

Postgraduate Certificate Inclusive Education Strategies





Postgraduate Certificate Inclusive Education Strategies

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

Website: www.techtitute.com/us/education/postgraduate-certificate/inclusive-education-strategies

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01

Introduction

The latest advances in Neuroeducation and Emotional Education are giving an important twist to the new methodological approaches related to the teaching and learning process in the classroom.

Professionals who want to achieve better results in the environment of specialization and diversity that characterizes the modern world must become aware of the competencies related to Emotional Intelligence and have to train them.





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This Postgraduate Certificate in Inclusive Education Strategies will generate a sense of security in the performance of your profession, which will help you grow personally and professionally”

Goleman (1995) defines emotional intelligence as "the ability to recognize our own feelings and those of others, to motivate ourselves and to adequately manage relationships" The author stresses two fundamental aspects: the capacity for self-reflection, identifying and regulating one's own emotions, and secondly, the ability to recognize emotions and feelings in others.

Without emotion there is no learning. Without emotion there is no coherent or assembled thinking, without emotion there is no sound decision making, as stated by Professor Francisco Mora (2018). Teachers have to know how the brain works and how they have to manage their own emotions and those of their students.

Educating in emotions is key to favor learning, says Begoña Ibarrola (2016). There are emotions that favor the learning process and others that hinder or even block it. In order to learn, it is necessary to develop basic cognitive processes that, due to anxiety or frustration, can interfere with learning. Addressing emotional education at all educational stages is no longer a challenge but a necessity.

Damasio (2004) considers emotions as an integral part of the rational, logical process in decision making and in carrying out an action. According to Rafael Bisquerra (2019), the practice of emotional education involves designing programs based on a theoretical framework, which, in order to put them into practice, must be carried out by properly prepared teachers. For Juan Vaello (2019), if students and teachers were emotionally competent, classrooms would be safe spaces, of exquisite coexistence and constant learning. In this sense, says the author, the attitude with which each teachers faces their work is an essential component of the situation.

Teaching is not the same as learning and for 21st century students, within a modern and constantly evolving educational paradigm, to be able to manage and share their educational experiences, educational programs and training for teachers are needed in which Socioemotional Education and the Development of both professional and personal skills are well developed, as we present in this Postgraduate Certificate.

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

- ♦ Development of practical cases presented by experts in Emotional Intelligence. 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
- ♦ News on advances in Neuroeducation and Neuroemotion
- ♦ It contains practical exercises where the self-evaluation process can be carried out to improve learning
- ♦ With special emphasis on innovative methodologies in the teaching and learning process
- ♦ All 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 Inclusive Education Strategies"

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This Postgraduate Certificate can be the best investment you can make in the selection of an update program for two reasons: in addition to updating your knowledge in Inclusive Education Strategies, you will get a certificate from TECH-Technological University”

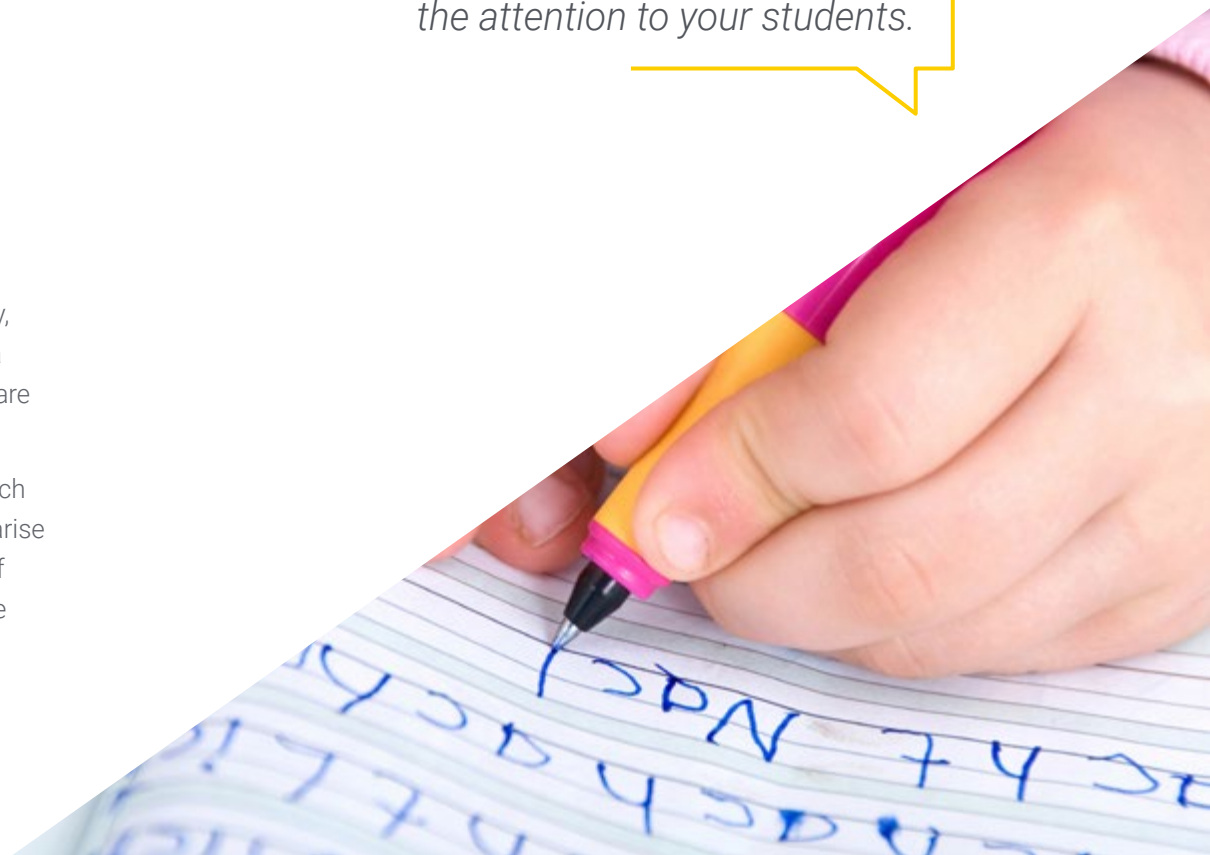
Its teaching staff includes professionals belonging to the field of teaching and pedagogy, who bring to this training the experience of their work, in addition to recognized specialists belonging to prestigious reference societies and universities.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professionals a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to prepare in real situations.

The design of this program is based on Problem-Based Learning, by means of which the student must try to solve the different situations of professional practice that arise throughout the Postgraduate Certificate. For this, the students will have the help of a novel interactive video system made by renowned experts in the field of Inclusive Education Strategies with great teaching experience.

Increase your decision-making confidence by updating your knowledge through this course.

Take the opportunity to know the latest advances in Inclusive Education Strategies and improve the attention to your students.



02

Objectives

The Postgraduate Certificate in Inclusive Education Strategies is aimed at facilitating the performance of the teaching professionals in the teaching and learning process based on neuroeducation, emotional management and action in practical cases.





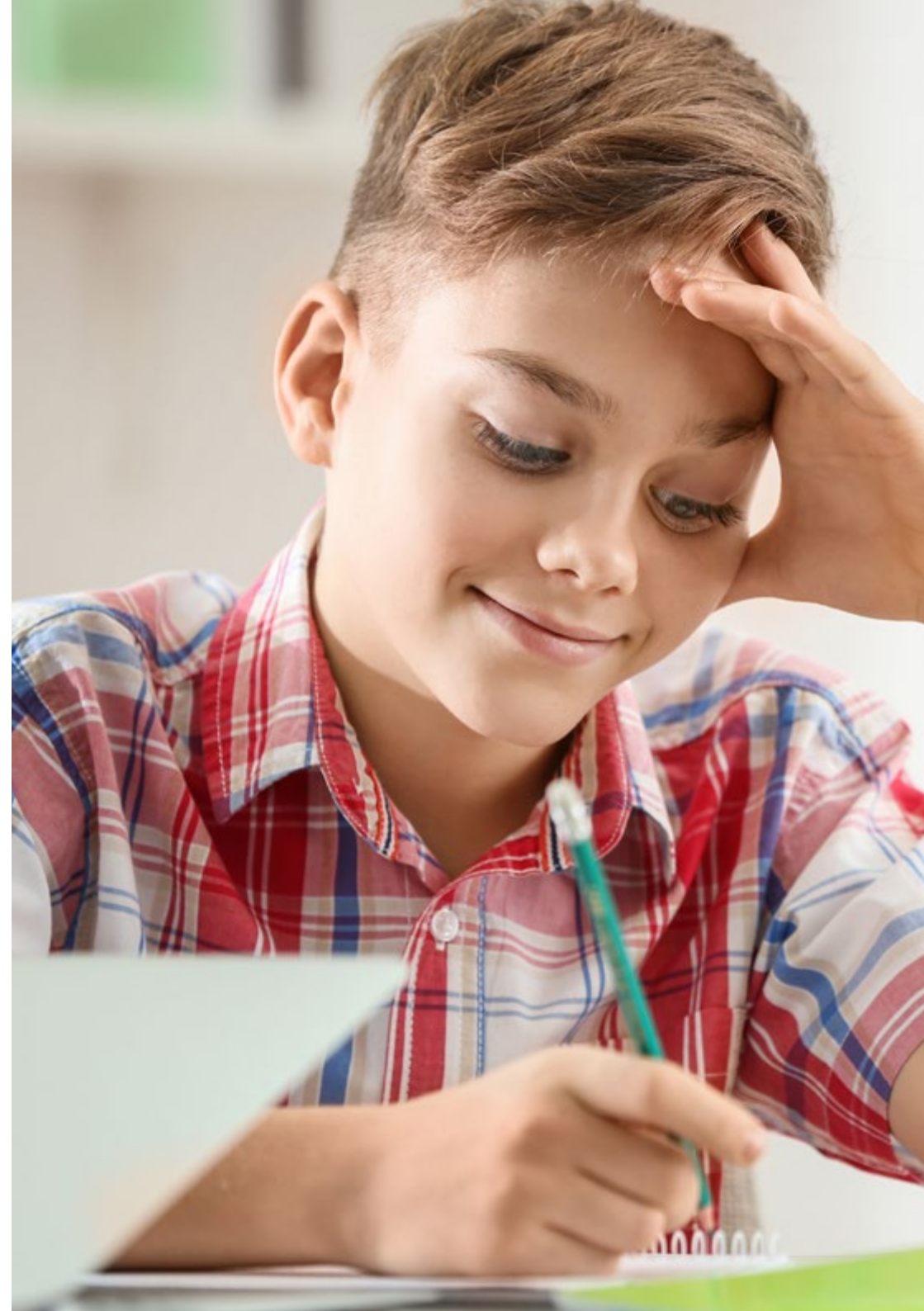
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This Postgraduate Certificate is aimed at getting you to update your knowledge in Inclusive Education Strategies, with the use of the latest educational technology, to contribute with quality and safety to the decision-making and monitoring of these students"



General Objectives

- ♦ Provide students with advanced training, of a specialized nature and based on a theoretical and instrumental knowledge that allows them to acquire and develop the competences and skills necessary to obtain a qualification as a professional of the Education with competences in teaching efficiency, motivation for learning, emotional management and classroom leadership
- ♦ Provide students with basic knowledge of the teaching and learning process in the classroom from the latest advances in Neuroscience on the emotional processes involved in education
- ♦ Improve academic performance and develop adaptation and problem-solving strategies through scientific research in cognitive-emotional and motivational processes
- ♦ Disseminate the neurocognitive bases of the development of Emotional Intelligence in order to favor the personal and social improvement of students within the framework of School Coexistence





Specific Objectives

Module 1. Emotional development and intelligence

- ♦ Understand what emotional intelligence is
- ♦ Know the elements that make up emotional intelligence
- ♦ Know the application of emotional intelligence in the company
- ♦ Be aware of the relationship between the brain and emotions and know the systems involved
- ♦ Become familiar and understand the attitude of emotionally intelligent people
- ♦ Know and be aware of the application of emotional intelligence in the different stages of life and be able to implement it
- ♦ Learn how emotional intelligence affects health states
- ♦ Be competent in applying emotional intelligence in class

Module 2. Inclusive education of the emotional and essential

- ♦ Understanding the role of the school, the education system and the different types of schools
- ♦ Know the characteristics of an inclusive school and the benefits it brings, as well as the role of the teacher
- ♦ Be aware of barriers to integration in schools
- ♦ Know and teach how emotional states influence and know the elements involved
- ♦ Be able to know the elements involved in emotional intelligence and apply it in the classroom
- ♦ Know the limitations, resources and needs to help students with motor, hearing, visual and learning disabilities

03

Course Management

The program includes in its teaching staff experts of reference in Socio-emotional Education and Interpersonal Skills that pour in this training the experience of their work. 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 reference professionals, the latest advances in procedures in the field of educational coaching and active methodologies”

Management



Ms. Beroë, Pilar

- ♦ Graduate cum laude MBA Business Management, Marketing and Communication
- ♦ Postgraduate Diploma in Development and Empowerment of Emotional Intelligence & Soft Skills
- ♦ Socio-emotional Education and Interpersonal Skills
- ♦ Personal Development & Leadership. Author, Consultant, Professor and Entrepreneur

Professors

Mr. Raúl Pérez Cutillas

- ♦ Bachelor of Psychology
- ♦ TFG research behavioral line: "Effect of the magnitude of the enhancer and the type of instruction on short-term memory" awarded first poster at the VI SAVECC Congress. October 2017



04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational institutions and universities in the country, who are aware of the relevance of up-to-date, innovative education and are committed to quality teaching using new educational technologies.





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This Postgraduate Certificate in Inclusive Education Strategies, contains the most complete and updated scientific program in the market”

Module 1. Emotional development and intelligence

- 1.1. What is Emotional Intelligence?
 - 1.1.1. Introduction
 - 1.1.2. History of emotional intelligence
 - 1.1.3. Why is emotional intelligence important?
 - 1.1.3.1. Management of happiness
 - 1.1.4. What are Emotions?
 - 1.1.4.1. Types of emotions
 - 1.1.5. Emotional strategies and skills
 - 1.1.6. Emotional understanding
 - 1.1.6.1. Empathy
 - 1.1.6.2. Assertiveness
 - 1.1.6.3. Resilience
 - 1.1.7. Intelligence
 - 1.1.7.1. Academic Intelligence
 - 1.1.7.2. Social Intelligence
 - 1.1.7.3. Emotional Intelligence
 - 1.1.8. Models of emotional intelligence
 - 1.1.8.1. Mixed Models
 - 1.1.8.2. Role Models
 - 1.1.8.3. Other Models
 - 1.1.9. Evaluation of Emotional Intelligence
 - 1.1.10. Conclusions
- 1.2. Elements of emotional intelligence (I)
 - 1.2.1. Introduction
 - 1.2.2. What is Motivation?
 - 1.2.3. Types of Motivation
 - 1.2.3.1. Primary motivation
 - 1.2.3.1.1. Hunger
 - 1.2.3.1.2. Thirst
 - 1.2.3.1.3. Sleep
 - 1.2.3.1.4. Sex
 - 1.2.3.2. Secondary motivation
 - 1.2.3.2.1. Needs
 - 1.2.3.2.2. Achievements
 - 1.2.3.2.3. Power
 - 1.2.4. Motivation and school environment
 - 1.2.5. Empathy
 - 1.2.5.1. Characteristics of the people who possess it
 - 1.2.5.2. Degree of empathy
 - 1.2.6. Empathy in the classroom
 - 1.2.6.1. Attitudes of the empathetic teacher
 - 1.2.7. Empathy and Brain
 - 1.2.7.1. Disorders
 - 1.2.7.2. Neural bases of empathy
 - 1.2.8. Violence, opposite face of empathy
 - 1.2.9. Perception
 - 1.2.9.1. The Senses
 - 1.2.9.2. Perception and Reality
 - 1.2.10. Conclusions
- 1.3. Elements of emotional intelligence (II)
 - 1.3.1. Introduction
 - 1.3.2. Self-regulation
 - 1.3.2.1. Biology of emotional self-regulation
 - 1.3.2.2. Elements that influence self-regulation
 - 1.3.2.3. Disorders and injuries
 - 1.3.3. Self-regulation and learning processes in the classroom
 - 1.3.4. Self-consciousness
 - 1.3.4.1. Features
 - 1.3.4.2. Introspection
 - 1.3.5. Social skill
 - 1.3.6. Administration of relations
 - 1.3.6.1. Leadership
 - 1.3.6.2. Influence

- 1.3.7. Assertiveness
- 1.3.8. Self-Confidence
- 1.3.9. Adaptability
- 1.3.10. Conclusions
- 1.4. Emotional intelligence in the company
 - 1.4.1. Introduction
 - 1.4.2. Importance of emotional intelligence in the company
 - 1.4.3. Emotionally intelligent manager
 - 1.4.4. Leadership
 - 1.4.5. Teamwork and collaboration
 - 1.4.6. Conflict management
 - 1.4.7. Development of others
 - 1.4.8. Work performance
 - 1.4.9. Work performance
 - 1.4.10. Conclusions
- 1.5. Brain and emotions
 - 1.5.1. Introduction
 - 1.5.2. Neuroeducation
 - 1.5.2.1. Basis and Foundations
 - 1.5.2.2. Neuroeducation in the classroom
 - 1.5.3. Emotional brain or limbic system
 - 1.5.3.1. Where emotions are produced
 - 1.5.3.2. Fear
 - 1.5.3.3. Joy
 - 1.5.4. Neurotransmitters
 - 1.5.4.1. Acetylcholine
 - 1.5.4.2. The norepinephrine and the epinephrine
 - 1.5.4.3. Dopamine
 - 1.5.4.4. Glutamate
 - 1.5.4.5. Serotonin
 - 1.5.4.6. Endorphin
 - 1.5.5. Reward circuit
 - 1.5.6. Components of the emotion
 - 1.5.6.1. Physiology of the emotion
 - 1.5.6.2. Expression of the emotion
 - 1.5.7. Fear
 - 1.5.8. Anger
 - 1.5.9. Happiness
 - 1.5.10. Conclusions
- 1.6. Attitudes of people with emotional intelligence
 - 1.6.1. Introduction
 - 1.6.2. What are skills?
 - 1.6.2.1. Positive attitude
 - 1.6.2.2. Negative attitude
 - 1.6.3. Social attitudes
 - 1.6.4. Promote positive attitude in school
 - 1.6.4.1. Positive attitudes in class
 - 1.6.4.2. Attitude of change and participation
 - 1.6.4.3. Strategies
 - 1.6.5. Attitudes in emotional intelligence
 - 1.6.6. Values, virtues and attitudes in school
 - 1.6.7. Tools for assessing attitudes
 - 1.6.7.1. Attitude scale
 - 1.6.7.2. Anecdotal record
 - 1.6.7.3. Checklist
 - 1.6.7.4. Scale of assessment
 - 1.6.8. Attitude on the job
 - 1.6.9. Attitude and conduct
 - 1.6.10. Conclusions

- 1.7. Emotional intelligence in children, adults and in old age
 - 1.7.1. Introduction
 - 1.7.2. Emotional Intelligence in babies 0 to 12 months
 - 1.7.2.1. Strategies to develop your emotional intelligence
 - 1.7.2.2. Benefits
 - 1.7.3. Emotional intelligence in children
 - 1.7.3.1. Benefits
 - 1.7.4. Help build emotional intelligence in children
 - 1.7.4.1. Work on the empathy
 - 1.7.4.2. Naming your emotions
 - 1.7.4.3. Work on social skills
 - 1.7.4.4. Communicate with the child
 - 1.7.4.5. Give importance to teamwork
 - 1.7.4.6. Work the motivation
 - 1.7.5. Emotional intelligence in adolescence
 - 1.7.5.1. Benefits
 - 1.7.5.2. Elements to work on
 - 1.7.6. Emotional intelligence in adults
 - 1.7.6.1. High levels of emotional intelligence
 - 1.7.6.2. Low levels of emotional intelligence
 - 1.7.7. Emotional intelligence and aging
 - 1.7.7.1. Benefits
 - 1.7.7.2. How to develop it
 - 1.7.8. Cognitive stimulation and emotional intelligence in the elderly
 - 1.7.9. Emotional intelligence and gender
 - 1.7.9.1. Emotional intelligence in man
 - 1.7.9.2. Emotional intelligence in women
 - 1.7.9.3. Conclusions
 - 1.7.10. Conclusions
- 1.8. Physical and mental health in emotional intelligence
 - 1.8.1. Introduction
 - 1.8.2. Emotional Health
 - 1.8.2.1. Resilience
 - 1.8.2.2. Exercise
 - 1.8.3. Emotional intelligence and physical health
 - 1.8.4. Sport and emotional intelligence
 - 1.8.5. Anxiety and emotional intelligence
 - 1.8.6. Depression and emotional intelligence
 - 1.8.7. Personality disorders and emotional intelligence
 - 1.8.8. Importance of emotional intelligence in tobacco and alcohol consumption
 - 1.8.8.1. Tobacco
 - 1.8.8.2. Alcohol
 - 1.8.9. Functional diversity and emotional intelligence
 - 1.8.9.1. Emotional education programs
 - 1.8.9.2. Benefits
 - 1.8.9.3. Emotional intelligence of parents with children with functional diversity
 - 1.8.10. Conclusions
- 1.9. Emotional Intelligence in the Classroom
 - 1.9.1. Introduction
 - 1.9.2. Importance of emotional education in the classroom
 - 1.9.2.1. Benefits
 - 1.9.3. Classroom management in emotional education
 - 1.9.4. The emotionally competent teacher
 - 1.9.4.1. The role of the master
 - 1.9.4.2. Methodology
 - 1.9.5. The emotionally competent student
 - 1.9.6. Emotional intelligence in the classroom with preschoolers
 - 1.9.6.1. Emotional Skills
 - 1.9.6.2. Benefits
 - 1.9.7. Emotional intelligence in the classroom with elementary school children
 - 1.9.7.1. Emotional Skills
 - 1.9.7.2. Benefits

- 1.9.8. Emotional intelligence in the classroom with adolescent children
 - 1.9.8.1. Emotional Skills
 - 1.9.8.2. Benefits
- 1.9.9. How to work emotions in class?
 - 1.9.9.1. Games to work emotions in class
 - 1.9.9.1.1. The box of emotions
 - 1.9.9.1.2. The Dictionaries of Emotions
 - 1.9.9.1.3. The jar of good news
 - 1.9.9.2. Resources, Strategies and Cards
- 1.9.10. Conclusions
- 1.10. Vipassana meditation
 - 1.10.1. Introduction
 - 1.10.2. Brief history of meditation
 - 1.10.3. Why do we meditate?
 - 1.10.3.1. Benefits of the meditation
 - 1.10.3.2. Problems of the meditation
 - 1.10.4. Fundamentals of vipassana meditation
 - 1.10.5. Full attention
 - 1.10.6. Meditation as a resource in the classroom
 - 1.10.7. Meditation and brain
 - 1.10.7.1. Effects of meditation on the brain
 - 1.10.8. How to practice Vipassana meditation
 - 1.10.9. Meditation and stress
 - 1.10.10. Conclusions

Module 2. Inclusive education of the emotional and essential

- 2.1. Types of schools
 - 2.1.1. Introduction
 - 2.1.1.1. Education and its importance
 - 2.1.1.1.1. Education
 - 2.1.1.1.2. Importance of education in the 21st century
 - 2.1.2. Culture
 - 2.1.2.1. Definition
 - 2.1.2.2. The culture and the school
 - 2.1.3. Educational system
 - 2.1.3.1. What it is
 - 2.1.3.2. Meaning
 - 2.1.3.3. Concept
 - 2.1.4. The school and the role of the teacher
 - 2.1.5. The school and society
 - 2.1.6. The school and the family
 - 2.1.6.1. Definition
 - 2.1.6.2. Family Involvement in the School
 - 2.1.7. Selective school
 - 2.1.8. Inclusive School
 - 2.1.9. Integrative school
 - 2.1.10. Conclusions
- 2.2. Definition and challenges of inclusive education
 - 2.2.1. Definition
 - 2.2.2. Integrative school
 - 2.2.2.1. Definition
 - 2.2.2.2. From Integration to Inclusion
 - 2.2.3. Human rights and inclusive education
 - 2.2.3.1. Principles of the rights of the child
 - 2.2.3.2. Principles of Inclusive Education
 - 2.2.4. Challenges of Inclusive Education
 - 2.2.5. Transforming special education into inclusive education
 - 2.2.6. Inclusive classrooms
 - 2.2.6.1. Features
 - 2.2.6.2. Objectives
 - 2.2.7. Family participation in inclusive education
 - 2.2.7.1. Why is family participation important in inclusive education?
 - 2.2.7.2. Actions of family action
 - 2.2.8. Teacher in inclusive education
 - 2.2.8.1. Training for educational inclusion
 - 2.2.8.2. Meet the student
 - 2.2.9. Emotional intelligence and inclusive education
 - 2.2.9.1. Definition and Objectives
 - 2.2.10. Conclusions

- 2.3. Inclusive Education
 - 2.3.1. Definition
 - 2.3.2. What is inclusive education?
 - 2.3.3. Objectives of Inclusive Education
 - 2.3.4. Characteristics of inclusive education
 - 2.3.5. Shift from special education to inclusive education
 - 2.3.5.1. Definition
 - 2.3.5.2. Special education centres
 - 2.3.5.3. Specific classrooms
 - 2.3.6. Children in situations of marginalization
 - 2.3.6.1. Gypsy children
 - 2.3.6.2. Street kids
 - 2.3.6.3. Working children
 - 2.3.6.4. Students with disabilities
 - 2.3.6.5. Indigenous people
 - 2.3.6.6. Students from rural populations
 - 2.3.7. The child with functional diversity
 - 2.3.7.1. Definition
 - 2.3.7.2. Types
 - 2.3.8. Technology for inclusive education
 - 2.3.8.1. Definition
 - 2.3.8.2. Features that technology must meet
 - 2.3.8.2.1. Ethics
 - 2.3.8.2.2. Focused on the child
 - 2.3.8.2.3. Participatory
 - 2.3.8.2.4. Adaptability
 - 2.3.8.2.5. Interoperability
 - 2.3.8.2.6. Affordable
 - 2.3.8.2.7. Sustainable
 - 2.3.8.2.8. Self-confidence
 - 2.3.9. Curriculum in inclusive education
 - 2.3.9.1. Definition
 - 2.3.9.2. Features
 - 2.3.10. Conclusions
- 2.4. Obstacles to inclusive education
 - 2.4.1. Introduction
 - 2.4.2. Exclusion
 - 2.4.2.1. Definition
 - 2.4.2.2. Educational Exclusion
 - 2.4.3. Segregation
 - 2.4.3.1. Definition
 - 2.4.4. Physical Barriers
 - 2.4.4.1. Definition
 - 2.4.4.2. Accessibility in the buildings
 - 2.4.5. Cultural barriers
 - 2.4.5.1. Definition
 - 2.4.5.2. Attitudes
 - 2.4.6. Policies
 - 2.4.7. Socio-economic barriers
 - 2.4.8. Didactic Barriers
 - 2.4.9. Teacher training in inclusive schools
 - 2.4.10. Conclusions
- 2.5. Helping a student learn has to do with understanding what their emotional state is like
 - 2.5.1. Introduction
 - 2.5.2. Learn
 - 2.5.2.1. Definition
 - 2.5.2.2. Imitation
 - 2.5.2.3. Types of Learning
 - 2.5.2.3.1. By discovery
 - 2.5.2.3.2. Receptive
 - 2.5.2.3.3. Significant
 - 2.5.2.3.4. Repetitive
 - 2.5.3. Learning and development
 - 2.5.3.1. Jean Piaget
 - 2.5.3.2. Lev S. Vygotski
 - 2.5.4. Emotions and Moods
 - 2.5.4.1. Emotions
 - 2.5.4.2. State of Mind

- 2.5.5. Importance of emotional education in the classroom
 - 2.5.5.1. Definition
 - 2.5.5.2. Objectives of emotional education
- 2.5.6. How do emotions influence learning?
 - 2.5.6.1. Definition
 - 2.5.6.2. Memory
 - 2.5.6.2.1. Short-Term Memory
 - 2.5.6.2.2. Working Memory
 - 2.5.6.2.3. Long-Term Memory
 - 2.5.6.3. Conclusions
- 2.5.7. Emotional self-regulation
 - 2.5.7.1. Definition
 - 2.5.7.2. Features
- 2.5.8. Disorders due to poor emotional regulation
 - 2.5.8.1. Definition
 - 2.5.8.2. Emotional dysregulation
 - 2.5.8.3. Emotional Disorders
- 2.5.9. Emotional regulation and neuroscience
 - 2.5.9.1. Limbic System
 - 2.5.9.2. Prefrontal Cortex
- 2.5.10. Conclusions
- 2.6. Emotional intelligence as an educational strategy
 - 2.6.1. Introduction
 - 2.6.2. Benefits of applying emotional intelligence in the classroom
 - 2.6.2.1. Definition
 - 2.6.2.2. Emotionally intelligent teacher
 - 2.6.2.3. Emotionally intelligent Students
 - 2.6.3. Motivation in the Classroom
 - 2.6.3.1. Introduction
 - 2.6.3.2. Expectations of achievement
 - 2.6.3.3. Learned helplessness
 - 2.6.3.4. The causal attribution
 - 2.6.3.5. The "Pygmalion Effect"
 - 2.6.4. Distinguish our emotions
 - 2.6.4.1. Introduction
 - 2.6.4.2. Negative emotions
 - 2.6.4.3. Positive emotions
 - 2.6.5. Skills to regulate our emotional states
 - 2.6.5.1. Introduction
 - 2.6.5.2. Relaxation
 - 2.6.5.3. Other skills
 - 2.6.6. Self-esteem
 - 2.6.6.1. Definition
 - 2.6.6.2. Games
 - 2.6.6.3. Strategies
 - 2.6.7. Empathy in the classroom
 - 2.6.7.1. Emotional empathy
 - 2.6.7.2. Cognitive empathy
 - 2.6.8. Assertiveness in the classroom
 - 2.6.8.1. Definition
 - 2.6.8.2. Bullying and Assertiveness
 - 2.6.9. Emotionally intelligent communication in class
 - 2.6.9.1. Definition
 - 2.6.9.2. Active Listening
 - 2.6.9.3. Verbal Communication
 - 2.6.9.4. Non-Verbal Communication
 - 2.6.10. Conclusions
- 2.7. Attention to motor diversity
 - 2.7.1. Introduction
 - 2.7.2. Motor Disability
 - 2.7.2.1. Definition
 - 2.7.2.2. Levels
 - 2.7.2.3. Types
 - 2.7.3. School and motor diversity
 - 2.7.3.1. Introduction
 - 2.7.3.2. Removal of architectural barriers
 - 2.7.3.3. The ability of autonomy

- 2.7.4. Access and stay resources in the center for children with motor diversity
 - 2.7.4.1. Access to the center
 - 2.7.4.2. Patio and classrooms
 - 2.7.4.3. Furniture
- 2.7.5. Educational material for children with motor diversity
 - 2.7.5.1. Definition
 - 2.7.5.2. Components
 - 2.7.5.3. Communicators
- 2.7.6. Educational Intervention
 - 2.7.6.1. Definition
 - 2.7.6.2. Curricular Adaptation
 - 2.7.6.3. Teacher training
- 2.7.7. Family and motor diversity
 - 2.7.7.1. Importance
 - 2.7.7.2. Collaboration
- 2.7.8. Socio-emotional development of children with motor diversity
 - 2.7.8.1. Definition
 - 2.7.8.2. Attachment
 - 2.7.8.3. Personal Relationships
- 2.7.9. Self-esteem and personal identity
 - 2.7.9.1. Self-esteem
 - 2.7.9.2. Personal Identity
- 2.7.10. Conclusions
- 2.8. Attention to hearing diversity
 - 2.8.1. Introduction
 - 2.8.2. Types of hearing loss
 - 2.8.3. Development of oral language
 - 2.8.3.1. Lip-facial reading
 - 2.8.3.2. Word supplemented
 - 2.8.3.3. The dactyogical alphabet
 - 2.8.3.4. Bimodal Communication
 - 2.8.4. Educational Environment
 - 2.8.4.1. Introduction
 - 2.8.4.2. Monolingual approach
 - 2.8.4.3. Bilingual approach





- 2.8.5. Assistive technology
 - 2.8.5.1. Implantable
 - 2.8.5.2. Non-implantable
- 2.8.6. The family in the emotional development of the child with hearing diversity
 - 2.8.6.1. Introduction
 - 2.8.6.2. Deaf parents
 - 2.8.6.3. Hearing parents
- 2.8.7. The school and the child with hearing diversity
 - 2.8.7.1. School for deaf children
 - 2.8.7.1.1. Advantages
 - 2.8.7.1.2. Disadvantages
 - 2.8.7.2. School Inclusion
 - 2.8.7.2.1. The atmosphere of the classroom
 - 2.8.7.2.2. Hearing aids
 - 2.8.7.2.3. Teacher guidelines
- 2.8.8. Difficulties that may arise in the social development of the child with hearing diversity
 - 2.8.8.1. Introduction
 - 2.8.8.2. Impulse Control
 - 2.8.8.3. Self-esteem
- 2.8.9. Theory of Mind
 - 2.8.9.1. Introduction
 - 2.8.9.2. Development of the theory of the mind in the child with hearing diversity
- 2.8.10. Conclusions

- 2.9. Attention to visual diversity
 - 2.9.1. Introduction
 - 2.9.2. The visual functional diversity
 - 2.9.2.1. Introduction
 - 2.9.2.2. Some alterations to consider visual function
 - 2.9.3. Classification of vision loss
 - 2.9.3.1. Blindness
 - 2.9.3.2. Low vision
 - 2.9.3.3. Legal blindness
 - 2.9.3.4. Considerations of the WHO
 - 2.9.4. Educational inclusion of the child with visual diversity
 - 2.9.4.1. Introduction
 - 2.9.4.2. Professionals involved
 - 2.9.4.2.1. Social worker
 - 2.9.4.2.2. Teacher
 - 2.9.4.2.3. Ophthalmologist
 - 2.9.4.2.4. Optical-optometrist
 - 2.9.4.2.5. Rehabilitation technician
 - 2.9.4.2.6. Instructor of Typlotechnology and Braille
 - 2.9.4.2.7. Guidance counselor
 - 2.9.4.3. Curricular Adaptation
 - 2.9.5. Braille
 - 2.9.5.1. Introduction
 - 2.9.5.2. Objective
 - 2.9.5.3. Function
 - 2.9.6. Support products for the child with visual diversity
 - 2.9.6.1. The Typlotechnology
 - 2.9.6.2. Optical, electronic and ergonomic aids
 - 2.9.7. The family and the child with visual functional diversity
 - 2.9.7.1. Importance of early intervention
 - 2.9.8. Importance of visual impairment in learning
 - 2.9.8.1. Introduction
 - 2.9.8.2. Imitation
 - 2.9.8.3. Verbalism
 - 2.9.8.4. Auditory Perception
 - 2.9.8.5. Haptic system
 - 2.9.9. Social Abilities
 - 2.9.9.1. Introduction
 - 2.9.9.2. Strategies
 - 2.9.9.3. Resolution of interpersonal problems
 - 2.9.10. Conclusions
- 2.10. Attention to diversity in students with learning difficulties
 - 2.10.1. Introduction
 - 2.10.2. Students with learning difficulties
 - 2.10.2.1. Definition
 - 2.10.2.2. Features
 - 2.10.3. Dysgraphia
 - 2.10.3.1. Definition
 - 2.10.3.2. Types
 - 2.10.3.3. Consequences on the learning
 - 2.10.4. Dyslexia
 - 2.10.4.1. Definition
 - 2.10.4.2. Types
 - 2.10.4.3. Consequences on the learning
 - 2.10.5. Aphasia
 - 2.10.5.1. Definition
 - 2.10.5.2. Types
 - 2.10.5.3. Consequences on the learning



- 2.10.6. Dyscalculia
 - 2.10.6.1. Definition
 - 2.10.6.2. Types
 - 2.10.6.3. Consequences on the learning
- 2.10.7. Techniques to help students with learning difficulties
 - 2.10.7.1. Differentiated instruction
 - 2.10.7.2. Argument by couples
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 - 2.10.7.4. Incomplete story
 - 2.10.7.5. Graphic organization
 - 2.10.7.6. Mnemonics
 - 2.10.7.7. Modeling
 - 2.10.7.8. Multisensory training
- 2.10.8. The teacher and the child with learning difficulties
 - 2.10.8.1. Definition and principles
 - 2.10.8.2. Diversified education
 - 2.10.8.3. Teaching practices
 - 2.10.8.3.1. Inverted Classroom
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 - 2.10.8.3.3. Self-learning
 - 2.10.8.3.4. Games
- 2.10.9. The family and the child with learning difficulties
- 2.10.10. Conclusions

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 Inclusive Education Strategies 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 Inclusive Education Strategies** 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 diploma 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 Inclusive Education Strategies**

Official N° of Hours: **300 h.**



*Apostille Convention. In the event that the student wishes to have their paper diploma 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 language
virtual classroom



Postgraduate Certificate Inclusive Education Strategies

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

Postgraduate Certificate Inclusive Education Strategies

