

Postgraduate Diploma

Thesis and Scientific Research
Work Management



Postgraduate Diploma

Thesis and Scientific Research Work Management

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

Website: www.techtitude.com/us/education/postgraduate-diploma/postgraduate-diploma-thesis-scientific-research-work-management

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01

Introduction

One of the most complex and committed tasks that university teachers have to undertake is the direction of theses and research works. At this point, the student already has extensive preparation, but still lacks sufficient experience. At this point, the professor becomes the essential guide to lead the students to their doctoral goals or in the research context. Performing this task with due competence requires specific training that includes the methodologies and cross-cutting approaches necessary to achieve the excellence sought. This **Postgraduate Diploma** will allow you to acquire.



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Take the opportunity of completing this Postgraduate Diploma with us and acquire the training of a specialist in thesis and research work direction"

The main objectives of this **Postgraduate Diploma in Thesis and Scientific Research Works Management** are to promote and strengthen the competencies and capabilities of teachers in the university environment, following the Spanish regulations and taking into account the most current tools for teaching in this field. This is done in such a way that the teacher is able to inspire his students with the necessary motivation to continue their studies and to feel drawn to scientific research.

This **Postgraduate Diploma** provides teachers with an overview of the fundamental knowledge in the field of teaching and the best way to guide and orient students in their day-to-day work.

This training is distinguished by its order and distribution of theoretical material, guided practical examples in all its modules, and motivational and explanatory videos. Allowing a simple and clear study of education in university education centers, putting special emphasis on encouraging their students to get involved in research.

In this way, the main methodologies in the field of educational research will be explained to the student, since it is understood that university students are the most interested in continuing their training towards scientific research, regardless of their field of action.

All of this without neglecting the importance of the skills that teachers must acquire to offer a suitable education to their students, as well as to adequately supervise theses and scientific research, putting into practice the most relevant innovation tools in each case.

This **Postgraduate Diploma in Thesis and Scientific Research Work Management** contains the most complete and updated educational program on the market. The most important features of the program include:

- ♦ Development of practical cases presented by experts in University Teaching.
- ♦ The graphic, schematic, and eminently practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice.
- ♦ News on the direction of theses and scientific research works.
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning.
- ♦ His special emphasis on innovative methodologies in the direction of theses and scientific research works.
- ♦ 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 personal and professional knowledge and skills and give your career a boost"

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This Postgraduate Diploma is the best investment you can make: it will boost you in your profession and give you the security that a thesis director needs"

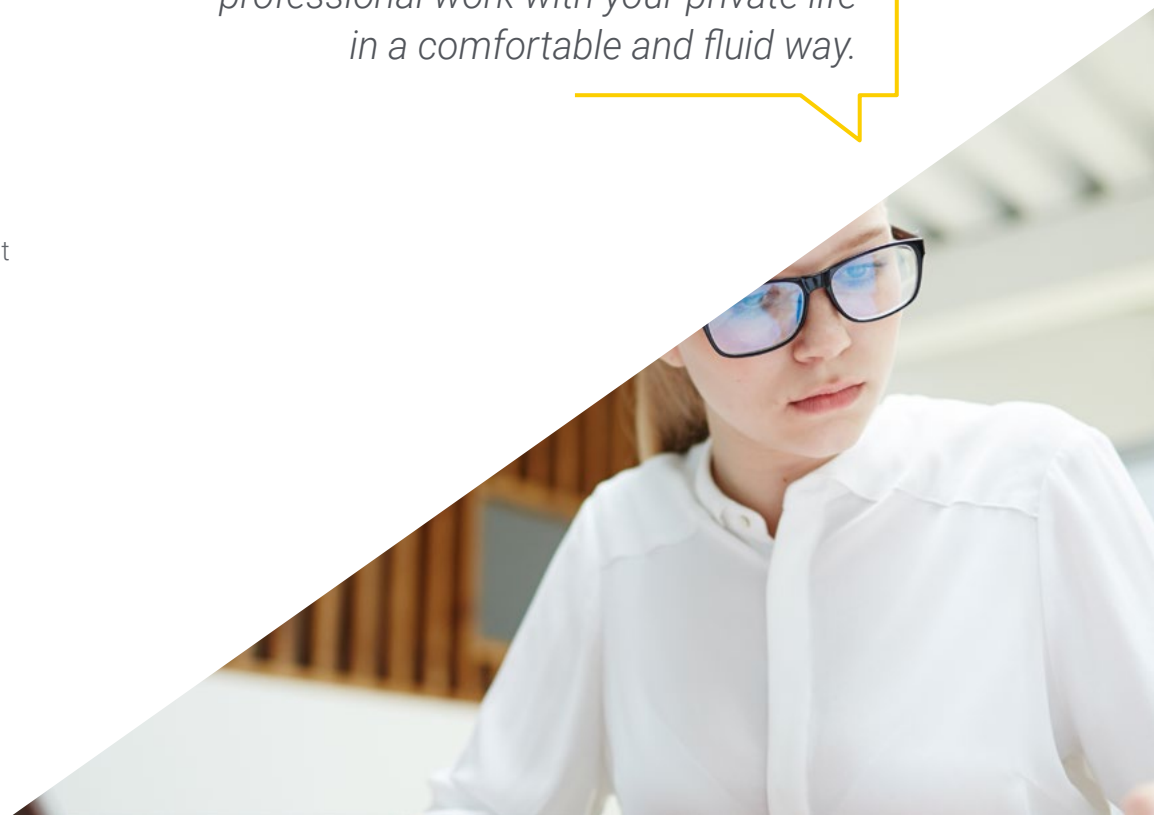
Its teaching staff includes professionals belonging to the field of University Teaching, who contribute their work experience to this training, as well as renowned specialists from reference societies and prestigious universities.

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 training programmed to train in real situations.

This program is designed around Problem Based Learning, whereby the Teachers must try to solve the different professional practice situations that arise during the academic year. For this purpose, the professor will be assisted by an innovative interactive video system developed by recognized experts in the field of thesis and scientific research direction, with extensive teaching experience.

If you want to train with the best teaching methodology and multimedia, this is your best option.

A 100% online Postgraduate Diploma that will allow you to combine your professional work with your private life in a comfortable and fluid way.



02 Objectives

This **Postgraduate Diploma in Thesis and Scientific Research Work Management** aims to achieve the maximum working capacity in the area of the direction of research projects and doctoral theses, in the students who take the training. A complete course created to take you to the highest level in university teaching.



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Our goal is to promote excellence by training highly competent, fully updated professionals”



General Objectives

- ♦ Encourage skills and competences in university teachers
- ♦ Know the most current tools to work as a teacher in university environments
- ♦ Learn how to motivate students to take interest in continuing their studies and pursuing academic/scientific research
- ♦ Get up to date on the changes taking place in the field of education



Seize the opportunity and take the step to get up to date on the latest developments in Thesis and Scientific Research Supervision”





Specific Objectives

Module 1: Supervision of Thesis and Scientific Research, Guidance to University Students

- ♦ Know how to direct and orientate your students interested in scientific research
- ♦ Acquire the resources to carry out not only effective, but also enjoyable and motivating work
- ♦ Discover the importance of motivation and orientation of students interested in investigation
- ♦ Acquire the knowledge and practical tools to carry out research guidance with complete confidence

Module 2: Educational Research Methodology

- ♦ Know how to develop attitudes and skills for scientific research, as an essential requirement to contribute to the progress and welfare of society

Module 3. Active Methodologies and Didactic Techniques

- ♦ Achieve student self-motivation
- ♦ Understand the methodology adapted to professors and their needs
- ♦ Know how to choose the methodology best suited to the context in which the teaching process takes place
- ♦ Learn about the most innovative strategies and tools that use a variety of resources

03

Course Management

The program's teaching staff includes leading experts in university teaching who contribute their vast work experience to this training program. Additionally, other recognized experts participate in its design and preparation, completing the program in an interdisciplinary manner.





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Learn about the latest advances in the intervention as director in Scientific Research projects and theses from leading experts in the field"

Management



Dña. Jiménez Romero, Yolanda

- ♦ Elementary School Teacher Degree with a Major in English
- ♦ Educational Psychologist Specialist in Higher Ability Students, Inclusive Education, Attention to Diversity
- ♦ Master's Degree in Educational Psychology, International University of Valencia
- ♦ Master's Degree in Neuropsychology of Higher Ability Students, University of Rioja
- ♦ Master's Degree in Emotional Intelligence, University of Extremadura
- ♦ Director and Coordinator of master's programs: CEU University Online Education Campus, TECH Global University, Tech University Mexico

Professors

Álvarez Medina, Nazaret

- ♦ Degree in Educational Psychology Oberta University, Catalunya
- ♦ Degree in Elementary School Education with a Major in the English Language Camilo José Cela University
- ♦ Official Professional Master's Degree on Educational Treatment of Diversity
- ♦ Diploma in Teaching English as a Foreign Language La Laguna University
- ♦ Degree in Educational and Executive Coaching from the Complutense University of Madrid
- ♦ Educational counselor, official in the body of secondary education teachers in the community of Madrid
- ♦ Preparer of public education competitive examinations

Gutiérrez Barroso, César

- ♦ Studying a PhD in History National University for Distance Learning (UNED) November 2018.
- ♦ Degree in History (Castilla La Mancha Universidad) 2001-2006
- ♦ Master's Degree in Multiple Intelligences for Secondary School (Alcalá de Henares University)
- ♦ Master's Degree in Museology Study Techniques Center (Madrid) 2007
- ♦ Middle School and High School Teacher at Liceo San Pablo School in Leganés Geography and History Teacher of 6th and 8th Grade and Senior year of High School (9/11/2018-11/09/2019)

D. Valero Moreno, Juan José

- ♦ Agricultural Engineer School of Agricultural Engineering Castilla - La Mancha University Albacete, 2000
- ♦ Master's Degree in Management of Occupational Risk Prevention, Excellence, Environment and Corporate Responsibility ESEA- Camilo Jose Cela University, 2014 Seville
- ♦ Master's Degree in Research and Innovation in Education Speciality: Quality and Equity in Education (100 ETCS) UNED. Madrid, 2014
- ♦ Master's Degree in Occupational Risk Prevention UNIR Online University, 2011

Pattier Bocos, Daniel

- ♦ PhD in Education Complutense University of Madrid. 2017- present
- ♦ Degree in Elementary Education Teaching Complutense University of Madrid. 2010-2014
- ♦ Master's Degree in Research and Innovation in Education UNED. 2014-2016
- ♦ University Professor in Didactics and Curricular Innovation (bilingual in English) Complutense University of Madrid
- ♦ Creator of university materials and content UNIR, CEU Cardenal Herrera University
- ♦ Trainee University Lecturer Researcher in Education Complutense University of Madrid
- ♦ Finalist for the Best Teacher Prize in Spain, 2018

Manzano García, Laureano

- ♦ Degree in Psychology from Autonomous University of Madrid, 1996
- ♦ Degree in Special Education from ESCUNI Madrid 2002
- ♦ Competitive examinations tutor in face-to-face and online classes, as well as distance tutoring for the specialist subjects of Special Education (teachers) and Educational Guidance (high school) Since 2002
- ♦ Teacher at Victoria Middle School and High School, Kent Since 2012

Romero Monteserín, José María

- ♦ Degree in Teaching Complutense University of Madrid (2017-2010)
- ♦ Master's Degree in Education Center Management Antonio de Nebrija University (2012)
- ♦ Online Master's Degree in Secondary Teacher Training. Cardenal Herrera University (2018-2019)
- ♦ Online Trainer in Education Center Management CIESE-Comillas Foundation Since June 2019

Visconti Ibarra, Martin Edgardo

- ♦ General Director at Academia Europea Guadalajara
- ♦ Former General Director at Academia Europea Bilingual School
- ♦ Expert in Educational Sciences, Emotional Intelligence and Counselor
- ♦ Former Scientific Advisor to the Spanish Parliament
- ♦ Collaborator of the Juegaterapia Foundation
- ♦ Master's Degree in Management of Educational Centers
- ♦ Online Master's Degree in Learning Difficulties and Cognitive Processes
- ♦ Degree in Primary Education

04

Structure and Content

The structure of the contents has been designed by the best professionals in the University Teaching sector, with extensive experience and recognized prestige in the profession, backed by the volume of projects and theses directed, with extensive knowledge of new technologies and methodologies applied to teaching.

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This Postgraduate Diploma contains the most complete and updated teaching program on the market"

Module 1. Thesis and Scientific Research Project Supervision, University Student Guidance

- 1.1. Motivating University Students to Get Involved in Research
 - 1.1.1. Introduction to Investigative Practice
 - 1.1.2. Gnoseology or Theory of Knowledge
 - 1.1.3. Scientific Research and its Foundations
 - 1.1.4. Research-Oriented Motivation
- 1.2. Basic Student Training for Research Activity
 - 1.2.1. Initiation in Research Methods and Techniques
 - 1.2.2. Elaboration of Quotes and Bibliographic References
 - 1.2.3. The Use of New Technologies in Information Searching and Management
 - 1.2.4. Research Reports: Structure, Characteristics and Standards of Development
- 1.3. Requirements for the Management of Research Projects
 - 1.3.1. Initial Guidance for Research Practice
 - 1.3.2. Responsibilities in the Supervision of Theses and Research Projects
 - 1.3.3. Introduction to Scientific Literature
- 1.4. The Approach to the Topic and the Study of the Theoretical Framework
 - 1.4.1. The Research Topic
 - 1.4.2. Objectives of the Research
 - 1.4.3. Document Sources and Research Techniques
 - 1.4.4. Structure and Boundaries of the Theoretical Framework
- 1.5. Research Designs and the Hypothesis System
 - 1.5.1. Types of Studies in Research
 - 1.5.2. Research Designs
 - 1.5.3. Hypothesis: Types and Characteristics
 - 1.5.4. Variables in Research
- 1.6. Research Methods, Techniques and Instruments
 - 1.6.1. Population and Sample
 - 1.6.2. Sampling
 - 1.6.3. Methods, Techniques and Instruments





- 1.7. Planning and Supervision of Student Activity
 - 1.7.1. Research Plan Development
 - 1.7.2. Research Activity Document
 - 1.7.3. Schedule of Activities
 - 1.7.4. Tracking and Monitoring of Students
- 1.8. Supervision of Scientific Research Projects
 - 1.8.1. Promoting Research Activity
 - 1.8.2. Encouragement and Creation of Opportunities for Enrichment
 - 1.8.3. Resources and Presentation Techniques
- 1.9. Supervision of Master's Final Projects and Doctoral Dissertations
 - 1.9.1. Supervision of Master's Final Projects and Doctoral Dissertations as a Pedagogical Practice
 - 1.9.2. Mentoring and Career Planning
 - 1.9.3. Characteristics and Structures of Master's Degree Theses
 - 1.9.4. Characteristics and Structure of Doctoral Dissertations
- 1.10. Commitment to the Dissemination of Research Results: The True Impact of Scientific Research
 - 1.10.1. Instrumentalization of Research Work
 - 1.10.2. Toward a Meaningful Impact of Research Activity
 - 1.10.3. Byproducts of Research Projects
 - 1.10.4. Dissemination and Communication of Knowledge

Module 2. Educational Research Methodology

- 2.1. Basic Notions of Investigation: Science and the Scientific Method
 - 2.1.1. Definition of the Scientific Method
 - 2.1.2. Analytical Method
 - 2.1.3. Synthetic Method
 - 2.1.4. Inductive Method
 - 2.1.5. Cartesian Thought
 - 2.1.6. Rules of the Cartesian Method
 - 2.1.7. Methodical Doubt
 - 2.1.8. The First Cartesian Principle
 - 2.1.9. Induction Procedures According to J. Mill Stuart

- 2.2. The General Process of Research: Quantitative and Qualitative Focus
 - 2.2.1. Epistemological Assumptions
 - 2.2.2. Approach to Reality and the Object of Study
 - 2.2.3. Subject-Object Relationship
 - 2.2.4. Objectivity
 - 2.2.5. Methodological Processes
 - 2.2.6. Integration of Methods
- 2.3. Research Paradigms and Methods Derived from These
 - 2.3.1. How Do Research Ideas Arise?
 - 2.3.2. What to Research in Education?
 - 2.3.3. Research Problem Statement
 - 2.3.4. Background, Justification and Research Objectives
 - 2.3.5. Theoretical Foundation
 - 2.3.6. Hypotheses, Variables and Definition of Operational Concepts
 - 2.3.7. Choosing a Research Design
 - 2.3.8. Sampling in Quantitative and Qualitative Studies
- 2.4. Phases and Stages of Qualitative Research
 - 2.4.1. Phase 1: Conceptual Phase
 - 2.4.2. Phase 2: Planning and Design Phase
 - 2.4.3. Phase 3: Empirical Phase
 - 2.4.4. Phase 4: Analytical Phase
 - 2.4.5. Phase 5: Diffusion Phase
- 2.5. Types of Quantitative Research
 - 2.5.1. Historical Research
 - 2.5.2. Correlation Research
 - 2.5.3. Case Studies
 - 2.5.4. "Ex Post Facto" Research of Completed Events
 - 2.5.5. Quasi-Experimental Research
 - 2.5.6. Experimental Research
- 2.6. Phases and Stages of Qualitative Research
 - 2.6.1. Phase 1: Preparation Phase
 - 2.6.2. Phase 2: Field Phase
 - 2.6.3. Phase 3: Analytical Phase
 - 2.6.4. Phase 4: Informative Phase
- 2.7. Types of Qualitative Research
 - 2.7.1. Ethnography
 - 2.7.2. Grounded Theory
 - 2.7.3. Phenomenology
 - 2.7.4. The Biographical Method and Life History
 - 2.7.5. The Case Study
 - 2.7.6. Content Analysis
 - 2.7.7. Examination of Speech
 - 2.7.8. Participatory Action Research
- 2.8. Techniques and Instruments for Collecting Quantitative Data
 - 2.8.1. The Structured Interview
 - 2.8.2. The Structured Questionnaire
 - 2.8.3. Systematic Observation
 - 2.8.4. Attitude Scales
 - 2.8.5. Statistics
 - 2.8.6. Secondary Sources of Information
- 2.9. Techniques and Instruments for Collecting Qualitative Data
 - 2.9.1. Unstructured Interview
 - 2.9.2. In Depth Interview
 - 2.9.3. Focus Groups
 - 2.9.4. Simple, Unregulated and Participant Observation
 - 2.9.5. Life Stories
 - 2.9.6. Diaries
 - 2.9.7. Content Analysis
 - 2.9.8. The Ethnographic Method
- 2.10. Data Quality Control
 - 2.10.1. Requirements for a Measuring Instrument
 - 2.10.2. Processing and Analysis of Quantitative Data
 - 2.10.2.1. Validation of Quantitative Data
 - 2.10.2.2. Statistics for Data Analysis
 - 2.10.2.3. Descriptive Statistics
 - 2.10.2.4. Inferential Statistics

- 2.10.3. Processing and Analysis of Qualitative Data
 - 2.10.3.1. Reduction and Characterization
 - 2.10.3.2. Clarify, Refine and Compare
 - 2.10.3.3. Programs for Qualitative Analysis of Textual Data

Module 3. Active Methodologies and Teaching Techniques

- 3.1. Active Methodologies
 - 3.1.1. What are Active Methodologies?
 - 3.1.2. Keys for Methodological Development from the Student's Activity
 - 3.1.3. Relationship Between Learning and Active Methodologies
 - 3.1.4. History of Active Methodologies
 - 3.1.4.1. From Socrates to Pestalozzi
 - 3.1.4.2. Dewey
 - 3.1.4.3. Institutions Promoting Active Methodologies
 - 3.1.4.3.1. The Free Institution of Education
 - 3.1.4.3.2. The New School
 - 3.1.4.3.3. The Unique Republican School
- 3.2. Project Based Learning, Problems and Challenges
 - 3.2.1. Travel Companions. Cooperation Between Teachers
 - 3.2.2. Phases of PBL Design
 - 3.2.2.1. Tasks, Activities and Exercises
 - 3.2.2.2. Rich Socialization
 - 3.2.2.3. Research Tasks
 - 3.2.3. Phases of PBL Development
 - 3.2.3.1. Benjamin Bloom's Theories
 - 3.2.3.2. Bloom's Taxonomy
 - 3.2.3.3. Bloom's Taxonomy Revised
 - 3.2.3.4. Bloom's Pyramid
 - 3.2.3.5. David A. Kolb's Theory: Experience Based Learning
 - 3.2.3.6. Kolb's Cycle
 - 3.2.4. The Final Product
 - 3.2.4.1. Types of Final Product
- 3.2.5. Evaluation in PBL
 - 3.2.5.1. Evaluation Techniques and Instruments
 - 3.2.5.1.1. Observation
 - 3.2.5.1.2. Performance
 - 3.2.5.1.3. Questions
- 3.2.6. Practical Examples. PBL Projects
- 3.3. Thought Based Learning
 - 3.3.1. Basic Principles
 - 3.3.1.1. Why, How and Where to Improve Thought
 - 3.3.1.2. Thought Organizers
 - 3.3.1.3. The Infusion with the Academic Curriculum
 - 3.3.1.4. Attention to Skills, Processes and Disposition
 - 3.3.1.5. The Importance of Being Explicit
 - 3.3.1.6. Attention to Metacognition
 - 3.3.1.7. Learning Transfer
 - 3.3.1.8. Construct an Infused Program
 - 3.3.1.9. The Need for Continuous Personal Development
 - 3.3.2. Teaching to Think. TBL
 - 3.3.2.1. Collaborative Creation of Thought Maps
 - 3.3.2.2. Thinking Skills
 - 3.3.2.3. Metacognition
 - 3.3.2.4. Thought Design
- 3.4. Event Based Learning
 - 3.4.1. Approach to the Concept
 - 3.4.2. Basis and Foundations
 - 3.4.3. The Pedagogy of Sustainability
 - 3.4.4. Benefits of Learning

- 3.5. Game-based learning
 - 3.5.1. Games as Learning Resources
 - 3.5.2. Gamification
 - 3.5.2.1. What is Gamification?
 - 3.5.2.1.1. Fundamentals
 - 3.5.2.1.2. Narration
 - 3.5.2.1.3. Dynamics
 - 3.5.2.1.4. Mechanisms
 - 3.5.2.1.5. Components
 - 3.5.2.1.6. Insignias
 - 3.5.2.1.7. Gamification Apps
 - 3.5.2.1.8. Examples
 - 3.5.2.1.9. Criticisms of Gamification, Limitations and Common Errors
 - 3.5.3. Why Use Videogames in Education?
 - 3.5.4. Types of Players According to the Richard Bartle Theory
 - 3.5.5. Escape rooms/Breakedu, an Organizational way of Understanding Education
- 3.6. Flipped Classroom
 - 3.6.1. Organization of Working Time
 - 3.6.2. Advantages of the Flipped Classroom
 - 3.6.2.1. How Can I Effectively Teach Using Flipped Classrooms?
 - 3.6.3. Disadvantages of the Flipped Classroom Focus
 - 3.6.4. The Four Pillars of the Flipped Classroom
 - 3.6.5. Resources and Tools
 - 3.6.6. Practical Examples
- 3.7. Other Trends in Education
 - 3.7.1. Robotics and Programming in Education
 - 3.7.2. E-learning, Micro-learning and Other Online Trends
 - 3.7.3. Neuro-Education Based Learning
- 3.8. Free, Natural Methodologies Based on Individual Development
 - 3.8.1. Waldorf Methodology
 - 3.8.1.1. Methodological Basis
 - 3.8.1.2. Strengths, Opportunities and Weaknesses





- 3.8.2. Maria Montessori, the Pedagogy of Responsibility
 - 3.8.2.1. Methodological Basis
 - 3.8.2.2. Strengths, Opportunities and Weaknesses
- 3.8.3. Summerhill, a Radical Point of View on How to Teach
 - 3.8.3.1. Methodological Basis
 - 3.8.3.2. Strengths, Opportunities and Weaknesses
- 3.9. Educational Inclusion
 - 3.9.1. Is There Innovation without Inclusion?
 - 3.9.2. Cooperative Learning
 - 3.9.2.1. Principles
 - 3.9.2.2. Group Cohesion
 - 3.9.2.3. Simple and Complex Dynamics
 - 3.9.3. Shared Teaching
 - 3.9.3.1. Ratio and Attention to Students
 - 3.9.3.2. Teaching Coordination as a Strategy for Student Improvement
 - 3.9.4. Multilevel Teaching
 - 3.9.4.1. Definition
 - 3.9.4.2. Models
 - 3.9.5. Universal Learning Design
 - 3.9.5.1. Principles
 - 3.9.5.2. Guidelines
 - 3.9.6. Inclusive Experiences
 - 3.9.6.1. Rome Project
 - 3.9.6.2. Interactive Groups
 - 3.9.6.3. Dialogical Gatherings
 - 3.9.6.4. Learning Communities
 - 3.9.6.5. Includ-ED Project



*This will provide key training
to advance your career"*

05

Methodology

This training provides you with a different way of learning. Our methodology uses a cyclical learning approach: ***Re-learning***.

This teaching system is used 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.





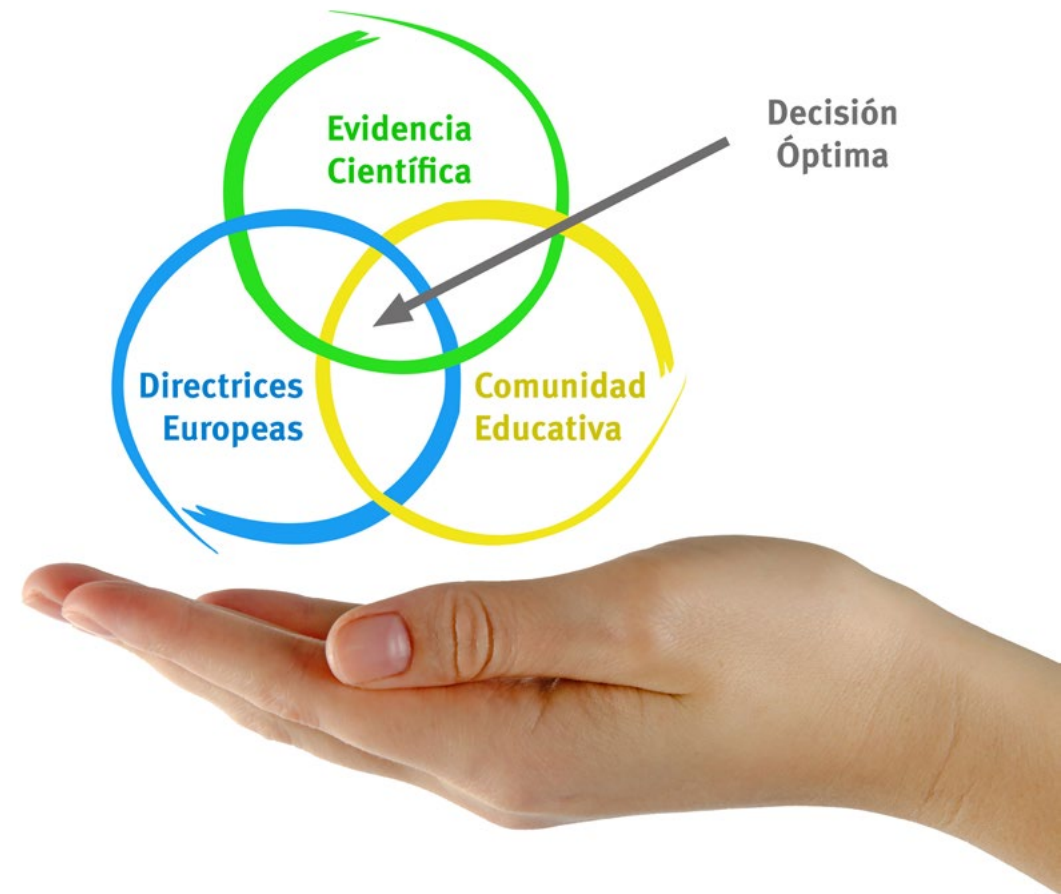
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Discover Re-learning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

En TECH Education School empleamos el Método del caso

In a given situation, what would you do? Throughout the program you will be presented with multiple simulated clinical cases based on real patients, where you will have to investigate, establish hypotheses and, finally, resolve the situation. There is abundant scientific evidence on the effectiveness of the method.

At TECH, educators will 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 enable educators to better integrate 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.



Re-Learning Methodology

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Re-learning.

Our University is the first in the world to combine the study of clinical cases 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 Re-learning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best Spanish-speaking online university (Columbia University).

With this methodology we have trained more than 85,000 students with unprecedented success, in all clinical specialties. Our teaching methodology is developed in a highly demanding environment, where the students have a strong socio-economic profile, and their average age is 43.5 years.

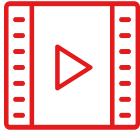
Re-learning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (we 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.



In this program you will have access to the best educational material, prepared with you 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.

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.



Educational Techniques and Procedures on Video

We introduce you to the latest techniques, with the latest educational advances, and to the forefront of Education today. All this, in first person, 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

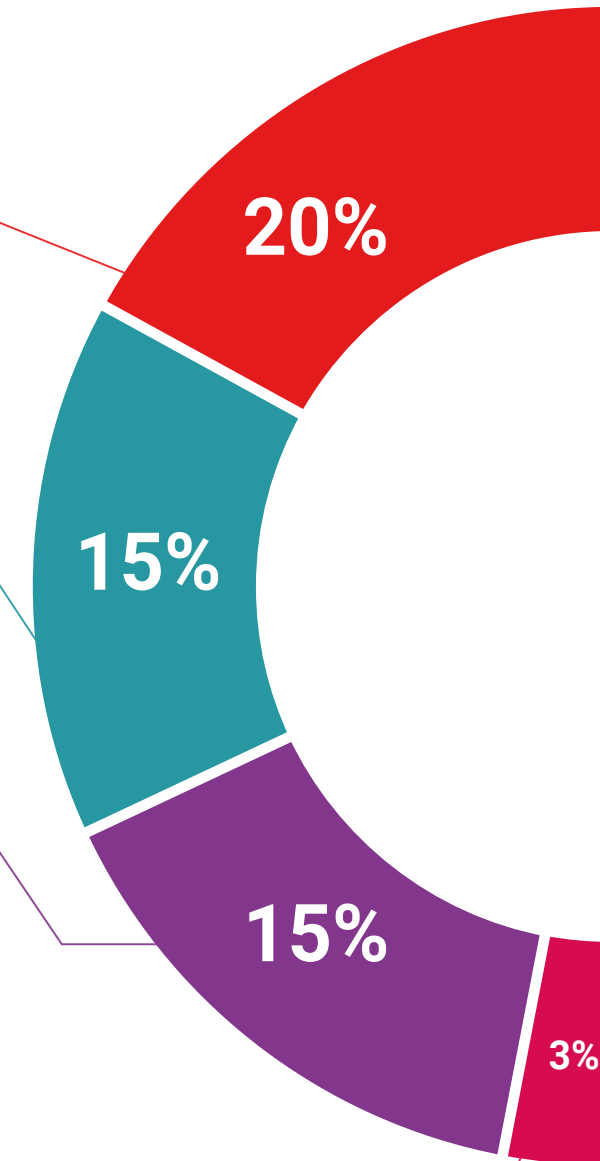
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

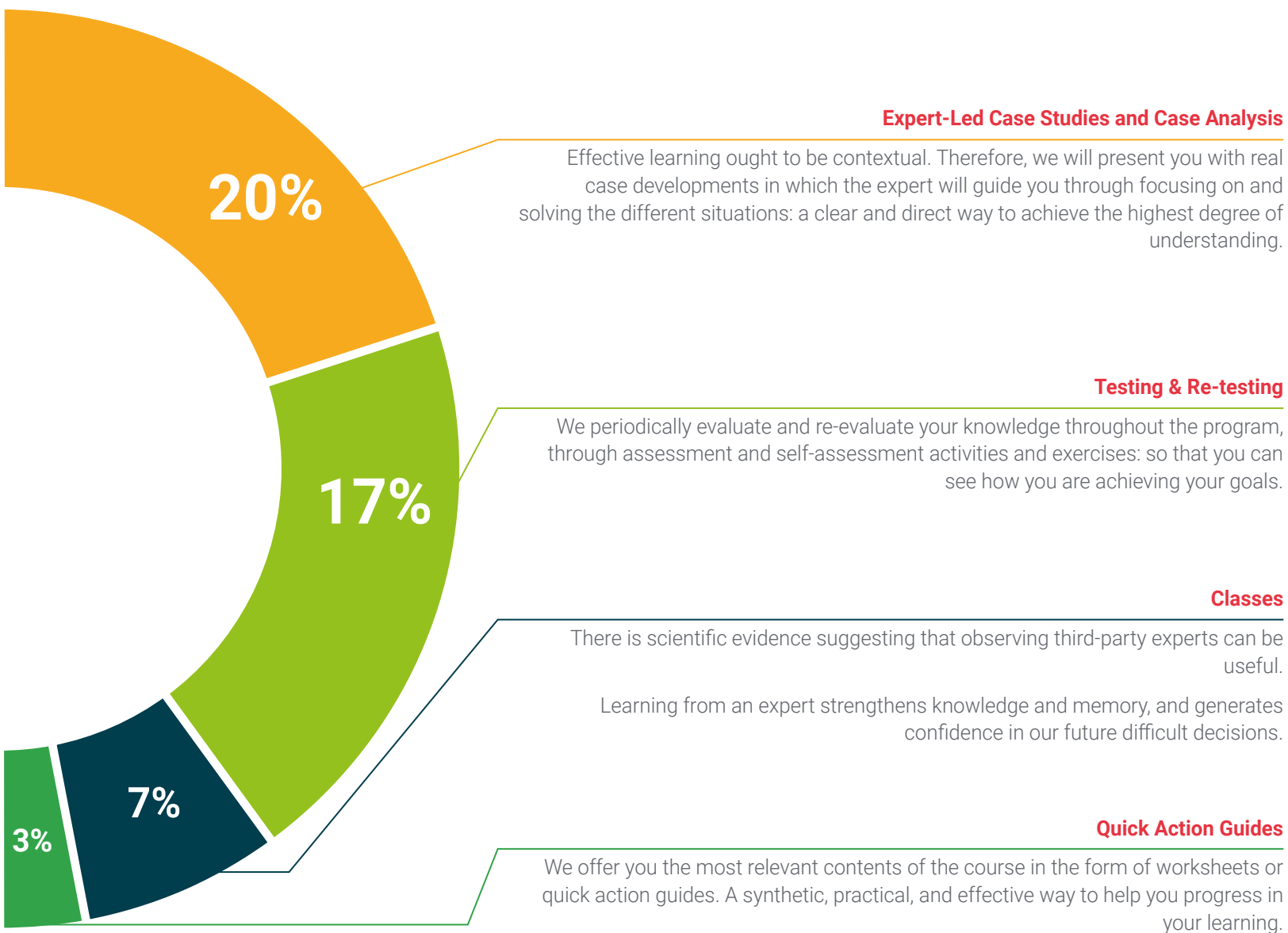
This unique multimedia content presentation training system was awarded by Microsoft as a "European Success Story".



Additional Reading

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





06

Certificate

This **Postgraduate Diploma in Thesis and Scientific Research Work Management** guarantees you, in addition to the most accurate and up-to-date training, access to a Postgraduate Diploma issued by **TECH Global University**.



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Successfully complete this training and receive your university degree without travel or laborious paperwork"

This program will allow you to obtain your **Postgraduate Diploma in Thesis and Scientific Research Work Management** 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 Thesis and Scientific Research Work Management**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**



future

health

confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

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Postgraduate Diploma
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Work Management

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

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Thesis and Scientific Research
Work Management