Professional Master's Degree

Digital Education, E-Learning and Social Media

tech technological university

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Professional Master's Degree
Digital Education, E-Learning and Social Media

- 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-digital-education-elearning-social-media**

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01

Introduction

Technology is becoming a bigger and bigger part of our lives, and education is no exception to this. It is therefore important to be aware of the latest advances in this field in order to learn how to take advantage of it in the field of teaching. Hence, the need to have qualified and prepared professionals who know how to apply these technological advances to the way of teaching, being able to incorporate them into the teaching program, within a curricular framework and adapted to the demands of both the center and the community to which it belongs.

This Professional Master's Degree inDigital Education, E-Learning and Social Media will give you a sense of confidence when carrying out your work, which will help you grow both personally and professionally"

An essential complement for those who want to enter the world of education, knowing the peculiarities of teaching and learning about the technological tools applied to the classroom within a curricular project.

This Professional Master's Degree offers a broad and comprehensive vision of applying technology to education, starting from the most basic tools, following through to the development of teaching skills.

It is an advance over the eminently pedagogical programs, focused on teaching, which do not address in depth the use of technology in educational contexts, without forgetting the role of teaching innovation.

This vision allows a better understanding of the functioning of the appropriate technology at different educational levels so that the professionals can have different options for its application in their job according to their interest.

This Professional Master's Degree addresses some of the studies required to specialize in educational technology and digital competence for those who want to enter the teaching world, specifically in the field of secondary education, all offered from a practical perspective with emphasis on the most innovative aspects in this regard.

The students of the Professional Master's Degree will have access to knowledge about teaching at both a theoretical and practical level, so that it will be useful for their present or future performance, thereby offering a qualitative advantage over other professionals in the sector.

It also facilitates the incorporation to the labor market or the promotion in it, with an extensive theoretical and practical knowledge that will improve their skills in their daily work.

This **Professional Master's Degree in Digital Education, E-Learning and Social Media** contains the most complete and up-to-date program on the market. The most important features include:

- More than 75 practical cases presented by experts in Digital Education, E-Learning and Social Media
- 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
- Latest information on Digital Education, E-Learning and Social Media
- It contains practical exercises where the self-assessment process can be carried out to improve learning, with special emphasis on innovative methodologies in Digital Education, E-Learning and Social Media
- All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

Update your knowledge with the Professional Master's Degree in Digital Education, E-Learning and Social Media"

This Professional Master's Degree may be the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in Digital Education, E-Learning and Social Media, you will obtain a Professional Master's Degree from TECH Technological University"

Increase your decision-making confidence by updating your knowledge through this Professional Master's Degree.

Take the opportunity to learn about the latest advances in Digital Education, E-Learning and Social Media and improve the education of your students.

It includes in its teaching staff professionals belonging to the field of Digital Education, E-Learning and Social Media, who bring to this program the experience of their work, as well as recognized specialists belonging to reference societies and prestigious universities.

Thanks to its multimedia content developed with the latest educational technology, it will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to prepare in real situations.

This program is designed around Problem-Based Learning, whereby the teacher must try to solve the different professional practice situations that arise during the course. For this, the educator will be assisted by an innovative interactive video system developed by recognized experts in the field of Digital Education, E-Learning and Social Media with extensive teaching experience.

02

Objectives

The program in Digital Education, E-Learning and Social Media is aimed at facilitating the performance of professionals interested in new ways of teaching and learning through innovative tools and methodologies.

This program is organized so that you can update your knowledge in Digital Education, E-Learning and Social Media, with the use of the latest educational technology, to contribute with quality and confidence to decision-making and the monitoring of these students"

General objectives

- Introduce students to the world of teaching from a broad perspective that will prepare them for future work
- Know the new tools and technologies applied to teaching
- Explore digital competencies in depth
- Show the different options and ways the teacher can work in their position
- Promote the acquisition of communication and knowledge transmission skills and abilities
- Promote continuous education of students and encourage an interest in teaching innovation

Make the most of this opportunity and take the step to get up to date on the latest developments in Digital Education, E-Learning and Social Media"

Specific objectives

Module 1. The Digital Learning Model

- Differentiate between formal and informal learning
- Distinguish between implicit learning and non-formal learning
- Describe the processes of memory and attention in learning
- Determine the differences between active and passive learning
- Understand the role of the traditional school in learning

Module 2. New Teaching Models

- Explain the use of technology in recreation among students
- Identify the use of educational technology by students
- Establish the defining characteristics of educational technology
- Describe the advantages and disadvantages of educational technology

Module 3. Google G Suite for Education

- Describe and learn about the tools provided by this platform
- Visualize live classes
- Interact through chats between teachers and students to solve problems and doubts

Module 4. ICT and its Practical and Interactive Application

- Describe new technologies in education
- Know how to implement ICT in the classroom and its different applications
- Understand social media and its applications in teaching
- Know the new methodologies in the classroom

Module 5. ICT in Academic Guidance

- Explain the use of technology in recreation among students
- Identify the use of educational technology by students
- Distinguish between Digital Immigrant vs Digital Native
- Identify technological difficulties in adults
- Distinguish between mobile and Wi-Fi networks
- Learn about the electronic whiteboard
- Understand the management of the computerized student body
- Explain online classes and tutoring

Module 6. Digital Identity and Digital Branding

- Classify the defining characteristics of e-learning
- Explain the advantages and disadvantages of e-learning over traditional teaching
- Describe the new trends in digital communication
- Define the new perspectives in teaching, training and labor within the digital framework

Module 7. Social Networks and Blogs in Teaching

- Identify the origin and evolution of Facebook
- Classify the use of Facebook in teaching
- Clarifying the origin and evolution of Twitter
- Understand the use of Twitter in teaching
- Evaluate the impact of educational social media
- Monitor educational social networks

Module 8. The Apple Environment in Education

- Recognize all critical factors specific to the Apple environment in the development of our implementation model
- Identify and estimate the pedagogical possibilities of Apple's proprietary Apps for the management, creation of content and evaluation

Module 9. Technological Innovation in Education

- Distinguish between mobile and wifi networks
- Classify mobile devices: tablets and smartphones
- Discover the spread of the use of tablets in the classroom
- Learn about the electronic whiteboard
- Understand the management of the computerized student body
- Explain online classes and tutoring

Module 10. ICT as a Management and Planning Tool

- Know the different types of management platforms
- Learn the common features offered by center management platforms
- Identify technological difficulties in adults
- Introduction to technology assessment tools of technological implementation
- Identify the costs and benefits of technological implementation

03

Skills

After passing the assessments of the Professional Master's Degree in Digital Education, E-Learning and Social Media, the professional will have acquired the necessary professional skills for a quality and up-to-date praxis based on the most innovative teaching methodology.

With this program, you will be able to master new methodologies and strategies in Digital Education, E-Learning and Social Media"

General Skills

- Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context
- Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study
- Integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments
- Know how to communicate conclusions, knowledge, and supporting arguments to specialized and non-specialized audiences in a clear and unambiguous way
- Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous

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

Specific Skills

- Learn about adolescent personality training
- Discover the influence of school on values
- Detect rebelliousness at school
- Understand the adolescent emotional development
- Understand emotional intelligence applied to adolescents
- Adapt technological material to be used in childhood
- Distinguish reinforcement programs at home in childhood
- Understand networks and forums in the adolescent classroom
- Establish the limitations of the Internet in the adolescent classroom
- Discover virtual libraries
- Plan general and specific objectives
- Explore the definition of dependent and independent variables
- Learn about research designs
- Learn about specific research resources
- Develop the ability to search and filter information
- Discover digital communication
- Learn about Web 2.0 vs. 4.0
- Introduce the origin of social networks
- Discern the evolution of social networks
- Understand professional networks
- Learn about leisure and personal networks
- Approach how to create a new syllabus
- Learn about innovation applied to curricula
- Discover the internationalization of teaching
- Recognize the advantages of virtualizing teaching
- Identify student progress monitoring
- Establish collaborative platforms
- Understand collaborative forums and chats
- Establish the scope of application for digital identity
- Discover digital identity and blogs
- Distinguish digital identity and social networks
- Understand digital identity and YouTube
- Know digital identity and Youtubers

04

Course Management

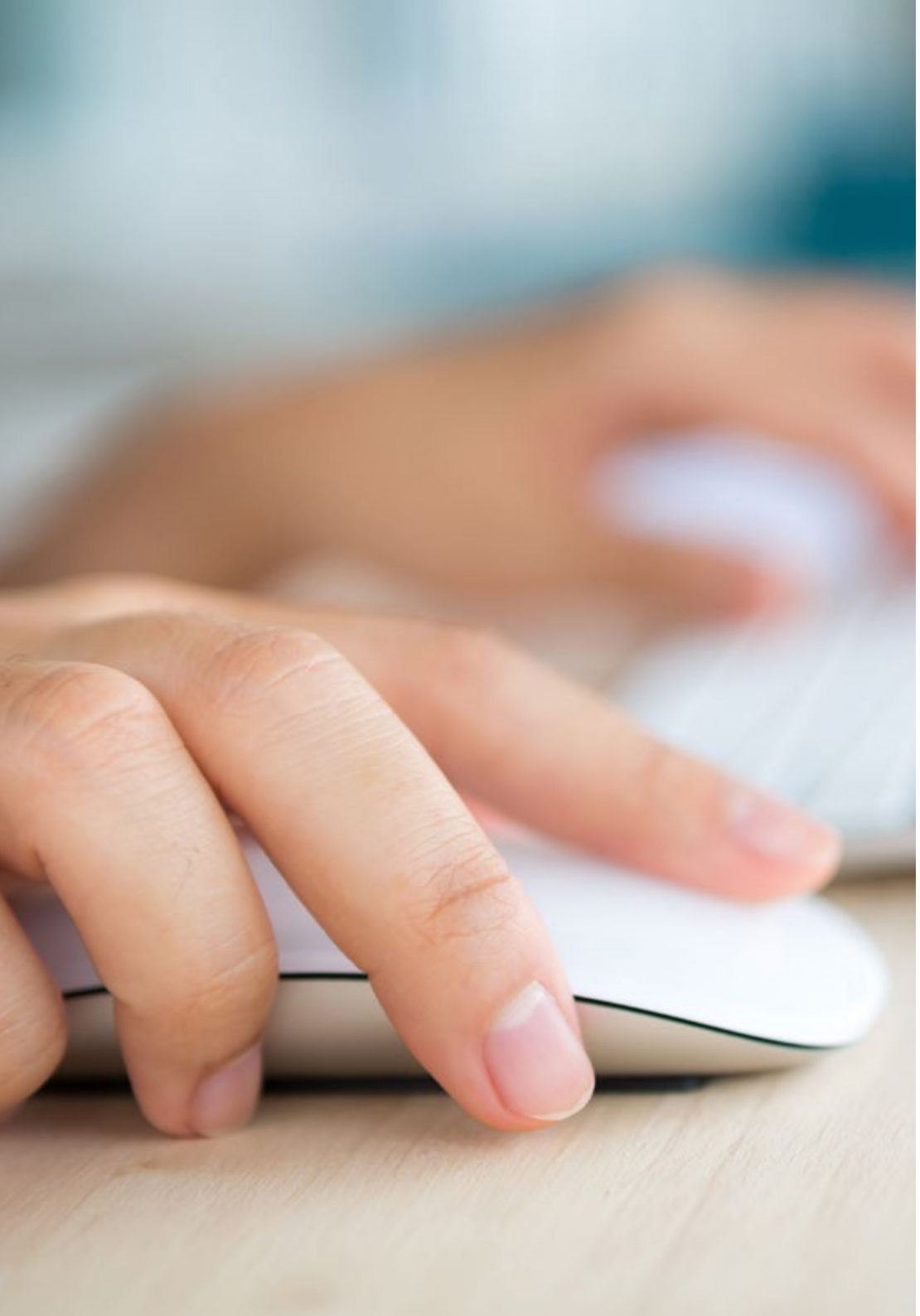
The program includes in its teaching staff reference experts in Digital Education, E-Learning and Social Media who bring to this program the experience of their work. In addition, other experts of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary way.

Learn the latest advances in the field of Digital Education, E-Learning and Social Media from leading professionals"

Management

Dr. Cabezuelo Doblaré, Álvaro

- Psychologist
- Diploma in Digital Identity and Master's Degree in Communication,
- Digital Marketing and Social Networks
- Digital Identity Teacher
- Social Media Manager at a Communication Agency
- Teacher at Aula Salud



Professors

Dr. Albiol Martín, Antonio

- Master's Degree in Education and Information and Communication Technologies from the UOC
- Master' s Degree in Literary Studies
- Graduate in Philosophy and Literature
- Head of CuriosiTIC: JABY School's ICT Integration Program in the classroom

Dr. De la Serna, Juan Moisés

- PhD in Psychology and Professional Master's Degree in Neurosciences and Behavioral Biology
- Author of the Cátedra Abierta de Psicología y Neurociencias and scientific disseminator

D. Gris Ramos, Alejandro

- Technical Engineer in Computer Management
- Master's Degree in Electronic Commerce and Specialist in latest technologies applied to teaching, Digital Marketing, development of web applications, and Internet business

05

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, aware of the current relevance of innovative education, and committed to quality teaching through new educational technologies.

This Professional Master's Degree in Digital Education, E-Learning and Social Media contains the most complete and up-to-date program on the market"

Module 1. The Digital Learning Model

1.1. Defining Learning
- 1.1.1. Understanding Learning
- 1.1.2. Types of Learning

1.2. Evolution of Psychological Processes in Learning
- 1.2.1. Origin of Psychological Processes in Learning
- 1.2.2. Evolution of Psychological Processes in Learning

1.3. The Educational Context
- 1.3.1. Features of Non-formal Education
- 1.3.2. Features of Formal Education

1.4. Educational Technology
- 1.4.1. School 4.0
- 1.4.2. Digital Skills

1.5. Technological Difficulties
- 1.5.1. Access to Technologies
- 1.5.2. Technological Skills

1.6. Technological Resources
- 1.6.1. Blogs and Forums
- 1.6.2. YouTube and Wikis

1.7. Distance Learning
- 1.7.1. Defining Characteristics
- 1.7.2. Advantages and Disadvantages over Traditional Teaching

1.8. *Blended learning*
- 1.8.1. Defining Characteristics
- 1.8.2. Advantages and Disadvantages over Traditional Teaching

1.9. E-Learning
- 1.9.1. Defining Characteristics
- 1.9.2. Advantages and Disadvantages over Traditional Teaching

1.10. Social Media
- 1.10.1. Facebook and Psychology
- 1.10.2. Twitter and Psychology

Module 2. New Teaching Models

2.1. Traditional Teaching
- 2.1.1. Advantages and Disadvantages
- 2.1.2. New Teaching Challenges

2.2. Education 4.0
- 2.2.1. Advantages and Disadvantages
- 2.2.2. The Need to Recycle

2.3. Communication Model 4.0
- 2.3.1. Giving Up Lecturing
- 2.3.2. Interoperability in the Classroom

2.4. New Teaching Challenges
- 2.4.1. Continuous Teacher Education
- 2.4.2. Learning Assessment

2.5. Externalizing Teaching
- 2.5.1. Exchange Programs
- 2.5.2. The Collaborative Network

2.6. Internet and Traditional Education
- 2.6.1. Challenges of Book-based Education
- 2.6.2. Augmented Reality in Class

2.7. New Teacher Role 4.0
- 2.7.1. Energizing the Class
- 2.7.2. Content Manager

2.8. New Student Role 4.0
- 2.8.1. Changing from Passive to Active Models
- 2.8.2. Introducing Cooperative Models
- 2.8.3. Content Creation for Teachers
- 2.8.4. Interactive Materials
- 2.8.5. Reference Sources

2.9. New Learning Assessment
- 2.9.1. Technology Product Evolution
- 2.9.2. Students Elaborating Content

Module 3. Google G Suite for Education

3.1. The Google Classroom
- 3.1.1. History of Google
- 3.1.2. Who Is Google Today?
- 3.1.3. The Importance of Partnering with Google
- 3.1.4. Catalogue of Google Apps
- 3.1.5. Summary

3.2. Google and Education
- 3.2.1. Implication of Google in Education
- 3.2.2. Application Procedures at your Center
- 3.2.3. Versions and Types of Technical Support
- 3.2.4. First Steps with the G Suite Management Console
- 3.2.5. Users and Groups
- 3.2.6. Summary

3.3. G Suite, Advanced Use
- 3.3.1. Profiles
- 3.3.2. Reports
- 3.3.3. Role of Administrator
- 3.3.4. Device Administration
- 3.3.5. Security/Safety
- 3.3.6. Domains
- 3.3.7. Data Migration
- 3.3.8. Groups and Mailing Lists
- 3.3.9. Privacy Policy and Data Protection
- 3.3.10. Summary

3.4. Tools for Information Search in the Classroom
- 3.4.1. Google Search
- 3.4.2. Advanced Information Search
- 3.4.3. Integration of the Search Engine
- 3.4.4. Google Chrome

3.4.5. Google News
3.4.6. Google Maps
3.4.7. YouTube
3.4.8. Summary
3.5. Google Tools for Communication in the Classroom
3.5.1. Introduction to Google Classroom
3.5.2. Instructions for Teachers
3.5.3. Instructions for Students
3.5.4. Summary
3.6. Google Classroom: advanced use and additional components
3.6.1. Advanced Uses of Google Classroom
3.6.2. Flubaroo
3.6.3. FormLimiter
3.6.4. Autocrat
3.6.5. Doctopus
3.6.6. Summary
3.7. Tools for Organizing Information
3.7.1. First Steps in Google Drive
3.7.2. File and Folder Organization
3.7.3. Share Files
3.7.4. Storage
3.7.5. Summary
3.8. Tools for Cooperative Working with Google
3.8.1. Calendar
3.8.2. Google Sheets
3.8.3. Google Docs
3.8.4. Google Presentations
3.8.5. Google Forms
3.8.6. Summary

Module 4. ICT and its Practical and Interactive Application

4.1. New Technologies in Education
4.1.1. The Educational Context 2.0
4.1.2. Why use ICT?
4.1.3. The Digital Competencies of Teachers and Students
4.1.4. Summary
4.2. ICT in the Classroom and its Application
4.2.1. Digital Book
4.2.2. Digital Whiteboard
4.2.3. Digital Backpack
4.2.4. Mobile Devices
4.2.5. Summary
4.3. ICT on the Web and its Application
4.3.1. Browse, Search and Filter Information
4.3.2. Educational *Software*
4.3.3. Guided Activities on the Internet
4.3.4. Educational Blogs and Web Pages
4.3.5. Language and Literature Teacher's Wikis
4.3.6. Learning Platforms: Moodle and Schoology
4.3.7. Google Classroom
4.3.8. Google Docs
4.3.9. MOOCs
4.3.10. Summary
4.4. Social Networks and their applications in Teaching
4.4.1. Introduction to Social Networks
4.4.2. Facebook
4.4.3. Twitter
4.4.4. Instagram
4.4.5. LinkedIn
4.4.6. Summary

4.5. New Methodologies in the Classroom
- 4.5.1. Outlines, Concept, and Mind Maps
- 4.5.2. Infographics
- 4.5.3. Presentations and Moving Texts
- 4.5.4. Creation of Videos and Tutorials
- 4.5.5. Gamification
- 4.5.6. *Flipped Classroom*
- 4.5.7. Summary

4.6. Design of Collaborative Activities
- 4.6.1. Creation of Collaborative Activities
- 4.6.2. Reading and Writing with ICT
- 4.6.3. Expanding Dialogue and Reasoning Skills with ICT
- 4.6.4. Attention to Group Diversity
- 4.6.5. Scheduling and Monitoring of Activities
- 4.6.6. Summary

4.7. Evaluation with ICT
- 4.7.1. Assessment Systems with ICT
- 4.7.2. The *E-Portfolio*
- 4.7.3. Self-assessment, Peer Assessment, and Feedback
- 4.7.4. Summary

4.8. Possible Risks of the Web
- 4.8.1. Filtering Information and Infoxication
- 4.8.2. Online Distractors
- 4.8.3. Activity Tracking
- 4.8.4. Summary

4.9. My ICT Resources
- 4.9.1. Storage and Retrieval of Resources, Materials, and Tools
- 4.9.2. Updating Resources, Materials, and Tools
- 4.9.3. Summary

Module 5. ICTs in Academic Guidance

5.1. Technology in Education
- 5.1.1. History and Evolution of Technology
- 5.1.2. New Challenges
- 5.1.3. Summary

5.2. Internet in Schools
- 5.2.1. History and First Years of the Internet
- 5.2.2. The Impact of the Internet on Education
- 5.2.3. Summary

5.3. Devices for Teachers and Students
- 5.3.1. Devices in the Classroom
- 5.3.2. The Electronic Whiteboard
- 5.3.3. Devices for Students
- 5.3.4. Tablets
- 5.3.5. 7 Ways to Use Mobile Devices in the Classroom
- 5.3.6. Summary

5.4. Online Tutoring
- 5.4.1. Why Tutor Online?
- 5.4.2. Student Adaptation
- 5.4.3. Advantages and Disadvantages
- 5.4.4. Tutor Tasks
- 5.4.5. Implementation
- 5.4.6. Summary

5.5. Creativity in Schools
- 5.5.1. Creativity in Schools
- 5.5.2. Practical Lateral Thinking
- 5.5.3. The First Technological Teachers
- 5.5.4. The New Teacher Profile
- 5.5.5. Summary

5.6. Parents and Teachers as Digital Migrants
- 5.6.1. Digital Natives vs. Digital Migrants
- 5.6.2. Technological Education for Digital Migrants
- 5.6.3. Digital Native Development and Enhancement
- 5.6.4. Summary

5.7. Responsible Use of New Technologies
- 5.7.1. Privacy
- 5.7.2. Data Protection
- 5.7.3. Cyber Crime
- 5.7.4. Summary

5.8. Addictions and Pathologies
- 5.8.1. Definition of Technology Addiction
- 5.8.2. Avoiding Addiction
- 5.8.3. How to Overcome Addiction?
- 5.8.4. New Pathologies Produced by Technology
- 5.8.5. Summary

5.9. Some Projects and Experiences in Guidance and ICTs
- 5.9.1. Introduction
- 5.9.3. *My Vocational e-Portfolio* (MYVIP)
- 5.9.4. *MyWayPass*. (Free Online Platforms for Decision-Making)
- 5.9.5. Uveni (Guidance Platform for Secondary Education)
- 5.9.6. At the Ring of a Bell
- 5.9.7. Socio-school
- 5.9.8. Orientaline
- 5.9.9. Virtual Student Lounge
- 5.9.10. Discover FP
- 5.9.11. Summary

5.10. Some Digital Resources for Education Guidance
- 5.10.1. Introduction
- 5.10.2. Associations and Portals of Interest in the Field Guidance
- 5.10.3. Blogs
- 5.10.4. Wikis
- 5.10.5. Professional Social Networks Academic and Occupational Guidance Institutions
- 5.10.6. Facebook Groups
- 5.10.7. Guidance Apps
- 5.10.8. Interesting Hashtags
- 5.10.9. Other ICT Resources
- 5.10.10. Personal Learning Environments in Guidance: PLE

Module 6. Digital Identity and *Digital Branding*

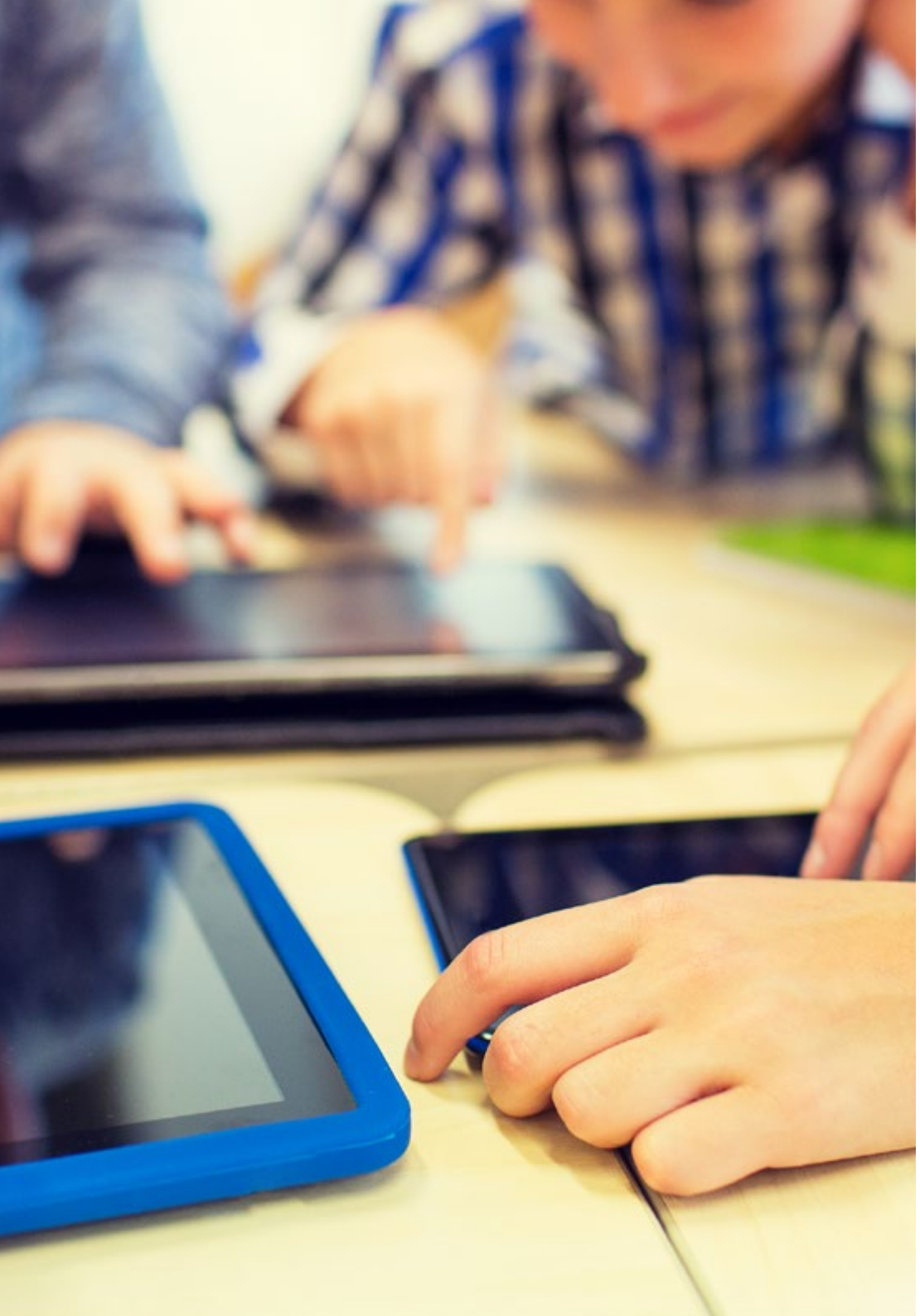
6.1. Digital Identity
- 6.1.1. Definition of Digital Identity
- 6.1.2. Managing Digital Identity in Education
- 6.1.3. Fields of Application of Digital Identity
- 6.1.4. Summary

6.2. Blogs
- 6.2.1. Introduction to Blogging in Teaching
- 6.2.2. Blogs and Digital Identity
- 6.2.3. Summary

6.3. Roles in Digital Identity
- 6.3.1. Digital Identity of the Student Body
- 6.3.2. Digital Identity of Teachers
- 6.3.3. Summary

6.4. *Branding*
- 6.4.1. What is Digital *Branding*?
- 6.4.2. How to Work on Digital *Branding*
- 6.4.3. Summary

6.5. How to Position Yourself in Digital Teaching?
- 6.5.1. Introduction to SEO
- 6.5.2. Positioning a Blog
- 6.5.3. Introduction to Personal Branding
- 6.5.4. Successful Cases of Teaching Branding
- 6.5.5. Typical Uses
- 6.5.6. Summary



6.6. Online Reputation
- 6.6.1. Online Reputation vs. Physical Reputation
- 6.6.2. Online Reputation in Teaching
- 6.6.3. Online Reputation Crisis Management
- 6.6.4. Summary

6.7. Digital Communication
- 6.7.1. Digital Communication
- 6.7.2. Personal Communication and Digital Identity
- 6.7.3. Corporate Communication and Digital Identity
- 6.7.4. Teacher Communication Tools
- 6.7.5. Teacher Communication Protocols
- 6.7.6. Summary

6.8. Communication Tools
- 6.8.1. Communication Plan
- 6.8.2. Instant Messaging Managers
- 6.8.3. E-mail
- 6.8.4. The Digital Agenda on the New Platforms
- 6.8.5. Video Conferences
- 6.8.6. Summary

6.9. Evaluation with ICT
- 6.9.1. Assessment Systems with ICT
- 6.9.2. The e-Portfolio
- 6.9.3. Self-assessment, Peer Assessment, and Feedback
- 6.9.4. Summary

6.10. Material Management Resources
- 6.10.1. Storage and Retrieval of Resources, Materials, and Tools
- 6.10.2. Updating Resources, Materials, and Tools
- 6.10.3. Summary

Module 7. Social Networks and Blogs in Teaching

7.1. Social media
- 7.1.1. Origin and Evolution
- 7.1.2. Social Networks for Teachers
- 7.1.3. Strategy, Analytics and Content
- 7.1.4. Summary

7.2. Facebook.
- 7.2.1. The Origin and Evolution of Facebook
- 7.2.2. Facebook Pages for Teacher Outreach
- 7.2.3. Groups
- 7.2.4. Facebook Search and Database
- 7.2.5. Data Science
- 7.2.6. Summary

7.3. Twitter
- 7.3.1. The Origin and Evolution of Twitter
- 7.3.2. Twitter Profile for Teacher Outreach
- 7.3.3. Twitter Search and Database
- 7.3.4. Data Science
- 7.3.5. Summary

7.4. LinkedIn
- 7.4.1. The Origin and Evolution of LinkedIn
- 7.4.2. LinkedIn Teaching Profile
- 7.4.3. LinkedIn Groups
- 7.4.4. LinkedIn Search and Database
- 7.4.5. Data Science
- 7.4.6. Summary

7.5. YouTube
- 7.5.1. The Origins and Evolution of YouTube
- 7.5.2. YouTube Channels for Teacher Outreach
- 7.5.3. Tool for YouTube
- 7.5.4. Summary

7.6. Instagram
- 7.6.1. The Origin and Evolution of Instagram
- 7.6.2. Instagram Profile for Teacher Outreach
- 7.6.3. Data Science
- 7.6.4. Summary

7.7. Multimedia Contents
- 7.7.1. Photography
- 7.7.2. Infographics
- 7.7.3. Videos
- 7.7.4. Live Videos
- 7.7.5. Summary

7.8. Blogging and Social Media Management
- 7.8.1. Basic Rules for Social Media Management
- 7.8.2. Uses in Teaching
- 7.8.3. Content Creation Tools
- 7.8.4. Social Media Management Tools
- 7.8.5. Social Networking Tips
- 7.8.6. Summary

7.9. Analytical Tools
- 7.9.1. What do we Analyze?
- 7.9.2. Google Analytics
- 7.9.3. Summary

7.10. Communication and Reputation
- 7.10.1. Source Management
- 7.10.2. Communication Protocols
- 7.10.3. Crisis Management
- 7.10.4. Summary

Module 8. The Apple Environment in Education

8.1. Mobile Devices in Education
- 8.1.1. E-Learning
- 8.1.2. A Problematic Decision

8.2. Why Choose an iPad for the Classroom?
- 8.2.1. Technopedagogical Criteria
- 8.2.2. Other Considerations
- 8.2.3. Typical Objections

8.3. What does My Center Need?
- 8.3.1. Educational Philosophy
- 8.3.2. "He Who Reads Much and Walks Much, Sees Much and Knows Much."

8.4. Designing our Own Model
- 8.4.1. Priorities
- 8.4.2. Fundamental Decisions
  - 8.4.2.1. Trolleys or 1:1 Ratio?
  - 8.4.2.2. What Concrete Model Have We Chosen?
  - 8.4.2.3. IDP or Television? Neither of the Two?
- 8.4.3. Planning

8.5. Apple's Educational Ecosystem
- 8.5.1. The DEP
- 8.5.2. Device Management Systems
- 8.5.3. What are Managed Apple IDs?
- 8.5.4. Apple School Manager

8.6. Other Critical Development Factors
- 8.6.1. Technical: Connectivity
- 8.6.2. Human: The Educational Community
- 8.6.3. Organizational

8.7. The Classroom in the Teacher's Hands
- 8.7.1. Teaching Management: Classroom and iDoceo
- 8.7.2. iTunes U as a Virtual Learning Environment

8.8. The Map to Discover Treasures
- 8.8.1. Apple's Office Suite
  - 8.8.1.1. Pages
  - 8.8.1.2. Keynote
  - 8.8.1.3. Numbers
- 8.8.2. Multimedia Production Apps
  - 8.8.2.1. iMovie
  - 8.8.2.2. Garage Band

8.9. Apple and Emerging Methodologies
- 8.9.1. Flipped Classroom: Explain Everything and EdPuzzle
- 8.9.2. Gamification: Kahoot y Plickers

8.10. Everyone Can Program
- 8.10.1. Swift Playgrounds
- 8.10.2. Untimely Assessment

Module 9. Technological Innovation in Education

9.1. Advantages and Disadvantages of the Use of Technology in Education
- 9.1.1. Technology as a Means of Education
- 9.1.2. Advantages of Use
- 9.1.3. Inconveniences and Addictions
- 9.1.4. Summary

9.2. Educational Neurotechnology
- 9.2.1. Neuroscience
- 9.2.2. Neurotechnology
- 9.2.3. Summary

9.3. Programming in Education
- 9.3.1. Benefits of Programming in Education
- 9.3.2. Scratch Platform
- 9.3.3. Confection of the First Hello World
- 9.3.4. Commands, Parameters and Events
- 9.3.5. Export of Projects
- 9.3.6. Summary

9.4. Introduction to the Flipped Classroom
- 9.4.1. What it is Based On?
- 9.4.2. Examples of use
- 9.4.3. Video Recording
- 9.4.4. YouTube
- 9.4.5. Summary

9.5. Introduction to Gamification
- 9.5.1. What is Gamification?
- 9.5.2. Gamification Tools
- 9.5.3. Success Stories
- 9.5.4. Summary

9.6. Introduction to Robotics
- 9.6.1. The Importance of Robotics in Education
- 9.6.2. Arduino (Hardware)
- 9.6.3. Arduino (Programming Language)
- 9.6.4. Summary

9.7. Introduction to Augmented Reality
- 9.7.1. What is AR?
- 9.7.2. What are the Benefits in Education?
- 9.7.3. Summary

9.8. How to Develop your own AR Applications?
- 9.8.1. Professional Augmented Reality
- 9.8.2. Unity/Vuforia
- 9.8.3. Examples of use
- 9.8.4. Summary

9.9. Samsung Virtual School Suitcase
- 9.9.1. Immersive Learning
- 9.9.2. The Backpack of the Future
- 9.9.3. Summary

9.10. Tips and Examples of Use in the Classroom
- 9.10.1. Combining Innovation Tools in the Classroom
- 9.10.2. Real Examples
- 9.10.3. Summary

Module 10. ICT as a Management and Planning Tool

10.1. ICT Tools in the Center
- 10.1.1. Disruptive Factors in ICT
- 10.1.2. ICT Objectives
- 10.1.3. Good Practice in the Use of ICT
- 10.1.4. Criteria for Choosing Tools
- 10.1.5. Data Protection
- 10.1.6. Security/Safety
- 10.1.7. Summary

10.2. Communication
- 10.2.1. Communication Plan
- 10.2.2. Instant Messaging Managers
- 10.2.3. Video Conferences
- 10.2.4. Remote Device Access
- 10.2.5. School Management Platforms
- 10.2.6. Other Means
- 10.2.7. Summary

10.3. E-Mail
- 10.3.1. E-Mail Management
- 10.3.2. Replying and Forwarding
- 10.3.3. Signatures
- 10.3.4. Classifying and Tagging E-Mails
- 10.3.5. Rules
- 10.3.6. E-Mail Lists
- 10.3.7. Aliases
- 10.3.8. Advanced Tools
- 10.3.9. Summary

10.4. Document Generation
- 10.4.1. Word Processors
- 10.4.2. Spreadsheets
- 10.4.3. Forms
- 10.4.4. Corporate Image Templates
- 10.4.5. Summary

10.5. Task Management Tools
- 10.5.1. Inventory Management
- 10.5.2. Lists
- 10.5.3. Tasks
- 10.5.4. Notices
- 10.5.5. Approaches to Use
- 10.5.6. Summary

10.6 Calendar
- 10.6.1. Digital Calendars
- 10.6.2. Events
- 10.6.3. Appointments and Meetings
- 10.6.4. Invitations and Attendance Confirmation
- 10.6.5. Links to Other Tools
- 10.6.6. Summary

10.7 Social Networks
- 10.7.1. Social Networks and the Center
- 10.7.2. LinkedIn
- 10.7.3. Twitter
- 10.7.4. Facebook.
- 10.7.5. Instagram
- 10.7.6. Summary

10.8 Introduction and Parameter Setting for Alexia
- 10.8.1. What Is Alexia?
- 10.8.2. Applying and Registering the Center on the Platform
- 10.8.3. First Steps with Alexia
- 10.8.4. Alexia Technical Support
- 10.8.5. Center Configuration
- 10.8.6. Summary

10.9. Licensing and Administrative Management on Alexia
- 10.9.1. Access Permission
- 10.9.2. Roles
- 10.9.3. Billing
- 10.9.4. Sales
- 10.9.5. Formative Cycles
- 10.9.6. Extracurricular Activities and Other Services
- 10.9.7. Summary

10.10. Alexia Teacher Education
- 10.10.1. Areas (Subjects)
- 10.10.2. Assessing
- 10.10.3. Taking Attendance
- 10.10.4. Agenda/Calendar
- 10.10.5. Communication
- 10.10.6. Interviews
- 10.10.7. Sections
- 10.10.8. Students
- 10.10.9. Birthdays
- 10.10.10. Links
- 10.10.11. Mobile APP
- 10.10.12. Utilities
- 10.10.13. Summary

06

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.

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:

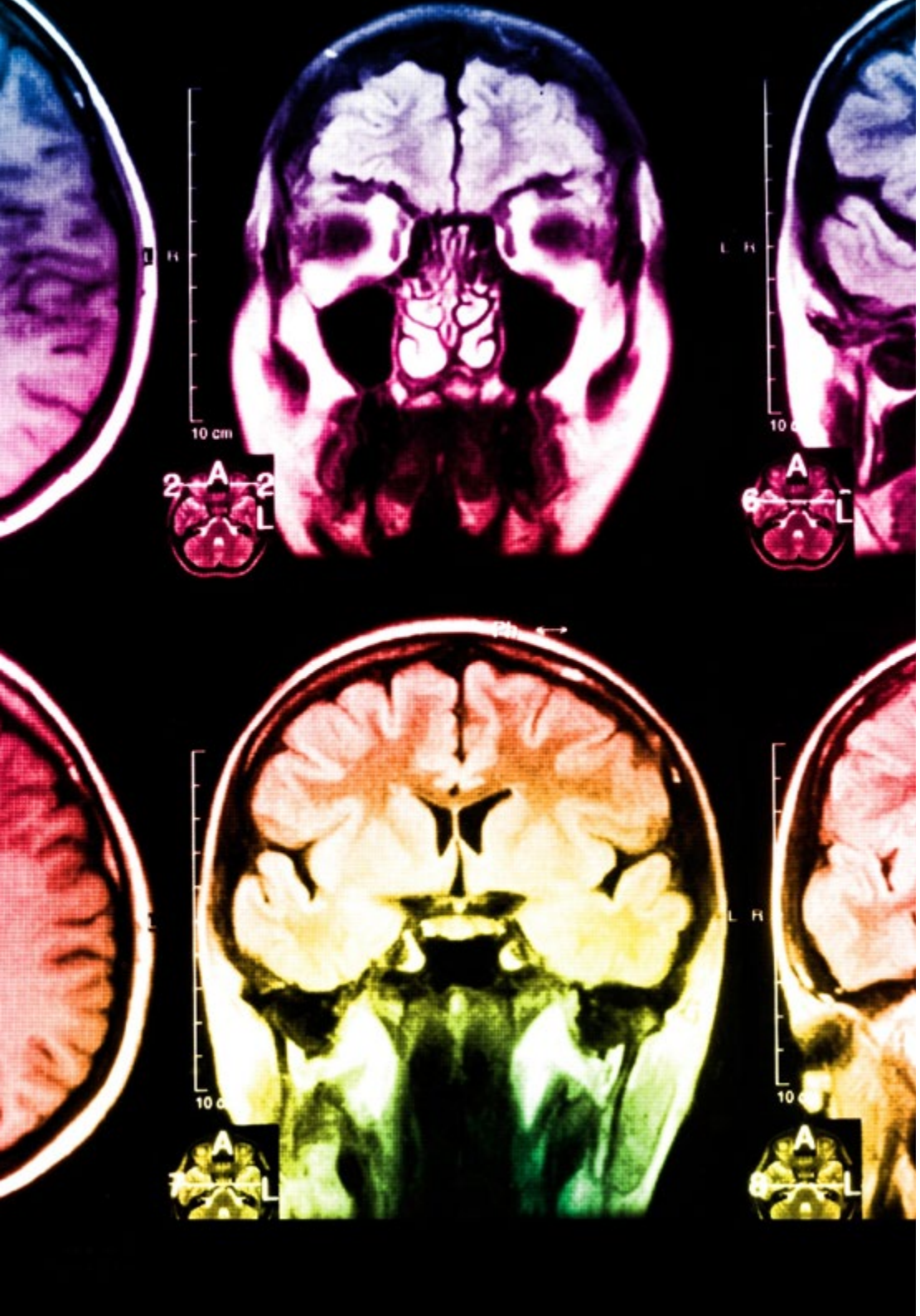
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. 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.

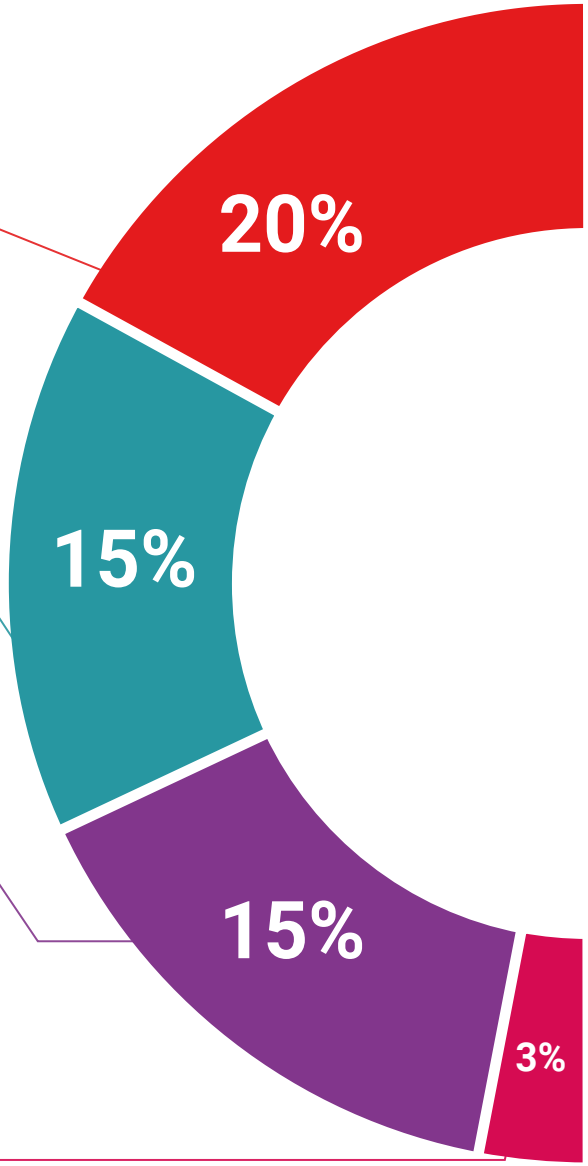
Interactive Summaries

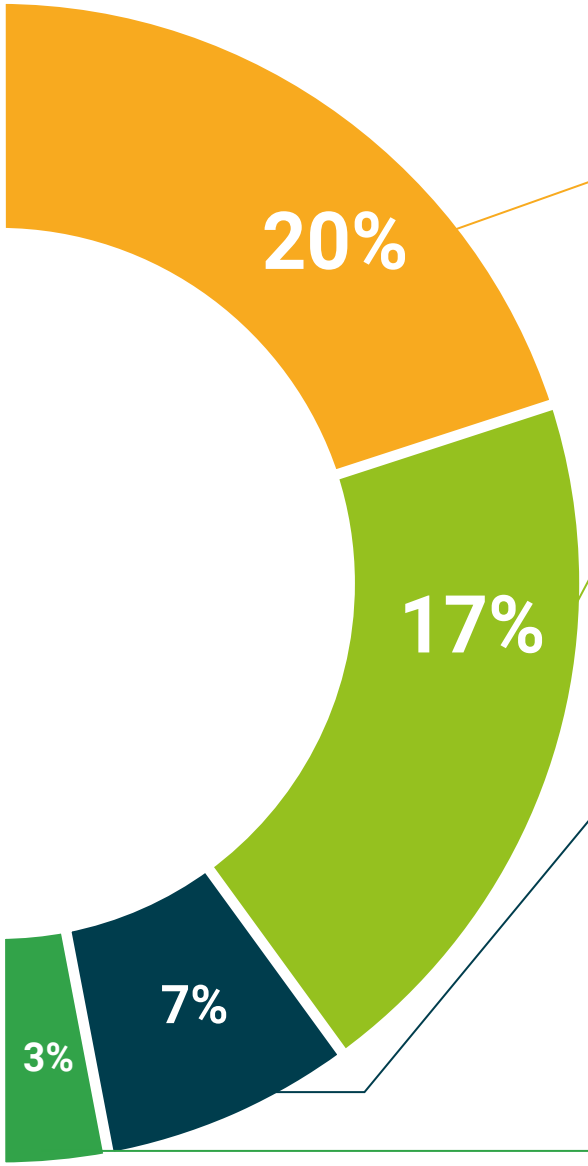
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.

07

Certificate

The Professional Master's Degree in Digital Education, E-Learning and Social Media guarantees you, in addition to the most rigorous and up-to-date training, access to a Professional Master's Degree issued by TECH Technological University.

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

This **Professional Master's Degree in Digital Education, E-Learning and Social Media** 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 Digital Education, E-Learning and Social Media**

Official Nº of hours: **1,500 h.**

tech technological university

Awards the following

CERTIFICATE

to

Mr./Ms. _____, with identification number _____.

For having successfully passed and accredited the following program

PROFESSIONAL MASTER'S DEGREE

in

Digital Education, E-Learning and Social Media

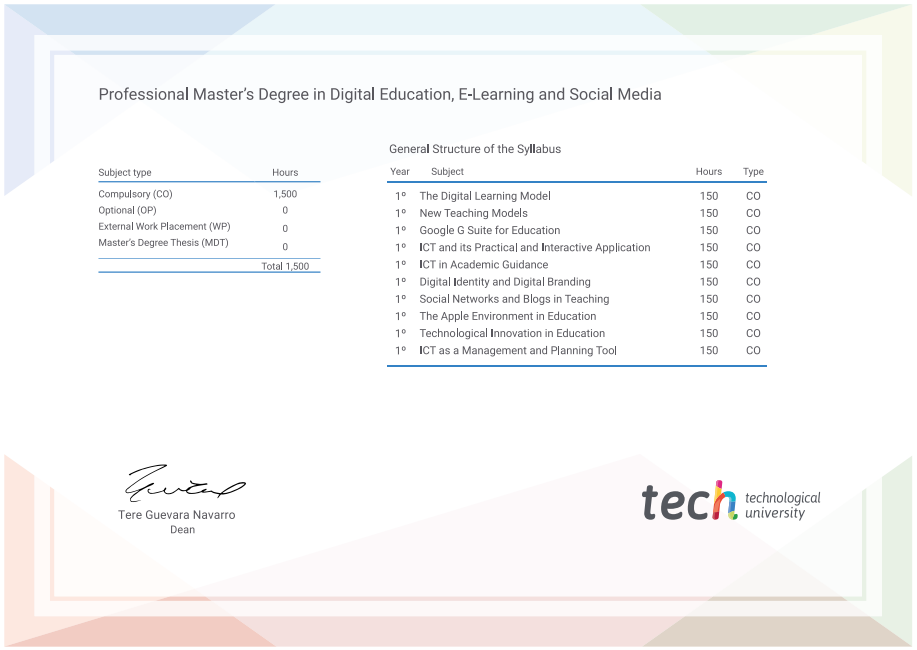
This is a qualification awarded by this University, equivalent to 1,500 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates


Professional Master's Degree in Digital Education, E-Learning and Social Media

Subject type	Hours
Compulsory (CO)	1,500
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 1,500

General Structure of the Syllabus

Year	Subject	Hours	Type
1º	The Digital Learning Model	150	CO
1º	New Teaching Models	150	CO
1º	Google G Suite for Education	150	CO
1º	ICT and its Practical and Interactive Application	150	CO
1º	ICT in Academic Guidance	150	CO
1º	Digital Identity and Digital Branding	150	CO
1º	Social Networks and Blogs in Teaching	150	CO
1º	The Apple Environment in Education	150	CO
1º	Technological Innovation in Education	150	CO
1º	ICT as a Management and Planning Tool	150	CO

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*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.

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Professional Master's Degree

Digital Education, E-Learning and Social Media

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

Professional Master's Degree

Digital Education, E-Learning and Social Media

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