

Postgraduate Diploma Pedagogy of Musical Learning



Postgraduate Diploma Pedagogy of Musical Learning

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 20 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-pedagogy-musical-learning

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01

Introduction

Music is one of the most enriching expressions of the human being, since, through it, we are able to transmit sensations and emotions that other languages or codes are unable to do. Through music, we not only communicate, but we are also able to acquire values and attitudes or learn to channel feelings in different situations of our lives.





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This Postgraduate Diploma in Pedagogy of Musical Learning will generate a sense of confidence in the performance of your profession, which will help you grow personally and professionally"

Therefore, the teaching of music should not only be relegated to a matter of content acquisition, but it is necessary to educate and specialize the teacher in each and every one of the dimensions involved in musical learning.

This program will enable professionals in this field to increase their capacity for success, which results in a better practice and performance that will have a direct impact on students, on the improvement of the subject of music and on the general benefit of society as a whole.

This program offers an integral vision of musical learning in all its dimensions, providing tools, experiences and advances in this field, which have also been guaranteed by the teachers. With which the student will learn based on professional experience, as well as pedagogy, which makes the student's education more effective and accurate.

In addition, it is necessary to highlight that, although there are educational programs on music teaching, there is no program that offers a multidimensional approach to musical learning, studying not only elements related to the content, but also giving importance to the figure of the learner, to their educational, personal, social and intellectual characteristics and needs.

The different modules are taught in sessions with an eminently practical approach, supported by the necessary theoretical support. All the teachers of the program have extensive experience with cases of all ages and in diverse socio-family and educational contexts. Furthermore, it must be taken into account that musical learning is approached integrating the educational, personal and social-group vision.

In addition to qualifying students in music teaching and in the educational environment, it will also facilitate their insertion in the labor market, due to the great demand for this type of specialized professionals within the formal education system, as well as in the non-formal sector (private music schools or musical groups). For those students who are already in the labor market, it will allow them a better professional positioning and will increase their possibilities of promotion and recognition.

This **Postgraduate Diploma in Pedagogy of Musical Learning** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ The development of 75 practical cases presented by experts in Pedagogy of Musical Learning
- ♦ 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 developments on detection and intervention in Pedagogy of Musical Learning
- ♦ It contains practical exercises where the self-assessment process can be carried out to improve learning
- ♦ An algorithm-based interactive learning system for decision-making in the situations students are posited
- ♦ With special emphasis on evidence-based methodologies in Pedagogy of Musical Learning
- ♦ All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments.
- ♦ Content that is accessible from any fixed or portable device with an Internet connection.



Expand your knowledge through the Postgraduate Diploma in Pedagogy of Musical Learning”

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This Postgraduate Diploma is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in Pedagogy of Musical Learning, you will obtain a certificate endorsed by TECH Global University”

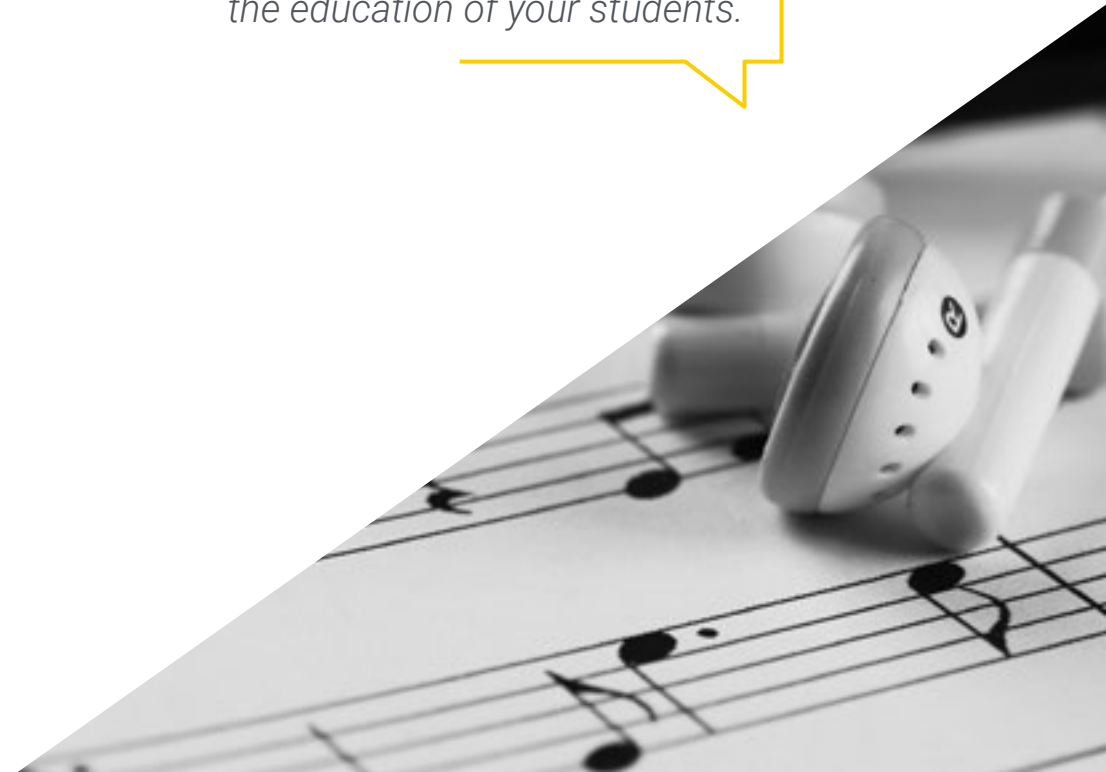
It includes in its teaching staff professionals belonging to the field of Pedagogy of Musical Learning, who bring to this program their work experience, as well as recognized specialists belonging to reference societies and prestigious universities.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to prepare 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 throughout the program. For this purpose, the professional will be assisted by an innovative interactive video system developed by recognized experts in the field of Pedagogy of Musical Learning who have extensive teaching experience.

Increase your decision-making confidence by updating your knowledge with this Postgraduate Diploma.

Make the most of this opportunity to learn about the latest advances in Pedagogy of Musical Learning and improve the education of your students.



02

Objectives

The program in Pedagogy of Musical Learning is oriented to facilitate the performance of the professionals dedicated to work with adolescents and/or to guide them in their professional future.



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This program is designed to help you update your knowledge in the Pedagogy of Musical Learning, with the use of the latest educational technology, to contribute with quality and confidence to the decision-making and monitoring of your students"



General Objectives

- Enable the student to teach in the field of music
- Introduce the student to the main characteristics of music teaching
- Show the student the main tools of work in the music classroom
- Prepare the student in the handling of techniques and strategies for the musical intervention in the different environments: formal and out-of-school
- Develop in the student the ability to elaborate their own methodology and work system based on previous successful models
- Enable the student to appreciate the multidimensionality of music teaching
- Consolidate innovation and the application of new technologies as a central and useful element in the educational process





Specific Objectives

Module 1. Child Psychology, Music and Personal Motivation

- ♦ Learn the scientific and psychological foundations of musical learning
- ♦ Gain knowledge about the neuropsychological principles of music
- ♦ Understand the contributions of neuropsychology to musical educational practice
- ♦ Apply musical techniques for emotional management and social skills oriented to educational practice
- ♦ Review strategies of emotional intelligence applied to musical intervention
- ♦ Understand the importance of student motivation in the learning process
- ♦ Value the use of personal learning environments and tools used to favor metacognition
- ♦ Know the importance of emotional intelligence applied to the classroom and the different emotional education models

Module 2. Musical Learning in the Different Stages of Life. Music for Children and Adults

- ♦ Refresh the theoretical bases of the learning process in individuals
- ♦ Differentiate musical learning in the different developmental stages
- ♦ Demonstrate the need to initiate musical learning at early stages of development
- ♦ Get to know the dimensions of musical learning
- ♦ Justify the importance of musical language in the educational process

Module 3. Evaluation of Music Students

- ♦ Identify successful educational experiences based on the analysis of cases
- ♦ Master the existing evaluation instruments and tools
- ♦ Propose the items to be evaluated in the musical area
- ♦ Understand the importance of debate in the educational process

Module 4. New Technologies Applied to Music Education

- ♦ Propose innovative teacher training plans adjusted to current knowledge
- ♦ Analyze the benefits in the use of ICT for learning music
- ♦ Apply a networked musical learning



Make the most of this opportunity and take the step to get up to date on the latest developments in Pedagogy of Musical Learning”

03

Course Management

The program includes in its teaching staff reference specialists in Pedagogy of Musical Learning, who bring to this program their work experience. In addition, other specialists of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary manner.





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Learn from reference professionals, the latest advances in the procedures in the field of Pedagogy of Musical Learning"

Professors

Mr. García Casasempere, José Antonio

- ♦ Teacher of Spanish at High School Pare Arques
- ♦ Co-author of La ópera de Valencia
- ♦ Doctor from the University of Valencia

Mr. Igual Pérez, María José

- ♦ Professional Conservatory of Music of Alicante "Guitarrista José Tomás"
- ♦ Professor of Violin

Mr. Palacios, Francisco

- ♦ Pedagogue of musical education, collaborating teacher in Master's Degree in Music Education





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The teaching materials of this program, elaborated by these specialists, have contents that are completely applicable to your professional experiences”

04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities, aware of the relevance of current education to be able to intervene in the preparation and accompaniment of students with high capacity, and committed to quality teaching through new educational technologies.





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This Postgraduate Diploma in Pedagogy of Musical Learning contains the most complete and up-to-date scientific program on the market”

Module 1. Child Psychology, Music and Personal Motivation

- 1.1. Introduction
 - 1.1.1. Educational Psychology
 - 1.1.2. Influence of Psychological Processes
 - 1.1.3. Music and Psychology
 - 1.1.4. The Human Brain
- 1.2. Concept of Psychology
 - 1.2.1. Main Currents of Psychology
 - 1.2.2. Areas of Specialization of Psychology
- 1.3. Developmental psychology
 - 1.3.1. Definition of Development
 - 1.3.2. The Brain and Cognitive Development
 - 1.3.3. Piaget and Vygotski as Referents of Social Psychology
- 1.4. Educational Psychology
 - 1.4.1. Introduction to Educational Psychology
 - 1.4.2. Concept, Definition and Current Situation of Educational Psychology
 - 1.4.3. The Importance of Language in the Acquisition of Knowledge
 - 1.4.4. The Development of Memory in the Learning of Content
 - 1.4.5. Main Learning Strategies
- 1.5. Psychology and its Relation to Music Learning
 - 1.5.1. The Decade of the 80's as a Starting Point
 - 1.5.2. The Phylogenetic Current
 - 1.5.3. Ontogenetic Studies
 - 1.5.4. Aesthetic Understanding
 - 1.5.5. The Acquisition of the Symbolic Function
 - 1.5.6. The Theory of Enculturation and Training
 - 1.5.7. Neuroscience and Emotional Intelligence

- 1.6. The Motivational Concept
 - 1.6.1. Introduction
 - 1.6.2. Types of Motivation
 - 1.6.3. Introduction
 - 1.6.4. Phases of Motivation
 - 1.6.5. School Motivation
 - 1.6.6. Motivational Intervention Programs
 - 1.6.7. Steps in Personal Growth
- 1.7. Motivation and its Relation to Music
 - 1.7.1. Introduction
 - 1.7.2. How to Motivate the Music Student

Module 2. Musical Learning in the Different Stages of Life. Music for Children and Adults

- 2.1. Introduction
 - 2.1.1. Objectives
 - 2.1.2. The Importance of this Module in the Professional Master's Degree as a Whole
 - 2.1.3. Who is Aimed At?
 - 2.1.4. Contents
 - 2.1.5. Methodology
- 2.2. Principles and Fundamentals of Musical Learning
 - 2.2.1. Main Pedagogical Currents from the 20th Century to the Present Day
 - 2.2.1.1. Introduction to the Dalcroze Method
 - 2.2.1.2. Introduction to the Kodaly Method
 - 2.2.1.3. Introduction to the Willems Method
 - 2.2.1.4. Introduction to the Orff Method
 - 2.2.1.5. Introduction to the Suzuki Method

- 2.2.2. Pedagogical Principles in the Initial Learning of Music
 - 2.2.2.1. Towards a New Work Proposal: Cooperative Learning
 - 2.2.2.2. Benefits of Musical Learning
- 2.3. When Can Music Learning Be Initiated?
 - 2.3.1. General Considerations
 - 2.3.1.1. The Importance of the Family Environment
 - 2.3.1.2. Child Prodigies
 - 2.3.1.3. Beginning of Instrument Learning
 - 2.3.1.3.1. Wind Instruments
 - 2.3.1.3.2. Stringed Instruments
 - 2.3.1.3.3. Percussion Instruments
 - 2.3.1.4. Music Therapy as an Activity prior to Formal Learning
- 2.4. Pre-School Education and Musical Learning
 - 2.4.1. Basic Characteristics of the Pre-School Stage
 - 2.4.2. Integration of the Music Area in the Pre-School Stage
 - 2.4.3. Main Methodological Considerations
- 2.5. Music in Primary Education
 - 2.5.1. Basic Characteristics of the Primary School Stage
 - 2.5.2. Integration of the Music Area in the Primary School Stage
 - 2.5.3. Main Methodological Considerations
- 2.6. Benefits of Musical Learning in High School Education
 - 2.6.1. Basic Characteristics of the High School Stage
 - 2.6.2. Integration of the Music Area in the High School Stage
 - 2.6.3. Main Methodological Considerations
 - 2.6.4. What Does Musical Learning Contribute at this Stage?
- 2.7. SEN and Music Teaching
 - 2.7.1. SEN in the Spanish Educational System BORRAR
 - 2.7.2. Benefits of Music for Students with SEN
 - 2.7.3. Music Therapy as a Stimulating Base
 - 2.7.4. Methodological Proposals for Students with ADHD
 - 2.7.5. Methodological Proposals for Students with Autism
 - 2.7.6. Methodological Proposals for Students with High Abilities
 - 2.7.7. Methodological Proposals for Students with Down Syndrome
 - 2.7.8. Methodological Proposals for Students with Physical Disabilities
- 2.8. Music: Education for Adults
 - 2.8.1. General Considerations
 - 2.8.2. Characteristics of this Learning
 - 2.8.2.1. The Functioning of the Brain in this Learning
 - 2.8.2.2. Possible Obstacles
 - 2.8.3. Music Schools as the Main Educational Institutions in Adult Education
 - 2.8.4. The Teacher as a Guide in Adult Learning
- 2.9. Musical Learning in the Old Age: Characteristics of the Evolutionary Stage and its Relation with Learning
 - 2.9.1. General Considerations
 - 2.9.2. Main Methodological Lines
 - 2.9.3. Proposals for Voice Education
 - 2.9.4. Proposals for Auditory Education
 - 2.9.5. Music Therapy as a Source of Well-Being
 - 2.9.6. Proposals for Rhythmic Education

Module 3. Evaluation of Music Students

- 3.1. Introduction
 - 3.1.1. General Aspects
 - 3.1.2. References
- 3.2. What is to Evaluate?
 - 3.2.1. Preliminary Considerations
 - 3.2.2. Main Definitions of the Evaluation Process
 - 3.2.3. Features of the evaluation
 - 3.2.4. The Role of Evaluation in the Teaching-Learning Process
- 3.3. What Should Be Evaluated in the Musical Area?
 - 3.3.1. Knowledge
 - 3.3.2. Competencies
 - 3.3.3. Skills
- 3.4. Pre-Evaluation Guidelines and Criteria
 - 3.4.1. Evaluation Functions
 - 3.4.2. Didactic Programming
 - 3.4.2.1. What is Educational Programming?
 - 3.4.3. Why Pre-Programming?
- 3.5. Evaluation Tools and Instruments
 - 3.5.1. Observation as an Evaluation Tool
 - 3.5.1.1. Participant Observation
 - 3.5.1.2. Indirect Observation
 - 3.5.2. Portfolio
 - 3.5.2.1. What is a Portfolio?
 - 3.5.2.2. Characteristics of the Portfolio
 - 3.5.3 The Class Journal
 - 3.5.3.1. What is a Class Journal?
 - 3.5.3.2. Parts of a Class Journal

- 3.5.4. The Debate
 - 3.5.4.1. What is Debating?
 - 3.5.4.2. Importance of the Debate in the Educational Process
 - 3.5.4.3. Considerations Prior to the Debate
- 3.5.5. Conceptual Maps
 - 3.5.5.1. What is a Concept Map?
 - 3.5.5.2. Main Elements of the Concept Map
 - 3.5.5.3. ICT Tools for the Elaboration of Concept Maps
- 3.5.6. The Objective Evaluation Tests
 - 3.5.6.1. Completion or Simple Recall Tests
 - 3.5.6.2. Matching
 - 3.5.6.3. Ordering Tests
 - 3.5.6.4. Exercises of Answers with Alternatives
 - 3.5.6.5. Multiple Solution
- 3.6. Musical Evaluation Applied to the New Technologies
 - 3.6.1. Kahoot and Other Virtual Evaluation Resources

Module 4. New Technologies Applied to Music Education

- 4.1. Introduction
 - 4.1.1. Music Before the Information Society
 - 4.1.2. The Information Society
 - 4.1.3. Digital Breach and its Impact on Music Learning
- 4.2. What is ICT?
 - 4.2.1. Definition
 - 4.2.2. Evolution of the Concept
- 4.3. Main Technological Devices
 - 4.3.1. Computers in the Music Classroom
 - 4.3.2. Digital Tablets
 - 4.3.3. The Use of Smartphones in the Classroom



- 4.4. The Internet and its Relation with Music Learning
 - 4.4.1. Introduction
 - 4.4.2. Learning Music on the Internet
- 4.5. Benefits in the use of ICT for Music Learning
 - 4.5.1. Characteristics of ICT
 - 4.5.2. Main Benefits of Musical Learning
- 4.6. ICT Resources for Musical Learning
 - 4.6.1. Music Educational Resources
- 4.7. Risks Associated with the use of ICT: Techno-Addictions in Children and Adolescents
 - 4.7.1. What is an Addiction?
 - 4.7.2. Technoaddiction
 - 4.7.3. Intervention in Situations of Technoaddiction

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A unique, key, and decisive educational experience to boost your professional development”

05

Methodology

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

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





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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.

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Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

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

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.

At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

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

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Educational Techniques and Procedures on Video

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



Interactive Summaries

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

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



Additional Reading

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





Expert-Led Case Studies and Case Analysis

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



Testing & Retesting

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



Classes

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

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



Quick Action Guides

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



06

Certificate

The Postgraduate Diploma in Pedagogy of Musical Learning 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 program will allow you to obtain your **Postgraduate Diploma in Pedagogy of Musical Learning** 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.

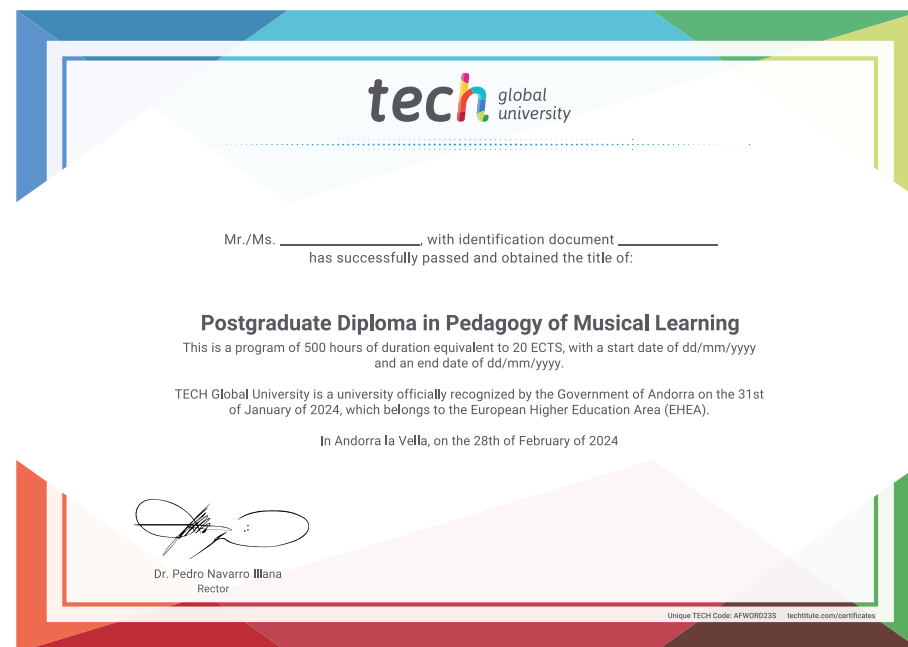
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Pedagogy of Musical Learning**

Modality: **online**

Duration: **6 months**

Accreditation: **20 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.



Postgraduate Diploma Pedagogy of Musical Learning

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- » Schedule: at your own pace
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