Postgraduate Certificate

Neurosciences and Education

tech technological university

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Postgraduate Certificate

Neurosciences and Education

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

Website: **www.techtitute.com/pk/education/postgraduate-certificate/neurosciences-education**

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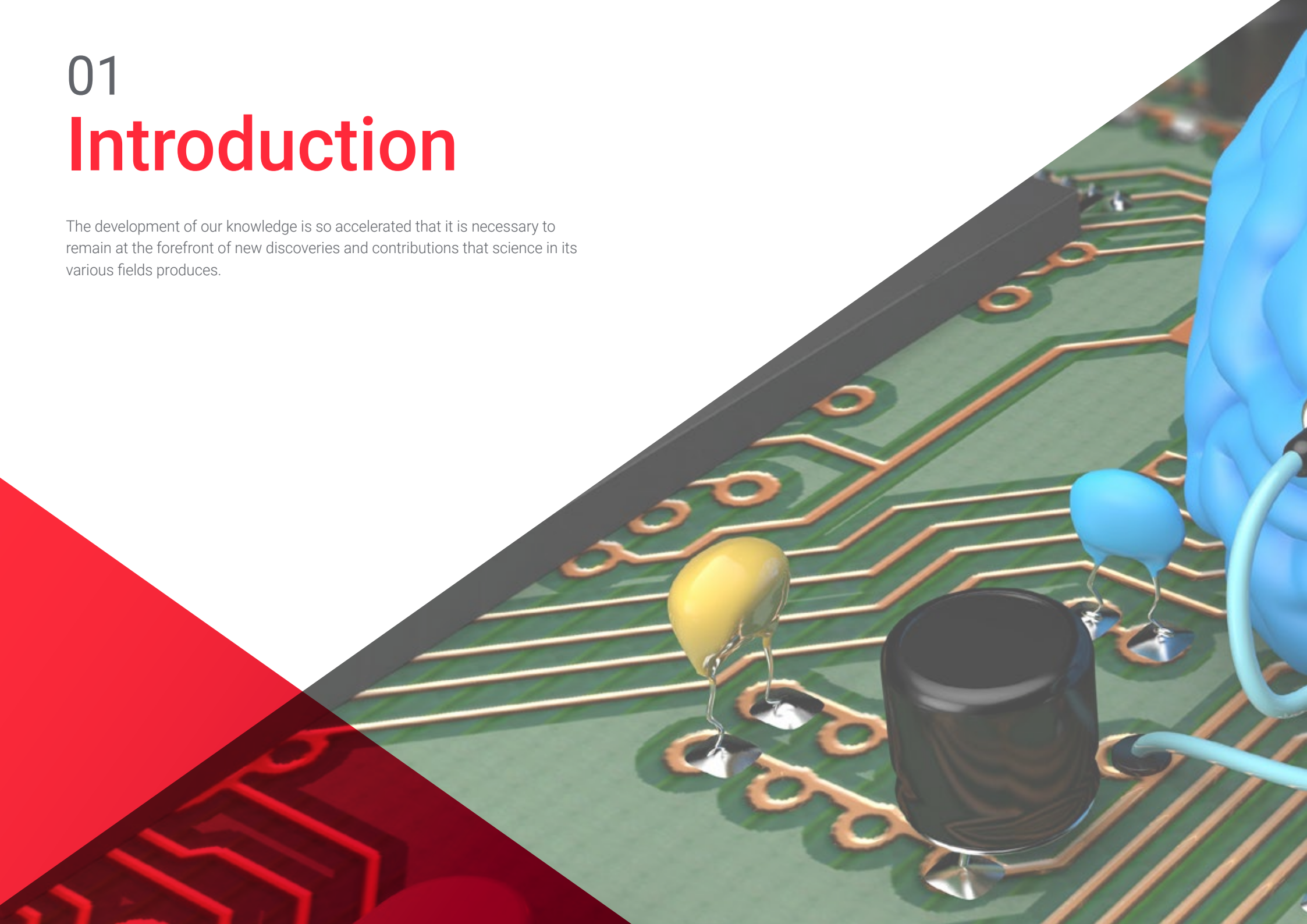
01

Introduction

The development of our knowledge is so accelerated that it is necessary to remain at the forefront of new discoveries and contributions that science in its various fields produces.



This Postgraduate Certificate in Neuroscience and Education will generate a sense of confidence in the performance of your profession, which will help you grow personally and professionally"

The long tradition of education can make it difficult to renew itself and take on board the scientific advances that nevertheless bring new methods and approaches more in line with brain functioning, the relationship between learning and emotions, the management of emotions, motivation and the development of talents.

Knowing how our brain works opens doors to new, more coherent actions in the field of education that facilitate innovation in learning and bring more excellence and well-being to the field of education.

The latest advances in Neurosciences are giving an important turn to new methodological approaches related to the teaching and learning process in the classroom.

Knowing how the brain perceives, processes, elaborates, stores and retrieves information are key aspects for any educational process.

Bringing the contributions of neuroscience closer to daily classroom practice, in relation to the latest research on the brain, is a necessity and a responsibility to be assumed by the different educational agents, who are far from having a clear understanding of how the brain works in the complex learning situations that often arise in the classroom.

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

- Case studies presented by experts in Neurosciences and Education
- 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
- New developments in Neuroscience and Education
- It contains practical exercises where the self-evaluation process can be carried out to improve learning
- With special emphasis on innovative methodologies in Neurosciences and Education
- 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 Postgraduate Certificate in Neurosciences and Education"

This Postgraduate Certificate may be the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge in Neuroscience and Education, you will obtain a degree from TECH Technological University"

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

Take the opportunity to learn about the latest advances in Neuroscience and Education and improve the attention to your students.

It includes, in its teaching staff, professionals belonging to the field of Neurosciences and Education, who pour into this education the experience of their work, in addition to recognized specialists belonging to leading societies and prestigious universities.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train in real 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. To do so, the educator will be assisted by an innovative interactive video system created by recognized experts in the field of Neurosciences and Education with extensive teaching experience.

02

Objectives

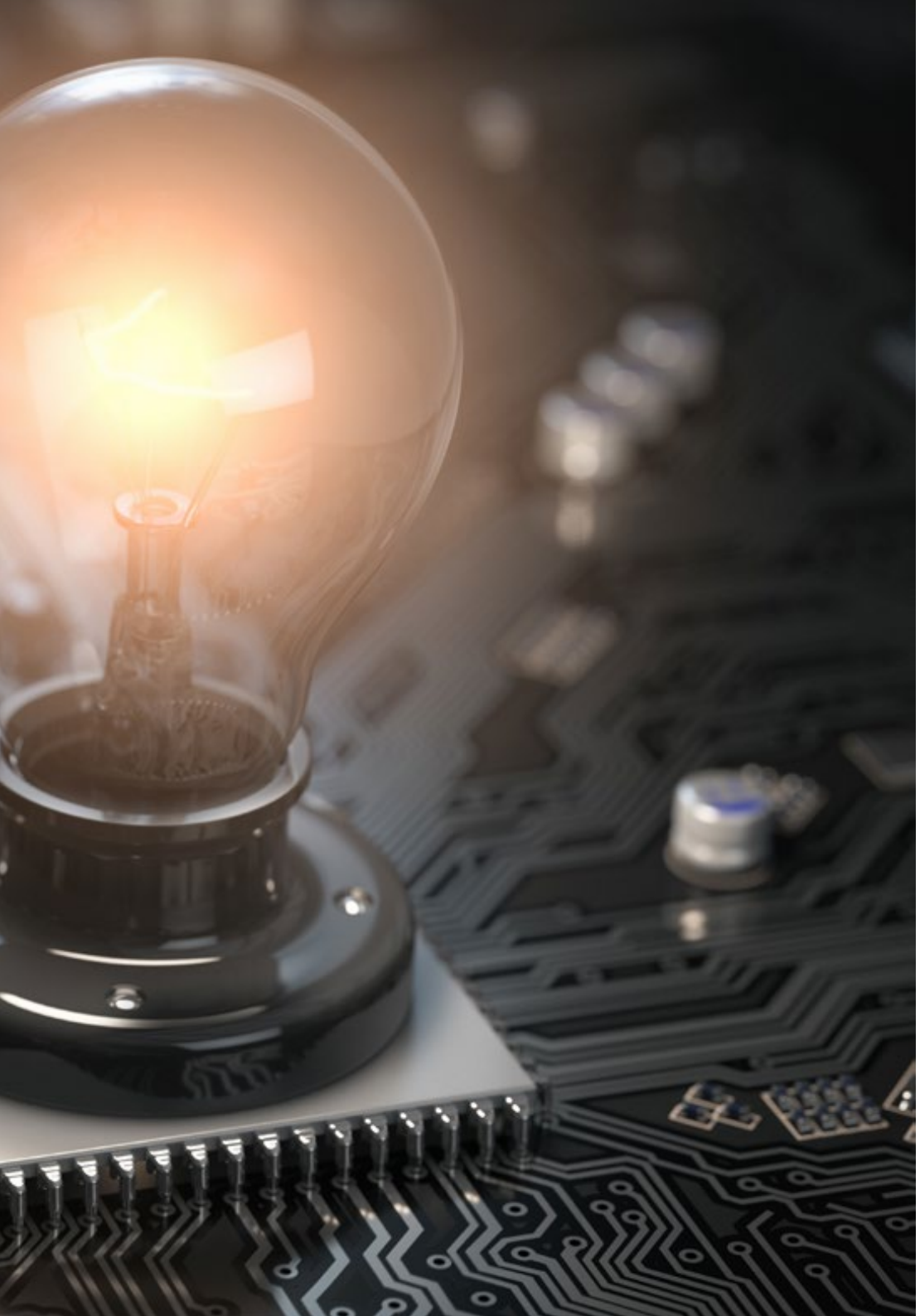
The Postgraduate Certificate in Neurosciences and Education is aimed at facilitating the performance of the professional dedicated to working with students with visual impairments.

This Postgraduate Certificate is designed to update your knowledge in Neurosciences and Education, with the use of the latest educational technology, to contribute with quality and security to the decision making and monitoring of these students"

General Objectives

- Provide students with advanced specialized training based on theoretical and instrumental knowledge
- Acquire and develop the competencies and skills necessary to obtain a qualification as an education professional with competencies in educational coaching, mediation and conflict resolution, learning motivation, emotional management and leadership

Take the opportunity and take the step to get up to date on the latest developments in Neuroscience and Education"



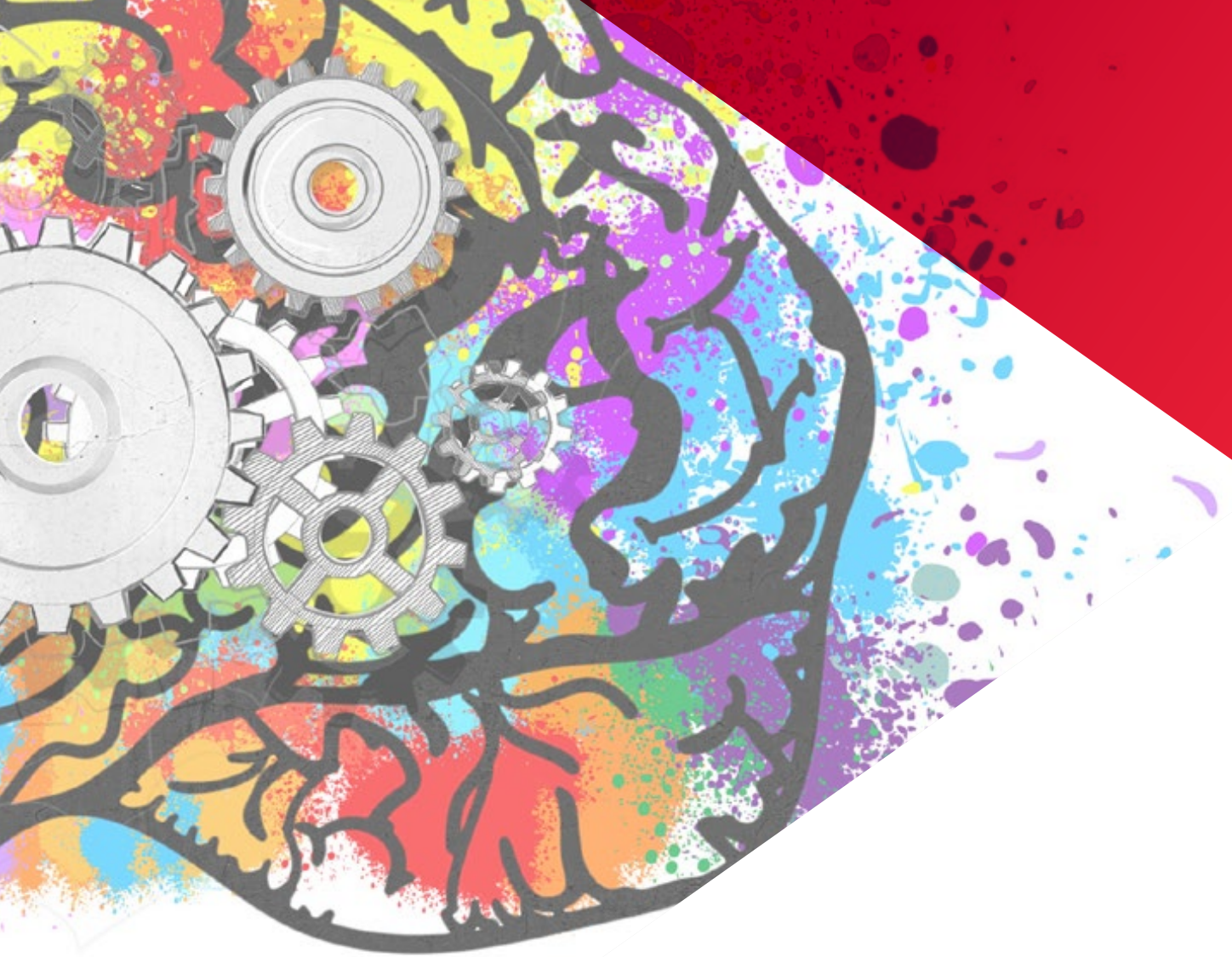
Specific Objectives

- Know the basis of Neuroscience and neuromyths in Education.
- Understand how the brain works
- Become familiar with the types and styles of learning
- Acquire the necessary skills to learn
- Learn about Emotional Intelligence and its contributions to Education.
- Know the fundamentals of Neuroeducation and its contributions to learning.
- Become familiar with and embrace the contributions of gaming and ICT to learning
- Understand the social brain and its functions
- Apply how to prepare the brain for learning
- Prevent school failure
- Practice success-oriented pedagogy
- Improve learning
- Manage emotions to learn
- Know what active methodologies are and their characteristics.
- Appreciate the role of active methodologies for educational innovation.
- Manage the basics of PBA and its application.
- Understand how thought-based learning works
- Understand how event-based and game-based learning work
- Know and appreciate the possibilities of the inverted classroom.
- Appreciate the possibilities Robotics and Programming in Education
- Know the trends of network methodologies

03

Course Management

The program includes in its teaching staff leading experts in Neurosciences and Education 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.



Learn from leading professionals the latest advances in neuroscience and education procedures"

Management

Ms. Jiménez Romero, Yolanda

- Psychopedagogist and Primary School Teacher with a major in English
- Director of the University Teaching and Educational Coaching programs at TECH Technological University
- Co-director of the programs in Language Didactics in Infant and Primary School, Language and Literature Didactics in Secondary and High School, Bilingual Didactics in Secondary and High School and Bilingual Didactics in Infant and Primary School at TECH Technological University
- Co-director and Professor of the Neurosciences Program at TECH Technological University
- Co-director of the programs in Emotional Intelligence and Vocational and Professional Guidance at TECH Technological University
- Lecturer of the Visual Skills and Academic Achievement program at TECH Technological University
- Teacher in the High Abilities and Inclusive Education program
- Educational psychologist
- Master's Degree in Neuropsychology of High Abilities
- Master's Degree in Emotional Intelligence
- Neurolinguistic Programming Practitioner

Professors

Fernández Cebrián, José María

- Teacher at the Higher Institute of Psychological Studies
- Degree in Teaching, Complutense University of Madrid
- Master's Degree in Management of Educational Centers, Antonio de Nebrija University
- Expert in Academic Management and Organization, Antonio de Nebrija University
- University Expert in Human Resources Management in Educational Institutions, CEU Cardenal Herrera

Dr Beltrán Catalán, María

- Design of training content in Jara 3.0
- Lecturer, CEU Cardenal Herrera
- PhD in Social and Legal Sciences, University of Cordoba, Spain
- Degree in Pedagogy, University of Seville
- Official Professional Master's Degree in Psychological Intervention and Research in Justice, Health and Social Welfare, University of Cordoba
- Postgraduate Diploma in High Abilities and Health in Primary Care by CEU Cardenal Herrera

Dr. Visconti Ibarra, Martin

- Director Academia Europea Bilingual School
- Ph.D. in Education and Behavioral Sciences
- Degree in Primary Education
- Master's Degree in Learning Difficulties and Cognitive Processes

Ms. Álvarez Medina, Nazaret

- Degree in Psychopedagogy, Open University of Catalonia
- Graduate in Primary Education with Mention in English Language, Camilo José Cela University
- Official Professional Master's Degree on Educational Treatment of Diversity
- Diploma in Teaching English as a Foreign Language, University of La Laguna, Spain
- Degree in Educational and Executive Coaching, Complutense University of Madrid
- Educational counselor, official in the body of secondary education teachers in the community of Madrid
- Preparer of public education competitive examinations

Ms. Jurado, Pilar

- Graduate in primary education Specialization in intercultural and learning difficulties
- Neurocoach Certified as an International Coaching Expert by INA
- Graduate in Primary Education, University of Murcia, specializing in Intercultural and learning difficulties
- Trainer in "Change Management" with tools such as Lego serious play, at Anna Fortea's High Human Performance Center

Ms. Rodrigo Soriano, Roseta

- Bachelor's Degree in Sociology, University of Granada
- Master's Degree in Marriage and Family, Institute of Family Sciences, University of Navarra
- PhD in Sociology
- International Expert Certification Course in Personal and Executive Coaching, with NLP, Neuroscience, and Emotional Intelligence, Excellent level Bachelor's Degree in Religious Sciences

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 current innovation and committed to quality teaching through new educational technologies.

This Postgraduate Certificate in Neuroscience and Education contains the most complete and up-to-date scientific program on the market"

Module 1. Coaching

1.1. What is Coaching?
- 1.1.1. An Objective-driven Process
  - 1.1.1.1. The Importance of Defining the Objective
  - 1.1.1.2. Starting from the End
  - 1.1.1.3. How to Define a SMARTER Objective?
  - 1.1.1.4. From Apparent to Real Objective
  - 1.1.1.5. Target Characteristics
- 1.1.2. A Process Among People
  - 1.1.2.1. Coaching Framework or Context
  - 1.1.2.2. The Coaching Relationship
  - 1.1.2.3. Influences in the Coaching Process
  - 1.1.2.4. Trust
  - 1.1.2.5. Respect
- 1.1.3. The Bond
- 1.1.4. A Communicative Process
  - 1.1.4.1. The Power of Language
  - 1.1.4.2. Active Listening
  - 1.1.4.3. Lack of Judgment
  - 1.1.4.4. Non-Verbal Communication
- 1.1.5. An Action-oriented Process
  - 1.1.5.1. The Importance of Action
  - 1.1.5.2. Designing an Action Plan
  - 1.1.5.3. Monitoring
  - 1.1.5.4. Assessment
  - 1.1.5.5. A Creative Process
  - 1.1.5.6. Generating Options
  - 1.1.5.7. Choosing Options

1.2. The Origins and Background of Coaching
- 1.2.1. Philosophical Origins and Maieutics
  - 1.2.1.1. Pre-Socratics
  - 1.2.1.2. The Maieutics of Socrates
  - 1.2.1.3. Plato
  - 1.2.1.4. Later Philosophical Influences
- 1.2.2. Influences of Humanistic Psychology
  - 1.2.2.1. The Basics of Humanistic Psychology
  - 1.2.2.2. Confidence in the Client's Ability
  - 1.2.2.3. Focus on Potentialities and Possibilities
- 1.2.3. Contributions of Positive Psychology
  - 1.2.3.1. The Basics of Positive Psychology
  - 1.2.3.2. Conditions for Positive Psychology
  - 1.2.3.3. Human Strengths
  - 1.2.3.4. Meaning and Purpose in Life
- 1.2.4. *The Winner Game*
  - 1.2.4.1. Deliberate Practice
  - 1.2.4.2. Improvement in Sports Performance
  - 1.2.4.3. Galwain
- 1.2.5. Orientalism
  - 1.2.5.1. Importance of the Process or Pathway
  - 1.2.5.2. Objectives as Goals
  - 1.2.5.3. Detachment from Expectations and Achievements
  - 1.2.5.4. Understanding Suffering
  - 1.2.5.5. The Power of the Present
- 1.2.6. Other Influences
  - 1.2.6.1. Systemic Psychology
  - 1.2.6.2. Gestalt Psychology
  - 1.2.6.3. The Flow Concept
  - 1.2.6.4. Zen Teachings
  - 1.2.6.5. Management
  - 1.2.6.6. Neurosciences
  - 1.2.6.7. Epigenetics

1.3. Current Schools and Trends
- 1.3.1. The American School
  - 1.3.1.1. Practical Coaching Approach
  - 1.3.1.2. Thomas Leonard
  - 1.3.1.3. Other Exponents

1.3.2. The European School
1.3.2.1. Humanistic Coaching
1.3.2.2. Jhon Whitmore
1.3.2.3. Other Exponents of European Coaching
1.3.3. The Latin American School
1.3.3.1. The Ontological Coaching Approach
1.3.3.2. Rafael Echevarría and Julio Olalla
1.3.3.3. Other Exponents of Latin American Coaching
1.4. Differences Between Coaching and Other Approaches
1.4.1. Relationship Specificities in Coaching
1.4.1.1. The Coachee's Responsibility
1.4.1.2. The Role of the Coach
1.4.1.3. Achieving Objectives
1.4.2. The Limits of Coaching
1.4.2.1. Psychological Conditions of the Coachee
1.4.2.2. The Coach's Review and Personal Work
1.4.2.3. Discomfort and Neurosis in Coaching Processes
1.4.2.4. Signs of Psychosis in the Coachee
1.4.2.5. Considerations on the Referral of the Coachee to Psychotherapy Professionals.
1.4.2.6. The Approach to Coaching Processes with Coachees in Psychiatric Treatment.
1.4.3. Cognitive-Behavioral
1.4.3.1. The Pychotherapeutic Approach
1.4.3.2. The Psychodynamic Approach
1.4.3.3. The Humanistic Approach
1.4.3.4. The Gestalt Approach
1.4.3.5. The Behavioral Approach
1.4.3.6. The Jungian Approach
1.4.3.7. Systemic Approach
1.4.3.8. Complementation of Psychotherapy in Coaching Processes
1.4.4. Mentoring
1.4.4.1. Mentoring Objectives
1.4.4.2. Relationships in Mentoring
1.4.4.3. The Power of Trust in Mentoring
1.4.4.4. Mentoring Consulting
1.4.4.5. The Limits of Mentoring
1.4.4.6. Complementation of Mentoring in Coaching Processes
1.4.5. Consulting
1.4.5.1. Consulting Relationships
1.4.5.2. The Objectives of Consulting
1.4.5.3. Complementation of Consulting in Coaching Processes
1.4.6. Counseling
1.4.6.1. Relationships in Counseling
1.4.6.2. Objectives and Scope
1.4.6.3. Complementation of Counseling in Coaching Processes
1.4.7. Empowerment
1.4.7.1. Definition
1.4.7.2. Processes
1.4.7.3. Types
1.4.8. Other Approaches
1.4.8.1. Art Therapy
1.4.8.2. Music Therapy
1.4.8.3. Drama Therapy
1.4.8.4. Dance Therapy
1.4.8.5. Body Therapies and Mind-Body Integrative Therapies
1.5. Areas of Coaching
1.5.1. Live Coaching
1.5.1.1. Personal
1.5.1.2. Family
1.5.1.3. Relationship

1.5.2. Sports Coaching
1.5.2.1. Professional Sports Coaching
1.5.2.2. Health and Fitness Coaching
1.5.2.3. Executive Coaching
1.5.2.4. Team Coaching
1.5.2.5. Business Coaching
1.5.2.6. Nutritional Coaching
1.5.2.7. Systemic Coaching
1.5.2.8. *Psycho Coaching*
1.5.2.9. Transformational Coaching
1.5.2.10. Educational Coaching

1.6. The Competences of a Coach
1.6.1. The Code of Conduct
1.6.1.1. Ecology
1.6.1.2. Confidentiality
1.6.1.3. Forming Partnerships
1.6.1.4. Creating the Bond
1.6.1.5. Honesty
1.6.1.6. Transparency
1.6.1.7. Respect
1.6.1.8. Commitment
1.6.2. In-house Skills
1.6.2.1. Self-knowledge
1.6.2.2. Vulnerability
1.6.2.3. Being proactive.
1.6.2.4. Empathy
1.6.2.5. Reflection
1.6.3. External Skills
1.6.3.1. Effective Communication
1.6.3.2. Active Listening
1.6.3.3. Admiration

1.6.3.4. Assertiveness
1.6.3.5. Feedback
1.6.3.6. Process Management
1.6.3.7. Silence
1.6.3.8. Motivation
1.6.4. Coaching Associations
1.6.4.1. International Coach Federation
1.6.4.2. Spanish Coaching Association
1.6.4.3. Spanish Association of Coaching and Process Consultancy
1.6.4.4. International Coaching Community
1.6.4.5. International Association of Coaching and Psychology
1.6.5. Coaching Qualifications and Training
1.6.5.1. Quality Training Requirements
1.6.5.2. Accredited Programs
1.6.5.3. Professional Coach Accreditation
1.6.5.4. Accreditation Process
1.6.6. The 11 ICF Core Competencies
1.6.6.1. Laying the Foundations
1.6.6.2. Co-Creating the Relationship
1.6.6.3. Communicating Effectively
1.6.6.4. Cultivating Learning and Growth
1.7. Session Structure
1.7.1. Coach and Coachee Roles
1.7.1.1. Role and Responsibilities of the Coach
1.7.1.2. Role and Responsibilities of the Coachee
1.7.1.3. The Coaching Process
1.7.1.4. Defining Objectives
1.7.1.5. Action Plan
1.7.1.6. Commitment
1.7.1.7. Partnerships
1.7.1.8. Assessment

1.7.2. Sponsor
1.7.2.1. Company, Management or Institution as Sponsor
1.7.2.2. Company and Coachee Objectives
1.7.2.3. Responsibility in the Coaching Process
1.7.3. Structure and Framework
1.7.3.1. Initial Situation
1.7.3.2. Desired Situation
1.7.3.3. Distance Between the Start and Coaching Goal
1.7.4. Partnership and Contract
1.7.4.1. The Convenience of an Alliance
1.7.4.2. The Contract and Contractual Matters
1.7.4.3. Differences and Complementarity Between Partnership and Contract
1.7.5. Types of Session According to their Purpose
1.7.5.1. On Contact
1.7.5.2. On the Starting Process
1.7.5.3. On Development
1.7.5.4. On Follow-up
1.7.5.5. On Assessment
1.7.5.6. On Closure
1.7.6. Closing the Relationship
1.7.6.1. Process Evaluation
1.7.6.2. Relationship Evaluation
1.7.6.3. Evaluating the Achievement of Objectives

1.8. Models
1.8.1. Wasick
1.8.2. PIE
1.8.3. STIR
1.8.4. GROW Model
1.8.4.1. Objective
1.8.4.2. Reality
1.8.4.3. Options
1.8.4.4. Action
1.8.5. OUTCOMES Model
1.8.5.1. Objectives
1.8.5.2. Reasons
1.8.5.3. Acting from Now
1.8.5.4. Clarifying the Difference
1.8.5.5. Generating Options
1.8.5.6. Motivating to action
1.8.5.7. Enthusiasm and Incentives
1.8.5.8. Support
1.8.6. ACHIEVES Model
1.8.6.1. Assess, Cure and Situation
1.8.6.2. Create Brainstorming of Alternatives
1.8.6.3. Hone Goals
1.8.6.4. Initiate Options
1.8.6.5. Evaluate Options
1.8.6.6. Validate Action Program
1.8.6.7. Entourage Momentum

1.9. Coactive Coaching
1.9.1. Fundamentals of Coactive Coaching
1.9.2. The Coactive Coaching Model
1.9.3. The Coactive Coaching Relationship
1.9.4. Contexts
1.9.4.1. Listening
1.9.4.2. Intuition
1.9.4.3. Curiosity
1.9.4.4. Pushing and Deepening
1.9.4.5. Self-Management
1.9.5. Principles and Practices
1.9.5.1. Fullness
1.9.5.2. Process
1.9.5.3. Balance
1.9.5.4. Combining

1.10. Coaching as a tool for the development of Groups, Companies and Communities
- 1.10.1. Current Challenges for Companies and Institutions
- 1.10.2. Organizational Coaching
- 1.10.3. Company Objectives
- 1.10.4. Coaching Services for Companies
  - 1.10.4.1. Executive
  - 1.10.4.2. Specific Training Programs
  - 1.10.4.3. Shadow Coaching
  - 1.10.4.4. Group Coaching
  - 1.10.4.5. (Systemic) Team Coaching
  - 1.10.4.6. Psychometric Diagnostic Tools
  - 1.10.4.7. Motivation and values
- 1.10.5. Psychometric Diagnostic Tools
  - 1.10.5.1. MBTI
  - 1.10.5.2. FIRO-B
  - 1.10.5.3. Feedback 360
  - 1.10.5.4. DISC
  - 1.10.5.5. Belbin
    - 1.10.5.5.1. Evolution in Systems and Communities
    - 1.10.5.5.2. Change and Innovation through Coaching
    - 1.10.5.5.3. Basic Coaching Tools
      - 1.10.5.5.3.1. Personal Life Wheel
      - 1.10.5.5.3.2. Teaching Wheel
      - 1.10.5.5.3.3. Student Wheel
      - 1.10.5.5.3.4. Personal SWOT Analysis
      - 1.10.5.5.3.5. Johari Window
      - 1.10.5.5.3.6. The GROW Model
      - 1.10.5.5.3.7. Circle of Control, Influence, and Concern
      - 1.10.5.5.3.8. Head, Heart, Belly
      - 1.10.5.5.3.9. VAK

Module 2. Active methodologies and innovation

2.1. Active Methodologies
- 2.1.1. What are Active Methodologies?
- 2.1.2. Keys for Methodological Development from the Students Activity
- 2.1.3. Relationship Between Learning and Active Methodologies
- 2.1.4. History of Active Methodologies
  - 2.1.4.1. From Socrates to Pestalozzi
  - 2.1.4.2. Dewey
  - 2.1.4.3. Institutions Promoting Active Methodologies
    - 2.1.4.3.1. The Free Institution of Education
    - 2.1.4.3.2. The New School
    - 2.1.4.3.3. The Unique Republican School

2.2. Project Based Learning, Problems and Challenges
- 2.2.1. Travel Companions Cooperation Between Teachers
- 2.2.2. Phases of PBL Design
  - 2.2.2.1. Tasks, Activities and Exercises
  - 2.2.2.2. Rich Socialization
  - 2.2.2.3. Research Tasks
- 2.2.3. Phases of PBL Development
  - 2.2.3.1. Benjamin Bloom's Theories
  - 2.2.3.2. Blooms Taxonomy.
  - 2.2.3.3. Bloom's Taxonomy revised
  - 2.2.3.4. Bloom's Pyramid
  - 2.2.3.5. David A. Kolb's Theory: Experience-Based Learning
  - 2.2.3.6. Kolb's Cycle
- 2.2.4. The Final Product
  - 2.2.4.1. Types of Final Product
- 2.2.5. Evaluation in PBL
  - 2.2.5.1. Evaluation Techniques and Instruments
  - 2.2.5.2. Observation
  - 2.2.5.3. Performance
  - 2.2.5.4. Questions
- 2.2.6. Practical Examples PBL Projects

2.3. Thought Based Learning
- 2.3.1. Basic Principles
  - 2.3.1.1. Why, How and Where to Improve Thought?
  - 2.3.1.2. Thought Organizers
  - 2.3.1.3. The Infusion with the Academic Curriculum
  - 2.3.1.4. Attention to Skills, Processes and Disposition
  - 2.3.1.5. The Importance of Being Explicit
  - 2.3.1.6. Attention to Metacognition
  - 2.3.1.7. Learning Transfer
  - 2.3.1.8. Construct an Infused Program
  - 2.3.1.9. The Need for Continuous Personal Development
- 2.3.2. Teach to Think TBL
  - 2.3.2.1. Collaborative Creation of Thought Maps
  - 2.3.2.2. Thinking Skills
  - 2.3.2.3. Metacognition
  - 2.3.2.4. Thought Design

2.4. Event Based Learning
- 2.4.1. Approach to the Concept
- 2.4.2. Basis and Foundations
- 2.4.3. The Pedagogy of Sustainability
- 2.4.4. Benefits of Learning

2.5. Play Based Learning
- 2.5.1. Games as Learning Resources
- 2.5.2. Gamification
  - 2.5.2.1. What is Gamification?
  - 2.5.2.2. Fundamentals
  - 2.5.2.3. Narration
  - 2.5.2.4. Dynamics
  - 2.5.2.5. Mechanisms
  - 2.5.2.6. Components.
  - 2.5.2.7. Insignias
  - 2.5.2.8. Gamification Apps
  - 2.5.2.9. Examples:
  - 2.5.2.10. Criticisms of Gamification, Limitations and Common Errors
- 2.5.3. Why use Videogames in Education?
- 2.5.4. Types of Players According to the Richard Bartle Theory
- 2.5.5. *Escape Rooms/Breakedu*, an Organizational way of Understanding Education

2.6. The *Flipped Classroom*
- 2.6.1. Organization of Working Time
- 2.6.2. Advantages of the Flipped Classroom
  - 2.6.2.1. How can I Effectively Teach using Flipped Classrooms?
- 2.6.3. Disadvantages of the Flipped Classroom Focus
- 2.6.4. The Four Pillars of the Flipped Classroom
- 2.6.5. Resources and Tools
- 2.6.6. Practical Examples

2.7. Other Trends in Education
- 2.7.1. Robotics and Programming in Education
- 2.7.2. *e-learning, Micro-learning* and Other Online Trends
- 2.7.3. Neuro-education Based Learning

2.8. Free, Natural Methodologies based on Individual Development
- 2.8.1. Waldorf Methodology
  - 2.8.1.1. Methodological Basis
  - 2.8.1.2. Strengths, Opportunities and Weaknesses
- 2.8.2. Maria Montessori, the Pedagogy of Responsibility
  - 2.8.2.1. Methodological Basis
  - 2.8.2.2. Strengths, Opportunities and Weaknesses
- 2.8.3. *Summerhill*, a Radical View on How to Educate Methodological Foundations
  - 2.8.3.1. Methodological Basis
  - 2.8.3.2. Strengths, Opportunities and Weaknesses

2.9. Educational Inclusion
- 2.9.1. Is there Innovation without Inclusion?
- 2.9.2. Cooperative Learning
  - 2.9.2.1. Principles
  - 2.9.2.2. Group Cohesion
  - 2.9.2.3. Simple and Complex Dynamics
- 2.9.3. Shared Teaching
  - 2.9.3.1. Ratio and Attention to Students
  - 2.9.3.2. Teaching coordination as a strategy for student improvement
- 2.9.4. Multilevel Teaching
  - 2.9.4.1. Definition
  - 2.9.4.2. Models
- 2.9.5. Universal Learning Design
  - 2.9.5.1. Principles
  - 2.9.5.2. Guidelines
- 2.9.6. Inclusive Experiences
  - 2.9.6.1. Rome Project
  - 2.9.6.2. Interactive Groups
  - 2.9.6.3. Dialogue Talks
  - 2.9.6.4. Learning Communities
  - 2.9.6.5. Includ-ED Project

A unique, key, and decisive training experience 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.

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:

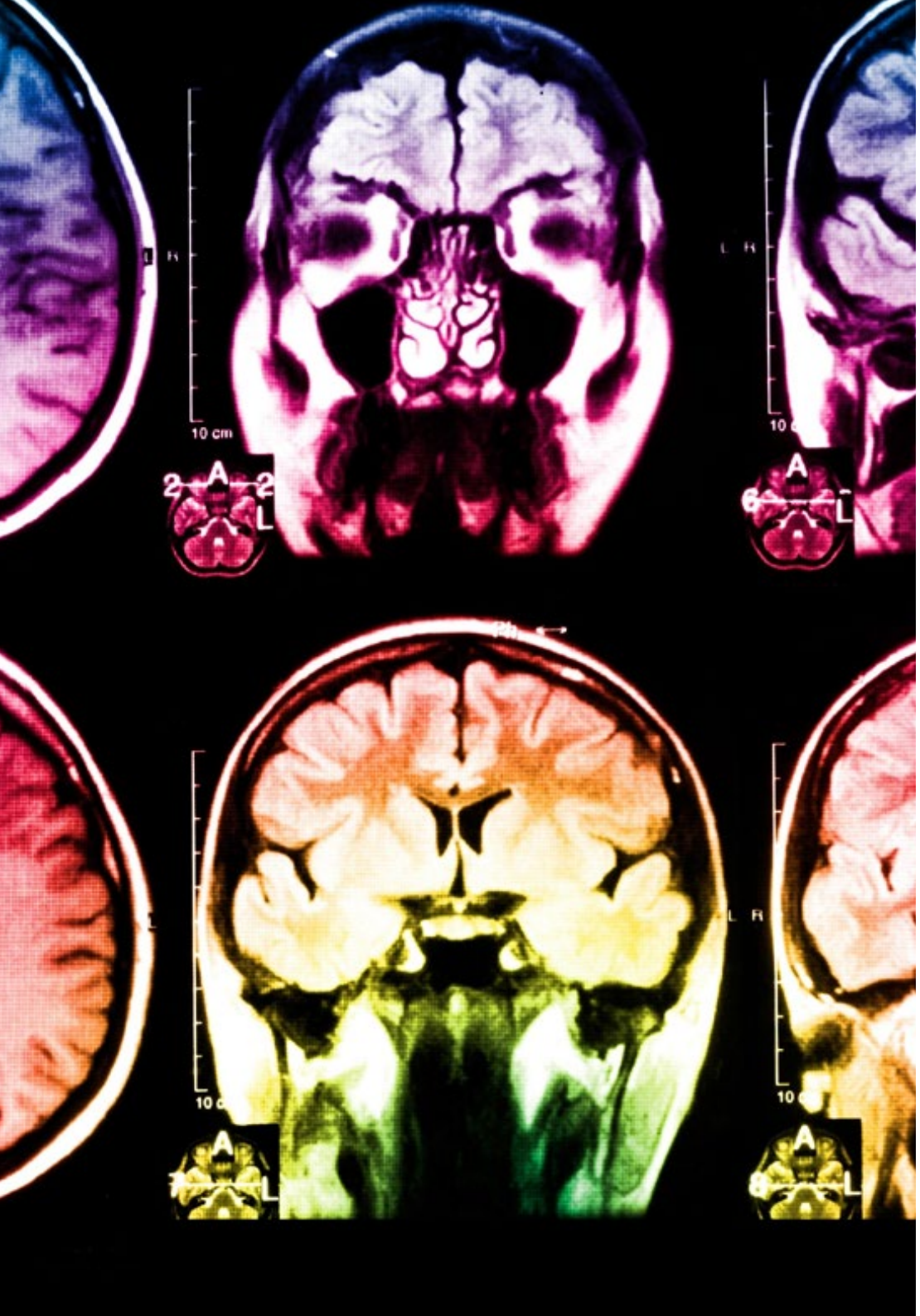
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. 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.

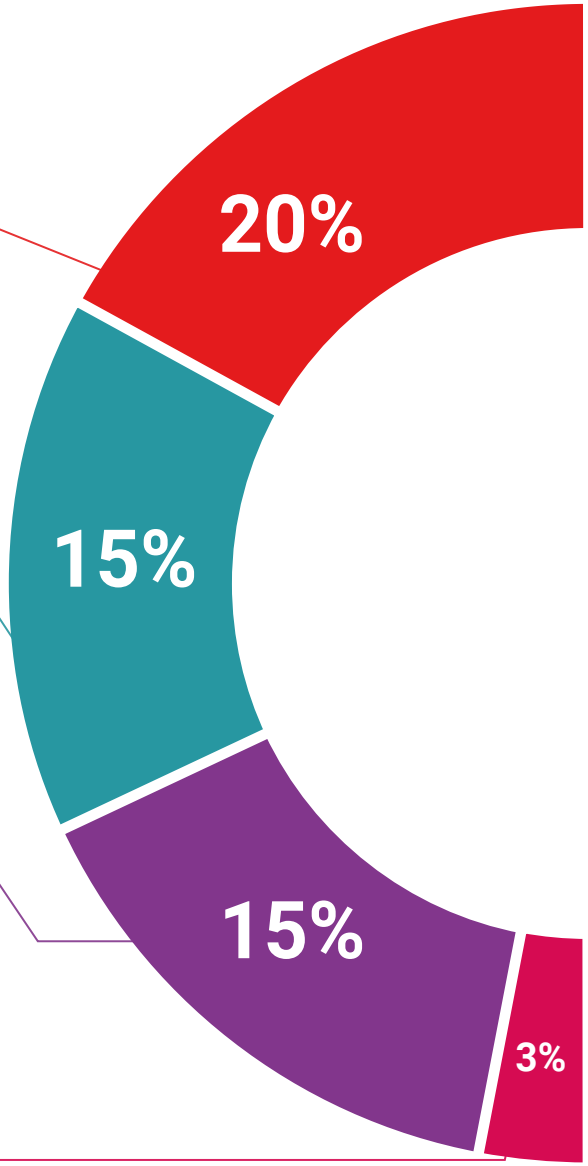
Interactive Summaries

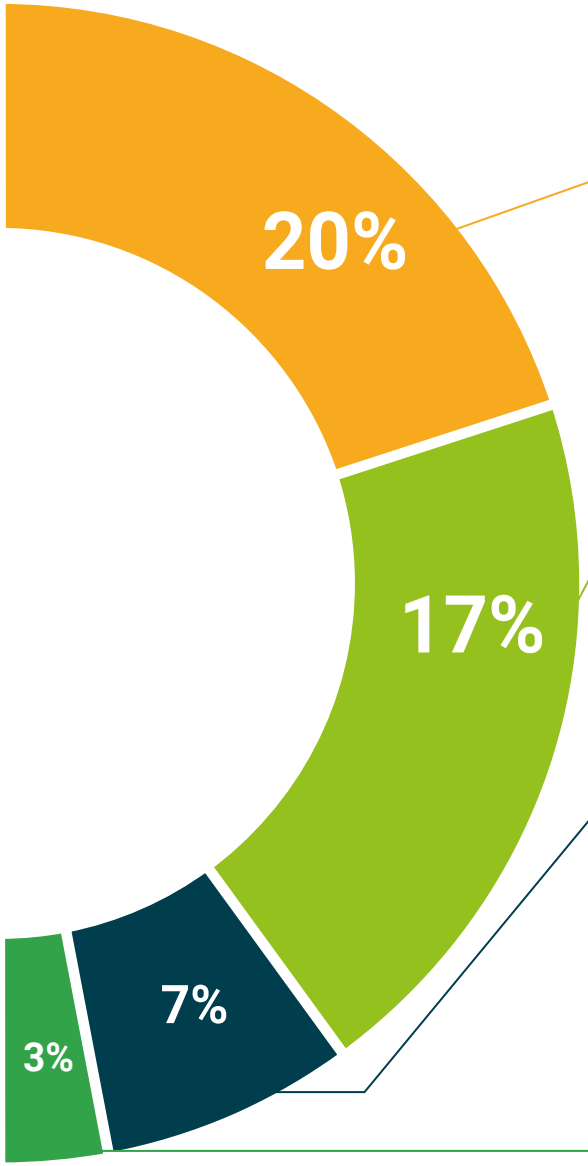
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

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

This **Postgraduate Certificate in Neuroscience and 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 Neurosciences and Education**

Official Nº of hours: **300 h.**

tech technological university

Awards the following

CERTIFICATE

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE CERTIFICATE

in

Neurosciences and Education

This is a qualification awarded by this University, equivalent to 300 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro

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This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates

*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.

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Postgraduate Certificate

Neurosciences and Education

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

Postgraduate Certificate

Neurosciences and Education

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