

# Postgraduate Certificate Equality and Diversity in the Classroom



## Postgraduate Certificate Equality and Diversity in the Classroom

- » Modality:online
- » Duration: 6 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/pk/education/postgraduate-certificate/equality-diversity-classroom](http://www.techtute.com/pk/education/postgraduate-certificate/equality-diversity-classroom)

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01

# Introduction

Educational equality is the most complex and relevant aspiration of this field today. Diversity in the classroom is a multifactorial reality that brings with it the need for specific adaptations that respond to all possible cases. Achieve real parity in the classroom, with opportunities that are supported by the most up-to-date systems is based on a broad understanding that sees diversity as a common characteristic, not a problem. This program provides working resources that enable the creation of useful tools for creating equality in the classroom, based on professionalism and the most complete training with TECH quality.





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*Get the training you need to promote Diversity Equality in the Classroom with this high-quality Postgraduate Certificate for teachers"*

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

Additionally, the topic of the inclusive school is addressed by analyzing its characteristics and needs. Another aspect dealt with in the program is intercultural education, which requires a specific approach that allows this type of diversity to be translated into an opportunity for growth in the classroom.

Another area of study deals with digital exclusion in this new knowledge society. An aspect that significantly compromises the evolution of the students and that is materialized in the study of the inclusion of ICT in the diverse school.

All the proposals that this Postgraduate Certificate makes available to the students of the program aim to achieve an improvement in teaching practice that translates into an increase in the quality of work of teachers and the quality of learning of students, and of the entire educational community.

For all these reasons, TECH has designed this complete program based on the pioneering Relearning methodology. A teaching process that combines real practical cases, resolution of complex situations by simulation, clinical cases, motivational videos, and interactive texts based on repetition. In this way, the graduate will acquire maximum competencies with absolute flexibility and without a pre-established timing. Moreover, the 100% online format will allow you to combine your personal and work responsibilities with the acquisition of new skills.

This **Postgraduate Certificate in Equality and Diversity in the Classroom** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ Practical case studies presented by experts
- ♦ 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
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection work
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*An incomparable step on the road to the school of the 21st century that will put you at the forefront of inclusion professionals"*

“

*This highly skilled Postgraduate Certificate will take you to the highest level of intervention capacity, making you a pillar for any educational organization"*

The program includes in its teaching staff professionals from the sector who bring to this program their work experience, as well as recognized specialists from reference societies and prestigious universities.

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

The design of this program focuses on Problem-Based Learning, by means of which professionals must try to solve the different professional practice situations that are presented to them throughout the academic year. For this purpose students will be assisted by an innovative interactive video system developed by renowned experts.

*You will delve into the different models of guidance and educational intervention, with the help of experts with extensive experience in the teaching sector.*

*Take the step and open a new avenue of development and growth in your career in teaching, specializing in Equality and Diversity in the Classroom.*



# 02

# Objectives

This Postgraduate Certificate in Equality and Diversity in the Classroom will teach students everything they need to intervene in educational centers to promote the future in this field, with real equality of opportunities. In this process, professionals will be able to access the most complete knowledge of the different mental tools and materials that provide the necessary answers to promote the improvement of any institution in this sector.







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*An exceptional Postgraduate Certificate within your reach with the quality of TECH”*



## General Objectives

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- ♦ Learn to recognize the specific needs of students and to provide useful and appropriate intervention responses
- ♦ Be able to transmit knowledge on equality and diversity, becoming a reference for an educational institution in this field

“ Set yourself on the road to a more effective, more inclusive and more realistic practice in your center”





## Specific Objectives

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- Know 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
- Develop psychomotor functioning in Early Childhood Education

# 03

## Structure and Content

The most advanced working tools in this field developed through a syllabus structured on the basis of efficiency. For this purpose, the most relevant and complete topics have been selected, with the most innovative and interesting methodologies of the moment. In an interesting way and with a constant and complete impact, it will allow professionals to grow from the first moment of the study.





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*Include in your capacity the detection, intervention, and advocacy skills of an Equality and Diversity in the Classroom specialist"*

## Module 1. Equality and Diversity in the Classroom

- 1.1. Basic Concepts of Equality and Diversity
  - 1.1.1. Equality, Diversity, Difference, Justice and Fairness
  - 1.1.2. Diversity as Something Positive and Essential to Life
  - 1.1.3. Relativism and Ethnocentrism
  - 1.1.4. Human Dignity and Human Rights
  - 1.1.5. Theoretical Perspectives on Diversity in the Classroom
  - 1.1.6. Bibliographical References
- 1.2. Evolution from Special Education to Inclusive Education in Early Childhood Education
  - 1.2.1. Key Concepts from Special Education to Inclusive Education
  - 1.2.2. Inclusive School Conditions
  - 1.2.3. Promoting Inclusive Education in Early Childhood Education
- 1.3. Characteristics and Needs in Early Childhood
  - 1.3.1. Acquisition of Motor Skills
  - 1.3.2. Acquisition of Psychological Development
  - 1.3.3. Development of Subjectivation
- 1.4. Exclusion in Schools
  - 1.4.1. The Hidden Syllabus
  - 1.4.2. Intolerance and Xenophobia
  - 1.4.3. How to Detect Bullying in the Classroom
  - 1.4.4. Bibliographical References
- 1.5. Main Factors of School Failure
  - 1.5.1. Stereotypes and Prejudices
  - 1.5.2. Self-Fulfilling Prophecies, the Pygmalion Effect
  - 1.5.3. Other Factors Influencing School Failure
  - 1.5.4. Bibliographical References
- 1.6. Inclusive and Intercultural School
  - 1.6.1. The School as an Open Entity
  - 1.6.2. Dialogue
  - 1.6.3. Intercultural Education and Attention to Diversity
  - 1.6.4. What Is Intercultural Schooling?
  - 1.6.5. Problems in the School Environment
  - 1.6.6. Performance
  - 1.6.7. Proposals on Interculturality to Work in the Classroom
  - 1.6.8. Bibliographical References



- 1.7. Digital Exclusion in the Digital Information Society
  - 1.7.1. Transformations in the Digital Information Society
  - 1.7.2. Access to Information
  - 1.7.3. Web 2.0: from Consumers to Creators
  - 1.7.4. Risks Associated with the Use of ICTs
  - 1.7.5. The Digital Divide: A New Type of Exclusion
  - 1.7.6. Education in the Face of Digital Exclusion
  - 1.7.7. Bibliographical References
- 1.8. The Inclusion of ICT in the Diverse School
  - 1.8.1. School Inclusion and Digital Inclusion
  - 1.8.2. Digital Inclusion at School, Advantages and Requirements
  - 1.8.3. Changes in the Conception of the Educational Process
  - 1.8.4. Transformations in Teacher and Student Roles
  - 1.8.5. ICT as an Element of Attention to Diversity
  - 1.8.6. The Use of ICTs for Students with Educational Developmental Support Needs
  - 1.8.7. Bibliographical References
- 1.9. Active Learning Methodologies with ICTs
  - 1.9.1. Introduction and Objectives
  - 1.9.2. ICT and the New Educational Paradigm: Personalization of Learning
  - 1.9.3. Active Methodologies for Effective ICT Learning
  - 1.9.4. Learning by Research
  - 1.9.5. Collaborative and Cooperative Learning
  - 1.9.6. Problem- and Project-Based Learning
  - 1.9.7. Flipped Classroom
  - 1.9.8. Strategies for Choosing the Right ICT for Each Methodology: Multiple Intelligences and Learning Landscapes
  - 1.9.9. Bibliographical References
- 1.10. Collaborative Learning and Flipped Classroom
  - 1.10.1. Introduction and Objectives
  - 1.10.2. Definition of Collaborative Learning
  - 1.10.3. Differences with Cooperative Learning
  - 1.10.4. Tools for Cooperative and Collaborative Learning: Padlet
  - 1.10.5. Definition of Flipped Classroom
  - 1.10.6. Teaching Actions for Flipped Programming
  - 1.10.7. Digital Tools to Create your Flipped Classroom
  - 1.10.8. Reversed Classroom Experiences
  - 1.10.9. 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

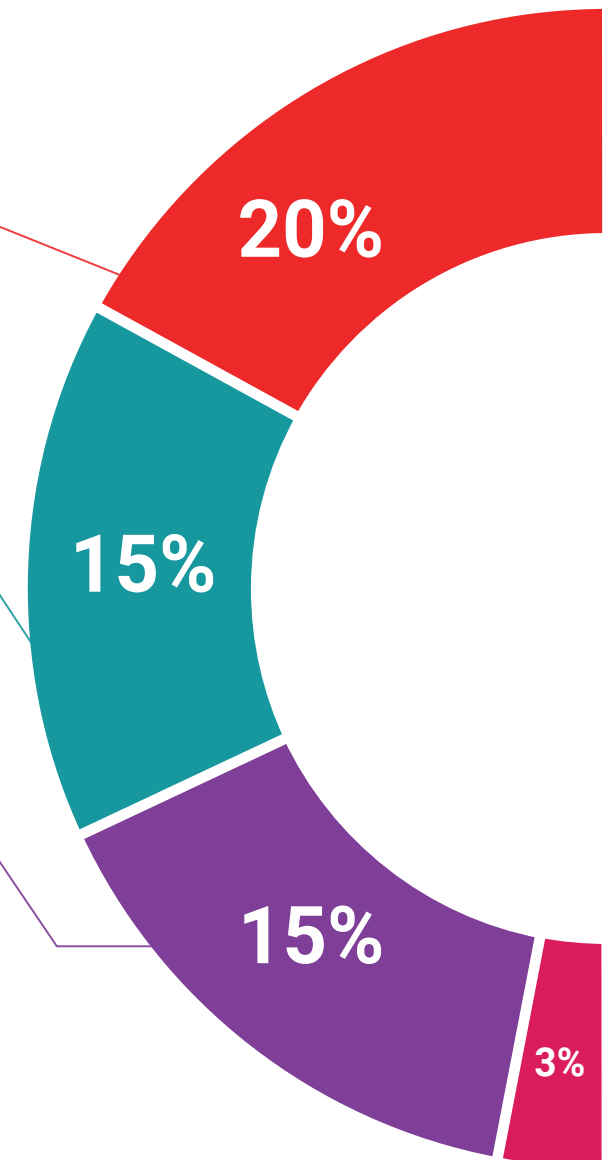
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

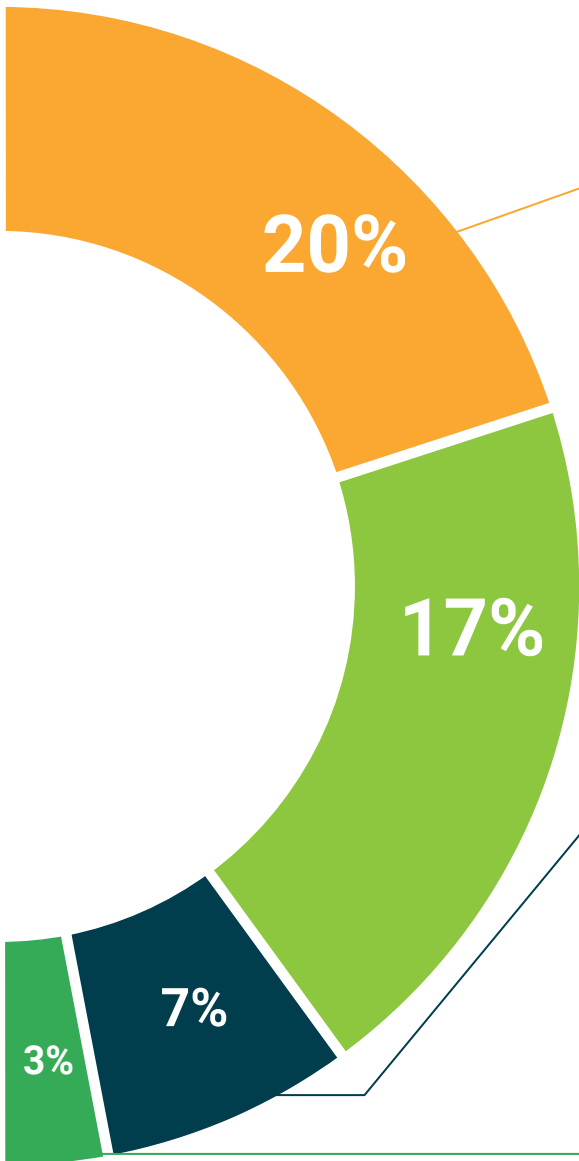
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



#### 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 Equality and Diversity in the Classroom 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 Equality and Diversity in the Classroom** 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 Equality and Diversity in the Classroom**

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.

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



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