

Professional Master's Degree Development of Permanent Education Programs





Professional Master's Degree Development of Permanent Education Programs

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/in/education/professional-master-degree/master-development-permanent-education-programs

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01

Introduction

Permanent education is one in which learning is constant throughout life, continuing beyond the school and university stages. The development of this type of program requires a deep knowledge of the different existing learning processes, the theoretical bases of this educational modality and how to proceed with its evaluation, distinguishing between continuous and occupational education. For this reason, this program includes an updated content that contemplates the use of new technologies and socio-cultural aspects to be considered so that the didactic is efficient and adequate, focused on the development of a diverse, intercultural and virtual students, providing them with the tools that lead to the assimilation of knowledge that will accompany them in their learning thanks to TECH's unique methodology.



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Promotes permanent education programs in digital environments and facilitates the assimilation of knowledge through this educational modality by means of technological advances"

TECH's Master's Degree has the objective of boosting the career of pedagogical professionals oriented to the Development of Permanent Education Programs, whose learning is constant throughout life, continuing beyond the end of the educational stage, such as high school or university. For this, the program includes an updated content that contemplates the use of new technologies and socio-cultural aspects to be considered to ensure efficient and appropriate teaching.

In this way, the agenda is focused on enhancing the capabilities of professionals focused on the development of their students, providing them with the tools that lead to constant and permanent learning. In this sense, it is important to first understand the psychology of learning in order to design efficient and successful educational programs, emphasizing the use of a contextualized methodology.

Therefore, a course of studies has been established whose modules offer a broader perspective of the existing learning processes linked to permanent education, which are its theoretical bases and how it is to be evaluated, distinguishing, for example, between continuous and occupational teaching. In this way, the student will be introduced to those educational techniques that enhance the individual's lifelong learning, which is a constant process.

During the course of this training, the pedagogical professional will delve into everything related to permanent education, with special emphasis on online didactics, given the success of e-learning and the use of ICT for virtual teaching. This is a 100% online Master's degree that focuses on the implementation of tools directed to personalized education, which enhances the capabilities that stand out in the student. This represents a great change in the old vision of education, in which the teacher was the center and the contents taught were generalized, in addition to assimilating the permanent knowledge that will accompany the student throughout their life.

This **Professional Master's Degree in Development of Permanent Education Programs** contains the most complete and up-to-date educational program on the market. The most important features include:

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



Planning educational program evaluation projects will be one of your tasks after specializing in this Master's Degree"

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Develop the tools you need to promote inclusive and intercultural schools thanks to this Master's Degree from TECH"

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

Its multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive education programmed to learn in real situations.

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 created by renowned and experienced experts.

Analyze the ethical dilemmas that the new demands and forms of social exclusion of the knowledge society pose to the teaching profession.

You will delve into the development of intervention processes in the different areas that make up Permanent Education.



02

Objectives

The program aims to enable the student to acquire the necessary skills and develop in the pedagogical area of permanent education. Therefore, the content of the course of studies includes a series of objectives to be achieved by the student during the program, the pursuit of which will boost the student's ability to develop successful educational programs. In this way, you will obtain full faculties in a specific field of the pedagogical branch, which is none other than knowing in depth the possible planning levels for the design and planning of educational programs that respond to current pedagogical needs.



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Analyze and critically incorporate the most relevant issues of today's society that affect family and school education is a key issue for the Development of Permanent Education Programs"



General Objectives

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



Acquire the necessary tools to avoid school failure at school"





Specific objectives

Module 1. Information and Communication Technologies for Education

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

Module 2. Communication and Oral Expression Techniques for Teachers

- ◆ Learn effective communication techniques in the classroom
- ◆ Reflect on the aspects of verbal and non-verbal communication suitable for teaching development
- ◆ Know how to manage the stress that any public exposure produces
- ◆ Observe techniques for voice care

Module 3. Social Exclusion and Policies for Inclusion

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

Module 4. Methodology of Socio-Educational Action

- ◆ Know the different methodologies of socio-educational action
- ◆ Know how to apply specific methodologies for socio-educational action
- ◆ Critically assess the whole socio-educational process

Module 5. Design and Management of Educational Programs

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

Module 6. Pedagogical Advice to Social Institutions

- ◆ Know the functions of the pedagogical advisor and their educational value
- ◆ Analyze the different contexts and social entities that can participate in this process
- ◆ Develop skills for quality educational counseling
- ◆ Discuss good practices in educational counseling and their implications

Module 7. Assessment of Educational Programs

- ◆ Know and use the specific terminology of the evaluation of educational and training programs
- ◆ Know and apply program evaluation models to socio-educational practice
- ◆ Plan evaluation projects of contextualized educational and training programs
- ◆ Acquire procedures to be able to evaluate educational and training programs
- ◆ Elaborate, interpret, evaluate and disseminate program evaluation reports

Module 8. Continuing Education

- ◆ Understand the fundamental concepts linked to continuing education
- ◆ Analyze the situation of continuing education as an organizing principle of the educational reality
- ◆ Become aware of the need for continuing education as a frame of reference for the entire educational system
- ◆ Know the different fields of actions of continuing education





Module 9. Equality and Diversity in the Classroom

- ◆ Know the different terms closely related to each other and their application in the classroom
- ◆ Acquire the necessary tools to avoid school failure at school
- ◆ Picking up on the signs of possible bullying at school
- ◆ Develop tools to promote inclusive and intercultural schools
- ◆ Achieve the skills to work with the different ICTs
- ◆ Identify the different disorders in Educational centers

Module 10. Personalized Education. Theoretical, Philosophical and Anthropological Fundamentals of Education

- ◆ Acquire the necessary tools for reflection
- ◆ Awaken professional and intellectual concern professional and intellectual concerns in order to learn to be good professionals
- ◆ Know the different pedagogical foundations of Education
- ◆ To identify the different learning situations in personalized education
- ◆ Internalizing teacher education for a good educational response

03 Skills

The structure of this program in Development of Permanent Education Programs allows the targeted professional to develop a series of competencies in the field of pedagogy, giving them the opportunity to excel in their professional growth by developing efficient educational programs. In this way, they will be able to perform the various functions related to this program, along with the most innovative proposals in this field of action according to the current requirements of teaching, therefore guiding them towards the excellence of their profession. A series of aspects currently demanded by teachers, focused on the modernization of the prevailing educational system.



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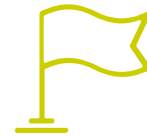
In this Master's Degree you will acquire the necessary skills and knowledge to implement online permanent education programs with a methodology appropriate to the current context"



General Skills

- ♦ Knowing how to structure the information in an adequate form, in a way that allows the students to assimilate the knowledge in a correct manner
- ♦ Develop educational project plans
- ♦ Identify the needs of permanent education and identify the main reference frameworks to allow the creation of an educational center





Specific Skills

- ◆ Awaken interest and sensitivity towards the socio-cultural reality
- ◆ Apply problem solving and decision-making techniques
- ◆ Detecting possible factors of school failure
- ◆ Develop the psychomotor functioning in childhood education



You will plan assessment projects for highly successful educational programs in schools"

04

Structure and Content

The course of this program has been designed based on the requirements of today's permanent education, following a theoretical-practical path through which the professional will master the different techniques to develop successful and contextualized educational programs. Therefore, a study plan has been established whose modules offer a broad perspective of the existing learning processes, the technology used for this purpose and the methodology of socio-educational action applied today. In this way, the student will be introduced to those educational techniques that enhance the individual's lifelong learning, which is a constant process.



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Acquire the knowledge for the correct Development of Permanent Education Programs nowadays, defining the new teaching environments and using the principle of connected learning”

Module 1. Information and Communication Technologies for Education

- 1.1. ICT, Literacy, and Digital Skills
 - 1.1.1. Introduction and Objectives
 - 1.1.2. The School in the Knowledge Society
 - 1.1.3. ICT in the Teaching and Learning Process
 - 1.1.4. Digital Literacy and Competencies
 - 1.1.5. The Role of the Teacher in the Classroom
 - 1.1.6. The Digital Competencies of the Teacher
 - 1.1.7. Bibliographical References
 - 1.1.8. Hardware in the Classroom: PDI, Tablets, and Smartphones
 - 1.1.9. Internet as an Educational Resource: Web 2.0. and M-Learning
 - 1.1.10. Teachers as Part of the Web 2.0: How to Build Their Digital Identity
 - 1.1.11. Guidelines for the Creation of Teacher Profiles
 - 1.1.12. Creating a Teacher Profile on Twitter
 - 1.1.13. Bibliographical References
- 1.2. Creation of Pedagogical Content with ICT and its Possibilities in the Classroom
 - 1.2.1. Introduction and Objectives
 - 1.2.2. Conditions for Participatory Learning
 - 1.2.3. The Role of the Student in the Classroom with ICTs: *Prosumer*
 - 1.2.4. Content Creation in Web 2.0: Digital Tools
 - 1.2.5. The Blog as a Classroom Pedagogical Resource
 - 1.2.6. Guidelines for the Creation of an Educational Blog
 - 1.2.7. Elements of the Blog to Make it an Educational Resource
 - 1.2.8. Bibliographical References
- 1.3. Personal Learning Environments for Teachers
 - 1.3.1. Introduction and Objectives
 - 1.3.2. Teacher Training for the Integration of ICTs
 - 1.3.3. Learning Communities
 - 1.3.4. Definition of Personal Learning Environments
 - 1.3.5. Educational Use of PLE and NLP
 - 1.3.6. Design and Creation of our Classroom PLE
 - 1.3.7. Bibliographical References
- 1.4. Collaborative Learning and Content Curation
 - 1.4.1. Introduction and Objectives
 - 1.4.2. Collaborative Learning for the Efficient Introduction of ICT in the Classroom
 - 1.4.3. Digital Tools for Collaborative Work
 - 1.4.4. Content Curation
 - 1.4.5. Content Curation as an Educational Practice in the Promotion of Students' Digital Competences
 - 1.4.6. The Content Curator Teacher. Scoop.it
 - 1.4.7. Bibliographical References
- 1.5. Pedagogical Use of Social Networks. Safety in the Use of ICTs in the Classroom
 - 1.5.1. Introduction and Objectives
 - 1.5.2. Principle of Connected Learning
 - 1.5.3. Social Networks: Tools for the Creation of Learning Communities
 - 1.5.4. Communication On Social networks: Management of the New Communicative Codes
 - 1.5.5. Types of Social Networks
 - 1.5.6. How to use Social Networks in the Classroom: Content Creation
 - 1.5.7. Development of Digital Competencies of Students and Teachers with the Integration of Social Media in the Classroom
 - 1.5.8. Introduction and Objectives of Security in the Use of ICT in the Classroom
 - 1.5.9. Digital Identity
 - 1.5.10. Risks for Minors on the Internet
 - 1.5.11. Education in Values with ICT: Service-Learning Methodology (ApS) with ICT resources
 - 1.5.12. Platforms for Promoting Safety on the Internet
 - 1.5.13. Internet safety as part of education: schools, families, students and teachers
 - 1.5.14. Bibliographical References
- 1.6. Creation of Audiovisual Content with ICT tools. PBL and ICT
 - 1.6.1. Introduction and Objectives
 - 1.6.2. Bloom's Taxonomy and ICT
 - 1.6.3. The Educational Podcast as a Teaching Element
 - 1.6.4. Audio Creation

- 1.6.5. The Image as an Educational Element
- 1.6.6. ICT Tools with Educational Use of Images
- 1.6.7. The Editing of Images with ICT: Tools for Editing
- 1.6.8. What Is PBL?
- 1.6.9. Process of Working with PBL and ICT
- 1.6.10. Designing PBL with ICT
- 1.6.11. Educational Possibilities in Web 3.0.
- 1.6.12. Youtubers and Instagramers: Informal Learning in Digital Media
- 1.6.13. The Video Tutorial as a Pedagogical Resource in the Classroom
- 1.6.14. Platforms for the Dissemination of Audiovisual Materials
- 1.6.15. Guidelines for the Creation of an Educational Video
- 1.6.16. Bibliographical References
- 1.7. Regulations and Legislation Applicable to ICT
 - 1.7.1. Introduction and Objectives
 - 1.7.2. Data Protection Laws
 - 1.7.3. Guide of Recommendations for the Privacy of Minors on the Internet
 - 1.7.4. The Author's Rights: Copyright and *Creative Commons*
 - 1.7.5. Use of Copyrighted Material
 - 1.7.6. Bibliographical References
- 1.8. Gamification: Motivation and ICT in the Classroom
 - 1.8.1. Introduction and Objectives
 - 1.8.2. Gamification Enters the Classroom Through Virtual Learning Environments
 - 1.8.3. Game-Based Learning (GBL)
 - 1.8.4. Augmented Reality (AR) in the Classroom
 - 1.8.5. Types of Augmented Reality and Classroom Experiences
 - 1.8.6. QR Codes in the Classroom: Generation of Codes and Educational Application
 - 1.8.7. Classroom Experiences
 - 1.8.8. Bibliographical References
- 1.9. Media Competency in the Classroom with ICT
 - 1.9.1. Introduction and Objectives
 - 1.9.2. Promoting the Media Competence of Teachers
 - 1.9.3. Mastering Communication for Motivating Teaching

- 1.9.4. Communicating Pedagogical Content with ICT
- 1.9.5. Importance of the Image as a Pedagogical Resource
- 1.9.6. Digital Presentations as an Educational Resource in the Classroom
- 1.9.7. Working in the Classroom with Images
- 1.9.8. Sharing Images on Web 2.0.
- 1.9.9. Bibliographical References
- 1.10. Assessment for Learning Through ICT
 - 1.10.1. Introduction and Objectives
 - 1.10.2. Assessment for Learning Through ICT
 - 1.10.3. Evaluation Tools: Digital Portfolio and Rubrics
 - 1.10.4. Building an e-Portfolio with Google Sites
 - 1.10.5. Generating Evaluation Rubrics
 - 1.10.6. Design Evaluations and Self-Evaluations with Google Forms
 - 1.10.7. Bibliographical References

Module 2. Communication and Oral Expression Techniques for Teachers

- 2.1. Communication Abilities of the Teacher
 - 2.1.1. Communication Skills of Teachers
 - 2.1.2. Aspects of Good Teacher Communication
 - 2.1.3. The Voice: Characteristics and Use
 - 2.1.4. Characteristics of the Message
- 2.2. Oral Expression in the Educational Environment
 - 2.2.1. Oral Interaction
 - 2.2.2. The Message in Oral Expression
 - 2.2.3. Communication Strategies in Oral Expression
- 2.3. Written Expression in Education
 - 2.3.1. Written Expression
 - 2.3.2. Development of Written Expression
 - 2.3.3. Learning Methods and Strategies
- 2.4. Lexical Precision and Terminology
 - 2.4.1. Concept of Lexical Precision
 - 2.4.2. Receptive and Productive Vocabulary
 - 2.4.3. Importance of Lexicon and Vocabulary in the Transmission of Knowledge

- 2.5. Teaching Resources I. ICT
 - 2.5.1. Key Concepts on Digital Education Resources
 - 2.5.2. Integration and Possibilities of ICT in Teaching Work
 - 2.5.3. ICT and Communication in the Classroom
- 2.6. Teaching Resources I. Oral Communication
 - 2.6.1. Orality
 - 2.6.2. Teaching of Oral Communication
 - 2.6.3. Teaching Resources for Oral Communication
 - 2.6.4. Design of Teaching Material
 - 2.6.5. Assessment and Correction of Oral Expression
- 2.7. Teaching Resources II. Written Communication
 - 2.7.1. The Epistemic Function of Writing and Models of Writing Processes
 - 2.7.2. The Models of Text Composition and the Strategies and Activities of Written Expression
 - 2.7.3. Assessment and Correction of Written Expression
- 2.8. Appropriate Environments for Teaching and Learning
 - 2.8.1. Introduction
 - 2.8.2. Conceptualizing an Appropriate Teaching-Learning Environment
 - 2.8.3. Learning Spaces. Components
 - 2.8.4. Types of Learning Environments
- 2.9. New Communication Techniques and ICT
 - 2.9.1. Communication and ICT
 - 2.9.2. New Communication Techniques
 - 2.9.3. Options, Limitations and Effects of ICT in Teaching
- 2.10. Education and Communication Theories
 - 2.10.1. Introduction. Educational Communication
 - 2.10.1.1. Education as a Communication Tool
 - 2.10.2. Educational Interaction Models
 - 2.10.3. Mass Media Communication and Education

Module 3. Social Exclusion and Policies for Inclusion

- 3.1. Basic Concepts of Equality and Diversity
 - 3.1.1. Diversity and Equal Opportunities
 - 3.1.2. Social Cohesion, Exclusion, Inequality and Education
 - 3.1.3. Exclusion Processes in the Field of Formal and Non-Formal Education: Differential Aspects and Images of Diversity
- 3.2. Nature and Origin of the Main Causes of Social Exclusion and Inequalities in Modern and Contemporary Societies
 - 3.2.1. Current Context of Social Exclusion
 - 3.2.2. New Sociodemographic Reality
 - 3.2.3. New Labor Reality
 - 3.2.4. Crisis of the Welfare State
 - 3.2.5. New Relational Forms and New Social Ties
- 3.3. Exclusion in Schools
 - 3.3.1. Epistemological Preamble
 - 3.3.2. Sociological References
 - 3.3.3. Social Context that Generates Inequalities
 - 3.3.4. Social Exclusion and Integration
 - 3.3.5. Schooling and Educational Exclusion
 - 3.3.6. Meritocracy and Democratization of Secondary Education
 - 3.3.7. Neoliberal Discourse and the Effects of Power
- 3.4. Main Factors of School Failure
 - 3.4.1. Definition of School failure
 - 3.4.2. Causes of School failure
 - 3.4.3. Difficulties Associated with Failure
 - 3.4.4. Methods of Diagnosing School Failure
- 3.5. Inclusive School and Interculturality
 - 3.5.1. Pluricultural Society and Intercultural Education
 - 3.5.2. Inclusive Education as a Response
 - 3.5.3. Democratic Coexistence in the Classroom
 - 3.5.4. Methodological Proposals for Inclusive Education

- 3.6. Practical Approaches in Attention to Diversity
 - 3.6.1. Inclusive Education in Spain
 - 3.6.2. Inclusive Education in France
 - 3.6.3. Inclusive Education in Latin America
 - 3.7. Digital Exclusion in the Digital Information Society
 - 3.7.1. ICTs and the Digital Divide
 - 3.7.2. The Possibilities of ICTs for Labor Market Insertion
 - 3.7.3. How to Improve the Contribution of ICTs to Social Inclusion
 - 3.8. The Inclusion of ICT in the Diverse School
 - 3.8.1. ICT as an Inclusive Resource
 - 3.8.2. Teacher Training, ICT and Attention to Diversity
 - 3.8.3. Adaptation of ICT to the Students' Needs
 - 3.9. Social Exclusion and Pedagogical Innovation
 - 3.9.1. Inclusion, a New Paradigm
 - 3.9.2. The Denaturalization of School Failure
 - 3.9.3. The Defence of Diversity
 - 3.9.4. Questioning Homogeneity
 - 3.9.5. Resignification of the Teacher's Role
 - 3.10. Needs and Practices in Social Policies for Inclusion
 - 3.10.1. Inclusion Policies as a Guarantee of the Affirmation of Rights
 - 3.10.2. Anticipating Social Problems
 - 3.10.3. Social Participation
 - 3.10.4. Multilevel Articulation
- Module 4. Methodology of Socio-Educational Action**
- 4.1. Methodology of Action, Socio-Educational Intervention
 - 4.1.1. Social Pedagogy, Teaching and Socio-Educational Action
 - 4.1.2. Fields of Socio-Educational Action
 - 4.1.3. Functionalities of the Socio-Educational Action
 - 4.1.4. The Professional of the Socio-Educational Action
 - 4.2. The Phenomenon of Social Exclusion
 - 4.2.1. Exclusion as a Social Phenomenon
 - 4.2.2. Current Social Exclusion
 - 4.2.3. Factors of Social Exclusion
 - 4.2.4. Risks of Social Exclusion
 - 4.3. Intervention with Immigrant Population at Risk of Social Exclusion
 - 4.3.1. Initial Reception Processes
 - 4.3.2. Schooling Processes
 - 4.3.3. Relational Processes
 - 4.3.4. Labor Market Insertion Processes
 - 4.4. Socio-Educational Intervention with at-Risk Children
 - 4.4.1. Children at Social Risk
 - 4.4.2. National and International Legislation on Children
 - 4.4.3. Programs and Activities of Socio-Educational Intervention with Minors
 - 4.4.4. Programs and Activities of Socio-Educational Intervention with Families
 - 4.5. Women at Risk of Social Exclusion
 - 4.5.1. Gender Inequality and Social Exclusion
 - 4.5.2. Immigrant Women
 - 4.5.3. Women in Single-Parent Families
 - 4.5.4. Long-Term Unemployed Women
 - 4.5.5. Unqualified Young Women
 - 4.6. Intervention with People with Disabilities
 - 4.6.1. Disability and Social Exclusion
 - 4.6.2. Programs and Activities of Socio-Educational Intervention with People with Disabilities
 - 4.6.3. Socio-Educational Intervention Programs and Activities with Families and Caregivers
 - 4.7. Socio-Educational Intervention with Families
 - 4.7.1. Introduction
 - 4.7.2. Systemic Family Approach
 - 4.7.3. Family Counselling
 - 4.8. Community Social Dynamization
 - 4.8.1. Introduction
 - 4.8.2. Community and Community Development
 - 4.8.3. Community Action Methodology and Strategies
 - 4.8.4. Achievements of Participation
 - 4.8.5. Participatory Assessment

- 4.9. Socio-Educational Intervention Programs
 - 4.9.1. Socio-Educational Intervention for Child Care
 - 4.9.2. Intervention with Adolescents at Risk of Social Exclusion
 - 4.9.3. Socio-Educational Intervention in Prisons
 - 4.9.4. Intervention with Women Victims of Gender-Based Violence
 - 4.9.5. Socio-Educational Intervention with Immigrants
- 4.10. Towards a Socio-Educational Pedagogy of Death
 - 4.10.1. Concept of Death
 - 4.10.2. Pedagogy of Death in the School Environment
 - 4.10.3. Teaching Proposal

Module 5. Design and Management of Educational Programs

- 5.1. Design and Management of Educational Programs
 - 5.1.1. Stages and Tasks in the Design of Educational Programs
 - 5.1.2. Types of Educational Programs
 - 5.1.3. Evaluation of the Educational Program
 - 5.1.4. Competency-Based Educational Program Model
- 5.2. Program Design in the Formal and Non-Formal Educational Sphere
 - 5.2.1. Formal and Non-Formal Education
 - 5.2.2. Formal Education Program Model
 - 5.2.3. Non-Formal Education Program Model
- 5.3. Educational Programs and Information and Communication Technologies
 - 5.3.1. Integration of ICTs in educational programs
 - 5.3.2. Advantages of ICT in the Development of Educational Programs
 - 5.3.3. Educational Practices and ICT
- 5.4. Educational Program Design and Bilingualism
 - 5.4.1. Advantages of Bilingualism
 - 5.4.2. Curricular Aspects for the Design of Educational Programs in Bilingualism
 - 5.4.3. Examples of Educational Programs and Bilingualism
- 5.5. Pedagogical Design of Educational Guidance Programs
 - 5.5.1. The Elaboration of Programs in Educational Guidance
 - 5.5.2. Possible Contents of Educational Guidance Programs
 - 5.5.3. Methodology for the Assessment of Educational Guidance Programs
 - 5.5.4. Aspects to Take into Account in the Design

- 5.6. Educational Programs Design for Inclusive Education
 - 5.6.1. Theoretical Fundamentals of Inclusive Education
 - 5.6.2. Curricular Aspects for the Design of Inclusive Educational Programs
 - 5.6.3. Examples of Inclusive Educational Programs
- 5.7. Management, Monitoring and Assessment of Educational Programs. Pedagogical Skills
 - 5.7.1. Assessment as a Tool for Educational Improvement
 - 5.7.2. Guidelines for the Assessment of Educational Programs
 - 5.7.3. Techniques for the Assessment of Educational Programs
 - 5.7.4. Pedagogical Skills for Assessment and Improvement
- 5.8. Strategies for Communication and Dissemination of Educational Programs
 - 5.8.1. Didactic Communication Process
 - 5.8.2. Teaching Communication Strategies
 - 5.8.3. Dissemination of educational programs
- 5.9. Good Practice in the Design and Management of Educational Programs in Formal Education
 - 5.9.1. Characterization of Good Teaching Practices
 - 5.9.2. Influence of Good Practices on Program Design and Development
 - 5.9.3. Pedagogical Leadership and Best Practices
- 5.10. Best Practices in the Design and Management of Educational Programs in Non-Formal Contexts
 - 5.10.1. Good Teaching Practices in Non-Formal Contexts
 - 5.10.2. Influence of Good Practices on Program Design and Development
 - 5.10.3. Example of Good Educational Practices in Non-Formal Contexts

Module 6. Pedagogical Advice to Social Institutions

- 6.1. Pedagogy, Counseling and the Third Social Sector
 - 6.1.1. Third Sector and Education
 - 6.1.2. Keys to Pedagogical Counseling and the Third Social Sector
 - 6.1.3. Example of Pedagogical Counseling Programs for the Third Social Sector
- 6.2. The Figure of the Pedagogical Advisor for Social Organizations
 - 6.2.1. Characteristics of the Educational Advisor
 - 6.2.2. Pedagogical Advisor and Social Entities
 - 6.2.3. Roles of the Educational Advisor outside the Formal Education Context

- 6.3. Contexts and Social Entities for Pedagogical Counseling
 - 6.3.1. Introduction
 - 6.3.2. Non-Educational Contexts for Pedagogical Counseling
 - 6.3.3. Social Entities and Pedagogical Counseling
 - 6.3.4. Conclusions
- 6.4. Design of Social Projects and Pedagogical Counseling
 - 6.4.1. Current Concept of Social Project Planning and Counseling
 - 6.4.2. Phases to Elaborate a Social Project
 - 6.4.3. Conclusions
- 6.5. Sustainability of Social Entities and Pedagogical Counseling
 - 6.5.1. Introduction to Sustainability of Social Organizations
 - 6.5.1. Professional Learning Communities
 - 6.5.2. External Counseling to the School on Sustainable Innovation
 - 6.5.3. Continuous Improvement and Participation in Pedagogical Counseling
- 6.6. Pedagogical Counseling to Social Institutions in the Field of Education
 - 6.6.1. Introduction
 - 6.6.2. The Pedagogical Counselor in Educational Matters
 - 6.6.3. Example of Educational Counseling
- 6.7. Pedagogical Counseling to Social Institutions in the Field of Employment and Social and Labor Inclusion Projects
 - 6.7.1. Introduction
 - 6.7.2. The Educational Counselor for Employment
 - 6.7.3. Example of Employment Counseling
- 6.8. Pedagogical Counseling to Social Institutions in the Field of Entrepreneurship and Social Innovation
 - 6.8.1. Introduction
 - 6.8.2. The Pedagogical Counselor in the Field of Entrepreneurship
 - 6.8.3. Example of Entrepreneurship Counseling
- 6.9. Pedagogical Counseling to Social Institutions on Equal Opportunities, Sustainability and the Environment
 - 6.9.1. Introduction
 - 6.9.2. The Pedagogical Advisor on Equality
 - 6.9.3. Example of Entrepreneurship Counseling

- 6.10. Good Practices in Pedagogical Counseling for Social Entities
 - 6.10.1. Counseling and Improvement
 - 6.10.2. Strategies for Good Counseling
 - 6.10.3. Conclusions

Module 7. Assessment of Educational Programs

- 7.1. Concept and Program Components Pedagogical Evaluation
 - 7.1.1. Evaluation
 - 7.1.2. The Assessment and Education
 - 7.1.3. Components of the Educational Assessment
- 7.2. Models and Methodologies for the Assessment
 - 7.2.1. Standards for Educational Assessment
 - 7.2.2. Models of Educational Assessment
 - 7.2.3. Assessment as a Process
- 7.3. Standards for Evaluative Research
 - 7.3.1. General Concept of Standards
 - 7.3.2. Organization and Content of Standards
 - 7.3.3. Reflections on Standards
- 7.4. Principle of Complementarity Methods and Techniques
 - 7.4.1. Definition of the Principle of Complementarity
 - 7.4.2. Methodology for Applying the Principle of Complementarity
 - 7.4.3. Complementarity Techniques
- 7.5. Techniques and Instruments of Educational Assessment
 - 7.5.1. Educational Assessment Strategies
 - 7.5.2. Techniques and Instruments of Educational Assessment
 - 7.5.3. Examples of Educational Assessment Techniques
- 7.6. Available Data, Statistics, Files, Indicators. Content Analysis
 - 7.6.1. Conceptualization of Content Analysis
 - 7.6.2. Early Methodological Proposals in Content Analysis
 - 7.6.3. Components of Data Analysis
 - 7.6.4. Data Analysis Techniques

- 7.7. Surveys, Questionnaires, Interviews, Observation, Self-Reports, Tests and Scales
 - 7.7.1. Concept of Educational Assessment Instrument
 - 7.7.2. Criteria for Selection of Assessment Instruments
 - 7.7.3. Types of Assessment Techniques and Instruments
- 7.8. Needs, Deficiencies and Demands. Initial Assessment and Program Design
 - 7.8.1. Initial Assessment Introduction
 - 7.8.2. Needs Analysis
 - 7.8.3. Program Design
- 7.9. Program Development Formative Assessment of the Program
 - 7.9.1. Introduction
 - 7.9.2. Formative Assessment Development
 - 7.9.3. Conclusions
- 7.10. Program Conclusions Final Summative Assessment
 - 7.10.1. Introduction
 - 7.10.2. Final Summative Assessment
 - 7.10.3. Conclusions

Module 8. Continuing Education

- 8.1. Nature, Origin, Evolution and Purpose of Continuing Education
 - 8.1.1. Fundamental Aspects of Continuing Education
 - 8.1.2. Fields and Contexts of Continuing Education
 - 8.1.3. Contributions of Continuing Learning in International Organizations and the Digital Society
- 8.2. Theoretical Bases of Continuing Education
 - 8.2.1. Origin and Evolution of Permanent Education
 - 8.2.2. Continuing Education Models
 - 8.2.3. Types of Teachers: Philosophical-Educational Paradigms
- 8.3. Continuing Education Assessment Models
 - 8.3.1. Introduction
 - 8.3.2. Types of Assessment in Continuing Education
 - 8.3.3. The Importance of Continuing Education Assessment
 - 8.3.4. Conclusions
- 8.4. The Teacher and Continuing Education
 - 8.4.1. Professional Profile of the Adult Educator
 - 8.4.2. Skills of the Adult Educator
 - 8.4.3. Adult Teacher Training
- 8.5. In-Company Training. The Training Department
 - 8.5.1. Function of Company Training. Concepts and Terminology
 - 8.5.2. Historical View of the Training Department in the Company
 - 8.5.3. Importance of Training in the Company
- 8.6. Continuous Training and Occupational Training
 - 8.6.1. Definitions and Differences between Ongoing and Occupational Training
 - 8.6.2. Benefits for the Company of Ongoing Training
 - 8.6.3. Importance of Occupational Training in the Current Context
- 8.7. Professional Training Recognitions, Certifications and Accreditations
 - 8.7.1. Vocational and On-the-Job Training
 - 8.7.1.1. Human Resources in Economic Development
 - 8.7.2. Qualification of Human Resources
 - 8.7.3. Certifications and Accreditations in Vocational Training
 - 8.7.4. Importance of Vocational Training
- 8.8. Training and Work
 - 8.8.1. Work and Its Evolution
 - 8.8.2. Current Labor Context
 - 8.8.3. Skill-Based Training
- 8.9. Continuing Education in the European Union
 - 8.9.1. Evolution of Continuing Education in the European Union
 - 8.9.2. Education, Work and Employability
 - 8.9.3. European Qualifications Framework
 - 8.9.4. New Approach to Higher Education
 - 8.9.5. Actions and Programs
- 8.10. Open and Distance Education in Digital Contexts
 - 8.10.1. Features of Distance Education
 - 8.10.2. Virtual Education - E-Learning
 - 8.10.3. ICT, its Role and Importance of Distance Education
 - 8.10.4. Distance Education and Higher Education

Module 9. Equality and Diversity in the Classroom

- 9.1. Basic Concepts of Equality and Diversity
 - 9.1.1. Equality, Diversity, Difference, Justice and Fairness
 - 9.1.2. Diversity as Something Positive and Essential to Life
 - 9.1.3. Relativism and Ethnocentrism
 - 9.1.4. Human Dignity and Human Rights
 - 9.1.5. Theoretical Perspectives on Diversity in the Classroom
 - 9.1.6. Bibliographical References
- 9.2. Evolution from Special Education to Inclusive Education in Early Childhood Education
 - 9.2.1. Key Concepts from Special Education to Inclusive Education
 - 9.2.2. Inclusive School Conditions
 - 9.2.3. Promoting Inclusive Education in Early Childhood Education
- 9.3. Characteristics and Needs in Early Childhood
 - 9.3.1. Acquisition of Motor Skills
 - 9.3.2. Acquisition of Psychological Development
 - 9.3.3. Development of Subjectivation
- 9.4. Exclusion in Schools
 - 9.4.1. The Hidden Syllabus
 - 9.4.2. Intolerance and Xenophobia
 - 9.4.3. How to Detect Bullying in the Classroom?
 - 9.4.4. Bibliographical References
- 9.5. Main Factors of School Failure
 - 9.5.1. Stereotypes and Prejudices
 - 9.5.2. Self-Fulfilling Prophecies, the Pygmalion Effect
 - 9.5.3. Other Factors Influencing School Failure
 - 9.5.4. Bibliographical References
- 9.6. Inclusive and Intercultural School
 - 9.6.1. The School as an Open Entity
 - 9.6.2. Dialogue
 - 9.6.3. Intercultural Education and Attention to Diversity
 - 9.6.4. What is Intercultural Schooling?
 - 9.6.5. Problems in the School Environment
 - 9.6.6. Performance
 - 9.6.7. Proposals on Interculturality to Work in the Classroom
 - 9.6.8. Bibliographical References
- 9.7. Digital Exclusion in the Digital Information Society
 - 9.7.1. Transformations in the Digital Information Society
 - 9.7.2. Access to Information
 - 9.7.3. Web 2.0: from Consumers to Creators
 - 9.7.4. Risks Associated with the Use of ICTs
 - 9.7.5. The Digital Divide: A New Type of Exclusion
 - 9.7.6. Education in the Face of Digital Exclusion
 - 9.7.7. Bibliographical References
- 9.8. The Inclusion of ICT in the Diverse School
 - 9.8.1. School Inclusion and Digital Inclusion
 - 9.8.2. Digital Inclusion at School, Advantages and Requirements
 - 9.8.3. Changes in the Conception of the Educational Process
 - 9.8.4. Transformations in Teacher and Student Roles
 - 9.8.5. ICT as an Element of Attention to Diversity
 - 9.8.6. The Use of ICTs for Students with Educational Developmental Support Needs
 - 9.8.7. Bibliographical References
- 9.9. Active Learning Methodologies with ICTs
 - 9.9.1. Introduction and Objectives
 - 9.9.2. ICT and the New Educational Paradigm: Personalization of Learning
 - 9.9.3. Active Methodologies for Effective ICT Learning
 - 9.9.4. Learning by Research
 - 9.9.5. Collaborative and Cooperative Learning
 - 9.9.6. Problem- and Project-Based Learning
 - 9.9.7. *Flipped Classroom*
 - 9.9.8. Strategies for Choosing the Right ICT for Each Methodology: Multiple Intelligences and Learning Landscapes
 - 9.9.9. Bibliographical References
- 9.10. Collaborative Learning and *Flipped Classroom*
 - 9.10.1. Introduction and Objectives
 - 9.10.2. Definition of Collaborative Learning
 - 9.10.3. Differences with Cooperative Learning
 - 9.10.4. Tools for Cooperative and Collaborative Learning: Padlet
 - 9.10.5. Definition of *Flipped Classroom*
 - 9.10.6. Didactic Actions for Programming *Flipped*
 - 9.10.7. Digital Tools to Create your Flipped Classroom
 - 9.10.8. Reversed Classroom Experiences
 - 9.10.9. Bibliographical References

Module 10. Personalized Education. Theoretical, Philosophical and Anthropological Fundamentals of Education

- 10.1. The Human Person
 - 10.1.1. Educating Taking Into Account The Person
 - 10.1.2. Person and Human Nature
 - 10.1.3. Attributes or Radical Properties of the Person
 - 10.1.4. Strategies to Favor the Unfolding of the Person's Radical Attributes or Properties
 - 10.1.5. The Human Person as a Dynamic System
 - 10.1.6. The Person and the Meaning That They Can Give to their Life
- 10.2. Pedagogical Foundations of Personalized Education
 - 10.2.1. The Educability of the Human Being as a Capacity for Integration and Growth
 - 10.2.2. What Is and What Is Not Personalized Education
 - 10.2.3. Purposes of Personalized Education
 - 10.2.4. The Personal Teacher-Student Encounter
 - 10.2.5. Protagonists and Mediators
 - 10.2.6. The principles of Personalized Education
- 10.3. Learning situations in Personalized Education
 - 10.3.1. The Personalized Vision of the Learning Process
 - 10.3.2. Operational and Participatory Methodologies and their General Characteristics
 - 10.3.3. Learning Situations and their Personalization
 - 10.3.4. Role of Materials and Resources
 - 10.3.5. Evaluation as a Learning Situation
 - 10.3.6. The Personalized Educational Style and its Five Manifestations
 - 10.3.7. Promoting the Five Manifestations of the Personalized Educational Style
- 10.4. Motivation: A Key Aspect of Personalized Learning
 - 10.4.1. Influence of Affectivity and Intelligence in the Learning Process
 - 10.4.2. Definition and Types of Motivation
 - 10.4.3. Motivation and Values
 - 10.4.4. Strategies to Make the Learning Process More Attractive
 - 10.4.5. The Playful Aspect of Schoolwork
- 10.5. Metacognitive Learning
 - 10.5.1. What Should Students Be Taught in Personalized Education





- 10.5.2. Meaning of Metacognition and Metacognitive Learning
- 10.5.3. Metacognitive Learning Strategies
- 10.5.4. Consequences of Learning in a Metacognitive Way
- 10.5.5. The Evaluation of the Significant Learning of the Learner
- 10.5.6. Keys To Educate in Creativity
- 10.6. Personalizing the Organization of the School Center
 - 10.6.1. Factors in the Organization of a School
 - 10.6.2. The Personalized School Environment
 - 10.6.3. The Student Body
 - 10.6.4. The Teaching Staff
 - 10.6.5. The Families
 - 10.6.6. The School Center as an Organization and as a Unit
 - 10.6.7. Indicators to Evaluate the Educational Personalization of a School Center
- 10.7. Identity and Profession
 - 10.7.1. Personal Identity: A Personal and Collective Construction
 - 10.7.2. Lack of Social Valuation
 - 10.7.3. Cracking and Identity Crisis
 - 10.7.4. Professionalization Under Debate
 - 10.7.5. Between Vocation and Expert Knowledge
 - 10.7.6. Teachers as Artisans
 - 10.7.7. *Fast Food* Behavior
 - 10.7.8. Unrecognized Good Guys and Unknown Bad Guys
 - 10.7.9. Teachers Have Competitors
- 10.8. The Process of Becoming a Teacher
 - 10.8.1. Initial Training Matters
 - 10.8.2. At the Beginning, the More Difficult, the Better
 - 10.8.3. Between Routine and Adaptation
 - 10.8.4. Different Stages, Different Needs
- 10.9. Characteristics of Effective Teachers
 - 10.9.1. The Literature on Effective Teachers
 - 10.9.2. Value-Added Methods
 - 10.9.3. Classroom Observation and Ethnographic Approaches
 - 10.9.4. The Dream of Having Countries with Good Teachers
- 10.10. Beliefs and Change
 - 10.10.1. Analysis of Beliefs in the Teaching Profession
 - 10.10.2. Many Actions and Little Impact
 - 10.10.3. The Search for Models in the Teaching Profession

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.

“

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

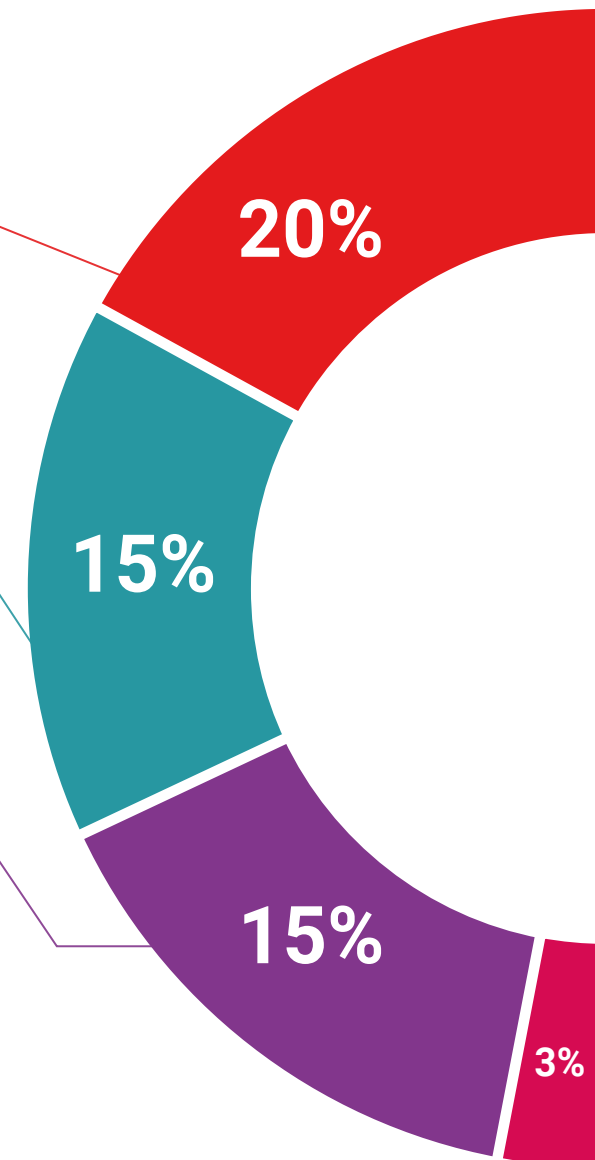
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Professional Master's Degree in Development of Permanent Education Programs guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree diploma issued by TECH Technological University.



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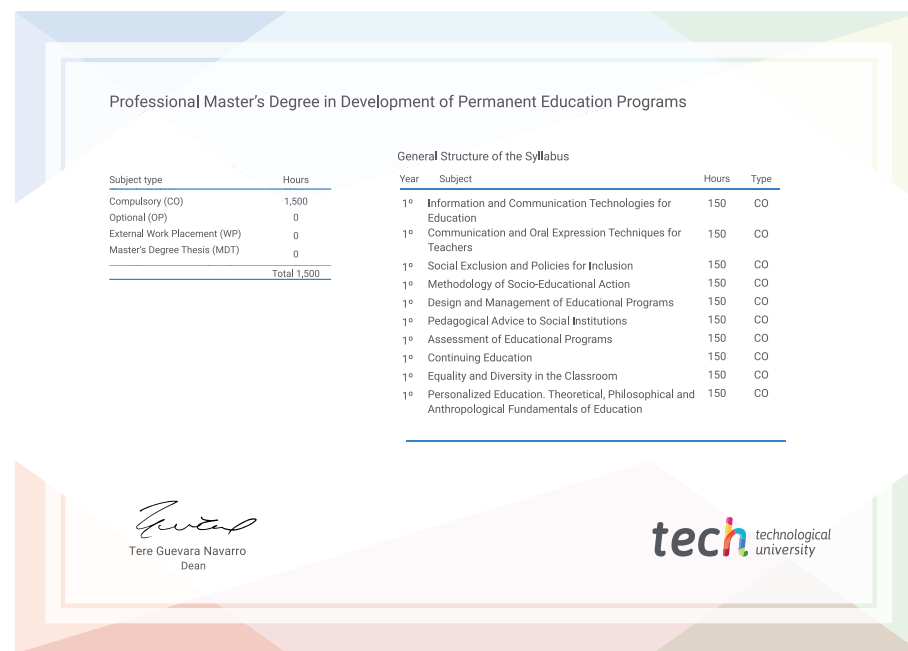
Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”

This **Professional Master's Degree in Development of Permanent Education Programs** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Professional Master's Degree** issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Professional Master's Degree, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Professional Master's Degree in Development of Permanent Education Programs**
 Official N° of Hours: **1,500 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.



Professional Master's Degree

Development of Permanent Education Programs

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Professional Master's Degree Development of Permanent Education Programs

