathematics Learning Disorders
- 1.7. Intellectual Disability
 - 1.7.1. Intellectual Disability Conceptualization
 - 1.7.2. Detection of Intellectual Disability in the Classroom
 - 1.7.3. Special Educational Needs of Learners with Intellectual Disabilities
 - 1.7.4. Intervention Guidelines in the Classroom for Students with Intellectual Disability
- 1.8. High Abilities in the Classroom: Keys to Their Identification and Educational Development
 - 1.8.1. Is High Ability an Educational Problem?
 - 1.8.2. The Concept of High-Capacity Students Is It Possible to Define?
 - 1.8.3. Identifying High-Capacity Students
 - 1.8.4. Intervention for High-Capacity Students
- 1.9. Learning Disabilities Related to Visual and Auditory Sensory Deficits
 - 1.9.1. Visual Impairment
 - 1.9.2. Developmental Characteristics of Infants with Visual Impairment
 - 1.9.3. Special Educational Needs of Visually Impaired Children
 - 1.9.4. Educational Intervention in the Classroom for Students with Visual Impairment
 - 1.9.5. Hearing Impairment
 - 1.9.6. Detection of Hearing Impaired Students in the Classroom
 - 1.9.7. Special Educational Needs of Hearing Impaired Children
 - 1.9.8. Intervention Guidelines in the Classroom for Hearing Impaired Students
- 1.10. Motor Coordination Difficulties or Dyspraxias
 - 1.10.1. Conceptualization of Motor Disability
 - 1.10.2. Conceptualization of Motor Coordination Difficulties or Dyspraxias
 - 1.10.3. Detection of Dyspraxias in the Classroom
 - 1.10.4. Classroom Intervention Guidelines for Students with Dyspraxias

Module 2. Equality and Diversity in the Classroom

- 2.1. Basic Concepts of Equality and Diversity
 - 2.1.1. Equality, Diversity, Difference, Justice and Fairness
 - 2.1.2. Diversity as Something Positive and Essential to Life
 - 2.1.3. Relativism and Ethnocentrism
 - 2.1.4. Human Dignity and Human Rights
 - 2.1.5. Theoretical Perspectives on Diversity in the Classroom
 - 2.1.6. Bibliographical References
- 2.2. Evolution from Special Education to Inclusive Education in Early Childhood Education
 - 2.2.1. Key Concepts from Special Education to Inclusive Education
 - 2.2.2. Inclusive School Conditions
 - 2.2.3. Promoting Inclusive Education in Early Childhood Education
- 2.3. Characteristics and Needs in Early Childhood
 - 2.3.1. Acquisition of Motor Skills
 - 2.3.2. Acquisition of Psychological Development
 - 2.3.3. Development of Subjectivation
- 2.4. Exclusion in Schools
 - 2.4.1. The Hidden Syllabus
 - 2.4.2. Intolerance and Xenophobia
 - 2.4.3. How to Detect Bullying in the Classroom
 - 2.4.4. Bibliographical References
- 2.5. Main Factors of School Failure
 - 2.5.1. Stereotypes and Prejudices
 - 2.5.2. Self-Fulfilling Prophecies, the Pygmalion Effect
 - 2.5.3. Other Factors Influencing School Failure
 - 2.5.4. Bibliographical References
- 2.6. Inclusive and Intercultural School
 - 2.6.1. The School as an Open Entity
 - 2.6.2. Dialogue
 - 2.6.3. Intercultural Education and Attention to Diversity
 - 2.6.4. What Is Intercultural Schooling?
 - 2.6.5. Problems in the School Environment
 - 2.6.6. Performance
 - 2.6.7. Proposals on Interculturality to Work in the Classroom
 - 2.6.8. Bibliographical References
- 2.7. Digital Exclusion in the Digital Information Society
 - 2.7.1. Transformations in the Digital Information Society
 - 2.7.2. Access to Information
 - 2.7.3. Web 2.0: from Consumers to Creators
 - 2.7.4. Risks Associated with the Use of ICTs
 - 2.7.5. The Digital Divide: A New Type of Exclusion
 - 2.7.6. Education in the Face of Digital Exclusion
 - 2.7.7. Bibliographical References
- 2.8. The Inclusion of ICT in the Diverse School
 - 2.8.1. School Inclusion and Digital Inclusion
 - 2.8.2. Digital Inclusion at School, Advantages and Requirements
 - 2.8.3. Changes in the Conception of the Educational Process
 - 2.8.4. Transformations in Teacher and Student Roles
 - 2.8.5. ICT as an Element of Attention to Diversity
 - 2.8.6. The Use of ICTs for Students with Educational Developmental Support Needs
 - 2.8.7. Bibliographical References
- 2.9. Active Learning Methodologies with ICTs
 - 2.9.1. Introduction and Objectives
 - 2.9.2. ICT and the New Educational Paradigm: Personalization of Learning
 - 2.9.3. Active Methodologies for Effective ICT Learning
 - 2.9.4. Learning by Research
 - 2.9.5. Collaborative and Cooperative Learning
 - 2.9.6. Problem- and Project-Based Learning
 - 2.9.7. Flipped Classroom
 - 2.9.8. Strategies for Choosing the Right ICT for Each Methodology: Multiple Intelligences and Learning Landscapes
 - 2.9.9. Bibliographical References
- 2.10. Collaborative Learning and Flipped Classroom
 - 2.10.1. Introduction and Objectives
 - 2.10.2. Definition of Collaborative Learning
 - 2.10.3. Differences with Cooperative Learning
 - 2.10.4. Tools for Cooperative and Collaborative Learning: Padlet
 - 2.10.5. Definition of Flipped Classroom
 - 2.10.6. Didactic Actions for Programming Flipped
 - 2.10.7. Digital Tools to Create your Flipped Classroom
 - 2.10.8. Reversed Classroom Experiences
 - 2.10.9. Bibliographical References

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 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.

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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

The Postgraduate Certificate in Development of Creativity and Plastic Expression in Primary Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



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

This **Postgraduate Certificate in Development of Creativity and Plastic Expression in Primary Education** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Certificate, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Certificate in Development of Creativity and Plastic Expression in Primary Education**

Official N° of Hours: **150 h.**



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



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Postgraduate Certificate

Development of Creativity and Plastic Expression in Primary Education

