

# Postgraduate Certificate

## Introduction to the Educational Project



## Postgraduate Certificate

### Introduction to the Educational Project

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Global University
- » Credits: 12 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/education/postgraduate-certificate/introduction-educational-project](http://www.techtute.com/us/education/postgraduate-certificate/introduction-educational-project)

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# 01

# Introduction

Each educational center or school institution has the fundamental objective of ensuring that its students acquire the necessary skills depending on the field in which they find themselves. The teaching-learning process is essentially marked by the type of educational project followed by the center. Everything else are factors, methodologies, or fields that circumscribe the educational project.





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*This Postgraduate Certificate in Introduction to Educational Projects generates a sense of confidence in the performance of your profession, which will help you to grow personally and professionally"*

This program will introduce the education professional to the deep knowledge of the educational project, providing information regarding the bases on which a project is built, taking into account the main objective which is to promote the role of education in all its fields of action.

In this way, the reality of the educational project will be explored and answers will be given to important questions such as: What is an educational project? What is it for? What is its origin? Who is the target audience? What are the most important factors? Which actors are involved? What are the contents of an educational project? How is the evaluation of the project carried out?

Once introduced to the subject, the student will understand the different types of projects, as well as their purpose and function in society. On the other hand, the main knowledge techniques that allow solidifying projects such as these will be explained throughout the program. Thus, it will delve into technological and innovative projects that have had an impact on society, which have transformed schools, educational centers and schools from its different variations, being these sports, artistic and scientific projects.

It is a 100% online program that will allow the education professional to identify the action plan for the implementation of an educational project, identifying in the first instance its introduction to it. A program that will allow the student to download the material from any mobile device, without pre-established schedules or cumbersome procedures.

This **Postgraduate Certificate in Introduction to Educational Projects** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Case studies presented by experts in Introduction to Educational Projects
- ♦ 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
- ♦ Latest news on Introduction to Educational Projects
- ♦ It contains practical exercises where the self-assessment process can be carried out to improve learning
- ♦ With special emphasis on innovative methodologies in Introduction to Educational Projects
- ♦ All of 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 program in Introduction to Educational Projects”*

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*This Postgraduate Certificate is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in Types of Educational Projects, you will obtain a qualification from TECH Global University”*

It includes in its teaching staff, professionals belonging to the field of Types of Educational Projects, who bring to this program 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 program to learn in real situations.

This program is designed around Problem-Based Learning, whereby the Educators must try to solve the different professional practice situations that arise throughout the program. For this purpose, educators will be assisted by an innovative interactive video system developed by recognized experts in the field of Types of Educational Projects, with extensive teaching experience.

*Increase your decision-making confidence by updating your knowledge through this Postgraduate Certificate.*

*Take the opportunity to learn about the latest advances in Introduction to Educational Projects and improve your students' education.*



# 02

# Objectives

The program in Introduction to Educational Projects is oriented to facilitate the performance of the professional dedicated to working with students related to the educational field.







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*This program is oriented so that you can update your knowledge in Introduction to Educational Projects, with the use of the latest educational technology, to contribute with quality and confidence to the decision-making and monitoring of these students”*



## General Objectives

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- ♦ Know the most important elements of the educational project
- ♦ Specialize people in the educational field in order to improve the educational projects they use, or to develop an innovative project of their own creation or based on evidence
- ♦ Study each of the phases of programming and implementation of an educational project
- ♦ Analyze the essential factors to be taken into account in the programming and implementation of an educational project
- ♦ Get a global view of the whole process and not just a biased position
- ♦ Understand the role of each of the educational agents in each phase of the programming and implementation of the educational project
- ♦ Delve into the essential success factors of the educational project
- ♦ Become an expert to lead or participate in a quality educational project



*Take advantage of the opportunity and take the step to get up to date on the latest developments in Introduction to Educational Projects”*





## Specific Objectives

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- ◆ Understand the concept of an educational project
- ◆ Study the most popular approaches to educational projects
- ◆ Understanding the start-up of innovative educational projects
- ◆ Analyze the purpose of educational projects
- ◆ Determine the learning objectives and the process to reach them
- ◆ Evaluate possible centers where the educational project can be implemented
- ◆ Understanding which factors are key in the programming and implementation of educational projects
- ◆ Learn which agents are involved in the process of programming and implementing educational projects
- ◆ Know the most common types of educational projects in schools
- ◆ Discover the most innovative educational projects of the moment
- ◆ Understand the variety of programming and implementation possibilities with regards to educational projects
- ◆ Analyze the most common and innovative educational projects in the technological field
- ◆ Study educational projects based on the most innovative methodologies
- ◆ Understand value-centered educational projects that improve various factors of the teaching-learning process
- ◆ Determine the concept of Evidence-Based Projects

03

# Course Management

This program includes in its teaching staff reference experts in Introduction to the Educational Project, who pour into this program 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 leading professionals, the latest advances in procedures in the field of Introduction to the Educational Project”*

## Management



### Mr. Pattier Bocos, Daniel

- ◆ Specialist in educational innovation
- ◆ Researcher and university lecturer at the Faculty of Education at Complutense University of Madrid
- ◆ Finalist for Best Teacher in Spain at the Educa Abanca Awards

## Professors

### Mr. Boulind, Andrew

- ◆ Digital Learning Coordinator in the United Kingdom
- ◆ Specialist in new technologies
- ◆ Teaching collaborator at CEU Cardenal Herrera University



# 04

# Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, aware of the relevance of the program and committed to quality teaching through new educational technologies.





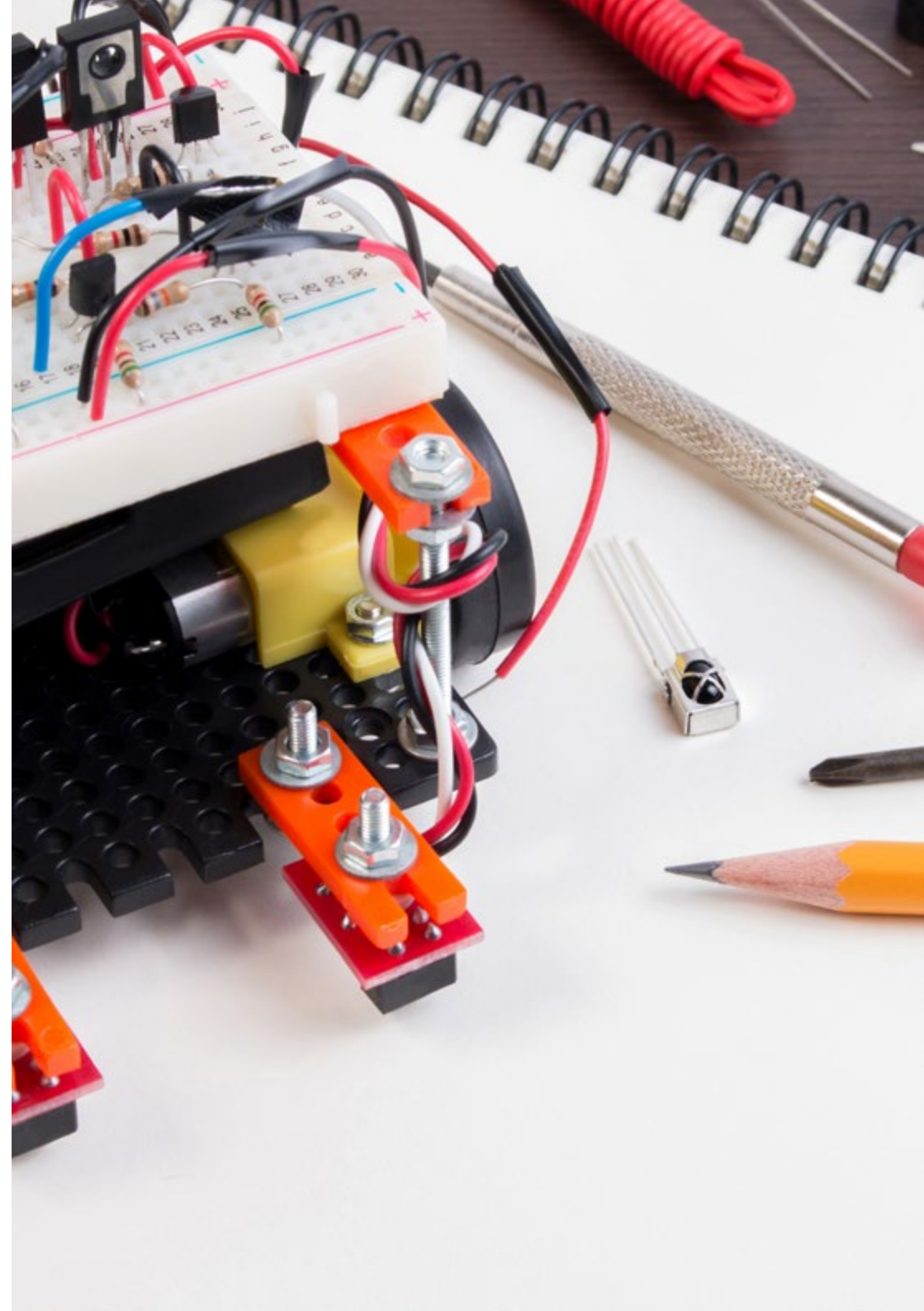


“

*This Postgraduate Certificate in Introduction to Educational Projects, contains the most complete and up-to-date program on the market”*

## Module 1. Introduction to the Educational Project

- 1.1. What Is an Educational Project?
  - 1.1.1. Description
    - 1.1.1.1. Plan the Process to Achieve the Goal
    - 1.1.1.2. Implications of the Process
    - 1.1.1.3. Presentation of Results
  - 1.1.2. Identify the Problem
  - 1.1.3. Address their Cause and Consequences
    - 1.1.3.1. SWOT Analysis
    - 1.1.3.2. Formulation of Actions
  - 1.1.4. Diagnosis of the Problematic Situation
    - 1.1.4.1. Project Location and Situation
    - 1.1.4.2. Time Management
    - 1.1.4.3. Pre-Established Objectives and Goals
  - 1.1.5. Innovative Educational Projects: Where to Start
    - 1.1.5.1. The Best Alternative
    - 1.1.5.2. Study or Diagnosis of the Problematic Situation
- 1.2. What Is It For?
  - 1.2.1. Generate Changes in the Environments
    - 1.2.1.1. Change Management
    - 1.2.1.2. Verification of the Problem and Its Solution
    - 1.2.1.3. Institutional Support
    - 1.2.1.4. Verification of Progress
    - 1.2.1.5. What Specific Student Population Is Addressed?
  - 1.2.2. Transform and Enable
    - 1.2.2.1. Social Dynamics
    - 1.2.2.2. Delimiting the Problem
    - 1.2.2.3. Topics of Common Interest
  - 1.2.3. Modifying Reality
    - 1.2.3.1. The Operating Unit



- 1.2.4. Collective Action
  - 1.2.4.1. Implementation of Collective Actions and Activities
  - 1.2.4.2. Spontaneous Activities
  - 1.2.4.3. Structured Activities
  - 1.2.4.4. Collective Action and Socialization
  - 1.2.4.5. Collective Action and Stigmatization
  - 1.2.4.6. Collective Action, Transition and Trust
- 1.3. Origin
  - 1.3.1. Planning the Process to Achieve an Educational Goal
    - 1.3.1.1. Definition of Objectives
    - 1.3.1.2. Project Justification
    - 1.3.1.3. Relevance of the Project
    - 1.3.1.4. Contribution to the Educational Community
    - 1.3.1.5. Feasibility of Implementation
    - 1.3.1.6. Limitations
  - 1.3.2. Learning Objectives
    - 1.3.2.1. Viable and Measurable
    - 1.3.2.2. Relationship between the Objectives and the Problem Posed.
- 1.4. Recipients
  - 1.4.1. Educational Projects Implemented in a Specific Center or Institution
    - 1.4.1.1. Student Body
    - 1.4.1.2. Center Needs
    - 1.4.1.3. Teachers Involved
    - 1.4.1.4. Managers
  - 1.4.2. Educational Projects Related to an Educational System
    - 1.4.2.1. Vision
    - 1.4.2.2. Strategic Objectives
    - 1.4.2.3. Political Resources
    - 1.4.2.4. Social Resources
    - 1.4.2.5. Educational Resources
    - 1.4.2.6. Regulatory Resources
    - 1.4.2.7. Financial Resources
- 1.4.3. Educational Projects that Take Place outside the Educational System
  - 1.4.3.1. Examples:
  - 1.4.3.2. Complementary Approaches
  - 1.4.3.3. Reactive/Proactive
  - 1.4.3.4. Agents of Change
  - 1.4.3.5. Public/Private
- 1.4.4. Specialized Learning Educational Projects
  - 1.4.4.1. Particular Special Educational Needs
  - 1.4.4.2. Learning as a Motivation
  - 1.4.4.3. Self-Assessment and Motivation
  - 1.4.4.4. They Learn from Research
  - 1.4.4.5. Examples: Improving Daily Life
- 1.5. Factors
  - 1.5.1. Analysis of the Educational Situation
    - 1.5.1.1. Stages
    - 1.5.1.2. Review
    - 1.5.1.3. Compiling Information
  - 1.5.2. Problem Selection and Definition
    - 1.5.2.1. Progress Check
    - 1.5.2.2. Institutional Support
    - 1.5.2.3. Delimitation
  - 1.5.3. Definition of Project Objectives
    - 1.5.3.1. Related Objectives
    - 1.5.3.2. Work Guides
    - 1.5.3.3. Analysis of Objectives
  - 1.5.4. Project Justification
    - 1.5.4.1. Relevance of the Project
    - 1.5.4.2. Utility for the Educational Community
    - 1.5.4.3. Viability

- 1.5.5. Solution Analysis
  - 1.5.5.1. Foundation
  - 1.5.5.2. Motive or Purpose
  - 1.5.5.3. Goals or Scope
  - 1.5.5.4. Context
  - 1.5.5.5. Activities
  - 1.5.5.6. Schedule
  - 1.5.5.7. Resources and Responsibilities
  - 1.5.5.8. Assumptions
- 1.5.6. Action Planning
  - 1.5.6.1. Corrective Action Planning
  - 1.5.6.2. Work Proposal
  - 1.5.6.3. Sequence of Activities
  - 1.5.6.4. Delimitations of Deadlines
- 1.5.7. Work Schedule
  - 1.5.7.1. Work Breakdown
  - 1.5.7.2. Communication Tool
  - 1.5.7.3. Identify Project Milestones
  - 1.5.7.4. Blocks of the Set of Activities
  - 1.5.7.5. Identify Activities
  - 1.5.7.6. Development of a Business Plan
- 1.5.8. Specification of Human, Material and Economic Resources
  - 1.5.8.1. Human
    - 1.5.8.1.1. Project Participants
    - 1.5.8.1.2. Roles and Functions
  - 1.5.8.2. Materials
    - 1.5.8.2.1. Resources
    - 1.5.8.2.2. Project Implementation
  - 1.5.8.3. Technologies
    - 1.5.8.3.1. Necessary Equipment.
- 1.5.9. Assessment
  - 1.5.9.1. Process Evaluation
  - 1.5.9.2. Results Evaluation
- 1.5.10. Final Report
  - 1.5.10.1. Guide
  - 1.5.10.2. Limitations
- 1.6. Agents Involved
  - 1.6.1. Students
  - 1.6.2. Parents
    - 1.6.2.1. Families
  - 1.6.3. Professors
    - 1.6.3.1. Educational Guidance Teams
    - 1.6.3.2. Faculty of the Center
  - 1.6.4. Managers
    - 1.6.4.1. Centers
    - 1.6.4.2.
    - 1.6.4.3.
    - 1.6.4.4.
  - 1.6.5. Society
    - 1.6.5.1. Social Services
    - 1.6.5.2. Municipal
    - 1.6.5.3. Associations
    - 1.6.5.4. Service-Learning Volunteering
- 1.7. Contents
  - 1.7.1. Identity Marks
    - 1.7.1.1. Micro to Macro
    - 1.7.1.2. Contribute to the Educational Community
  - 1.7.2. Features
    - 1.7.2.1. Ideological
    - 1.7.2.2. Teachings
    - 1.7.2.3. Units.
    - 1.7.2.4. Schedules
    - 1.7.2.5. Installations
    - 1.7.2.6. Professors
    - 1.7.2.7. Managers

- 1.7.3. Objectives and Commitments
  - 1.7.3.1. Goals and Objectives
  - 1.7.3.2. Involvement of the Educational World
- 1.7.4. Specific Values
  - 1.7.4.1. Broad Beans
  - 1.7.4.2. Conduits that Promote
- 1.7.5. Methodology
  - 1.7.5.1. Attention to Diversity
  - 1.7.5.2. Working on a Project A Basis
  - 1.7.5.3. Thought Based Learning
  - 1.7.5.4. Digital Learning
- 1.7.6. Organizational Structure
  - 1.7.6.1. Fundamental Objective
  - 1.7.6.2. The Mission
  - 1.7.6.3. Theory, Principles and Values
  - 1.7.6.4. Purposes and Strategies for Change
  - 1.7.6.5. Pedagogical Conception
  - 1.7.6.6. Community Environment
- 1.8. Objectives
  - 1.8.1. Teachers
    - 1.8.1.1. Counselor-Coordinator
    - 1.8.1.2. Collaborate in Modernization
  - 1.8.2. Pedagogical Approaches
    - 1.8.2.1. Effectives
    - 1.8.2.2. Rate
    - 1.8.2.3. Design
    - 1.8.2.4. Develop
    - 1.8.2.5. Putting Methods into Practice
  - 1.8.3. Training Needs
    - 1.8.3.1. Ongoing Training
    - 1.8.3.2. Pedagogies
    - 1.8.3.3. Digital Learning
    - 1.8.3.4. Educational Collaboration
    - 1.8.3.5. Methodological Strategies
    - 1.8.3.6. Educational Resources
    - 1.8.3.7. Exchanging Experiences
- 1.9. Results
  - 1.9.1. What Will Be Assessed?
    - 1.9.1.1. How Will the Examination Be Conducted?
    - 1.9.1.2. Who Will Be in Charge of Carrying It Out?
    - 1.9.1.3. When Will the Analysis Take Place?
    - 1.9.1.4. SMART Analysis: Relevance, By Addressing Significant Issues
  - 1.9.2. Global
    - 1.9.2.1. Areas
    - 1.9.2.2. Dimensions
  - 1.9.3. Reliability
    - 1.9.3.1. Reflex
    - 1.9.3.2. Measurements
    - 1.9.3.3. Supporting Objective Evidence
  - 1.9.4. Accuracy
    - 1.9.4.1. Editorial Staff
    - 1.9.4.2. Introduction
  - 1.9.5. Operability
    - 1.9.5.1. Measurement
    - 1.9.5.2. Feasible Results
    - 1.9.5.3. Consensus Assumed and Shared
- 1.10. Conclusion
  - 1.10.1. Digitization
  - 1.10.2. Collaboration
  - 1.10.3. Transformation

## Module 2. Types of Educational Projects

- 2.1. Technological Projects
  - 2.1.1. Virtual Reality
  - 2.1.2. Augmented Reality
  - 2.1.3. Mixed Reality
  - 2.1.4. Digital Whiteboards
  - 2.1.5. iPad or Tablet Project
  - 2.1.6. Cell Phones in the Classroom
  - 2.1.7. Educational Robotics
  - 2.1.8. Artificial Intelligence
  - 2.1.9. E-learning and Online Education
  - 2.1.10. 3D Printing
- 2.2. Methodological Projects
  - 2.2.1. Gamification
  - 2.2.2. Game-Based Education
  - 2.2.3. Flipped Classroom
  - 2.2.4. Project-Based Learning
  - 2.2.5. Problem-Based Learning
  - 2.2.6. Thought-Based Learning
  - 2.2.7. Skill-Based Learning
  - 2.2.8. Cooperative Learning
  - 2.2.9. Design Thinking
  - 2.2.10. Montessori Methodology
  - 2.2.11. Musical Pedagogy
  - 2.2.12. Educational Coaching
- 2.3. Value Projects
  - 2.3.1. Emotional Education
  - 2.3.2. Anti-Bullying Projects
  - 2.3.3. Projects to Support Associations
  - 2.3.4. Projects in Favor of Peace
  - 2.3.5. Projects in Favor of Stopping Discrimination
  - 2.3.6. Solidarity Projects
  - 2.3.7. Projects Against Gender Violence
  - 2.3.8. Inclusion Projects
  - 2.3.9. Intercultural Projects
  - 2.3.10. Coexistence Projects
- 2.4. Evidence-Based Projects
  - 2.4.1. Introduction to Evidence Based Projects
  - 2.4.2. Previous Analysis
  - 2.4.3. Determining the Objective
  - 2.4.4. Scientific Research
  - 2.4.5. Choosing a Project
  - 2.4.6. Local or National Contextualization
  - 2.4.7. Viability Study
  - 2.4.8. Implementation of Evidence-Based Projects
  - 2.4.9. Monitoring of Evidence-Based Projects
  - 2.4.10. Evaluation of Evidence-Based Projects
  - 2.4.11. Publication of Results
- 2.5. Artistic Projects
  - 2.5.1. The Opera as a Learning Vehicle
  - 2.5.2. Theater
  - 2.5.3. Musical Projects
  - 2.5.4. Choirs and Orchestras
  - 2.5.5. Projects on the Infrastructure of the Center
  - 2.5.6. Visual Art Projects
  - 2.5.7. Design Technology Art Projects
  - 2.5.8. Decorative Art Projects
  - 2.5.9. Street Projects
  - 2.5.10. Projects Centered on Creativity

- 2.6. Sanitary Projects
  - 2.6.1. Nursing Services
  - 2.6.2. Healthy Eating Projects
  - 2.6.3. Dental Projects
  - 2.6.4. Ophthalmic Projects
  - 2.6.5. First Aid Plan
  - 2.6.6. Emergency Plan
  - 2.6.7. Projects with External Health Framework Entities
  - 2.6.8. Personal Grooming Projects
- 2.7. Sports Projects
  - 2.7.1. Construction or Remodeling of Playgrounds
  - 2.7.2. Construction or Remodeling of Sports Facilities
  - 2.7.3. Creation of Sports Clubs
  - 2.7.4. Extracurricular Classes
  - 2.7.5. Individual Sports Projects
  - 2.7.6. Collective Sports Projects
  - 2.7.7. Sports Competitions
  - 2.7.8. Projects with External Sports Entities
  - 2.7.9. Projects for the Generation of Healthy Habits
- 2.8. Language Projects
  - 2.8.1. On-site Language Immersion Projects
  - 2.8.2. Local Language Immersion Projects
  - 2.8.3. International Language Immersion Projects
  - 2.8.4. Phonetic Projects
  - 2.8.5. Conversation Assistants
  - 2.8.6. Native Teachers
  - 2.8.7. Preparation for Official Language Exams
  - 2.8.8. Projects to Encourage Language Learning
  - 2.8.9. Exchange Projects
- 2.9. Excellence Projects
  - 2.9.1. Reading Improvement Projects
  - 2.9.2. Calculation Improvement Projects
  - 2.9.3. Foreign Language Improvement Projects
  - 2.9.4. Collaboration with Prestigious Entities
  - 2.9.5. Competitions and Prizes
  - 2.9.6. Projects for External Evaluation
  - 2.9.7. Connection with Businesses
  - 2.9.8. Preparation for Standardized Tests of Recognition and Prestige
  - 2.9.9. Excellence Projects in Culture and Sport
  - 2.9.10. Advertising
- 2.10. Other Innovation Projects
  - 2.10.1. Outdoor Education
  - 2.10.2. Youtubers and Influencers
  - 2.10.3. Mindfulness
  - 2.10.4. Peer Tutoring
  - 2.10.5. RULER Method
  - 2.10.6. School Gardens
  - 2.10.7. Learning Community
  - 2.10.8. Democratic School
  - 2.10.9. Early Stimulation
  - 2.10.10. Learning Corners



*A unique, key, and decisive program to boost your professional development”*

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.*

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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.



06

# Certificate

The Postgraduate Certificate in Introduction to Educational Projects guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.





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

This program will allow you to obtain your **Postgraduate Certificate in Introduction to Educational Projects** endorsed by **TECH Global University**, the world's largest online university.

**TECH Global University** is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Certificate in Introduction to Educational Projects**

Modality: **online**

Duration: **12 weeks**

Accreditation: **12 ECTS**



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## Postgraduate Certificate

Introduction to the  
Educational Project

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Global University
- » Credits: 12 ECTS
- » Schedule: at your own pace
- » Exams: online

# Postgraduate Certificate

## Introduction to the Educational Project

