

Postgraduate Diploma
Educational Coaching and
Neurosciences: Active Methodologies
and Educational Innovation



Postgraduate Diploma Educational Coaching and Neurosciences: Active Methodologies and Educational Innovation

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 24 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-educational-coaching-neurosciences-active-methodologies-educational-innovation

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01

Introduction

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.





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This Postgraduate Diploma in Educational Coaching and Neurosciences: Active Methodologies and Educational Innovation will generate a sense of confidence in the performance of your profession, which will help you grow personally and professionally"

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.

Educational Coaching is a comprehensive process of accompaniment through the implementation of professional techniques, focused on the acquisition, development and strengthening of the necessary competencies to achieve the objectives set by coachees who are agents of the educational system (Bécart, 2015).

For Whitmore (2011), "Coaching is about unleashing a person's potential to maximize performance. This way of understanding "learning" makes coaching a privileged methodology for direct intervention in the classroom. Its basic tool is the question.

Coaching has become a tool that provides and contributes to the development of strategies that favor the personal and professional growth of those who strive to proactively achieve success (Ravier, 2005); it can be understood as a comprehensive process that seeks to help students achieve their goals in the field.

In addition, it improves performance, deepens self-knowledge and improves the quality of life, providing learning that generates behavioral transformation sustained over time, with continuous actions and reflections (Carrera and Luz, 2008). Its purpose, as Whitmore (2003) points out, is to improve people's performance through the factors that can enhance it and by stimulating their ability to learn how to learn.

This program combines basic knowledge in neurosciences and Educational Coaching, tools that allow the Teachers to seek to improve the performance of their Students in those fields that people demand, guide them to change and focus them on the present situation through the tools and resources of Coaching.

This **Postgraduate Diploma in Educational Coaching and Neurosciences: Active Methodologies and Educational Innovation** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Development of case studies presented by experts in educational coaching and pedagogy
- ♦ 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 neurodidactics
- ♦ Contains practical exercises where the self-evaluation process can be carried out to improve learning
- ♦ With a special emphasis on innovative methodologies in the teaching and learning process and learning
- ♦ 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 Diploma in Educational Coaching and Neurosciences: Active Methodologies and Educational Innovation"

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This Postgraduate Diploma may be the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in Neurosciences, neurodidactics and Educational Coaching, you will obtain a qualification from TECH Global University"

Its teaching staff includes professionals belonging to the field of Educational Coaching and Neurosciences: Active Methodologies and Educational Innovation, who bring to this education the experience of their work, as well as recognized specialists belonging to reference 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. For this purpose, the student will be assisted by the help of an innovative interactive video system created by recognized experts in the field of Neuroscience and Educational Coaching with extensive teaching experience.

Increase your decision-making confidence by updating your knowledge with this University Expert course.

Take the opportunity to learn about the latest advances in Educational Coaching and Neuroscience: Active Methodologies and Educational Innovation and improve the education of your students.



02

Objectives

This Postgraduate Diploma in Educational Coaching and Neurosciences: Active Methodologies and Educational Innovation is oriented to facilitate the teaching professional's performance in the teaching and learning process based on neurosciences, neurodidactics, new methodologies and educational coaching.





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This Postgraduate Diploma is oriented to update your knowledge in Neurosciences and Educational Coaching, with the use of the latest educational technology, to contribute with quality and security to the decision making and monitoring of your students"



General objectives

- ♦ Know what the Coaching process is and the elements that compose it, as well as the differences with other approaches
- ♦ Establish the psycho-evolutionary development of the children-adolescents to whom the Educational Coaching is addressed
- ♦ Discover the process to be carried out in Coaching sessions (GROW)
- ♦ Understand the profound relationship between communication and interpersonal relationships
- ♦ Recognize the importance of communication in a Coaching process
- ♦ Know the structure of feedback and when to apply it
- ♦ Learn the structure and intention of integrating parts
- ♦ Analyze communication in children and adolescents
- ♦ Discover and use Storytelling and Metaphors
- ♦ Identify the relationship that Coaching has with the fields of Neuroscience
- ♦ Know what emotional intelligence is
- ♦ Know and strengthen social-emotional competencies.
- ♦ Identify the importance of motivation
- ♦ Know the characteristics of self-esteem
- ♦ Learning how to apply emotional intelligence in the classroom
- ♦ Discover what identity is
- ♦ Familiarization with in-depth tools such as the Enneagram, and psycho-technical tools such as the MBTI
- ♦ Know the nature of beliefs and how they are formed
- ♦ Know the main cognitive distortions
- ♦ Learn how to generate a growth mindset
- ♦ Generate transformational changes
- ♦ Identify and detect vocation and purpose
- ♦ Know how to carry out a team coaching process for the teaching staff and the management team
- ♦ Identify family cycles and know how to accompany families in their process
- ♦ Provide the future coach with tools to identify talent, as well as tools for its development through empowerment and sponsorship



Specific objectives

Module 1. Beliefs, Values, and Identity

- ♦ Understanding what beliefs are
- ♦ Identify limiting beliefs
- ♦ Understanding cognitive distortions
- ♦ Understanding irrational ideas
- ♦ Understanding belief change
- ♦ Learn the dynamics of belief change
- ♦ Generate growth mindset
- ♦ Generate transformational changes
- ♦ Identify what talent is
- ♦ List the characteristics of talent
- ♦ Use the exercises and techniques of the Element
- ♦ Master the Gallup test
- ♦ Learn how to accompany young people in their academic orientation
- ♦ Identify what creativity is
- ♦ Know how to adopt a creative attitude on the part of the Coach
- ♦ Know and use the literary art in the Coaching process
- ♦ Know and use the performing arts in the Coaching process

- ♦ Practice the use of plastic and scenic arts in the Coaching sessions
- ♦ Know the function of the visual arts
- ♦ Identify what vocation is
- ♦ Detect the purpose
- ♦ Practice dynamics to discover vocation

Module 2. Coaching

- ♦ Know what the Coaching process is
- ♦ Identify different types of coaching and among them further your understanding educational coaching
- ♦ Establish the differences between Coaching and other disciplines
- ♦ Describe the historical basis and origin of Coaching from philosophy, education, and psychology
- ♦ Know the different currents and schools, as well as their philosophy
- ♦ Differentiate the different elements of Coaching: Coach, Coachee, and Coaching
- ♦ Analyze the psycho-evolutionary development of the children-adolescents targeted by Educational Coaching: affective, social, and cognitive
- ♦ Discover the main Coaching associations
- ♦ Know the areas of application of Coaching in education
- ♦ Observe and analyze individual, group and family coaching sessions
- ♦ Recognize the different competencies that a Coach must respond to
- ♦ Inquire into the process to be carried out in Coaching sessions (GROW)





Module 3. Active methodologies and innovation

- ♦ Know what active methodologies are and how they work
- ♦ Deepen in the concept of learning based on projects, problems and challenges
- ♦ Know the basic principles of learning based on thoughts, events or games
- ♦ Explore how the The Flipped Classroom works
- ♦ Learn about new trends in education
- ♦ Deepen in the free, natural methodologies based on the development of the individual

Module 4. Coaching for the transformation, innovation and educational excellence

- ♦ Deepen in well-being as a factor of excellence in educational communities
- ♦ Carry out Professional Development and Teacher Welfare Plans
- ♦ Delve into the concept of educational excellence
- ♦ Know the different processes of educational innovation through coaching
- ♦ Know the different meanings and purposes of education

“ Take advantage of the opportunity and take the step to get up to date on the latest developments in Educational Coaching and Neurosciences: Active Methodologies and Educational Innovation”

03

Course Management

The program includes in its teaching staff reference experts in Neurocoaching and Psychopedagogy who pour into this education 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 neuroscience and neurocoaching"

International Guest Director

Dr. Christian van Nieuwerburgh is the main international reference in Educational Coaching, having developed an extensive career in this area that has led him to be the author and editor of such relevant works as *An Introduction to Coaching Skills: A Practical Guide* and *Coaching in Education: Getting Better Results for Students, Educators and Parents*.

Among his many assignments in this field are his leadership positions in institutions such as Growth Coaching International and the International Centre for Coaching in Education, of which he is Global Director and Executive Director. He is also a Senior Fellow of the Centre for Wellbeing Science at the University of Melbourne and an Honorary Fellow of the Carnegie School of Education at Leeds Beckett University, UK.

As a coaching expert, he has lectured on motivation and leadership in the United States, the United Kingdom, Australia, Europe and East Asia, and has published numerous academic articles in leading scientific journals.



Dr. Van Nieuwerburgh, Christian

- ♦ Global Director at Growth Coaching International, Australia
- ♦ Executive Director of the International Centre for Coaching in Education
- ♦ Author and editor of key books in the field of coaching such as Coaching in Education: Getting Better Results for Students, Educators and Parents.
- ♦ Ph.D. in English from the University of Birmingham
- ♦ Professional Master's Degree in Psychology from the University of East London
- ♦ Professor of Coaching and Positive Psychology at the Centre for Positive Psychology and Health of the Royal College of Surgeons in Ireland
- ♦ Honorary Fellow of the Carnegie School of Education at Leeds Beckett University, United Kingdom
- ♦ Senior Fellow of the Centre for Wellbeing Science at the Melbourne Graduate School of Education at the University of Melbourne, Australia

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

Management



Mr. Riquelme Mellado, Francisco

- ♦ Educational Coaching Specialist
- ♦ Degree in Fine Arts from the Polytechnic University of Valencia
- ♦ Professional Master's Degree in Art Therapy by the School of Practical Psychology of Murcia
- ♦ Gestalt Training with the SAT program (Claudio Naranjo Foundation)
- ♦ ICF and ASESICO - AECOP certified coach with competencies in NLP and Systemic Coaching
- ♦ Trainer of trainers for Cefire Orihuela and CPR Murcia
- ♦ Teacher in the Department of Education of the Region of Murcia with 25 years of experience. Professor of the specialty of Drawing
- ♦ Coordinator of the Visual Arts Projects in the Hospital Classrooms of the Region of Murcia
- ♦ Member of the zero team and trainer of the Responsible Education Project in the Region of Murcia (Botín Foundation)
- ♦ He writes for the educational magazine INED21. Educational Projects "An Education to Be"
- ♦ Blogger and educational communicator

Professors

Mr. García Pérez, José Blas

- ♦ Teacher in the Hospital Classrooms of the Hospital Clínico Universitario Virgen de la Arrixaca de Murcia
- ♦ Teacher and graduate in psycho-pedagogy from the University of Murcia
- ♦ Master's Degree in Education and Audiovisual Communication from the International University of Andalusia
- ♦ Associate Professor in the Department of School Organization at the Faculty of Education of the University of Murcia

Mr. González Lorca, Enrique

- ♦ Professor of Community Services
- ♦ Psychologist specializing in health and HR
- ♦ Certified Professional Coach

Ms. Jurado, Pilar

- ♦ Neurocoach Certified as an International Coaching Expert by INA
- ♦ Graduate in primary education Specialization in intercultural and learning difficulties
- ♦ 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. Vicente Galant, Carola

- ♦ Teacher of Therapeutic Pedagogy at IES Azud de Alfeitamí in Almoradí (Alicante) and coordinator at the center of the Practicum of the Master's Degree in Secondary Teacher Training at the Miguel Hernández University of Elche and the University of Alicante
- ♦ Graduated from the University School of Teacher Training, specializing in Early Childhood Education at the University of Alicante (1985/1988), working as an Early Childhood Education teacher for fifteen Years
- ♦ Degree in Psychopedagogy from the UOC (Universitat Oberta de Catalunya) (2006/2013)
- ♦ Professional Master's Degree in Systemic Pedagogy CUDEC (Madrid 2014/2016)
- ♦ Preparer of public education competitive examinations

Ms. Cabero, Lourdes

- ♦ Professional executive, team and organizational coach
- ♦ Mentor, management development consultant, trainer in "Leader-Coach" and "Team Coaching" programs
- ♦ Psychologist, with a career in the field of personal development

Ms. González Vélez, Virginia

- ♦ Coach, Trainer and Postgraduate Diploma in Organizational Wellbeing I
- ♦ Executive Coach
- ♦ Coaching and Talent Development I From Silence to Action with Purpose

04

Structure and Content

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



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Module 1. Beliefs, Values, and Identity

- 1.1. Nature of Beliefs
 - 1.1.1. Concepts about Beliefs
 - 1.1.2. Characteristics of a Belief
 - 1.1.3. Belief Formation
 - 1.1.4. Behavior and Beliefs
 - 1.1.5. Limiting Beliefs
 - 1.1.6. Empowering Beliefs
 - 1.1.7. Origin of Limiting Beliefs
- 1.2. Managing Belief Change
 - 1.2.1. Healing the Past
 - 1.2.2. Basis of Coping with Belief Change
 - 1.2.3. Robert Dilts
 - 1.2.4. Morty Lefkoe
 - 1.2.5. "The Word", Byron Katie
- 1.3. Mindset for Change and Innovation
 - 1.3.1. Fixed Mindset
 - 1.3.2. Growth Mindset
 - 1.3.3. Comparing Fixed and Growth Mindsets
 - 1.3.4. Attitude for Change and Innovation
 - 1.3.5. Zone of Inertia
 - 1.3.6. Learning Zone
- 1.4. Coaching and Change
 - 1.4.1. Simon Sinek's Golden Circle
 - 1.4.2. Neurological Levels of Change and Learning
 - 1.4.2.1. Environment
 - 1.4.2.2. Behaviour
 - 1.4.2.3. Capacity
 - 1.4.2.4. Values and Beliefs
 - 1.4.2.5. Identity
 - 1.4.2.6. Transpersonality
 - 1.4.3. Remedial Changes
 - 1.4.4. Generative Changes
 - 1.4.5. Evolutionary Changes
 - 1.4.6. Recognition of the Neurological Level
- 1.5. Values and Counter-Values
 - 1.5.1. Conceptualization of Values
 - 1.5.2. Types of Values
 - 1.5.3. Learning of Values
 - 1.5.4. Values and Behavior
 - 1.5.5. Counter-values
 - 1.5.6. Value Recognition Dynamics
 - 1.5.7. Dynamics for Counter-value Recognition
- 1.6. Identity
 - 1.6.1. Identity Traits
 - 1.6.2. Concept of Identity
 - 1.6.3. Tradition and Identity
 - 1.6.4. Psychological Models and Identity
 - 1.6.5. Identity and Science
- 1.7. Personality Models
 - 1.7.1. Enneagram
 - 1.7.2. Discovery of one's own Enneagram
 - 1.7.3. Evolution from the Enneagram
 - 1.7.4. Use of the Enneagram in Social and Group Interactions
 - 1.7.5. Inner Archetypes
 - 1.7.6. Transformational Coaching
- 1.8. Logical Levels
 - 1.8.1. Human Needs and Maslow's Pyramid
 - 1.8.2. Richard Barret's Levels of Consciousness
 - 1.8.3. Self-realization
 - 1.8.4. Altruism and Service
 - 1.8.5. Alignment of Levels

- 1.9. Approach to Beliefs, Values, and Identity in Education
 - 1.9.1. Beliefs for Educational Excellence
 - 1.9.2. Pygmalion Effect
 - 1.9.3. The Importance of High Expectations
 - 1.9.4. Diversity: Inclusiveness
 - 1.9.5. The Values of Positive Psychology
 - 1.9.6. Values-based Education
 - 1.9.7. Self-esteem and Recognition: Identity Construction

Module 2. Coaching

- 2.1. What is Coaching?
 - 2.1.1. An Objective-driven Process
 - 2.1.1.1. The Importance of Defining the Objective
 - 2.1.1.2. Starting from the End
 - 2.1.1.3. How to Define a SMARTERObjective?
 - 2.1.1.4. From Apparent to Real Objective
 - 2.1.1.5. Target Characteristics
 - 2.1.2. A Process Among People
 - 2.1.2.1. Coaching Framework or Context
 - 2.1.2.2. The Coaching Relationship
 - 2.1.2.3. Influences in the Coaching Process
 - 2.1.2.4. Trust
 - 2.1.2.5. Respect
 - 2.1.3. The Bond
 - 2.1.4. A Communicative Process
 - 2.1.4.1. The Power of Language
 - 2.1.4.2. Active Listening
 - 2.1.4.3. Lack of Judgment
 - 2.1.4.4. Non-Verbal Communication

- 2.1.5. An Action-oriented Process
 - 2.1.5.1. The Importance of Action
 - 2.1.5.2. Designing an Action Plan
 - 2.1.5.3. Monitoring
 - 2.1.5.4. Assessment
 - 2.1.5.5. A Creative Process
 - 2.1.5.6. Generating Options
 - 2.1.5.7. Choosing Options
- 2.2. The Origins and Background of Coaching
 - 2.2.1. Philosophical Origins and Maieutics
 - 2.2.1.1. Pre-Socratics
 - 2.2.1.2. The Maieutics of Socrates
 - 2.2.1.3. Plato
 - 2.2.1.4. Later Philosophical Influences
 - 2.2.2. Influences of Humanistic Psychology
 - 2.2.2.1. The Basics of Humanistic Psychology
 - 2.2.2.2. Confidence in the Client's Ability
 - 2.2.2.3. Focus on Potentialities and Possibilities
 - 2.2.3. Contributions of Positive Psychology
 - 2.2.3.1. The Basics of Positive Psychology
 - 2.2.3.2. Conditions for Positive Psychology
 - 2.2.3.3. Human Strengths
 - 2.2.3.4. Meaning and Purpose in Life
 - 2.2.4. The Winner Game
 - 2.2.4.1. Deliberate Practice
 - 2.2.4.2. Improvement in Sports Performance
 - 2.2.4.3. Galwain
 - 2.2.5. Orientalism
 - 2.2.5.1. Importance of the Process or Pathway
 - 2.2.5.2. Objectives as Goals
 - 2.2.5.3. Detachment from Expectations and Achievements
 - 2.2.5.4. Understanding Suffering
 - 2.2.5.5. The Power of the Present
- 2.2.6. Other Influences
 - 2.2.6.1. Systemic Psychology
 - 2.2.6.2. Gestalt Psychology
 - 2.2.6.3. The Flow Concept
 - 2.2.6.4. Zen Teachings
 - 2.2.6.5. Management
 - 2.2.6.6. Neurosciences
 - 2.2.6.7. Epigenetics
- 2.3. Current Schools and Trends
 - 2.3.1. The American School
 - 2.3.1.1. Practical Coaching Approach
 - 2.3.1.2. Thomas Leonard
 - 2.3.1.3. Other Exponents
 - 2.3.2. The European School
 - 2.3.2.1. Humanistic Coaching
 - 2.3.2.2. Jhon Whitmore
 - 2.3.2.3. Other Exponents of European Coaching
 - 2.3.3. The Latin American School
 - 2.3.3.1. The Ontological Coaching Approach
 - 2.3.3.2. Rafael Echevarría and Julio Olalla
 - 2.3.3.3. Other Exponents of Latin American Coaching
- 2.4. Differences Between Coaching and Other Approaches
 - 2.4.1. Relationship Specificities in Coaching
 - 2.4.1.1. The Coachee's Responsibility
 - 2.4.1.2. The Role of the Coach
 - 2.4.1.3. Achieving Objectives
 - 2.4.2. The Limits of Coaching
 - 2.4.2.1. Psychological Conditions of the Coachee
 - 2.4.2.2. The Coach's Review and Personal Work
 - 2.4.2.3. Discomfort and Neurosis in Coaching Processes
 - 2.4.2.4. Signs of Psychosis in the Coachee
 - 2.4.2.5. Considerations on the Referral of the Coachee to Psychotherapy Professionals

- 2.4.2.6. The Approach to Coaching Processes with Coachees in Psychiatric Treatment
- 2.4.3. Cognitive-Behavioral
 - 2.4.3.1. The Psychotherapeutic Approach
 - 2.4.3.2. The Psychodynamic Approach
 - 2.4.3.3. The Humanistic Approach
 - 2.4.3.4. The Gestalt Approach
 - 2.4.3.5. The Behavioral Approach
 - 2.4.3.6. The Jungian Approach
 - 2.4.3.7. Systemic Approach
 - 2.4.3.8. Complementation of Psychotherapy in Coaching Processes
- 2.4.4. Mentoring
 - 2.4.4.1. Mentoring Objectives
 - 2.4.4.2. Relationships in Mentoring
 - 2.4.4.3. The Power of Trust in Mentoring
 - 2.4.4.4. Mentoring Advice in Mentoring
 - 2.4.4.5. Limits of Mentoring
 - 2.4.4.6. Complementation of Mentoring with Coaching Processes
- 2.4.5. Consulting
 - 2.4.5.1. Relationships in Consulting
 - 2.4.5.2. The Objectives of Consulting
 - 2.4.5.3. Complementation of Consulting with Coaching processes
- 2.4.6. Counseling
 - 2.4.6.1. Relationships in Councelling
 - 2.4.6.2. Objectives and Scope
 - 2.4.6.3. Complementation of Councelling with Coaching Processes
- 2.4.7. Empowerment
 - 2.4.7.1. Definition
 - 2.4.7.2. Processes
 - 2.4.7.3. Types
- 2.4.8. Other Approaches
 - 2.4.8.1. Art Therapy
 - 2.4.8.2. Music Therapy
 - 2.4.8.3. Drama Therapy
 - 2.4.8.4. Dance Therapy
 - 2.4.8.5. Body Therapies and Mind and Body Integrative Therapies
- 2.5. Areas of Coaching
 - 2.5.1. Live Coaching
 - 2.5.1.1. Personal
 - 2.5.1.2. Family
 - 2.5.1.3. Relationship
 - 2.5.2. Sports Coaching
 - 2.5.2.1. Professional Sports Coaching
 - 2.5.2.2. Health and Fitness Coaching
 - 2.5.2.3. Executive Coaching
 - 2.5.2.4. Team Coaching
 - 2.5.2.5. Business Coaching
 - 2.5.2.6. Nutritional Coaching
 - 2.5.2.7. Systemic Coaching
 - 2.5.2.8. Psycho Coaching
 - 2.5.2.9. Transformational Coaching
 - 2.5.2.10. Educational Coaching
- 2.6. The Competences of a Coach
 - 2.6.1. The Code of Conduct
 - 2.6.1.1. Ecology
 - 2.6.1.2. Confidentiality
 - 2.6.1.3. Forming Partnerships
 - 2.6.1.4. Creating the Bond
 - 2.6.1.5. Honesty
 - 2.6.1.6. Transparency
 - 2.6.1.7. Respect
 - 2.6.1.8. Commitment
 - 2.6.2. In-house Skills
 - 2.6.2.1. Self-Knowledge
 - 2.6.2.2. Vulnerability
 - 2.6.2.3. Being proactive
 - 2.6.2.4. Empathy

- 2.6.2.5. Reflection
- 2.6.3. External Skills
 - 2.6.3.1. Effective Communication
 - 2.6.3.2. Active Listening
 - 2.6.3.3. Admiration
 - 2.6.3.4. Assertiveness
 - 2.6.3.5. Feedback
 - 2.6.3.6. Process Management
 - 2.6.3.7. Silence
 - 2.6.3.8. Motivation
- 2.6.4. Coaching Associations
 - 2.6.4.1. International Coach Federation
 - 2.6.4.2. International Coaching Community
 - 2.6.4.3. International Association of Coaching and Psychology
- 2.6.5. Coaching Qualifications and Preparation
 - 2.6.5.1. Quality Preparation Requirements
 - 2.6.5.2. Accredited Programs
 - 2.6.5.3. Professional Coach Accreditation
 - 2.6.5.4. Accreditation Process
- 2.6.6. The 11 ICF Core Competencies
 - 2.6.6.1. Laying the Foundations
 - 2.6.6.2. Co-Creating the Relationship
 - 2.6.6.3. Communicating Effectively
 - 2.6.6.4. Cultivating Learning and Growth
- 2.7. Session Structure
 - 2.7.1. Coach and Coachee Roles
 - 2.7.1.1. Role and Responsibilities of the Coach
 - 2.7.1.2. Role and Responsibilities of the Coachee
 - 2.7.1.3. The Coaching Process
 - 2.7.1.4. Defining Objectives
 - 2.7.1.5. Action Plan
 - 2.7.1.6. Commitment
 - 2.7.1.7. Partnerships
 - 2.7.1.8. Assessment
 - 2.7.2. Sponsor
 - 2.7.2.1. Company, Management or Institution as Sponsor
 - 2.7.2.2. Company and Coachee Objectives
 - 2.7.2.3. Responsibility in the Coaching Process
 - 2.7.3. Structure and Framework
 - 2.7.3.1. Initial Situation
 - 2.7.3.2. Desired Situation
 - 2.7.3.3. Distance Between the Start and Coaching Goal
 - 2.7.4. Partnership and Contract
 - 2.7.4.1. The Convenience of an Alliance
 - 2.7.4.2. The Contract and Contractual Matters
 - 2.7.4.3. Differences and Complementarity Between Partnership and Contract
 - 2.7.5. Types of Session According to their Purpose
 - 2.7.5.1. On Contact
 - 2.7.5.2. On the Starting Process
 - 2.7.5.3. On Development
 - 2.7.5.4. On Follow-up
 - 2.7.5.5. On Assessment
 - 2.7.5.6. On Closure
 - 2.7.6. Closing the Relationship
 - 2.7.6.1. Process Evaluation
 - 2.7.6.2. Relationship Evaluation
 - 2.7.6.3. Evaluating the Achievement of Objectives
- 2.8. Models
 - 2.8.1. Wasick
 - 2.8.2. PIE
 - 2.8.3. STIR
 - 2.8.4. GROWModel
 - 2.8.4.1. Objective
 - 2.8.4.2. Reality
 - 2.8.4.3. Options



- 2.8.4.4. Action
- 2.8.5. OUTCOMESModel
 - 2.8.5.1. Objectives
 - 2.8.5.2. Reasons
 - 2.8.5.3. Acting from Now
 - 2.8.5.4. Clarifying the Difference
 - 2.8.5.5. Generating Options
 - 2.8.5.6. Motivating to action
 - 2.8.5.7. Enthusiasm and Incentives
 - 2.8.5.8. Support
- 2.8.6. ACHIEVESModel
 - 2.8.6.1. Assess Cure and Situation
 - 2.8.6.2. Create Brainstorming of Alternatives
 - 2.8.6.3. Hone Goals
 - 2.8.6.4. Initiate Options
 - 2.8.6.5. Assess Options
 - 2.8.6.6. Validate Action Program
 - 2.8.6.7. Entourage Momentum
- 2.9. Coactive Coaching
 - 2.9.1. Fundamentals of Coactive Coaching
 - 2.9.2. The Coactive Coaching Model
 - 2.9.3. The Coactive Coaching Relationship
 - 2.9.4. Contexts
 - 2.9.4.1. Listening
 - 2.9.4.2. Intuition
 - 2.9.4.3. Curiosity
 - 2.9.4.4. Pushing and Deepening
 - 2.9.4.5. Self Management
 - 2.9.5. Principles and Practices
 - 2.9.5.1. Fullness
 - 2.9.5.2. Process
 - 2.9.5.3. Balance

- 2.9.5.4. Combining
- 2.10. Coaching as a tool for the development of Groups, Companies and Communities
 - 2.10.1. Current challenges for Companies and Institutions
 - 2.10.2. Organizational Coaching
 - 2.10.3. Company Objectives
 - 2.10.4. Coaching Services for Companies
 - 2.10.4.1. Executive
 - 2.10.4.2. Specific Preparation Programs
 - 2.10.4.3. Shadow Coaching
 - 2.10.4.4. Group Coaching
 - 2.10.4.5. (Systemic) Team Coaching
 - 2.10.4.6. Psychometric Diagnostic Tools
 - 2.10.4.7. Motivation and values
 - 2.10.5. Psychometric Diagnostic Tools
 - 2.10.5.1. MBTI
 - 2.10.5.2. FIRO-B
 - 2.10.5.3. Feedback 360
 - 2.10.5.4. DISC
 - 2.10.5.5. Belbin
 - 2.10.5.5.1. Evolution in Systems and Communities
 - 2.10.5.5.2. Change and Innovation through Coaching
 - 2.10.5.5.3. Basic Coaching Tools
 - 2.10.5.5.3.1. Personal Life Wheel
 - 2.10.5.5.3.2. Teaching Wheel
 - 2.10.5.5.3.3. Student Wheel
 - 2.10.5.5.3.4. Personal SWOT Analysis
 - 2.10.5.5.3.5. Johari Window
 - 2.10.5.5.3.6. GROWScheme
 - 2.10.5.5.3.7. Circle of Control, Influence, and Concern
 - 2.10.5.5.3.8. Head, Heart, Belly
 - 2.10.5.5.3.9. VAK

Module 3. Active methodologies and innovation

- 3.1. Active Methodologies
 - 3.1.1. What are Active Methodologies?
 - 3.1.2. Keys for Methodological Development from the Students Activity
 - 3.1.3. Relationship Between Learning and Active Methodologies
 - 3.1.4. History of Active Methodologies
 - 3.1.4.1. From Socrates to Pestalozzi
 - 3.1.4.2. Dewey
 - 3.1.4.3. Institutions Promoting Active Methodologies
 - 3.1.4.3.1. The Free Institution of Education
 - 3.1.4.3.2. The New School
 - 3.1.4.3.3. The Unique Republican School
- 3.2. Project Based Learning, Problems and Challenges
 - 3.2.1. Travel Companions Cooperation Between Teachers
 - 3.2.2. Phases of PBL Design
 - 3.2.2.1. Tasks, Activities and Exercises
 - 3.2.2.2. Rich Socialization
 - 3.2.2.3. Research Tasks
 - 3.2.3. Phases of PBL Development
 - 3.2.3.1. Benjamin Bloom's Theories
 - 3.2.3.2. Blooms Taxonomy
 - 3.2.3.3. Bloom's Taxonomy Revised
 - 3.2.3.4. Bloom's Pyramid
 - 3.2.3.5. David A. Kolb's Theory: Experience-Based Learning
 - 3.2.3.6. Kolb's Cycle
 - 3.2.4. The Final Product
 - 3.2.4.1. Types of Final Product
 - 3.2.5. Evaluation in PBL
 - 3.2.5.1. Evaluation Techniques and Instruments
 - 3.2.5.2. Observation
 - 3.2.5.3. Performance
 - 3.2.5.4. Questions
 - 3.2.6. Practical Examples PBL Projects

- 3.3. Thought Based Learning
 - 3.3.1. Basic Principles
 - 3.3.1.1. Why, How and Where to Improve Thought?
 - 3.3.1.2. Thought Organizers
 - 3.3.1.3. The Infusion with the Academic Curriculum
 - 3.3.1.4. Attention to Skills, Processes and Disposition
 - 3.3.1.5. The Importance of Being Explicit
 - 3.3.1.6. Attention to Metacognition
 - 3.3.1.7. Learning Transfer
 - 3.3.1.8. Construct an Infused Program
 - 3.3.1.9. The Need for Continuous Personal Development
 - 3.3.2. Teach to Think TBL
 - 3.3.2.1. Collaborative Creation of Thought Maps
 - 3.3.2.2. Thinking Skills
 - 3.3.2.3. Metacognition
 - 3.3.2.4. Thought Design
- 3.4. Event Based Learning
 - 3.4.1. Approach to the Concept
 - 3.4.2. Basis and Foundations
 - 3.4.3. The Pedagogy of Sustainability
 - 3.4.4. Benefits of Learning
- 3.5. Play Based Learning
 - 3.5.1. Games as Learning Resources
 - 3.5.2. Gamification
 - 3.5.2.1. What is Gamification?
 - 3.5.2.2. Fundamentals
 - 3.5.2.3. Narration
 - 3.5.2.4. Dynamics
 - 3.5.2.5. Mechanisms
 - 3.5.2.6. Components
 - 3.5.2.7. Insignias
 - 3.5.2.8. Gamification Apps
 - 3.5.2.9. Examples
 - 3.5.2.10. Criticisms of Gamification, Limitations and Common Errors
- 3.5.3. Why use Videogames in Education?
- 3.5.4. Types of Players According to the Richard Bartle Theory
- 3.5.5. Escape rooms/Breakedu, an Organizational way of Understanding Education
- 3.6. Flipped Classroom
 - 3.6.1. Organization of Working Time
 - 3.6.2. Advantages of the Flipped Classroom
 - 3.6.2.1. How can I Effectively Teach using Flipped Classrooms?
 - 3.6.3. Disadvantages of the Flipped Classroom Focus
 - 3.6.4. The Four Pillars of the Flipped Classroom
 - 3.6.5. Resources and Tools
 - 3.6.6. Practical Examples
- 3.7. Other Trends in Education
 - 3.7.1. Robotics and Programming in Education
 - 3.7.2. e-learning, Micro-learning and Other Online Trends
 - 3.7.3. Neuro-education Based Learning
- 3.8. Free, Natural Methodologies based on Individual Development
 - 3.8.1. Waldorf Methodology
 - 3.8.1.1. Methodological Basis
 - 3.8.1.2. Strengths, Opportunities and Weaknesses
 - 3.8.2. Maria Montessori, the Pedagogy of Responsibility
 - 3.8.2.1. Methodological Basis
 - 3.8.2.2. Strengths, Opportunities and Weaknesses
 - 3.8.3. Summerhill, a Radical View on How to Educate Methodological Foundations
 - 3.8.3.1. Methodological Basis
 - 3.8.3.2. Strengths, Opportunities and Weaknesses
- 3.9. Educational Inclusion
 - 3.9.1. Is there Innovation without Inclusion?
 - 3.9.2. Cooperative Learning
 - 3.9.2.1. Principles
 - 3.9.2.2. Group Cohesion
 - 3.9.2.3. Simple and Complex Dynamics

- 3.9.3. Shared Teaching
 - 3.9.3.1. Ratio and Attention to Students
 - 3.9.3.2. Teaching Coordination as a Strategy for Student Improvement
- 3.9.4. Multilevel Teaching
 - 3.9.4.1. Definition
 - 3.9.4.2. Models
- 3.9.5. Universal Learning Design
 - 3.9.5.1. Principles
 - 3.9.5.2. Guidelines
- 3.9.6. Inclusive Experiences
 - 3.9.6.1. Rome Project
 - 3.9.6.2. Interactive Groups
 - 3.9.6.3. Dialogue Talks
 - 3.9.6.4. Learning Communities
 - 3.9.6.5. Includ-ED Project

Module 4. Coaching for the transformation, innovation and educational excellence

- 4.1. Well-Being as a Factor of Excellence in Educational Communities
 - 4.1.1. Evolution of Society and its Impact on Education
 - 4.1.1.1. Characteristics of Today's Society
 - 4.1.1.2. Challenges of Today's Society
 - 4.1.1.3. New Educational Needs
 - 4.1.2. Social Factors
 - 4.1.3. Professional Factors
 - 4.1.4. Wellness and Excellence
 - 4.1.5. Factors for Educational Well-Being
 - 4.1.6. Inclusivity as a Reality
 - 4.1.7. School and Family

- 4.2. Professional Development and Teacher Welfare Plan
 - 4.2.1. Teacher Unrest
 - 4.2.2. Teacher Welfare
 - 4.2.3. Teaching and Personal Development
 - 4.2.4. Personal and Professional Life
 - 4.2.5. Teacher Review and Evaluation
 - 4.2.6. Teacher Welfare as a Factor of Educational Excellence
 - 4.2.7. Inspired to Inspire Life Paths
 - 4.2.8. Teacher Welfare Plan
- 4.3. Educational Excellence
 - 4.3.1. Towards a Concept of Excellence in Education
 - 4.3.2. Teaching vs. Learning
 - 4.3.3. Excellence Based on Needs
 - 4.3.4. Demand and Excellence
 - 4.3.5. Measurements and Factors
 - 4.3.6. Management for Educational Excellence
- 4.4. Coaching for Innovation
 - 4.4.1. Processes of Educational Innovation through Coaching
 - 4.4.1.1. In Apprenticeships
 - 4.4.1.2. In the Groups
 - 4.4.1.3. In Teachers
 - 4.4.1.4. In Executive Management
 - 4.4.1.5. In the Center
 - 4.4.2. Evaluation as a Tool for Innovation
 - 4.4.3. What, When and How to Assess?
 - 4.4.4. Objectives for Innovation
 - 4.4.5. Establish Achievement Indicators
 - 4.4.6. Process Monitoring
 - 4.4.7. Celebrating Achievements
 - 4.4.8. Educational Innovation Plan

- 4.5. Educating in the Will of Meaning
 - 4.5.1. Approach to the Concept
 - 4.5.2. The Thought of Viktor Frankl
 - 4.5.3. Logotherapy and Education
- 4.6. Towards a Pedagogy of Interiority
 - 4.6.1. Spirituality and Pedagogy
 - 4.6.2. "Learning to Be"
- 4.7. Coaching for Integrative Education
 - 4.7.1. Towards a Pedagogy of Interiority
 - 4.7.2. Educating the Whole Person
 - 4.7.3. Educating for the Three Centers
 - 4.7.4. Duty and Pleasure in Education
 - 4.7.5. Educating Integratively
 - 4.7.6. Conclusions: a Road Ahead
 - 4.7.7. An Educational Project based on Educational Coaching
- 4.8. Meaning and Purpose of Education
 - 4.8.1. The Golden Circle
 - 4.8.2. Why and What For?
 - 4.8.3. The How
 - 4.8.4. The What
 - 4.8.5. Alignment of Education Levels
 - 4.8.6. Educating in the Will of Meaning
 - 4.8.7. Challenges for the Education of the Self from Coaching and Logopedagogy
 - 4.8.8. Tools for the Alignment of Educational Levels

- 4.9. Educate to Be
 - 4.9.1. Pedagogical Contributions in Education to Be
 - 4.9.2. Report of the Faure Commission for UNESCO
 - 4.9.3. Jackes DÉllors Report
 - 4.9.4. Decalogue of an Education to Be
 - 4.9.5. Beyond Knowledge
 - 4.9.6. Educating for Life
 - 4.9.7. Educating Integratively
 - 4.9.8. Inhabiting the Inside
 - 4.9.9. Educating Ego and Self
 - 4.9.10. Developing a Sense
 - 4.9.11. Inclusivity and the Common Good
 - 4.9.12. Self-Realization and Service
 - 4.9.13. Transformation



A unique, key, and decisive educational 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.





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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

“

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

The effectiveness of the method is justified by four fundamental achievements:

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.

At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

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

This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

Certificate

This Postgraduate Diploma in Educational Coaching and Neurosciences: Active Methodologies and Educational Innovation guarantees you, in addition to the most rigorous and up-to-date training, access to a Postgraduate Diploma issued by TECH Global University.



“

*Successfully complete this program
and receive your university degree
without travel or laborious paperwork”*

This program will allow you to obtain your **Postgraduate Postgraduate Diploma in Educational Coaching and Neurosciences: Active Methodologies and Educational Innovation** 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.

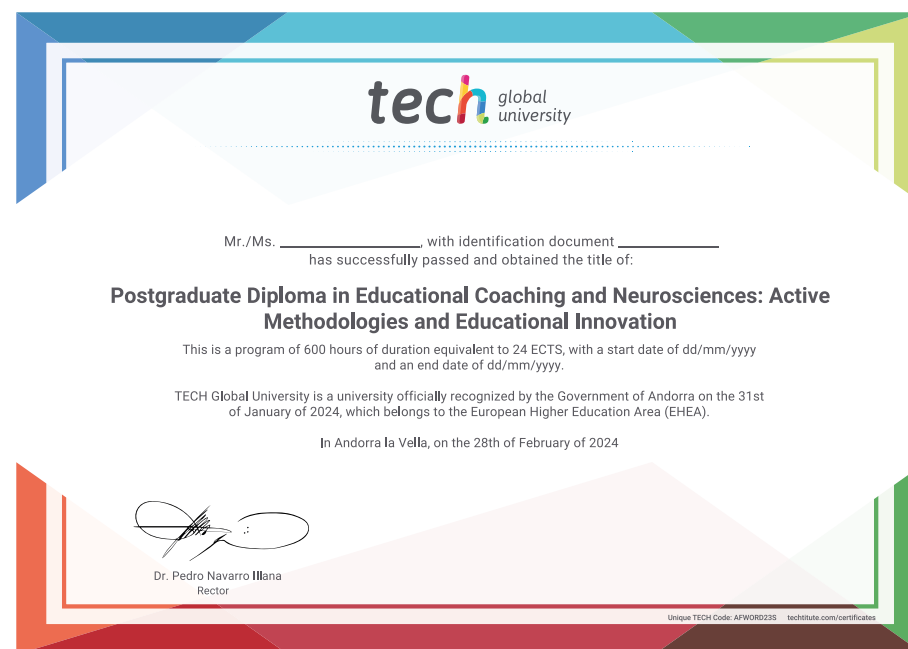
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Educational Coaching and Neurosciences: Active Methodologies and Educational Innovation**

Modality: **online**

Duration: **6 months**

Credits: **24 ECTS**



future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
development language
virtual classroom



Postgraduate Diploma
Educational Coaching and
Neurosciences: Active
Methodologies and
Educational Innovation

- » Modality: **online**
- » Duration: **6 months**
- » Certificate: **TECH Global University**
- » Credits: **24 ECTS**
- » Schedule: **at your own pace**
- » Exams: **online**

Postgraduate Diploma

Educational Coaching and
Neurosciences: Active Methodologies
and Educational Innovation



Coaching