Postgraduate Diploma

Information and Communication Technologies (ICT) in Primary Education

tech global university

tech global university

Postgraduate Diploma
Information and Communication Technologies (ICT) in Primary 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-information-communication-technologies-primary-education**

Index

01

Introduction

Information and Communication Technologies (ICT) have meant a breakthrough in many professional fields, and education has not been left out in benefiting from the advantages they offer. Nowadays, there are many tools and applications that facilitate the teaching process, but in order to use them, it is necessary to have teachers capable of using them appropriately. If you want to specialize in this field, don't think twice and study with us.

Learn the most innovative tools and apllications for teaching practice and give a boost of quality to your lessons"

Digital resources are increasingly used by teachers at practically all educational levels, as they offer many more educational possibilities than books, making them an ideal complement. There are a multitude of tools and applications that allow children to learn lessons in a playful way and, at older ages, they favor the practice of remote learning.

However, in order for all these resources to be used effectively, it is important for teachers to acquire specific skills that will allow them to have an in-depth knowledge of these types of tools and the best way to apply them to their daily practice. Therefore, this Postgraduate Diploma in Information and Communication Technologies (ICT) in Primary Education aims to provide teachers with all the necessary knowledge to specialize in this new field. We offer you a unique opportunity to give you a boost to your profession.

Specifically, with this Professional Master's Degree, TECH has proposed to educate teachers to be able to easily and accurately handle the teaching of this educational stage. To this end, the order and distribution of the subjects and their topics is specially designed to allow each student to decide their schedule and self-manage their time. In addition, students will have access to theoretical materials presented with enriched texts, multimedia presentations, exercises and guided practical activities, motivational videos, master classes, and case studies, where they will be able to evoke knowledge in an orderly manner and practice decision-making that demonstrates their training within the field of teaching.

This training is distinguished by the fact that it can be taken in a 100% online format, adapting to the needs and obligations of the student, in an asynchronous and completely self-manageable manner. The student 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 required for the course.

This **Postgraduate Diploma in Information and Communication Technologies (ICT) in Primary Education** includes the most complete and up-to-date educational program. Its most notable features are:

- The development of practical cases presented in simulated scenarios by experts in the area of knowledge, where the student will demonstrate the knowledge they have learned and demonstrate the acquisition of 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 primary school teacher
- Practical exercises where self-assessment is carried out to improve learning, as well as activities at different levels of competence
- Special emphasis on innovative methodologies in educational 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

You will have access to the contents from any fixed or portable device with internet connection, even from your cell phone"

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"

This course is designed with the most advanced educational resources available, to achieve a more comfortable and efficient learning space, enhancing your potential.

Intensive, comprehensive, interesting and efficient. This is the Postgraduate Diploma you have been looking for.

The teaching staff includes professionals from the field who contribute their experience to this training 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 an immersive training experience designed to train for real-life situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the specialist will be assisted by an innovative interactive video system developed by renowned and experienced experts in ICT in Primary Education.

02

Objectives

The Postgraduate Diploma in Information and Communication Technologies (ICT) in Primary Education is oriented to help students develop the skills required for carrying out their work in their profession. For this purpose, we offer the most complete specialization with the support of the main experts in the field.

Improve your training as a primary education teacher thanks to the opportunity provided by TECH, the leading online university"

General Objectives

- Design, plan, deliver, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals of the center
- Recognize the importance of rules in all educational processes
- Promote participation and respect for the rules of coexistence
- Promote educative skills in teachers which will allow them to improve the way in which they impart their lessons

Take the opportunity to learn about the latest advances in this area in order to apply it to your daily practice"

Specific Objectives

Module 1. Information Technologies Applied to Education

- Manage and create a digital identity according to the context, being aware of the importance of the digital trail and the possibilities offered by ICT in this regard, thus knowing its benefits and risks
- Generate and know how to apply ICT
- Combine the different ICTs in schools as an educational tool
- Identify and discover the importance of ongoing teacher training

Module 2. Theory and Practice of Educational Research

- Acquire skills and prior knowledge
- Have an investigative aptitude and attitude in order to promote the desire for continuous professional improvement
- Understand quantitative and qualitative knowledge
- Understand quantitative and qualitative information
- Know how to plan and develop educational research
- Identify the techniques and instruments for educational research

Module 3. Teaching and Professional Profile of Educators

- Understand the evolution of the economy and new family structures within cultural diversity and ethics
- Learn to build oneself personally and collectively in the absence of social valuation
- Evolve by transforming from a teacher to an effective teacher through beliefs and changes in the process

Module 4. 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
- Establish the transformation of the educational reality through the redefinition of the role of teachers
- Learn about the various educational improvement projects
- Expand 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

03

Structure and Content

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

The best content for training the best teachers”

Module 1. Information Technologies Applied to Education

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

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

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

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

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

1.6. Creation of Audiovisual Content with ICT tools. PBL and ICT
- 1.6.1. Introduction and Objectives
- 1.6.2. Bloom's Taxonomy and ICT
- 1.6.3. The Educational Podcast as a Teaching Element
- 1.6.4. Audio Creation
- 1.6.5. The Image as a Didactic Element
- 1.6.6. ICT Tools with Educational Use of Images
- 1.6.7. The Editing of Images with ICT: Tools for its Edition
- 1.6.8. What is ABP?
- 1.6.9. Process of Working with PBL and ICT
- 1.6.10. Designing PBL with ICT
- 1.6.11. Educational Possibilities in Web 3.0
- 1.6.12. Youtubers and Instagrmamers: Informal Learning in Digital Media
- 1.6.13. The Video Tutorial as a Pedagogical Resource in the Classroom
- 1.6.14. Platforms for the Dissemination of Audiovisual Materials
- 1.6.15. Guidelines for the Creation of an Educational Video
- 1.6.16. Bibliographical References

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

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

1.9. Media Competency in the Classroom with ICT
- 1.9.1. Introduction and Objectives
- 1.9.2. Promoting the Media Competence of Teachers
- 1.9.3. Mastering Communication for Motivating Teaching
- 1.9.4. Communicating Pedagogical Content with ICT
- 1.9.5. Importance of the Image as a Pedagogical Resource
- 1.9.6. Digital Presentations as a Didactic Resource in the Classroom
- 1.9.7. Working in the Classroom with Images
- 1.9.8. Sharing Images on Web 2.0
- 1.9.9. Bibliographical References

1.10. Assessment for Learning Through ICT
- 1.10.1. Introduction and Objectives
- 1.10.2. Assessment for Learning Through ICT
- 1.10.3. Evaluation Tools: Digital Portfolio and Rubrics
- 1.10.4. Building an *e-Portofolio* with Google Sites
- 1.10.5. Generating Evaluation Rubrics
- 1.10.6. Design Evaluations and Self-Evaluations with Google Forms
- 1.10.7. Bibliographical References

Module 2. Theory and Practice of Educational Research

2.1. Research and Innovation in Education
- 2.1.1. The Scientific Method
- 2.1.2. Research in Education
- 2.1.3. Educational Research Approaches
- 2.1.4. The Need for Research and Innovation in Education
- 2.1.5. Ethics in Educational Research

2.2. The Research Process, Stages and Modes
- 2.2.1. Modalities of Educational Research and Innovation
- 2.2.2. Stages of the Research and Innovation Process
- 2.2.3. Differences Between the Quantitative and Qualitative Approach
- 2.2.4. The Approach to Research Problems
- 2.2.5. Planning and Development of the Research or Field Work

2.3. The Educational Research Process: Keys to Design and Planning
- 2.3.1. The Approach to Research Problems
- 2.3.2. The Formulation of the Research Question and Definition of Objectives
- 2.3.3. Planning and Development of the Research or Field Work

2.4. The Importance of Bibliographic Research
- 2.4.1. Selection and Justification of the Research Topic
- 2.4.2. Possible Areas of Research in Education
- 2.4.3. Searching for Information and Databases
- 2.4.4. Taking Care in the Use of Information Sources (Avoiding Plagiarism)
- 2.4.5. Keys for Creating a Theoretical Framework

2.5. Quantitative Designs: Scope of Research and Definition of Hypotheses
- 2.5.1. The Scope of Quantitative Research
- 2.5.2. Hypotheses and Variables in Educational Research
- 2.5.3. Classification of Hypotheses

2.6. Quantitative Designs: Types of Designs and Choosing the Sample
- 2.6.1. Experimental Designs
- 2.6.2. Quasi-Experimental Designs
- 2.6.3. Non-Experimental Studies (*ex post facto*)
  Choosing the Sample

2.7. Qualitative Designs
- 2.7.1. What is Qualitative Research?
- 2.7.2. Ethnographic Research
- 2.7.3. The Case Study
- 2.7.4. Biographical-narrative Research
- 2.7.5. Grounded Theory
- 2.7.6. Action Research

2.8. Techniques and Instruments for Educational Research
- 2.8.1. Data Collection: Measurement and Evaluation in Education
- 2.8.2. Data Collection Techniques and Instruments
- 2.8.3. Reliability and Validity: Technical Requirements of Assessment Instruments

2.9. Analysis of Quantitative and Qualitative Information
- 2.9.1. Statistical Analysis
- 2.9.2. Research Variables
- 2.9.3. Concept and Characteristics of Hypothesis
- 2.9.4. Approach to Descriptive Statistics
- 2.9.5. Approximation of Inferential Statistics
- 2.9.6. What is Qualitative Research?
- 2.9.7. General Process of Qualitative Data Analysis
- 2.9.8. Categorization and Codification
- 2.9.9. Criteria of Scientific Rigor for Qualitative Data Analysis

2.10. From Educational Research to the Professional Development of Educators: Current Possibilities and Challenges
- 2.10.1. The Current Situation of Educational Research and the Specific Viewpoint of Educational Researchers
- 2.10.2. From Educational Research to Research in the Classroom
- 2.10.3. From Research in the Classroom to the Assessment of Educational Innovations
- 2.10.4. Educational Innovation, Ethics and the Professional Development of Educators

Module 3. Teaching and Professional Profile of Educators

3.1. A Changing Society with Constants in Teaching
- 3.1.1. Introduction
- 3.1.2. Economic Developments
- 3.1.3. New Family Structures
- 3.1.4. Cultural and Ethnic Diversity
- 3.1.5. The Profession of Knowledge
- 3.1.6. Identity Based on the Contents Taught
- 3.1.7. Students as the Center of Motivation

3.2. Identity and Education
- 3.2.1. Introduction
- 3.2.2. Personal and Collective Development
- 3.2.3. Lack of Social Valuation
- 3.2.4. Identity Crisis
- 3.2.5. Teachers as Artisans and *Fast Food* Behavior
- 3.2.6. Teachers Have Competitors

3.3. Teacher Transformation. Effective Teachers
- 3.3.1. Introduction
- 3.3.2. Initial Training and Starting Work
- 3.3.3. Routine and Adapting
- 3.3.4. Different Needs are Created at Different Stages
- 3.3.5. Value-Added Methods
- 3.3.6. Observation and Intervention in the Classroom
- 3.3.7. Countries with Good Teachers: A Dream Come True

3.4. Beliefs and Change
- 3.4.1. Introduction
- 3.4.2. Analysis of Current Beliefs
- 3.4.3. Big Actions and Small Impacts
- 3.4.4. Searching for Models

3.5. Notions and Scope
- 3.5.1. Introduction
- 3.5.2. Definition of Concepts
- 3.5.3. Complex and Multidimensional Phenomenon
- 3.5.4. What Doesn't Work
- 3.5.5. Other Era, Other Point of View

3.6. Subject and Content
- 3.6.1. Introduction
- 3.6.2. What the Teacher Should Know
- 3.6.3. Recent Findings
- 3.6.4. Teaching Quality
- 3.6.5. Practice and Learning
- 3.6.6. Knowledge Distribution and Connectivism

3.7. Teacher Evaluation
- 3.7.1. Introduction
- 3.7.2. Evolution and International References
- 3.7.3. United States: Models
- 3.7.4. Australia: Innovations
- 3.7.5. Latin America: Current Situation
- 3.7.6. Learning the Process

3.8. Professional Development Program
- 3.8.1. Introduction
- 3.8.2. Practice Makes Learning Possible
- 3.8.3. Principles of Effectiveness
- 3.8.4. Proposals that Work
- 3.8.5. The Student as an Indicator
- 3.8.6. Program Improvements and Assessment
- 3.8.7. Teachnology as a Source of Feedback

3.9. Cases and Initiatives of Success and Teaching Professional Excellence
- 3.9.1. Introduction
- 3.9.2. Countries of the OCDE
- 3.9.3. Germany
- 3.9.4. Australia
- 3.9.5. United States
- 3.9.6. Finland
- 3.9.7. Quebec (Canada)
- 3.9.8. Norway
- 3.9.9. Spain
- 3.9.10. Latin America
- 3.9.11. Latin American Reform
- 3.9.12. Premises and Principles of Teaching Excellence
- 3.9.13. Components of Good Teacher Professional Development
- 3.9.14. Some Suggestions for Politicians

3.10. Continuing Training for Teachers
- 3.10.1. Introduction
- 3.10.2. Definition of Continuing Training
- 3.10.3. Research on Teachers
- 3.10.4. Methodology
- 3.10.5. Motivations for Carrying Out Continuing Training
- 3.10.6. Level of Participation in Continuing Training Activities
- 3.10.7. Fields of Highest Demand for Continuing Training
- 3.10.8. Recommendations

Module 4. Innovation and Improvement of Teaching Practice

4.1. Innovation and Improvement of Teaching Practice
- 4.1.1. Introduction
- 4.1.2. Innovation, Change, Improvement, and Reform
- 4.1.3. The school Effectiveness Improvement Movement
- 4.1.4. Nine Key Factors for Improvement
- 4.1.5. How is Change Made? The Phases of the Process
- 4.1.6. Final Reflection

4.2. Teaching Innovation and Improvement Projects
- 4.2.1. Introduction
- 4.2.2. Identification Data
- 4.2.3. Project Justification
- 4.2.4. Theoretical Framework
- 4.2.5. Objectives
- 4.2.6. Methodology
- 4.2.7. Resources
- 4.2.8. Timing
- 4.2.9. Results Evaluation
- 4.2.10. Bibliographical References
- 4.2.11. Final Reflection

4.3. School Management and Leadership
- 4.3.1. Objectives
- 4.3.2. Introduction
- 4.3.3. Different Concepts of Leadership
- 4.3.4. The Concept of Distributed Leadership
- 4.3.5. Approaches to Distributed Leadership
- 4.3.6. Resistance to Distributed Leadership
- 4.3.7. Final Reflection

4.4. The Training of Teaching Professionals
- 4.4.1. Introduction
- 4.4.2. Initial Teacher Training
- 4.4.3. The Training of Novice Teachers
- 4.4.4. Teacher Professional Development
- 4.4.5. Teaching Competencies
- 4.4.6. Reflective Practice
- 4.4.7. From Educational Research to the Professional Development of Educators

4.5. Formative Creativity: The Principle of Educational Improvement and Innovation
- 4.5.1. Introduction
- 4.5.2. The Four Elements that Define Creativity
- 4.5.3. Some Theses on Creativity Relevant to Didactics
- 4.5.4. Formative Creativity and Educational Innovation
- 4.5.5. Teaching Considerations for the Development of Creativity
- 4.5.6. Some Techniques for the Development of Creativity
- 4.5.7. Final Reflection

4.6. Towards a More Autonomous and Cooperative Learning (I): Learning How to Learn
- 4.6.1. Introduction
- 4.6.2. Why is Metacognition Necessary?
- 4.6.3. Teaching to Learn
- 4.6.4. Explicit Teaching of Learning Strategies
- 4.6.5. Classification of Learning Strategies
- 4.6.6. The Teaching of Metacognitive Strategies
- 4.6.7. The Problem of Evaluation
- 4.6.8. Final Reflection

4.7. Towards a More Autonomous and Cooperative Learning (II): Emotional and Social Learning
- 4.7.1. Introduction
- 4.7.2. The Concept of Emotional Intelligence
- 4.7.3. Emotional Competencies
- 4.7.4. Emotional Education and Social and Emotional Learning Programs
- 4.7.5. Techniques and Concrete Methods for the Training of Social Skills
- 4.7.6. Integrate Emotional and Social Learning in Formal Education
- 4.7.7. Final Reflection

4.8. Towards a More Autonomous and Cooperative Learning (III): Learning by Doing
- 4.8.1. Introduction
- 4.8.2. Active Strategies and Methodologies to Encourage Participation
- 4.8.3. Problem-Based Learning
- 4.8.4. Project Work
- 4.8.5. Cooperative Learning
- 4.8.6. Thematic Immersion
- 4.8.7. Final Reflection

4.9. Evaluation of Learning
- 4.9.1. Introduction
- 4.9.2. A Renewed Assessment
- 4.9.3. Modalities of Evaluation
- 4.9.4. The Procedural Evaluation Through the Portfolio
- 4.9.5. The Use of Rubrics to Clarify the Evaluation Criteria
- 4.9.6. Final Reflection

4.10. The Role of the Teacher in the Classroom
- 4.10.1. The Teacher as a Guide and Orientator
- 4.10.2. The Teacher as Class Director
- 4.10.3. Ways of Directing the Class
- 4.10.4. Leadership in the Classroom and in the Center
- 4.10.5. Coexistence in the Center

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

04

Methodology

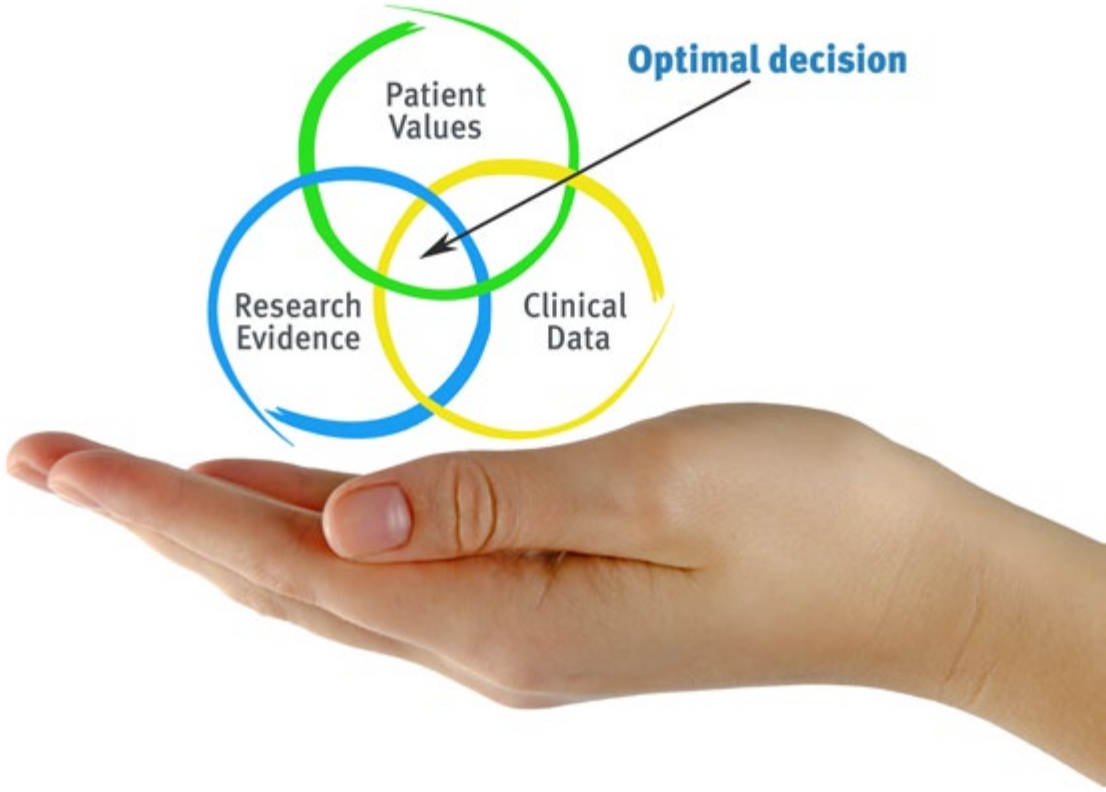
This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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:

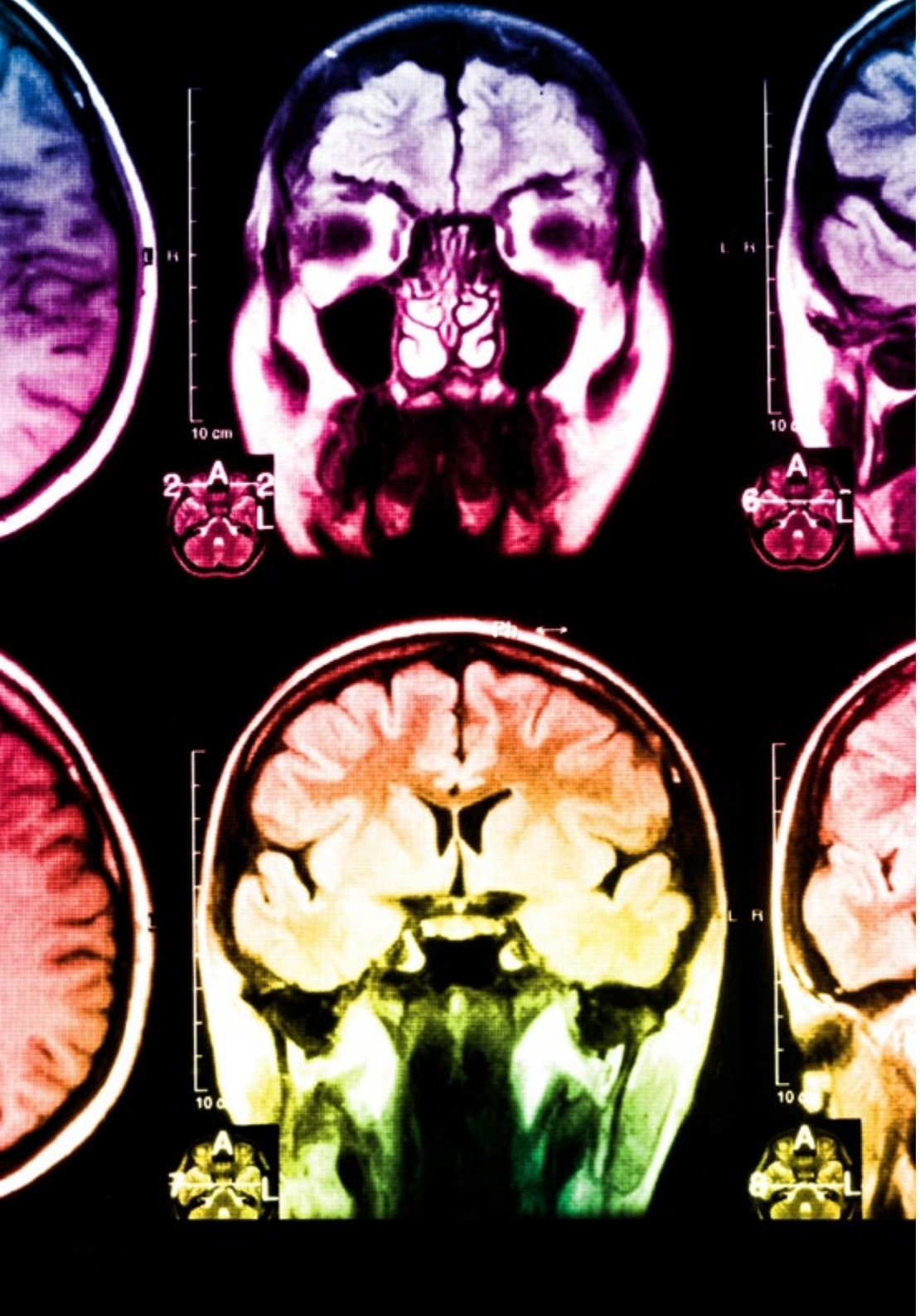
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

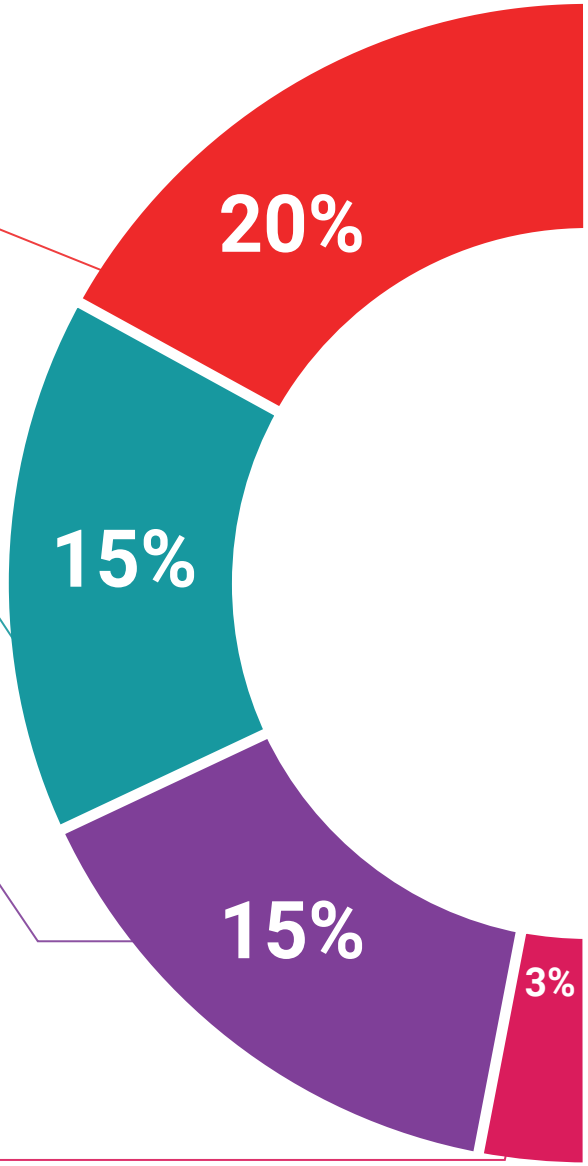
Interactive Summaries

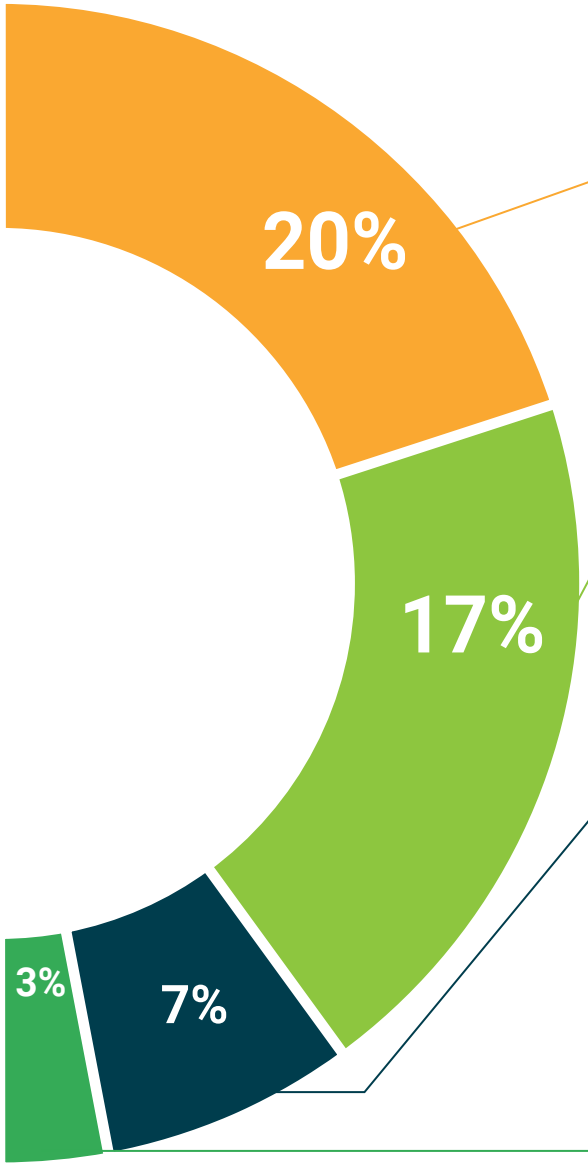
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content 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 their 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 Information and Communication Technologies (ICT) in Primary Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.

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

This program will allow you to obtain your **Postgraduate Diploma in Information and Communication Technologies (ICT) in Primary 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 Information and Communication Technologies (ICT) in Primary Education**

Modality: **online**

Duration: **6 months**

Accreditation: **24 ECTS**


tech global university

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

Postgraduate Diploma in Information and Communication Technologies (ICT) in Primary Education

This is a program of 600 hours of duration equivalent to 24 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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

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

Dr. Pedro Navarro Illana
Rector

Unique TECH Code: AFWORD23S techtitute.com/certificates

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

tech global university

Postgraduate Diploma
Information and Communication Technologies (ICT) in Primary Education

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

Postgraduate Diploma

Information and Communication Technologies (ICT) in Primary Education

tech global university