Professional Master's Degree
Educational Policy Management

tech global university

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Professional Master's Degree
Educational Policy Management

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/education/professional-master-degree/master-educational-policy-management

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01

Introduction

Education is the basis for the growth and development of any society. Its dynamic structure, in constant change and renewal, is nourished by methodological innovation coming from educational research and technological advances that create new ways and models of work. This panorama is diverse and is in line with the policies applied, which also depend on institutional organizational decisions. This program will allow the student to acquire the broadest vision of the current educational reality and its local application, incorporating specific knowledge of the most interesting areas of the panorama, so that the professional can update their personal and professional tools in this field.

Acquire the most complete and up-to-date vision of the Educational Policy Management and the necessary working tools to intervene in the new scenarios with the expertise of an expert"

Intervening as a professional in the field of education entails the need to have a broad and deep knowledge of all the aspects that determine the legality in which all the actions that are developed must be inscribed. This legal field is essential to ensure that all acts are in line with the purposes designed in educational institutions, in order to homogenize the objectives and ways of acting.

In this sense, legislation is a tool for the defense of the interests of all the groups that participate in the educational process, including professionals, students and families. This protection is multifactorial. That is to say, it applies to vulnerable groups in the student body, to teachers who intervene in the classroom, to professionals of complementary branches, among others.

In this context, inclusion is one of the areas in which laws become a necessary weapon to achieve the specific support that groups of students with diversity need. Knowledge of these laws can be a definitive step towards access to the support resources to which the centers, and by extension the students, are entitled.

Another aspect that this Professional Master's Degree develops and that is also a necessary quality step for professionals in this field, is the one related to quality policies applicable to educational organizations. The professionals will learn to design and assess the fulfillment of a good-quality program that ensures that the teaching/learning and organizational processes meet the necessary criteria.

All these processes must adjust to the reality and possibilities of the needs of each student, in a totally individualized way. For this purpose, an intensive and comprehensive study will show how to elaborate educational adaptations using the most innovative tools and material resources, in order to create a process that will really help students in their learning, taking into account their optimal ways of facing each area of study.

This **Professional Master's Degree in Educational Policy Management** contains the most complete and up-to-date educational program on the market. The most important features include:

- The development of practical cases presented by experts
- 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 the self-assessment process can be carried out to improve learning
- Its special emphasis on innovative methodologies
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

A complete learning process in which you will be able to know in depth the legal regime and legislation currently applicable in educational organizations"

Get up to date in the Educational Policy Management currently applicable with a Professional Master's Degree of utmost importance for the professional in this field"

With a flexible learning system, but with maximum impact, this Professional Master's Degree is an optimal way to advance your career.

A complete study that will allow you to move confidently in the educational field.

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.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive 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 during the academic year For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

02

Objectives

The ultimate goal of this Professional Master's Degree is to take students through an intensive and complete learning process that allows them to learn in a very efficient way. In this process, the professional will be able to access the most complete knowledge in terms of current Educational Policy Management, how it is applied, its purpose and how it affects or determines the organization of any educational organization and its personnel.

We promote the acquisition of the objectives of this Professional Master's Degree by means of a stimulating and feasible program, which takes our students to their maximum capacity"

General Objectives

- Have an in-depth knowledge of the current socio-educational reality
- Acquire the anthropological knowledge bases necessary to understand the evolution of education
- Learn what are and how are the aspects of the economics of education developed
- Study the current legislation and the legal regime applicable to educational institutions
- Learn about quality policies in educational institutions
- Learn how to assess the quality of educational institutions
- Know the legislation concerning equality and diversity policies in the classroom

A process of acquiring high-quality theoretical and practical knowledge that will allow you to take a step forward in your capacity as a teaching professional"

Specific Objectives

Module 1. Educational Sociology

- Learn the basic principles of sociology
- Interpret social reality from a sociological perspective
- Analyze the scope of sociology's work
- Understand early sociological theories
- Discuss the role of the sociologist in society
- Deliberate on the influence of school in today's society
- Knowing how to use the main sociological research methods
- Review the general idea of sociology as a science and its historical relationship with education
- Understand the different approaches to the nature of education and its influence on society
- Analyze the consequences of educational inequality between ethnic groups and gender in terms of social and economic well-being

Module 2. Social and Cultural Anthropology

- Gain knowledge about the theories and foundations of social and cultural anthropology and its methodologies
- Identify, develop and understand the key concepts of the theories of culture to reach a better understanding of the person as a social and cultural being
- Understand how anthropology makes an important contribution to understanding different contemporary cultural and social forms while avoiding ethnocentrism and discrimination
- Acquire knowledge to understand the contemporary territorial, socioeconomic, political and cultural reality
- Understand human behavior based on the differential elements of existing cultures

Module 3. Education Policy and Comparative Education

- Study the educational models of different countries and regions
- Know the social and educational phenomena taking place in different countries
- Establish an overview of the state of the global education system and contribute to its improvement
- Analyze the functioning of certain societies and improve the quality of the current education system

Module 4. Education Economics

- Understand and analyze the role of education in economic development
- Analyze public intervention in education
- Learn research strategies specific to empirical work in educational economics
- Study the role of the public sector in education, the importance of education and human capital in economic growth
- Analyze the effects of the different factors that determine the quality of education

Module 5. 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
- Guarantee a professional teaching development aimed at the management of digital sources for teaching use, communication in digital networks for pedagogical purposes, ability to create teaching materials using digital tools and problem management, as well as knowledge of safety areas for the correct use of ICT in the classroom
- Know how to manage and create a digital identity according to the context, being aware of the importance of the digital trace and the possibilities that ICT offers in this regard, thereby knowing its benefits and risks.
- Generate and know how to apply ICT
- Combine the different ICTs in the School as an educational tool
- Identify and discover the importance of ongoing teacher training

Module 6. 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
- Analyze and critically incorporate the most relevant issues of today's society that affect family and school education
- Awaken interest and sensitivity towards the socio-cultural reality

Module 7. Legislation and Legal Regime of Educational Organizations

- Know the organization of the education system
- Discover the place of the teaching profession within its field
- Manage the administrative aspects of the education system
- Acquire the necessary tools for student organization

Module 8. Assessment of Educational Programs

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

Module 9. Quality Policies in Education Organizations

- Understand the importance of participation in school improvement processes.
- Discuss the responsibility of schools in the evaluation and improvement processes
- Broaden knowledge about the historical evolution of and approaches to school improvement and quality
- Analyze the current school context with respect to quality and improvement
- Gain a deeper understanding of the concept of quality of education from different approaches
- Reflect on the role of quality education as a contemporary international educational trend
- Analyze the role of international organizations in defining the quality of education

Module 10. Equality and Diversity in the Classroom

- Get to know the different terms closely related to each other and their application in the classroom
- Detect possible factors of school failure
- Acquire the necessary tools to avoid school failure at school
- Pick up on the signs of possible bullying at school
- Develop tools to promote inclusive and intercultural schools
- Obtain the skills to work with different ICTs
- Identify the different disorders in schools
- Develop psychomotor functioning in Early Childhood Education

03

Skills

This Professional Master's Degree is a process aimed at achieving maximum qualification for professionals in the field-. Specifically in the area of Educational Policy Management, its approach includes all the necessary aspects to cover the different fields of knowledge that the student must master in order to be able to work with confidence in any educational institution. Up-to-date and complete, this program will enable the student to acquire the skills of a specialist.

With an approach oriented to the acquisition of real skills, this Professional Master's Degree will boost your assimilation of knowledge and its practical application"

General Skills

- Act on the basis of the legislation in force in the educational field
- Achieve legal certainty in the actions and interventions in the educational field, which emanate from the applicable legislation
- Promote the quality of educational centers and teaching interventions
- Promote diversity-inclusive measures

Learn from professional experts in this field, with a realistic and contextual view of the application of Educational Policy Management and what it means for the professional in this field"

Specific Skills

- Describe the current socio-educational performance
- Analyze the evolution of education systems from an anthropological point of view
- Act on a basis in accordance with current legislation and educational standards
- Implement economic policies in the education sector that optimize resources
- Perform quality management in educational institutions
- Assess the quality of the processes of the different areas of the educational institutions
- Develop educational equality and diversity programs in accordance with current legislation

04

Structure and Content

The contents have been developed by the most competent professionals in this sector, with a high-quality criterion in each of its moments. For this purpose, the most relevant and comprehensive topics have been selected, with the latest and most interesting updates.

All the contents have been selected in order to provide a complete and up to date tour that will allow you to end up with the best knowledge in this field"

Module 1. Educational Sociology

1.1. Introduction to Sociology
- 1.1.1. What Is Sociology?
  - 1.1.1.1. Basic Concepts
  - 1.1.1.2. Field of Sociology
- 1.1.2. Beginnings of Sociology
  - 1.1.2.1. Auguste Comte
  - 1.1.2.2. Emile Durkheim
  - 1.1.2.3. Karl Marx
  - 1.1.2.4. Max Weber
- 1.1.3. Contemporary Authors
  - 1.1.3.1. Michel Foucault
  - 1.1.3.2. Jürgen Habermas
  - 1.1.3.3. The Role of Sociology in Society

1.2. Fundamentals of Educational Sociology
- 1.2.1. Objective of Educational Sociology
- 1.2.2. Relationship between Education and Sociology
- 1.2.3. Social Functions of Education

1.3. Education as a Social Institution
- 1.3.1. Concept of Social Institution
- 1.3.2. Functions of Education as a Social Institution
- 1.3.3. Training for Citizens
- 1.3.4. The Transforming Role of Education

1.4. Main Social Institutions
- 1.4.1. The Family
- 1.4.2. The School
- 1.4.3. Society
- 1.4.4. Relationship between Families, School, and Society

1.5. Theories on Schooling I
- 1.5.1. Bernstein's Linguistic Codes
- 1.5.2. Colleges and Industrial Capitalism Bowles and Gintis
- 1.5.3. Ivan Illich and the Hidden Curriculum
- 1.5.4. Cultural Reproduction

1.6. Theories on Schooling II
- 1.6.1. Education and Inequality
- 1.6.2. James Coleman
- 1.6.3. Jeannie Oakes

1.7. Gender and Ethnicity in the Sociology of Education
- 1.7.1. Introduction and Concepts
- 1.7.2. Gender and the Educational System
- 1.7.3. Revision of the Model
- 1.7.4. Education and Ethnicity

1.8. Attention to Differences
- 1.8.1. Attention to Diversity
- 1.8.2. Inclusion and School Integration
- 1.8.3. Individualized Teaching
- 1.8.4. Procedures for Individualized Instruction

1.9. New Challenges of Educational Sociology
- 1.9.1. Society in Constant Change
- 1.9.2. Globalization and Education
- 1.9.3. Education and New Communication Technologies
- 1.9.4. Educational Technologies

1.10. Sociological Research Methods
- 1.10.1. Basic Concepts
- 1.10.2. The Research Process
- 1.10.3. Research Methods
- 1.10.4. The Influence of Sociology

Module 2. Social and Cultural Anthropology

2.1. Objective and Method of Educational Anthropology
- 2.1.1. Definition of Anthropology
- 2.1.2. Adaptation, Variation and Change
- 2.1.3. General Anthropology
- 2.1.4. Subdisciplines of Anthropology
- 2.1.5. Applied Anthropology

2.2. Field Work
- 2.2.1. Ethnography
- 2.2.2. Ethnographic Techniques
- 2.2.3. Research Design
- 2.2.4. Ethical Codes
- 2.2.5. The Survey

2.3. Culture
- 2.3.1. Conceptual Delimitation
  - 2.3.1.1. Culture and Nature
  - 2.3.1.2. Levels of Culture
- 2.3.2. Ethnocentrism, Cultural Relativism and Human Rights
- 2.3.3. Universality, Generality and Particularity
- 2.3.4. Mechanisms of Cultural Change
- 2.3.5. Globalization

2.4. Ethnicity
- 2.4.1. Ethnic Groups and Ethnicity
- 2.4.2. Ethnic Groups, Nations and Nationalities
- 2.4.3. Peaceful Coexistence
- 2.4.4. Roots of Ethnic Conflict

2.5. Forms of Life
- 2.5.1. Adaptation Strategies
- 2.5.2. Foraging
- 2.5.3. Cultivation
- 2.5.4. Grazing
- 2.5.5. Production Modes
- 2.5.6. Distribution and Exchange

2.6. Families, Kinship and Affiliation
- 2.6.1. Families
- 2.6.2. Affiliation
- 2.6.3. Calculation of Kinship
- 2.6.4. Terminology of Kinship

2.7. Marriage
- 2.7.1. Same-Sex Marriage
- 2.7.2. Incest and Exogamy
- 2.7.3. Explanations of the Incest taboo
- 2.7.4. Endogamy
- 2.7.5. Marriage as an Alliance between Groups
- 2.7.6. Divorce
- 2.7.7. Multiple Marriages

2.8. Political Systems
- 2.8.1. Gangs and Tribes
- 2.8.2. Chiefs
- 2.8.3. Status
- 2.8.4. The Origin of Status

2.9. Gender
- 2.9.1. Definition of Gender
- 2.9.2. Gender among Foragers
- 2.9.3. Sexualities and Gender
- 2.9.4. Gender among Farmers
- 2.9.5. Patriarchy and Violence
- 2.9.6. Feminization of Poverty

2.10. Applied Anthropology
- 2.10.1. Usefulness of Anthropology
- 2.10.2. Academic Anthropology
- 2.10.3. Anthropology and Education
- 2.10.4. Urban Anthropology
- 2.10.5. Medical Anthropology

Module 3. Education Policy and Comparative Education

3.1. Education and Education Policy
- 3.1.1. Nature and Objectives of Education Policy
- 3.1.2. Ideologies and Education
- 3.1.3. Educational Systems and the Problem of Their Reform

3.2. Fundamentals of Comparative Education
- 3.2.1. Definition of Comparative Education
- 3.2.2. Evolution of Comparative Education
- 3.2.3. Current Perspectives of Comparative Education
- 3.2.4. Aims and Sources of Comparative Education

3.3. Comparative Research Methodology
- 3.3.1. Definition of the Methodological Design
- 3.3.2. Phases of a Comparative Education Research
- 3.3.3. Research Design
- 3.3.4. Development of the Research

3.4. Sources and Resources of Comparative Education
- 3.4.1. Organization of Information in Education
- 3.4.2. Useful Resources and Tools for Comparative Education
- 3.4.3. Example of Comparative Study Designs

3.5. Educational Systems in Europe
- 3.5.1. Regulation Models
- 3.5.2. The French School Model
- 3.5.3. The Educational System in England
- 3.5.4. Educational Reform in Spain

3.6. Supranational Education Policy
- 3.6.1. Definition and Purpose of the Study
- 3.6.2. Contemporary Supranational Educational Policy Management
- 3.6.3. Types and Approaches to Supranational Policies

3.7. International Organizations and Education
- 3.7.1. Relevance of International Organizations in Education
- 3.7.2. United Nations Agencies
- 3.7.3. The World Bank

3.8. The Educational Policy of the European Union
- 3.8.1. Stages of European Education Policy
- 3.8.2. Aims of the European Education Policy
- 3.8.3. The Future of Community Education Policy

3.9. International Overview of Education
- 3.9.1. Context of Worldwide Education
- 3.9.2. The 21st Century and Education
- 3.9.3. Education, Sustainable Development and Peace

3.10. Links between Comparative Research and Educational Policy Management
- 3.10.1. Current Context Between Comparative Research and Educational Policy Management
- 3.10.2. Phases between Two Disciplines
- 3.10.3. Methodology for the Comparative Study of Educational Policy Management

Module 4. Education Economics

4.1. Introduction to Economics
- 4.1.1. Concept of Economics
- 4.1.2. Elements That Define the Economy
- 4.1.3. Functioning of the Economy
- 4.1.4. Economic Systems

4.2. Education Economics
- 4.2.1. Education and Economy
- 4.2.2. History of Education Economics
- 4.2.3. Economic Aspects of Education

4.3. Sources and Models of Education Financing
- 4.3.1. Financial Mechanisms in Education
- 4.3.2. The Financing of Compulsory Education
- 4.3.3. The Financing of Post-Compulsory Education
- 4.3.4. Funding Models

4.4. Public Goods and Externalities of Educational Activity
- 4.4.1. Externalities in Education
- 4.4.2. Forms of Public Intervention in Education
- 4.4.3. The Benefits of Education
- 4.4.4. Education as a Public or Private Good?
- 4.4.5. Reasons that Justify Public Intervention in Education

4.5. Economic and Educational Development
- 4.5.1. Education and Production
- 4.5.2. Education and Economic Convergence
- 4.5.3. Problems in Economic Definition and Estimation
- 4.5.4. Contribution of Education to Economic Growth

4.6. Analysis of the Determinants of Economic Welfare
- 4.6.1. Theoretical Background
- 4.6.2. Descriptive Analysis of World Economic and Social Development
- 4.6.3. Human Development and Its Conditioning Factors

4.7. Educational Production and Performance
- 4.7.1. Contextualization of Educational Production
- 4.7.2. Educational Production Function
- 4.7.3. Inputs in the Production Process
- 4.7.4. Models for Measuring Educational Production and Output
- 4.7.5. Design and Interpretation of Data in Educational Production
- 4.7.6. Economic Value of Education

4.8. Labor Market and Education
- 4.8.1. Basic Concepts
- 4.8.2. Technological Functionalism and the Theory of Human Capital
- 4.8.3. Credentialism and Correspondence Theory
- 4.8.4. Filter Theory
- 4.8.5. Globalized Economy and Employment

4.9. Labor Market and Teachers
- 4.9.1. Labor Market in the 21st Century
- 4.9.2. Differences between the Labor Market and the Educational Labor Market
- 4.9.3. The Teaching Professional

4.10. Investment and Expenditure in Education
- 4.10.1. OECD Education Systems
- 4.10.2. Educational Spending
- 4.10.3. Education as an Investment
- 4.10.4. Justification of Public Intervention

Module 5. Information and Communication Technologies for Education

5.1. ICT, Literacy, and Digital Skills
- 5.1.1. Introduction and Objectives
- 5.1.2. The School in the Knowledge Society
- 5.1.3. ICT in the Teaching and Learning Process.
- 5.1.4. Digital Literacy and Competencies
- 5.1.5. The Role of the Teacher in the Classroom
- 5.1.6. The Digital Competencies of the Teacher
- 5.1.7. Bibliographical References
- 5.1.8. Hardware in the Classroom: PDI, Tablets, and Smartphones.
- 5.1.9. Internet as an Educational Resource: Web 2.0. and M-Learning
- 5.1.10. The Teacher as Part of Web 2.0: How to Build their Digital Identity?
- 5.1.11. Guidelines for the Creation of Teacher Profiles
- 5.1.12. Creating a Teacher Profile on Twitter
- 5.1.13. Bibliographical References

5.2. Creation of Pedagogical Content with ICT and its Possibilities in the Classroom
- 5.2.1. Introduction and Objectives
- 5.2.2. Conditions for Participatory Learning
- 5.2.3. The Role of the Student in the Classroom with ICTs: Prosumer
- 5.2.4. Content Creation in Web 2.0: Digital Tools
- 5.2.5. The Blog as a Classroom Pedagogical Resource.
- 5.2.6. Guidelines for the Creation of an Educational Blog
- 5.2.7. Elements of the Blog to Make it an Educational Resource
- 5.2.8. Bibliographical References

5.3. Personal Learning Environments for Teachers
- 5.3.1. Introduction and Objectives
- 5.3.2. Teacher Training for the Integration of ICT
- 5.3.3. Learning Communities
- 5.3.4. Definition of Personal Learning Environments
- 5.3.5. Educational Use of PLE and NLP
- 5.3.6. Design and Creation of our Classroom PLE
- 5.3.7. Bibliographical References

5.4. Collaborative Learning and Content Curation
- 5.4.1. Introduction and Objectives
- 5.4.2. Collaborative Learning for the Efficient Introduction of ICT in the Classroom.
- 5.4.3. Digital Tools for Collaborative Work
- 5.4.4. Content Curation
- 5.4.5. Content Curation as an Educational Practice in the Promotion of Students' Digital Competences.
- 5.4.6. The Content Curator Teacher. Scoop.it
- 5.4.7. Bibliographical References

5.5. Pedagogical Use of Social Networks. Safety in the Use of ICT in the Classroom.
- 5.5.1. Introduction and Objectives
- 5.5.2. Principle of Connected Learning
- 5.5.3. Social Networks: Tools for the Creation of Learning Communities
- 5.5.4. Communication On Social networks: Management of the New Communicative Codes
- 5.5.5. Types of Social Networks
- 5.5.6. How to use Social Networks in the Classroom: Content Creation
- 5.5.7. Development of Digital Competencies of Students and Teachers with the Integration of Social Media in the Classroom
- 5.5.8. Introduction and Objectives of Security in the Use of ICT in the Classroom
- 5.5.9. Digital Identity
- 5.5.10. Risks for Minors on the Internet
- 5.5.11. Education in Values with ICT: Service-Learning Methodology (ApS) with ICT resources
- 5.5.12. Platforms for Promoting Safety on the Internet
- 5.5.13. Internet Safety as Part of Education: Centers, Families, Students, and Teachers and Objectives of the Safety in the Use of ICTs in the Classroom
- 5.5.14. Bibliographical References

5.6. Creation of Audiovisual Content with ICT tools. PBL and ICT
- 5.6.1. Introduction and Objectives
- 5.6.2. Bloom's Taxonomy and ICT
- 5.6.3. The Educational Podcast as an Educational Element
- 5.6.4. Audio Creation
- 5.6.5. The Image as an Educational Element
- 5.6.6. ICT Tools with Educational Use of Images
- 5.6.7. The Editing of Images with ICT: Tools for Editing
- 5.6.8. What Is PBL?
- 5.6.9. Process of Working with PBL and ICT
- 5.6.10. Designing PBL with ICT
- 5.6.11. Educational Possibilities in Web 3.0.
- 5.6.12. Youtubers and Instagrammers: Informal Learning in Digital Media
- 5.6.13. The Video Tutorial as a Pedagogical Resource in the Classroom
- 5.6.14. Platforms for the Dissemination of Audiovisual Materials
- 5.6.15. Guidelines for the Creation of an Educational Video
- 5.6.16. Bibliographical References

5.7. Regulations and Legislation Applicable to ICT
- 5.7.1. Introduction and Objectives
- 5.7.2. Data Protection Laws
- 5.7.3. Guide of Recommendations for the Privacy of Minors on the Internet
- 5.7.4. The Author's Rights: Copyright and Creative Commons
- 5.7.5. Use of Copyrighted Material
- 5.7.6. Bibliographical References

5.8. Gamification: Motivation and ICT in the Classroom
- 5.8.1. Introduction and Objectives
- 5.8.2. Gamification Enters the Classroom Through Virtual Learning Environments.
- 5.8.3. Game-Based Learning (GBL)
- 5.8.4. Augmented Reality (AR) in the Classroom
- 5.8.5. Types of Augmented Reality and Classroom Experiences
- 5.8.6. QR Codes in the Classroom: Generation of Codes and Educational Application
- 5.8.7. Classroom Experiences
- 5.8.8. Bibliographical References

5.9. Media Competency in the Classroom with ICT
- 5.9.1. Introduction and Objectives
- 5.9.2. Promoting the Media Competence of Teachers
- 5.9.3. Mastering Communication for Motivating Teaching
- 5.9.4. Communicating Pedagogical Content with ICT
- 5.9.5. Importance of the Image as a Pedagogical Resource
- 5.9.6. Digital Presentations as an Educational Resource in the Classroom
- 5.9.7. Working in the Classroom with Images
- 5.9.8. Sharing Images on Web 2.0.
- 5.9.9. Bibliographical References

5.10. Assessment for Learning Through ICT
- 5.10.1. Introduction and Objectives Assessment for Learning Through ICT
- 5.10.2. Evaluation Tools: Digital Portfolio and Rubrics
- 5.10.3. Building an e-Portfolio with Google Sites
- 5.10.4. Generating Evaluation Rubrics
- 5.10.5. Design Evaluations and Self-Evaluations with Google Forms
- 5.10.6. Bibliographical References

Module 6. Social Exclusion and Policies for Inclusion

6.1. Basic Concepts of Equality and Diversity
- 6.1.1. Diversity and Equal Opportunities
- 6.1.2. Social Cohesion, Exclusion, Inequality and Education
- 6.1.3. Exclusion Processes in the Field of Formal and Non-Formal Education: Differential Aspects and Images of Diversity

6.2. Nature and Origin of the Main Causes of Social Exclusion and Inequalities in Modern and Contemporary Societies
- 6.2.1. Current Context of Social Exclusion
- 6.2.2. New Sociodemographic Reality
- 6.2.3. New Labor Reality
- 6.2.4. Crisis of the Welfare State
- 6.2.5. New Relational Forms and New Social Ties

6.3. Exclusion in Schools
- 6.3.1. Epistemological Preamble
- 6.3.2. Sociological References
- 6.3.3. Social Context that Generates Inequalities
- 6.3.4. Social Exclusion and Integration
- 6.3.5. Schooling and Educational Exclusion
- 6.3.6. Meritocracy and Democratization of Secondary Education
- 6.3.7. Neoliberal Discourse and the Effects of Power.

6.4. Main Factors of School Failure
- 6.4.1. Definition of School failure
- 6.4.2. Causes of School failure
- 6.4.3. Difficulties Associated with Failure
- 6.4.4. Methods of Diagnosing School Failure

6.5. Inclusive School and Interculturality
- 6.5.1. Pluricultural Society and Intercultural Education
- 6.5.2. Inclusive Education as a Response
- 6.5.3. Democratic Coexistence in the Classroom
- 6.5.4. Methodological Proposals for Inclusive Education

6.6. Practical Approaches in Attention to Diversity
- 6.6.1. Inclusive Education in Spain
- 6.6.2. Inclusive Education in France
- 6.6.3. Inclusive Education in Latin America

6.7. Digital Exclusion in the Digital Information Society
- 6.7.1. ICT and the Digital Divide
- 6.7.2. The Possibilities of ICT for Labor Market Insertion
- 6.7.3. How to Improve the Contribution of ICTs to Social Inclusion

6.8. The Inclusion of ICT in the Diverse School
- 6.8.1. ICT as an Inclusive Resource
- 6.8.2. Teacher Training, ICT and Attention to Diversity.
- 6.8.3. Adaptation of ICT to the Students' Needs

6.9. Social Exclusion and Pedagogical Innovation
- 6.9.1. Inclusion, a New Paradigm
- 6.9.2. The Denaturalization of School Failure
- 6.9.3. The Defence of Diversity
- 6.9.4. Questioning Homogeneity
- 6.9.5. Resignification of the Teacher's Role

6.10. Needs and Practices in Social Policies for Inclusion
- 6.10.1. Inclusion Policies as a Guarantee of the Affirmation of Rights
- 6.10.2. Anticipating Social Problems
- 6.10.3. Social Participation
- 6.10.4. Multilevel Articulation

Module 7. Legislation and Legal Regime of Educational Organizations

7.1. School Organization
- 7.1.1. Complexity of School Organization
- 7.1.2. School Organization and Its Elements

7.3. Education in the Framework of the European Union
- 7.3.1. General Concepts of the European Union and Education
- 7.3.2. European Higher Education and Its Elements
- 7.3.3. Other Educational Systems of the European Union

7.4. Fundamental Aspects of Schools
- 7.4.1. The School Calendar and Timetable
- 7.4.2. The School Building and Classrooms

7.5. Other Essential Ideas about Organization in Schools
- 7.5.1. Student Organization
- 7.5.2. School Promotion
- 7.5.3. Attention to Diversity
- 7.5.4. Mentoring
- 7.5.5. School Assessments
- 7.5.6. Educational Environment

Module 8. Assessment of Educational Programs

8.1. Concept and Program Components. Pedagogical Assessment
- 8.1.1. Assessment
- 8.1.2. The Assessment and Education
- 8.1.3. Components of the Educational Assessment

8.2. Models and Methodologies for the Assessment
- 8.2.1. Standards for Educational Assessment
- 8.2.2. Models of Educational Assessment
- 8.2.3. Assessment as a Process

8.3. Standards for Evaluative Research
- 8.3.1. General Concept of Standards
- 8.3.2. Organization and Content of Standards
- 8.3.3. Reflections on Standards

8.4. Principle of Complementarity Methods and Techniques.
- 8.4.1. Definition of the Principle of Complementarity
- 8.4.2. Methodology for Applying the Principle of Complementarity
- 8.4.3. Complementarity Techniques

8.5. Techniques and Instruments of Educational Assessment
- 8.5.1. Educational Assessment Strategies
- 8.5.2. Techniques and Instruments of Educational Assessment
- 8.5.3. Examples of Educational Assessment Techniques

8.6. Available Data, Statistics, Files, Indicators. Content Analysis
- 8.6.1. Conceptualization of Content Analysis
- 8.6.2. Early Methodological Proposals in Content Analysis
- 8.6.3. Components of Data Analysis
- 8.6.4. Data Analysis Techniques

8.7. Surveys, Questionnaires, Interviews, Observation, Self-Reports, Tests and Scales
- 8.7.1. Concept of Educational Assessment Instrument
- 8.7.2. Criteria for Selection of Assessment Instruments
- 8.7.3. Types of Assessment Techniques and Instruments

8.8. Needs, Deficiencies and Demands. Initial Assessment and Program Design
- 8.8.1. Initial Assessment Introduction
- 8.8.2. Needs Analysis
- 8.8.3. Program Design

8.9. Program Development. Formative Assessment of the Program
- 8.9.1. Introduction
- 8.9.2. Formative Assessment. Development
- 8.9.3. Conclusions

8.10. Program Conclusions. Final Summative Assessment
- 8.10.1. Introduction
- 8.10.2. Final Summative Assessment
- 8.10.3. Conclusions

Module 9. Quality Policies in Education Organizations

9.1. The Quality of Education: Discourses, Policies and Practices
- 9.1.1. Introduction: Quality and Education
- 9.1.2. Educational Quality and Neoliberalism
- 9.1.3. Educational Policy Discourses
- 9.1.4. Right to Quality Education

9.2. Debates on the Quality of Education
- 9.2.1. Introduction
- 9.2.2. Quality and Public Schools
- 9.2.3. Dispute on Education Quality
- 9.2.4. Conclusions

9.3. Contemporary Political Discourses on the Quality of Education at the International Level
- 9.3.1. Introduction
- 9.3.2. Discursive Changes in Education
- 9.3.3. Quality and Economic Development
- 9.3.4. Concept of Human Development
- 9.3.5. International Discourses on Educational Quality

9.4. Policies, Plans and Programs for the Improvement of the Quality of Education
- 9.4.1. Concept and Background of the School Quality Improvement Movement
- 9.4.2. Historical Evolution of School Quality
- 9.4.3. Contributions of School Quality Improvement Policies
- 9.4.4. Stages of the School Quality Improvement process.

9.5. Quality and Education Assessment Systems
- 9.5.1. Introduction: Quality and Assessment
  - 9.5.1.1. Functions of Quality Assessment
  - 9.5.1.2. Objects of Quality Assessment
  - 9.5.1.3. Characteristics of Quality Assessment
  - 9.5.1.4. Inappropriate Use of Quality Assessment
- 9.5.2. Quality Indicators
- 9.5.3. Assessments at Educational Centers
- 9.5.4. Conclusions

9.6. Perspectives on the Assessment of Educational Quality
- 9.6.1. Assessment as an Agent of Improvement
- 9.6.2. Global, Integral Assessment Approach
- 9.6.3. Potential Risks of Assessment
- 9.6.4. Conclusions

9.7. Contemporary Educational Quality Improvement Practices
- 9.7.1. Education Quality Policies in Spain
- 9.7.2. Education Quality Policies in Ibero-America
- 9.7.3. Education Quality Policies in France

9.8. Gender Approach and Education Quality
- 9.8.1. Gender and Education Quality
- 9.8.2. Gender as an Element of Quality
- 9.8.3. Conclusions

9.9. Citizen Focus and Education Quality
- 9.9.1. Citizen Participation and Improvement of Education Quality
- 9.9.2. Democracy and Quality
- 9.9.3. Conclusions

9.10. University and Education Quality
- 9.10.1. University Quality: Concept and Dimensions
- 9.10.2. The Mass University
- 9.10.3. Educational Stakeholders in Quality
- 9.10.4. Research, Quality and University
- 9.10.5. Conclusions

Module 10. Equality and Diversity in the Classroom

10.1. Basic Concepts of Equality and Diversity
- 10.1.1. Equality, Diversity, Difference, Justice and Fairness
- 10.1.2. Diversity as Something Positive and Essential to Life
- 10.1.3. Relativism and Ethnocentrism
- 10.1.4. Human Dignity and Human Rights
- 10.1.5. Theoretical Perspectives on Diversity in the Classroom
- 10.1.6. Bibliographical References

10.2. Evolution from Special Education to Inclusive Education in Early Childhood Education
- 10.2.1. Key Concepts from Special Education to Inclusive Education
- 10.2.2. Inclusive School Conditions
- 10.2.3. Promoting Inclusive Education in Early Childhood Education

10.3. Characteristics and Needs in Early Childhood
- 10.3.1. Acquisition of Motor Skills
- 10.3.2. Acquisition of Psychological Development
- 10.3.3. Development of Subjectivation

10.4. Exclusion in Schools
- 10.4.1. The Hidden Syllabus
- 10.4.2. Intolerance and Xenophobia
- 10.4.3. How to Detect Bullying in the Classroom?
- 10.4.4. Bibliographical References

10.5. Main Factors of School Failure
- 10.5.1. Stereotypes and Prejudices
- 10.5.2. Self-Fulfilling Prophecies, the Pygmalion Effect
- 10.5.3. Other Factors Influencing School Failure
- 10.5.4. Bibliographical References

10.6. Inclusive and Intercultural School
- 10.6.1. The School as an Open Entity
- 10.6.2. Dialogue
- 10.6.3. Intercultural Education and Attention to Diversity
- 10.6.4. What is Intercultural Schooling?
- 10.6.5. Problems in the School Environment
- 10.6.6. Performance
- 10.6.7. Proposals on Interculturality to Work in the Classroom
- 10.6.8. Bibliographical References

10.7. Digital Exclusion in the Digital Information Society
- 10.7.1. Transformations in the Digital Information Society
- 10.7.2. Access to Information
- 10.7.3. Web 2.0: from Consumers to Creators
- 10.7.4. Risks Associated with the Use of ICTs
- 10.7.5. The Digital Divide: A New Type of Exclusion
- 10.7.6. Education in the Face of Digital Exclusion
- 10.7.7. Bibliographical References

10.8. The Inclusion of ICT in the Diverse School
- 10.8.1. School Inclusion and Digital Inclusion
- 10.8.2. Digital Inclusion at School, Advantages and Requirements
- 10.8.3. Changes in the Conception of the Educational Process
- 10.8.4. Transformations in Teacher and Student Roles
- 10.8.5. ICT as an Element of Attention to Diversity
- 10.8.6. The Use of ICT for Students with Educational Developmental Support Needs
- 10.8.7. Bibliographical References

10.9. Active Learning Methodologies with ICTs
- 10.9.1. Introduction and Objectives
- 10.9.2. ICT and the New Educational Paradigm: Personalization of Learning
- 10.9.3. Active Methodologies for Effective ICT Learning
- 10.9.4. Learning by Research
- 10.9.5. Collaborative and Cooperative Learning
- 10.9.6. Problem- and Project-Based Learning
- 10.9.7. Flipped Classroom
- 10.9.8. Strategies for Choosing the Right ICT for Each Methodology: Multiple Intelligences and Learning Landscapes
- 10.9.9. Bibliographical References

10.10. Collaborative Learning and Flipped Classroom
- 10.10.1. Introduction and Objectives
- 10.10.2. Definition of Collaborative Learning
- 10.10.3. Differences with Cooperative Learning
- 10.10.4. Tools for Cooperative and Collaborative Learning: Padlet
- 10.10.5. Definition of Flipped Classroom
- 10.10.6. Didactic Actions for Programming Flipped
- 10.10.7. Digital Tools to Create your Flipped Classroom
- 10.10.8. Reversed Classroom Experiences
- 10.10.9. Bibliographical References

05

Methodology

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

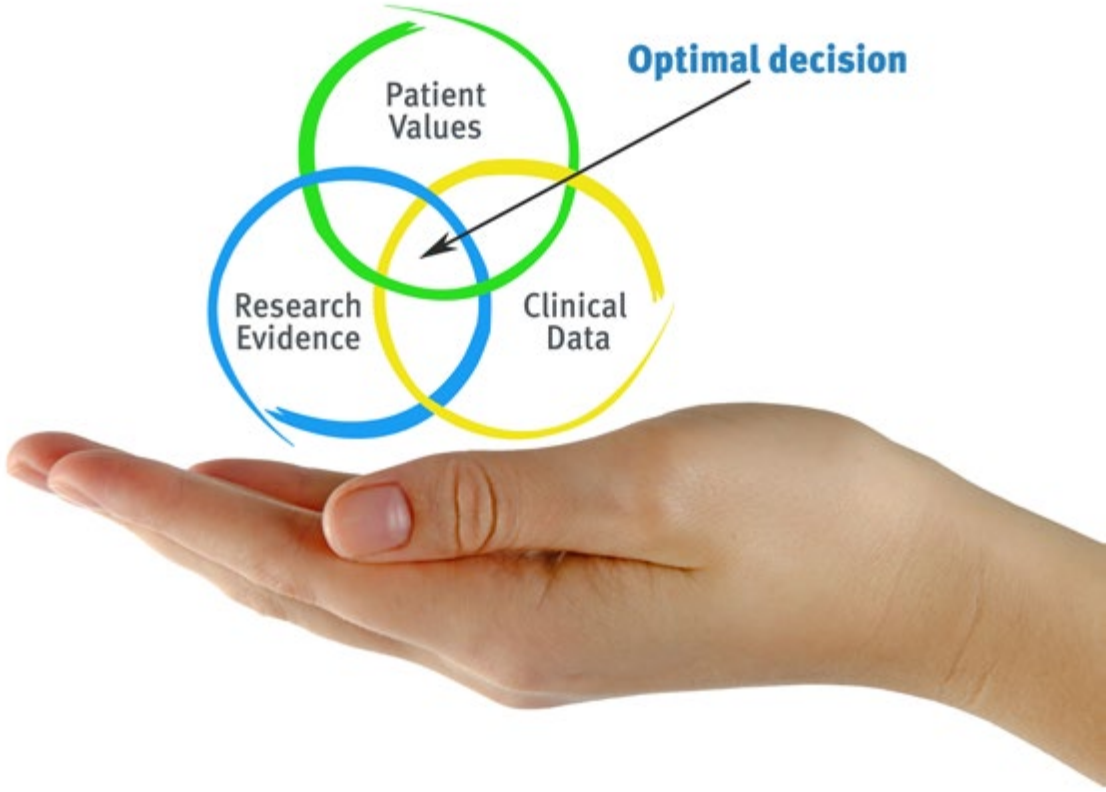
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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:

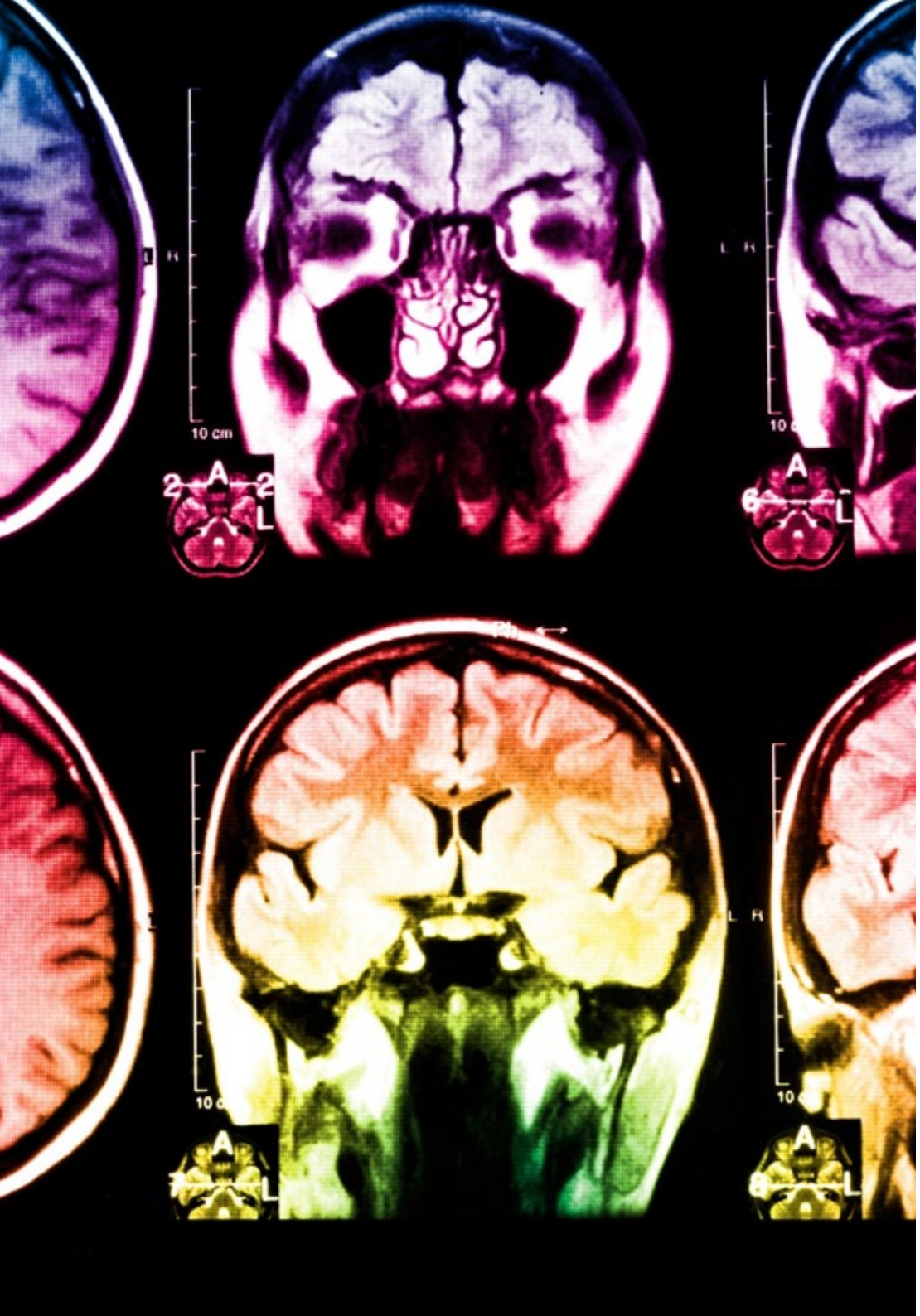
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

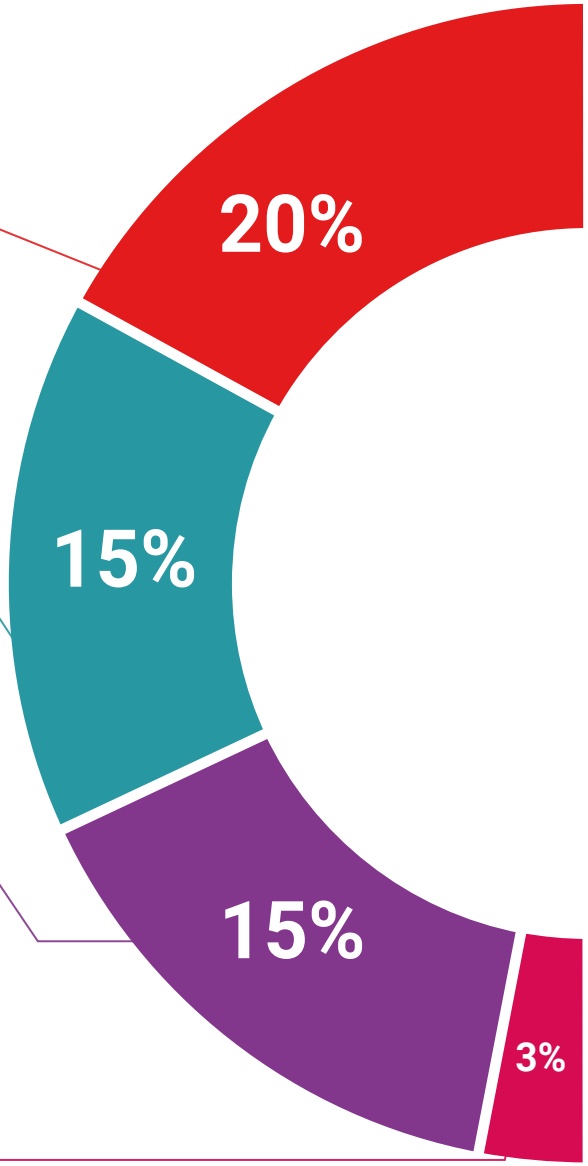
Interactive Summaries

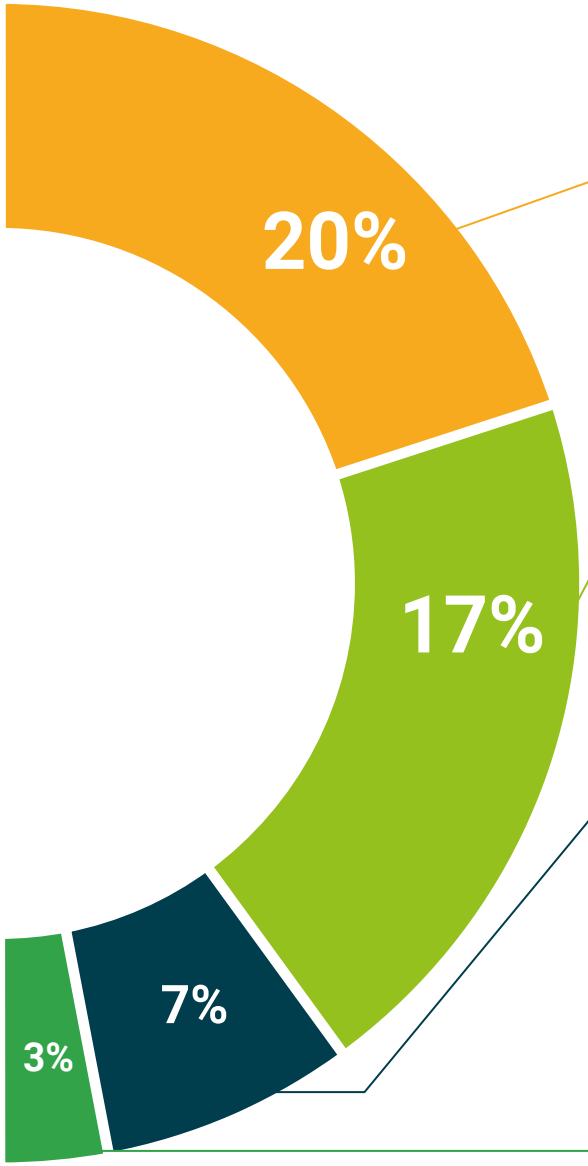
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Educational Policy Management guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree issued by TECH Global University.

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

This program will allow you to obtain your **Professional Master's Degree diploma in Educational Policy Management** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra (***official bulletin***). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

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

Title: **Professional Master's Degree in Degree diploma in Educational Policy Management**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Professional Master's Degree in Degree diploma in Educational Policy Management

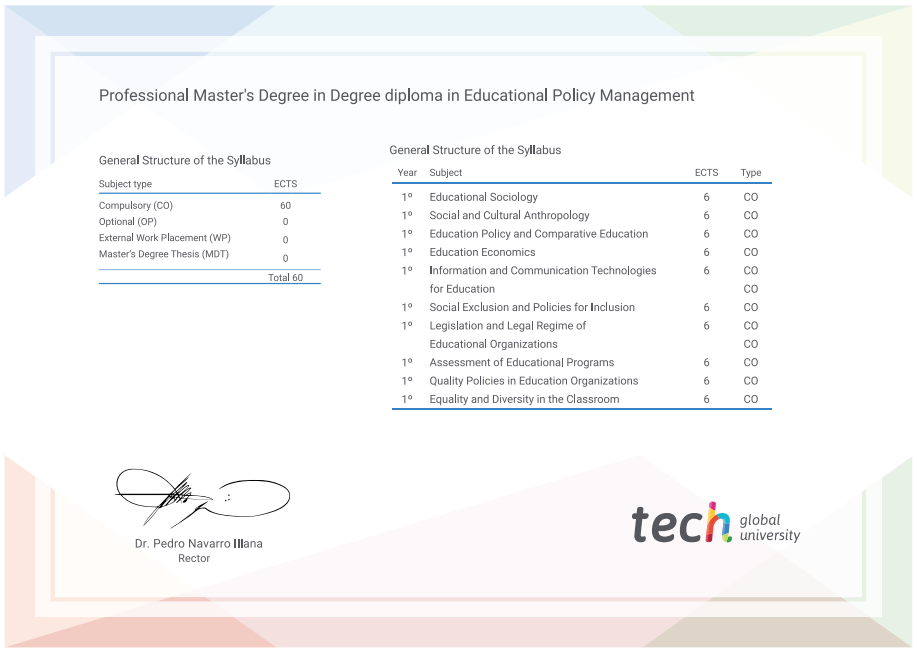
This is a program of 1,500 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Rector

Unique TECH Code: AFWORD23S techtitute.com/certificates


Professional Master's Degree in Degree diploma in Educational Policy Management

General Structure of the Syllabus

Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Educational Sociology	6	CO
1º	Social and Cultural Anthropology	6	CO
1º	Education Policy and Comparative Education	6	CO
1º	Education Economics	6	CO
1º	Information and Communication Technologies for Education	6	CO
1º	Social Exclusion and Policies for Inclusion	6	CO
1º	Legislation and Legal Regime of Educational Organizations	6	CO
1º	Assessment of Educational Programs	6	CO
1º	Quality Policies in Education Organizations	6	CO
1º	Equality and Diversity in the Classroom	6	CO

Dr. Pedro Navarro Illana
Rector

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*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

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Professional Master's Degree
Educational Policy Management

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Professional Master's Degree
Educational Policy Management

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