Postgraduate Diploma

Educational Innovation in High Abilities

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Postgraduate Diploma

Educational Innovation in High Abilities

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

Website: **www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-educational-innovation-high-abilities**

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01

Introduction

The specialization of educators and their ability to work with children and adolescents with High Abilities are essential in the process of enhancing the abilities of these students. This is the reason why TECH has designed a program that seeks to provide these professionals with the specific skills and knowledge with which to effectively carry out their work in this area. And this, through an agenda that addresses topics such as Multiple Intelligences, Intellectual Precocity, the Role of Families and Language Stimulation Programs. All this, in a comfortable 100% online modality that gives total freedom of organization to the student.

This Postgraduate Diploma in Educational Innovation in High Abilities will maximize your chances of achieving professional success"

One of the essential factors in the care of children and adolescents with High Abilities is that it must be provided in all their environments, especially in the educational, social and family ones. Therefore, professionals with advanced and specialized knowledge in this type of cases are essential to be able to carry out the necessary educational innovation in this field.

This is the reason why TECH has created a Postgraduate Diploma in Educational Innovation in High Abilities, with which it seeks to meet the demand for qualified professionals with specialized skills and competencies in this area, enabling them to carry out their work with maximum efficiency and quality in their jobs. In this way, the syllabus delves into Guidance Teams, Developmental Models, Risk Factors of High Abilities or Clinical Aspects of Giftedness through very complete theoretical and practical contents.

All of this, under a 100% online modality and with up-to-date, dynamic and precise didactic materials that represent a unique opportunity in the labor market. In addition, with total freedom on the part of the student to carry out their studies and to be able to organize their schedules, without limitations of any kind and being able to carry out their other day-to-day activities.

This **Postgraduate Diploma in Educational Innovation in High Abilities** 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 Educational Innovation in High Abilities
- 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 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

Get to know in depth the reality of working with students with High Abilities, thanks to a wide variety of practical activities”

A program in 100% online mode that will allow you to enhance your professional profile in the educational field, without leaving home and at any time of the day"

Access all the content on Educational Innovation in High Abilities, from your mobile, tablet or computer.

Enroll now and delve into aspects such as Intellectual Precocity or Learning Styles in a few months and with any device with Internet connection.

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.

02

Objectives

This Postgraduate Diploma in Educational Innovation in High Abilities is aimed at providing practical activities and in-depth learning to those professionals who want to work in this field with maximum efficiency and the highest quality in their work. All this, through the most complete, dynamic and up-to-date theoretical and practical contents of the current educational market.

This program seeks to maximize your professional profile and facilitate your path to success in the educational field"

General Objectives

- Prepare the participant to recognize and initiate the detection of students who present characteristics compatible with the High Abilities spectrum
- Make known the main characteristics of High Abilities, as well as the pedagogical, scientific, and legal framework in which this reality is framed
- Show students the main assessment tools, as well as the criteria to complete the process of indentifying the specific educational needs required for High Abilities
- Instruct students to use techniques and strategies for educational intervention, as well as guide the response in different extracurricular areas
- Develop in students the capacity to elaborate specific adaptations, as well as to collaborate or to promote integral programs within the educational project and the attention plan for diversity at a center
- Value the multidimensionality of High Abilities and the need for multiprofessional interventions with flexible and adaptive methodologies from an inclusive vision
- Consolidate innovation and the application of new technologies as a central and useful element in the educational process
- Awaken in the student the necessary sensitivity and initiative to become a catalyst for the paradigmatic change that will make an inclusive educational system possible

Specific Objectives

Module 1. Educational Paradigm and Pedagogical Framework of High Abilities Individuals

- Know the characteristics of the current emerging educational paradigm within the pedagogical and scientific framework
- Differentiate the roles played by the different educational agents in the new paradigm
- Refresh the theoretical bases of the learning process in individuals
- Value the advantages of attention to diversity versus obsolete educational models
- Explore the possible routes to achieving quality education
- Know the place of high abilities individuals in this new scenario of change
- Learn the scientific foundations for high abilities individuals and the differential cognitive functioning of these students
- Interpret the different models and theories that define high abilities individuals from different points of view
- Delve into the examination of giftedness carried out in our closest environment
- Share the educational challenges of the present and the objectives of a school in the 21st century
- Understand Inclusive education and attention to diversity as a fundamental right of all students
- Analyze the pedagogical and legal framework passing through the different institutional levels that mark the right to and the bases of education

Module 2. Definition and Classification of High Abilities

- Differentiate between special and specific educational needs
- Understand the criteria of maximum normality behind inclusive education
- Know how attention to diversity is vertically structured throughout the educational stages
- Understand the structure of the educational system and how educational projects and plans are developed
- Understand the bases of the organization of the curriculum at the center and classroom level
- Know the different possibilities of classroom organization within the framework of personalized, adaptive or inclusive attention
- Understand the functioning and expertise of educational guidance teams and their role in the attention to diversity and High Abilities
- Analyze the historical background of High Abilities
- Compare the evolution of the concept of High Abilities in the international framework

Module 3. New Technologies and Cooperative Learning

- Understand the urgent need for specific teacher training in the field of high-capacity individuals
- Discuss the advantages and disadvantages of the transformation of education with new methods and technological tools
- Know digital educational content, digital tools and educational platforms

- Develop a technological resource base for educational practice
- Compare digital resources and share experiences to compile a resource bank
- Know the institutions that bet on and work for Inclusive education, research and for the defense of the rights of students with High Abilities

Module 4. Successful Educational Experiences

- Review the curricular organization in different educational stages
- Compare screening results carried out by different educational agents
- Know the process of psycho-pedagogical evaluation as part of the identification process
- Analyze the most frequent psycho-pedagogical evaluation tools
- Learn how to interpret the results of a psycho-pedagogical evaluation with regard to educational responses

Reach your most demanding goals in the workplace and become an expert in High Ability Learners"

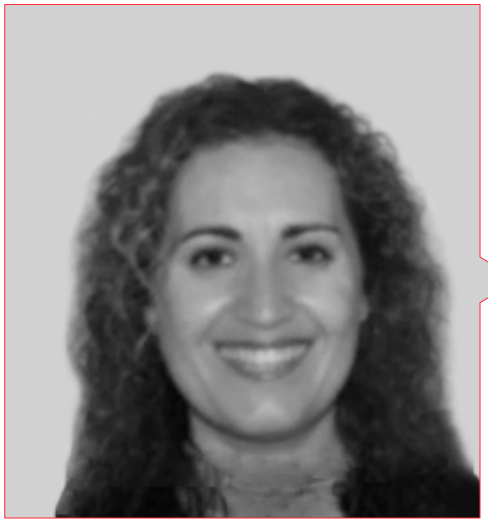
03

Course Management

The management and teaching staff of this Postgraduate Diploma in Educational Innovation in High Abilities is made up of renowned professionals who are part of TECH's team of experts. These specialists have poured their in-depth knowledge and extensive experience into the entire syllabus in order to offer unique, comprehensive and innovative content that will exceed the highest expectations.

Acquire new skills and better competencies from the most outstanding experts in High Abilities"

Management



Dr. Medina Cañada, Carmen Gloria

- Director of the Instituto Canario de Altas Capacidades (Canary Islands Institute of High Capacities)
- Psychologist and Speech therapist at the Asperger Association of the Canary Islands (ASPERCAN)
- Psychologist and Speech Therapist in Yoyi
- Psychologist and Speech Therapist at the Center for Audiology and Speech Therapy Studies
- Psychologist of minors in the Psychological Guidance Area at ANSITE
- Bachelor's PhD in Pedagogy, University of La Laguna
- Bachelor's Degree in Pedagogy, University of La Laguna
- Degree in Primary Education by University of La Laguna

Professors

Mr. Aznar Rodríguez, Francisco Javier

- Specialist in Psychopedagogy and High Capacities
- Neurosynchrony Manager (Alicante)
- Judicial Expert at the International Institute of High Capacities of the Community of Valencia
- Degree in Psychopedagogy from the ULPGC
- Postgraduate Certificate in Primary Education from the University of Las Palmas de Gran Canaria (ULPGC)
- Master's Degree in High Capacities from the CEU Cardenal Herrera University

Mr. Gris Ramos, Alejandro

- Technical Engineer in Computer Management
- CEO & Founder from Talent Club
- CEO Persatrace, Online Marketing Agency
- Business Development Director at Alenda Golf
- Director of the PI Study Center
- Director of Web Application Engineering Department at Brilogic
- Web programmer at Grupo Ibergest
- Software/web programmer at Reebok Spain
- Technical Engineer in Computer Management
- Master's Degree in Digital Teaching and Learning , Tech Education
- Master's Degree in High Abilities and Inclusive Education
- Master' s Degree in E-Commerce
- Specialist in the Latest Technologies Applied to Teaching, Digital Marketing, Web Application Development and Internet Business

Ms. Herrera Franquis, María del Carmen

- Director of the Canary Islands Psychological Center
- Director of the Canary Islands Institute of High-Capacity Individuals in Tenerife
- Teacher in university and postgraduate studies in Psychology
- Degree in Psychology
- Expert in the Psychological Approach to Personality Disorders in Childhood and Adolescence
- Member of: the National Network of Psychologists for the Psychological Attention to Victims of Terrorism of the Ministry of the Interior

Mr. Hernández Felipe, Eduardo

- Psychologist Expert in High Capacities and Social Intervention
- Psychologist Responsible for an Immediate Care Center
- Child and Adolescent Psychologist at the DUO Center
- Psychologist at The Catholic Worker Farm
- Collaborator in the Canary Islands Institute of High Capacities
- Degree in Psychology from the University of La Laguna
- Master's Degree in Family Intervention from the University of Gran Canaria
- Master's Degree in General Health Psychology from the University of Valencia
- Master's Degree in High Abilities and Inclusive Education

Ms. Jiménez Romero, Yolanda

- Pedagogical advisor and External Educational Collaborator
- Academic Coordinator Online University in Campus
- Territorial Director of the Extremeño-Castilla La Mancha Institute of High Capacity
- Creation of INTEF Educational Content at the Ministry of Education and Science
- Degree in Primary Education, English specialization
- Psychopedagogue from the International University of Valencia
- Master's Degree in Neuropsychology of High Abilities
- Master's Degree in Emotional Intelligence Specialist in NLP Practitioner

Dr. Peguero Álvarez, María Isabel

- Specialist in Family and Community Medicine in the Extremeño Health Service
- Family Physician with Pediatric duties in Primary School Care
- Coordinator of the Primary School team in the Extremadura Health Service
- Author of several publications related to high capacities and of the Clinical Practice Guide in Primary School Care
- Participation in various forums, congresses, and conferences related to high capacities

Ms. Pérez Santana, Lirian Ivana

- Psychologist Specialized in High Capacities
- Director of the Instituto Canario de Altas Capacidades (Canary Institute of High Capacities)
- Guidance Counselor at IES Vega de San Mateo
- Guidance counselor at CPEIPS Nuestra Señora de las Nieves
- Bachelor's Degree in Pedagogy, University of La Laguna
- International Master's Degree in Forensic Psychology from the Spanish Association of Behavioral Psychology

Ms. Rodríguez Ventura, María Isabel

- Director, Coordinator and Therapist at Gabinete Pedagógico Lanzarote SL
- Coordinator, Therapist and Head Pedagogue at Creciendo Yaiza Association
- Bachelor's Degree in Pedagogy, University of La Laguna
- Master's Degree in Intervention in Learning Difficulties from ISEP University
- Member of : the Canary Institute of High-Capacity Individuals Lanzarote delegation

04

Structure and Content

The structure and content of this syllabus have been meticulously designed by TECH's leading experts in Educational Innovation in High Abilities. In this way, the most up-to-date, complete and dynamic didactic materials have been created, always based on TECH's pedagogical methodology, Relearning, which guarantees a progressive, natural and optimal assimilation of the essential concepts by the students.

You will obtain a wide range of resources that will facilitate the process of learning and overcoming this Postgraduate Diploma in Educational Innovation in High Abilities"

Module 1. Educational Paradigm and Pedagogical Framework of High Abilities Individuals

1.1. Emerging Educational Paradigm: Toward the Education We Need
- 1.1.1. Teacher Role beyond Transmitting Knowledge
- 1.1.2. Student Role in the New Learning Context

1.2. Attention to Diversity in Our Pedagogic-Legal Framework
- 1.2.1. LOE-LOMCE
- 1.2.2. International Treaties

1.3. Organizing the Curriculum and High Abilities Individuals
- 1.3.1. Educational Plans and Projects
- 1.3.2. Organizing the Curriculum and the Classroom
- 1.3.3. Guidance Teams

1.4. The Evolution of the Concept of Intelligence
- 1.4.1. Factorial and Multifactorial Models
- 1.4.2. Synthesis Models and Capacity Studies
- 1.4.3. From Psycometric Theories to the Information Processing Model
- 1.4.4. Computational Model
- 1.4.5. Models Based on Neuroscience: Human Connectome

1.5. Explanatory Theories on High Abilities Individuals
- 1.5.1. Scientific Basis
- 1.5.2. Renzulli's Theory
- 1.5.3. Gagné's Theory
- 1.5.4. Theories on Intelligence
- 1.5.5. Evolutionary Models
- 1.5.6. Multiple intelligences

1.6. Educational Paradigm and Pedagogic-Scientific Framework Concerning High Abilities Individuals
- 1.6.1. Definition and History of The Biopsychosocial Model
- 1.6.2. Some Sociocultural Models that Explain High Abilities
- 1.6.3. The Biopsychosocial Model: The Integrative Model
- 1.6.4. Scientific Framework of High Capacity
- 1.6.5. High Capacity from a Pedagogical Perspective

1.7. Multidisciplinary Evolution
- 1.7.1. Attention to Diversity: Detection, Assessment and Diagnosis
- 1.7.2. Psychopedagogical Evaluation
- 1.7.3. The Psycho-Pedagogical Assessment in High Capacity Intellectuals
- 1.7.4. Multidisciplinary Evolution

1.8. Specific Educational Needs and Teacher Training
- 1.8.1. The Concept of Educational Needs: Origin and Historical Evolution
- 1.8.2. Specific Educational Needs; NEAE Regulations
- 1.8.3. Definition and Classification of Specific Educational Needs
- 1.8.4. Characteristics of NEAE
- 1.8.5. Teaching Training Needs and Educational Response to the ACNEAE

1.9. The Challenge of the 21st 21St Century School Regarding High-Capacity Individuals
- 1.9.1. A Brief Historical Review
- 1.9.2. A Plural and Democratic Society
- 1.9.3. The Challenges of 21st Century Education in Terms of Diversity
- 1.9.4. The Educational Challenges of the 21st Century with Regard to High Capacity
- 1.9.5. Competency-Based Learning in Students with High Capacity

Module 2. Definition and Classification of High Abilities

2.1. Definitions of High Abilities
- 2.1.1. What do we mean by High Capacity?
- 2.1.2. Models to Differentiate High Abilities
- 2.1.3. Definition of High Abilities: Principles to Be Taken into Account
- 2.1.4. Variables Involved in the Identification of High Abilities
- 2.1.5. Risk Factor for High Abilities
- 2.1.6. Defining the diversity of High Abilities: Profiles of High Intellectual Capacity

2.2. Spectrum of High Abilities
- 2.2.1. Differential Evolutionary Profiles
- 2.2.2. Qualitative Cut-off Points
- 2.2.3. East of the Gaussian Bell
- 2.2.4. Crystallization of Intelligence

2.3. Intellectual Precocity
- 2.3.1. Characteristics of Intellectual Precocity
- 2.3.2. Annotated Real Case Studies

2.4. Simple Talent
- 2.4.1. Simple Talent Characteristics
- 2.4.2. Verbal Talent
- 2.4.3. Mathematical Talent
- 2.4.4. Social Talent
- 2.4.5. Motor Talent
- 2.4.6. Musical Talent
- 2.4.7. Real Case Studies of the Different Talents

2.5. Compound Talent
- 2.5.1. Academic Talent
- 2.5.2. Artistic Talent
- 2.5.3. Real Case Studies of Compound Talents

2.6. Giftedness
- 2.6.1. Differential Diagnosis

2.7. Characteristics of Giftedness
- 2.7.1. Gender and Evolutionary Variables
- 2.7.2. Giftedness Clinic
- 2.7.3. Double Exceptionality

2.8. Clinical Aspects of Giftedness
- 2.8.1. Introduction to Desynchronies
- 2.8.2. Other Disorders and Comorbidities

2.9. Cognitive Learning Styles
- 2.9.1. Learning Styles
- 2.9.2. Brain Quadrant Model
- 2.9.3. Silverman Dimensional Model
- 2.9.4. Experience-Based Learning Model
- 2.9.5. Neurolinguistic Programming Model
- 2.9.6. Cognitive Learning Styles
- 2.9.7. Questionnaires and Assessment Instruments
- 2.9.8. Implications in Educational Practice

Module 3. New Technologies and Cooperative Learning

3.1. The Transformation of Education with New Teaching Methods
- 3.1.1. Approaches and Perspectives
- 3.1.2. Information Communication Technologies (ICTs)
- 3.1.3. Technology for Learning and Knowledge
- 3.1.4. Empowerment and Participation Technologies

3.2. Impact of New Technologies in Education
- 3.2.1. Digital Skills in Students
- 3.2.2. Digital Skills in Teachers
- 3.2.3. The Role of Families and the Regulation of Use

3.3. Educating With the Use of New Technologies
- 3.3.1. Advantages and Disadvantages of the Use of ICTs
- 3.3.2. ICT and its possibilities for students with AACC

3.4. Structure and Abilities in Cooperative Learning
- 3.4.1. Implementation of Collaborationism
- 3.4.2. Cooperative Learning and Use of New Technologies

3.5. Purposes of Cooperative Learning From a Multicultural Approach
- 3.5.1. Cooperative learning and Social Context
- 3.5.2. Interculturality and The Benefits of Educational Partnership

3.6. Application in Each of the Educational Stages
- 3.6.1. Teamwork and Group Cohesion in Early Childhood Education
- 3.6.2. Cooperative Techniques in Early Childhood Education
- 3.6.3. Didactics and Experiences in Primary Education Simple Structures
- 3.6.4. Primary Research and Projects
- 3.6.5. Importance of Roles in Secondary Education
- 3.6.6. Evaluation of Cooperative Experiences in Secondary Schools

3.7. Design of Activities and Group Dynamics
- 3.7.1. Group Cohesion Activities
- 3.7.2. Group Dynamics

3.8. The Role of the Teacher as Facilitator and Guide
- 3.8.1. The Teacher's Guide in The Digital Age
- 3.8.2. The Classroom as a Scenario of Learning

3.9. Assessment of Cooperative Learning
- 3.9.1. Peer Assessment
- 3.9.2. Self-Observation
- 3.9.3. Teacher Assessment

Module 4. Successful Educational Experiences

4.1. Centers of Interest and Project Work in Pre-School
- 4.1.1. Development of Project Work
- 4.1.2. Role of the Participants
- 4.1.3. Assessment of Project Work

4.2. Cognitive and Language Stimulation Projects Applied to Pre-School Education
- 4.2.1. Areas of Cognitive Stimulation
- 4.2.2. Cognitive Stimulation Programs
- 4.2.3. Language Prerequisites
- 4.2.4. Language Stimulation Programs

4.3. Virtual Learning Environments in Pre-School and Primary Education
- 4.3.1. Virtual Environments as a Diagnostic and Adaptive Tool
- 4.3.2. Language Workshops
- 4.3.3. Mathematics Workshops

4.4. Art Education in Pre-School and Primary School
- 4.4.1. Visual Arts in the Pre-School Stage
- 4.4.2. Visual Arts in the Primary-School Stage
- 4.4.3. Resources and Activities in Art Education

4.5. Project Based Learning in Primary and in High School Education
- 4.5.1. Steps to Implement Project-Based Learning
- 4.5.2. Tools Used
- 4.5.3. Description of Experiences

4.6. Cognitive Strategies and Planning in High School Education
- 4.6.1. Metacognitive Strategies in High School
- 4.6.2. Strategies for Learning Assessment in High School

4.7. Flipped Classroom
- 4.7.1. Origins of the Flipped Classroom
- 4.7.2. Development of the Methodology
- 4.7.3. Experiences and Applications

4.8. Gamification
- 4.8.1. Origins of Gamification
- 4.8.2. Development of the Methodology
- 4.8.3. Experiences and Applications

4.9. Resource Bank at Different Stages for High Abilities Individuals
- 4.9.1. Resources in Pre-School and Primary School Education
- 4.9.2. Resources in High School Education

Acquire new knowledge and better skills, thanks to a unique and totally efficient pedagogical methodology, TECH Relearning"

05

Methodology

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

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

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

At TECH Education School we use the Case Method

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

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

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

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

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

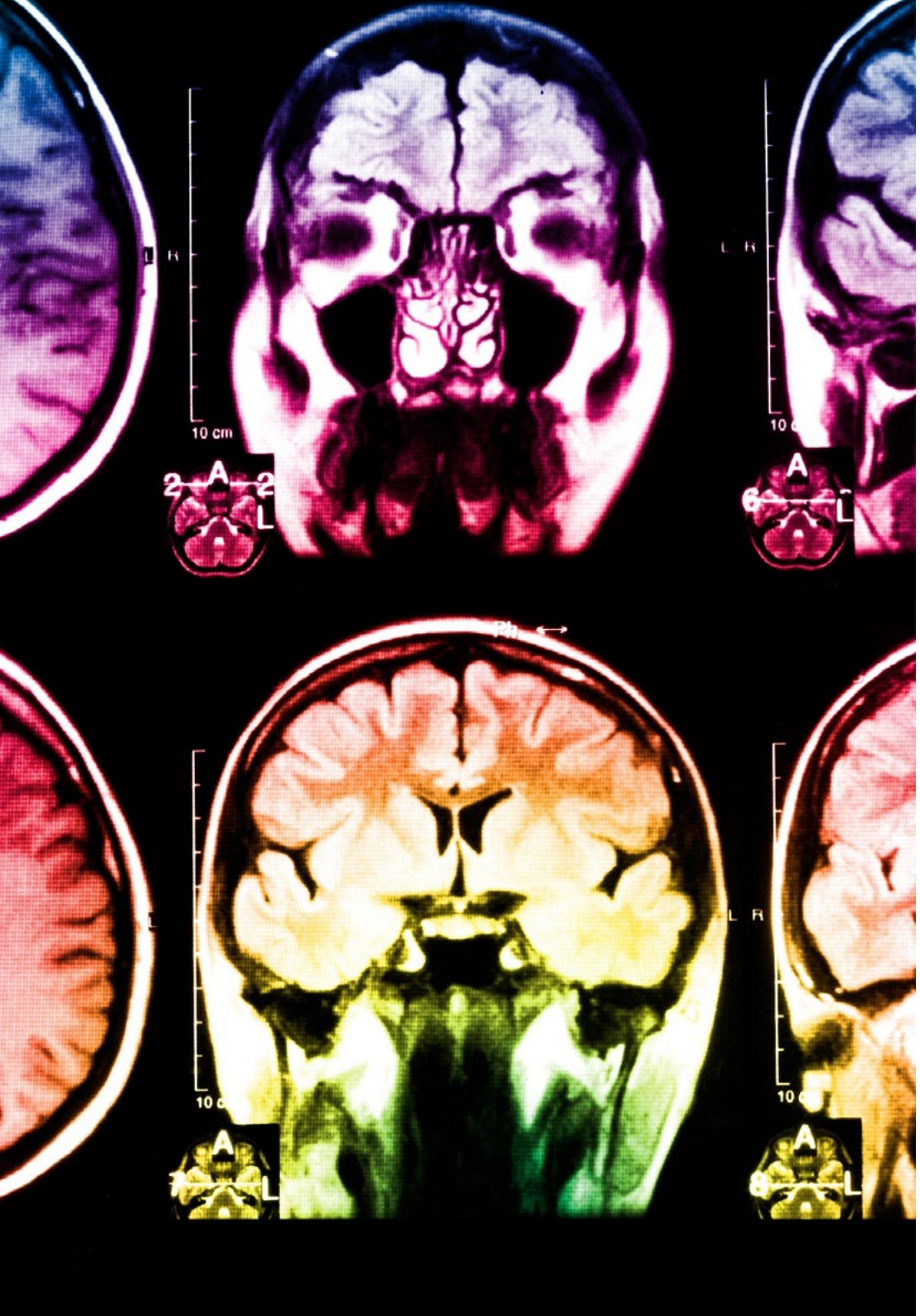
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

Relearning Methodology

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

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

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



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

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

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

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

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

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

Study Material

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

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

Educational Techniques and Procedures on Video

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

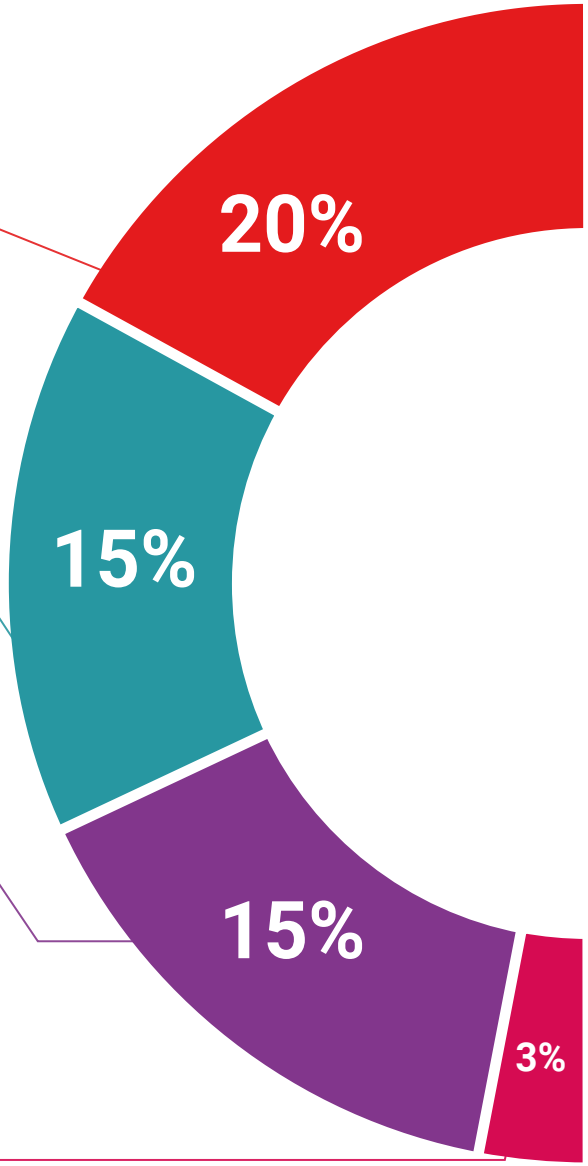
Interactive Summaries

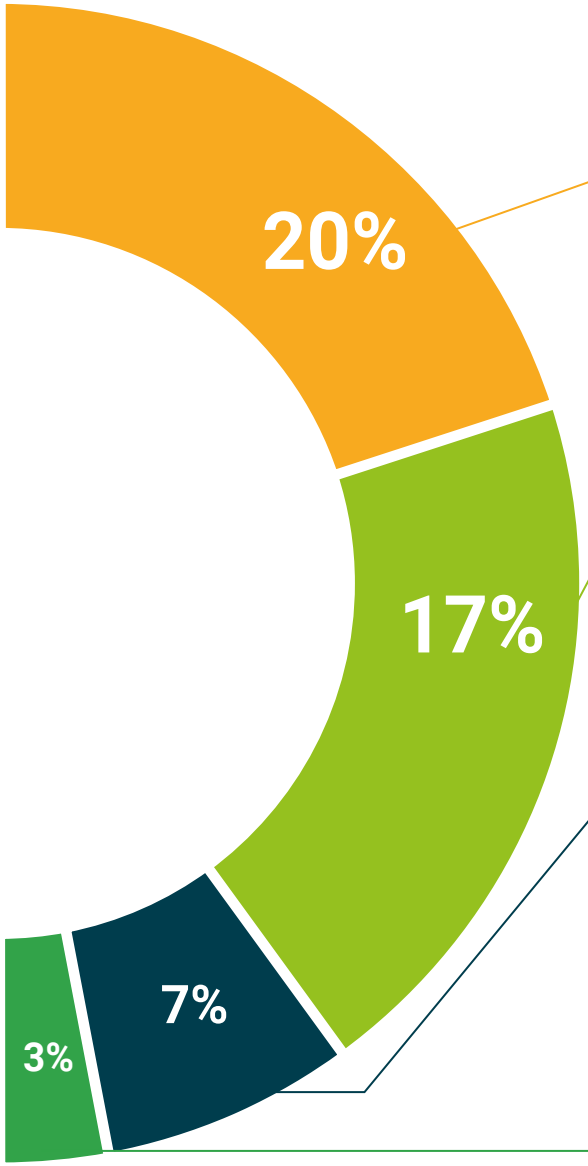
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Additional Reading

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





Expert-Led Case Studies and Case Analysis

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

Testing & Retesting

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

Classes

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

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

Quick Action Guides

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

06

Certificate

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

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

This **Postgraduate Diploma in Educational Innovation in High Abilities** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery*.

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

Title: **Postgraduate Diploma in Educational Innovation in High Abilities**

Official Nº of Hours: **450 h.**


tech technological university

Awards the following

DIPLOMA

to

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

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Educational Innovation in High Abilities

This is a qualification awarded by this University, equivalent to 450 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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

June 17, 2020

Tere Guevara Navarro

Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates

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

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Educational Innovation in High Abilities

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Educational Innovation in High Abilities

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