

# Postgraduate Diploma Personalized Teaching and Multiple Intelligences



## Postgraduate Diploma Personalized Teaching and Multiple Intelligences

- » 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-personalized-teaching-multiple-intelligences](http://www.techtitute.com/pk/education/postgraduate-diploma/postgraduate-diploma-personalized-teaching-multiple-intelligences)

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# 01

# Introduction

Multiple Intelligences have been one of the most discussed educational topics in recent years. More and more teachers are orienting their contents and didactic material to a broad student body, breaking with the more traditional schemes of education. The ability of teachers to distinguish, position themselves and apply their ideas, content and practices to each of their students will have an impact on how they assimilate the content. Thus, TECH has developed a program where these teaching professionals will be able to expand their knowledge regarding Personalized Teaching and Multiple Intelligences of the contents they offer depending on who they are aimed at. A work structure characterized by being 100% online where the graduates will be able to study without having to dedicate huge amounts of hours.



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*With this Postgraduate Diploma you will know how to distinguish the Multiple Intelligences in your students and orient the teaching to them”*

When addressing a person, an audience and in general any environment, we adapt the message so that it is the most appropriate to the context itself. With this in mind, why not also adapt, on an individual basis, the way of explaining the subjects to be taught in a class? Starting from this question, education professionals must know the methods and tools to use in order to be able to perform a detailed and adapted praxis for each of their students.

This is where, according to the teacher's aptitudes, to be able to discern between some types of profiles and others and to be able to adapt the way in which he addresses them, teaches them and generally behaves in the educational environment. Achieving this, the reception of the contents by these students will be much more effective, given the adaptability of the information according to their psychological and intelligence models. For this reason, TECH has created this Postgraduate Diploma in Personalized Teaching and Multiple Intelligences for teaching professionals.

In this way, graduates will make a theoretical and practical journey through various of the most important concepts of this branch of specialization, starting from the fundamentals of personalized education, through personalized learning and finally reaching the concepts encompassed in the section on Multiple Intelligences.

Thus, all these contents, together with the structural and methodological nature of the program, manage to create a very complete specialization for those professionals in education who want to go further. Likewise, this Postgraduate Diploma in Personalized Teaching and Multiple Intelligences has a 100% online profile, which can be accessed from anywhere in the world through an electronic device with internet access. Likewise, the way in which the contents are taught is such that graduates will be able to continue with their professional obligations while they complete the course load, without having to sacrifice more time than necessary in the assimilation of concepts.

This **Postgraduate Diploma in Personalized Teaching and Multiple Intelligences** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of case studies presented by experts in Teaching and Education
- ♦ The graphic, schematic and practical contents of the book provide theoretical and practical information on those disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out 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



*Understand the keys to planning and developing a reverse learning model and how you can apply those concepts in the classroom”*

“

*To know how to address someone you often have to understand where they are coming from. Delve into the concepts of human nature and the identity of the educational setting in this specialization program”*

*Expand your knowledge in neuroscience and education with a complete specialization program.*

*Become a benchmark in the recognition of single and multiple types of intelligence.*

The program's teaching staff includes professionals from the 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 professionals must try to solve the different professional practice situations that are presented throughout the program. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.



# 02

# Objectives

The way in which teachers adapt the contents to be presented to their students is key to their students' assimilation of concepts. That is why educators must have sufficient knowledge and skills so that the praxis of their activity is carried out in an effective way. The objective of this program is to prepare graduates so that they can orient their contents towards a totally personalized teaching focusing on the Multiple Intelligences of each student.







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*Transform your classes with the tools that  
TECH Universidad Tecnológica offers you  
in this Postgraduate Diploma. Enroll now!”*



## General Objectives

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- Know how to distinguish the types of psychological profiles existing in a classroom for the correct teaching of contents
- Master the concepts, keys and characteristics of the different types of intelligence
- Take advantage of the possibilities and benefits of personalized teaching
- Know how to apply the concepts resulting from the application of neuroscience in education

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*You will achieve your educational goals while maintaining your professional pace thanks to TECH's study methodology”*





## Specific Objectives

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### Module 1. Foundations of Personalized Education

- ♦ Delve into the concepts of human nature and the identity of the person in the educational scenario
- ♦ Design a personalized learning methodology for each individual
- ♦ Understand the active role of the learner in the teaching process

### Module 2. Personalized Learning

- ♦ Understand and know how to develop the teaching activity in learning environments and virtual learning environments
- ♦ Differentiate the different types of learning: productive, cooperative, social and personalized
- ♦ Understand, plan and develop reverse learning models

### Module 3. Multiple intelligences

- ♦ Know the models and theories related to single and multiple intelligence
- ♦ Know how to differentiate the different types of learning styles depending on the type of multiple intelligence
- ♦ Master the concepts of neuroscience and education
- ♦ Know how to guide the development of these students depending on their types of intelligence



03

# Structure and Content

This Postgraduate Diploma is elaborated on the basis of a technique specific to TECH, in which graduates will not have to sacrifice neither time nor effort in spending long hours in front of a screen trying to assimilate content in a tedious way. With Relearning, a study methodology in which learning is done gradually and repeatedly, added to a study style without ties, in which the student can decide how and when to complete the contents, given the online nature of the programs and the possibility of remote access to the syllabus.





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*Thanks to TECH Technological University study program and methodologies, you will be able to decide when and where to specialize as an expert in Personalized Teaching and Multiple Intelligences”*

## Module 1. Foundations of Personalized Education

- 1.1. Human Nature and Person
  - 1.1.1. Human Nature, Person and Personality
  - 1.1.2. Personal Identity
  - 1.1.3. Dimensions of the Human Being
  - 1.1.4. The Person in Educational Scenarios
- 1.2. The Person and the Personalized Education
  - 1.2.1. Principles of Personalized Education
  - 1.2.2. Technical Factors that Enable the Practice of Personalized Education
  - 1.2.3. The Model of the Personalized Learning
  - 1.2.4. Personalized Education and Neuropsychology
- 1.3. Educational Design and Teaching Personalization
  - 1.3.1. Teaching to Learn: Metacognition
  - 1.3.2. Personalized Education Design
  - 1.3.3. Personalized Education Style
  - 1.3.4. Personalized School Environment
- 1.4. Personalize Education
  - 1.4.1. Operation and Participative Methodology
  - 1.4.2. Situations and Techniques of Personalized Education
  - 1.4.3. Personalized Schedule
  - 1.4.4. Activities in Personalized Education
- 1.5. Motivation and Personalized Education
  - 1.5.1. Concept of Motivation
  - 1.5.2. Motivation and Society
  - 1.5.3. Means and Resources for Teaching Motivation
  - 1.5.4. Motivation Strategies
- 1.6. Personalized Learning: The Active Role of the Learner
  - 1.6.1. Learning Styles
  - 1.6.2. Thinking Styles
  - 1.6.3. Learning Strategies
  - 1.6.4. Metacognition and Learning





- 1.7. Learning Personalization in a School
  - 1.7.1. School Organization
  - 1.7.2. Educational Agents in a School: the Educational Community
  - 1.7.3. School Coexistence
  - 1.7.4. Spaces and Material Factors in Personalized Education
- 1.8. The Role of the School Counselor in Teaching Personalization
  - 1.8.1. School Counselor Who is He/She and What are His/Her Duties?
  - 1.8.2. The Counselor Work: Types of Guidance
  - 1.8.3. Orientation and Family
  - 1.8.4. The Orientation and the Personalized Education
- 1.9. Teaching Efficiency and Personalization
  - 1.9.1. Traditional Psychoeducational Paradigms and Methods: Behaviorism and Cognitivism
  - 1.9.2. Constructivism in Education
  - 1.9.3. The Emotional-Personalizing Model
  - 1.9.4. Efficient Teaching
- 1.10. Personalized Education and Agenda 2030
  - 1.10.1. Agenda 2030: A Common Agreement
  - 1.10.2. Sustainable Development Goals
  - 1.10.3. Quality Education
  - 1.10.4. Professional Skills and Educational Skills for Quality Education

## Module 2. Personalized Learning

- 2.1. Reverse Learning: Flipped Classroom and Flipped Learning
  - 2.1.1. Reverse Learning: Flipped Classroom and Flipped Learning
  - 2.1.2. History of the Development of Reverse Learning Methodologies
  - 2.1.3. Innovation and Flipped Classroom
  - 2.1.4. The Teaching Role and the Students in Reverse Learning:
- 2.2. Planning and Development from the Reverse Learning Model
  - 2.2.1. Benefits and Challenges of Reverse Learning:
  - 2.2.2. Resources and Contents for Reverse Learning
  - 2.2.3. Educational Program of the Reverse Classroom
  - 2.2.4. Evaluation and Reverse Learning

- 2.3. Personalized Learning and the Digital World
  - 2.3.1. Digitization and the Information Society
  - 2.3.2. Learning and Social Networks
  - 2.3.3. Educational Networks
  - 2.3.4. Teaching Networks
- 2.4. Learning Environments and Virtual Learning Environment
  - 2.4.1. Technology in the Educational World
  - 2.4.2. Digital Educational Tools
  - 2.4.3. Virtual Teaching Environments
  - 2.4.4. Personal Learning Environments (PLE)
- 2.5. Social Learning and Personalized Learning
  - 2.5.1. Social Learning Theories
  - 2.5.2. Collaboration and Cooperation in Learning
  - 2.5.3. Cooperation Structure and Strategies
  - 2.5.4. From Constructivism to Connectivism
- 2.6. Productive Learning
  - 2.6.1. Productive Learning: Conceptualization
  - 2.6.2. The Rural Education System and Productive Learning
  - 2.6.3. Educational Quality and Productive Learning
  - 2.6.4. Educational Model of Productive Learning
- 2.7. Cooperative Learning I
  - 2.7.1. Conceptualization: Cooperative Learning
  - 2.7.2. Justification of Cooperative Learning
  - 2.7.3. Theoretical Framework of Cooperative Learning
  - 2.7.4. Guide of Cooperative Learning: The Teacher
- 2.8. Cooperative Learning II
  - 2.8.1. Inclusion and Cooperative Learning
  - 2.8.2. Cooperate to Learn, Learn to Cooperate
  - 2.8.3. Cooperative Learning Oriented to Equity
  - 2.8.4. Cohesion, Inclusion, Equity and Other Keys of Cooperative Learning and Inclusion

- 2.9. Learning Communities
  - 2.9.1. The Dialog and its Learning Effects
  - 2.9.2. Dialogic Theories
  - 2.9.3. Concept and Basic Elements of CA
  - 2.9.4. Commissioning of a Learning Community
- 2.10. Personalized Learning and Emotion
  - 2.10.1. Emotional Education
  - 2.10.2. Positive Psychology
  - 2.10.3. Emotional Competencies of the Teacher
  - 2.10.4. Didactics of Emotional Education

### Module 3. Multiple intelligences

- 3.1. Intelligence Single or Multiple?
  - 3.1.1. First Approaches to the Study of Intelligence
  - 3.1.2. Explanatory Models: Hierarchical and Multifactorial
  - 3.1.3. Recent Theories of Intelligence
  - 3.1.4. Theory of Multiple Intelligences
- 3.2. Multiple Intelligences
  - 3.2.1. Linguistics and Logical-Mathematical Intelligence
  - 3.2.2. Bodily and Naturalistic Kinesthetic Intelligence
  - 3.2.3. Musical and Spatial Intelligence
  - 3.2.4. Personal Intelligences: Interpersonal and Intrapersonal
- 3.3. Multiple Intelligences and Learning Styles
  - 3.3.1. Learning Styles of Students with a High-Linguistic Tendency
  - 3.3.2. Learning Styles with High-Kinesthetic-Corporal Tendency
  - 3.3.3. Learning Styles with a Logical-Mathematical Tendency
  - 3.3.4. Learning Styles and other Tendencies
- 3.4. Assessment of Multiple Intelligences
  - 3.4.1. Characteristic features of MI Assessment
  - 3.4.2. The Observation Method and Observation Inventories
  - 3.4.3. Portfolio
  - 3.4.4. Multiple Intelligences and Performance Assessment





- 3.5. Basic Competencies and Multiple Intelligences
  - 3.5.1. What are Basic Competencies??
  - 3.5.2. Competency-Based Education
  - 3.5.3. Competencies and Intelligences
  - 3.5.4. Performance Indicators
- 3.6. Neurosciences and Multiple intelligences
  - 3.6.1. The Brain and Learning
  - 3.6.2. Neurosciences and Education
  - 3.6.3. The Creative Brain
  - 3.6.4. The Excited Brain and Exciting Education
- 3.7. Cooperative Learning
  - 3.7.1. What is Cooperative Learning?
  - 3.7.2. The Fundamentals of Cooperative Learning
  - 3.7.3. Methodology of Cooperative Learning
  - 3.7.4. Strategies and Techniques for Cooperative Learning
- 3.8. Creativity and Intelligence
  - 3.8.1. What is Creativity?
  - 3.8.2. Multiple Intelligences and Creativity
  - 3.8.3. Creativity and Education
  - 3.8.4. Creativity Evaluation
- 3.9. Multiple Intelligences in the Classroom
  - 3.9.1. Multiple Intelligences and Educational Syllabus
  - 3.9.2. Multiple Intelligences and Teaching Strategies
  - 3.9.3. Multiple Intelligences and Special Education
  - 3.9.4. Multiple Intelligences and the Classroom
- 3.10. Tools for Programming and Intervention in Multiple Intelligences
  - 3.10.1. Spectrum Project
  - 3.10.2. Programming in Multiple Intelligences
  - 3.10.3. Games for Multiple Intelligences
  - 3.10.4. ICT Applications to Work on the IM in the Classroom

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.





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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

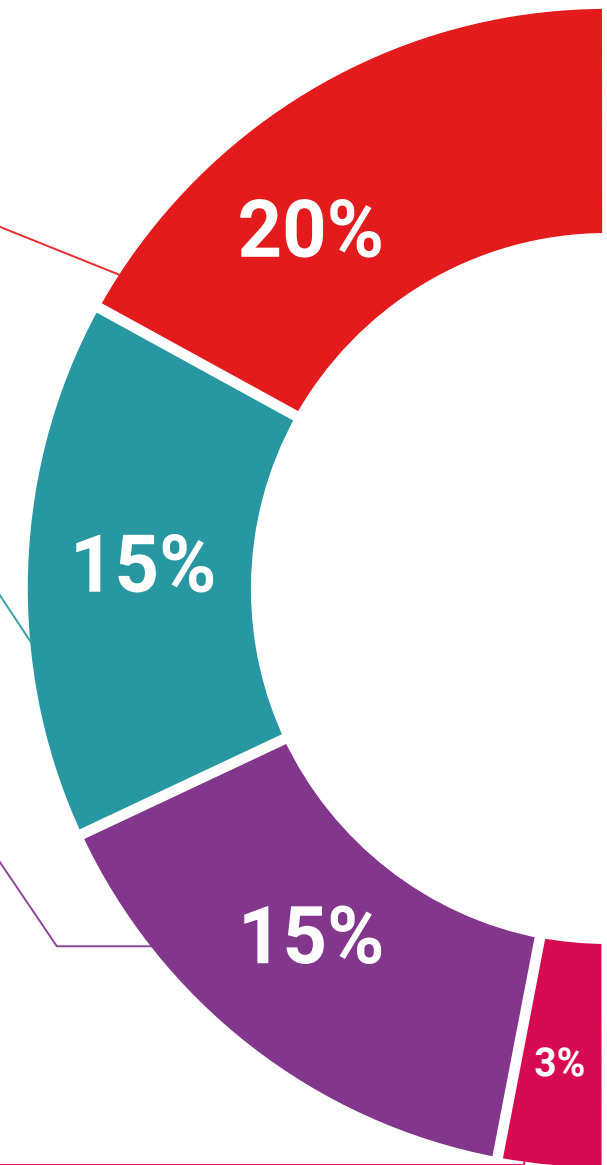
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.



05

# Certificate

The Postgraduate Diploma in Personalized Teaching and Multiple Intelligences guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



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

This **Postgraduate Diploma in Personalized Teaching and Multiple Intelligences** 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 Personalized Teaching and Multiple Intelligences**

Official N° of Hours: **450 h.**



\*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.

future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
development language  
virtual classroom



## Postgraduate Diploma Personalized Teaching and Multiple Intelligences

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# Postgraduate Diploma

## Personalized Teaching and Multiple Intelligences