Professional Master's Degree

Pre-School Education

tech technological university

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Professional Master's Degree
Pre-School Education

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

Website: **www.techtitute.com/pk/education/professional-master-degree/master-pre-school-education**

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01

Introduction

In the first stage of children's schooling, teachers face the challenge of discovering and enhancing the capabilities of each student, according to their personal level of development. This can vary, since the degree of maturity in these grades can be very broad. In addition, it is at this time when the teacher can detect early, possible alterations that have gone unnoticed until now and that, faced with the demands of the classroom, begin to be perceived. This is a very complex and delicate moment, in which the teachers' preparation strongly determines the success of their intervention and the possibility of a specific attention to these needs.

Include in your skillset the broadest and most up-to-date knowledge in the educational care of pre-school students and take a leap forward in your professional competencies"

The teacher who works with such young children needs a complete set of knowledge that allows them to distinguish the different cognitive and learning styles, so that they can give appropriate responses to each one of them, differentiating very well which ones are and which are not.

This program will provide all the knowledge that the teacher who works in the first cycles of the students' schooling will need in the context of educational attention. In this sense, throughout this program, the professional will be able to include in their knowledge the new advances that have arisen in recent years.

All this conglomerate of knowledge will be presented through the virtual campus, which can be accessed 24 hours a day. In addition, it has high-impact audiovisual resources, complementary readings and practical exercises, based on the Relearning learning model.

In this sense, this professional master's degree becomes an opportunity for the educator who wants to learn about the latest and most recent aspects included in pedagogy. All this in a 100% online program that can be developed from any device with an Internet connection, without having to attend presential centers.

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

- The development of practical cases presented in simulated scenarios by experts in the field of study, where the student will evoke in an orderly manner the knowledge learned and demonstrate the acquisition of the competencies
- 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
- The latest news on the educational task of the early childhood education teacher
- Practical exercises where the students undergo the self-assessment process to improve learning, as well as activities at different skill levels
- Special emphasis on innovative methodologies and teaching research
- 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

In this Professional Master's Degree, teachers will find the necessary tools to boost their capacity to intervene in early learning difficulties"

We offer you the best teaching methodology with a multitude of practical cases so that you can develop your study as if you were facing real cases"

Acquire and integrate into your teaching work the educational tools and strategies in relation to the educational needs in the pre-school classroom.

Immerse yourself in the study of this complete program and get ready to compete with the best.

It includes in its teaching staff professionals belonging to the field of Pre-School Education, who bring to this preparation their work experience, as well as recognized specialists from reference societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will allow professionals to learn in a contextual and situated learning environment, i.e., a simulated environment that will provide immersive specialization for real situations.

The design of this program focuses on Problem-Based Learning, by means of which teachers must try to solve the different professional practice situations that are presented to them. To do so, they will have the help of an innovative interactive video system created by recognized experts in Pre-school Education, and with great experience.

02

Objectives

The program in Pre-School Education is oriented to develop in the students the skills required for the exercise of their profession. For this, TECH Technological University offers the most complete specialization from the hand of leading experts in the field.

Advance your career by integrating new mental and practical tools that will facilitate and boost your daily practice”

General Objective

- Develop in professionals the specific knowledge and skills to perform their work in the field of early childhood education with total guarantees of quality, so that their students are able to advance in their educational process

Become a high school teacher and take a step forward in your professional career"

Specific Objectives

Module 1. Early Education

- Know the latest research on child development
- Build an overall view of the developmental processes that compose it
- Understand the factors that affect children during the first years of life
- Identify the main processes and stages of psychological development throughout the life cycle
- Analyze and evaluate the developmental characteristics
- Identify the demands, problems and differences of the human being in the different stages

Module 2. Learning Difficulties I

- Provide students with an overview of the learning difficulties that can be found in the classroom
- Detect the different difficulties that students may present
- Distinguish the concepts, problems and learning difficulties
- Know the different learning styles and cognitive styles
- Prevent learning difficulties before they occur
- Intervening before the different learning problems

Module 3. Learning Difficulties II

- Study the specific theory for Pre-School Education
- Identify the different learning difficulties
- Analyze the different learning disorders
- Know how to recognize specific learning disorders
- Know the different affective difficulties
- Stablish family-school relationships

Module 4. Personalized Education. Anthropological, Philosophical, and Psychological Foundations

- Acquire the necessary tools for reflection
- Awake professional and intellectual concerns in order to learn to be good professionals
- Get to know the different pedagogical foundations of education
- Identify the different learning situations in personalized education
- Develop the necessary tools for a good organization of from center
- Internalize teacher education for a good educational response

Module 5. Self-knowledge and Personal Autonomy in Pre-School Education

- Know, understand and assist in the emergence of self-knowledge
- Lay the foundations of their self-concept and self-esteem is one of the most beautiful tasks of the Pre-School Education teacher
- In addition, aspects facilitating the development of autonomy in the classroom and some key elements for the process of separation-individuation will be addressed
- As a whole, this course will address these aspects and how they intersect in order to have a holistic view of the process at this educational stage
- Identify warning signs about the student's level of self-esteem
- Gain knowledge about the assessment of self-concept

Module 6. Equality and Diversity in the Classroom

- 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
- Detect the signs of possible bullying at school
- Develop tools to promote inclusive and intercultural schools
- Obtain the skills to work with different ICT
- Identify the different disorders in schools
- Develop psychomotor functioning in Pre-School Education

Module 7. History, Current Situation and Future Outlook of Special Education

- Offer a global vision of Special Education
- Analyze how the evolutionary trajectory of this education has been and what is the current panorama and the new paradigms that continue to be formed

Module 8. Behaviour and Learning Difficulties

- Study the basic aspects of the most common behavioral and learning disorders in the Pre-School Education stage
- Acquire the necessary tools to be able to detect, understand and intervene in these disorders

Module 9. Education of Children with Disabilities or Developmental Difficulties

- Learn to identify the personal educational needs of students with disabilities or developmental difficulties and detect warning signs and how to prevent and intervene with at-risk learners

Module 10. Education of High-Capacity Children

- Get to know the intervention strategies for the development of students with high abilities, as well as the different enrichment and creativity development proposals

03

Skills

After passing the assessments of the Professional Master's Degree in Pre-School Education, professionals will have acquired the necessary skills to include in their practice the most up-to-date tools in educational care in the pre-school cycle, giving their intervention a greater success and their students a better program.

Incorporate specific competencies in Pre-School Education through an intensive but flexible work process that will take you to the forefront of your profession"

General Skills

- Promote and facilitate early childhood learning from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions
- Identify the principles of the globalizing and integrating perspective of students with specific educational support needs
- Use resources that facilitate the integration of students with difficulties in the learning process
- Design activities that promote the global development of students with specific educational support needs from an inclusive perspective
- Design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights
- Provide information on the basic principles of attention to diversity
- Design spaces that meet the educational response of students with difficulties in the learning process
- Plan activities that meet the diverse needs of students with specific educational support needs
- Understand the evolution of language in early childhood, know how to identify possible dysfunctions and ensure appropriate progress
- Effectively deal with language learning situations in multicultural and multilingual contexts
- Cite the stages of the different components of language
- Detect possible difficulties that deviate from the normative evolutionary course of language
- Correctly use various techniques aimed at the stimulation and development of the different language components
- Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals of the center
- Effectively deal with language learning situations in multicultural and multilingual contexts
- Encourage the reading and critical commentary of texts in the various scientific and cultural domains included in the school curriculum
- Know and analyze educational situations in order to exercise a personalized pedagogical work following the psycho-evolutionary maturation of each student according to their self-knowledge, autonomy and self-esteem
- Reflect as a group on the acceptance of rules and respect for others
- Promote the autonomy and uniqueness of each student as factors in the education of emotions, feelings and values in early childhood
- Propose strategies, based on theoretical knowledge, to help and guide families with children in early childhood education in psychological aspects related to their motor, affective and cognitive peculiarities and the ability to implement them in the classroom

- Design a team activity according to the particularities of the stage and content of the subject
- Identify the specific needs of their students and know how to use them
- Organize and carry out activities to develop an intercultural school
- Select appropriate resources to promote equality
- Promote coexistence in the classroom and outside it and address the peaceful resolution of conflicts. Systematically observe and reflect on learning and coexistence contexts
- Provide knowledge to deal with conflictive situations in the classroom
- Gain knowledge about the educational implications of information and communication technologies and, in particular, of television in early childhood
- Identify the influence of technologies in the emergence of exclusion situations
- Identify the advantages and difficulties of technological devices
- Reflect on classroom practices to innovate and improve teaching
- Acquire habits and skills for autonomous and cooperative learning and promote it in students
- Critically analyze the current educational situation and how to improve it

- Possess and understand knowledge in their field of study that builds on the foundation of general secondary education. While relying on advanced textbooks, it also includes some aspects that involve knowledge from the forefront of this field of study
- Apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defence of arguments and problem solving within their area of study
- Gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues
- Convey information, ideas, problems, and solutions to both specialized and non-specialized audiences
- Express orally and through writing and master the use of different techniques of expression

Specific Skills

- Know about childhood development, taking into account the developmental processes of which it is composed, the factors that may affect it and the possible programs to be carried out in response to it
- Identify students with temporary or permanent special educational needs and students with high abilities
- Provide relevant information on the psychological, educational and social foundations, as well as the differential characteristics of special educational needs
- Know how to inform other specialist professionals in order to approach the collaboration of the center and the teacher in the attention to the special educational needs that may arise
- Plan and develop collaborative activities in the psycho-pedagogical evaluation as a resource for the detection of students with specific educational support needs
- Acquire resources to favor the educational integration of students with difficulties
- Use play to promote the inclusion and integral development of students with special educational needs
- Identify learning difficulties, cognitive dysfunctions and those related to attention
- Identify and analyze possible barriers to the learning process and participation of students with specific educational support needs

- Carry out collaborative projects with other specialized professionals that facilitate the learning process of students with specific educational support needs
- Design and use resources that facilitate and stimulate the integration and inclusion of students with difficulties in the learning process
- Prepare and provide recommendations and guidance to families and professionals involved in the educational response to students with learning difficulties
- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators
- Know the school curriculum of social sciences
- Recognize the identity of the stage and its cognitive, psychomotor, communicative, social and affective characteristics
- Understand and be able to explain the development of self-awareness and personal autonomy in the ages 0 to 6 years
- Understand the development of the communicative capacity of children from 0 to 6 years of age and its link with their own social and family environment for the development of autonomy and self-concept
- Know how to promote the acquisition of habits based on autonomy, freedom, curiosity, observation, experimentation, imitation, acceptance of rules and limits, and symbolic and heuristic play
- Identify and analyze educational situations in order to exercise a personalized pedagogical work following the psycho-evolutionary maturation of each student according to his self-knowledge, autonomy and self-esteem
- Know the pedagogical dimension of interaction with peers and adults and know how to promote participation in group activities, cooperative and individual work
- Understand the importance of family-school collaboration in multicultural environments
- Understand the influence of the environment on the development of social behavior
- Analyze and critically incorporate the most relevant issues of today's society that affect family and school education: social and educational impact of audiovisual languages and screens; changes in gender and intergenerational relations; multiculturalism; discrimination and social inclusion and sustainable development
- Critically judge family-school relationships in multicultural settings
- Select appropriate resources to promote equality
- Understand the influence of technologies in the emergence of discriminatory situations
- Identify the current special education process, taking into account its past and future

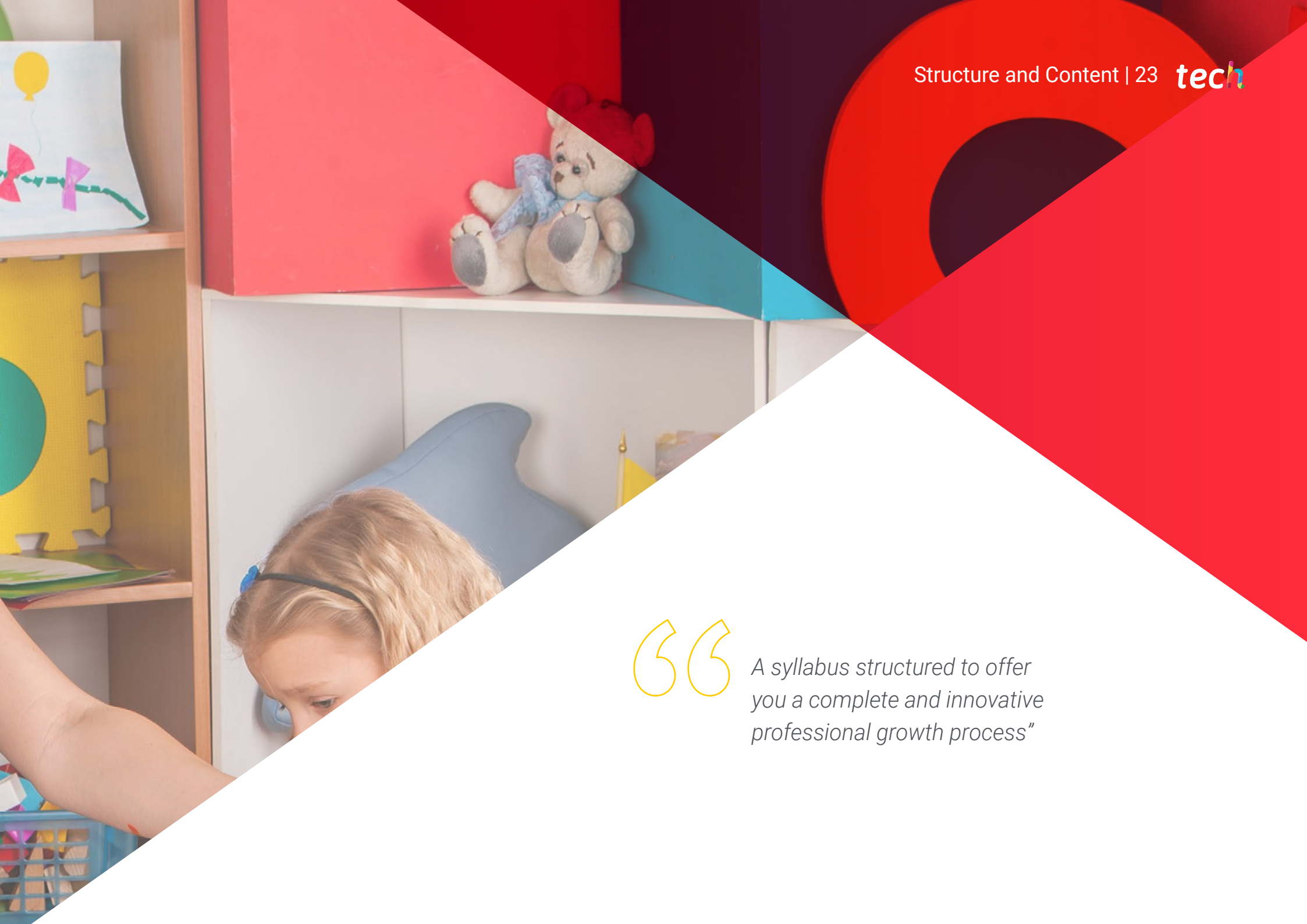
- Recognize the symptoms of behavioral and learning disorders
- Identify the services that professionals can offer in the field of psycho-pedagogical intervention for behavioral and learning disorders
- Manage the specialized scientific literature
- Detect children with special educational needs in the classroom
- Perform the different educational tasks and processes related to primary school children in need of special education
- Use specific teaching resources, adaptive technologies, software, etc
- Effectively serve children with disabilities or special developmental needs
- Create specific programs for students with high abilities

This program will allow you to learn in a theoretical and practical way, through virtual learning systems, to develop your work with total guarantees of success"

04

Structure and Content

The structure of the contents has been designed by top level professionals within the educational field, with a wide trajectory and recognized prestige in the profession, endorsed by their experience, and with a wide command of the new technologies applied to teaching.



A syllabus structured to offer you a complete and innovative professional growth process"

Module 1. Early Education

1.1. Early Care and Education Concepts
- 1.1.1. The Shift from Early Stimulation to Early Care
- 1.1.2. Definition of Early Care
- 1.1.3. Fundamentals of Early Childhood Care
- 1.1.4. Objectives, Principles and Levels of Early Care
- 1.1.5. Levels of Early Care Prevention
- 1.1.6. Early Care Support Service
- 1.1.7. Family-Centered Early Care

1.2. Basis of Motor Development
- 1.2.1. Psychomotor Development and Perfection of Movements
- 1.2.2. Concepts of Development, Maturation, Growth and Learning
- 1.2.3. Motor Development: Beginnings and Basic Patterns

1.3. Basis of Cognitive Development
- 1.3.1. Neurological Bases of Cognitive Development
- 1.3.2. Psychological Bases of Cognitive Development
- 1.3.3. Cognitive Development from 0 to 2 Years
- 1.3.4. Cognitive Development from 3 to 6 Years Old

1.4. Social-Emotional Development in Early Childhood Care
- 1.4.1. Socio-Emotional Development
- 1.4.2. Emotional Regulation
- 1.4.3. Attachment
- 1.4.4. The Family as a Principle of Affective-Emotional Development
- 1.4.5. The School, Children's Needs and Emotional and Affective Well-Being
- 1.4.6. Development of Autonomy, Self-Concept and Self-Esteem
- 1.4.7. Moral Development and Values Education in the Early Stages

1.5. Diversity Programs
- 1.5.1. Diversity and Inclusion
- 1.5.2. The Classroom as a Space for Diversity
- 1.5.3. Adapted Methodologies for the Attention of Diversity
- 1.5.4. Play as a Means to Achieve Learning and Participation

1.6. Early Stimulation
- 1.6.1. Early Stimulation
- 1.6.2. Where Can Stimulation Be Carried Out?
- 1.6.3. Stimulation Duration and Materials

1.7. Principles for Structuring an Early Stimulation Program
- 1.7.1. Biological Basis of the Brain
- 1.7.2. The Processes of Brain Development and Developmental Milestones
- 1.7.3. Socio-Cultural Reality

1.8. Development Programs as a Formal Modality in the Educational Project
- 1.8.1. Fundamental Ideas
- 1.8.2. General Objectives
- 1.8.3. Concepts and Guidelines to Follow

1.9. Influences on Child Development
- 1.9.1. Factors Influencing Comprehensive Development in Childhood
- 1.9.2. The Role of the Family and its Relationships
- 1.9.3. The Role of the Environment

1.10. Psychomotor and Sound Stimulation
- 1.10.1. Movement and Psychomotor Skills in Early Stimulation
- 1.10.2. General Recommendations for Psychomotor Development
- 1.10.3. Sensory Periods and Early Stimulation
- 1.10.4. Areas of Activity

Module 2. Learning Difficulties I

2.1. Developmental Psychology
- 2.1.1. Physical or Motor Development
- 2.1.2. Cognitive Development
- 2.1.3. Language Development
- 2.1.4. Emotional Development

2.2. Learning Difficulties: Intrapsychological and Interpsychological Difficulties
- 2.2.1. Definition and Conceptualization of Learning Disabilities (DA)
- 2.2.2. Intrapsychological Learning Difficulties
- 2.2.3. Intrapsychological Learning Difficulties
- 2.2.4. Interactive Hypothesis

2.3. Special Educational Needs and Inclusive Education
- 2.3.1. The Inclusive School Movement Overcoming School Integration
- 2.3.2. Towards a School for Everyone

2.4. Learning Difficulties Related to Communication, Language, Speech and Voice Problems
- 2.4.1. Oral Linguistic Pathology: Problems in the Communicative, Language, Speech and Voice domains
- 2.4.2. Language Problems
- 2.4.3. Speech and Articulation Disorders

2.5. Learning Difficulties Related to Reading and Writing
- 2.5.1. Conceptualization of Dyslexia or Specific Reading Disorder
- 2.5.2. Features
- 2.5.3. Reading Pathways and Types of Dyslexia
- 2.5.4. Intervention Guidelines
- 2.5.5. Other Learning Difficulties Related to Reading and Writing

2.6. Learning Difficulties Related to Mathematics
- 2.6.1. Conceptualization of the Specific Learning Disorder with Difficulties in Mathematics
- 2.6.2. Etiology and Course
- 2.6.3. Types
- 2.6.4. Features
- 2.6.5. Classroom Intervention Guidelines

2.7. Intellectual Disability
- 2.7.1. Intellectual Disability Conceptualization
- 2.7.2. Detection of Intellectual Disability in the Classroom
- 2.7.3. Special Educational Needs of Children with Intellectual Disabilities
- 2.7.4. Classroom Intervention Guidelines

2.8. High Abilities in the Classroom: Keys to Their Identification and Educational Development
- 2.8.1. Is High Ability an Educational Problem?
- 2.8.2. The Concept: Can High Ability Be Defined?
- 2.8.3. Identification: Can the Most Able Learners be Identified?
- 2.8.4. The Intervention: What, How and When to Teach?

2.9. Learning Disabilities Related to Visual and Auditory Sensory Deficits
- 2.9.1. Visual Impairment
- 2.9.2. Developmental Characteristics of Children with Visual Impairment
- 2.9.3. Special Educational Needs of Children With Visual Impairment
- 2.9.4. Educational Intervention in the Classroom
- 2.9.5. Hearing Impairment
- 2.9.6. Detection of Hearing-Impaired Students in the Classroom
- 2.9.7. Special Educational Needs in Hearing Impaired Children
- 2.9.8. Classroom Intervention Guidelines

2.10. Motor Coordination Difficulties or Dyspraxias
- 2.10.1. Conceptualization of Motor Disability
- 2.10.2. Conceptualization of Motor Coordination Difficulties or Dyspraxias
- 2.10.3. Detection of Dyspraxias in the Classroom
- 2.10.4. Classroom Intervention Guidelines

2.11. Attention Deficit Hyperactivity Disorder (ADHD)
- 2.11.1. Conceptualization
- 2.11.2. Types and Characteristics
- 2.11.3. Associated Disorders
- 2.11.4. Conceptualization of Executive Functions and Their Impact on Performance and the Social Field
- 2.11.5. Detection of ADHD in The Classroom
- 2.11.6. Classroom Intervention Guidelines

2.12. The Assessment of Centers and the Educational Environment
- 2.12.1. Conceptualization and Characterization of Autism Spectrum Disorder (ASD)
- 2.12.2. Conceptualization and Characterization of Asperger Syndrome
- 2.12.3. Guidelines for Identifying Children with ASD or Asperger Syndrome in the Classroom
- 2.12.4. Intervention Guidelines

Module 3. Learning Difficulties II

3.1. Evolution from Special Education to Inclusive Education in Pre-School Education
- 3.1.1. Key Concepts from Special Education to Inclusive Education
- 3.1.2. Inclusive School Conditions
- 3.1.3. Promoting Inclusive Education in Pre-School Education

3.2. Characteristics and Needs in Early Childhood
- 3.2.1. Acquisition of Motor Skills
- 3.2.2. Acquisition of Psychological Development
- 3.2.3. Development of Subjectivation

3.3. The Role of Parents in Early Care
- 3.3.1. Parent Education
- 3.3.2. Non-Involvement of Parents
- 3.3.3. Fostering Parent-Child Relationships

3.4. Difficulties in Language Acquisition
- 3.4.1. Language Development from 0 to 4 Years Of Age
- 3.4.2. Difficulties in Language Acquisition
- 3.4.3. Educational Intervention in the Pre-School Classroom

3.5. Difficulties Associated with the Beginning of Reading and Writing
- 3.5.1. Dilemmas About Written Language
- 3.5.2. Learning Difficulties in Reading
- 3.5.3. Educational Intervention in the Pre-School Classroom

3.6. Autism Spectrum Disorder: Early Care
- 3.6.1. Child Cognitive Development and Warning Signs
- 3.6.2. Early Care Program in Autism Spectrum Disorder (ASD)

3.7. Affective Difficulties
- 3.7.1. Affective Bonding: Attachment and Detachment
- 3.7.2. Overprotection
- 3.7.3. Description of Emotional Difficulties
- 3.7.4. Promoting Self-Esteem and Self-Concept
- 3.7.5. Educational Interventions in the Pre-School Classroom

3.8. Intellectual Precocity and Abilities
- 3.8.1. General Criteria
- 3.8.2. Intellectual Precocity at Early Ages
- 3.8.3. High Abilities in Early Ages
- 3.8.4. Educational Interventions in the Pre-School Classroom

3.9. Relations with Families
- 3.9.1. General Criteria
- 3.9.2. Establishing Good Communication with Families
- 3.9.3. Description of the Development of the Interviews with Families

3.10. Working with the Pre-School Education Team
- 3.10.1. Key Concepts
- 3.10.2. A Team Around a Child
- 3.10.3. Strengths of Working Together

3.11. Observation or Assessment Methods in Pre-School Education
- 3.11.1. Key Concepts
- 3.11.2. Observations
- 3.11.3. Multidisciplinary Assessments

3.12. Psychomotor Skills in Pre-School Education
- 3.12.1. Key Concepts
- 3.12.2. Educational Factors of Psychomotor Skills
- 3.12.3. Psychomotor Practice in Pre-School Education Classrooms

3.13. Educational Resilience
- 3.13.1. Key Concepts of Resilience
- 3.13.2. Educational Resilience: Towards the Pathway to Successful Learning
- 3.13.3. Characteristics of Resilience-Promoting Schools

Module 4. Personalized Education. Anthropological, Philosophical, and Psychological Foundations

4.1. The Human Person
- 4.1.1. Introduction and Objectives
- 4.1.2. Educating Taking Into Account The Person
- 4.1.3. Person and Human Nature
- 4.1.4. Attributes or Radical Properties of the Person
- 4.1.5. Strategies to Favor the Unfolding of the Person's Radical Attributes or Properties
- 4.1.6. The Human Person as a Dynamic System
- 4.1.7. The Person and the Meaning That They Can Give to their Life

4.2. Pedagogical Foundations of Personalized Education
- 4.2.1. Introduction and Objectives
- 4.2.2. The Educability of the Human Being as a Capacity for Integration and Growth
- 4.2.3. What is Personalized Education (And What Is Not)?
- 4.2.4. Purposes of Personalized Education
- 4.2.5. The Personal Teacher-Student Encounter
- 4.2.6. Protagonists and Mediators
- 4.2.7. The Principles of Personalized Education

4.3. Learning Situations in Personalized Education
- 4.3.1. Introduction and Objectives
- 4.3.2. The Personalized Vision of the Learning Process
- 4.3.3. Operational and Participative Methodologies: General Characteristics
- 4.3.4. Learning Situations and their Personalization
- 4.3.5. Materials and Resources Function
- 4.3.6. Evaluation as a Learning Situation
- 4.3.7. The Personalized Educational Style: its Five Manifestations
- 4.3.8. How to Promote the Five Manifestations of the Personalized Educational Style?

4.4. Motivation: A Key Aspect of Personalized Learning
- 4.4.1. Introduction and Objectives
- 4.4.2. Influence of Affectivity and Intelligence in the Learning Process
- 4.4.3. Definition and Types of Motivation
- 4.4.4. Motivation and Values
- 4.4.5. Strategies to Make the Learning Process More Attractive
- 4.4.6. The Playful Aspect of Schoolwork

4.5. Metacognitive Learning
- 4.5.1. Introduction and Objectives
- 4.5.2. What Should Students Be Taught in Personalized Education
- 4.5.3. What does "Metacognition" Mean and What Does "Metacognitive Learning" Mean?
- 4.5.4. Metacognitive Learning Strategies
- 4.5.5. Consequences of Learning in a Metacognitive Way
- 4.5.6. How to Assess Whether the Student Is Learning in a Meaningful Way?
- 4.5.7. Keys To Educate in Creativity

4.6. Personalizing the Organization of the School Center
- 4.6.1. Introduction and Objectives
- 4.6.2. Factors in the Organization of a School
- 4.6.3. The Personalized School Environment
- 4.6.4. The Students
- 4.6.5. The Teachers
- 4.6.6. The Families
- 4.6.7. The School as an Organization and as a Community
- 4.6.8. What Indicators Can We Use to Evaluate the Educational Personalization of a School Center

Module 5. Self-Knowledge and Personal Autonomy in Pre-School Education

5.1. The Development Environment
- 5.1.1. Definition of Self-Awareness, Self-Concept and Self-Esteem
- 5.1.2. The First Context of Development: The Family Environment
- 5.1.3. The Age for Breastfeeding
- 5.1.4. The Role of Parents in Child Development

5.2. The Origins of Competition
- 5.2.1. Introduction
- 5.2.2. Individual Differences at Birth
- 5.2.3. Cognitive Development
- 5.2.4. Communication
- 5.2.5. Motivation

5.3. Development of the Sense of Self: Background
- 5.3.1. Introduction
- 5.3.2. Freudian Theory of Development
- 5.3.3. Some Key Psychoanalytic Theories in Development
- 5.3.4. Theoretical Models of Cognitive Development
- 5.3.5. The Computational Approach or Cognitive Psychology
- 5.3.6. The Systemic Approach to Development
- 5.3.7. Early Emotional Development

5.4. The Importance of Others
- 5.4.1. Introduction
- 5.4.2. Link
- 5.4.3. Fear of Strangers
- 5.4.4. Response to the Absence of Family Figures

5.5. Self-Concept: Current Situation and Teaching Role
- 5.5.1. Conceptual Delimitation and Components of Self-Concept
- 5.5.2. Stages of Self-Concept Development
- 5.5.3. Self-Concept: Hierarchical-multidimensional Model
- 5.5.4. Self-Concept: Academic and Non-Academic Dimensions
- 5.5.5. The Teacher's Role in Self-Concept

5.6. The Origins of Autonomy
- 5.6.1. Introduction
- 5.6.2. The Separation-Individuation Process
- 5.6.3. Separation Resistance
- 5.6.4. Non-Autonomous Operation

5.7. Autonomy and Learning
- 5.7.1. Introduction
- 5.7.2. Learning How to Face Reality
- 5.7.3. The Role of Play in Learning to Confront Reality

5.8. The Child in the Family: Influences on Learning
- 5.8.1. Introduction
- 5.8.2. Relationship with Parents
- 5.8.3. Relationship with Siblings

5.9. Development of Self-Awareness and Autonomy in the Pre-School Classroom
- 5.9.1. Introduction
- 5.9.2. Learning How to Learn
- 5.9.3. Practical Resources for Self-Awareness Education
- 5.9.4. Guidelines for Autonomy Education in the Classroom
- 5.9.5. Final Conclusions

5.10. Assessment of Self-Concept and Self-Esteem in the Pre-School Classroom
- 5.10.1. Introduction
- 5.10.2. First Considerations on the Assessment of Self-Concept and Self-Esteem
- 5.10.3. Assessment of Self-Concept and Self-Esteem in the Classroom
- 5.10.4. Warning Signs to Detect Possible Problems of Self-Concept and Self-Esteem in Children

Module 6. Equality and Diversity in the Classroom

6.1. Basic Concepts of Equality and Diversity
- 6.1.1. Equality, Diversity, Difference, Justice and Fairness
- 6.1.2. Diversity as Something Positive and Essential to Life
- 6.1.3. Relativism and Ethnocentrism
- 6.1.4. Human Dignity and Human Rights
- 6.1.5. Theoretical Perspectives on Diversity in the Classroom
- 6.1.6. Bibliographical References

6.2. Evolution from Special Education to Inclusive Education in Pre-School Education
- 6.2.1. Key Concepts from Special Education to Inclusive Education
- 6.2.2. Inclusive School Conditions
- 6.2.3. Promoting Inclusive Education in Pre-School Education

6.3. Characteristics and Needs in Early Childhood
- 6.3.1. Acquisition of Motor Skills
- 6.3.2. Acquisition of Psychological Development
- 6.3.3. Development of Subjectivation

6.4. Exclusion in Schools
- 6.4.1. The Hidden Syllabus
- 6.4.2. Intolerance and Xenophobia
- 6.4.3. How to Detect Bullying in the Classroom
- 6.4.4. Bibliographical References

6.5. Main Factors of School Failure
- 6.5.1. Stereotypes and Prejudices
- 6.5.2. Self-Fulfilling Prophecies, the Pygmalion Effect
- 6.5.3. Other Factors Influencing School Failure
- 6.5.4. Bibliographical References

6.6. Inclusive and Intercultural School
- 6.6.1. The School as an Open Entity
- 6.6.2. Dialogue
- 6.6.3. Intercultural Education and Attention to Diversity
- 6.6.4. What Is Intercultural Schooling?
- 6.6.5. Problems in the School Environment
- 6.6.6. Performance
- 6.6.7. Proposals on Interculturality to Work in the Classroom
- 6.6.8. Bibliographical References

6.7. Digital Exclusion in the Digital Information Society
- 6.7.1. Transformations in the Digital Information Society
- 6.7.2. Access to Information
- 6.7.3. Web 2.0: from Consumers to Creators
- 6.7.4. Risks Associated with the Use of ICT
- 6.7.5. The Digital Divide: A New Type of Exclusion
- 6.7.6. Education in the Face of Digital Exclusion
- 6.7.7. Bibliographical References

6.8. The Inclusion of ICT in the Diverse School
- 6.8.1. School Inclusion and Digital Inclusion
- 6.8.2. Digital Inclusion at School, Advantages and Requirements
- 6.8.3. Changes in the Conception of the Educational Process
- 6.8.4. Transformations in Teacher and Student Roles
- 6.8.5. ICT as an Element of Attention to Diversity
- 6.8.6. The Use of ICT for Students with Educational Developmental Support Needs
- 6.8.7. Bibliographical References

6.9. Active Learning Methodologies with ICT
- 6.9.1. Introduction and Objectives
- 6.9.2. ICT and the New Educational Paradigm: Personalization of Learning
- 6.9.3. Active Methodologies for Effective ICT Learning
- 6.9.4. Learning by Research
- 6.9.5. Collaborative and Cooperative Learning
- 6.9.6. Problem- and Project-Based Learning
- 6.9.7. Flipped Classroom
- 6.9.8. Strategies for Choosing the Right ICT for Each Methodology: Multiple Intelligences and Learning Landscapes
- 6.9.9. Bibliographical References

6.10. Collaborative Learning and Flipped Classroom
- 6.10.1. Introduction and Objectives
- 6.10.2. Definition of Collaborative Learning
- 6.10.3. Differences with Cooperative Learning
- 6.10.4. Tools for Cooperative and Collaborative Learning: Padlet
- 6.10.5. Definition of Flipped Classroom
- 6.10.6. Teaching Actions for Flipped Programming
- 6.10.7. Digital Tools to Create your Flipped Classroom
- 6.10.8. Reversed Classroom Experiences
- 6.10.9. Bibliographical References

Module 7. History, Current Situation and Future Outlook of Special Education

7.1. Background and Early Experiences of Special Education
- 7.1.1. Historical Contextual Framework of Special Education
- 7.1.2. First Educational Experiences with People with Hearing Impairment
- 7.1.3. First Educational Experiences with Persons with Visual Impairment
- 7.1.4. First Educational Experiences with Persons with Mental Impairment

7.2. The Era of Institutionalization: The Transition from Medical to Pedagogical Care
- 7.2.1. The Era of Institutions
- 7.2.2. From Medical Care to Psycho-Pedagogical Care

7.3. The Era of Normalization and Consequent Social and School Integration
- 7.3.1. Ideology of Normalization
- 7.3.2. Principle of Educational Integration
- 7.3.3. Warnock Report (1978)
- 7.3.4. Characteristics of the NNE concept

7.4. Special Education in Conventional Centers
- 7.4.1. Special Needs Education and Conventional Centers
- 7.4.2. Organization and Structure of the Conventional Center

7.5. Special Education in Specific Centers
- 7.5.1. Historical Framework of the Specific Centers
- 7.5.2. Organization and Structure of the Specific Center

7.6. Collaboration Between Conventional and Specific Services
- 7.6.1. Resources Internal and External to the School
- 7.6.2. Collaboration Between Conventional and Specific Services
- 7.6.3. Educational Guidance Teams

7.7. Students with Special Educational Needs
- 7.7.1. Students with Special Educational Needs
- 7.7.2. Sensory Disabilities
- 7.7.3. Psychic Disabilities
- 7.7.4. Motor Impairment
- 7.7.5. Intellectual Giftedness
- 7.7.6. Language Disorders

7.8. School and Social Inclusion
- 7.8.1. The Transition from Integration to Inclusion
- 7.8.2. Critical Reflection of the Current Outlook
- 7.8.3. New Realities
- 7.8.4. New Paradigms

7.9. Family Involvement in Inclusive Education
- 7.9.1. Family Roles
- 7.9.2. Roles of The School
- 7.9.3. Family-School Alliance

Module 8. Behaviour and Learning Difficulties

8.1. Introduction to Conduct Disorders in Childhood
- 8.1.1. Introduction and Objectives
- 8.1.2. DSM-5 and ICD-11 Classifications
- 8.1.3. Characteristics and Factors of Conduct Disorders
- 8.1.4. Bibliographical References

8.2. Attention Deficit and/or Hyperactivity Disorder (ADHD)
- 8.2.1. Introduction and Objectives
- 8.2.2. ADHD: Definition, Prevalence and Diagnostic Criteria
- 8.2.3. Treatment and Intervention in the Classroom
- 8.2.4. Bibliographical References

8.3. Oppositional Defiant Disorder
- 8.3.1. Introduction and Objectives
- 8.3.2. Introduction to Oppositional Defiant Disorder
- 8.3.3. Risk and Prevention Factors
- 8.3.4. Educational Intervention for Oppositional Defiant Disorder
- 8.3.5. Bibliographical References

8.4. Behavioral Alternatives in Autism Spectrum Disorder
- 8.4.1. Introduction and Objectives
- 8.4.2. Levels of Severity and Diagnostic Criteria
- 8.4.3. Behavioral Patterns in Autism Spectrum Disorders
- 8.4.4. Parent Training
- 8.4.5. Bibliographical References

8.5. Mood Disorders in Childhood
- 8.5.1. Introduction and Objectives
- 8.5.2. Childhood Anxiety
- 8.5.3. Childhood Depression
- 8.5.4. Child Abuse
- 8.5.5. Treatment and Intervention in Emotional Disorders
- 8.5.6. Bibliographical References

8.6. Behavioral Disturbances in Excretory Disorders
- 8.6.1. Introduction and Objectives
- 8.6.2. Disorders: Enuresis and Encopresis
- 8.6.3. Behavioral Guidelines in Cases of Enuresis
- 8.6.4. Behavioral Guidelines in Cases of Encopresis
- 8.6.5. Bibliographical References

8.7. Eating and Food Ingestion Disorders
- 8.7.1. Introduction and Objectives
- 8.7.2. Pica Disorder
- 8.7.3. Rumination Disorder
- 8.7.4. Intervention for Parents and Educators
- 8.7.5. Bibliographical References

8.8. Sleep-Wakefulness Disorder
- 8.8.1. Introduction and Objectives
- 8.8.2. Insomnia
- 8.8.3. Nightmare Disorder
- 8.8.4. Didactic Interventions for Sleep and Wakefulness Disorders
- 8.8.5. Bibliographical References

8.9. Techniques for Contingency Management and Behavior Modification in the Classroom
- 8.9.1. Introduction and Objectives
- 8.9.2. Procedures to Increase Behavior
- 8.9.3. Token Economy
- 8.9.4. Self-Instructional Education
- 8.9.5. Bibliographical References

8.10. The Teacher
- 8.10.1. The Center
- 8.10.2. The Qualified Teacher
- 8.10.3. The Creativity and Value of the Teacher

Module 9. Education of Children with Disabilities or Developmental Difficulties

9.1. The School Facing the Education of a Child with Personal Educational Needs: Attention to Diversity
- 9.1.1. From the School of Segregation to the Comprehensive and Inclusive School
- 9.1.2. Educational Response to Diversity in a Comprehensive School of Pre-School and Primary Education
- 9.1.3. Diversity Care Plan

9.2. The Family in the Education of a Child with Personal Educational Needs
- 9.2.1. The Family System: Functions, Beliefs and Educational Styles
- 9.2.2. Conceptions, Needs and Family Orientation
- 9.2.3. Reaction to the Arrival at Home of a Child with a Disability
- 9.2.4. Family Attitudes Towards Disability
- 9.2.5. Inter- and Intra-Family Relationships
- 9.2.6. Shared Work Between Family and School
- 9.2.7. How to Optimize the Relationship between Family and School

9.3. Education of Children with Sensory Disabilities (Visual, Hearing and Deafblindness)
- 9.3.1. Education of Children with Visual Impairment
- 9.3.2. Education of Children with Hearing Impairment
- 9.3.3. Education of Children with Deafblindness

9.4. Education of Children with Physical and Organizational Disabilities
- 9.4.1. Definition of Physical and Organizational Disability
- 9.4.2. Spina Bifida
- 9.4.3. Spinal Cord Injury
- 9.4.4. Physical Disability due to Disease
- 9.4.5. Special Educational Needs in Children with Physical Disabilities
- 9.4.6. Educational Response to Special Educational Needs in Children with Physical Disabilities

9.5. Education of Children with Motor Disabilities (Cerebral Palsy)
- 9.5.1. Basic Notions of Their Psychological Development
- 9.5.2. Personal Educational Needs: Personal, Material and Methodological Resources
- 9.5.3. Educational Response to Personal Educational Needs

9.6. Education of Children with Mental Disabilities
- 9.6.1. Definition of Mental Disability
- 9.6.2. Autism Spectrum Disorders
- 9.6.3. Mood and Anxiety Disorders
- 9.6.4. Special Educational Needs and Educational Response with Psychiatric Disabilities

9.7. Education of Children with Intellectual Disabilities
- 9.7.1. Basic Notions of Their Psychological Development
- 9.7.2. Personal Educational Needs: Personal, Material and Methodological Resources
- 9.7.3. Educational Response to Personal Educational Needs

9.8. The Education of a Child with a Developmental Disorder of Social Origin (Child Maltreatment)
- 9.8.1. Some Basic Notions of Psychological Development
- 9.8.2. Personal Educational Needs: Personal Resources, Materials, and Basic Orientations
- 9.8.3. Educational Response to Personal Educational Needs

9.9. Education of Children with Neurological Impairment (Dysjective Syndrome)
- 9.9.1. Dysexecutive Syndrome
- 9.9.2. Basic Notions of Psychological Development and the Central Nervous System
- 9.9.3. Personal Educational Needs
- 9.9.4. Educational Response to Personal Educational Needs

9.10. Financing of Special Education
- 9.10.2. Models and Systems of Special Education Financing in Europe
- 9.10.3. Complementary Financing to that of the Educational Administration

Module 10. Education of High-Capacity Children

10.1. Intelligence and Its Meaning
- 10.1.1. Historical Review of the Concept of Intelligence
- 10.1.2. Historical Review: Galton and Measurement
- 10.1.3. Binet and Mental Age
- 10.1.4. The Transition from IQ to G-factor
- 10.1.5. Factor Models
- 10.1.6. New Proposals of Multiple Intelligences

10.2. High-Capacity Students
- 10.2.1. Definition of High-Capacity Students
- 10.2.2. The Renzulli Three-Ring Model
- 10.2.3. Sternberg and His Typology of Giftedness
- 10.2.4. Socio-Cultural Models
- 10.2.5. The Global Model of Giftedness

10.3. Characteristics of High-Capacity Students
- 10.3.1. Basic Differential Characteristics
- 10.3.2. Specific Characteristics
- 10.3.3. Peculiarities of Development: Desynchrony

10.4. Talented Students
- 10.4.1. Definition of Talented Students
- 10.4.2. Castelló and the Three Types of Talent
- 10.4.3. Multiple Intelligences and Talented Students

10.5. Identification of High-Capacity Individuals
- 10.5.1. Identification: First Approach
- 10.5.2. Identification Problems
- 10.5.3. Identification Assumptions

10.6. Educational Intervention with High-Capacity Individuals
- 10.6.1. Diversity: A Basic Premise
- 10.6.2. Educational Action Steps
- 10.6.3. Areas of Intervention
- 10.6.4. Intervention Strategies (I): Acceleration
- 10.6.5. Intervention Strategies (II): Grouping
- 10.6.6. Intervention Strategies (III): Enrichment
- 10.6.7. Other Educational Strategies
- 10.6.8. Specific Strategies for Talented Students
- 10.6.9. Star Program: An Example of Integration

10.7. Proposal for Enrichment and Development of Creativity
- 10.7.1. Enrichment: The Strategy
- 10.7.2. Triadic Enrichment Model
- 10.7.3. Enrichment of the Structure-Context of Learning
- 10.7.4. Types of Curricular Adaptations
- 10.7.5. Extracurricular Enrichment
- 10.7.6. Creativity

10.8. New Technologies and New Developmental Possibilities for the High-Capacity Learner
- 10.8.1. New Technologies ICT
- 10.8.2. Video Games
- 10.8.3. Role-Playing Board Games
- 10.8.4. Gestalt and Art

10.9. International Prospective on High-Capacity Education
- 10.9.1. Five Countries, Three Continents Faced with Giftedness
- 10.9.2. Opportunity and Background of High-Capacity Women
- 10.9.3. The Need for Care of High-Capacity Girls
- 10.9.4. Education and the Structural Barriers Affecting High-Capacity Girls
- 10.9.5. Recommendations for High-Capacity Girls

10.10. The Family of High-Capacity Students
- 10.10.1. The Family and their Relationship with School
- 10.10.2. The Family
- 10.10.3. Family-School Relationship
- 10.10.4. Siblings and Partners: Relationships and Identification

This program is the key to advancing your professional career, don't let this opportunity pass you by"

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:

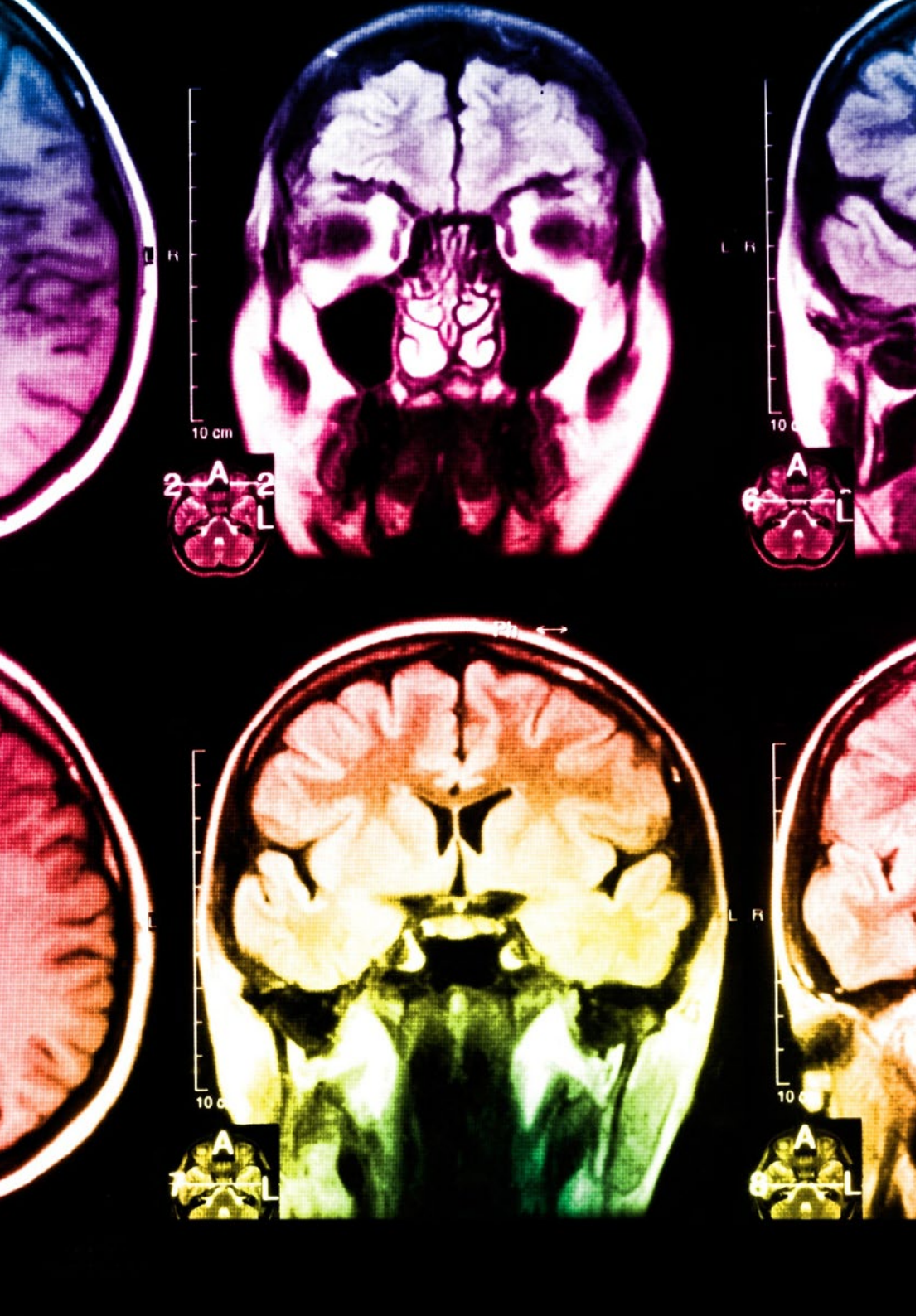
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

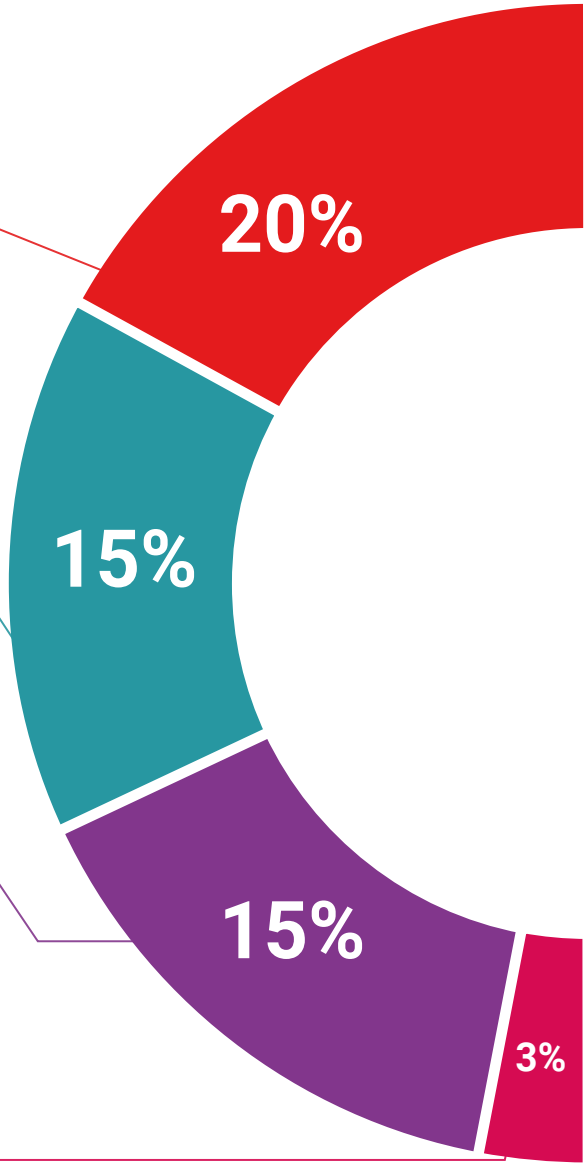
Interactive Summaries

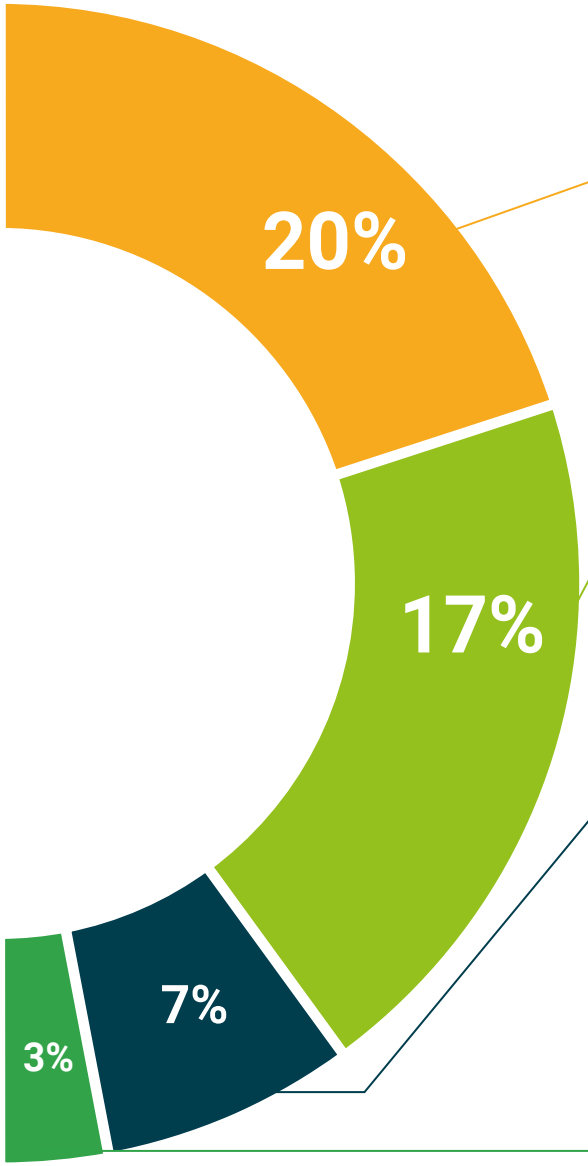
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

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

This **Professional Master's Degree in Pre-School Education** 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 diploma** 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 Pre-School Education**

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

Pre-School Education

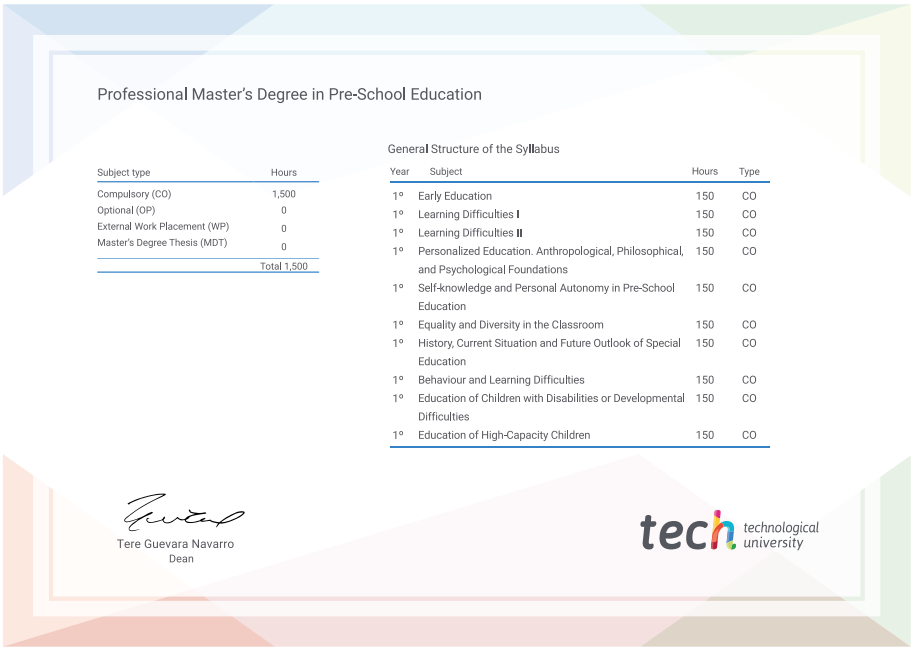
This is a qualification awarded by this University, equivalent to 1,500 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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 Pre-School Education

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	Early Education	150	CO
1º	Learning Difficulties I	150	CO
1º	Learning Difficulties II	150	CO
1º	Personalized Education. Anthropological, Philosophical, and Psychological Foundations	150	CO
1º	Self-knowledge and Personal Autonomy in Pre-School Education	150	CO
1º	Equality and Diversity in the Classroom	150	CO
1º	History, Current Situation and Future Outlook of Special Education	150	CO
1º	Behaviour and Learning Difficulties	150	CO
1º	Education of Children with Disabilities or Developmental Difficulties	150	CO
1º	Education of High-Capacity Children	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

Pre-School Education

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

Professional Master's Degree

Pre-School Education

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