Postgraduate Diploma

Educational Research and Innovation

tech technological university

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Postgraduate Diploma

Educational Research and Innovation

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

Website: www.techtitute.com/in/education/postgraduate-diploma/postgraduate-diploma-educational-research-innovation

Index

01

Introduction

Paying attention to diversity is one of the most important school challenges in today's educational landscape. A panorama of intervention in which specific attention to special educational needs occupies an important place. In this context, the need to update and improve their skills becomes essential for professionals in the field of educational psychology. In this program, students will be able to acquire all the latest developments in this discipline.

Educational research offers educational psychologists the essential skills to intervene in an innovative way in an ever-growing and evolving field"

Psychopedagogy has reached, by its own merits, a place of recognition in the current scientific panorama. The knowledge of this discipline has become the subject of Articles, Monographs, and Publications at International level that have shaped a Panorama of great interest for the Professional. These developments have led to advances in Techniques, Disciplines, and Modes of Presence and Intervention that make constant updating an Indispensable Condition.

This increasingly broad program leaves the educational center in order to reach all types of sectors, specifically socio-labor, where it becomes an invaluable asset. The new social and labor circumstances, the new educational challenges, the vertiginous evolution of cultural contexts and many other challenges, require the greatest capacity in the professionals of Psychopedagogy.

In terms of intervention, mediation with families has also become increasingly important. The incursion of new technologies in social, school, or family life, sexual or functional diversity, or any of the new paradigms are not static, but evolve and constantly require a competent look that supports, guides, and serves as a reference and, in turn, has adequate professional support.

A thorough overview of intense challenges that, in this comprehensive program, TECH tries to help students face. With the most complete human and technological resources that will allow us to move forward in a safe, comfortable and efficient manner.

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

- Practical cases presented by Psychopedagogy Experts
- Designed with graphic, schematic, and eminently practical content
- Latest advancements on School Psychopedagogy
- Practical Exercises where the Self-assessment Process can be Carried Out in Order to Improve Learning
- Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- Evidence-Based Methodologies in School Psychopedagogy
- 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

Add extraordinary value to your résumé with the knowledge and skills you acquire during this program"

A highly specialized opportunity that will allow you to enter the fields of Educational Research and Innovation with confidence and skill"

A program created to give you the qualification your résumé needs in an increasingly demanding labor market.

With the best facilities so you can combine your studies with your personal or professional life, without any problems and with total independence.

The teaching staff of this Postgraduate Diploma in Educational Research and Innovation is designed by professionals in the sector, who pour all their knowledge and experience into this program to produce quality content, in addition to recognized specialists belonging to leading societies and prestigious universities.

The Multimedia Content has been elaborated with the latest Educational Technology, which will allow professionals a situated and contextual learning, through which students will be able to study in a simulated environment in which they will be able to learn in real situations.

The design of this program is based on Problem-Based Learning, so that professionals will have to try to solve the different situations of professional practice that arise throughout the course. For this reason, students will be assisted by an innovative, interactive video system created by renowned and experienced experts in the field of School Psychopedagogy with extensive teaching experience.

02

Objectives

The main objective of this program is to offer a high-quality complement to professionals' skill sets. Through the development of a very complete program, TECH will accompany you in the acquisition of the necessary skills and competencies to be able to deal with the challenges that Psychopedagogy faces in the exercise of its task. But it will also promote personal growth through a curriculum created to encourage intellectual development.

You will learn in a practical way, through a contextualized approach that will allow you to immediately incorporate your knowledge into your professional work"

General Objectives

- Acquire new competencies and skills in the area of Psychopedagogy
- Get up to date in the area of Psychopedagogy in the school context
- Develop the capacity to face new situations in the school context
- Encourage interest in the constant updating of professionals
- Know the different intervention options
- Learn new ways of dealing with Special Educational Needs
- Achieve an efficient framework for Evaluation, Diagnosis, and Guidance
- Be able to research and innovate in order to respond to new demands

Specific Objectives

Module 1. Assessment, Diagnosis, and Psycho-pedagogical Orientation

- Maintain a holistic view of Human Development and provide the key factors in order to reflect on this area of knowledge
- Describe the characteristics and contributions of the different Theoretical Models of Developmental Psychology
- Manage the main theories that explain Human Development Students will know the most relevant Theoretical Positions that explain the changes from birth to adolescence
- Explain what happens within each developmental stage, as well as in transition periods from one stage to another

Module 2. Measurement, Research, and Educational Innovation

- Investigate and innovate in Counseling Techniques to respond to the new Demands of Society
- Recognize Quantitative and Qualitative research designs in Research Planning
- Apply Measurement and Evaluation Techniques and Instruments, as well as Tools for Information Analysis in Psychopedagogical Processes

Module 3. Curricular Materials and Educational Technology

- Learn about the New Role of the 2.0 Counselor
- Study the Possibilities of the Internet as a Support for the Educational Field
- Learn ICTs in the Environment of Attention to Diversity

Achievable, measurable and highly applicable objectives: so that your efforts give you the results you need"

03

Course Management

Within the concept of total quality of the program, we are proud to offer our students a teaching staff of the highest level, chosen for their proven experience in the educational field. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.

An impressive teaching staff, made up of professionals from different areas of expertise, will be your teachers during your studies: a unique opportunity not to be missed"

Management

D. Alfonso Suárez, Álvaro

- Teacher of Educational Reinforcement for Students with Specific Educational Needs
- Technician in Social and Health Care for Dependent People in Social Institutions
- Social integration technician: Design, development and evaluation of social insertion interventions for people with severe mental illness
- Graduate in Psychopedagogy from the University of Laguna

04

Structure and Content

The structure of the contents has been designed by a team of professionals from leading schools and universities. Structured in specific learning units, it allows students to prepare in a gradual and sustained way, without losing motivation during the process.

An educational program carefully developed to offer a highly effective updating and specialization process"

Module 1. Assessment, Diagnosis, and Psycho-pedagogical Orientation

1.1. Counseling and Psychopedagogical Intervention: Concept, Disciplinary Area, Object of Study, and Trajectory
- 1.1.1. Concept and Functions of Educational Diagnosis Diagnostician Qualities
  - 1.1.1.1. Concept of Educational Diagnosis
  - 1.1.1.2. Functions of Educational Diagnosis
  - 1.1.1.3. Qualities of the Diagnostician
- 1.1.2. Dimensions, Scopes, and Areas of Action
  - 1.1.2.1. Dimensions of the Psychopedagogical Intervention
  - 1.1.2.2. Spheres and Areas of Intervention

1.2. Psychopedagogical Evaluation: Function and Nature.
- 1.2.1. Concept, Purpose, and Context
  - 1.2.1.1. Concept of Psychopedagogical Assessment
  - 1.2.1.2. Purpose of the Psychopedagogical Assessment
  - 1.2.1.3. Context of the Evaluation
- 1.2.2. Psychopedagogical Assessment Procedure Evaluation in the School and Family Context
  - 1.2.2.1. Psychopedagogical Assessment Procedure
  - 1.2.2.2. Assessment in the School Context
  - 1.2.2.3. Assessment in the Family Context

1.3. Psychopedagogical Diagnosis: Concept, Possibilities and Delimitation within the Framework of Psychopedagogical Action
- 1.3.1. The Diagnostic Process and its Stages
  - 1.3.1.1. Diagnostic Process
  - 1.3.1.2. Stages of Diagnosis

1.4. Psychopedagogical Assessment Process According to Different Action Fields
- 1.4.1. Assessment as a Process
- 1.4.2. Action Fields and Areas of Intervention and Assessment in the School and Family Context
  - 1.4.2.1. Fields and Areas of Action
  - 1.4.2.2. Assessment Process in the School Context
  - 1.4.2.3. Assessment Process in the Family Context

1.5. Design and Phases of Psychopedagogical Assessment
- 1.5.1. Psychopedagogical Assessment Procedure and its Phases
  - 1.5.1.1. Psychopedagogical Assessment Procedure
  - 1.5.1.2. Psychopedagogical Assessment Phases

1.6. Techniques and Instruments of Psychopedagogical Assessment
- 1.6.1. Techniques and Instruments of Qualitative and Quantitative Assessment
  - 1.6.1.1. Qualitative Assessment Techniques and Instruments
  - 1.6.1.2. Quantitative Assessment Techniques and Instruments

1.7. Psychopedagogical Assessment in the School Context
- 1.7.1. Assessment in the Classroom, Center and Family Context
  - 1.7.1.1. Assessment in the Classroom Context
  - 1.7.1.2. Assessment in the Center Context
  - 1.7.1.3. Assessment in the Family Context

1.8. Information Return and Follow-Up
- 1.8.1. Return of Information and Follow-Up
  - 1.8.1.1. Return
  - 1.8.1.2. Monitoring

1.9. Models of Psychopedagogical Orientation
- 1.9.1. Clinical Model, Consultation Model, and Program Model.
  - 1.9.1.1. Clinical Model
  - 1.9.1.2. Consultation Model
  - 1.9.1.3. Program Model

1.10. School Orientation: Tutorial and Family
- 1.10.1. School Guidance and the Tutorial Function Tutorial Action Plan
  - 1.10.1.1. School Guidance
  - 1.10.1.2. Tutorial Function
  - 1.10.1.3. Tutorial Action Plan

1.11. Vocational, Professional and Job Orientation
- 1.11.1. Vocational/Professional/Labor Orientation and Maturity. Approaches and Interests
  - 1.11.1.1. Vocational Orientation and Maturity
  - 1.11.1.2. Professional Orientation and Maturity
  - 1.11.1.3. Work Orientation and Maturity
  - 1.11.1.4. Approaches and Interests

1.12. Social, Health, Vulnerability and Social Exclusion Counseling
- 1.12.1. Concept, Purpose, and Socio-Health Contexts, and Contexts of Vulnerability or Social Exclusion Orientation Guidelines
  - 1.12.1.1. Counseling Concept and Context in the Social, Health and Vulnerability or Social Exclusion Field
  - 1.12.1.2. Purpose of Social, Health, Vulnerability and Social Exclusion Counseling

Module 2. Educational Research and Innovation Modalities

2.1. Introduction to Research and Innovation in Education
- 2.1.1. Relationship between Innovation and Research The Need for Research and Innovation in Education
  - 2.1.1.1. Innovation Concept
  - 2.1.1.2. Research Concept
  - 2.1.1.3. Relationship between Innovation Research
  - 2.1.1.4. The Need for Research and Innovation in Education

2.2. Research Planning I
- 2.2.1. Educational Research and Innovation Modalities
  - 2.2.1.1. Quantitative Approach
  - 2.2.1.2. Qualitative Approach
- 2.2.2. Stages of the Research and Innovation Process

2.3. Research Planning II
- 2.3.1. Planning and Development of the Research or Field Work. Dissemination of Results
  - 2.3.1.1. Research or Field Work Planning
  - 2.3.1.2. Research or Field Work Development
  - 2.3.1.3. Dissemination of Results

2.4. Topic Selection and Essay Writing
- 2.4.1. Selection of the Topic of Study and Elaboration of the Theoretical Framework Project and Final Report
  - 2.4.1.1. Selection of the Topic of Study
  - 2.4.1.2. Elaboration of the Theoretical Framework
  - 2.4.1.3. Project and Final Report

2.5. Quantitative Designs I
- 2.5.1. Experimental Designs, Intergroup Designs, and Intragroup Designs
  - 2.5.1.1. Experimental Designs
  - 2.5.1.2. Intergroup Designs
  - 2.5.1.3. Intragroup Designs

2.6. Quantitative Designs II
- 2.6.1. Quasi-Experimental, Descriptive, and Correlational Designs
  - 2.6.1.1. Quasi-Experimental Designs
  - 2.6.1.2. Descriptive Designs
  - 2.6.1.3. Correlational Designs

2.7. Qualitative Designs
- 2.7.1. Qualitative Research Conceptualization and Modalities
  - 2.7.1.1. Qualitative Research Conceptualization
  - 2.7.1.2. Ethnographic Research
  - 2.7.1.3. The Case Study
  - 2.7.1.4. Biographical-narrative Research
  - 2.7.1.5. Grounded Theory
  - 2.7.1.6. Action Research

2.8. Innovative Methodologies
- 2.8.1. Educational Innovation for School Improvement. Innovation and ICT
  - 2.8.1.1. Educational Innovation for School Improvement
  - 2.8.1.2. Innovation and ICT

2.9. Measurement and Evaluation: Techniques, Instruments and Data Collection I
- 2.9.1. The Collection of Information: Measurement and Evaluation. Data Collection Techniques and Instruments
  - 2.9.1.1. Data Collection: Measurement and Evaluation
  - 2.9.1.2. Data Collection Techniques and Instruments

2.10. Measurement and Evaluation: Techniques, Instruments and Data Collection II
- 2.10.1. Research Instruments: Tests
- 2.10.2. Reliability and Validity: Technical Requirements of Assessment Instruments in Education
  - 2.10.2.1. Reliability
  - 2.10.2.2. Validity

2.11. Quantitative Information Analysis
- 2.11.1. Statistical Analysis: Research Variables and Hypotheses
  - 2.11.1.1. Statistical Analysis
  - 2.11.1.2. Variables
  - 2.11.1.3. Hypotheses
  - 2.11.1.4. Descriptive Statistics
  - 2.11.1.5. Inferential Statistics

2.12. Analysis of Qualitative Information
- 2.12.1. Qualitative Data Analysis. Criteria of Scientific Rigor
  - 2.12.1.1. General Process of Qualitative Analysis
  - 2.12.1.2. Criteria of Scientific Rigor
- 2.12.2. Categorization and Coding of Data
  - 2.12.2.1. Data Categorization
  - 2.12.2.2. Data Coding

Module 3. Curricular Materials and Educational Technology

3.1. Educational Orientation in the Information Society
- 3.1.1. Educational Guidance and New Competences of the Guidance Counselor in the Framework of Information Technologies
  - 3.1.1.1. New Concept of Educational Guidance in the Framework of the Information Society
  - 3.1.1.2. New Competencies of the Guidance Counselor

3.2. Materials and Media as Teaching-Learning Support
- 3.2.1. Curricular Materials, Methodological Principles for its Use and Evaluation
  - 3.2.1.1. Curricular Materials for the Improvement of the Teaching-Learning Process
  - 3.2.1.2. Characteristics and Types of Curricular Materials
  - 3.2.1.3. Use and Evaluation of different types of Curricular Materials
  - 3.2.1.4. Educational Technology

3.3. Curricular Materials for New Teaching-Learning Methodologies and Educational Innovation (I)
- 3.3.1. Student-Centered Learning, from Planned Curriculum to Curriculum in Action
  - 3.3.1.1. New Learner-Centered Educational Paradigm
  - 3.3.1.2. Planned Curriculum and Curriculum in Action
- 3.3.2. The Concept of Educational Innovation and New Educational Methodologies
  - 3.3.2.1. Educational Innovation
  - 3.3.2.2. Cooperative Learning

3.4. Curricular Materials for New Teaching-Learning Methodologies and Educational Innovation (II)
- 3.4.1. Problem-Based Learning, Thinking Culture, Project-Oriented Learning, Gamification, and Flipped Classroom
  - 3.4.1.1. Problem-Based Learning
  - 3.4.1.2. Thinking Culture
  - 3.4.1.3. Project-Oriented Learning
  - 3.4.1.4. Gamification
  - 3.4.1.5. *Flipped Classroom*

3.5. Information Society (IS): ICT in Education
- 3.5.1. Challenges of Education in the Information Society: Training Citizens in Media Education
  - 3.5.1.1. ICT
  - 3.5.1.2. New Reality in the Information Society
  - 3.5.1.3. Educational Challenges in the Information Society
  - 3.5.1.4. Media Education

3.6. Curricular Integration of ICT
- 3.6.1. Integration of ICT as an Object of Study, Institutional Integration, and Didactic Integration
  - 3.6.1.1. ICT as an Object of Study
  - 3.6.1.2. Institutional Integration of ICT
  - 3.6.1.3. ICT in the School Curriculum and Didactic Integration

3.7. Internet in Learning: School 2.0 and E-Learning Models
- 3.7.1. Concept and Characteristics of School 2.0. E-Learning and B-Learning. Vocational Training and Online University. MOOCs
  - 3.7.1.1. School 2.0
  - 3.7.1.2. E-learning and B-learning
  - 3.7.1.3. Online Programs
  - 3.7.1.4. MOOCs
- 3.7.2. Possibilities of the Internet for the Communication and Professional Development of Educators
  - 3.7.2.1. Communication and Professional Development of Educators in the Internet Space

3.8. Personal Learning Environments (PLE) for Lifelong Learning
- 3.8.1. PLE Definition, Characteristics and Elements
  - 3.8.1.1. Lifelong Learning
  - 3.8.1.2. Personal Learning Environments, Definition and Characteristics.
  - 3.8.1.3. Fundamental Elements and Construction of a PLE
- 3.8.2. The PLE in the Work of the Counselor
  - 3.8.2.1. Use of PLE in the Guidance Function

3.9. Audiovisual Media in Education
- 3.9.1. Characteristics of Audiovisual Media in Educational Use. Sound Resources, Podcast, and the Radio in the School. Image Resources
  - 3.9.1.1. Characteristics of Audiovisual Media in Educational Use
  - 3.9.1.2. Audio Resources
  - 3.9.1.3. *Podcasts* and Radio in School
  - 3.9.1.4. Image Resources
  - 3.9.1.5. Audiovisual Material Design and Production

3.10. Vocational and Career Guidance with ICT
- 3.10.1. ICT in Vocational and Professional Orientation Processes in Middle School. Orienta Program and Web Platforms
  - 3.10.1.1. ICT in Vocational and Professional Orientation Processes in Middle School
  - 3.10.1.2. Orienta Program for Middle School Students
  - 3.10.1.3. Web Platforms for Vocational and Career Guidance (MyWayPass)

3.11. Multimedia Materials Development for Tutoring and Academic Guidance
- 3.11.1. The Concept of Web 2.0. Web Pages, WebQuest, Blogs, and Wikis. Multimedia Materials for Tutoring
  - 3.11.1.1. Web 2.0
  - 3.11.1.2. WebQuest
  - 3.11.1.3. Blogs
  - 3.11.1.4. Wikis
  - 3.11.1.5. Multimedia Materials for Tutoring

3.12. Curricular Materials for the Attention to Diversity
- 3.12.1. Materials for the Attention to Diversity and Materials for Diagnosis and Evaluation ICT in the Attention to Diversity
  - 3.12.1.1. Materials for the Attention to Diversity
  - 3.12.1.2. Materials for Diagnosis and Evaluation
  - 3.12.1.3. ICT for the Attention to Diversity

This is your moment; push yourself with an intensive program that will put you at the forefront of the job market"

05

Methodology

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

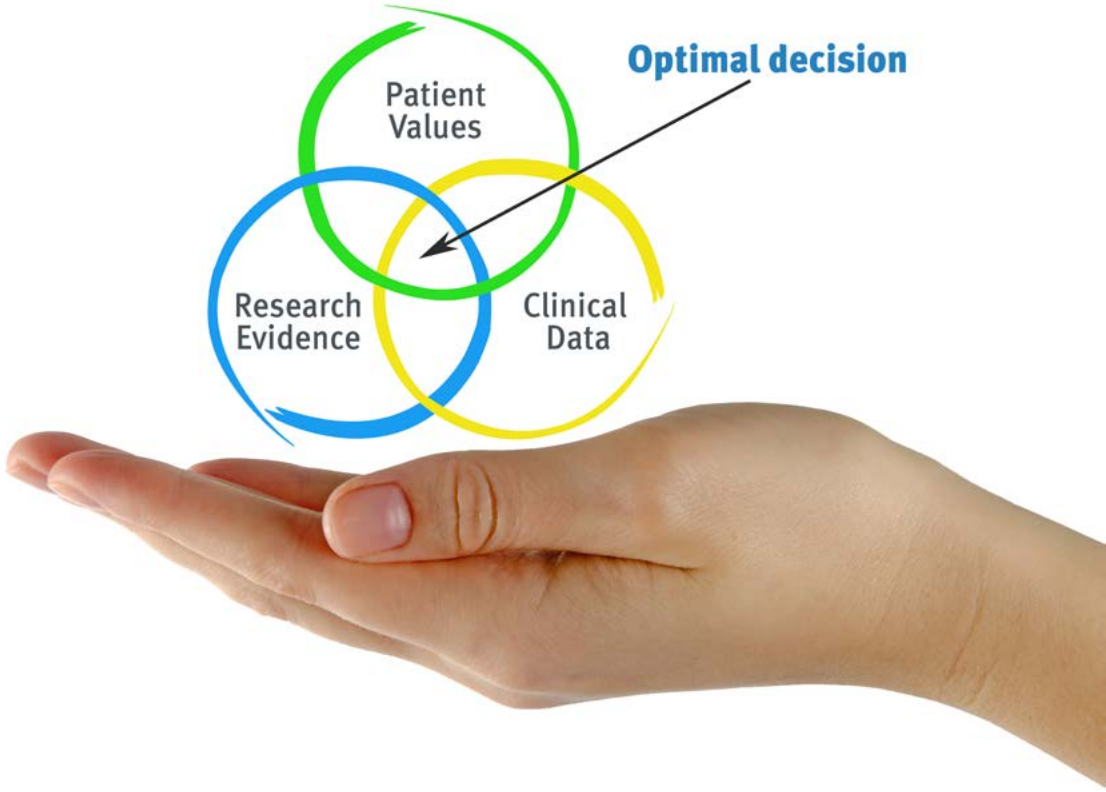
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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:

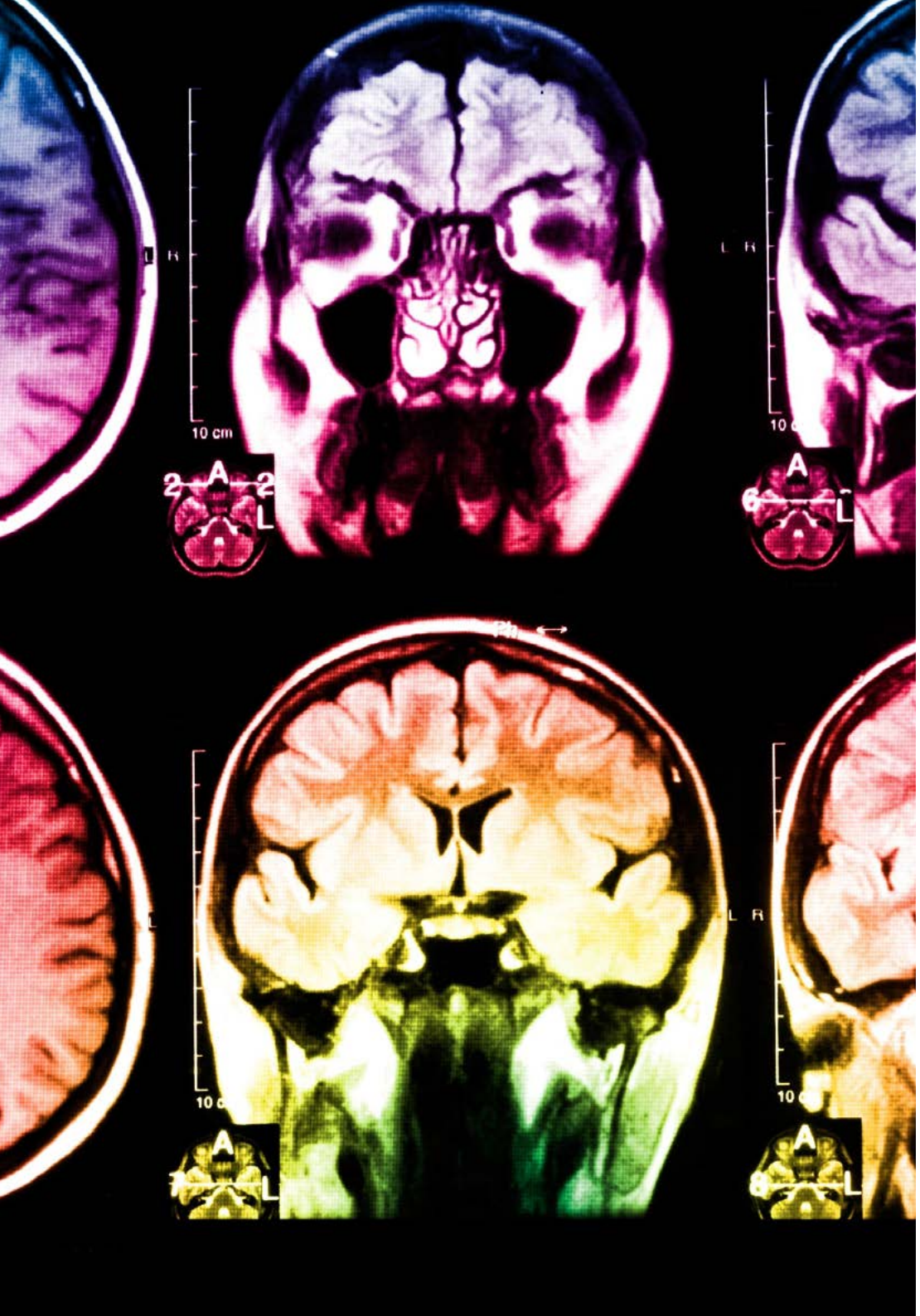
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

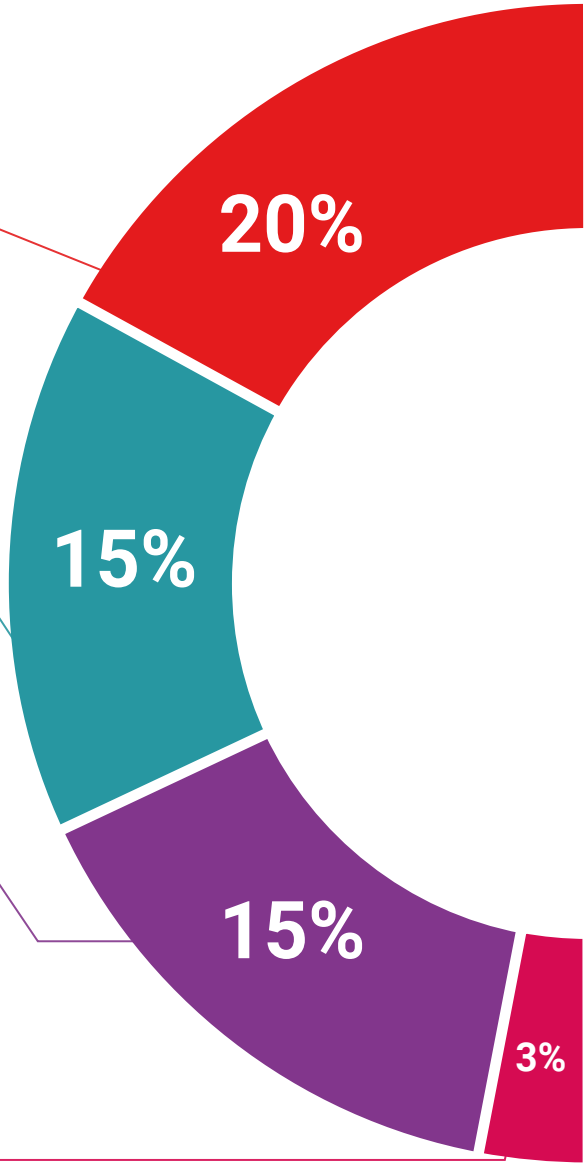
Interactive Summaries

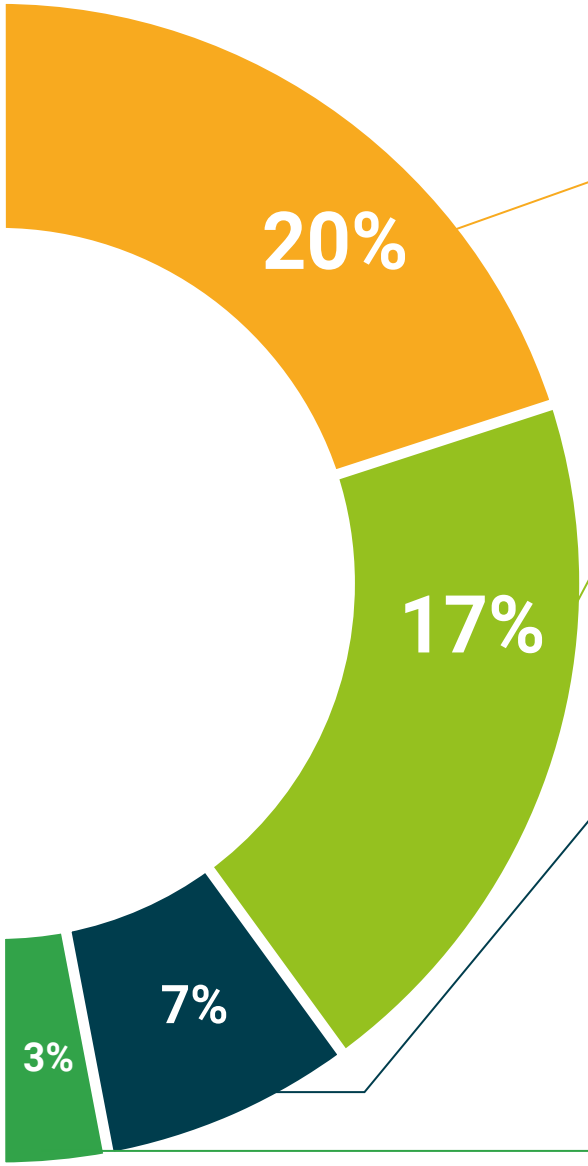
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

This Postgraduate Diploma in Educational Research and Innovation guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma 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 Research and Innovation** 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 certificate 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 Research and Innovation**

Official Nº of Hours: **450 h.**


tech technological university

Awards the following

CERTIFICATE

to

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

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Educational Research and Innovation

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 certificate issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

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