

Postgraduate Certificate Educational Innovation in Primary Education





Postgraduate Certificate Educational Innovation 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/educational-innovation-primary-education

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01

Introduction

Teaching, at all educational levels, is undergoing major changes that favor the learning process of students and are favored by innovation and technological advances. However, in order to apply these digital resources in the classroom, it is necessary to have trained teachers with a high level of competence in the digital world. Train with us and give a plus of professionalism to your daily work.





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Education in the 21st century has little to do with traditional education. Digitization is now the basis of teaching and offers multiple applications to be developed in the classroom”

Innovation in education is the order of the day. New digital resources that can be applied to primary education and thus achieve more effective learning by students are emerging all the time. As a result, the education of the 21st century has different characteristics from those of the traditional school of the previous century, which have been brought about by a knowledge society that bases all its activities in an online context.

Nowadays, ICT (Information and Communication Technologies) are no longer mere instruments but have become a means to improve teaching programs, classroom dynamics, educational practices, methodologies, communications, resources and evaluations. For this reason, at TECH we have designed this Postgraduate Certificate that aims to prepare teachers to be able to successfully face the various challenges related to the effective integration of ICT in the classroom and the development of active methodologies that promote better student learning through ICT.

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 Educational Innovation 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



You will be able to self-manage your study time thanks to our 100% online mode"

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If you want to acquire a higher professional level and compete with the best, don't think twice, TECH is your university"

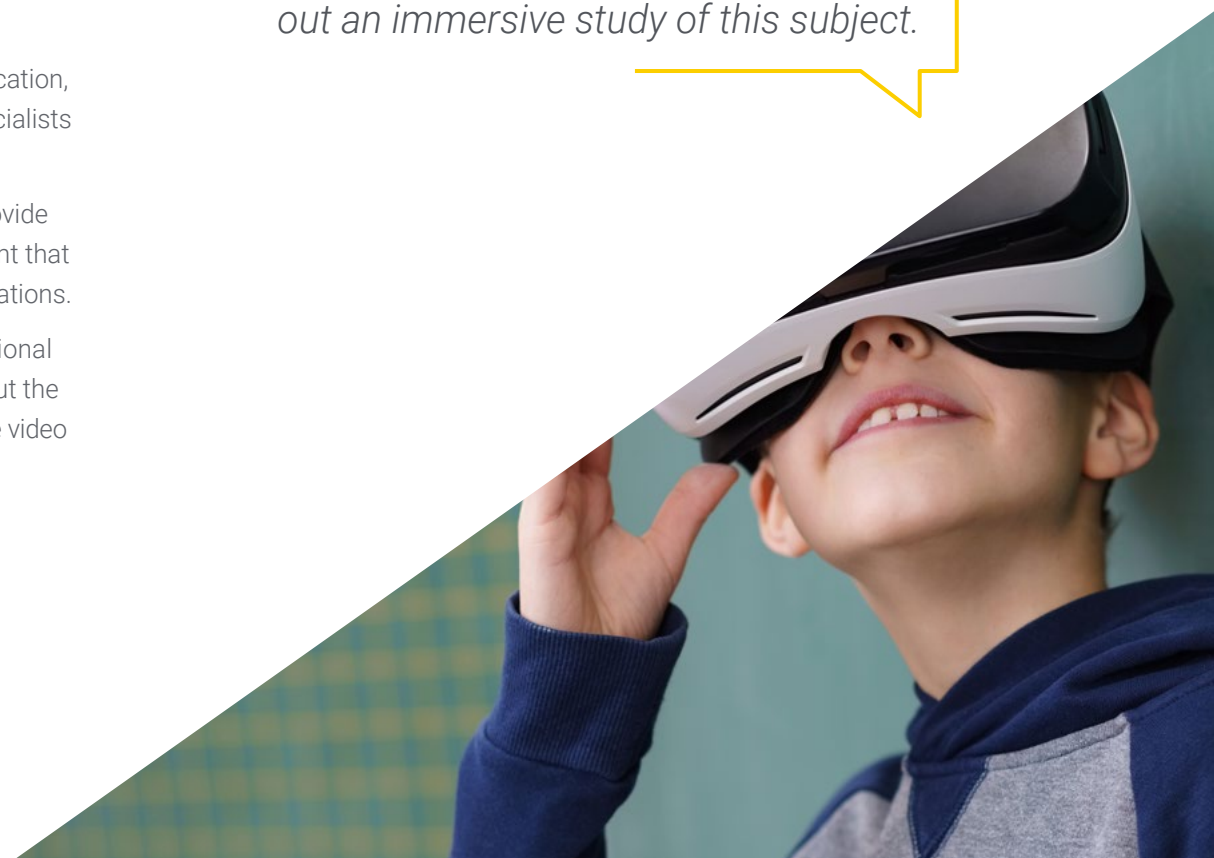
It includes in its teaching staff professionals belonging to the field of Primary Education, who pour into this training the experience of their work, as well as recognized specialists from reference societies and prestigious universities.

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 educational innovation.

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.

We offer you the best teaching methodology in the market and a complete theoretical and practical material that will help you to carry out an immersive study of this subject.



02

Objectives

The Postgraduate Certificate in Educational Innovation in Primary Education is aimed at developing in students the skills required for the exercise of their profession. For this purpose, we offer you the most complete training from leading 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 leading 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
- ♦ Recognize the importance of rules in all educational processes
- ♦ Promote participation and respect for the rules of coexistence
- ♦ Foster educational skills in teachers that will enable them to improve the way they teach their lessons



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





Specific Objectives

- ♦ 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
- ♦ To combine the different ICT in the School as an educational tool
- ♦ Identifying and discovering the importance of ongoing teacher training
- ♦ Acquire the expected skills and knowledge
- ♦ Have the attitude and a research aptitude to promote the concern for permanent professional improvement
- ♦ Be familiar with quantitative and qualitative knowledge
- ♦ Be familiar with quantitative and qualitative information
- ♦ Know how to plan and develop educational research
- ♦ Identify the techniques and instruments for educational research

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. Information Technologies Applied to Education

- 1.1. ICT, Literacy, and Digital Skills
 - 1.1.1. Introduction and Objectives.
 - 1.1.2. The School in the Knowledge Society
 - 1.1.3. ICT in the Teaching and Learning Process.
 - 1.1.4. Digital Literacy and Competencies
 - 1.1.5. The Role of the Teacher in the Classroom
 - 1.1.6. The Digital Competencies of the Teacher
 - 1.1.7. Bibliographical References
 - 1.1.8. Hardware in the Classroom: PDI, Tablets, and Smartphones.
 - 1.1.9. Internet as an Educational Resource: Web 2.0 and M-Learning
 - 1.1.10. Teachers as Part of the Web 2.0: How to Build Their Digital Identity
 - 1.1.11. Guidelines for the Creation of Teacher Profiles
 - 1.1.12. Creating a Teacher Profile on Twitter
 - 1.1.13. Bibliographical References
- 1.2. Creation of Pedagogical Content with ICT and its Possibilities in the Classroom
 - 1.2.1. Introduction and Objectives
 - 1.2.2. Conditions for Participatory Learning
 - 1.2.3. The Role of the Student in the Classroom with ICTs: Prosumer
 - 1.2.4. Content Creation in Web 2.0: Digital Tools
 - 1.2.5. The Blog as a Classroom Pedagogical Resource.
 - 1.2.6. Guidelines for the Creation of an Educational Blog
 - 1.2.7. Elements of the Blog to Make it an Educational Resource
 - 1.2.8. Bibliographical References
- 1.3. Personal Learning Environments for Teachers
 - 1.3.1. Introduction and Objectives
 - 1.3.2. Teacher Training for the Integration of ICTs
 - 1.3.3. Learning Communities
 - 1.3.4. Definition of Personal Learning Environments
 - 1.3.5. Educational Use of PLE and NLP
 - 1.3.6. Design and Creation of our Classroom PLE
 - 1.3.7. Bibliographical References
- 1.4. Collaborative Learning and Content Curation
 - 1.4.1. Introduction and Objectives
 - 1.4.2. Collaborative Learning for the Efficient Introduction of ICT in the Classroom.
 - 1.4.3. Digital Tools for Collaborative Work
 - 1.4.4. Content Curation
 - 1.4.5. Content Curation as an Educational Practice in the Promotion of Students' Digital Competences.
 - 1.4.6. The Content Curator Teacher. Scoop.it
 - 1.4.7. Bibliographical References
- 1.5. Pedagogical Use of Social Networks. Safety in the Use of ICTs in the Classroom.
 - 1.5.1. Introduction and Objectives
 - 1.5.2. Principle of Connected Learning
 - 1.5.3. Social Networks: Tools for the Creation of Learning Communities
 - 1.5.4. Communication On Social networks: Management of the New Communicative Codes
 - 1.5.5. Types of Social Networks
 - 1.5.6. How to use Social Networks in the Classroom: Content Creation
 - 1.5.7. Development of Digital Competencies of Students and Teachers with the Integration of Social Media in the Classroom
 - 1.5.8. Introduction and Objectives of Security in the Use of ICT in the Classroom
 - 1.5.9. Digital Identity
 - 1.5.10. Risks for Minors on the Internet
 - 1.5.11. Education in Values with ICT: Service-Learning Methodology (ApS) with ICT resources
 - 1.5.12. Platforms for Promoting Safety on the Internet
 - 1.5.13. Internet Safety as Part of Education: Centers, Families, Students, and Teachers and Objectives of the Safety in the Use of ICTs in the Classroom
 - 1.5.14. Bibliographical References
- 1.6. Creation of Audiovisual Content with ICT tools. PBL and ICT
 - 1.6.1. Introduction and Objectives
 - 1.6.2. Bloom's Taxonomy and ICT
 - 1.6.3. The Educational Podcast as an Educational Element
 - 1.6.4. Audio Creation
 - 1.6.5. The Image as an Educational Element

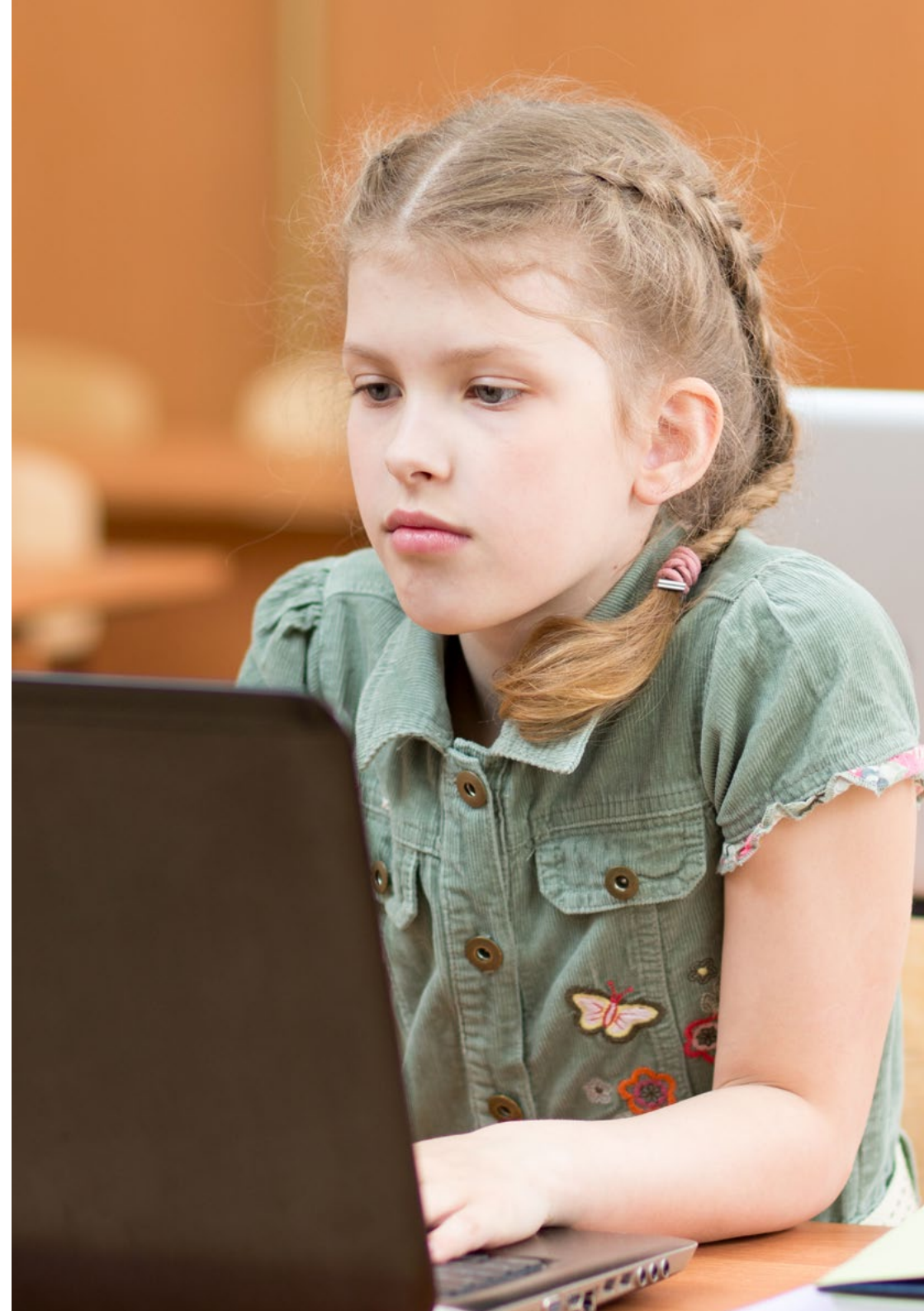
- 1.6.6. ICT Tools with Educational Use of Images
- 1.6.7. The Editing of Images with ICT: Tools for Editing
- 1.6.8. What Is PBL?
- 1.6.9. Process of Working with PBL and ICT
- 1.6.10. Designing PBL with ICT
- 1.6.11. Educational Possibilities in Web 3.0
- 1.6.12. Youtubers and Instagrmamers: Informal Learning in Digital Media
- 1.6.13. The Video Tutorial as a Pedagogical Resource in the Classroom
- 1.6.14. Platforms for the Dissemination of Audiovisual Materials
- 1.6.15. Guidelines for the Creation of an Educational Video
- 1.6.16. Bibliographical References
- 1.7. Regulations and Legislation Applicable to ICT
 - 1.7.1. Introduction and Objectives
 - 1.7.2. Data Protection Laws
 - 1.7.3. Guide of Recommendations for the Privacy of Minors on the Internet
 - 1.7.4. The Author's Rights: Copyright and Creative Commons
 - 1.7.5. Use of Copyrighted Material
 - 1.7.6. Bibliographical References
- 1.8. Gamification: Motivation and ICT in the Classroom
 - 1.8.1. Introduction and Objectives
 - 1.8.2. Gamification Enters the Classroom Through Virtual Learning Environments.
 - 1.8.3. Game-Based Learning (GBL)
 - 1.8.4. Augmented Reality (AR) in the Classroom
 - 1.8.5. Types of Augmented Reality and Classroom Experiences
 - 1.8.6. QR Codes in the Classroom: Generation of Codes and Educational Application
 - 1.8.7. Classroom Experiences
 - 1.8.8. Bibliographical References

- 1.9. Media Competency in the Classroom with ICT
 - 1.9.1. Introduction and Objectives
 - 1.9.2. Promoting the Media Competence of Teachers
 - 1.9.3. Mastering Communication for Motivating Teaching
 - 1.9.4. Communicating Pedagogical Content with ICT
 - 1.9.5. Importance of the Image as a Pedagogical Resource
 - 1.9.6. Digital Presentations as an Educational Resource in the Classroom
 - 1.9.7. Working in the Classroom with Images
 - 1.9.8. Sharing Images on Web 2.0
 - 1.9.9. Bibliographical References
- 1.10. Assessment for Learning Through ICT
 - 1.10.1. Introduction and Objectives
 - 1.10.2. Assessment for Learning Through ICT
 - 1.10.3. Evaluation tools: digital portfolio and rubrics
 - 1.10.4. Building an ePortfolio with Google Sites
 - 1.10.5. Generating Evaluation Rubrics
 - 1.10.6. Design Evaluations and Self-Evaluations with Google Forms
 - 1.10.7. Bibliographical References

Module 2. Theory and Practice of Educational Research

- 2.1. Research and Innovation in Education
 - 2.1.1. The Scientific Method
 - 2.1.2. Research in Education
 - 2.1.3. Approaches to Educational Research
 - 2.1.4. The need for Research and Innovation in Education
 - 2.1.5. Ethics in Educational Research

- 2.2. The Research Process, Stages and Modalities
 - 2.2.1. Modalities of Educational Research and Innovation
 - 2.2.2. Stages of the Research and Innovation Process
 - 2.2.3. Differences between Quantitative and Qualitative Approaches
 - 2.2.4. The Approach to Research Problems
 - 2.2.5. Planning and Development of the Research or Field Work
- 2.3. The Educational Research Process: Keys to Design and Planning
 - 2.3.1. The Approach to Research Problems
 - 2.3.2. The Approach to Research Problems
 - 2.3.3. Planning and Development of the Research or Field Work
- 2.4. The Importance of Bibliographic Research
 - 2.4.1. Selection and Justification of the Research Topic
 - 2.4.2. Possible Areas of Research in Education
 - 2.4.3. The Search for Information and Databases
 - 2.4.4. Rigor in the Use of Information Sources (Avoidance of Plagiarism).
 - 2.4.5. Keys to Elaborate the Theoretical Framework
- 2.5. Quantitative Designs: Scope of the Research and Definition of Hypotheses
 - 2.5.1. The Scope of Quantitative Research
 - 2.5.2. Hypotheses and Variables in Educational Research
 - 2.5.3. Classification of Hypotheses
- 2.6. Quantitative Designs: Types of Designs and Sample Selection
 - 2.6.1. Experimental Designs
 - 2.6.2. Quasi-Experimental Designs
 - 2.6.3. Non-Experimental (Ex Post Facto) Studies Sample Selection
- 2.7. Qualitative Designs
 - 2.7.1. What Is Understood by Qualitative Research?
 - 2.7.2. Ethnographic Research
 - 2.7.3. The Case Study
 - 2.7.4. Biographical-narrative Research
 - 2.7.5. Grounded Theory
 - 2.7.6. Action Research





- 2.8. Techniques and Instruments for Educational Research
 - 2.8.1. Data Collection: Measurement and Evaluation in Education
 - 2.8.2. Data Collection Techniques and Instruments
 - 2.8.3. Reliability and Validity: Technical Requirements for Instruments
- 2.9. Analysis of Quantitative Data and Analysis of Qualitative Data
 - 2.9.1. Statistical Analysis
 - 2.9.2. Research Variables
 - 2.9.3. Concept and Characteristics of Hypotheses
 - 2.9.4. Approach to Descriptive Statistics
 - 2.9.5. Approach to Inferential Statistics
 - 2.9.6. What Is Meant by Qualitative Analysis?
 - 2.9.7. General Process of Qualitative Data Analysis
 - 2.9.8. Categorization and Coding
 - 2.9.9. Criteria of Scientific Rigor for Qualitative Data Analysis
- 2.10. From Educational Research to the Professional Development of Educators: Current Possibilities and Challenges
 - 2.10.1. The Current Situation of Educational Research and the Specific Viewpoint of Educational Researchers
 - 2.10.2. From Educational Research to Research in the Classroom
 - 2.10.3. From Classroom Research to the Evaluation of Educational Innovations
 - 2.10.4. Educational Innovation, Ethics and the Professional Development of Educators

“ *This program is the key to advancing your professional career, don't let this opportunity pass you by*”

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 Educational Innovation 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 Educational Innovation 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 Educational Innovation 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.



Postgraduate Certificate
Educational Innovation
in Primary Education

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

Postgraduate Certificate Educational Innovation in Primary Education

