Postgraduate Diploma

Educational Research Methodology

tech global university

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Postgraduate Diploma
Educational Research Methodology

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

Website: www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-educational-research-methodology

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01

Introduction

Teaching is advancing by providing new ways of approaching educational intervention, seeking a greater development of students' capabilities. This innovation arises from research in the field and is one of the most interesting avenues of work for professionals. This complete program will provide students with an intensive program in the methodology and processes that a research project must follow to achieve the best results. A unique, high-level program opportune for both personal and professional growth.

Acquire the skills required to conduct research in education with this high-intensity Postgraduate Diploma"

The main objectives of this Postgraduate Diploma in Educational Research Methodology are to promote and strengthen the competencies and capabilities of university professors by incorporating the most current teaching tools in higher education. Professors will complete the program being able to provide their students with the necessary motivation to continue their studies and develop an appeal for scientific research.

This Postgraduate Diploma provides university professors with an overview of fundamental knowledge in teaching and education, and the best way to guide and orient students in their daily course load.

This training stands out for its order and distribution of theoretical material, guided practical examples in all its modules, and motivational and explanatory videos. This will allow our students to easily and clearly study teaching in higher education, with special emphasis on motivating further research.

In this way, the main methodologies in the field of educational research will be explained to the student, since it is understood that university students are the most interested in continuing and directing their specialization towards scientific research, regardless of their field of action.

All of this without neglecting the importance of the skills professors must acquire to offer a suitable education to their students, as well as to adequately supervise theses and scientific research, putting into practice the most relevant innovation tools in each case.

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

- Case studies presented by experts in educational research methodologies
- The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- New developments in educational research methodologies
- Practical exercises where the process of self-assessment can be used to improve learning
- Special emphasis on research educational research 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

Expand your knowledge with this Postgraduate Diploma in Educational Research Methodology and take a leap towards excellence in your professional practice”

This Postgraduate Diploma is the best investment you can make in selecting a refresher program to update your knowledge of educational research Methodologies"

If you want to study with the best teaching methodology and multimedia, this is your best option.

This Postgraduate Diploma is 100% online, which will allow you to conveniently balance your professional life with your private life.

The teaching staff includes professionals in the area of research methodologies, who contribute their work experience to this 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 academic program is designed around Problem-Based Learning, whereby students must try to solve the different professional practice situations that arise during the course. To that end, they will be assisted by an innovative, interactive video system developed by recognized experts in educational research methodologies who have extensive teaching experience.

02

Objectives

The Postgraduate Diploma in Educational Research Methodology is oriented to facilitate the performance of the professional dedicated to teaching with the latest advances and newest methodologies in the sector.

Our goal is to drive excellence and help you achieve it"

General Objectives

- Encourage skills and competences in university professors
- Understand the most up-to-date tools to work as a professor in higher education
- Learn how to motivate students to take interest in continuing their studies and pursuing academic/scientific research
- Update on the changes taking place in higher education

Seize the opportunity and take the step to catch up on the latest developments in Educational Research Methodology"

Specific Objectives

Module 1. Higher Education

- Understand the principles and objectives that led to the emergence of higher education institutions worldwide
- Learn to reflect on new pedagogical, technological and social needs that universities must meet

Module 2. Quality Models and Quality Assessment in Education

- Learn to improve your knowledge of the internal operations of the institution, and teaching and learning processes
- Learn to collect information on whether they are achieving their learning objectives or not
- Know how to introduce measures for improvement in enough time to prevent student underachievement and school failure

Module 3. Educational Research Methodology

- Know how to develop attitudes and skills for scientific research as an essential requirement to contribute to the progress and welfare of society

03

Course Management

The program's teaching staff includes leading experts who contribute their vast work experience to this program. Additionally, other recognized experts participate in its design and preparation, thus completing the program in an interdisciplinary manner.

Learn about the latest advances in Educational Research Methodology from leading experts in the field"

Management

Ms. Jiménez Romero, Yolanda

- Psychopedagogist and Primary School Teacher with a major in English
- Director of the University Teaching and Educational Coaching programs at TECH Global University.
- Co-director of the programs in Language Didactics in Infant and Primary School, Language and Literature Didactics in Secondary and High School, Bilingual Didactics in Secondary and High School and Bilingual Didactics in Infant and Primary School at TECH Global University.
- Co-director and Professor of the Neurosciences Program at TECH Global University
- Co-director of the programs in Emotional Intelligence and Vocational and Professional Guidance at TECH Global University.
- Lecturer of the Visual Skills and Academic Achievement program at TECH Global University
- Teacher in the High Abilities and Inclusive Education program.
- Educational psychologist
- Master's Degree in Neuropsychology of High Abilities
- Master's Degree in Emotional Intelligence
- Neurolinguistic Programming Practitioner

Professors

Romero Monteserín, José María

- Degree in Teaching Complutense University of Madrid (2017-2010)
- Master's Degree in Education Center Management Antonio de Nebrija University (2012)
- Online Master's Degree in Secondary Teacher Training. Cardenal Herrara University (2018-2019)
- Online Trainer in Education Center Management CIESE-Comillas Foundation Since June 2019

Manzano García, Laureano

- Degree in Psychology from Autonomous University of Madrid, 1996
- Degree in Special Education from ESCUNI Madrid 2002
- Competitive examinations tutor in face-to-face and online classes, as well as distance tutoring for the specialist subjects of Special Education (teachers) and Educational Guidance (high school) Since 2002
- Teacher at Victoria Middle School and High School, Kent Since 2012

Ms. Álvarez Medina, Nazaret

- Degree in Educational Psychology Oberta University, Catalunya
- Degree in Elementary School Education with a Major in the English Language Camilo José Cela University
- Official Professional Master's Degree on Educational Treatment of Diversity
- Diploma in Teaching English as a Foreign Language La Laguna University
- Degree in Educational and Executive Coaching from the Complutense University of Madrid
- Educational counselor, official in the body of secondary education teachers in the community of Madrid
- Preparer of public education competitive examinations

Gutiérrez Barroso, César

- Studying a PhD in History National University for Distance Learning (UNED) November 2018.
- Degree in History (Castilla La Mancha Universidad) 2001-2006
- Master's Degree in Multiple Intelligences for Secondary School (Alcalá de Henares University)
- Master's Degree in Museology Study Techniques Center (Madrid) 2007
- Middle School and High School Teacher at Liceo San Pablo School in Leganés Geography and History Teacher of 6th and 8th Grade and Senior year of High School (9/11/2018-11/09/2019)

Dr. Valero Moreno, Juan José

- Agricultural Engineer School of Agricultural Engineering Castilla La Mancha University Albacete, 2000
- Master's Degree in Management of Occupational Risk Prevention, Excellence, Environment and Corporate Responsibility ESEA- Camilo Jose Cela University, 2014 Seville
- Master's Degree in Research and Innovation in Education Speciality: Quality and Equity in Education (100 ETCS) UNED. Madrid, 2014
- Master's Degree in Occupational Risk Prevention UNIR Online University, 2011

Dr. Pattier Bocos, Daniel

- PhD in Education Complutense University of Madrid. 2017- present
- Degree in Elementary Education Teaching Complutense University of Madrid. 2010-2014
- Master's Degree in Research and Innovation in Education UNED. 2014-2016
- University Professor in Didactics and Curricular Innovation (bilingual in English) Complutense University of Madrid
- Creator of university materials and content UNIR, CEU Cardenal Herrera University
- Trainee University Lecturer Researcher in Education Complutense University of Madrid
- Finalist for the Best Teacher Prize in Spain, 2018

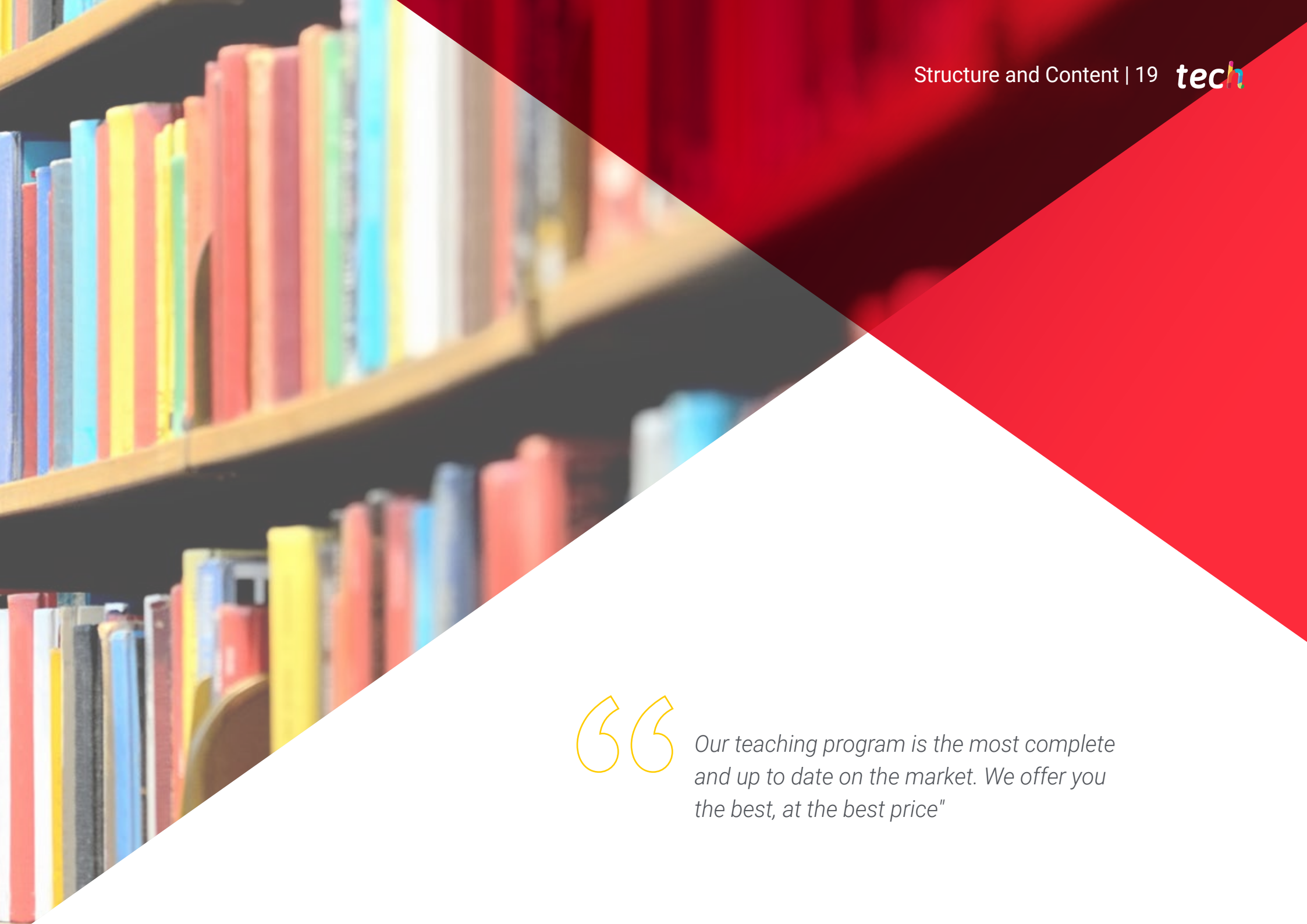
Dr. Visconti Ibarra, Martin Edgardo

- PhD in Education and Behavioral Sciences Vigo University Since 2015
- Degree in Elementary Education Teaching Faculty of Social Sciences, Education and Sports of Pontevedra (2009-2014)
- Master's Degree in Learning and Cognitive Processes Faculty of Social Sciences, Education and History of Ourense (2014-2015)
- Master's Degree in Education Center Management Cardenal Herrara University (Since May 2019)
- Director of European Bilingual Academy School (El Salvador) Since 2018

04

Structure and Content

The structure of the contents has been designed by the best professionals in the University Teaching sector, with an extensive experience and recognized prestige in the profession, backed by the volume of programs and theses directed, and with a wide mastery of new technologies applied to teaching.



Our teaching program is the most complete and up to date on the market. We offer you the best, at the best price"

Module 1. Higher Education

1.1. Historical Summary of the Development of Universities
- 1.1.1. The First Universities
- 1.1.2. University of Salamanca
- 1.1.3. Universities in Mexico and Latin America
- 1.1.4. European Universities
- 1.1.5. North American Universities
- 1.1.6. Cardenal Newman
- 1.1.7. The Cultural and Educational Contribution of the Middle Ages
- 1.1.8. Knowledge of the Cloisters: Cathedral and Monastic Schools
- 1.1.9. Universities in the 20th Century
- 1.1.10. Adoption of the Notion of Networking in the Academic Field

1.2. The Concept of University
- 1.2.1. What Is Done at University?
- 1.2.2. Knowledge
- 1.2.3. What Is Taught and How Is It Taught?
- 1.2.4. Research and Support Services
- 1.2.5. The Critical Role Played by Universities
- 1.2.6. The Intellectual Role Played by Universities
- 1.2.7. Autonomous Universities
- 1.2.8. Academic Freedom
- 1.2.9. University Communities
- 1.2.10. Assessment Processes

1.3. Higher Education Spaces Worldwide
- 1.3.1. Globalization: Towards a Change in Higher Education
- 1.3.2. Social Changes and Higher Education Spaces
- 1.3.3. GUNI Networks
- 1.3.4. Higher Education in Europe
- 1.3.5. Higher Education in Latin America
- 1.3.6. Higher Education in Africa
- 1.3.7. Higher Education in Asia and the Pacific
- 1.3.8. Tempus Project

1.4. The Bologna Process: European Higher Education Area (EHEA)
- 1.4.1. The Origin of the EHEA
- 1.4.2. The Soborna Declaration
- 1.4.3. The Salamanca Convention and the Bologna Process
- 1.4.4. Materialization of the Tuning Project Proposal in Europe
- 1.4.5. Redefining the Syllabus
- 1.4.6. New Credit Transfer and Accumulation System
- 1.4.7. The Concept of Competence
- 1.4.8. Student Exchange and Mobility
- 1.4.9. ESHE within the Process of Globalization of Higher Education
- 1.4.10. Experiences and Research in EHEA

1.5. Ibero-American Knowledge Area
- 1.5.1. Ibero-American University Cooperation in the Field of Higher Education
- 1.5.2. Launching of the Ibero-American Higher Education Area
- 1.5.3. Opportunities, Initiatives and Detected Obstacles
- 1.5.4. Institutions and Entities Involved
- 1.5.5. Materialization of the Tuning Project Proposal in Ibero-America
- 1.5.6. Ibero-American Initiative for Social Communication and Scientific Culture
- 1.5.7. Science and Technology for Development (CYTED) Program
- 1.5.8. Pablo Neruda Mobility Program
- 1.5.9. Ibero-American Program for Industrial Property and Promotion of Development (IBEPI)
- 1.5.10. Euro-American Cooperation in Higher Education

1.6. Education Models in Higher Education
- 1.6.1. The Concept of Education Models
- 1.6.2. Influence of Education Models on University Academic Models
- 1.6.3. Coherence of Education Models with the Vision and Mission of Universities
- 1.6.4. The Pedagogical Foundation of Education Models
- 1.6.5. Educational Psychology Theories that Support Education Models
- 1.6.6. Ken Robinson Education Model

1.6.7. John Taylor Gatto Education Model
1.6.8. Towards a New Integral Model
1.6.9. The Education Model Based on Skills
1.6.10. The Internet in the Pedagogical Paradigm of Higher Education

1.7. University Organization
1.7.1. The Structure of a University as an Organization
1.7.2. Coordination of Work in an Organization
1.7.3. Constituent Parts of an Organization
1.7.4. Core Members of a University
1.7.5. Fields of Action in the University Organization
1.7.6. The Role Played by University Professors
1.7.7. Competence Building: The Object of University Teaching
1.7.8. The Transmission of Knowledge
1.7.9. University Organization, Governance and Leadership
1.7.10. University Management

1.8. The Virtual Campus in Higher Education
1.8.1. e-Learning Scenarios and Elements
1.8.2. e-Learning Platforms
1.8.3. b-Learning
1.8.4. Mentoring
1.8.5. Blended Learning
1.8.6. Flipped Classroom
1.8.7. Mastery Learning
1.8.8. TPACK Model
1.8.9. MOOCs
1.8.10. Mobile Learning

1.9. Scientific Dissemination and Popularization on the Internet
1.9.1. How to Diffuse Scientific Information on the Internet
1.9.2. Scientific Dissemination in Academic Environments
1.9.3. Dissemination VS Disclosure
1.9.4. Visibility and Accessibility of Scientific Papers
1.9.5. Tools to Increase Visibility

1.9.6. Open Access
1.9.7. Public Profile of Research Personnel
1.9.8. General Social Networks and Application in Scientific Dissemination
1.9.9. Scientific Social Networks
1.9.10. Blog Dissemination
1.10. Self-Managing Academic Writing
1.10.1. Epistemic and Pedagogical Function of Writing
1.10.2. Academic and Communicative Function of Writing
1.10.3. Cognitive Focus of Learning
1.10.4. The Technique of Writing a Text
1.10.5. Organizing an Argument
1.10.6. Coherence and Cohesion Mechanisms in Texts
1.10.7. Academic Papers
1.10.8. Research Articles

Module 2. Quality Models and Quality Assessment in Education

2.1. Nature and Evolution of the Concept of Quality
2.1.1. Conceptual Introduction
2.1.2. Dimensions of the Concept of Quality
2.1.3. Evolution of the Concept of Quality
2.1.3.1. Initial Stages
2.1.3.2. Industrial Revolution
2.1.3.3. Movement for Quality
2.1.4. Basic Principles of Quality
2.1.5. Total Quality and Excellence
2.1.6. Concept of Quality Management
2.1.7. Focus of Quality Management: Classification and Basic Characteristics
2.2. Quality in Education: Dimensions and Components
2.2.1. Analysis of the Term Quality in Education
2.2.2. Quality Assessment
2.2.3. Dimensions and Components of a Quality Plan in Education
2.2.3.1. Context
2.2.3.2. Educational Concept
2.2.3.3. Methods
2.2.3.4. Results
2.2.4. Quality Models Used to Appraise Organizations
2.2.4.1. The Malcolm Baldridge Model
2.2.4.2. The Excellence Model of the European Foundation for Quality Management
2.2.4.3. The Ibero-American Model for Excellence Management
2.2.4.4. Comparison between Excellence Models and ISO 9000 Standards
2.2.5. Systemic Nature of the Principles and Practices of Total Quality Management (TQM)
2.2.6. TQM Process: Adoption Grade
2.3. Design and Development of Educational Processes
2.3.1. Educational Nature of the Objectives
2.3.2. Validation and Process Changes
2.3.3. Processes Where Stakeholders Are Involved
2.3.4. Management Responsibility
2.3.5. Promoting Participation
2.3.6. Systemic Assessment as a Base for Continued Improvement
2.4. Measurement, Analysis and Improvement
2.4.1. General Guidelines
2.4.2. Monitoring and Measurement
2.4.3. Data Analysis
2.4.4. Continuing Improvement
2.4.5. Classic Management and Quality Control Tools
2.4.5.1. Data Collection Sheets
2.4.5.2. Histogram
2.4.5.3. Pareto Chart
2.4.5.4. Fishbone / Ishikawa Diagram
2.4.5.6. Correlation Diagram
2.4.5.7. Control Charts

2.4.6. New Management and Quality Control Tools
2.4.6.1. Affinity Diagram
2.4.6.2. Entity Relationship Diagram
2.4.6.3. Tree Diagram
2.4.7. Other Tools
2.4.7.1. Modal and Failure Analysis
2.4.7.2. Experiment Design
2.4.7.3. Flow Chart
2.5. Quality Management Systems: ISO 9000 Standards
2.5.1. Normative Standards in Quality Management
2.5.2. The Familiar ISO 9000 Standards
2.5.3. Structure of Quality Management Systems according to ISO 9001 Standards
2.5.4. The Process of Implementation and Certification of Quality Management Systems
2.5.4.1. The Management's Decision and Commitment
2.5.4.2. Planning and Organizing Projects
2.5.4.3. Preliminary Self-Diagnosis
2.5.4.4. Information, Awareness and Training
2.5.4.5. Preparing Documentation
2.5.4.6. Implementation
2.5.4.7. Monitoring and Improving Systems
2.5.4.8. Key Factors in the Process
2.5.5. Work Organization to Achieve Certification
2.5.6. Certificate Retention and Periodic Audits
2.6. EFQM Excellence Model - European Model of Excellence and Quality
2.6.1. The Model and the European Quality Award
2.6.2. Fundamental Concepts
2.6.3. Structure and Criteria
2.6.4. Assessing Processes: RADAR Logic
2.6.5. Framework and Benefits
2.7. Ibero-American Foundation for Quality Management (FUNDIBEQ) Model of Excellence
2.7.1. The Model and the Ibero-American Award for Quality
2.7.2. Fundamental Concepts
2.7.3. Structure and Criteria
2.7.4. Assessment Processes
2.7.5. Framework and Benefits
2.8. Application of Quality Management Models to University Tutoring
2.8.1. Contextualization of Quality Management Models in University Tutoring
2.8.2. Added Value for Recipients
2.8.3. Sustainable Guidance
2.8.4. Organizational Skills
2.8.5. Management Agility
2.8.6. Creativity and Innovation
2.8.7. Leadership with Vision and Integrity
2.8.8. Achieve Success Through Human Talent
2.8.9. Maintain Outstanding Results
2.8.10. Process Based Focus
2.9. Assessing Teaching Staff in University Quality Improvement Plans
2.9.1. Contextualization of the Evaluation of University Teaching Staff
2.9.2. Student Assessment of Teaching Staff
2.9.3. Integrating Teaching Staff Assessment into Improvement Plans
2.9.4. Questionnaires for the Evaluation of University Teaching Staff
2.9.5. Enquiries and Disseminating Results
2.10. Self-Assessment Plans and Improvement
2.10.1. Contextualization and Previous Considerations
2.10.2. Designing and Developing Improvement Plans
2.10.2.1. Building Improvement Teams
2.10.2.2. Choosing Areas for Improvement
2.10.2.3. Outlining Objectives
2.10.2.4. Analyzing Areas for Improvement
2.10.2.5. Executing and Monitoring of Plans
2.10.2.6. Conclusions and Suggestions
2.10.2.7. Monitoring and Accountability

2.10.3. Development and Analysis of the Areas
2.10.4. Elaborating Improvement Plan
2.10.5. Drafting Reports

Module 3. Educational Research Methodology

3.1. Basic Notions of Investigation: Science and the Scientific Method
3.1.1. Definition of the Scientific Method
3.1.2. Analytical Method
3.1.3. Synthetic Method
3.1.4. Inductive Method
3.1.5. Cartesian Thought
3.1.6. Rules of the Cartesian Method
3.1.7. Methodical Doubt
3.1.8. The First Cartesian Principle
3.1.9. Induction Procedures According to J. Mill Stuart
3.2. The General Process of Research: Quantitative and Qualitative Focus
3.2.1. Epistemological Assumptions
3.2.2. Approach to Reality and the Object of Study
3.2.3. Subject-Object Relationship
3.2.4. Objectivity
3.2.5. Methodological Processes
3.2.6. Integration of Methods
3.3. Research Paradigms and Methods Derived from These
3.3.1. How do Research Ideas Arise?
3.3.2. What is there to Research in Education?
3.3.3. Research Problem Statement
3.3.4. Background, Justification and Research Objectives
3.3.5. Theoretical Foundation
3.3.6. Hypotheses, Variables and Definition of Operational Concepts
3.3.7. Choosing a Research Design
3.3.8. Sampling in Quantitative and Qualitative Studies
3.4. Phases and Stages of Qualitative Research
3.4.1. Phase 1 Conceptual Phase
3.4.2. Phase 2 Planning and Design Phase
3.4.3. Phase 3 Empirical Phase
3.4.4. Phase 4 Analytical Phase
3.4.5. Phase 5 Diffusion Phase
3.5. Types of Quantitative Research
3.5.1. Historical Research
3.5.2. Correlation Research
3.5.3. Case Studies
3.5.4. "Ex Post Facto" Research of Completed Events
3.5.5. Quasi-Experimental Research
3.5.6. Experimental Research
3.6. Phases and Stages of Qualitative Research
3.6.1. Phase 1 Preparation Phase
3.6.2. Phase 2 Field Phase
3.6.3. Phase 3 Analytical Phase
3.6.4. Phase 4 Informative Phase
3.7. Types of Qualitative Research
3.7.1. Ethnography
3.7.2. Grounded Theory
3.7.3. Phenomenology
3.7.4. The Biographical Method and Life History
3.7.5. The Case Study
3.7.6. Content Analysis
3.7.7. Examining the Discourse
3.7.8. Participatory Action Research

3.8. Techniques and Instruments for Collecting Quantitative Data
- 3.8.1. The Structured Interview
- 3.8.2. The Structured Questionnaire
- 3.8.3. Systematic Observation
- 3.8.4. Attitude Scales
- 3.8.5. Statistics
- 3.8.6. Secondary Sources of Information

3.9. Techniques and Instruments for Collecting Qualitative Data
- 3.9.1. Unstructured Interviews
- 3.9.2. In-Depth Interviews
- 3.9.3. Focus Groups
- 3.9.4. Simple, Unregulated and Participant Observation
- 3.9.5. Vidal Stories
- 3.9.6. Diaries
- 3.9.7. Content Analysis
- 3.9.8. The Ethnographic Method

3.10 Data Quality Control
- 3.10.1. Requirements for a Measuring Instrument
- 3.10.2. Processing and Analysis of Quantitative Data
  - 3.10.2.1. Validation of Quantitative Data
  - 3.10.2.2. Statistics for Data Analysis
  - 3.10.2.3. Descriptive Statistics
  - 3.10.2.4. Inferential Statistics
- 3.10.3. Processing and Analysis of Qualitative Data
  - 3.10.3.1. Reduction and Characterization
  - 3.10.3.2. Clarify, Refine and Compare
  - 3.10.3.3. Programs for Qualitative Analysis of Textual Data

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:

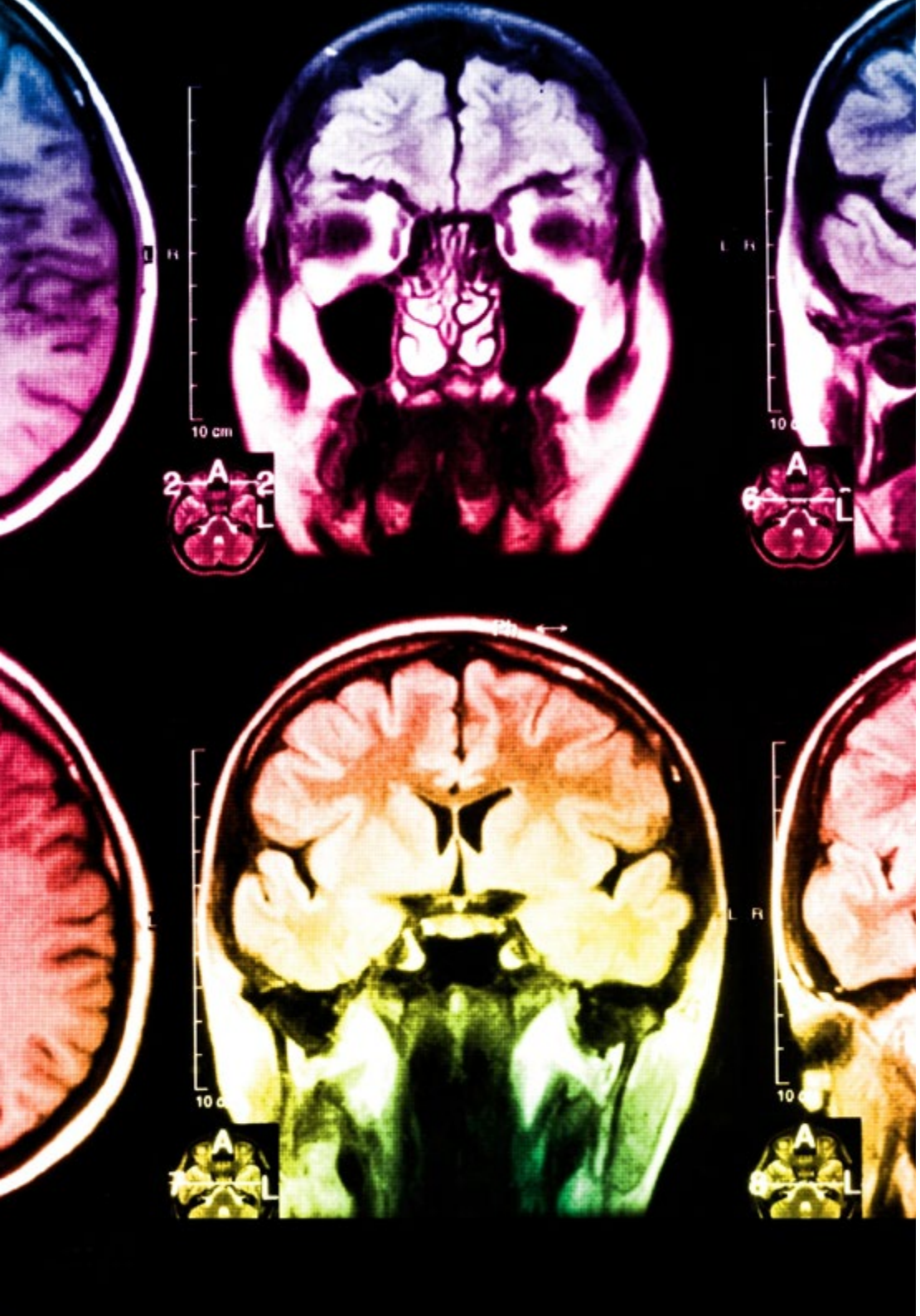
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

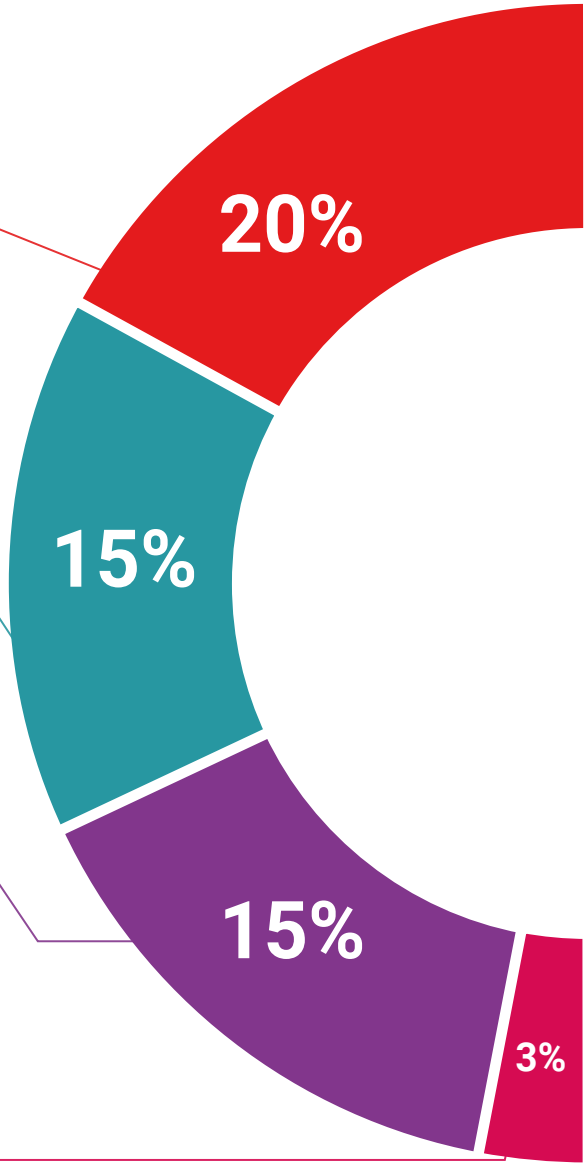
Interactive Summaries

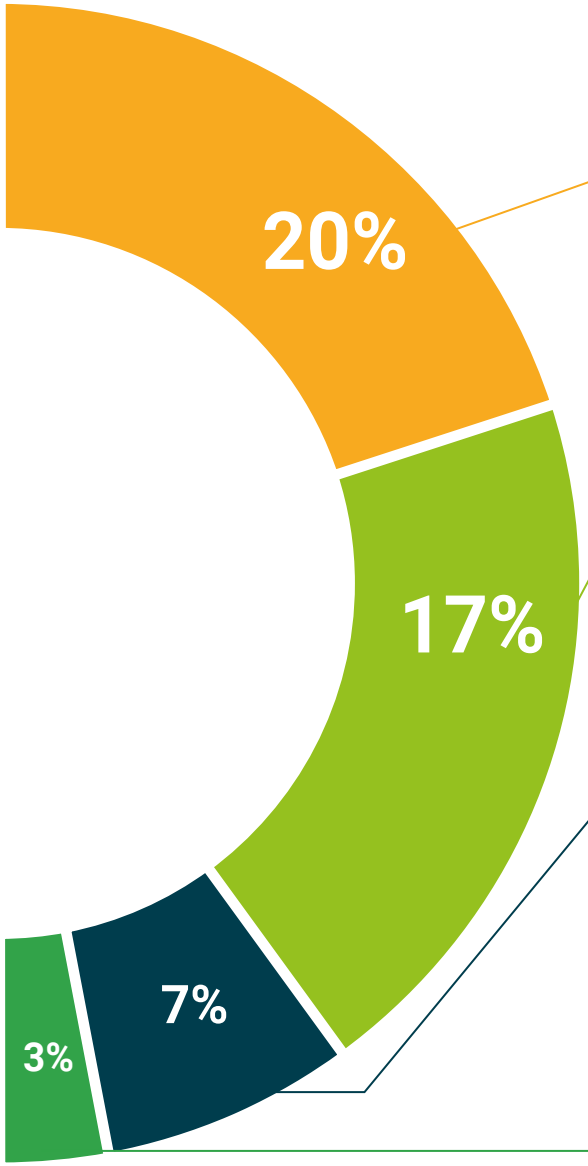
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Methodology guarantees you, in addition to the most rigorous and up-to-date training, access to a Postgraduate Diploma issued by TECH Global University.

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

This program will allow you to obtain your **Postgraduate Diploma in Educational Research Methodology** 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.

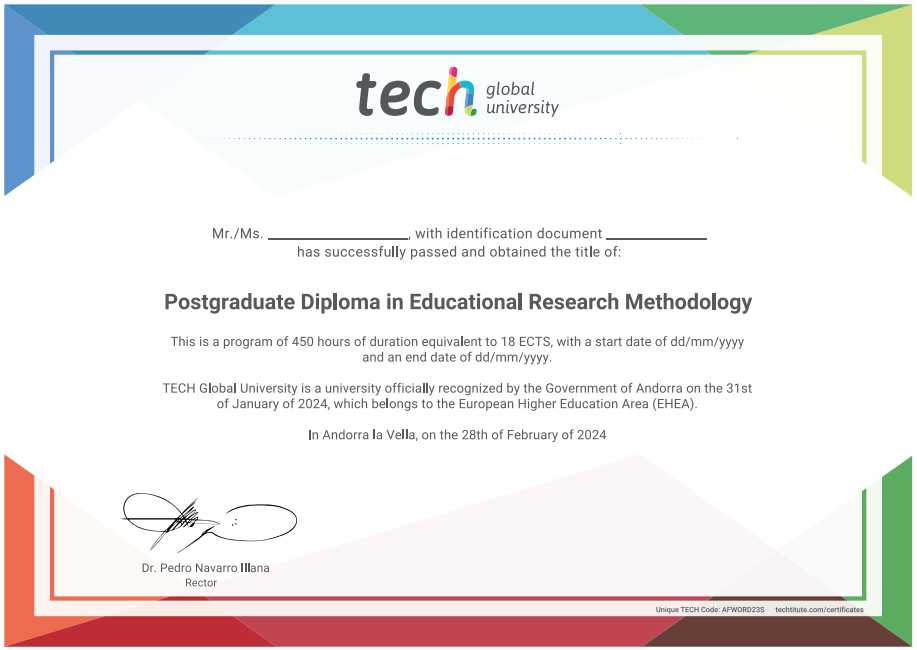
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Educational Research Methodology**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**


tech global university

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

Postgraduate Diploma in Educational Research Methodology

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

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

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

Dr. Pedro Navarro Illana
Rector

Unique TECH Code: AFWORD23S techtitute.com/certificates

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

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Postgraduate Diploma
Educational Research Methodology

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

Postgraduate Diploma

Educational Research Methodology

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