

Postgraduate Diploma Counseling for the Improvement of Teaching Practice





Postgraduate Diploma Counseling for the Improvement of Teaching Practice

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-counseling-improvement-teaching-practice

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01

Introduction

The current needs of the education sector require a transformation of the teacher into an agent of innovation and teaching methodologies towards innovative learning processes that enhance the student's skills. This is the reason why TECH has developed a program that seeks to improve the skills and knowledge of the student so that they can advise and optimize the processes of improving the teacher's practice, getting the most out of their work. And this, through a 100% online content that addresses topics such as Educational Research, Teaching Methodologies, Advising Educators or Innovation in Teaching Practice.



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Become an expert advisor for the improvement of the teacher's practice, thanks to a 100% online program, thanks to TECH"

The constant advances in the educational field make a transformation in this sector essential, with the teacher as the main objective. The need for up-to-date pedagogical training in schools makes it essential that the teacher becomes an agent of innovation and that teaching methodologies are improved to enhance the student's learning process.

This is the reason why TECH has designed a complete Postgraduate Diploma in Counseling for the Improvement of the Teaching Practice that seeks to enhance the skills of the counselors in the improvement of the Teaching Practice, so that they can perform their work with the highest quality in their jobs. In this way, through the most complete theoretical, practical and additional contents of the market, the student will be able to delve into the techniques and tools for Educational Research, delve into Teaching Methodologies and assimilate the new role of the teacher advisor.

All this, in a comfortable 100% online modality that allows the students to combine their studies with their other obligations, without the need to travel and without time constraints. In addition, with the most dynamic multimedia content, the most up-to-date information in the sector and the latest teaching technologies.

This **Postgraduate Diploma in Counseling for the Improvement of Teaching Practice** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of case studies presented by experts in Counseling for the Improvement of the Teacher's Practice
- ♦ Its graphic, schematic and eminently practical contents provide practical information on those disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used 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



Become the successful professional you've always wanted to be, without time limits and without the need to travel"

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Delve into aspects such as coexistence in the Center or the role of the teacher in the classroom, thanks to a complete and innovative program"

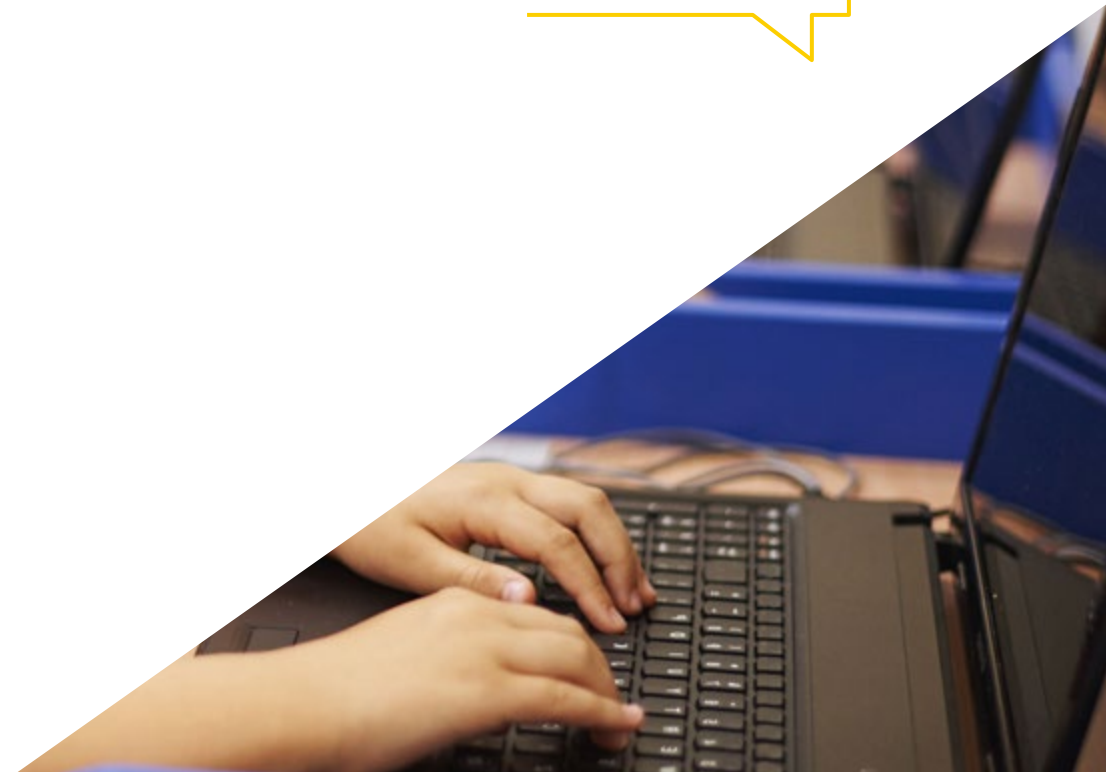
The program's teaching staff includes professionals from the field who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

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 immersive education programmed to learn 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 during the educational year. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

Go deeper into the world of education and reach your full potential as a consultant in just 6 months.

Access the TECH multimedia resource library 24 hours a day and enhance your knowledge of school management and leadership.



02

Objectives

The objective of this Postgraduate Diploma in Counseling for the Improvement of Teaching Practice is to enhance the student's skills as a consultant in the educational field so that they can perform their work with the highest possible efficiency and quality. All this, thanks to complete, practical and dynamic contents that represent a unique opportunity in today's educational market.



“*Assimilating essential concepts progressively and without having to memorize is possible, thanks to TECH's Relearning system*”



General Objectives

- ♦ Know how Special Education has evolved, especially regarding international entities such as UNESCO
- ♦ Use a scientific vocabulary adjusted to the demands of multiprofessional teams, participating in student coordination and monitoring
- ♦ Collaborate in supporting families/legal guardians in the development of students
- ♦ Participate in the assessment and diagnosis of special educational needs
- ♦ Elaborate the adaptations required by students with special educational needs
- ♦ Use the methodology, tools and material resources adapted to the individual needs of students with special educational needs
- ♦ Know the basics of Psychology, Educational Sciences and Neurology both to read reports from other professionals and to establish specific guidelines for the appropriate response at school to the needs posed by students
- ♦ Establish measures both in the classroom, school and environment for students with special educational needs to enable their full inclusion in today's society





Specific Objectives

Module 1. Theory and Practice of Educational Research

- ♦ Acquire the expected skills and knowledge
- ♦ Have the attitude and a research aptitude to promote the concern for permanent professional improvement
- ♦ Be familiar with quantitative and qualitative knowledge
- ♦ Be familiar with quantitative and qualitative information
- ♦ Know how to plan and develop educational research
- ♦ Identify the techniques and instruments for educational research

Module 2. Teaching Methodologies and Educator Consulting

- ♦ Recognize appropriate counseling techniques to improve teaching practice
- ♦ Analyze the influence of creativity in teacher motivation and improvement
- ♦ Know and discuss alternative pedagogical theories
- ♦ Discuss the importance of the term community in schools
- ♦ Define the new challenges facing teaching practice
- ♦ Understand pedagogical accompaniment as a strategy to promote reflective practice

Module 3. Innovation and Improvement of Teaching Practice

- ♦ Produce innovation and improvement of teaching practice, which has become an essential element to increase the quality and efficiency of Educational Centers
- ♦ Establish the transformation of the educational reality through the redefinition of the role of teachers
- ♦ Learn about the various educational improvement projects
- ♦ Expand knowledge of how to approach the improvement of the Center
- ♦ Acquire the tools to achieve a more autonomous and cooperative learning
- ♦ Know the most important aspects of Educational Resilience

03

Structure and Content

The content and structure of this program have been designed by professionals who are experts in Counseling for the Improvement of Teaching Practice. These specialists have poured their excellent background and extensive experience into each and every one of the materials, in order to guarantee a successful future for the student. And all this under the most efficient pedagogical methodology, TECH Relearning.





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A syllabus created to enhance your skills and to help you achieve the promising professional future you have always deserved”

Module 1. Theory and Practice of Educational Research

- 1.1. Research and Innovation in Education
 - 1.1.1. The Scientific Method
 - 1.1.2. Research in Education
 - 1.1.3. Educational Research Approaches
 - 1.1.4. The need for Research and Innovation in Education
 - 1.1.5. Ethics in Educational Research
- 1.2. The Research Process, Stages and Modalities
 - 1.2.1. Modalities of Educational Research and Innovation
 - 1.2.2. Stages of the Research and Innovation Process
 - 1.2.3. Differences between Quantitative and Qualitative Approaches
 - 1.2.4. The Approach to Research Problems
 - 1.2.5. Planning and Development of the Research or Field Work
- 1.3. The Educational Research Process: Keys to Design and Planning
 - 1.3.1. The Approach to Research Problems
 - 1.3.2. The Approach to Research Problems
 - 1.3.3. Planning and Development of the Research or Field Work
- 1.4. The Importance of Bibliographic Research
 - 1.4.1. Selection and Justification of the Research Topic
 - 1.4.2. Possible Areas of Research in Education
 - 1.4.3. The Search for Information and Databases
 - 1.4.4. Rigor in the Use of Information Sources (Avoidance of Plagiarism).
 - 1.4.5. Keys to Elaborate the Theoretical Framework
- 1.5. Quantitative Designs: Scope of the Research and Definition of Hypotheses
 - 1.5.1. The Scope of Quantitative Research
 - 1.5.2. Hypotheses and Variables in Educational Research
 - 1.5.3. Classification of Hypotheses
- 1.6. Quantitative Designs: Types of Designs and Sample Selection
 - 1.6.1. Experimental Designs
 - 1.6.2. Quasi-Experimental Designs
 - 1.6.3. Non-Experimental (Ex Post Facto) Studies Sample Selection





- 1.7. Qualitative Designs
 - 1.7.1. What Is Understood by Qualitative Research?
 - 1.7.2. Ethnographic Research
 - 1.7.3. The Case Study
 - 1.7.4. Biographical-narrative Research
 - 1.7.5. Grounded Theory
 - 1.7.6. Action Research
- 1.8. Techniques and Instruments for Educational Research
 - 1.8.1. Data Collection: Measurement and Evaluation in Education
 - 1.8.2. Data Collection Techniques and Instruments
 - 1.8.3. Reliability and Validity: Technical Requirements for Instruments
- 1.9. Analysis of Quantitative Data and Analysis of Qualitative Data
 - 1.9.1. Statistical Analysis
 - 1.9.2. Research Variables
 - 1.9.3. Concept and Characteristics of Hypotheses
 - 1.9.4. Approach to Descriptive Statistics
 - 1.9.5. Approach to Inferential Statistics
 - 1.9.6. What Is Meant by Qualitative Analysis?
 - 1.9.7. General Process of Qualitative Data Analysis
 - 1.9.8. Categorization and Coding
 - 1.9.9. Criteria of Scientific Rigor for Qualitative Data Analysis
- 1.10. From Educational Research to the Professional Development of Educators: Possibilities and Challenges Today
 - 1.10.1. The Current Situation of Educational Research and the Specific Viewpoint of Educational Researchers
 - 1.10.2. From Educational Research to Research in the Classroom
 - 1.10.3. From Classroom Research to the Evaluation of Educational Innovations
 - 1.10.4. Educational Research, Ethics, and Professional Development of Educators

Module 2. Teaching Methodologies and Educator Consulting

- 2.1. Pedagogical and Teaching Advice for the Improvement of the Educational Task
 - 2.1.1. Introduction to Pedagogical Counseling
 - 2.1.2. Strategies for Pedagogical Counseling
 - 2.1.3. Models and Types of Pedagogical Support
 - 2.1.4. Methodology of Accompaniment
 - 2.1.5. Professional Profile of the Pedagogical Advisors
- 2.2. Teaching as a Creative Process
 - 2.2.1. Notes on Creativity
 - 2.2.2. Strategies to Stimulate Creativity
 - 2.2.3. The Importance of Creativity in the Classroom
- 2.3. Educational Methodology: Ways to Vivify the Curriculum in the Classroom.
 - 2.3.1. Curriculum and Educational Achievement
 - 2.3.2. Curriculum Theory and Praxis
 - 2.3.3. Links between Teaching and Curriculum
- 2.4. Teaching as a Didactic Act
 - 2.4.1. Models of Didactic Acts
 - 2.4.2. Proposal of Didactic Act
 - 2.4.3. Analysis of the Components of the Didactic Act
 - 2.4.4. Communication and Interaction
- 2.5. Looking at Teaching from a Different Perspective: Alternative Pedagogies
 - 2.5.1. Questioning the Traditional Model
 - 2.5.2. Types of Alternative Pedagogies
 - 2.5.3. The Continuation of the School: Open Debate
- 2.6. Methods and Strategies for Active Learning
 - 2.6.1. Active Participation as a Key Concept Introduction
 - 2.6.2. Traditional Teaching vs. Active Learning
 - 2.6.3. Resources and Strategies for Active Learning
- 2.7. Openness to the Community, Teaching in Relationship
 - 2.7.1. Environment and Medium
 - 2.7.2. Community-Centered School
 - 2.7.3. Learning Communities
 - 2.7.4. Theories about the Environment and Influence on Education

- 2.8. Teaching Methodologies and Educational Innovation
 - 2.8.1. Educational Innovation
 - 2.8.2. Active Methodologies
 - 2.8.3. Research in Educational Innovation
 - 2.8.4. Educational Innovation and ICT
- 2.9. Service Learning
 - 2.9.1. What Is Service Learning?
 - 2.9.2. Service Learning Stages
 - 2.9.3. Results of Service-Learning in Education
- 2.10. New Methodological and Counseling Challenges for Educators
 - 2.10.1. Discursive Practice in Complex Societies
 - 2.10.2. Challenges and Uncertainties in the School Context
 - 2.10.3. The New Role of the Teacher-Advisor

Module 3. Innovation and Improvement of Teaching Practice

- 3.1. Innovation and Improvement of Teaching Practice
 - 3.1.1. Introduction
 - 3.1.2. Innovation, Change, Improvement, and Reform
 - 3.1.3. The school Effectiveness Improvement Movement
 - 3.1.4. Nine Key Factors for Improvement
 - 3.1.5. How is Change Made? The Phases of the Process
 - 3.1.6. Final Reflection
- 3.2. Teaching Innovation and Improvement Projects
 - 3.2.1. Introduction
 - 3.2.2. Identification Data
 - 3.2.3. Project Justification
 - 3.2.4. Theoretical Framework
 - 3.2.5. Objectives
 - 3.2.6. Methodology
 - 3.2.7. Resources
 - 3.2.8. Timing
 - 3.2.9. Results Evaluation
 - 3.2.10. Bibliographical References
 - 3.2.11. Final Reflection

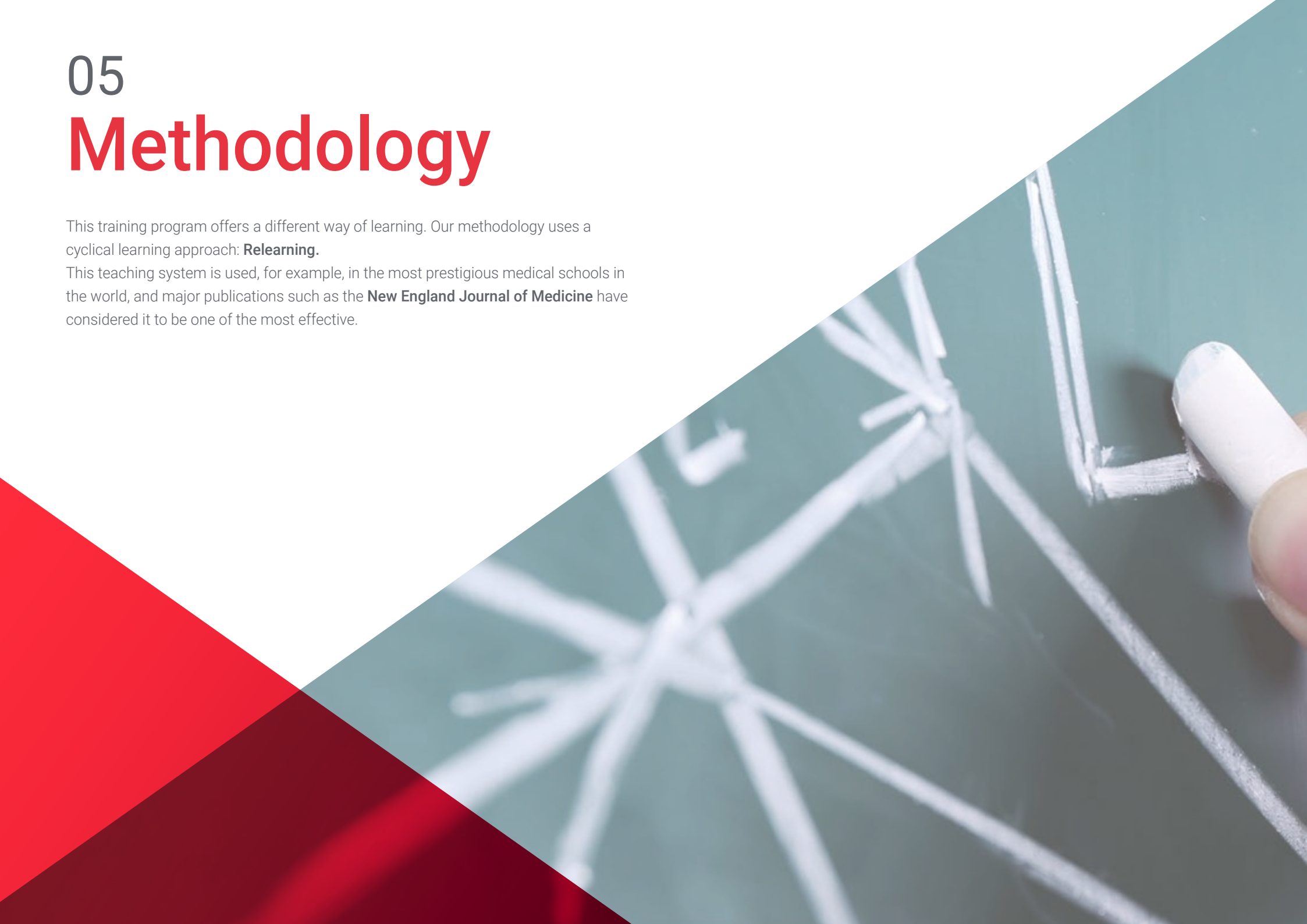
- 3.3. School Management and Leadership
 - 3.3.1. Objectives
 - 3.3.2. Introduction
 - 3.3.3. Different Concepts of Leadership
 - 3.3.4. The Concept of Distributed Leadership
 - 3.3.5. Approaches to Distributed Leadership
 - 3.3.6. Resistance to Distributed Leadership
 - 3.3.7. Final Reflection
- 3.4. The Training of Teaching Professionals
 - 3.4.1. Introduction
 - 3.4.2. Initial Teacher Training
 - 3.4.3. The Training of Novice Teachers
 - 3.4.4. Teacher Professional Development
 - 3.4.5. Teaching Skills
 - 3.4.6. Reflective Practice
 - 3.4.7. From Educational Research to Professional Development of Educators
- 3.5. Formative Creativity: The Principle of Educational Improvement and Innovation
 - 3.5.1. Introduction
 - 3.5.2. The Four Elements that Define Creativity
 - 3.5.3. Some Theses on Creativity Relevant to Education
 - 3.5.4. Formative Creativity and Educational Innovation
 - 3.5.5. Educational or Pedagogical Considerations for the Development of Creativity
 - 3.5.6. Some Techniques for the Development of Creativity
 - 3.5.7. Final Reflection
- 3.6. Towards a More Autonomous and Cooperative Learning I: Learning How to Learn
 - 3.6.1. Introduction
 - 3.6.2. Why is Metacognition Necessary?
 - 3.6.3. Teaching to Learn
 - 3.6.4. Explicit Teaching of Learning Strategies
 - 3.6.5. Classification of Learning Strategies
 - 3.6.6. The Teaching of Metacognitive Strategies
 - 3.6.7. The Problem of Evaluation
 - 3.6.8. Final Reflection
- 3.7. Towards a More Autonomous and Cooperative Learning II: Emotional and Social Learning
 - 3.7.1. Introduction
 - 3.7.2. The Concept of Emotional Intelligence
 - 3.7.3. Emotional Skills
 - 3.7.4. Emotional Education and Social and Emotional Learning Programs
 - 3.7.5. Techniques and Concrete Methods for the Training of Social Skills
 - 3.7.6. Integrating Emotional and Social Learning into Formal Education
 - 3.7.7. Final Reflection
- 3.8. Towards a More Autonomous and Cooperative Learning III: Learning by Doing
 - 3.8.1. Introduction
 - 3.8.2. Active Strategies and Methodologies to Encourage Participation.
 - 3.8.3. Problem-Based Learning
 - 3.8.4. Project Work
 - 3.8.5. Cooperative Learning
 - 3.8.6. Thematic Immersion
 - 3.8.7. Final Reflection
- 3.9. Evaluation of Learning
 - 3.9.1. Introduction
 - 3.9.2. A Renewed Assessment
 - 3.9.3. Modalities of Evaluation
 - 3.9.4. The Procedural Evaluation Through the Portfolio
 - 3.9.5. The Use of Rubrics to Clarify the Evaluation Criteria
 - 3.9.6. Final Reflection
- 3.10. The Role of the Teacher in the Classroom
 - 3.10.1. The Teacher as a Guide and Orientator
 - 3.10.2. The Teacher as Class Director
 - 3.10.3. Ways of Directing the Class
 - 3.10.4. Leadership in the Classroom and in the Center
 - 3.10.5. Coexistence in the Center

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.



05

Certificate

This Postgraduate Diploma in Counseling for the Improvement of Teaching Practice guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma 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 Diploma in Counseling for the Improvement of Teaching Practice** 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.

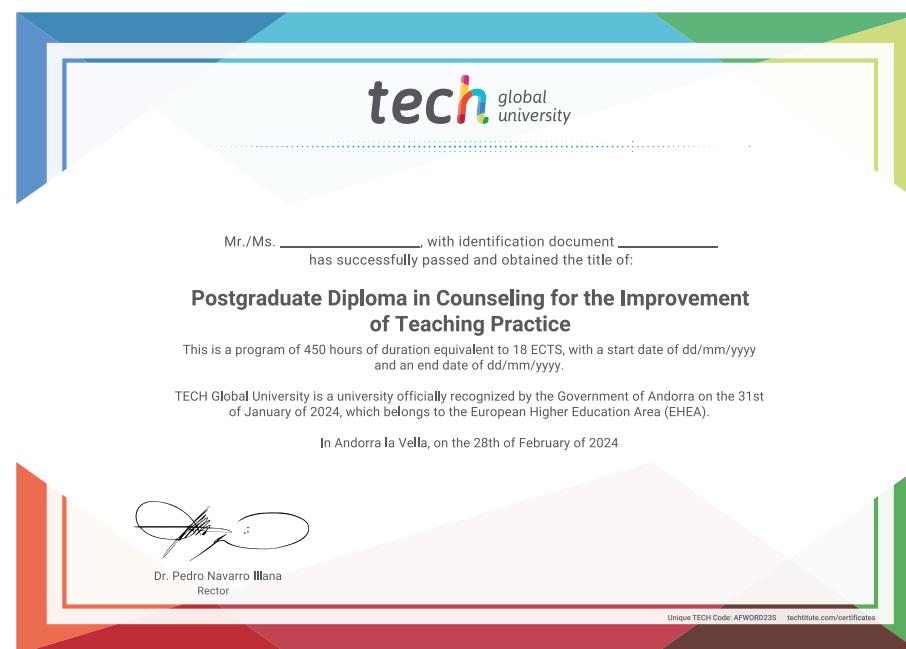
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Counseling for the Improvement of Teaching Practice**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**





Postgraduate Diploma

Counseling for the Improvement of Teaching Practice

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Diploma Counseling for the Improvement of Teaching Practice

