

Postgraduate Diploma Metacognitive Learning in Mathematics





Postgraduate Diploma Metacognitive Learning in Mathematics

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

Website: www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-metacognitive-learning-mathematics

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01

Introduction

The innovative pedagogical guidelines that have been established in recent years have allowed teaching professionals to implement metacognitive learning strategies in their classes. Based on the knowledge, awareness, control and nature of the teaching process itself through the inclusion of diverse experiences focused on the understanding of different contexts. Through the use of these techniques, students can work on developing their mathematical mastery skills. And with the aim that more and more teachers add these strategies to their practice, TECH has developed a program that gathers them together in 6 months of 100% online training.





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A Postgraduate Diploma that will enable excellent teaching in line with the most innovative and dynamic educational guidelines”

Mathematics is probably the most despised subject among students, especially in High School Education. The logical thinking it requires, as well as the complexity involved in their procedures, cause adolescents to reject it in the vast majority of cases, due to the use of antiquated and static teaching techniques. However, the development of metacognition in this area has enabled teachers to create comprehension-based learning projects.

It is a pedagogical strategy that has undoubtedly revolutionized teaching through its inclusion in educational syllabuses thanks to a myriad of tools and materials based on technological didactics. Based on this, if the graduate is interested in raising their classes to the highest level from the point of view of teaching in the 21st century, they can count on this Postgraduate Diploma to achieve it. This university presents a program designed by a team versed in education and pedagogy that includes 450 hours of the best theoretical, practical and additional content and with which you will be able to work intensively on the most innovative foundations for teaching mathematics through metacognition and autonomous problem solving.

In this way, in just six months of 100% online study you will be able to implement in your practice the most effective educational tools, as well as the techniques that have had the best results so far. This is a program in which you will not only find the most exhaustive (innovative) syllabus, but you will also have access to dozens of hours of additional multidisciplinary material, to contextualize the information and delve in a personalized way in the different sections. In addition, there will be the participation of an outstanding International Guest Director, an expert with extensive research experience, who will offer exclusive and detailed Masterclasses focused on the latest innovations in Mathematics education.

This **Postgraduate Diploma in Metacognitive Learning in Mathematics** contains the most complete and up-to-date program on the market. Its most notable features are:

- ♦ The examination of practical cases presented by experts in Mathematics teaching
- ♦ The graphic, schematic and practical contents of the book provide technical and practical information on those disciplines that are essential for professional practice
- ♦ Practical exercises where to carry out the self-assessment process 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



Are you interested in specializing in teaching Mathematics? TECH will give you access to a unique and additional set of Masterclasses, taught by an internationally renowned teacher in this field”

“

A Postgraduate Diploma with which you will revolutionize the teaching of Mathematics from metacognition and awareness of the different technical processes involved”

The program's teaching staff includes professionals from the sector who contribute their work 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 immersive education programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the course. For this purpose, students will be assisted by an innovative interactive video system created by renowned experts.

You will have access to a catalog of generative topics related to Mathematics comprehension projects, so that you can avoid obstacles to learning and plan classes that are at the forefront of education.

The best program on the academic market to get you up to date on the most advanced learning theories in a 100% online way.



02

Objectives

High School is one of the most important stages of education and the role that teachers play in the future of their students is fundamental. For this reason, dynamic and innovative teaching has become a necessity to ensure that students are actively involved in learning and achieve their maximum potential. Based on this, the objective of this Postgraduate Diploma is to provide graduates with the information they need to design projects that meet these expectations in a guaranteed manner.

$$\sin^2 A$$

$$\frac{\cos A \sin A}{2g}$$

$$2 \sin^2 A$$



“

Would you like gain detailed knowledge of the learning tools that have had the best results in different educational contexts? This program includes a detailed manual of each of them”



General Objectives

- ♦ Learn to design applied mathematics activities incorporating metacognitive learning
- ♦ Know the teacher's role in this type of mathematical learning
- ♦ Know what adolescents and students in the classroom are like
- ♦ Gain an understanding of the current educational system , specifically in relation to mathematics
- ♦ Be able to introduce differential learning mathematics

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A program at the forefront of secondary education for you to update your practice and deliver the most cutting-edge and innovative classes”





Specific Objectives

Module 1. Mathematics Learning in High School

- ♦ Discover the role of Learning
- ♦ Introduce mathematical language
- ♦ Introduce mathematical language
- ♦ Understand the development of intelligence and Mathematics
- ♦ Know the relationship between high abilities and giftedness and Mathematics
- ♦ Classify the neural foundations of Mathematics
- ♦ Identify the neural adjacent processes of Mathematics
- ♦ Establish the emotional development of the adolescent
- ♦ Understand emotional intelligence applied to adolescents
- ♦ Discover adolescent mathematical development
- ♦ Learn about adolescent mathematical thinking
- ♦ Know what adolescents and students in the classroom are like
- ♦ Gain an understanding of the current educational system , specifically in relation to mathematics

Module 2. Comprehension Projects in Mathematics

- ♦ Be able to introduce differential learning mathematics
- ♦ Distinguish the characteristics of Mathematics Learning
- ♦ Understand cognitive processes in Mathematics
- ♦ Know the Metacognitive processes in Mathematics
- ♦ Identify the relationship between focused attention and Mathematics Learning
- ♦ Establish the relationship between sustained attention and Mathematics Learning
- ♦ Understand the relationship between short-term memory and Mathematics Learning
- ♦ Discover the role of long-term memory and Mathematics Learning
- ♦ Learn about language development and Mathematics

Module 3. Metacognitive Learning and Mathematics

- ♦ Learn to consider multiple intelligences in the design of different Mathematical activities
- ♦ Know what metacognition is in Mathematics
- ♦ Know what Mathematics Learning is
- ♦ Learn about conductism applied to Mathematics
- ♦ Learn about cognitivism applied to Mathematics
- ♦ Learn about constructivism applied to Mathematics
- ♦ Learn to teach how to think to use Mathematics
- ♦ Know the different Learning strategies applied to Mathematics
- ♦ Learn to design applied mathematics activities with Metacognitive Learning
- ♦ Know the teacher's role in this type of mathematical learning

03

Course Management

Having a renowned faculty allows students, on the one hand, to take full advantage of this Postgraduate Diploma program and, on the other, to benefit from a critical and alternative view of the profession and the current teaching environment. For this reason, TECH has put together a teaching team made up of the best specialists in metacognitive learning for mathematics. This is a group of top-level professionals who will share the teaching techniques that have worked best for them in the modern academic environment.





“

The teaching team have selected real cases from their own classes, so that you can develop your own action plan for the different cases that may arise in the school environment”

International Guest Director

Dr. Jack Dieckmann is an outstanding **Senior Mathematics Advisor**, who has focused on the revision of curricular materials to strengthen **language development in Mathematics**. In fact, his expertise has encompassed the evaluation and improvement of **educational resources**, supporting the integration of effective classroom practices. In addition, he has held the position of **Director of Research** at Stanford University, where he has been dedicated to documenting the effectiveness of learning opportunities offered by **Youcubed**, including **Jo Boaler's** online courses on **mathematical mindsets** and other **research-based materials**.

In addition, throughout his career, he has held key roles at renowned institutions. As such, he has served as **Associate Director of Curriculum** at the **Center for Assessment, Learning and Equity (SCALE)**, where he has led the **Mathematics** team in the development of **performance assessments**, demonstrating his ability to innovate in **educational assessment** and apply **advanced teaching techniques**.

In this sense, at the international level, Dr. Dieckmann has been recognized for his impact on **mathematics education**, through his scientific participation in multiple activities. He has also obtained significant merits in his field, participating in **conferences and consultancies** in countries such as **China, Brazil and Chile**. As such, his work has been crucial for the implementation of best practices in **mathematics teaching**, and his experience has been instrumental in advancing **mathematics education** globally.

In this way, his further research has focused on "**language for mathematical purposes**", especially for students of **English as a second language**. In turn, he has continued to contribute to **mathematics education** through his work at **Youcubed**, as well as his **consulting** activities globally, demonstrating his position as an outstanding leader in the field.



Dr. Dieckmann, Jack

- ♦ Director of Research at Youcubed at Stanford University, San Francisco, United States
- ♦ Associate Director of Stanford's Center for Assessment, Learning and Equity (SCALE)
- ♦ Instructor at the Stanford Teacher Education Program (STEP)
- ♦ International Teaching Consultant in countries such as China, Brazil and Chile
- ♦ Ph.D. in Mathematics Education at Stanford GSE in 2009

“

Thanks to TECH you will be able to learn with the best professionals in the world"

Management



Mr. Jurado Blanco, Juan

- ♦ High School Teacher and Industrial Electronics Expert
- ♦ Mathematics and Technology teacher in Compulsory High School at Santa Teresa de Jesús School in Villanueva y Geltrú Spain
- ♦ Expert in High Abilities
- ♦ Industrial Technical Engineer with Specialization in Industrial Electronics

Professors

Dr. De la Serna, Juan Moisés

- ♦ Independent Psychologist and expert writer in Neurosciences
- ♦ Writer specializing in Psychology and Neurosciences
- ♦ Author of the Open Chair in Psychology and Neurosciences
- ♦ Scientific disseminator
- ♦ PhD in Psychology
- ♦ Degree in Psychology. University of Seville
- ♦ Master's Degree in Neurosciences and Behavioral Biology Pablo de Olavide University, Seville
- ♦ Expert in Teaching Methodology. La Salle University
- ♦ University Specialist in Clinical Hypnosis, Hypnotherapy. National University of Distance Education - UNED.
- ♦ Diploma in Social Graduate, Human Resources Management, Personnel Administration. University of Seville
- ♦ Expert in Project Management, Administration and Business Management. Federation of Services U.G.T
- ♦ Trainer of Trainers. Official College of Psychologists of Andalusia

Ms. Sánchez García, Manuel

- ♦ Teacher of High School Compulsory Education
- ♦ Mathematics teacher in Compulsory Secondary Education at Santa Teresa de Jesús School in Vilanova i la Geltrú
- ♦ Vocational Training and Language Teaching
- ♦ Specialty in Health Biology
- ♦ Master's Degree in Teacher Training for Compulsory High School Education
- ♦ Degree in Biology

04

Structure and Content

Designing a degree program on cutting-edge teaching, while employing obsolete academic strategies that lack dynamism would make no sense. For this reason, TECH is launching this program as a unique opportunity for all teaching professionals who want access to the highest level of education. Developed based on the most innovative and effective pedagogical technique: Relearning. In addition, they will have additional high quality material presented in different formats, in order to delve in a personalized way into the different sections of the syllabus. All of this is hosted in a state-of-the-art virtual campus that can be accessed from any device with an Internet connection.



A close-up photograph of a pencil tip resting on a sheet of graph paper. The pencil is positioned diagonally, with the tip pointing towards the bottom left. The background is a blurred grid of lines on the paper. The image is partially overlaid by a large red diagonal shape that cuts across the top right corner of the page.

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The content of this Postgraduate Diploma includes: detailed videos, research articles, complementary readings, self-knowledge exercises and much more, so that you can expand each section in a personalized way"

Module 1. Mathematics Learning in High School

- 1.1. Defining Learning
 - 1.1.1. The Role of Learning
 - 1.1.2. Learning Types
- 1.2. Learning Mathematics
 - 1.2.1. Differential Learning of Mathematics
 - 1.2.2. Features of Mathematics
- 1.3. Cognitive and Metacognitive Processes in Mathematics
 - 1.3.1. Cognitive Processes in Mathematics
 - 1.3.2. Metacognitive Processes in Mathematics
- 1.4. Attention and Mathematics
 - 1.4.1. Focused Attention and Mathematics Learning
 - 1.4.2. Sustained Attention and Mathematics Learning
- 1.5. Memory and Mathematics
 - 1.5.1. Short-Term Memory and Mathematics Learning
 - 1.5.2. Long-Term Memory and Mathematics Learning
- 1.6. Language and Mathematics
 - 1.6.1. Language Development and Mathematics
 - 1.6.2. Mathematical Language
- 1.7. Intelligence and Mathematics
 - 1.7.1. Development of Intelligence and Mathematics
 - 1.7.2. Relationship between High Abilities, Giftedness and Mathematics
- 1.8. Neural Bases of Mathematics Learning
 - 1.8.1. Neural Foundations of Mathematics
 - 1.8.2. Adjacent Neural Processes of Mathematics
- 1.9. Characteristics of High School Students
 - 1.9.1. Adolescent Emotional Development
 - 1.9.2. Emotional Intelligence Applied to Adolescents
- 1.10. Adolescence and Mathematics
 - 1.10.1. Adolescent Mathematical Development
 - 1.10.2. Adolescent Mathematical Thinking

Module 2. Comprehension Projects in Mathematics

- 2.1. What Are Comprehension Projects Applied to Mathematics?
 - 2.1.1. Elements of the Mathematics Comprehension Project
- 2.2. Review of Multiple Intelligences Applied to Mathematics
 - 2.2.1. Types of Multiple Intelligences
 - 2.2.2. Biological Criteria
 - 2.2.3. Developmental Psychology Criteria
 - 2.2.4. Experimental Psychology Criteria
 - 2.2.5. Psychometric Studies Criteria
 - 2.2.6. Logical Analysis Criteria
 - 2.2.7. The Role Played by the Teacher
 - 2.2.8. Multiple Intelligences Applied to Mathematics
- 2.3. Presentation of the Mathematics Comprehension Project
 - 2.3.1. What Can You Expect to Find in a Classroom Where You Are Teaching for Understanding?
 - 2.3.2. What Is the Role of the Teacher in Classes Aimed at Understanding?
 - 2.3.3. What Do Students Do in Classes Aimed at Understanding?
 - 2.3.4. How to Motivate Students to Learn Science
 - 2.3.5. Developing a Comprehension Project
 - 2.3.6. Thinking about the Class from Back to Front
 - 2.3.7. Relationship between the Elements of the Comprehension Project
 - 2.3.8. Some Reflections on Working with the Teaching for Understanding Framework
 - 2.3.9. Curricular Unit on the Concept of Probability
- 2.4. The Generative Topic in the Comprehension Project Applied to Mathematics
 - 2.4.1. Generative Topics
 - 2.4.2. Key Features of Generative Topics
 - 2.4.3. How to Plan Generative Topics
 - 2.4.4. How to Improve Brainstorming on Generative Topics
 - 2.4.5. How to Teach with Generative Topics

- 2.5. Driving Threads in the Comprehension Project Applied to Mathematics
 - 2.5.1. Key Features of Comprehension Goals
- 2.6. Comprehension Activities in the Mathematics Comprehension Project
 - 2.6.1. Preliminary Activities in the Mathematics Comprehension Project
 - 2.6.2. Research Activities for a Mathematics Comprehension Project
 - 2.6.3. Synthesis Activities in the Mathematics Comprehension Project
- 2.7. Continuous Assessment in the Mathematics Comprehension Project
 - 2.7.1. Continuous Diagnostic Assessment
- 2.8. Documentation Creation in the Mathematics Comprehension Project
 - 2.8.1. Documentation for the Teacher's Own Use
 - 2.8.2. Documentation to Be Given to Students

Module 3. Metacognitive Learning and Mathematics

- 3.1. Learning and Mathematics
 - 3.1.1. Learning
 - 3.1.2. Learning Styles
 - 3.1.3. Factors from Learning
 - 3.1.4. Teaching and Mathematics Learning
- 3.2. Learning Theories
 - 3.2.1. Behaviorist Theory
 - 3.2.2. Cognitivist Theory
 - 3.2.3. Constructivist Theory
 - 3.2.4. Sociocultural Theory
- 3.3. What Is Metacognition in Mathematics?
 - 3.3.1. What Is Metacognition?
 - 3.3.2. Metacognitive Knowledge
 - 3.3.3. Strategies
 - 3.3.4. Metacognitive Strategies in Mathematics
- 3.4. Teaching to Think in Mathematics
 - 3.4.1. Teaching to Learn and Think
 - 3.4.2. Keys to Teaching Learning and Thinking
- 3.5. Learning Strategies in Mathematics: Problem Solving
 - 3.5.1. Metacognition in Problem Solving
 - 3.5.2. What Is a Problem in Mathematics?
 - 3.5.3. Types of Problems
 - 3.5.4. Problem-Solving Models
 - 3.5.4.1. Pólya's Model
 - 3.5.4.2. Mayer's Model
 - 3.5.4.3. A. H. Schoenfeld's Model
 - 3.5.4.4. Mason-Burton-Stacey's Model
 - 3.5.4.5. Miguel de Guzmán's Model
 - 3.5.4.6. Manoli Pifarré and Jaume Sanuy's Model
- 3.6. Example of Metacognitive Learning Applied to Mathematics.
 - 3.6.1. Learning Tools
 - 3.6.1.1. Underlining
 - 3.6.1.2. Drawing
 - 3.6.1.3. Summary
 - 3.6.1.4. The Scheme
 - 3.6.1.5. Conceptual Maps
 - 3.6.1.6. Mind Maps
 - 3.6.1.7. Teaching to Learn
 - 3.6.1.8. Brainstorming
 - 3.6.2. Application of Metacognition in Problem Solving

05

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



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TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”

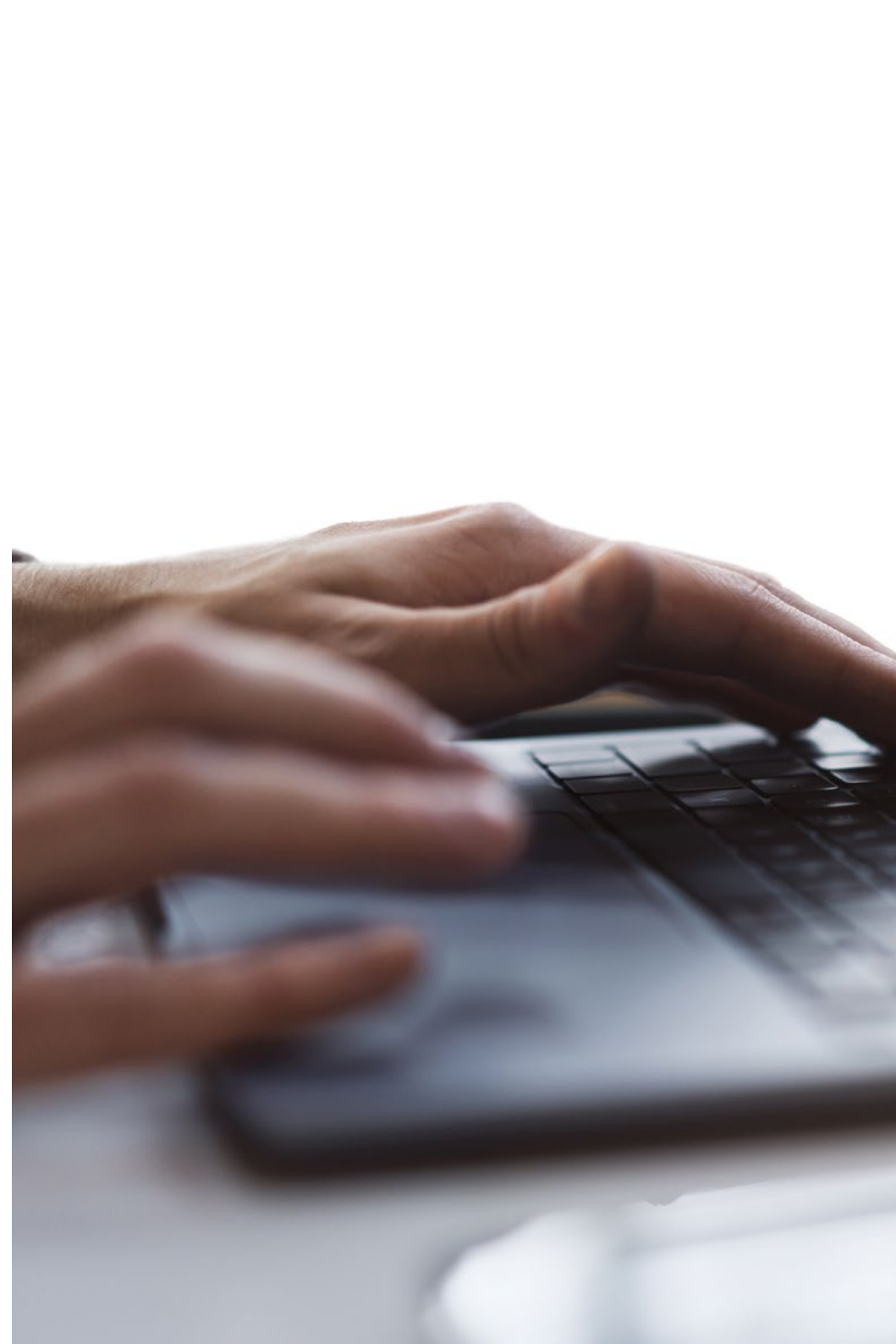
The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist. The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes
(which you might not be able to attend)”*



The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“

TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want”

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

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.



A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule”

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
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.

The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the quality of teaching, quality of materials, course structure and objectives is excellent. Not surprisingly, the institution became the best rated university by its students on the Trustpilot review platform, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.



As such, the best educational materials, thoroughly prepared, will be available in this program:



Study Material

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

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



Interactive Summaries

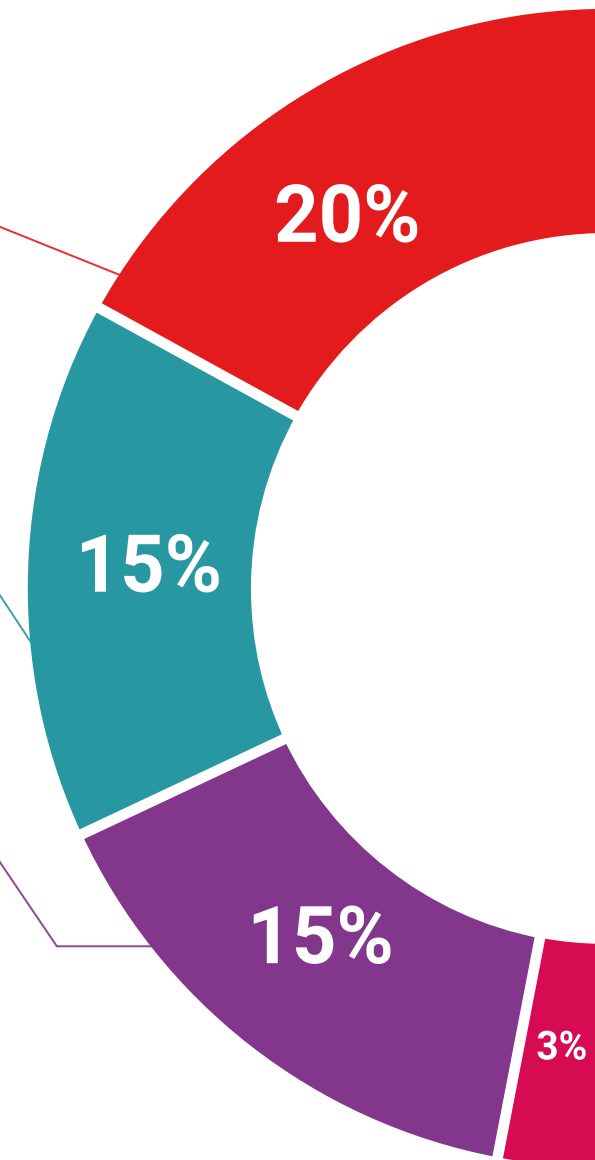
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

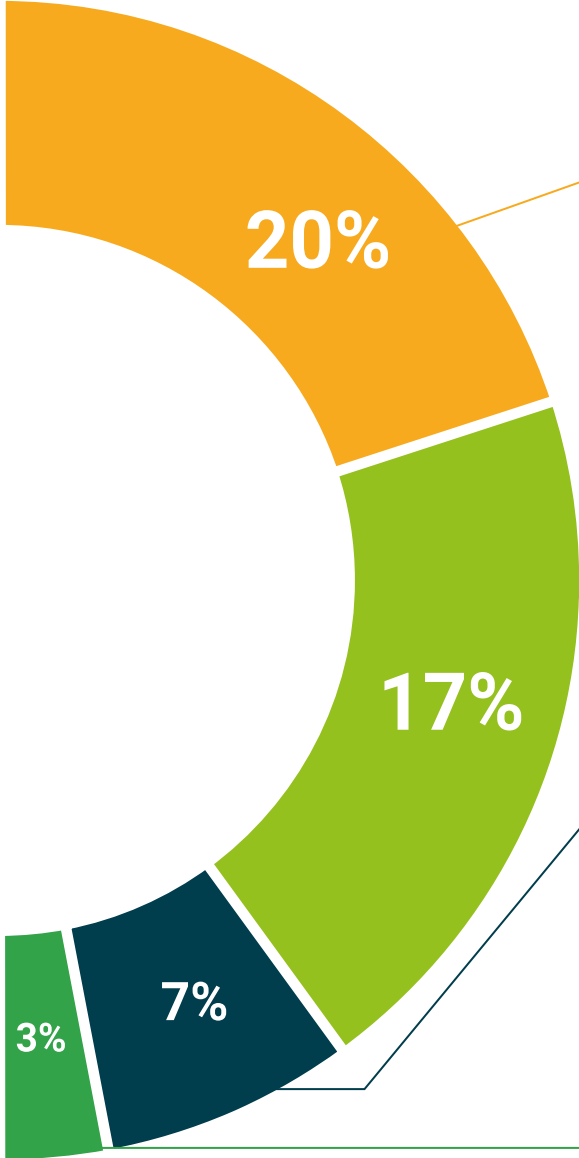
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.



Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.



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 for 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 Metacognitive Learning in Mathematics guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.



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

This private qualification will allow you to obtain a **Postgraduate Diploma in Metacognitive Learning in Mathematics** 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.

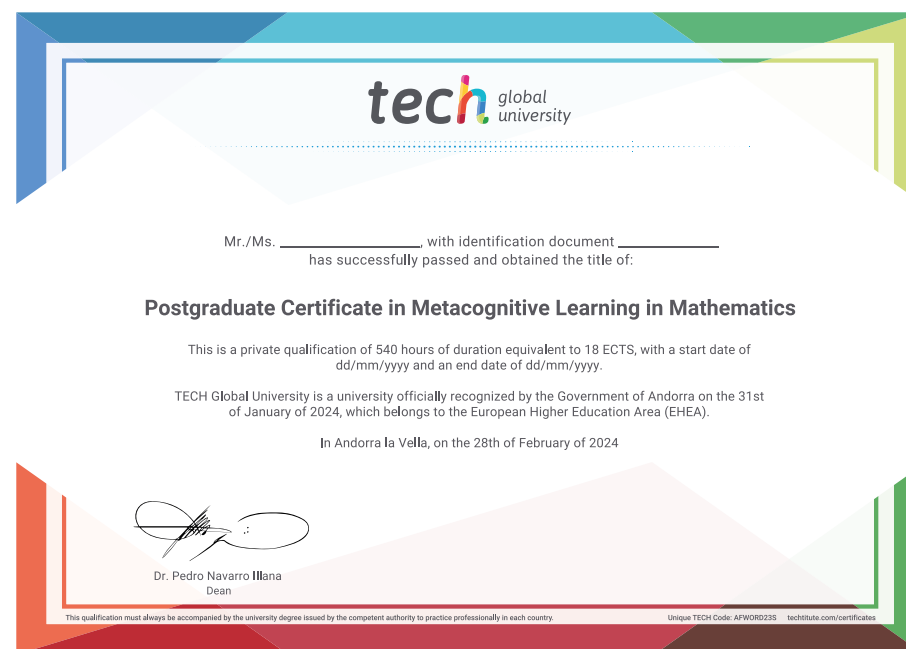
This **TECH Global University private qualification**, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Metacognitive Learning in Mathematics**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**



*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.



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