

Postgraduate Diploma
Educational Research
and Innovation in
Pre-School Education





Postgraduate Diploma Educational Research and Innovation in Pre-School Education

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

Website: www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-educational-research-innovation-pre-school-education

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01

Introduction

Research is a fundamental facet in any field and, in the field of education, it cannot be left aside. New methodologies, tools or activities that are ideal for educational practice are emerging all the time, since they help students to advance in their learning process. But for them to be effective, teachers must have specific skills to know how to apply them to their daily work.



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More specialized teachers and knowledgeable about the most innovative teaching tools equals better prepared students"

The Postgraduate Diploma in Educational Research and Innovation in Pre-School Education has been developed to enhance the skills of teachers who teach at this educational stage. For this purpose, TECH Global University has selected the most updated content in the market, so that students can be up to date with the main educational tools, which will allow them to apply them in their lessons, achieving benefits both in their daily practice and in the learning of their students.

In this sense, the program covers from the practice of educational research, innovation in teaching practice, professional skills or information and communication technologies applied to teaching, among other fundamental aspects to bring pre-school education to the first level of educational training.

This Postgraduate Diploma is distinguished by the fact that it can be taken in a 100% online format, adapting to the needs and obligations of the students, in an asynchronous and completely self-manageable way. Students will be able to choose which days, at what time and how much time to dedicate to the study of the contents of the program. Always in tune with the capabilities and skills dedicated to it.

The order and distribution of the subjects and their units is specially designed to allow each student to choose their own schedule and self-manage their time. For this purpose, you will have at your disposal theoretical materials presented through enriched texts, multimedia presentations, exercises and guided practical activities, motivational videos, master classes and case studies, where you will be able to evoke knowledge in an orderly manner and work on decision making that demonstrates your high level education within this field of teaching.

A higher level program aimed at those students who wish to surround themselves with the best and compete to excel in their profession, not only as a personal matter, but also with the main objective of wanting to make a difference in the education of their students.

This **Postgraduate Diploma in Educational Research and Innovation in Pre-School Education** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ The development of practical cases presented in simulated scenarios by experts in the field of study, where the student will evoke in an orderly manner the knowledge learned and demonstrate the acquisition of the competencies
- ♦ 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
- ♦ The latest news on the educational task of the pre-school education teacher
- ♦ Practical exercises where the students undergo the self-assessment process to improve learning, as well as activities at different skill levels
- ♦ Special emphasis on innovative methodologies and teaching research
- ♦ 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



Improving teachers' skills is critical to providing quality education to students"

“

Immerse yourself in the study of this complete program, in which you will find everything you need to acquire a higher professional level and compete with the best”

Its teaching staff includes professionals belonging to the field of Teacher Education, who bring to this program the experience of their work, as well as recognized specialists from prestigious reference societies and universities.

Its multimedia content, developed with the latest educational technology, will allow professionals to learn in a contextual and situated learning environment, i.e., a simulated environment that will provide immersive education programmed to prepare in real situations.

The design of this program focuses on Problem-Based Learning, by means of which teachers must try to solve the different professional practice situations that are presented to them throughout the academic year. For this purpose, they will be assisted by an innovative interactive video system developed by recognized experts in the field of career orientation and guidance with extensive teaching experience.

The program invites us to learn and grow, to develop as teachers, to learn about educational tools and strategies in relation to the most common needs in our classrooms.

We offer you the best teaching methodology with a multitude of practical cases so that you can develop your study as if you were facing real cases.



02

Objectives

The program in Educational Research and Innovation in Pre-School Education is oriented to develop in students the skills required for the exercise of their profession. For this purpose, TECH Global University offers you the most complete educational program from the hand of the main experts in the field.





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Become a Pre-School Education teacher thanks to the opportunity offered by TECH, the leading online university in Spanish"



General Objectives

- Know the organization of pre-school education schools and the diversity of actions involved in their operation
- Assume that the exercise of the teaching function must be improved and adapted to scientific, pedagogical and social changes throughout life



Our goal is to achieve academic excellence and to help you achieve it too"





Specific Objectives

Module 1. Theory and Practice of Educational Research

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

Module 2. Innovation and Improvement of Teaching Practice

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

Module 3. Teaching and Professional Skills

- ♦ Develop the most significant teaching and professional skills of the pre-school teacher
- ♦ Explain the required teaching skills
- ♦ Enable the teacher for the organization in the educational center
- ♦ Acquire good tools for the elaboration of educational programs of the center
- ♦ Analyze emotional competencies and know how to manage them
- ♦ Formulate evaluation studies and know how to apply them

Module 4. Information Technologies Applied to Education

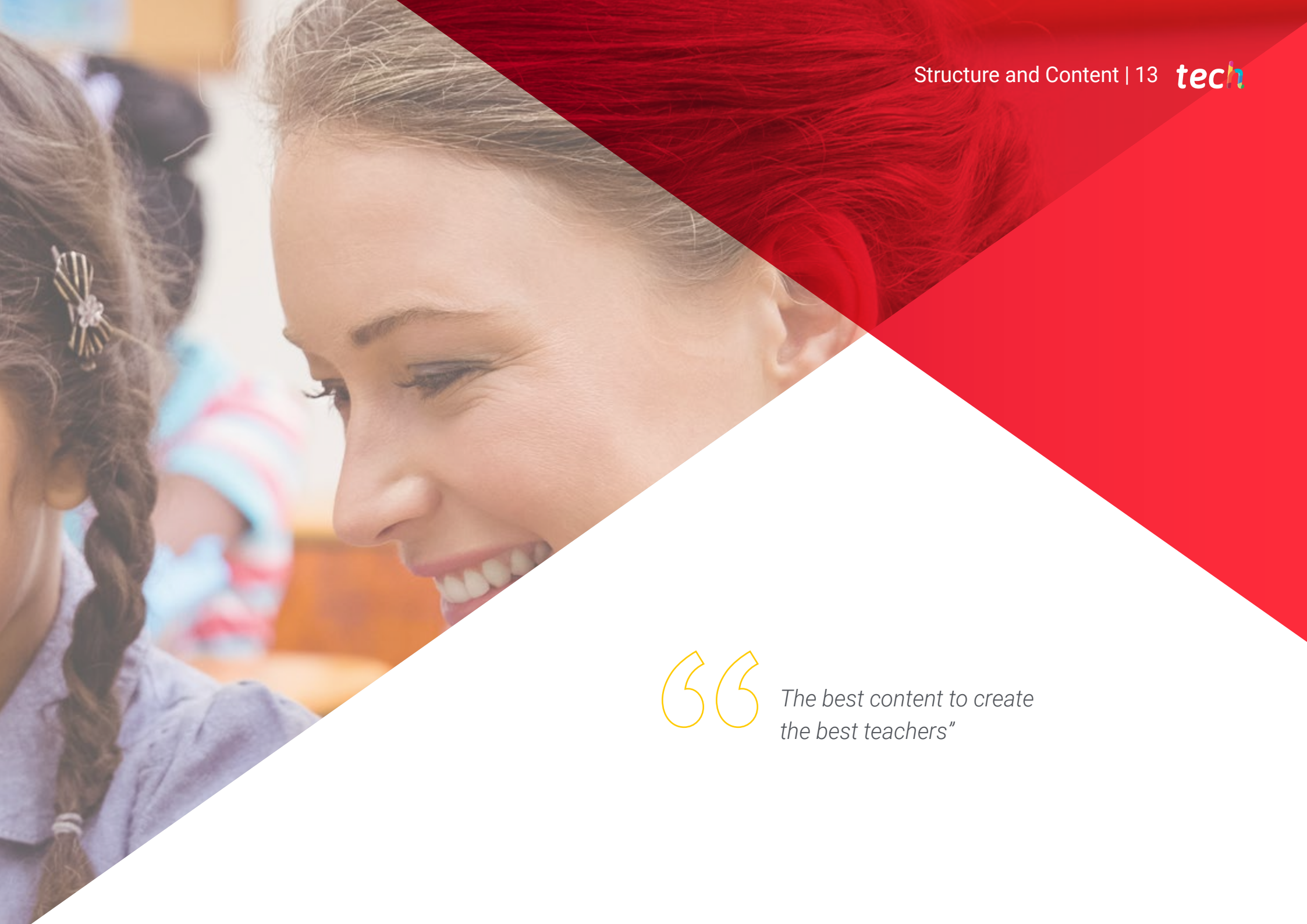
- ♦ Acquire the necessary digital skills and knowledge complemented by the pedagogical and methodological skills appropriate to the current context
- ♦ Provide an effective initiation in good ICT practices that guarantee a professional teaching development aimed at the management of digital sources for teaching use, communication in digital networks for pedagogical purposes, ability to create educational 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, therefore knowing its benefits and risks
- ♦ Generate and know how to apply ICT
- ♦ Combining the different ICT in the school as an educational tool
- ♦ Identifying and discovering the importance of ongoing teacher training

03

Structure and Content

The structure of the contents has been designed by top level professionals within the educational panorama, with a wide trajectory and recognized prestige in the profession, endorsed by their experience, and with a wide command of the new technologies applied to teaching.





“

*The best content to create
the best teachers”*

Module 1. Theory and Practice of Educational Research

- 1.1. Research and Innovation in Education
 - 1.1.1. The Scientific Method
 - 1.1.2. Research in Education
 - 1.1.3. Approaches to Educational Research
 - 1.1.4. The need for Research and Innovation in Education
 - 1.1.5. Ethics in Educational Research
- 1.2. The Research Process, Stages and Modalities
 - 1.2.1. Modalities of Educational Research and Innovation
 - 1.2.2. Stages of the Research and Innovation Process
 - 1.2.3. Differences between Quantitative and Qualitative Approaches
 - 1.2.4. The Approach to Research Problems
 - 1.2.5. Planning and Development of the Research or Field Work
- 1.3. The Educational Research Process: Keys to Design and Planning
 - 1.3.1. The Approach to Research Problems
 - 1.3.2. The Approach to Research Problems
 - 1.3.3. Planning and Development of the Research or Field Work
- 1.4. The Importance of Bibliographic Research
 - 1.4.1. Selection and Justification of the Research Topic
 - 1.4.2. Possible Areas of Research in Education
 - 1.4.3. The Search for Information and Databases
 - 1.4.4. Rigor in the Use of Information Sources (Avoidance of Plagiarism)
 - 1.4.5. Keys to Elaborate the Theoretical Framework
- 1.5. Quantitative Designs: Scope of the Research and Definition of Hypotheses
 - 1.5.1. The Scope of Quantitative Research
 - 1.5.2. Hypotheses and Variables in Educational Research
 - 1.5.3. Classification of Hypotheses
- 1.6. Quantitative Designs: Types of Designs and Sample Selection
 - 1.6.1. Experimental Designs
 - 1.6.2. Quasi-Experimental Designs
 - 1.6.3. Non-Experimental (Ex Post Facto) Studies Sample Selection
- 1.7. Qualitative Designs
 - 1.7.1. What Is Understood by Qualitative Research?
 - 1.7.2. Ethnographic Research
 - 1.7.3. The Case Study
 - 1.7.4. Biographical-narrative Research
 - 1.7.5. Grounded Theory
 - 1.7.6. Action Research
- 1.8. Techniques and Instruments for Educational Research
 - 1.8.1. Data Collection: Measurement and Evaluation in Education
 - 1.8.2. Data Collection Techniques and Instruments
 - 1.8.3. Reliability and Validity: Technical Requirements for Instruments
- 1.9. Quantitative Information Analysis
 - 1.9.1. Statistical Analysis
 - 1.9.2. Research Variables
 - 1.9.3. Concept and Characteristics of Hypotheses
 - 1.9.4. Approach to Descriptive Statistics
 - 1.9.5. Approach to Inferential Statistics
- 1.10. Qualitative Information Analysis
 - 1.10.1. What Is Meant by Qualitative Analysis?
 - 1.10.2. General Process of Qualitative Data Analysis
 - 1.10.3. Categorization and Coding
 - 1.10.4. Criteria of Scientific Rigor for Qualitative Data Analysis
- 1.11. From Educational Research to the Professional Development of Educators: Possibilities and Challenges Today
 - 1.11.1. The Current Situation of Educational Research and the Specific Viewpoint of Educational Researchers
 - 1.11.2. From Educational Research to Research in the Classroom
 - 1.11.3. From Classroom Research to the Evaluation of Educational Innovations
 - 1.11.4. Educational Research, Ethics, and Professional Development of Educators
- 1.12. Keys to the Design of a Classroom Research or a Final Project
 - 1.12.1. Writing in an Academic Paper
 - 1.12.2. Main Components of an Academic Paper
 - 1.12.3. The Oral Presentation of an Academic Paper



Module 2. Innovation and Improvement of Teaching Practice

- 2.1. Innovation and Improvement of Teaching Practice
 - 2.1.1. Introduction
 - 2.1.2. Innovation, Change, Improvement, and Reform
 - 2.1.3. The school Effectiveness Improvement Movement
 - 2.1.4. Nine Key Factors for Improvement
 - 2.1.5. How is Change Made? The Phases of the Process
 - 2.1.6. Final Reflection
- 2.2. Teaching Innovation and Improvement Projects
 - 2.2.1. Introduction
 - 2.2.2. Identification Data
 - 2.2.3. Project Justification
 - 2.2.4. Theoretical Framework
 - 2.2.5. Objectives
 - 2.2.6. Methodology
 - 2.2.7. Resources
 - 2.2.8. Timing
 - 2.2.9. Results Evaluation
 - 2.2.10. Bibliographical References
 - 2.2.11. Final Reflection
- 2.3. School Management and Leadership
 - 2.3.1. Objectives
 - 2.3.2. Introduction
 - 2.3.3. Different Concepts of Leadership
 - 2.3.4. The Concept of Distributed Leadership
 - 2.3.5. Approaches to Distributed Leadership
 - 2.3.6. Resistance to Distributed Leadership
 - 2.3.7. BORRAR
 - 2.3.8. Final Reflection

- 2.4. The Training of Teaching Professionals
 - 2.4.1. Introduction
 - 2.4.2. Initial Teacher Training
 - 2.4.3. The Training of Novice Teachers
 - 2.4.4. Teacher Professional Development
 - 2.4.5. Teaching Skills
 - 2.4.6. Reflective Practice
 - 2.4.7. From Educational Research to the Professional Development of Educators
 - 2.5. Formative Creativity: The Principle of Educational Improvement and Innovation
 - 2.5.1. Introduction
 - 2.5.2. The Four Elements that Define Creativity
 - 2.5.3. Some Theses on Creativity Relevant to Education
 - 2.5.4. Formative Creativity and Educational Innovation
 - 2.5.5. Educational or Pedagogical Considerations for the Development of Creativity
 - 2.5.6. Some Techniques for the Development of Creativity
 - 2.5.7. Final Reflection
 - 2.6. Towards a More Autonomous and Cooperative Learning (I): Learning How to Learn
 - 2.6.1. Introduction
 - 2.6.2. Why is Metacognition Necessary?
 - 2.6.3. Teaching to Learn
 - 2.6.4. Explicit Teaching of Learning Strategies
 - 2.6.5. Classification of Learning Strategies
 - 2.6.6. The teaching of Metacognitive strategies
 - 2.6.7. The Problem of Evaluation
 - 2.6.8. Final Reflection
 - 2.7. Towards a More Autonomous and Cooperative Learning (II): Emotional and Social Learning
 - 2.7.1. Introduction
 - 2.7.2. The Concept of Emotional Intelligence
 - 2.7.3. Emotional Skills
 - 2.7.4. Emotional Education and Social and Emotional Learning Programs
 - 2.7.5. Techniques and Concrete Methods for the Training of Social Skills
 - 2.7.6. Integrating Emotional and Social Learning into Formal Education
 - 2.7.7. Final Reflection
 - 2.8. Towards a More Autonomous and Cooperative Learning (III): Learning by Doing
 - 2.8.1. Introduction
 - 2.8.2. Active Strategies and Methodologies to Encourage Participation
 - 2.8.3. Problem-Based Learning
 - 2.8.4. Project Work
 - 2.8.5. Cooperative Learning
 - 2.8.6. Thematic Immersion
 - 2.8.7. Final Reflection
 - 2.9. Evaluation of Learning
 - 2.9.1. Introduction
 - 2.9.2. A Renewed Assessment
 - 2.9.3. Modalities of Evaluation
 - 2.9.4. The Procedural Evaluation Through the Portfolio
 - 2.9.5. The Use of Rubrics to Clarify the Evaluation Criteria
 - 2.9.6. Final Reflection
 - 2.10. The Role of the Teacher in the Classroom
 - 2.10.1. The Teacher as a Guide and Orientator
 - 2.10.2. The Teacher as Class Director
 - 2.10.3. Ways of Directing the Class
 - 2.10.4. Leadership in the Classroom and in the Center
 - 2.10.5. Coexistence in the Center
- Module 3. Teaching and Professional Skills**
- 3.1. Strategies and Skills of the Pre-School Teacher Related to the Pedagogical Organization of the Educational Center
 - 3.1.1. Analysis of the Elements of the Pre-School Education Syllabus Prioritized by the Educational Administration
 - 3.1.2. Analysis of the Conclusions and Proposals of the Previous Year's Report
 - 3.1.3. Analysis of the Priorities of the School's Annual General Program
 - 3.2. Strategies and Skills of the Pre-School Teacher Related to the Educational Organization of the Student Body
 - 3.2.1. Strategies for Collecting Information from Students Joining the School for the First Time
 - 3.2.2. Strategies for the Transfer of Information of Students who are Promoted to a Higher Level in Pre-School Education

- 3.3. Educational Planning and Programming in Pre-School Education
 - 3.3.1. Programming Units in Pre-School Education
 - 3.3.2. Some Examples of Programming Units in Pre-school Education
 - 3.3.3. Teaching Skills for Planning Project Work
 - 3.4. Teaching Strategies for Learning in Pre-school Education. Pre-School Teacher's Perspective
 - 3.4.1. The Teaching-Learning Process in Pre-School Education
 - 3.4.2. Psycho-Pedagogical Principles of Pre-School Education
 - 3.4.3. Teaching and Professional Skills Related to Teaching and Learning Processes in Pre-School Education
 - 3.5. Organization of Educational Resources, Spaces and Time in Pre-School Education
 - 3.5.1. Organization of Educational and Curricular Materials in Pre-School Education
 - 3.5.2. The Organization of the Space as an Educational Resource in Pre-School Education
 - 3.5.3. The Classroom in Pre-School Education
 - 3.5.4. Organization and Distribution of Time in Pre-School Education
 - 3.5.5. Criteria for the Organization of Time in Pre-School Education
 - 3.6. Professional Skills for Meeting Educational Needs in the Pre-School Classroom
 - 3.6.1. Educational Needs: Useful Concepts for the Teaching and Professional Skills of the Pre-School Education Teacher
 - 3.6.2. Learning Difficulties and Educational Intervention in Motor, Visual and Hearing Impairment: Educational Intervention and Teaching and Professional Skills
 - 3.6.3. Learning Difficulties Resulting from ASD, ADHD, Intellectual Disabilities and High Intellectual Abilities: Related Teaching and Professional Skills
 - 3.6.4. Conduct Disorders in Childhood: Teaching and Related Professional Skills
 - 3.7. Teaching and Professional skills of the Pre-School Teacher for Conflict Management
 - 3.7.1. Personal Relationships in Educational Centers
 - 3.7.2. Discipline and Conflict in the Educational Centers
 - 3.7.3. The Preventive Dimension of Discipline
 - 3.7.4. Teaching Styles and School Discipline
 - 3.7.5. Conflicts in Educational Organizations
 - 3.7.6. Conflict Prevention in Educational Centers
 - 3.7.7. Procedures for Dealing with Conflict Situations in Schools
 - 3.8. Teaching and Professional Skills Related to Linking with the Environment in Pre-School Education
 - 3.8.1. Teaching and Professional Skills Related to Linking with the Environment in Pre-School Education
 - 3.8.2. Systems Theory and Ecological Model as a Base to Situate Ourselves in the Educational Relationships with the Environment
 - 3.8.3. Pillars of Education and the School Environment
 - 3.8.4. Learning Communities, an Inclusive Educational Response to School-Environment Relationships
 - 3.8.5. Principles of Learning Communities
 - 3.8.6. Interactive Groups: A Successful Experience. Dialogic Learning
 - 3.8.7. Phases of Transformation into a Learning Community
 - 3.8.8. Teaching and Professional Skills of the Pre-School Teacher
 - 3.9. Teaching and Professional Skills Related to Leadership and Emotional Competencies
 - 3.9.1. A First Approach to Educational Leadership
 - 3.9.2. Emotional Competencies and Educational Leadership
 - 3.9.3. Educational Leadership in the Field of Pre-School Education
 - 3.10. Evaluation in Pre-School Education from the Perspective of the Pre-School Education Teacher
 - 3.10.1. Recovering Key Concepts about Assessment in Pre-School Education
 - 3.10.2. A Basic Teaching and Professional Skill: Observation
 - 3.10.3. Post-Assessment
 - 3.10.4. Learning, Playing and Assessment
 - 3.10.5. Reports to Families
- Module 4. Information Technologies Applied to Education**
- 4.1. ICT, Literacy, and Digital Skills
 - 4.1.1. Introduction and Objectives
 - 4.1.2. The School in the Knowledge Society
 - 4.1.3. ICT in the Teaching and Learning Process
 - 4.1.4. Digital Literacy and Competencies
 - 4.1.5. The Role of the Teacher in the Classroom
 - 4.1.6. The Digital Competencies of the Teacher
 - 4.1.7. Bibliographical References
 - 4.1.8. Hardware in the Classroom: PDI, Tablets, and Smartphones

- 4.1.9. Internet as an Educational Resource: Web 2.0 and m-Learning
- 4.1.10. Teachers as Part of the Web 2.0: How to Build Their Digital Identity
- 4.1.11. Guidelines for the Creation of Teacher Profiles
- 4.1.12. Creating a Teacher Profile on Twitter
- 4.1.13. Bibliographical References
- 4.2. Creation of Pedagogical Content with ICT and its Possibilities in the Classroom
 - 4.2.1. Introduction and Objectives
 - 4.2.2. Conditions for Participatory Learning
 - 4.2.3. The Role of the Student in the Classroom with ICTs: Prosumer
 - 4.2.4. Content Creation in Web 2.0: Digital Tools
 - 4.2.5. The Blog as a Classroom Pedagogical Resource
 - 4.2.6. Guidelines for the Creation of an Educational Blog
 - 4.2.7. Elements of the Blog to Make it an Educational Resource
 - 4.2.8. Bibliographical References
- 4.3. Personal Learning Environments for Teachers
 - 4.3.1. Introduction and Objectives
 - 4.3.2. Teacher Education for the Integration of ICTs
 - 4.3.3. Learning Communities
 - 4.3.4. Definition of Personal Learning Environments (PLE)
 - 4.3.5. Educational use of the PLE and the NLP
 - 4.3.6. Design and Creation of our Classroom PLE
 - 4.3.7. Bibliographic References
- 4.4. Collaborative Learning and Content Curation
 - 4.4.1. Introduction and Objectives
 - 4.4.2. Collaborative Learning for the Efficient Introduction of ICT in the Classroom
 - 4.4.3. Digital Tools for Collaborative Work
 - 4.4.4. Content Curation
 - 4.4.5. Content Curation as an Educational Practice in the Promotion of Students' Digital Competences
 - 4.4.6. The Content Curator Teacher. Scoop.it
 - 4.4.7. Bibliographical References
- 4.5. Pedagogical Use of Social Networks. Safety in the Use of ICTs in the Classroom
 - 4.5.1. Introduction and Objectives
 - 4.5.2. Principle of Connected Learning
 - 4.5.3. Social Networks: Tools for the Creation of Learning Communities
 - 4.5.4. Communication On Social networks: Management of the New Communicative Codes
 - 4.5.5. Types of Social Networks
 - 4.5.6. How to use Social Networks in the Classroom: Content Creation
 - 4.5.7. Development of Digital Competencies of Students and Teachers with the Integration of Social Media in the Classroom
 - 4.5.8. Introduction and Objectives of Security in the Use of ICT in the Classroom
 - 4.5.9. Digital Identity
 - 4.5.10. Risks for Minors on the Internet
 - 4.5.11. Education in Values with ICT: Service-Learning Methodology (ApS) with ICT resources
 - 4.5.12. Platforms for Promoting Safety on the Internet
 - 4.5.13. Internet Safety as Part of Education: Centers, Families, Students, and Teachers and Objectives of the Safety in the Use of ICTs in the Classroom
 - 4.5.14. Bibliographical References
- 4.6. Creation of Audiovisual Content with ICT tools. PBL and ICT
 - 4.6.1. Introduction and Objectives
 - 4.6.2. Bloom's Taxonomy and ICT
 - 4.6.3. The Educational Podcast as an Educational Element
 - 4.6.4. Audio Creation
 - 4.6.5. The Image as an Educational Element
 - 4.6.6. ICT Tools with Educational Use of Images
 - 4.6.7. The Editing of Images with ICT: Tools for Editing
 - 4.6.8. What is ABP?
 - 4.6.9. Process of Working with PBL and ICT

- 4.6.10. Designing PBL with ICT
- 4.6.11. Educational Possibilities in Web 3.0
- 4.6.12. Youtubers and Instagrmamers: Informal Learning in Digital Media
- 4.6.13. The Video Tutorial as a Pedagogical Resource in the Classroom
- 4.6.14. Platforms for the Dissemination of Audiovisual Materials
- 4.6.15. Guidelines for the Creation of an Educational Video
- 4.6.16. Bibliographical References
- 4.7. Regulations and Legislation Applicable to ICT
 - 4.7.1. Introduction and Objectives
 - 4.7.2. Data Protection Laws
 - 4.7.3. Guide of Recommendations for the Privacy of Minors on the Internet
 - 4.7.4. Copyright Rights: Copyright and Creative Commons
 - 4.7.5. Use of Copyrighted Material
 - 4.7.6. Bibliographical References
- 4.8. Gamification: Motivation and ICT in the Classroom
 - 4.8.1. Introduction and Objectives
 - 4.8.2. Gamification Enters the Classroom Through Virtual Learning Environments
 - 4.8.3. Game-Based Learning (GBL)
 - 4.8.4. Augmented Reality (AR) in the Classroom
 - 4.8.5. Types of Augmented Reality and Classroom Experiences
 - 4.8.6. QR Codes in the Classroom: Generation of Codes and Educational Application
 - 4.8.7. Classroom Experiences
 - 4.8.8. Bibliographical References
- 4.9. Media Competency in the Classroom with ICT
 - 4.9.1. Introduction and Objectives
 - 4.9.2. Promoting the Media Competence of Teachers
 - 4.9.3. Mastering Communication for Motivating Teaching
 - 4.9.4. Communicating Pedagogical Content with ICT
 - 4.9.5. Importance of the Image as a Pedagogical Resource
 - 4.9.6. Digital Presentations as an Educational Resource in the Classroom
 - 4.9.7. Working in the Classroom with Images
 - 4.9.8. Sharing Images on Web 2.0
 - 4.9.9. Bibliographical References
- 4.10. Assessment for Learning Through ICT
 - 4.10.1. Introduction and Objectives
 - 4.10.2. Assessment for Learning Through ICT
 - 4.10.3. Evaluation Tools: Digital Portfolio and Rubrics
 - 4.10.4. Building an E-Portfolio with Google Sites
 - 4.10.5. Generating Evaluation Rubrics
 - 4.10.6. Design Evaluations and Self-Evaluations with Google Forms
 - 4.10.7. Bibliographical References



This program is the key to advancing your professional career, don't let this opportunity pass you by"

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.





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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 have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

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



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

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

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

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



Relearning Methodology

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

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



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

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

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

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

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

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



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



Study Material

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

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



Educational Techniques and Procedures on Video

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



Interactive Summaries

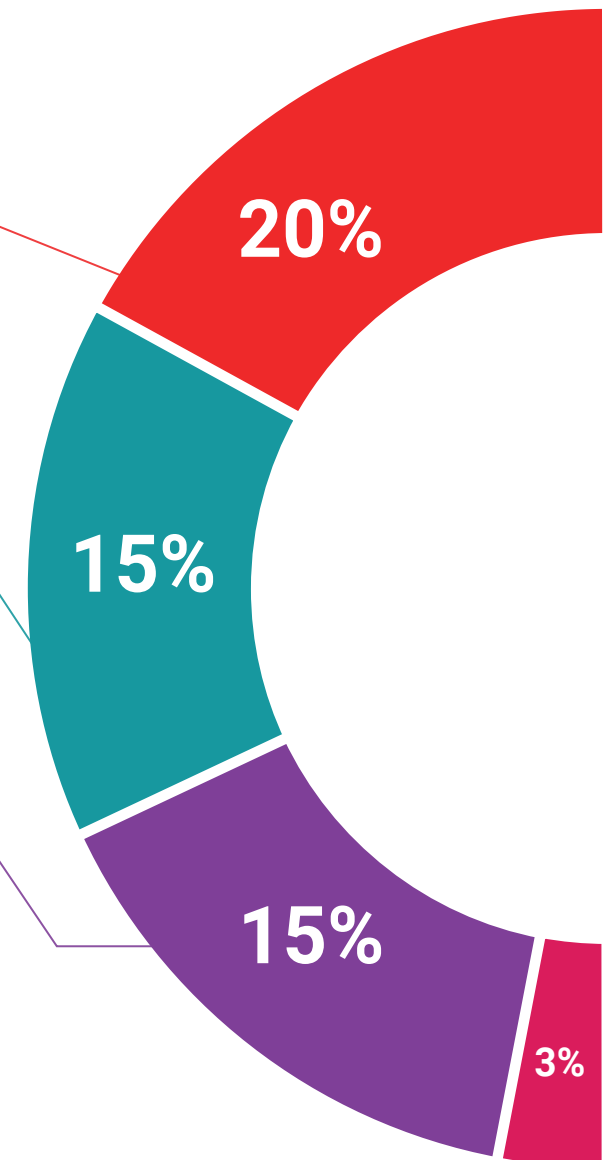
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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



Additional Reading

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





Expert-Led Case Studies and Case Analysis

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



Testing & Retesting

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



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

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



05

Certificate

The Postgraduate Diploma in Educational Research and Innovation in Pre-School Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.





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

This program will allow you to obtain your **Postgraduate Diploma in Educational Research and Innovation in Pre-School Education** 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.

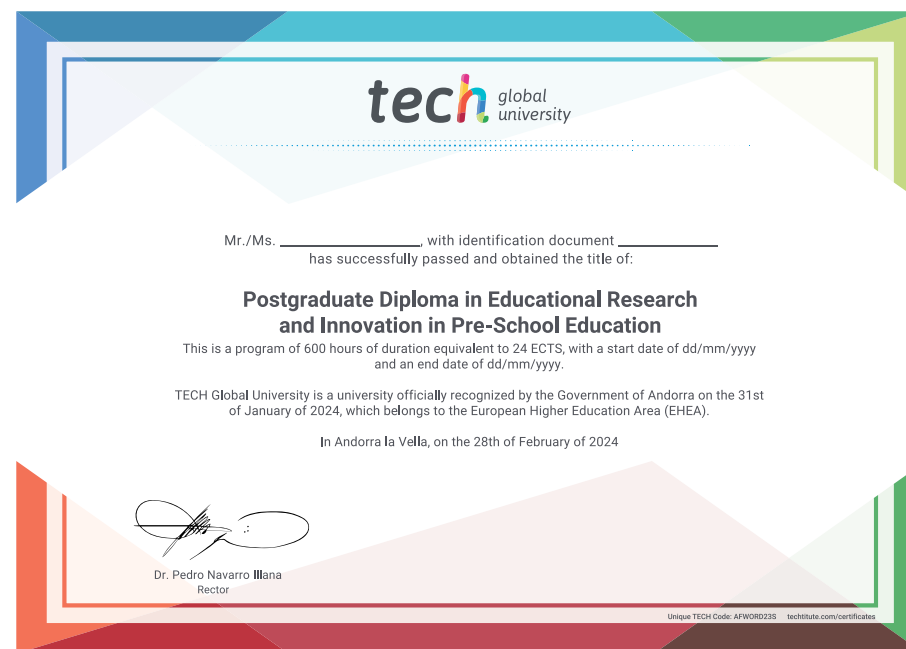
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Educational Research and Innovation in Pre-School Education**

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**



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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
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