# Postgraduate Diploma

## Information Technologies Applied to Social Inclusion


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# Postgraduate Diploma

## Information Technologies Applied to Social Inclusion

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

Website: www.techtitute.com/pk/education/postgraduate-diploma/postgraduate-diploma-information-technologies-applied-social-inclusion

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01

# Introduction

This program was created to offer the pedagogical professional a specialty in Information Technologies Applied to Social Inclusion, so that they acquire the necessary skills to develop in this field. Have an impact on social inclusiveness through ICT is one of the objectives of contemporary society, aimed at equality and the implementation of inclusive, diverse and egalitarian policies. Therefore, the proposed syllabus addresses the technological communicative tools focused on this demand, boosting the student's digital competences and advocating the pedagogical use offered by platforms such as social networks, focused on this topic, so that the graduate is able to design quality and contextualized educational projects.

*An effective initiation in good ICT practices that guarantee a teacher professional development focused on social inclusion policies is not only a necessity, it is already a reality. Specialize with TECH and contribute to change"*

The present TECH program aims to specialize the pedagogical professional in the acquisition of the necessary competencies to develop in the pedagogical area oriented to the social inclusion of all through ICT, promoting equal opportunities.

In this way, TECH has developed a curriculum structured in three modules that deal in depth with the technological communication tools that serve to implement inclusive social policies, boosting their digital skills and advocating the pedagogical use offered by social networks focused on this topic.

Additionally, the student is given a solid foundation in the reasons for social exclusion and existing policies for inclusion, with special emphasis on the use of ICT in a diverse school, as a guarantee of the affirmation of social rights.

All this will be reflected in the development of successful educational projects, so that the student will boost their pedagogical skills towards a sector that demands expert professionals, aware of the need for action at a global level, introducing both educational and social improvements.

In addition, it is a 100% online Postgraduate Diploma, so the students can study it comfortably where, when and how they want. A modality with which TECH advocates the student's personal and professional conciliation, in line with its maxim of offering an elite education for all.

This **Postgraduate Diploma in Information Technologies Applied to Social Inclusion** contains the most complete and up-to-date educational program on the market. The most important features include:

- Practical cases presented by experts in Pedagogy
- The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- Practical exercises where self-assessment can be used to improve learning
- Its special emphasis on innovative methodologies
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

*You will acquire the necessary digital skills and knowledge that are complemented by pedagogical and methodological competencies focused on social inclusion with guarantee"*

*Learn critically about the theoretical and methodological bases that support socio-educational processes so that you can establish inclusive policies with success"*

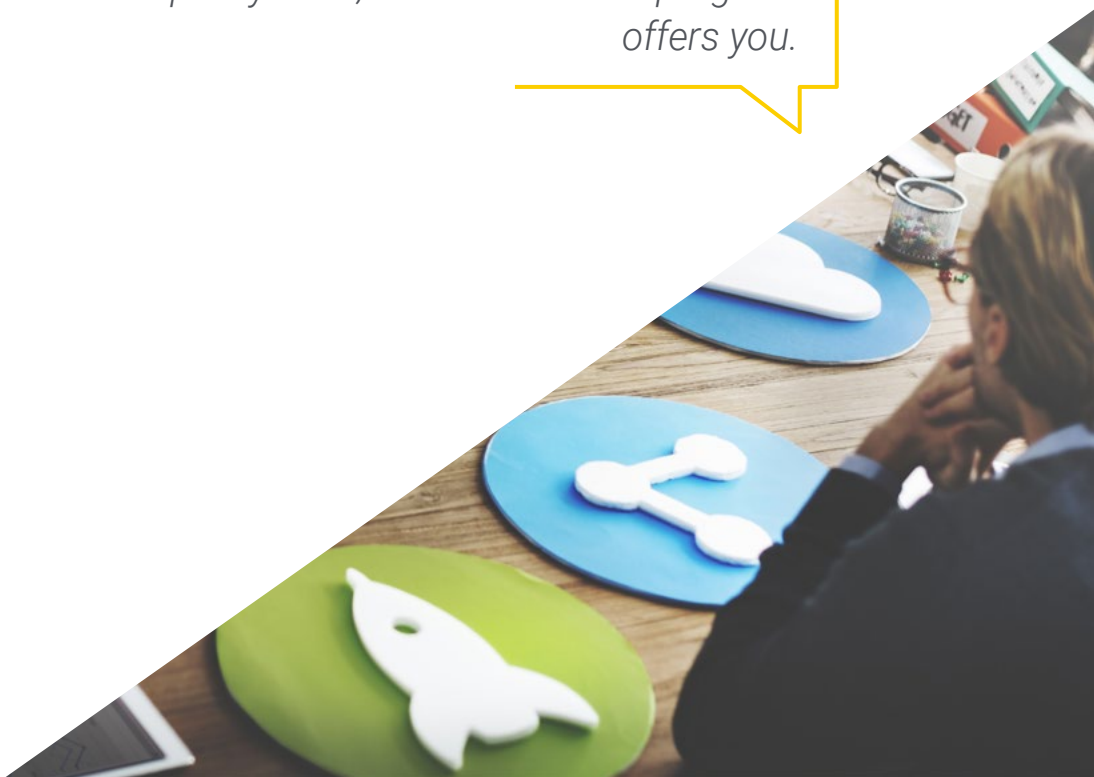
*Analyze and critically incorporate the most relevant issues of today's society that affect family and school education.*

*Be part of the change: it is in your hands to awaken the interest and sensitivity towards the socio-cultural reality, achieve it with a quality base, which this TECH program offers you.*

The program's teaching staff includes professionals from sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

Its 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 education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professional must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.



02

# Objectives

The purpose of this program is to enable the student to acquire the necessary skills and develop in the pedagogical area oriented to the social inclusion of all through ICT, promoting equal opportunities. For this purpose, TECH has developed a study plan that addresses the technological communication tools that serve to implement inclusive social policies, therefore raising the interest and the reality of the socio-cultural landscape. In this way, students will boost their pedagogical skills in a sector that demands professionals who are aware of the need for action.

*Analyze the ethical dilemmas that the new demands and forms of social exclusion of the knowledge society pose to the teaching profession will be one of your objectives in this program"*

## General Objectives

- Approach the development of intervention processes in the different areas included within permanent education
- Identify the main tools of inclusive education
- Develop the necessary tools for a good organization of from center
- Analyze and critically incorporate the most relevant issues of today's society that affect family and school education

*Know the principles and fundamentals of attention to diversity and implement inclusive educational projects through ICT"*

## Specific Objectives

### Module 1. Information and Communication Technologies for Education

- Acquire the necessary digital skills and knowledge complemented by the pedagogical and methodological skills appropriate to the current context
- Delve into good ICT practices that guarantee professional development for teachers in the management of digital sources for teaching use, communication in digital networks for pedagogical purposes, and the ability to create teaching materials
- Manage and create a digital identity according to the context, being aware of the importance of the digital trail and the possibilities offered by ICT in this regard, therefore knowing its benefits and risks
- Generate and know how to apply ICT
- Combine the different ICT in the school as an educational tool
- Identify and discovering the importance of permanent teacher training

### Module 2. Social Exclusion and Policies for Inclusion

- Know and critically understand the theoretical and methodological bases that from pedagogical, sociological and psychological perspectives sustain socio-educational processes
- Analyze the ethical dilemmas that the new demands and forms of social exclusion of the knowledge society pose to the teaching profession
- Know the principles and fundamentals of attention to diversity

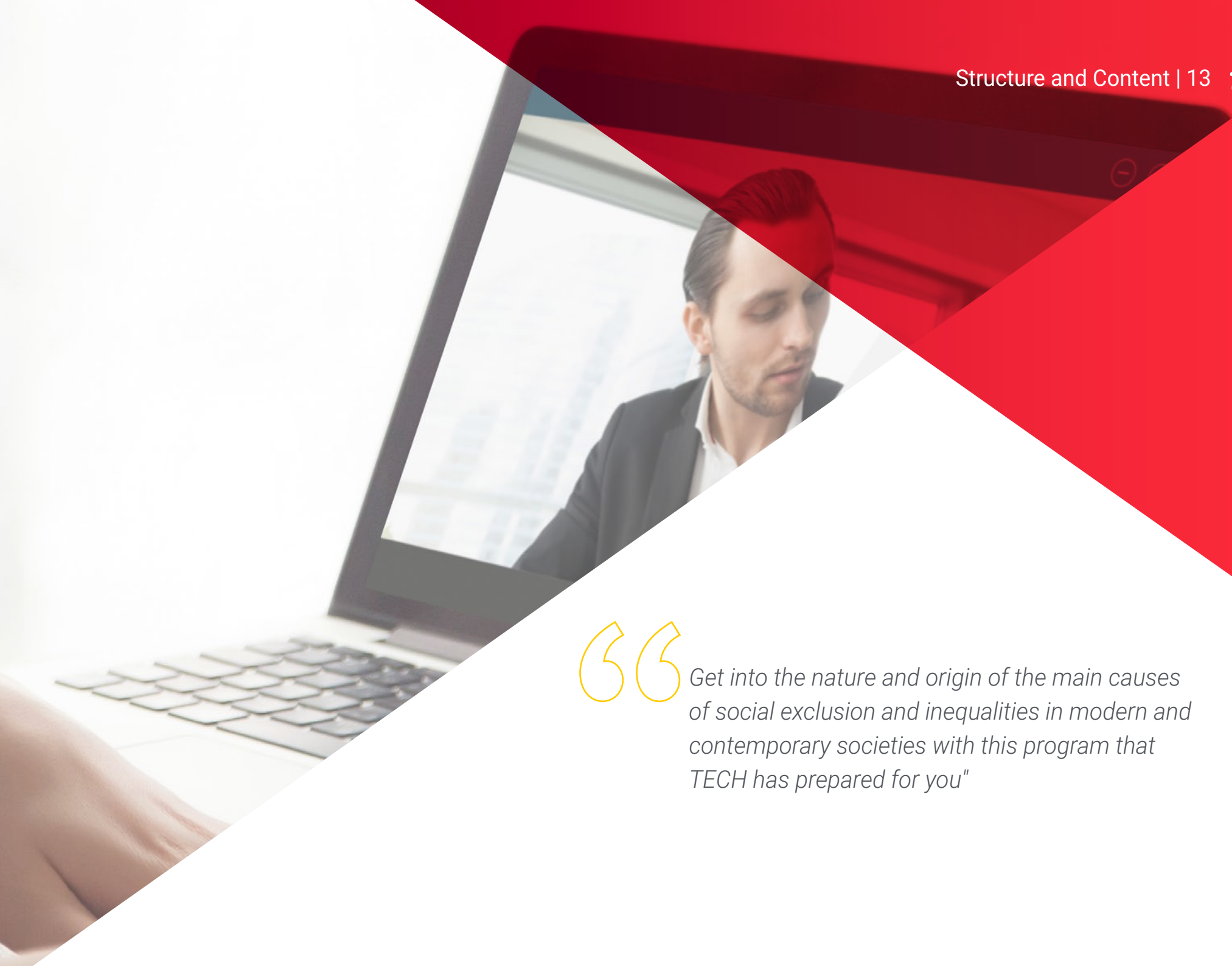
### Module 3. Design and Management of Educational Programs

- Understand the different levels of planning possible for educational design
- Analyze the models, tools and actors in educational planning
- Understand the fundamentals and elements of educational planning
- Detect educational needs through the application of different existing analysis models
- Acquire the planning skills necessary for the development of educational programs

03

# Structure and Content

The agenda of this program has been designed based on the requirements of ICT Applied to Social Inclusion, so that the pedagogical professional can successfully develop educational projects focused on this area. The student will achieve this by following a theoretical-practical path structured in three modules comprising quality content on information and communication technologies for education, the characteristics of social exclusion and policies for inclusion. In this way, it will delve into an essential sector that serves society to introduce improvements, focusing on those educational techniques that enhance the social inclusion of all.



*Get into the nature and origin of the main causes of social exclusion and inequalities in modern and contemporary societies with this program that TECH has prepared for you"*

## **Module 1.** Information and Communication Technologies for Education

1.1. ICT, Literacy and Digital Skills
- 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. Internet as an Educational Resource: Web 2.0. and M-Learning
- 1.1.10. Teachers as Part of the Web 2.0: How to Build Their 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 Student 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 an Educational 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 Networks. 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 networks: Management of the New Communicative Codes
- 1.5.5. Types of Social Networks
- 1.5.6. How to use Social Networks 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. Introduction and Objectives of Security in the Use of ICT in the Classroom
- 1.5.9. Digital Identity
- 1.5.10. Risks for Minors on the Internet
- 1.5.11. Education in Values with ICT: Service-Learning Methodology (ApS) with ICT resources
- 1.5.12. Platforms for Promoting Safety on the Internet
- 1.5.13. Internet safety as part of education: schools, families, students and teachers
- 1.5.14. 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 aTeaching Element
- 1.6.4. Audio Creation
- 1.6.5. The Image as an Educational Element
- 1.6.6. ICT Tools with Educational Use of Images
- 1.6.7. The Editing of Images with ICT: Tools for Editing
- 1.6.8. What Is PBL?
- 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. Regulations and Legislation Applicable to ICT
- 1.7.1. Introduction and Objectives
- 1.7.2. Data Protection Laws
- 1.7.3. Guide of Recommendations for the Privacy of Minors on the Internet
- 1.7.4. The Author's Rights: Copyright and Creative Commons
- 1.7.5. Use of Copyrighted Material
- 1.7.6. 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 an Educational 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-Portfolio 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.** Social Exclusion and Policies for Inclusion

2.1. Basic Concepts of Equality and Diversity
- 2.1.1. Diversity and Equal Opportunities
- 2.1.2. Social Cohesion, Exclusion, Inequality and Education
- 2.1.3. Exclusion Processes in the Field of Formal and Non-Formal Education: Differential Aspects and Images of Diversity

2.2. Nature and Origin of the Main Causes of Social Exclusion and Inequalities in Modern and Contemporary Societies
- 2.2.1. Current Context of Social Exclusion
- 2.2.2. New Sociodemographic Reality
- 2.2.3. New Labor Reality
- 2.2.4. Crisis of the Welfare State
- 2.2.5. New Relational Forms and New Social Ties

2.3. Exclusion in Schools
- 2.3.1. Epistemological Preamble
- 2.3.2. Sociological References
- 2.3.3. Social Context that Generates Inequalities
- 2.3.4. Social Exclusion and Integration
- 2.3.5. Schooling and Educational Exclusion
- 2.3.6. Meritocracy and Democratization of Secondary Education
- 2.3.7. Neoliberal Discourse and the Effects of Power

2.4. Main Factors of School Failure
- 2.4.1. Definition of School failure
- 2.4.2. Causes of School failure
- 2.4.3. Difficulties Associated with Failure
- 2.4.4. Methods of Diagnosing School Failure

2.5. Inclusive School and Interculturality
- 2.5.1. Pluricultural Society and Intercultural Education
- 2.5.2. Inclusive Education as a Response
- 2.5.3. Democratic Coexistence in the Classroom
- 2.5.4. Methodological Proposals for Inclusive Education

2.6. Practical Approaches in Attention to Diversity
- 2.6.1. Inclusive Education in Spain
- 2.6.2. Inclusive Education in France
- 2.6.3. Inclusive Education in Latin America

2.7. Digital Exclusion in the Digital Information Society
- 2.7.1. ICTs and the Digital Divide
- 2.7.2. The Possibilities of ICTs for Labor Market Insertion
- 2.7.3. How to Improve the Contribution of ICTs to Social Inclusion

2.8. The Inclusion of ICT in the Diverse School
- 2.8.1. ICT as an Inclusive Resource
- 2.8.2. Teacher Training, ICT and Attention to Diversity
- 2.8.3. Adaptation of ICT to the Students' Needs

2.9. Social Exclusion and Pedagogical Innovation
- 2.9.1. Inclusion, a New Paradigm
- 2.9.2. The Denaturalization of School Failure
- 2.9.3. The Defence of Diversity
- 2.9.4. Questioning Homogeneity
- 2.9.5. Resignification of the Teacher's Role

2.10. Needs and Practices in Social Policies for Inclusion
- 2.10.1. Inclusion Policies as a Guarantee of the Affirmation of Rights
- 2.10.2. Anticipating Social Problems
- 2.10.3. Social Participation
- 2.10.4. Multilevel Articulation

## **Module 3.** Design and Management of Educational Programs

3.1. Design and Management of Educational Programs
- 3.1.1. Stages and Tasks in the Design of Educational Programs
- 3.1.2. Types of Educational Programs
- 3.1.3. Evaluation of the Educational Program
- 3.1.4. Competency-Based Educational Program Model

3.2. Program Design in the Formal and Non-Formal Educational Sphere
- 3.2.1. Formal and Non-Formal Education
- 3.2.2. Formal Education Program Model
- 3.2.3. Non-Formal Education Program Model

3.3. Educational Programs and Information and Communication Technologies
- 3.3.1. Integration of ICTs in educational programs
- 3.3.2. Advantages of ICT in the Development of Educational Programs
- 3.3.3. Educational Practices and ICT

3.4. Educational Program Design and Bilingualism
- 3.4.1. Advantages of Bilingualism
- 3.4.2. Curricular Aspects for the Design of Educational Programs in Bilingualism
- 3.4.3. Examples of Educational Programs and Bilingualism



3.5. Pedagogical Design of Educational Guidance Programs
- 3.5.1. The Elaboration of Programs in Educational Guidance
- 3.5.2. Possible Contents of Educational Guidance Programs
- 3.5.3. Methodology for the Assessment of Educational Guidance Programs
- 3.5.4. Aspects to Take into Account in the Design

3.6. Educational Programs Design for Inclusive Education
- 3.6.1. Theoretical Fundamentals of Inclusive Education
- 3.6.2. Curricular Aspects for the Design of Inclusive Educational Programs
- 3.6.3. Examples of Inclusive Educational Programs

3.7. Management, Monitoring and Assessment of Educational Programs. Pedagogical Skills
- 3.7.1. Assessment as a Tool for Educational Improvement
- 3.7.2. Guidelines for the Assessment of Educational Programs
- 3.7.3. Techniques for the Assessment of Educational Programs
- 3.7.4. Pedagogical Skills for Assessment and Improvement

3.8. Strategies for Communication and Dissemination of Educational Programs
- 3.8.1. Didactic Communication Process
- 3.8.2. Teaching Communication Strategies
- 3.8.3. Dissemination of educational programs

3.9. Good Practice in the Design and Management of Educational Programs in Formal Education
- 3.9.1. Characterization of Good Teaching Practices
- 3.9.2. Influence of Good Practices on Program Design and Development
- 3.9.3. Pedagogical Leadership and Best Practices

3.10. Best Practices in the Design and Management of Educational Programs in Non-Formal Contexts
- 3.10.1. Good Teaching Practices in Non-Formal Contexts
- 3.10.2. Influence of Good Practices on Program Design and Development
- 3.10.3. Example of Good Educational Practices in Non-Formal Contexts

04

# Methodology

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

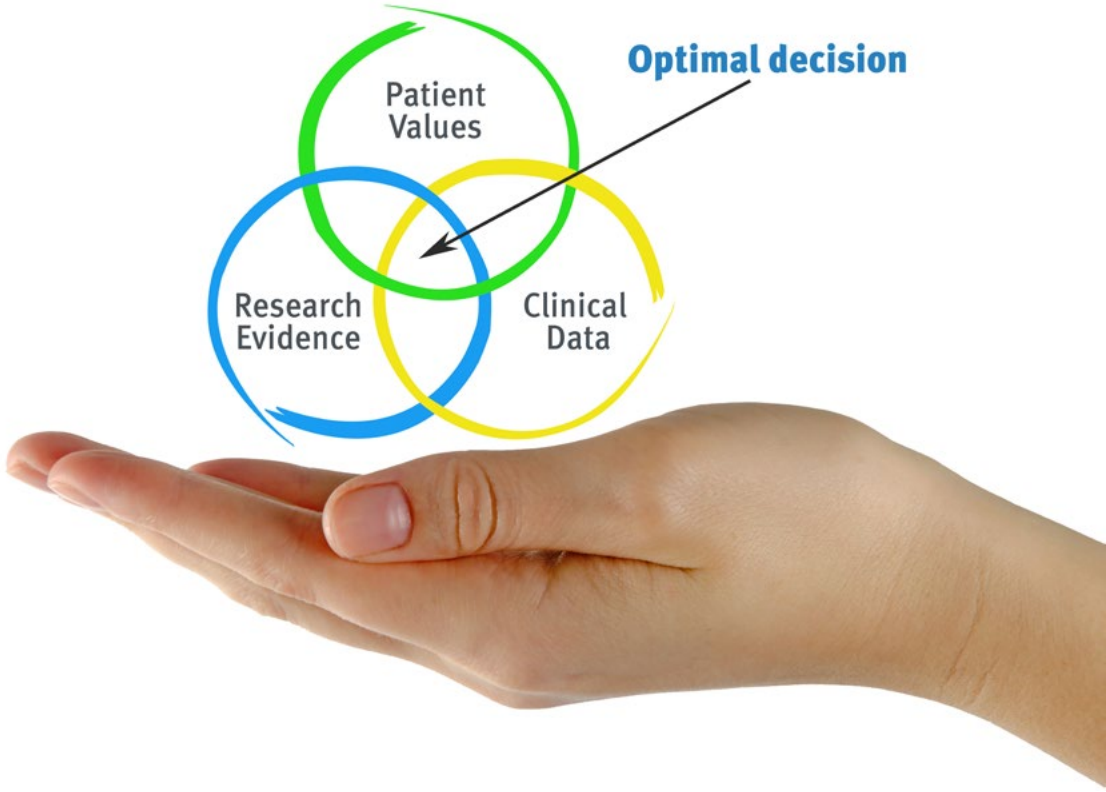
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

*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:**

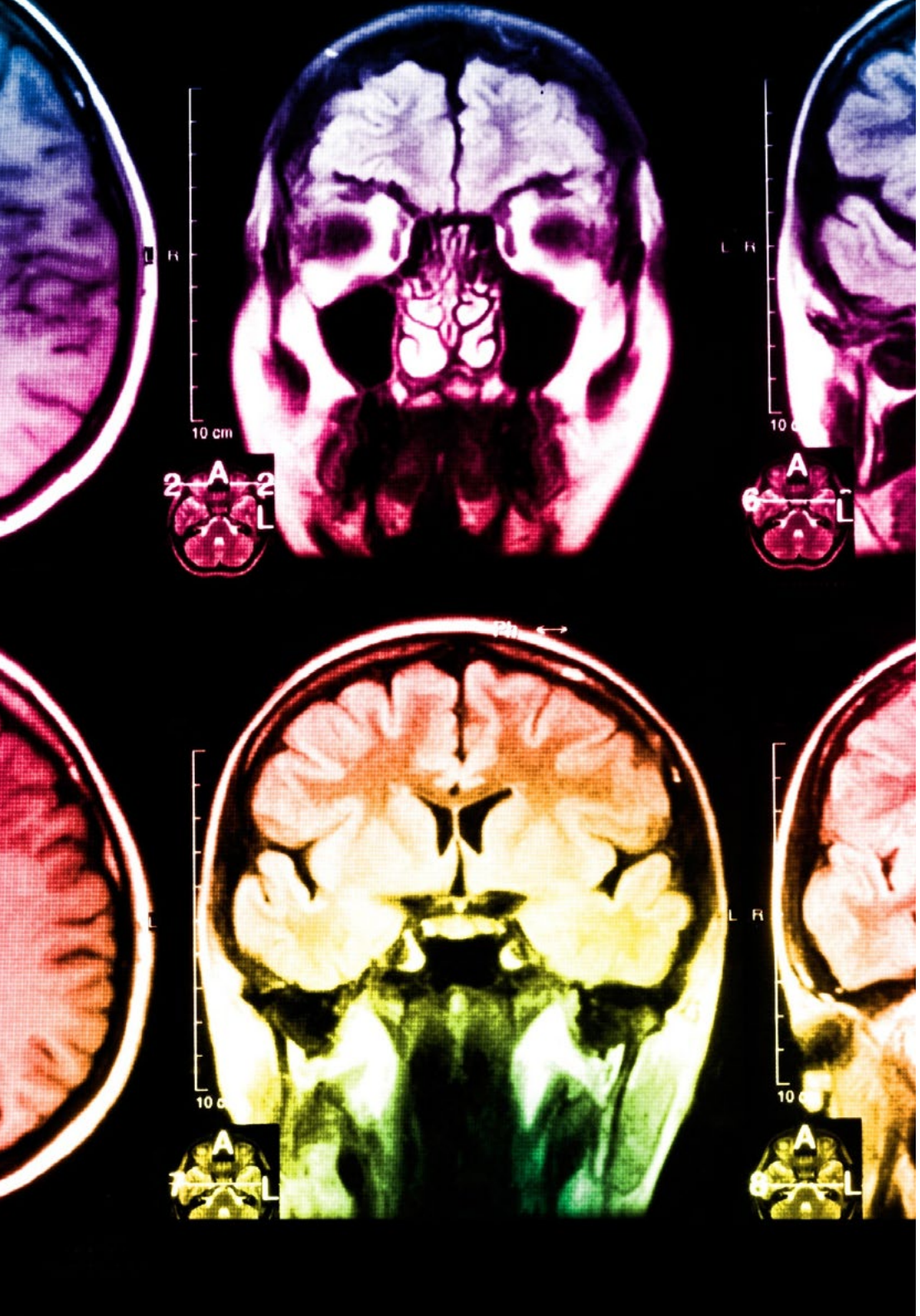
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. 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 applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.

### Educational Techniques and Procedures on Video

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

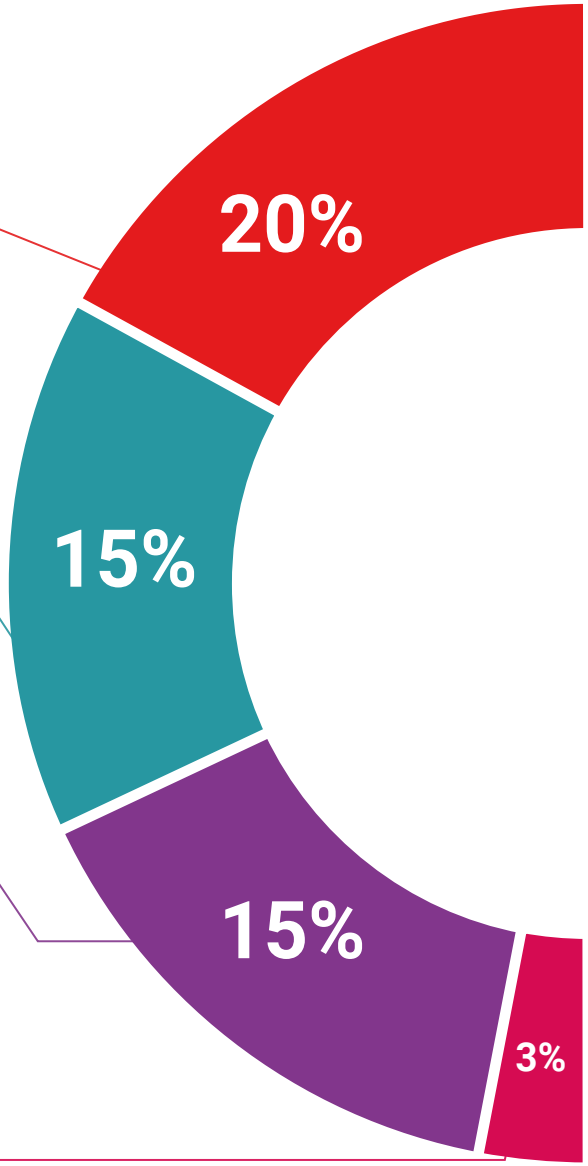
### Interactive Summaries

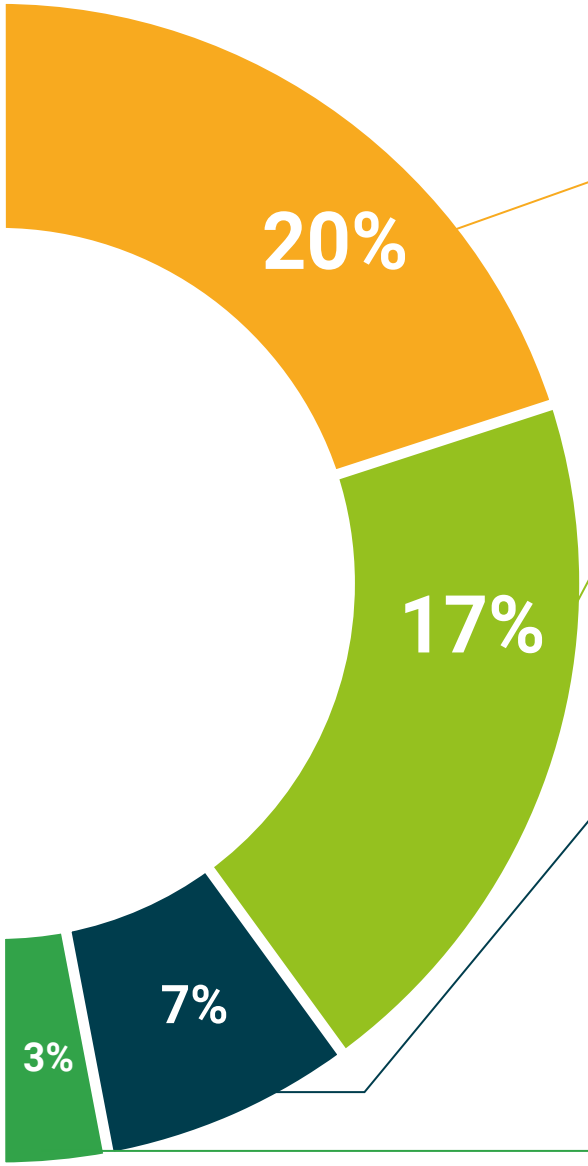
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

### Additional Reading

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






### Expert-Led Case Studies and Case Analysis

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

### Testing & Retesting

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

### Classes

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

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

### Quick Action Guides

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

05

# Certificate

The Postgraduate Diploma in Information Technologies Applied to Social Inclusion 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 Information Technologies Applied to Social Inclusion** 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 Information Technologies Applied to Social Inclusion**

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

Information Technologies Applied to Social Inclusion

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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