

Postgraduate Certificate

Diversity in Primary Education





Postgraduate Certificate Diversity in Primary Education

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

Website: www.techtute.com/in/education/postgraduate-certificate/diversity-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 teaching that is best adapted to each level of education. In order to meet this diversity, teachers must have a higher qualification, with which they are able to provide more personalized attention. In this program we offer you the latest information on the subject to increase your knowledge 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 21st century school is focused on personalized care, where the student is the center of the learning 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 knowledge and skills in this field, this course analyzes different concepts and their applications in relation to equality and diversity in the classroom. In this way, this program covers the theoretical perspectives on diversity in the classroom, as well as the issue of exclusion in schools and the main factors of school failure, a direct consequence of discrimination.

Learning difficulties are also an indispensable part of this Postgraduate Certificate, since many students require attention that is more adapted to their individual needs in order to improve their educational problems. With this in mind, the program approaches a variety of needs highlighted within Special Educational Needs.

With this Postgraduate Certificate, TECH has proposed to train teachers to be able to easily and accurately handle the teaching of this educational stage. To this end, the order and distribution of the subjects and their topics is specially designed to allow each student to decide their schedule and self-manage their time. In addition, students will have access to theoretical materials presented with enriched texts, multimedia presentations, exercises and guided practical activities, motivational videos, master classes, and case studies, where they will be able to evoke knowledge in an orderly manner and practice decision-making that demonstrates their learning 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 required for the course.

This **Postgraduate Certificate in Diversity in Primary Education** includes the most complete and up-to-date educational program. The most important features include:

- ♦ The development of practical cases presented in simulated scenarios by experts in the area of knowledge, where the student will demonstrate the knowledge they have learned and demonstrate the acquisition of 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 primary school teacher
- ♦ Practical exercises where self-assessment is carried out to improve learning, as well as activities at different levels of competence
- ♦ Special emphasis on innovative methodologies in educational 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 teach you to develop your work in the field of teaching”

“*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*”

The teaching staff includes professionals from the field who contribute their experience to this 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 an immersive training experience designed to train 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, specialists will be assisted by an innovative, interactive video system created by renowned and experienced experts in the Attention to Diversity.

All you need is a computer or mobile device with an internet connection in order to access the content.

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.



02

Objectives

The Postgraduate Certificate in Diversity in Primary Education is oriented to help students develop the skills required for carrying out their work in their profession. For this purpose, we offer the most complete specialization with the support of the main experts in the field.





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Increase your skills as a Primary School Teacher thanks to the opportunity offered by TECH”



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 approach learning situations in students with Special Needs
- ♦ 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

- ♦ Offer students a general vision of the learning difficulties that could be found in the classroom
- ♦ Detect the different difficulties that students may present
- ♦ Distinguish between the different concepts, problems and learning difficulties
- ♦ Know the different learning styles and cognitive styles
- ♦ Prevent learning difficulties before they occur
- ♦ Intervene in cases of different learning problems
- ♦ Know the different terms closely related to each other and their application in the classroom
- ♦ Detect possible factors of school failure
- ♦ Acquire the necessary tools to avoid school failure
- ♦ Catch the signs of possible bullying at school
- ♦ Develop tools to encourage inclusive and intercultural schools
- ♦ Gain the skills to work with different ICTs
- ♦ Identify the different disorders in educational centers
- ♦ Develop the psychomotor functioning in childhood education

03

Structure and Content

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



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*The best content for
training 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. Learning Difficulties
 - 1.2.1. Definition and Conceptualization of Learning Difficulties (LD)
 - 1.2.2. Memory and Learning Difficulties
- 1.3. Special Educational Needs and Inclusive Education
 - 1.3.1. The Path Towards a School for Everyone
 - 1.3.2. Encouraging Inclusive Education in Early Childhood Education
- 1.4. Learning Difficulties Related to Problems in Communication, Language, Speaking and the Voice
 - 1.4.1. Oral Linguistic Pathology: Problems in the Field of Communication, Language, Speaking and the Voice
 - 1.4.2. Language Problems
 - 1.4.3. Speaking and Articulation Disorders
- 1.5. Learning Difficulties Related to Reading and Writing
 - 1.5.1. Conceptualization of Dyslexia or Specific Reading Disorders
 - 1.5.2. Characteristics of Dyslexia
 - 1.5.3. Reading Routes and Types of Dyslexia
 - 1.5.4. Intervention Steps 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 Disorder of Learning Difficulties in Mathematics
 - 1.6.2. Etiology and Course of Difficulties in the Field of Mathematics
 - 1.6.3. Types of Specific Disorders in Learning Difficulties in Mathematics
 - 1.6.4. Features of Specific Disorders in Learning Mathematics
 - 1.6.5. Intervention Stages in the Classroom for Students with Specific Disorders within Mathematics
- 1.7. Intellectual Disability
 - 1.7.1. Conceptualization of Intellectual Disability
 - 1.7.2. Detecting Intellectual Disability in the Classroom
 - 1.7.3. Special Educational Needs of Students with Intellectual Disability
 - 1.7.4. Intervention Steps in the Classroom for Students with Intellectual Disability
- 1.8. High Abilities in the Classroom: Keys for Identifying them and Educational Development
 - 1.8.1. Are High Ability Students an Educational Problem?
 - 1.8.2. The Concept of High Ability: Is it Possible to Define it?
 - 1.8.3. Identifying Students with High Abilities
 - 1.8.4. Intervention in Students with High Abilities
- 1.9. Learning Difficulties Related to Visual or Hearing Sensory Deficit
 - 1.9.1. Visual Impairment
 - 1.9.2. Features of the Development of Children with Visual Impairment
 - 1.9.3. Special Educational Needs of Children with Visual Impairment
 - 1.9.4. Educational Intervention in the Classroom for Students with Visual Impairment
 - 1.9.5. Hearing Impairment
 - 1.9.6. Detecting Students with Hearing Impairment in the Classroom
 - 1.9.7. Special Educational Needs of Children with Hearing Impairment
 - 1.9.8. Intervention Steps in the Classroom for Students with Hearing Impairment
- 1.10. Motor Coordination Difficulties or Dyspraxia
 - 1.10.1. Conceptualization of a Motor Disability
 - 1.10.2. Conceptualization of Motor Coordination Difficulties or Dyspraxia
 - 1.10.3. Detecting Dyspraxia in the Classroom
 - 1.10.4. Intervention Steps in the Classroom for Students with Dyspraxia

Module 2. Equality and Diversity in the Classroom

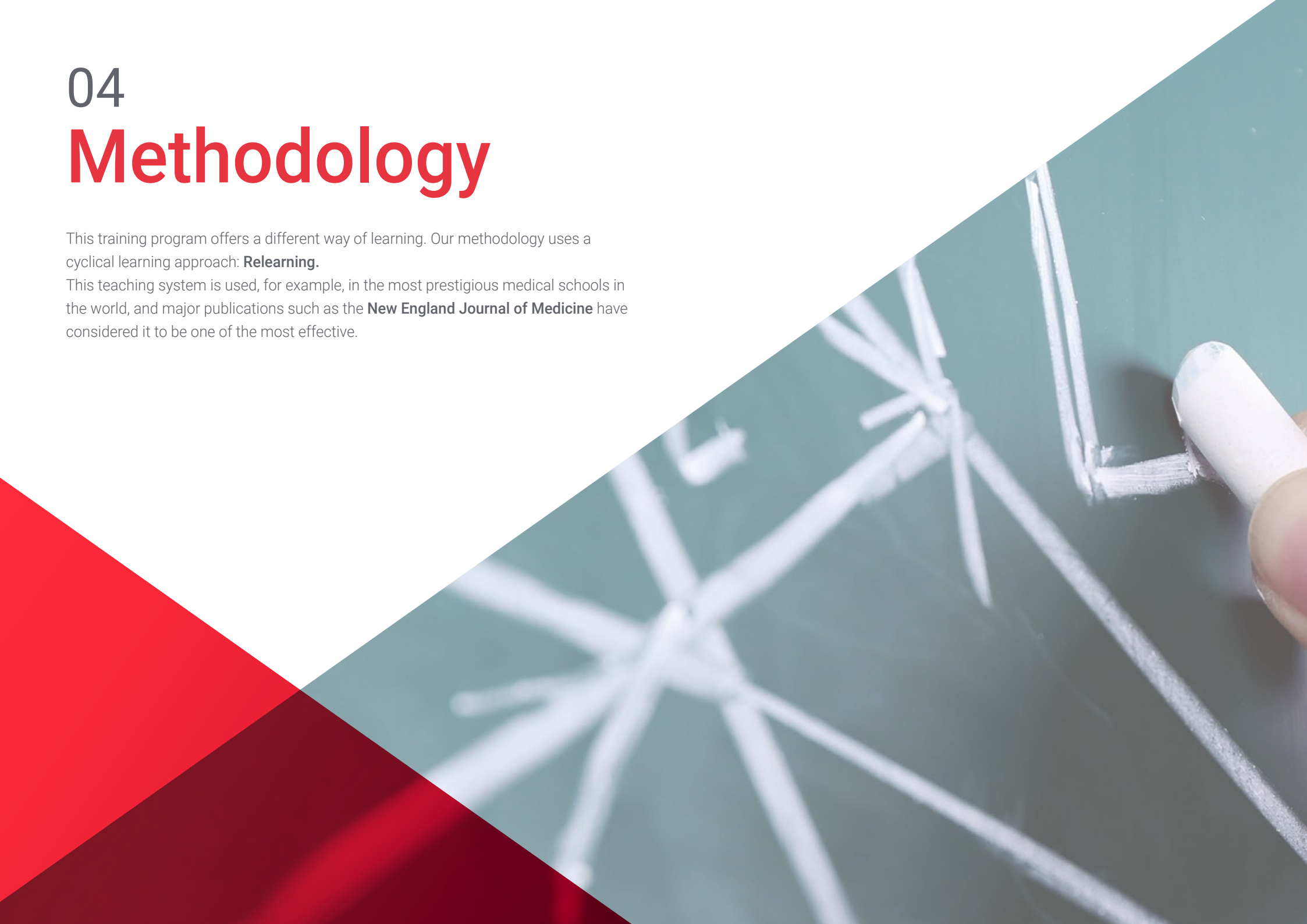
- 2.1. Basic Concepts in Terms of Equality and Diversity
 - 2.1.1. Equality, Diversity, Differences, Justice and Equity
 - 2.1.2. Diversity as Something Positive and Intrinsic to Life
 - 2.1.3. Relativism and Ethnocentrism
 - 2.1.4. Human Dignity and Human Rights
 - 2.1.5. Theoretical Perspectives on 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. Conditions of the Inclusive School
 - 2.2.3. Encouraging 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 Subjectivity
- 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 Influencing Factors in School Failure
 - 2.5.4. Bibliographical References
- 2.6. Inclusive and Intercultural School
 - 2.6.1. School as an Open Entity
 - 2.6.2. Dialogue
 - 2.6.3. Intercultural Education and Attention to Diversity
 - 2.6.4. What is an Intercultural School?
 - 2.6.5. Problems in the School Environment
 - 2.6.6. Performance
 - 2.6.7. Proposals on Interculturality to Work On in the Classroom
 - 2.6.8. Bibliographical References
- 2.7. Digital Exclusion in the Knowledge Society
 - 2.7.1. Transformations in the Information and Knowledge Society
 - 2.7.2. Access to Information
 - 2.7.3. Web 2.0: From Consumers to Creators
 - 2.7.4. Risks of the Use of ICTs
 - 2.7.5. Digital Breach: 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 Diverse Schools
 - 2.8.1. School Inclusion and Digital Inclusion
 - 2.8.2. Digital Inclusion in the School, Advantages and Requirements
 - 2.8.3. Changes in the Conception of the Education Process
 - 2.8.4. Transformations of the Roles of Teachers and Students
 - 2.8.5. ICT as an Element of Attention to Diversity
 - 2.8.6. Use of ICT for Students with Special Educational Needs
 - 2.8.7. Bibliographical References
- 2.9. Active Methodologies for Learning With ICT
 - 2.9.1. Introduction and Objectives
 - 2.9.2. ICT and the New Educational Paradigm: Personalized Education
 - 2.9.3. Active Methodologies for Effective Learning With ICT
 - 2.9.4. Learning Through Research
 - 2.9.5. Collaborative and Cooperative Learning
 - 2.9.6. Problem-Based 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. Teaching Actions for Programming the Flipped Classroom
 - 2.10.7. Digital Tools for Creating Your Flipped Class
 - 2.10.8. Flipped 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.





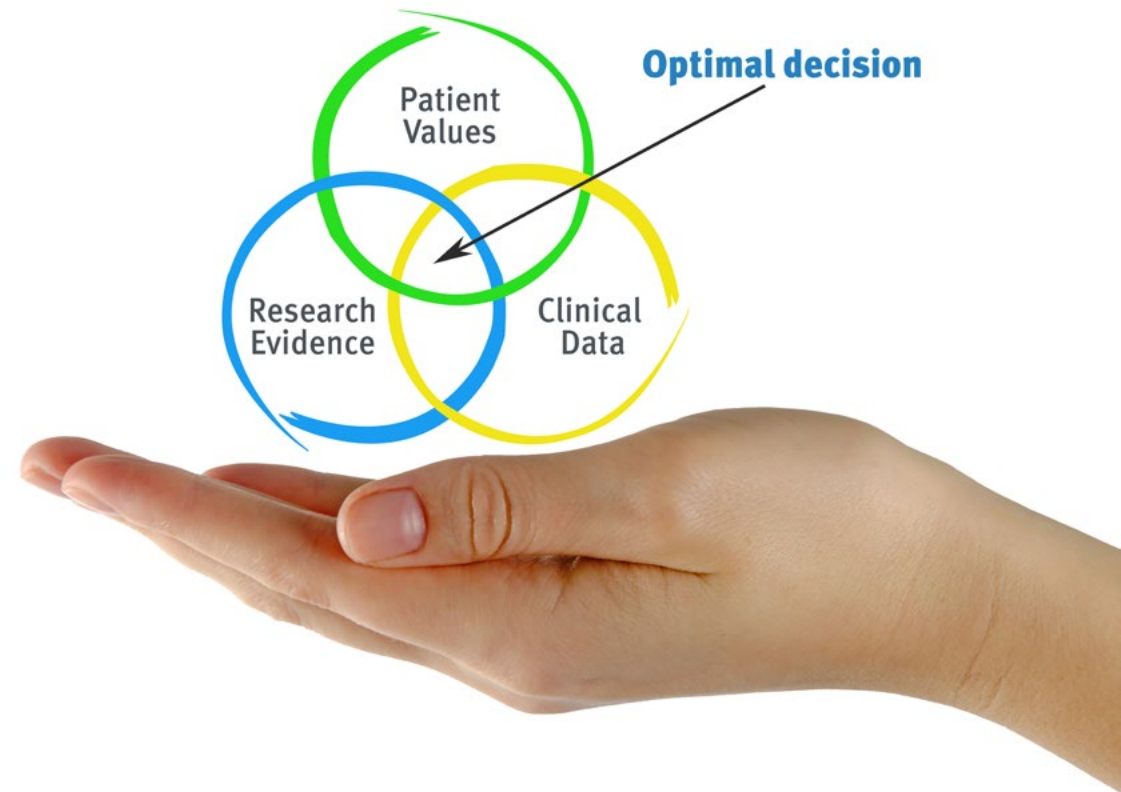
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

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.

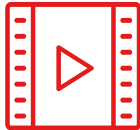
Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

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

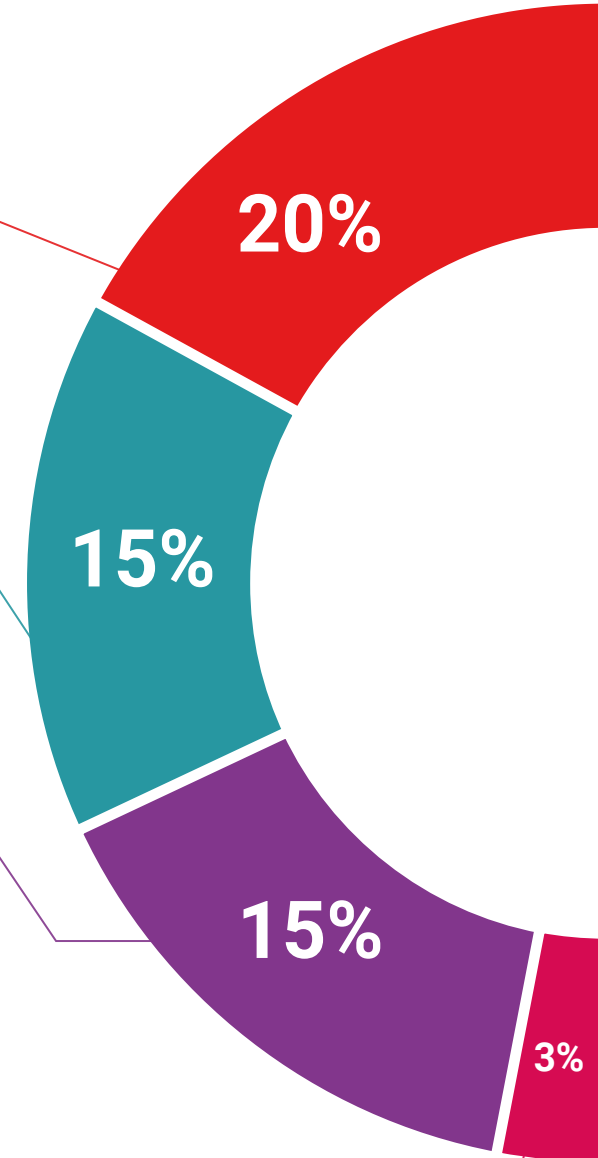
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

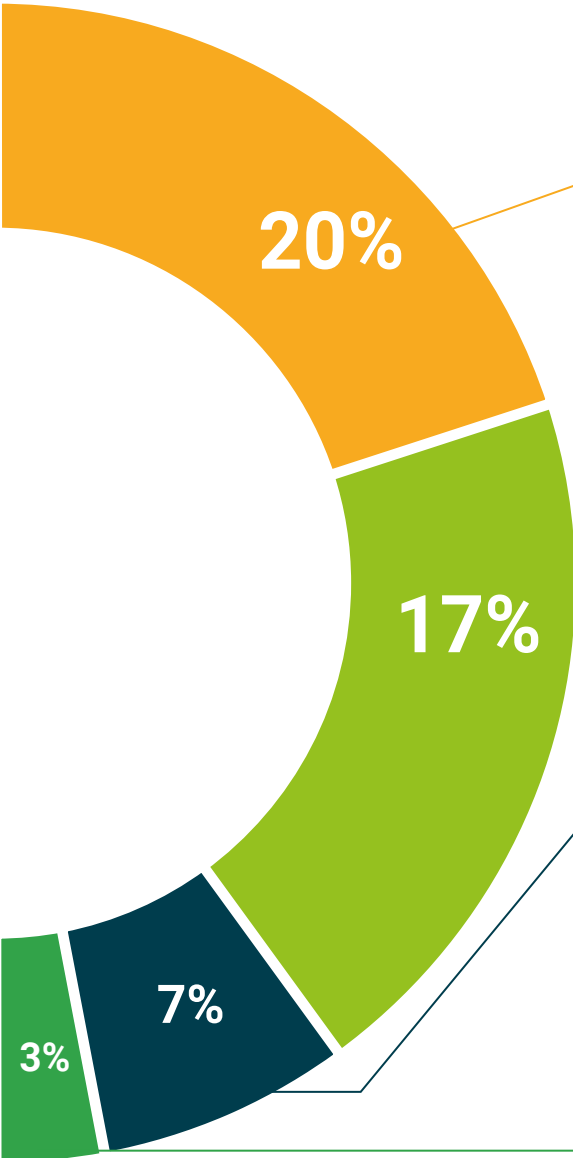
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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 Diversity 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 Diversity in Primary Education** includes 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 Diversity in Primary Education**

Official N° of Hours: **300 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.

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



Postgraduate Certificate Diversity in Primary Education

- » Modality: online
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- » Dedication: 16h/week
- » Schedule: at your own pace
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Postgraduate Certificate

Diversity in Primary Education

