Postgraduate Diploma

Educational Consulting in Information Technology

tech global university

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Postgraduate Diploma
Educational Consulting in Information Technology

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

Website: www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-educational-consulting-information-technology

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01

Introduction

This program in Educational Consulting in Information Technologies provides the teaching professional with specialization in a field with presence in different environments and, therefore, many professional opportunitiesThis is a program that stands out for the scope of its content, as it includes an up-to-date and quality syllabus, focused on enhancing the development capabilities of the professional who enters the new educational techniques of the teaching system, such as the management of digital sources for teaching use, teaching in social networks for teaching purposes or the creation of digital teaching units.

An effective initiation in good ICT practices that guarantee a professional teaching development aimed at the management of digital sources for teaching use, is key in today's teaching and this Postgraduate Diploma gives you all the keys"

This Postgraduate Diploma in Educational Consulting in Information Technology at TECH aims to boost the career of teaching professionals oriented to the development of ICT teaching methods, taking a step further in their career. It is a program that stands out for the scope of its content, as it includes an up-to-date and quality syllabus, focused on enhancing the capabilities of the professional and their students.

The program therefore presents the panorama of information and communication technologies for education in a broad manner, delving into the different techniques and tools for educational diagnosis and the design and management of educational programs under current parameters. It addresses, therefore, the consideration of ICT in educational centers, ensuring professional development aimed at managing digital sources for teaching use and communication in digital networks for teaching purposes

At the same time, it favors the development of the student's skills in the creation of teaching materials using digital tools and problem management, as well as knowledge of the security areas for the correct use of ICT in the classroom.

In addition, with it being a 100% online program, TECH allows students to combine their studies with their personal life and professional activity, advocating excellence without the need for physical attendance or long journeys to class that prevent the use of time for productive study hours, all through an electronic device with internet access.

This **Postgraduate Diploma in Educational Consulting in Information Technology** contains the most complete and up-to-date program on the market. The most important features include:

- Practical cases presented by experts in 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
- Practical exercises where the self-assessment process can be carried out to improve learning
- 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

Master the world of ICT in and out of the classroom, in person and virtually thanks to a complete and innovative syllabus"

In this program you will learn to communicate in digital networks for teaching purposes and acquire the ability to create teaching materials using digital tools"

You will manage and create a digital identity according to the context, being aware of the importance of the digital trail and the possibilities offered by ICT in this regard, thereby knowing its benefits and risks.

Generating and knowing how to apply ICT, as well as combine it in school as an educational tool will be one of your goals in this Postgraduate Diploma at TECH.

The program includes, in its teaching staff, professionals from the sector who contribute the experience of their work to this program, in addition to recognized specialists from prestigious reference societies and 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 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 an innovative interactive video system created by renowned and experienced experts.

02

Objectives

The design of this Postgraduate Diploma together with TECH's educational methodology makes it possible for the student to achieve the different objectives that this specialty requires. The competencies that you will acquire during the program will guide you towards the mastery of ICT for proper teaching, which will position you as one of the key figures in the educational field today, given the large number of scenarios where you can apply your teaching role. Therefore, thanks to an up-to-date and quality content, the student will opt for a very demanded position nowadays, boosting both their academic and professional career.

You will know the pedagogical foundations of education and you will implement the use of ICT in the classroom with rigor, using it as another educational tool"

General Objectives

- Learn to teach and guide teaching to each student according to their individual conditions
- Gain the skills to work with different ICTs
- Know and understand the elements, processes and values of education and their impact on comprehensive training
- Know how to structure the information in an adequate way that allows students to assimilate the knowledge in a correct manner
- Understand the importance of professional teaching development and its direct reflection on the quality of education
- Know the different teaching foundations of education

You will be able to gather, analyze and interpret relevant information and data on educational and social topics with a teaching focus"

Specific Objectives

Module 1. Information and Communication Technologies for Education

- Acquire the necessary skills and digital knowledge that are complemented by teaching and methodological skills, appropriate for the current context
- Acquire knowledge in good ICT practices that guarantee professional teaching development aimed at the management of digital sources for teaching use, communication in digital networks for teaching purposes, the ability to create teaching materials using digital tools and problem management, as well as knowledge of security areas for the correct use of ICT in the classroom
- Manage and create a digital identity according to the context, being aware of the importance of the digital trail and the possibilities offered by ICT in this regard, thus knowing its benefits and risks
- Generate and know how to apply ICT
- Combine the different ICTs in schools as an educational tool
- Identifying and discovering the importance of ongoing teacher training

Module 2. Diagnostic Techniques and Instruments

- Be able to gather, analyze and interpret relevant information and data on educational and social topics
- Understand the purpose, functions and applications of the diagnosis
- Identify people's needs and possibilities for development in order to create a base for educational actions
- Know and understand the elements, processes and values of education and their impact on comprehensive training
- Identify complex situations with special attention given to diversity and social inclusion
- Develop and apply methodologies adapted to personal and social differences

Module 3. Educational Programs Design and Management

- Know the different possiblelevels of planning for educational design
- Analyze the models, tools and actors involved in educational planning
- Understand the fundamentals and the elements of educational planning
- Detect the training needs by applying the different analysis models that exist
- Acquire the planning skills required for the creation of educational programs
- Analyze the role of international organizations in the definition of education quality

03

Structure and Content

The syllabus of this program has been designed based on the requirements of applied education and educational consulting in technology and information, an essential issue to develop in today's society. The syllabus is therefore structured around an analysis of ICT, the basic concepts of educational diagnosis and its instruments, as well as a complete module on the design and management of educational programs in the 21st century. In this way, the structure follows a theoretical-practical path through which the student will develop the different professional skills that will enable them in this specialty and in the correct performance of their functions.

Learn about the possibilities of the educational use of social networks and deepen your knowledge about safety in the use of ICT in the classroom"

Module 1. Information and Communication Technologies for Education

1.1. ICT, Literacy, and Digital Competencies
- 1.1.1. Introduction and Objectives
- 1.1.2. The School in the Knowledge Society
- 1.1.3. ICT in the Teaching and Learning Process
- 1.1.4. Digital Literacy and Competencies
- 1.1.5. The Role of the Teacher in the Classroom
- 1.1.6. The Digital Competencies of the Teacher
- 1.1.7. Bibliographical References
- 1.1.8. Hardware in the Classroom: PDI, Tablets, and Smartphones.
- 1.1.9. The Internet as an Educational Resource: Web 2.0 and M-Learning
- 1.1.10. The Teacher as Part of Web 2.0: How to Build their Digital Identity?
- 1.1.11. Guidelines for the Creation of Teacher Profiles
- 1.1.12. Creating a Teacher Profile on Twitter
- 1.1.13. Bibliographical References

1.2. Creation of Pedagogical Content with ICT and its Possibilities in the Classroom
- 1.2.1. Introduction and Objectives
- 1.2.2. Conditions for Participatory Learning
- 1.2.3. The Role of the Learner in the Classroom with ICTs: Prosumer
- 1.2.4. Content Creation in Web 2.0: Digital Tools
- 1.2.5. The Blog as a Classroom Pedagogical Resource.
- 1.2.6. Guidelines for the Creation of an Educational Blog
- 1.2.7. Elements of the Blog to Make it an Educational Resource
- 1.2.8. Bibliographical References

1.3. Personal Learning Environments for Teachers
- 1.3.1. Introduction and Objectives
- 1.3.2. Teacher Training for the Integration of ICTs
- 1.3.3. Learning Communities
- 1.3.4. Definition of Personal Learning Environments
- 1.3.5. Educational Use of PLE and NLP
- 1.3.6. Design and Creation of our Classroom PLE
- 1.3.7. Bibliographical References

1.4. Collaborative Learning and Content Curation
- 1.4.1. Introduction and Objectives
- 1.4.2. Collaborative Learning for the Efficient Introduction of ICT in the Classroom
- 1.4.3. Digital Tools for Collaborative Work
- 1.4.4. Content Curation
- 1.4.5. Content Curation as a Teaching Practice in the Promotion of Students' Digital Competences
- 1.4.6. The Content Curator Teacher. Scoop.it
- 1.4.7. Bibliographical References

1.5. Pedagogical Use of Social Media. Safety in the Use of ICTs in the Classroom.
- 1.5.1. Introduction and Objectives
- 1.5.2. Principle of Connected Learning
- 1.5.3. Social Media: Tools for the Creation of Learning Communities
- 1.5.4. Communication on Social Media: Management of the New Communicative Codes
- 1.5.5. Types of Social Media
- 1.5.6. How to use Social Media in the Classroom: Content Creation
- 1.5.7. Development of Digital Competencies of Students and Teachers with the Integration of Social Media in the Classroom
- 1.5.8. Introduction and Objectives of Security in the Use of ICT in the Classroom
- 1.5.9. Digital Identity
- 1.5.10. Risks for Minors on the Internet
- 1.5.11. Education in Values with ICT: Service-Learning Methodology (ApS) with ICT Resources
- 1.5.12. Platforms for Promoting Safety on the Internet
- 1.5.13. Internet Safety as Part of Education: Centers, Families, Students, and Teachers and Objectives of the Safety in the Use of ICTs in the Classroom
- 1.5.14. Bibliographical References

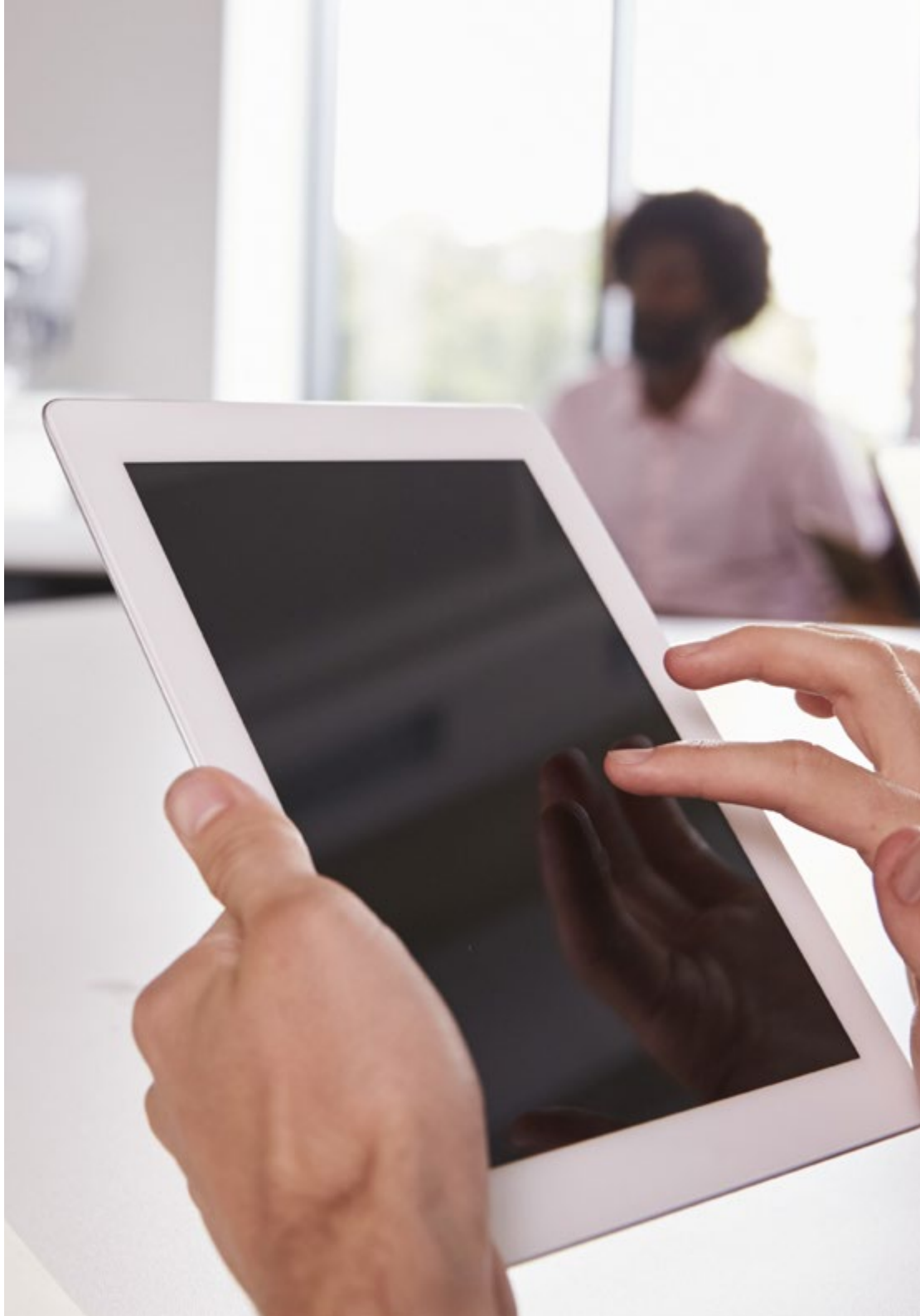
1.6. Creation of Audiovisual Content with ICT tools. PBL and ICT
- 1.6.1. Introduction and Objectives
- 1.6.2. Bloom's Taxonomy and ICT
- 1.6.3. The Educational Podcast as a Teaching Element
- 1.6.4. Audio Creation
- 1.6.5. The Image as a Didactic Element

1.6.6. ICT Tools with Educational Use of Images
1.6.7. The Editing of Images with ICT: Tools for its Edition
1.6.8. What is ABP?
1.6.9. Process of Working with PBL and ICT
1.6.10. Designing PBL with ICT
1.6.11. Educational Possibilities in Web 3.0
1.6.12. Youtubers and Instagrammers: Informal Learning in Digital Media
1.6.13. The Video Tutorial as a Pedagogical Resource in the Classroom
1.6.14. Platforms for the Dissemination of Audiovisual Materials
1.6.15. Guidelines for the Creation of an Educational Video
1.6.16. Bibliographical References

1.7. Regulations and Legislation Applicable to ICT
1.7.1. Introduction and Objectives
1.7.2. Data Protection Laws
1.7.3. Guide of Recommendations for the Privacy of Minors on the Internet
1.7.4. The Author's Rights: Copyright and Creative Commons
1.7.5. Use of Copyrighted Material
1.7.6. Bibliographical References

1.8. Gamification: Motivation and ICT in the Classroom
1.8.1. Introduction and Objectives
1.8.2. Gamification Enters the Classroom Through Virtual Learning Environments.
1.8.3. Game-Based Learning (GBL)
1.8.4. Augmented Reality (AR) in the Classroom
1.8.5. Types of Augmented Reality and Classroom Experiences
1.8.6. QR Codes in the Classroom: Generation of Codes and Educational Application
1.8.7. Classroom Experiences
1.8.8. Bibliographical References

1.9. Media Competency in the Classroom with ICT
1.9.1. Introduction and Objectives
1.9.2. Promoting the Media Competence of Teachers
1.9.3. Mastering Communication for Motivating Teaching
1.9.4. Communicating Pedagogical Content with ICT
1.9.5. Importance of the Image as a Pedagogical Resource



1.9.6. Digital Presentations as a Didactic Resource in the Classroom
1.9.7. Working in the Classroom with Images
1.9.8. Sharing Images on Web 2.0
1.9.9. Bibliographical References
1.10. Assessment for Learning Through ICT
1.10.1. Introduction and Objectives
1.10.2. Assessment for Learning Through ICT
1.10.3. Evaluation Tools: Digital Portfolio and Rubrics
1.10.4. Building an ePortfolio with Google Sites
1.10.5. Generating Evaluation Rubrics
1.10.6. Design Evaluations and Self-Evaluations with Google Forms
1.10.7. Bibliographical References

Module 2. Diagnostic Techniques and Instruments

2.1. Diagnostic Techniques and Instruments
2.1.1. Introduction and Basic Concepts of Educational Diagnostic
2.1.2. The Process and the Variables in Educational Diagnosis
2.1.3. Evaluation Techniques and Procedures
2.1.4. Scope of Application
2.2. Code of Ethics. Teachers' Professional Guide
2.2.1. Evolution Over Time
2.2.2. On the Professionalization of Teachers
2.2.3. Code of Ethics of the Teaching Profession
2.2.4. Possibilities of the Teachers' Code of Ethics
2.3. The Report as a Tool in Evaluation and Diagnosis
2.3.1. Concept of the Report as a Diagnostic Tool
2.3.2. Parts of the Education Report
2.3.3. Report Characteristics
2.4. Observation Techniques
2.4.1. Observation as a Method
2.4.2. Functions of the Observation
2.4.3. Object of the Observation
2.4.4. Designs in Observational Research
2.4.5. Types of Observation
2.5. Interrogation Techniques. The Interview
2.5.1. The Interview in Educational Diagnosis
2.5.2. Characteristics of the Interview in the Educational Environment
2.5.3. Data Previous to the Interview
2.5.4. Types of Interviews
2.6. Theoretical Foundations of Psychometric Techniques
2.6.1. Basic Principles of Psychological Measuring Techniques
2.6.2. Techniques for the Construction of Attitude Scales
2.6.3. Theory of Tests
2.6.4. Interpretation of Scores
2.6.5. Item Analysis
2.6.6. Technical and Ethical Recommendations
2.7. Standardized Tests: Evaluation and Diagnosis in Attention and Memory
2.7.1. Introduction
2.7.2. Types of Tests for Evaluating Attention
2.7.3. Types of Tests for Evaluating Memory
2.8. Standardized Tests: Evaluation and Diagnosis in Literacy and Mathematics
2.8.1. Dyslexia
2.8.2. Literacy and Dyslexia Evaluation Tools
2.8.3. Standardized Tests in Mathematics
2.9. Standardized Tests: Evaluation and Diagnosis of Intelligence
2.9.1. Test on the Concept of Intelligence and Education
2.9.2. Types of Standardized Tests in Diagnosis of Intelligence
2.9.3. Theory of Multiple Intelligences
2.10. Standardized Tests: Evaluation and Diagnosis in Attention ASD
2.10.1. Definition and Types of ASD
2.10.2. Evaluation of the Level of Development
2.10.3. Rapid Assessment of Autism
2.10.4. Extensive Assessment of Autism

Module 3. Educational Programs Design and Management

3.1. Educational Programs Design and Management
- 3.1.1. Stages and Tasks in the Design of Educational Programs
- 3.1.2. Types of Educational Programs
- 3.1.3. Educational Program Evaluation
- 3.1.4. Skills-Based Educational Program Model

3.2. Design of Programs in the Formal and Informal Educational Environment
- 3.2.1. Formal and Informal Education
- 3.2.2. Formal Educational Program Model
- 3.2.3. Informal Educational Program Model

3.3. Educational Programs and Information and Communication Technologies
- 3.3.1. Integrating ICT into Educational Processes
- 3.3.2. Advantages of ICT in Education Program Development
- 3.3.3. Educational Practices and ICT

3.4. Design of Educational and Bilingual Programs
- 3.4.1. Advantages of Bilingualism
- 3.4.2. Curricular Aspects for the Design of Educational Programs in Bilingualism
- 3.4.3. Examples of Educational and Bilingual Programs

3.5. Pedagogical Design of Programs in Educational Orientation
- 3.5.1. Creation of Programs in Educational Orientation
- 3.5.2. Possible Content of Educational Orientation Programs
- 3.5.3. Methodology for the Evaluation of Educational Orientation Programs
- 3.5.4. Aspects to Consider in the Design

3.6. Educational Programs Design for Inclusive Education
- 3.6.1. Theoretical Fundamentals of Inclusive Education
- 3.6.2. Curricular Aspects for the Design of Inclusive Educational Programs
- 3.6.3. Examples of Inclusive Educational Programs

3.7. Management, Monitoring and Evaluation of Educational Programs. Pedagogical Skills
- 3.7.1. Assessment as an Educational Improvement Instrument
- 3.7.2. Steps for the Evaluation of Educational Programs
- 3.7.3. Educational Program Evaluation Techniques
- 3.7.4. Pedagogical Skills for Evaluation and Improvement

3.8. Communication Strategies And Diffusion of Educational Programs
- 3.8.1. Teaching Communication Process
- 3.8.2. Teaching Communication Strategies
- 3.8.3. Diffusion of Educational Programs

3.9. Good Practice in the Design and Management of Educational Programs in Formal Education
- 3.9.1. Characterization of Good Teaching Practices
- 3.9.2. Influence of Good Practice in the Design and Development of the Program
- 3.9.3. Pedagogical Leadership and Good Practices

3.10. Good Practices in the Design and Management of Educational Programs in Non-Formal Contexts
- 3.10.1. Good Teaching Practices in Non-Formal Contexts
- 3.10.2. Influence of Good Practice in the Design and Development of the Program
- 3.10.3. Example of Good Educational Practices in Non-Formal Contexts

Learn easily through a structured syllabus with the objective or quick impact and efficacy"

04

Methodology

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

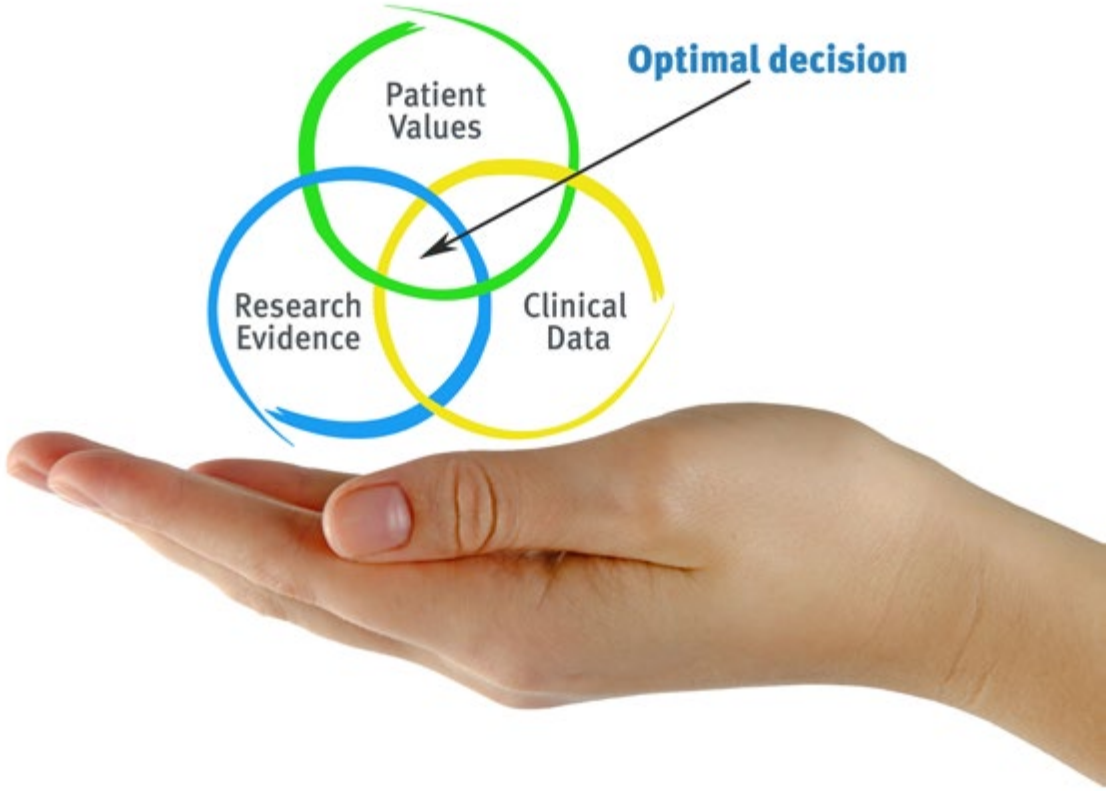
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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:

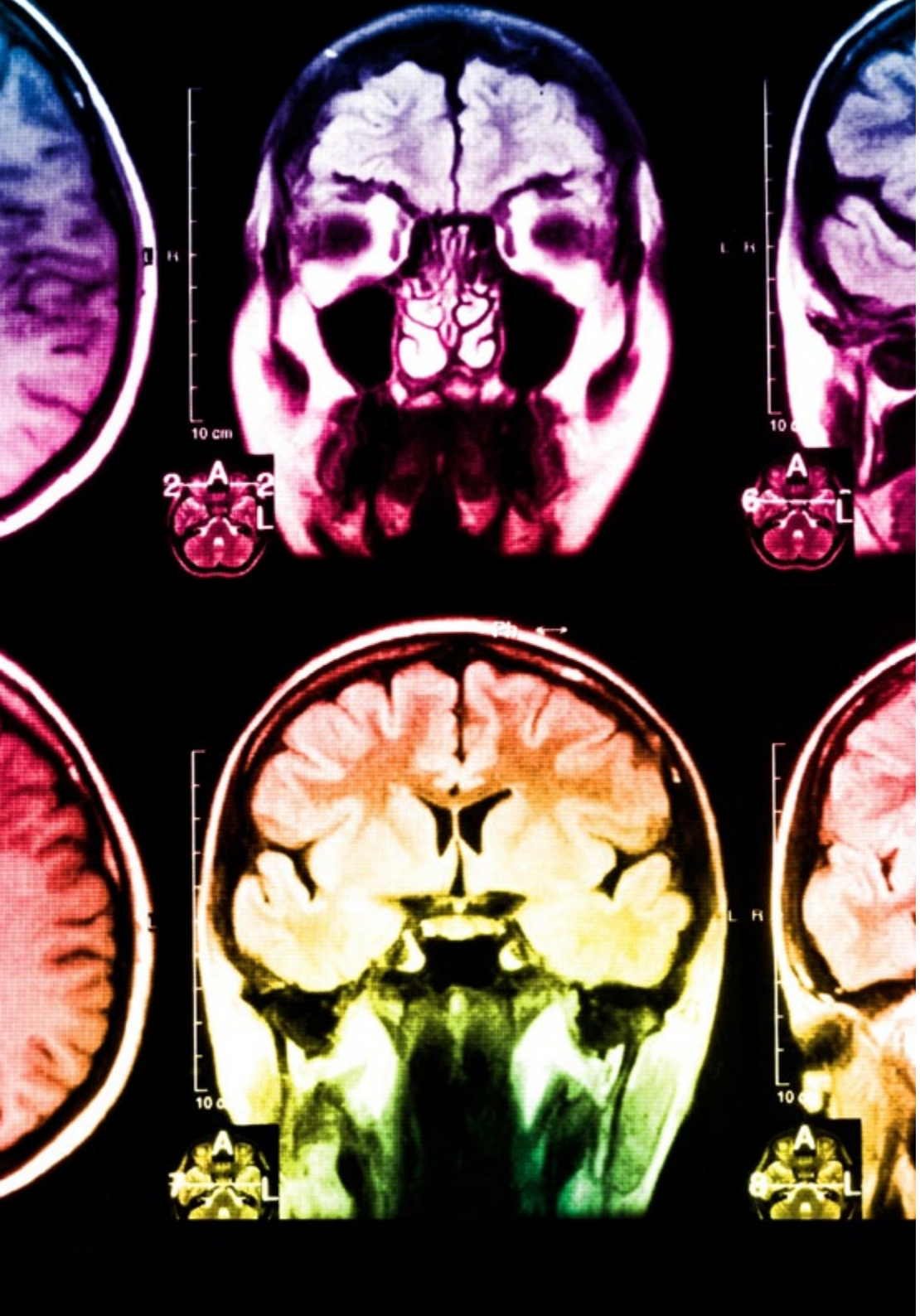
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

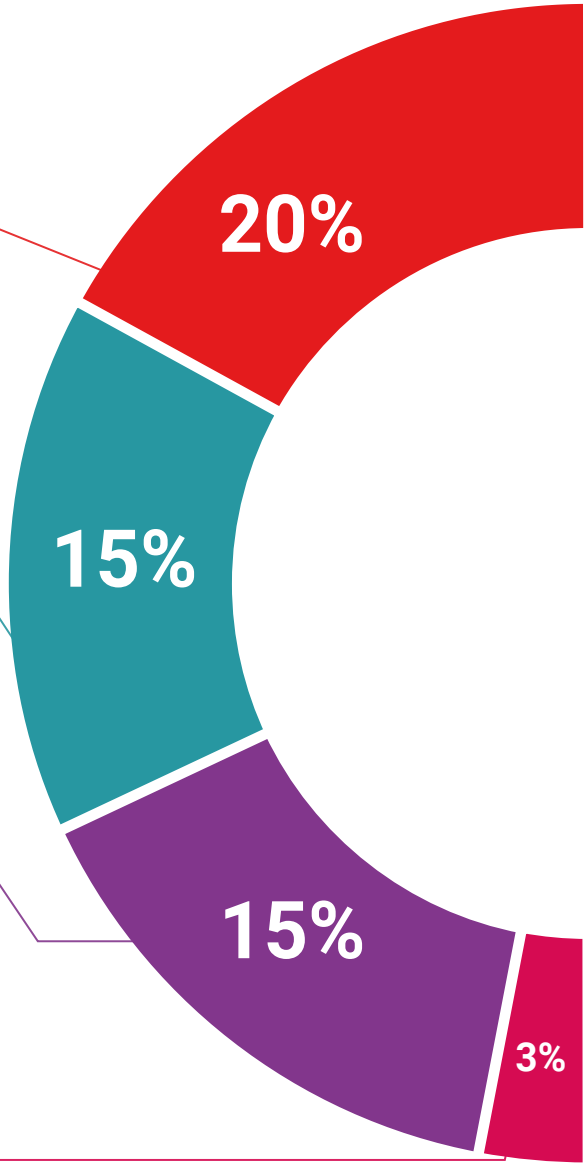
Interactive Summaries

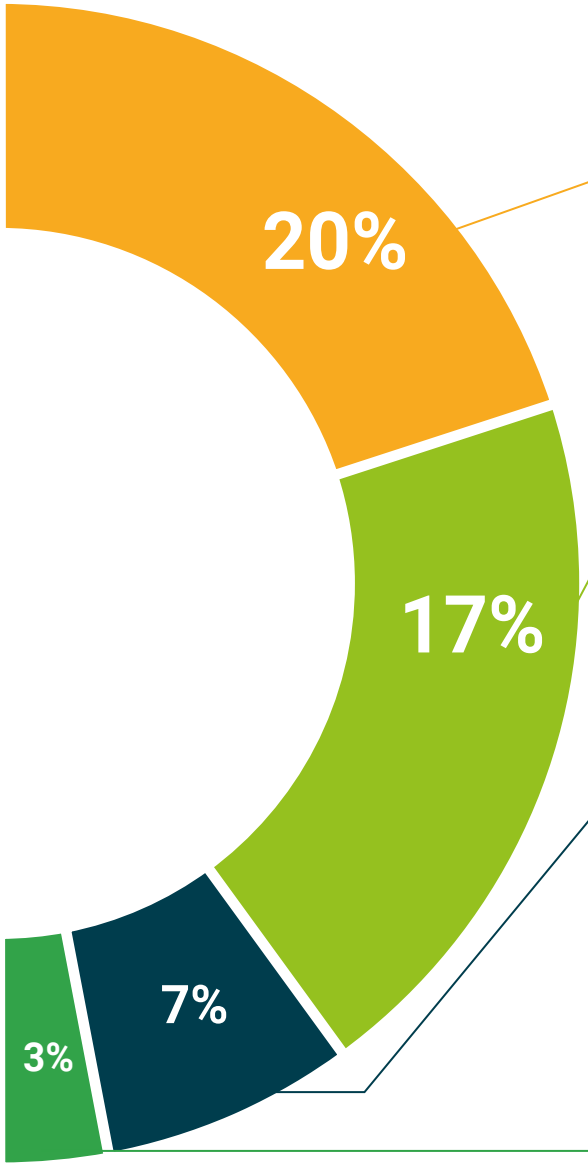
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

This Postgraduate Diploma in Educational Consulting in Information Technology guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.

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 Educational Consulting in Information Technology** 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 Consulting in Information Technology**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**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Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Postgraduate Diploma in Educational Consulting in Information Technology

This is a program of 450 hours of duration equivalent to 18 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Rector

Unique TECH Code: AFWORD23S techtitute.com/certificates

*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

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