Postgraduate Diploma
Active Pedagogies

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Postgraduate Diploma
Active Pedagogies

Course Modality: **Online**
Duration: **6 months**
Certificate: **TECH Technological University**
Teaching Hours: **600 h.**
Website: **www.techtitute.com/in/education/postgraduate-diploma/postgraduate-diploma-active-pedagogies**

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01

Introduction

The way we understand the world has changed. Thus, teaching is a living element that grows and evolves with the very society in which it is applied. Students have a more proactive role and are not mere receivers of information. With this as the main asset to create an innovative program, TECH has developed a 100% online syllabus, where graduates will delve into everything related to Active Pedagogies, the use of dialog as a learning tool and even the importance of Homeschooling in modern education. In addition, they will be able to access the contents from any electronic device with internet connection and without any time restrictions. An educational format totally flexible and adaptable to the needs of each user.

In only 600 hours, you will become a reference in teaching thanks to this program of TECH Technological University"

Many of today's school students are accustomed to learning methods that are old, basic and, in short, almost obsolete. As time goes by, pedagogical models improve, change and grow with society, in one way or another they are alive. This is where the validity of the professional educator comes in, to know how to adapt to these changes, acquire new knowledge and put it into practice to be able to teach in the best possible way.

In the world of education, for example, keeping abreast of the latest pedagogical research, new activities applied to the classroom such as dialogic theories or new technologies in the educational world, as well as the different ways of understanding the student body as a group of learners, is essential for an effective coexistence in a classroom This is why TECH has created this program in Active Pedagogies, focused on educators understanding and applying new ways of teaching, with concepts, theories and modern practices that make teaching a feedback process between student and instructor.

With this in mind, the program will begin by explaining in detail the importance of personalized learning, how to adapt to different student profiles in the classroom, after which it will continue through a module where the theoretical and practical contents of pedagogies such as Montessori or Reggio Emilia will be discussed, which are based on students acquiring knowledge through observation and experimentation, thus achieving a more dynamic and less monotonous education.

With this structure, TECH has created a complete program in Active Pedagogies, but at the same time limited to the subject to be treated, with a flexible character, and adaptable to any student who needs to combine their day-to-day professional life with the Postgraduate Diploma. In addition, all modules will be taken online, being able to access the practical and theoretical content from any electronic device with internet access, and, as if that were not enough, the entire program is based on the Relearning method, with which graduates will acquire all the knowledge and skills gradually.

This **Postgraduate Diploma in Active Pedagogies** contains the most complete and up-to-date educational program on the market. The most important features include:

- Development of case studies presented by experts in Active Pedagogies
- The graphic, schematic and practical contents of the program provide theoretical and practical information on those disciplines that are essential for professional practice
- Practical exercises where the self-assessment process can be carried out to improve learning
- Its special emphasis on innovative methodologies
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

Thanks to this Postgraduate Diploma, graduates will understand and be able to apply the key concepts to achieve a personalized and quality education"

Education is alive, and as a teaching professional you must know how to adapt to changes in order to be up to date and offer quality education"

Do you know what Homeschooling is? Thanks to this Postgraduate Diploma, you will delve into the theory behind the term and especially into how to apply it in your classroom.

Learn all about the different teaching methods, from the Waldorf school to the Feggio and Montessori schools.

The program's teaching staff includes professionals from sector who contribute their work experience to this program, as well as renowned specialists from leading societies and prestigious universities.

Its 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 education programmed to learn in real situations.

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

02

Objectives

The way pedagogy is taught in general, despite having the clear objective of empowerment, does not follow guidelines that actively involve the students. With this in mind, TECH has decided to create this Postgraduate Diploma with which graduates will be able to learn the most innovative and efficient pedagogical methods in the world of teaching. The use of methods such as Flipped Learning, the application of learning related to new technologies and social networks and the contribution of value to emotional education among others, will help them to acquire the necessary tools and knowledge to apply them in the classroom.

Update your teaching skills with an innovative and complete program with which you can achieve your professional goals"

General Objectives

- Know how to distinguish the types of psychological profiles existing in a classroom for the correct teaching of contents
- Know and apply the different learning models
- Know the applicable theory related to the different pedagogical models
- Unify the concepts of family and classroom for a correct education of both parents and students

Learn how to incorporate productive, cooperative, social and personalized learning into your daily professional life thanks to this Postgraduate Diploma"

Specific Objectives

Module 1. Personalized Learning

- Understand and know how to develop the teaching activity in learning environments and virtual learning environments
- Differentiate the different types of learning: productive, cooperative, social and personalized
- Understand, plan and develop reverse learning models

Module 2. Personalized Learning and Alternative Pedagogies

- Differentiate the pedagogy applied to the traditional school and the school of the future
- Know how to differentiate and apply Waldorf, Montessori and Reggio Emilia pedagogies
- Master the concept of pedagogy of 21st Century

Module 3. Methodologies for the Personalized Learning

- Know the current learning methodologies
- Know how to differentiate between Cooperative and Collaborative Learning
- Know the learning based on projects, problems and games, respectively
- Know how to apply *Flipped Learning*

Module 4. Inclusive Education

- Control the Attention to Diversity Measures. Grouping and curricular flexibility
- Know how to explain and show the role of the family and the community in the inclusive school
- Know and educate in order to be able to apply an inclusive education in the classroom

03

Structure and Content

The structure of this Postgraduate Diploma is designed to provide all the necessary knowledge in Active Pedagogy. To this end, TECH has unified, in the same program, both the latest trends in pedagogical models and a study methodology with which students can adapt the materials to their lives and not the other way around. In turn, all the modules to be taken are composed of both practical and theoretical content, and will be framed under a learning style of 100% online, with which graduates can decide where and when to study, taking into account that they can access all content remotely, without fixed schedules.

This program will offer you an effective teaching model based on the correct application of practical and theoretical contents”

Module 1. Personalized Learning

1.1. Reverse Learning: Flipped Classroom and Flipped Learning
- 1.1.1. Reverse Learning: Flipped Classroom and Flipped Learning
- 1.1.2. History of the Development of Reverse Learning Methodologies
- 1.1.3. Innovation and Flipped Classroom
- 1.1.4. The Teaching Role and the Students in Reverse Learning:

1.2. Planning and Development from the Reverse Learning Model
- 1.2.1. Benefits and Challenges of Reverse Learning
- 1.2.2. Resources and Contents for Reverse Learning
- 1.2.3. Educational Program of the Reverse Classroom
- 1.2.4. Evaluation and Reverse Learning

1.3. Personalized Learning and the Digital World
- 1.3.1. Digitization and the Information Society
- 1.3.2. Learning and Social Networks
- 1.3.3. Educational Networks
- 1.3.4. Teaching Networks

1.4. Learning Environments and Virtual Learning Environment
- 1.4.1. Technology in the Educational World
- 1.4.2. Digital Educational Tools
- 1.4.3. Virtual Teaching Environments
- 1.4.4. Personal Learning Environments (PLE)

1.5. Social Learning and Personalized Learning
- 1.5.1. Social Learning Theories
- 1.5.2. Collaboration and Cooperation in Learning
- 1.5.3. Cooperation Structure and Strategies
- 1.5.4. From Constructivism to Connectivism

1.6. Productive Learning
- 1.6.1. Productive Learning: Conceptualization
- 1.6.2. The Rural Education System and Productive Learning
- 1.6.3. Educational Quality and Productive Learning
- 1.6.4. Educational Model of Productive Learning

1.7. Cooperative Learning I
- 1.7.1. Conceptualization: Cooperative Learning
- 1.7.2. Justification of Cooperative Learning
- 1.7.3. Theoretical Framework of Cooperative Learning
- 1.7.4. Guide of Cooperative Learning: The Teacher

1.8. Cooperative Learning II
- 1.8.1. Inclusion and Cooperative Learning
- 1.8.2. Cooperate to Learn, Learn to Cooperate
- 1.8.3. Cooperative Learning Oriented to Equity
- 1.8.4. Cohesion, Inclusion, Equity and Other Keys of Cooperative Learning and Inclusion

1.9. Learning Communities
- 1.9.1. The Dialog and its Learning Effects
- 1.9.2. Dialogic Theories
- 1.9.3. Concept and Basic Elements of CA
- 1.9.4. Commissioning of a Learning Community

1.10. Personalized Learning and Emotion
- 1.10.1. Emotional Education
- 1.10.2. Positive Psychology
- 1.10.3. Emotional Competencies of the Teacher
- 1.10.4. Didactics of Emotional Education

Module 2. Personalized Learning and Alternative Pedagogies

2.1. Alternative Pedagogies for the 21st Century
- 2.1.1. Differences between the Traditional School and the School of the Future
- 2.1.2. Systemic Approach in Education
- 2.1.3. Out-of-School Learning and Education

2.2. Waldorf Pedagogy
- 2.2.1. Historical Development: Steiner and the First Waldorf School
- 2.2.2. Elements of Waldorf School: The Septennials
- 2.2.3. Learning Materials
- 2.2.4. Waldorf Pedagogy at Present

2.3. Montessori Pedagogy
- 2.3.1. Montessori Education Intention
- 2.3.2. Integral Vision of the Learner
- 2.3.3. The Montessori Space
- 2.3.4. Education for Peace

2.4. Reggio Emilia
- 2.4.1. Loris Malaguzzi, Promoter of Feggio Emilia School
- 2.4.2. Pedagogical Principles
- 2.4.3. Structure and Organization of the Center and the Classrooms
- 2.4.4. International Cooperation Network: International Recognition of Reggio Schools

2.5. Free Education: Democratic Schools
- 2.5.1. Summerhill
- 2.5.2. Subdury
- 2.5.3. Rebeca Wild
- 2.5.4. Living Education and Pedagogy of Freedom

2.6. Learning and Community: Nurturing Groups, Learning Communities and Community Schools
- 2.6.1. The Whole Tribe is Needed to Educate: Learning in Community
- 2.6.2. Nurturing Groups
- 2.6.3. Learning Communities
- 2.6.4. Community Schools

2.7. Freinet and Pedagogy
- 2.7.1. Celestine Freinet
- 2.7.2. Bismark Model vs. Freinet Pedagogy
- 2.7.3. Cooperative Movement of Popular School
- 2.7.4. Freinet Techniques

2.8. Pedagogy Outside the School: Homeschooling
- 2.8.1. What is Homeschooling?
- 2.8.2. Origins of Homeschooling: Legal Background and Jurisprudence
- 2.8.3. Homeschooling in the World
- 2.8.4. Advantages and Disadvantages of Homeschooling

2.9. Alternative Pedagogies in Spain
- 2.9.1. Geographical Study of Alternative Educational Projects in Spain
- 2.9.2. Alternative Pedagogies in Public Schools
- 2.9.3. Alternative Pedagogies in Public Centers
- 2.9.4. Alternative Pedagogies in Private Centers

2.10. Alternative Pedagogies and New Technologies: The Pedagogy of 21st Century
- 2.10.1. Alternative Pedagogies and ICT
- 2.10.2. Pedagogic Mediation
- 2.10.3. Educational Software
- 2.10.4. Evaluation of the Educational Software

Module 3. Methodologies for the Personalized Learning

3.1. Active Methodologies
- 3.1.1. Historical Development: From the Master Class to Cooperative Learning
- 3.1.2. Ausubel's Significant Learning
- 3.1.3. Vygotsky's Pedagogical Thinking
- 3.1.4. Skill Based Learning

3.2. Cooperative and Collaborative Learning
- 3.2.1. Cooperative Learning: Concept
- 3.2.2. Why Learn Cooperatively?
- 3.2.3. Collaborative learning
- 3.2.4. Use of ICT in Collaborative Learning

3.3. Project-Based Learning
- 3.3.1. Key Concepts
- 3.3.2. Project-Based Methodology
- 3.3.3. Project Implementation
- 3.3.4. Virtual Environment

3.4. Game-Based Learning
- 3.4.1. Game-Based Learning: What is it?
- 3.4.2. The Game as a Tool of Learning
- 3.4.3. Board Games and their Application in the Education
- 3.4.4. The Role of the Teacher in the Game-Based Learning

3.5. Gamification
- 3.5.1. What is Gamification?
- 3.5.2. Gamification and Motivation
- 3.5.3. The Importance of Fun on Learning
- 3.5.4. A Gamified Design: Elements and Loops

3.6. Reverse Learning or Flipped Learning
- 3.6.1. What Is Reverse Learning?
- 3.6.2. Application Flipped Classroom and Flipped Learning
- 3.6.3. Flipped Learning Evaluation
- 3.6.4. Resources for Flipped Learning

3.7. CLIL Methodology
- 3.7.1. Introduction and Conceptualization of CLIL methodology
- 3.7.2. CLIL Methodology: The 5 Cs and Bloom's Wheel
- 3.7.3. CLIL Approach: Personalized Approach
- 3.7.4. The CLIL Methodology in Reality

3.8. Robotics and Education
- 3.8.1. Pedagogical Model for Innovation
- 3.8.2. The Robot
- 3.8.3. Methodology
- 3.8.4. A Robotic Project: RobotLab

3.9. Mindfulness
- 3.9.1. What is Mindfulness?
- 3.9.2. Compassionate Education
- 3.9.3. Mindfulness in the Classroom
- 3.9.4. Effectiveness of Mindfulness in Students

Module 4. Inclusive Education

4.1. Principles of Inclusive Education
- 4.1.1. Evolution Over Time
- 4.1.2. Inclusive School Features
- 4.1.3. The Inclusion in International Agreements
- 4.1.4. Inclusive Education Networks

4.2. Early Care for Inclusive Education
- 4.2.1. Early Care: Evolution and Concept
- 4.2.2. Early Diagnosis and Early Intervention
- 4.2.3. Models of Early Care
- 4.2.4. Basic and Adaptative Skills

4.3. School Guidance
- 4.3.1. School Guidance: The Role of the Counselor
- 4.3.2. Educational Guidance Teams
- 4.3.3. School Guidance and Special Education
- 4.3.4. Ethics and Deontology of School Guidance

4.4. Attention to Diversity in Inclusive School
- 4.4.1. What Is an Inclusive School?
- 4.4.2. Attention to Diversity in the Classroom
- 4.4.3. Attention to Diversity Measures: Grouping and Curricular Flexibility Measures
- 4.4.4. Counselor and the Diversity Attention Plan

4.5. Educational Needs
- 4.5.1. Specific Educational Support Needs (SNES)
- 4.5.2. Special Educational Needs (SEN)
- 4.5.3. Presence, Learning and Participation
- 4.5.4. Educational Guidance and SEN

4.6. Specific Learning Difficulties
- 4.6.1. Specific Learning Difficulties: ASD and SEN
- 4.6.2. Specific Learning Difficulties in Reading and Writing
- 4.6.3. Specific Learning Difficulties in Mathematics
- 4.6.4. Activities and Resources for an Inclusive School

4.7. Intercultural Education
- 4.7.1. Immigrant Students
- 4.7.2. Intercultural Communication
- 4.7.3. Family Care
- 4.7.4. Intercultural Approach

4.8. High Capacities: Inclusiveness or Exclusiveness?
- 4.8.1. High Intellectual Ability Students
- 4.8.2. Assessment and Identification of High Abilities
- 4.8.3. Educational Intervention with Students with High Intellectual Abilities
- 4.8.4. Resources

4.9. Teacher Training for Inclusive Education
- 4.9.1. Previous Aspects to Consider
  - 4.9.1.1. Basis and Purpose
  - 4.9.1.2. Essential Elements of the Initial Training
- 4.9.2. Main Theories and Models
- 4.9.3. Criteria for the Design and Development of Teacher Education
- 4.9.4. Continuing Education
- 4.9.5. Profile of the Teaching Professional
- 4.9.6. Teaching Skills in Inclusive Education
  - 4.9.6.1. The Support Teachers Functions
  - 4.9.6.2. Emotional Skills

4.10. The Role of the Family and the Community in Inclusive Schooling
- 4.10.1. Family Involvement in the School
  - 4.10.1.1. The Family and the School as Developmental Environments
  - 4.10.1.2. The Importance of Cooperation between Educational Agents
  - 4.10.1.3. Types of Family Participation
  - 4.10.1.4. Parent Schools
  - 4.10.1.5. The Parent-Teacher Association (PTA)
  - 4.10.1.6. Difficulties in Participation
  - 4.10.1.7. How to Improve Family Participation?

04

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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:

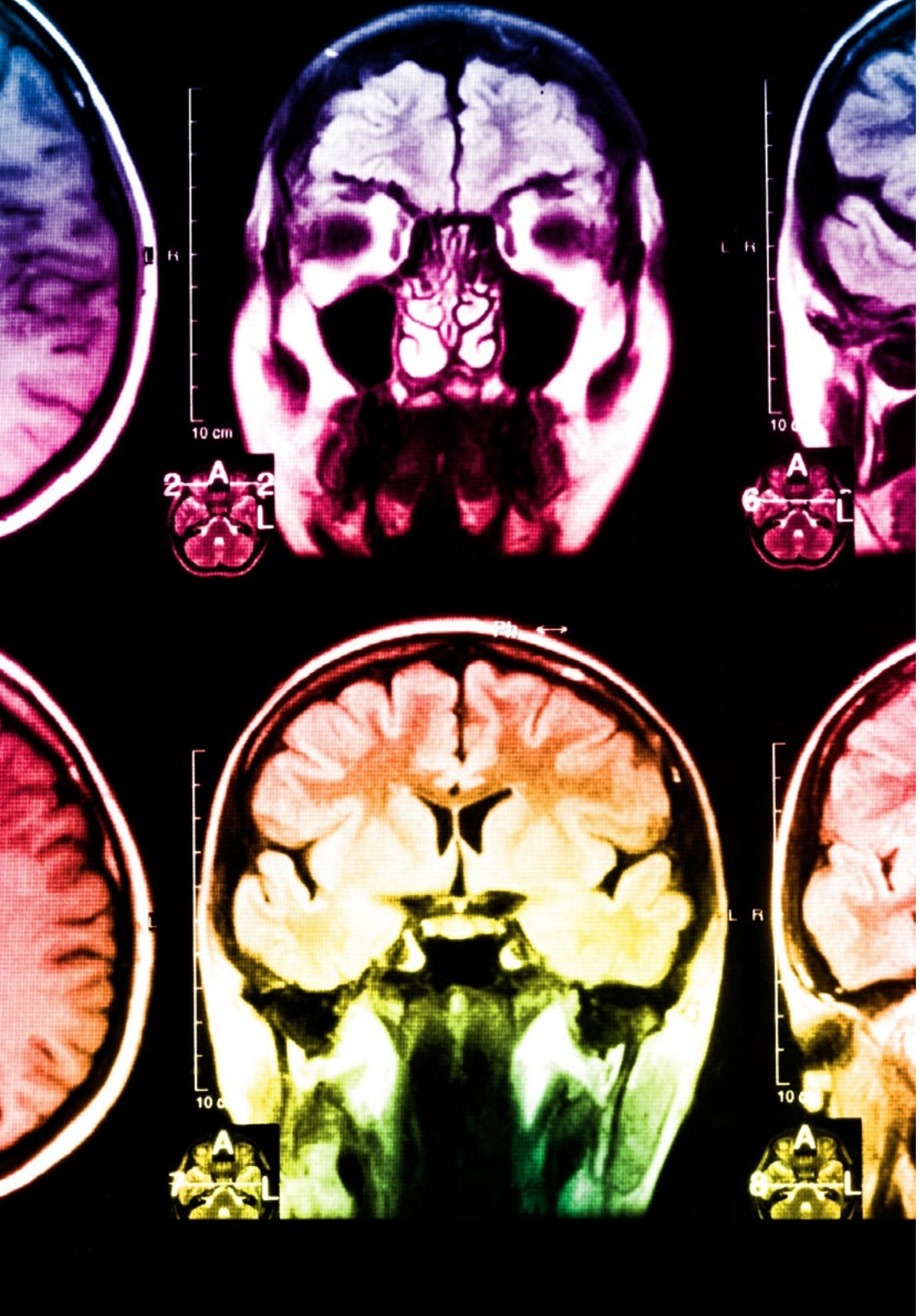
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

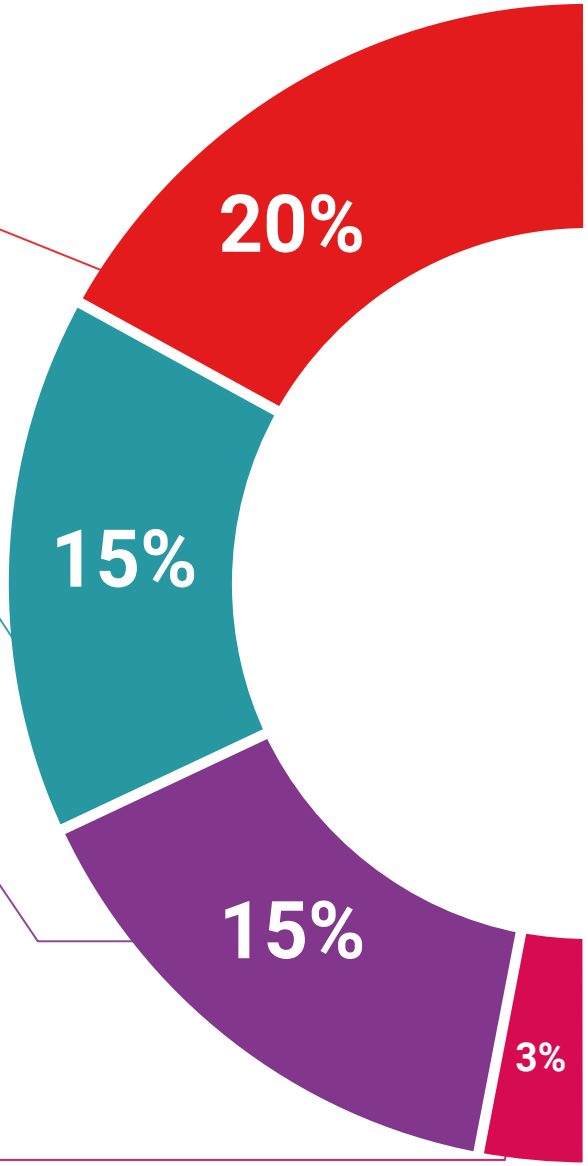
Interactive Summaries

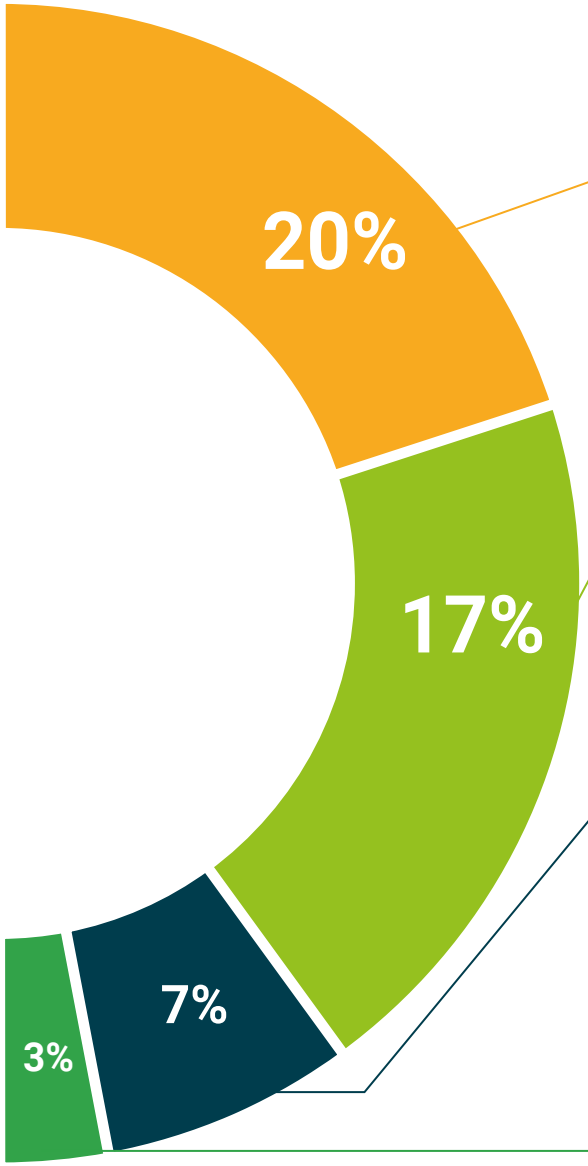
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.

05

Certificate

The Postgraduate Diploma in Active Pedagogies guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.

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

This **Postgraduate Diploma in Active Pedagogies** 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 Diploma** issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Active Pedagogies**

Official N° of Hours: **600 h.**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Awards the following

CERTIFICATE

to

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

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Active Pedagogies

This is a qualification awarded by this University, equivalent to 600 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

Dean

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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