

Professional Master's Degree

Primary Education Didactics





Professional Master's Degree

Primary Education

Didactics

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

Website: www.techtitute.com/in/education/professional-master-degree/master-primary-education-didactics

Index

01

Introduction

p. 4.

02

Objectives

p. 8.

03

Skills

p. 14.

04

Structure and Content

p. 18.

05

Methodology

p. 32.

06

Certificate

p. 40.

01

Introduction

Teaching in the primary education cycle faces challenges that go beyond the delivery of content. With a student body in complete evolution, teachers have to combine the specific didactics of each area with the use and adaptation to the different stages of development that children at this school stage are going through. This program has been configured as an extremely useful tool that will provide the personal, professional and digital skills necessary to give your work the quality of a first-class teacher.





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Acquire the ability to boost primary school students in their personal and academic development, with the most advanced didactic tools available in the educational market"

The Primary Education cycle takes place during a period of intense maturation and growth of the students. These changes, which evolve from a state of infancy and immaturity to pre-adolescence, require intense adaptation on the part of teachers, who must be able to adjust their way of working to the intellectual, physical and emotional capacity of the children at any given moment.

During this period, children should acquire correct literacy skills, become proficient in reading and writing, and enter into a more complete study of foreign languages, for example, as well as integrating the corresponding knowledge in other areas such as science or geography. This learning is distributed over a time scale that covers six years of teaching, culminating in a student prepared to face the significant step of the transition to the next cycle of compulsory training: Secondary Education

With this Professional Master's Degree, TECH has proposed to train teachers to be able to handle with ease and accuracy in the teaching of each of the stages of this educational cycle.

The order and distribution of the subjects and their topics is specially designed to allow students of this program to decide their dedication and self-manage their time. For this purpose, you will have at your disposal theoretical materials presented through enriched texts, multimedia presentations, exercises and guided practical activities, motivational videos, master classes and case studies, where you will be able to evoke knowledge in an orderly manner and improve your decision-making that demonstrates your high-level education within this field of teaching.

This education is distinguished by the fact that it can be taken in a 100% online format, adapting to the needs and obligations of the student, in an asynchronous and completely self-manageable manner. The student will be able to choose which days, at what time and how much time to dedicate to the study of the contents of the program. Always in tune with the capabilities and skills dedicated to it.

This **Professional Master's Degree in Primary Education Didactics** contains the most complete and up-to-date program on the market. Its most notable features are:

- ♦ 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 development
- ♦ The latest developments on the educational task of the primary school 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



A high-intensity program that will allow our students to advance quickly and efficiently in their learning"

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With the best online teaching tools, this program will allow you to have the maximum flexibility to adapt your effort and your study to your real needs”

It includes, in its teaching staff, professionals belonging to the field of Primary Education, who bring to this training the experience of their work, in addition to recognized specialists from prestigious reference societies and 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 an immersive training experience designed to train for real-life situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the specialist will be assisted by an innovative interactive video system developed by renowned and experienced experts in the field of primary education didactics.

You will have access to the contents from any fixed or portable device with internet connection, even from your cell phone.

With the most interesting advances in Primary Education Didactics, this program will allow you to apply new and interesting ways to motivate your students.



02

Objectives

The program in Primary Education Didactics is designed to develop in students the skills required for the practice of teaching in Primary Education. Configured as a complete compendium of learning and tools, its objective is to achieve the professional progress of teachers and the incorporation of the most innovative and effective tools of the moment into their practice.



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Incorporate the latest developments in Primary Education Didactics into your teaching skills and give your CV the boost in competitiveness that is essential in the sector”



General Objectives

- ♦ Design, plan, deliver and assess 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
- ♦ Recognize the importance of rules in all educational processes
- ♦ Promote participation and respect for the rules of coexistence

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Offer your students the development possibilities that high-level teaching can achieve, with the support of the most valued teaching methods of the moment”





Specific Objectives

Module 1. 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 the center
- ♦ Internalize Teacher Training for a good educational response

Module 2. General Didactics

- ♦ Orientate teaching according to the student's age
- ♦ Guide the teaching according to the student's evolutionary age
- ♦ Guide the organization of homework to avoid wasting time and useless efforts.
- ♦ Make teaching and, therefore, learning more effective

Module 3. Didactics of Mathematics in Primary Education

- ♦ Know and value the social and cultural importance of mathematics, as well as its role in the educational system and in the curriculum
- ♦ Characterize the learning of schoolchildren at different ages based on the competencies to be developed from mathematics in Primary Education
- ♦ Pose and solve mathematical problems of varying complexity through a variety of pathways and analyze the role they can play in education
- ♦ Analyze the role of error in learning mathematics and describe the main errors and difficulties that can arise
- ♦ Know and use the usual means, materials and resources in the teaching of mathematics with special attention to information and communication technologies

- ♦ Describe and analyze different teaching strategies and techniques that promote the development of mathematical competence of schoolchildren in an environment of equity and respect

Module 4. Didactics of Music Education in Primary Education

- ♦ Delimit the scientific-theoretical field of Didactics of musical expression and know its basic principles
- ♦ Value and use music education from a globalizing and interdisciplinary perspective
- ♦ Acquire the basic concepts and codes of the subject, and define, relate and express them adequately
- ♦ Analyze the main pedagogical systems in music education and their implementation in teaching intervention
- ♦ Develop resources through its own didactic materials
- ♦ Program, direct and assess work sessions or projects based on musical expression and creation

Module 5. Didactics of Spanish Language in Primary Education

- ♦ Know how to deal effectively with language learning situations in multicultural and multilingual contexts
- ♦ Be able to express oneself orally and in writing applying criteria of coherence and discursive cohesion, as well as mastering the use of different techniques of expression in the mother tongue
- ♦ Be able to elaborate and maintain coherent and reasoned arguments on educational and professional topics according to the acquired communicative and linguistic competence
- ♦ Assume that the exercise of the teaching function in the linguistic field must be perfected and adapted to scientific, pedagogical and social changes

- ♦ Be able to develop an autonomous learning process that integrates the use of ICT in the teaching/learning process
- ♦ Be able to program activities and select materials for the teaching and learning of the mother tongue
- ♦ Become receptive and critical with respect to the knowledge of the peculiarities of the target language
- ♦ Be able to understand texts or any written document that deals with topics related to the students' living environment or related to their specialty, as well as to incorporate different media (press, TV, etc.) into teaching from a critical perspective
- ♦ Know how to apply the learning processes of Reading/Writing and its teaching
- ♦ Be able to make appropriate use of the necessary resources to encourage reading and writing in the mother tongue

Module 6. Didactics of Children's Literature and Reading Encouragement

- ♦ Gain knowledge about the principles, theories and techniques concerning literary education and the promotion of reading
- ♦ Know the ways of applying the principles and theories to practical situations and different social and educational contexts
- ♦ Develop planning, improvisation and experimentation skills in youth literature
- ♦ Develop an enthusiastic attitude towards books for children and young people, as well as towards literary education
- ♦ Enable students to stimulate the desire to read as a form of knowledge
- ♦ Distinguish and know good books of children's and young adult literature
- ♦ Become prepared to select, prepare or adapt didactic materials of all kinds
- ♦ Know the most important bibliographic, electronic and documentary sources for personal and professional training

Module 7. Didactics of the English Language

- ♦ Know how to analyze some of the most relevant didactic theories and methods in foreign language learning and their application to the Primary Education classroom
- ♦ Rethink English language teaching, analyzing concepts such as multiple intelligences, different learning styles, and how individual differences will influence the way students will assimilate the new knowledge they are taught
- ♦ Learn that learning a new language has its own characteristics and know the steps to follow to help students communicate in English and, in addition, learn the culture of the countries where it is spoken
- ♦ Identify the different learning theories and styles
- ♦ Develop CLIL curriculum models
- ♦ Specialize teachers in the different aspects of foreign language learning

Module 8. Didactics of Physical Education in Primary Education

- ♦ Get to know the didactic foundations in educational planning and intervention applicable to the teaching/learning process of physical education
- ♦ Understand the relationship between theoretical didactic aspects and their practical application in physical education
- ♦ Know the curriculum of physical education in Primary Education.
- ♦ Acquire the basic concepts of the subject, define them and relate them to
- ♦ Promote the acquisition of knowledge for the development of planning, implementation and evaluation processes of physical education activities at school.
- ♦ Acquire skills in guidance, counselling and implementation of adaptations of the physical education curriculum and in the resolution of Teaching/Learning problems
- ♦ Evaluate the teaching intervention of the motor practice according to the principles of physical education

Module 9. Didactics of Natural Sciences in Primary Education

- ♦ Appropriately use (express and apply) basic scientific knowledge associated with the experimental sciences to explain the physical environment and the functioning of living organisms
- ♦ Recognize the contribution of experimental sciences to the formation of the individual in Primary Education
- ♦ Have a general idea of the distribution and sequencing of natural science content throughout primary education
- ♦ Identify, pose and adequately solve problems associated with science in everyday life.
- ♦ Know and appreciate the way science constructs knowledge and the evolution of scientific theories over time
- ♦ Identify and assess the influence of science on social and economic development (technological applications, scientific advances in the field of medicine, agriculture, industry)
- ♦ Acquire and promote relevant citizenship behaviors to ensure a sustainable future.
- ♦ Recognize the human dimension of science and the influence of policies and ideologies on scientific development
- ♦ Design and assess curriculum content through appropriate didactic resources, adapting to different levels
- ♦ Apply appropriate resources and strategies to promote the acquisition of basic competencies in primary school students

Module 10. Didactics of Social Sciences in Primary Education

- ♦ Maintain a critical and active attitude towards current relevant social issues
- ♦ Know the evolution of the child between 6 and 12 years of age with regard to the development of the understanding of socio-cultural phenomena, and of the spatio-temporal axes in which they develop, and know how to apply them to the development of teaching/learning proposals in the social sciences
- ♦ Master the strategies of observation and analysis of sociocultural facts
- ♦ Program didactic units on social sciences content for students from 6 to 12 years old, taking into account the attention to diversity
- ♦ Have the skills to develop a didactic program in social sciences for students from 6 to 12 years of age that includes forms of student motivation
- ♦ Get to know the most appropriate resources to use in the teaching/learning of social sciences with students from 6 to 12 years old, and to know how to use them in relation to the socio-cultural context of the student
- ♦ Know and include in their educational proposals the use of ICT in the study of the social environment
- ♦ Assess student achievement and design extension and reinforcement activities, if necessary, based on the results observed
- ♦ Assess the Teaching/Learning processes and creative and investigative attitude to incorporate modifications to improve them

03 Skills

After passing the assessments of the Professional Master's Degree in Primary Education Didactics, the professional will have acquired the necessary skills to carry out a quality educational practice in Primary Education, up-to-date thanks to the most innovative didactic methodology.





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*Become the teacher that every school
wants to have with the broadest and most
up-to-date knowledge”*



Basic Skills

- ◆ Encourage the reading and critical commentary of texts in the various scientific and cultural domains included in the school curriculum
- ◆ Effectively deal with language learning situations in multicultural and multilingual contexts
- ◆ Design globalizing activities that encourage students to use various skills
- ◆ Describe the different learning styles of students
- ◆ 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
- ◆ Reflect on the influence of culture in the process of learning a second foreign language
- ◆ 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
- ◆ Develop guidelines that should govern any activity before it is presented to students
- ◆ Correct use of pedagogical strategies
- ◆ Reason with critical and creative thinking
- ◆ Demonstrate an entrepreneurial spirit, therefore increasing motivation for quality teaching





Specific Skills

- ♦ Identify learning difficulties, report them and collaborate in their treatment
- ♦ 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
- ♦ Teach students in such a way that their learning is meaningful
- ♦ Guide students in their own learning process
- ♦ Gain knowledge about the language and literature curriculum of this stage, as well as the theories on the acquisition and development of the corresponding learning processes
- ♦ Knowing the musical fundamentals of this stage
- ♦ Master the design of activities, sessions and didactic units
- ♦ Apply the didactics of the Spanish language in the teaching of students
- ♦ Bring students closer to reading and literature adapted to their ages
- ♦ Encourage interest in reading and theater
- ♦ Teach mathematics lessons with complete clarity so that they can be understood by students at these stages without any problems
- ♦ Know how to solve students' problems in mathematics
- ♦ Apply the most appropriate methodologies for teaching English
- ♦ Encourage student interest in exercise and physical education
- ♦ Offer adequate knowledge of social and natural sciences, adapted to this educational stage

04

Structure and Content

The structure of the contents has been designed by professional experts in the educational field, with extensive experience and recognized prestige in the profession. A compendium of topics structured in an efficient way to ensure that the increase in skills is noticed from almost the first moment, in a process of growth that will allow them to exercise their profession with confidence and success.





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The syllabus covers all the areas of knowledge and growth that the primary school teacher needs, including new didactics and the use of ICT in this educational cycle"

Module 1. Personalized Education. Anthropological, Philosophical, and Psychological Foundations

- 1.1. The Human Person
 - 1.1.1. Educating Taking Into Account The Person
 - 1.1.2. Person and Human Nature
 - 1.1.3. Attributes or Radical Properties of the Person
 - 1.1.4. Strategies to Favor the Unfolding of the Person's Radical Attributes or Properties.
 - 1.1.5. The Human Person as a Dynamic System
 - 1.1.6. The Person and the Meaning That They Can Give to their Life
- 1.2. Pedagogical Foundations of Personalized Education
 - 1.2.1. The Educability of the Human Being as a Capacity for Integration and Growth
 - 1.2.2. What is and What is Not Personalized Education?
 - 1.2.3. Purposes of Personalized Education
 - 1.2.4. The Personal Teacher-Student Encounter
 - 1.2.5. Protagonists and Mediators
 - 1.2.6. The Principles of Personalized Education
- 1.3. Learning Situations in Personalized Education
 - 1.3.1. The Personalized Vision of the Learning Process
 - 1.3.2. Operational and Participatory Methodologies and their General Characteristics
 - 1.3.3. Learning Situations and their Personalization
 - 1.3.4. Role of Materials and Resources
 - 1.3.5. Assessment as a Learning Situation
 - 1.3.6. The Personalized Educational Style and its Five Manifestations
 - 1.3.7. Promoting the Five Manifestations of the Personalized Educational Style
- 1.4. Motivation: A Key Aspect of Personalized Learning
 - 1.4.1. Influence of Affectivity and Intelligence in the Learning Process
 - 1.4.2. Definition and Types of Motivation
 - 1.4.3. Motivation and Values
 - 1.4.4. Strategies to Make the Learning Process More Attractive.
 - 1.4.5. The Playful Aspect of Schoolwork





- 1.5. Metacognitive Learning
 - 1.5.1. What Should Students Be Taught in Personalized Education?
 - 1.5.2. Meaning of Metacognition and Metacognitive Learning
 - 1.5.3. Metacognitive Learning Strategies
 - 1.5.4. Consequences of Learning in a Metacognitive Way.
 - 1.5.5. The Assessment of the Significant Learning of the Learner
 - 1.5.6. Keys To Educate in Creativity
- 1.6. Personalizing the Organization of the School Center
 - 1.6.1. Factors in the Organization of a School
 - 1.6.2. The Personalized School Environment
 - 1.6.3. The Student Body
 - 1.6.4. The Teaching Staff
 - 1.6.5. The Families
 - 1.6.6. The School Center as an Organization and as a Unit
 - 1.6.7. Indicators to Assess the Educational Personalization of a School Center
- 1.7. Identity and Profession
 - 1.7.1. Personal Identity: A Personal and Collective Construction
 - 1.7.2. Lack of Social Valuation
 - 1.7.3. Cracking and Identity Crisis
 - 1.7.4. Professionalization Under Debate
 - 1.7.5. Between Vocation and Expert Knowledge
 - 1.7.6. Teachers as Artisans
 - 1.7.7. Fast Food Behavior
 - 1.7.8. Unrecognized Good Guys and Unknown Bad Guys
 - 1.7.9. Teachers Have Competitors
- 1.8. The Process of Becoming a Teacher
 - 1.8.1. Initial Training Matters
 - 1.8.2. At the Beginning, the More Difficult, the Better
 - 1.8.3. Between Routine and Adaptation
 - 1.8.4. Different Stages, Different Needs

- 1.9. Characteristics of Effective Teachers
 - 1.9.1. The Literature on Effective Teachers
 - 1.9.2. Value-Added Methods
 - 1.9.3. Classroom Observation and Ethnographic Approaches
 - 1.9.4. The Dream of Having Countries with Good Teachers
- 1.10. Beliefs and Change
 - 1.10.1. Analysis of Beliefs in the Teaching Profession
 - 1.10.2. Many Actions and Little Impact
 - 1.10.3. The Search for Models in the Teaching Profession

Module 2. General Didactics

- 2.1. Foundations of Didactics as an Applied Pedagogical Discipline
 - 2.1.1. Foundations, Origin, and Evolution of Didactics
 - 2.1.2. The Concept of Didactics
 - 2.1.3. The Object and the Purpose of Didactics
 - 2.1.4. Personalization of the Teaching/Learning Process
 - 2.1.5. Didactics as Theory, Practice, Science, and Art
 - 2.1.6. Didactic Models
- 2.2. Learning to Learn. Contributions from the Theory of Multiple Intelligences, Metacognition, and Neuroeducation
 - 2.2.1. An Approach to the Concept of Intelligence
 - 2.2.2. Metacognition and its Application in the Classroom
 - 2.2.3. Neuroeducation and its Application to Learning
- 2.3. Didactic Principles and Methodology
 - 2.3.1. Didactic Principles
 - 2.3.2. Didactic Strategies and Types
 - 2.3.3. Didactic Methods
- 2.4. Educational Design and Planning
 - 2.4.1. Approach to the Concept of Curriculum
 - 2.4.2. Levels of Curricular Concreteness
- 2.5. Competence Objectives and Contents
 - 2.5.1. Educational Objectives
 - 2.5.2. Objectives in the Linear Model. What is the Purpose of Teaching?
 - 2.5.3. Objectives in the Process Model
 - 2.5.4. Competencies. Why Teach?
 - 2.5.5. Contents. What to Teach?
- 2.6. Didactic Procedures and Teaching Techniques
 - 2.6.1. Representation Procedures and Codes
 - 2.6.2. Teaching Techniques
- 2.7. Activities, Didactic Media, Didactic Resources and ICT
 - 2.7.1. Activities
 - 2.7.2. Means and Resources from a Curriculum Perspective
 - 2.7.3. Classification of Resources and Didactic Means
 - 2.7.4. Didactic Means and ICT
- 2.8. Motivation in the Classroom and Strategies for its Achievement
 - 2.8.1. What Does Motivation in the Classroom Consist Of?
 - 2.8.2. Different Types of Motivation
 - 2.8.3. Main Theories of Motivation
- 2.9. Educational Assessment
 - 2.9.1. Approach to the Concept of Evaluation
 - 2.9.2. Assessment Systems
 - 2.9.3. Content of the Assessment: What to Evaluate?
 - 2.9.4. Assessment Techniques and Instruments: How to Assess?
 - 2.9.5. Assessment Moments
 - 2.9.6. Assessment Sessions
 - 2.9.7. Curricular Adaptations
- 2.10. Communication in the Teaching/Learning Process
 - 2.10.1. The Communication Process in the Classroom
 - 2.10.2. Communication from the Learner's Perspective
 - 2.10.3. Communication from the Teacher's Perspective

Module 3. Didactics of Mathematics in Primary Education

- 3.1. Mathematical Knowledge
 - 3.1.1. The Culture of Mathematics
 - 3.1.2. Curricular Justification
 - 3.1.3. Learning Models
 - 3.1.4. Theory of Didactic Situations
 - 3.1.5. Errors in the Teaching/Learning Process in Mathematics
- 3.2. Mathematical Problem-Solving
 - 3.2.1. Problem Definition
 - 3.2.2. Problem-Solving Justification
 - 3.2.3. Types of Problems: Structured and Unstructured
 - 3.2.4. Problem-Solving: Strategies and Techniques
 - 3.2.5. Understanding the Statement
- 3.3. Relationship Between Affectivity and Mathematics
 - 3.3.1. Effective Dimension of Mathematics
 - 3.3.2. Mathematics Education and its Beliefs
 - 3.3.3. Anxiety Caused by Problem-Solving
 - 3.3.4. Emotions Transferred to the Classroom by the Teacher
- 3.4. Didactic Element: The Game
 - 3.4.1. The Game as a Didactic Element
 - 3.4.2. Competition as a Factor to be Taken into Account
 - 3.4.3. Games and the Theory of Didactic Situations
 - 3.4.4. Games with Primary Education Curricular Content
- 3.5. Assessment
 - 3.5.1. Know Why and for What Purpose We Assess
 - 3.5.2. Assessing from the Perspective of Difficulty
 - 3.5.3. Do Not Assess Content but Skills
 - 3.5.4. Self-Assessment of Teaching Practice
- 3.6. Didactics and Arithmetic of the Natural Number
 - 3.6.1. Justification of the Number in the Primary Education Curriculum
 - 3.6.2. Concept and Uses of the Natural Number
 - 3.6.3. First Numerical Experiences and Understanding of the Decimal Numeration System
 - 3.6.4. Teaching Arithmetic in Primary Education
 - 3.6.5. Additive and Multiplicative Problem-Solving
 - 3.6.6. Traditional, Alternative, Invented and Historical Algorithms
 - 3.6.7. Materials and Resources
- 3.7. Didactics: Rational Number and Alternatives to Calculus
 - 3.7.1. Working with Fractions in Primary Education
 - 3.7.2. The Sequence of Fractions in a Didactic Way
 - 3.7.3. Solving Arithmetic Problems with Fractions
 - 3.7.4. Introduction of Decimal Numbers in Primary Education
 - 3.7.5. Differences and Similarities between Mental Calculus and Thought Calculus
 - 3.7.6. Estimates in the Calculation Process
 - 3.7.7. Do We Use the Calculator in Primary Education?
- 3.8. Didactics: Measurement of Magnitudes
 - 3.8.1. Measurements and Magnitudes in Primary Education
 - 3.8.2. Start Measuring at School
 - 3.8.3. Main Difficulties in the Learning Process of Measurement
 - 3.8.4. Teaching Materials and Resources
- 3.9. Didactics: Geometry
 - 3.9.1. Practical Applications of Geometry
 - 3.9.2. Psychopedagogical Deficiencies
 - 3.9.3. Representation, Visualization and Reasoning
 - 3.9.4. Materials and Resources to Work on Geometry in the Plane and in Space
 - 3.9.5. ICT: GeoGebra
- 3.10. Didactics: Statistics
 - 3.10.1. Statistics and its Didactic Utility
 - 3.10.2. Descriptive Statistics
 - 3.10.3. Probability and its Didactic Utility
 - 3.10.4. Statistical Program

Module 4. Didactics of Music Education in Primary Education

- 4.1. Music Education: Didactic Foundations
 - 4.1.1. Introduction to Arts Education in Primary Education
 - 4.1.2. Teaching Music
 - 4.1.3. Music Education with Strategies and Techniques
 - 4.1.4. Methods for the Correct Development of Musical Ability in Primary School Children
- 4.2. The Music Teacher
 - 4.2.1. The Tasks of the Music Teacher
 - 4.2.2. Characteristics, Objectives and Attitudes of the Music Teacher
 - 4.2.3. Modern Pedagogical Systems and their Application to Music Education
 - 4.2.4. Coexistence in the Music Class
 - 4.2.5. Correct Motivation
- 4.3. Musical Language
 - 4.3.1. What is Musical Language?
 - 4.3.2. What are the Elements of Musical Language?
 - 4.3.3. How is Musical Language Taught?
 - 4.3.4. Use of Pedagogical-Musical Methods to Teach Music Language and Music Reading
- 4.4. ICT in Music Education
 - 4.4.1. Guidelines for the Proper Use of ICTs
 - 4.4.2. ICT Resources in the Music Classroom
 - 4.4.3. Musical Score
 - 4.4.4. Advantages and Disadvantages of the Use of ICTs
 - 4.4.5. Assessment and Evaluation of ICT Resources in the Subject
- 4.5. Voice and Singing as Didactic Resources
 - 4.5.1. The Voice and its Functions
 - 4.5.2. Use of Voice as a Didactic Resource
 - 4.5.3. Application of Pedagogical-Musical Methods: Voice and Singing
 - 4.5.4. Encourage the Use of the Vocal Ensemble to Address Different Techniques
- 4.6. Instrumental Practice as a Didactic Resource
 - 4.6.1. What is Rhythm? Are Instruments Needed to Keep a Rhythm?
 - 4.6.2. The Sonorous Use of the Body
 - 4.6.3. Instrumental Repertoire in Primary Education
 - 4.6.4. Resources for Working on Instrumental Practice in the Classroom
 - 4.6.5. Application of Pedagogical-Musical Methods: Instrumental Practice
- 4.7. Movement and Dance as a Didactic Resource
 - 4.7.1. What is Movement? And Dance?
 - 4.7.2. Psychomotor Skills Applied to Music Education
 - 4.7.3. Resources for Working on Body Expression, Movement and Dance in the Classroom
 - 4.7.4. Methods for the Correct Development of Musical Ability
 - 4.7.5. Repertoire of International Dances
- 4.8. Music Therapy as a Didactic Resource
 - 4.8.1. What is Music Therapy?
 - 4.8.2. What Are the Principles of Music Therapy?
 - 4.8.3. What are the Ways of Music Therapy?
 - 4.8.4. The Steps of Music in the Development of Children in Primary Education
- 4.9. Means and Material Resources in Music Education
 - 4.9.1. The Complexity of the Specialized Classroom in the Delivery of the Subject
 - 4.9.2. Distribution of Didactic-Musical Material
 - 4.9.3. The Teacher as a Resource
- 4.10. Assessment of Music Education Teaching
 - 4.10.1. Planning the Teaching of Music Education
 - 4.10.2. Musical Objectives and Contents
 - 4.10.3. Sequencing
 - 4.10.4. Activities that Include the Assessment Criteria
 - 4.10.5. The Importance of Attention to Diversity in Music Education
 - 4.10.6. Characteristics and Objects to be Assessed
 - 4.10.7. Techniques and Tools that Can Be Used for Assessment

Module 5. Didactics of Spanish Language in Primary Education

- 5.1. Language Teaching in Today's Society
 - 5.1.1. Historical Introduction
 - 5.1.2. Current Affairs in the Area of Language and Literature in Primary Education
 - 5.1.3. The Curriculum of the Area
 - 5.1.4. Bibliographic References to be Taken into Account
- 5.2. The Language Teacher
 - 5.2.1. Attitude as a Fundamental Issue
 - 5.2.2. Basic Principles of the Teacher
 - 5.2.3. Avoidance of the Ills Associated with the Area
 - 5.2.4. Search for New Educational Challenges for Teachers
- 5.3. Reading and Writing in Primary Education
 - 5.3.1. What is Reading?
 - 5.3.2. What is Writing?
 - 5.3.3. Do Both Concepts Make Up Literacy?
- 5.4. Listening Comprehension
 - 5.4.1. What is Listening Comprehension? Shall We Listen?
 - 5.4.2. Search for the Meaning of Listening Comprehension
 - 5.4.3. A Different Communicative Approach
 - 5.4.4. The Didactic Challenges Facing Listening Comprehension
 - 5.4.5. The Resurgence of the Teacher and Classroom Interaction
- 5.5. Reading Comprehension
 - 5.5.1. What is Reading Comprehension?
 - 5.5.2. Cognitive, Linguistic and Emotional Processes Associated with Reading Comprehension
 - 5.5.3. Material Resources to Work in the Classroom
 - 5.5.4. Reading Comprehension Assessment
- 5.6. Oral Expression
 - 5.6.1. What is Oral Expression?
 - 5.6.2. Does it Influence the Communication Environment?
 - 5.6.3. Verbal Interaction in the Classroom
 - 5.6.4. Applications for the New Teacher
- 5.7. Written Expression
 - 5.7.1. What is Written Expression? Are There Any Myths About Writing?
 - 5.7.2. What are the Students' Problems?
 - 5.7.3. Writing Has a Process
 - 5.7.4. Types of Texts
 - 5.7.5. Aspects to Take Into Account
- 5.8. Teaching the Lexicon
 - 5.8.1. Historical Context
 - 5.8.2. Classification and Lexical Learning Processes
 - 5.8.3. Proposals, Methodology and Assessment for Current Lexicon Education
 - 5.8.4. The Dictionary, Our Friend
 - 5.8.5. A Useful Dictionary
 - 5.8.6. Bibliographical References
- 5.9. Teaching Spelling Without Getting It Wrong
 - 5.9.1. Spelling as a Tradition
 - 5.9.2. Teaching Spelling According to Learning Stage
 - 5.9.3. Methodology, Activities and Materials
 - 5.9.4. Make a Mistake and Rectify It
 - 5.9.5. Assessment
 - 5.9.6. Bibliographical References
- 5.10. Teaching Grammar in Primary Education
 - 5.10.1. Historicity of Grammar
 - 5.10.2. How to Teach Grammar in the 21st Century?
 - 5.10.3. How to Teach Grammar in Primary Classrooms?
 - 5.10.4. Grammar and Students

Module 6. Didactics of Children's Literature and Reading Encouragement

- 6.1. Children's or Juvenile Literature
 - 6.1.1. Origin and Aspects Covered by the Term
 - 6.1.2. Literature is Not the Same as a Book
 - 6.1.3. Literature as a Tool in the Classroom
 - 6.1.4. Functions and Characteristics of Children's and Juvenile Literature
 - 6.1.5. Children's Books
- 6.2. Children's and Juvenile Literature: Utility, Genres and History
 - 6.2.1. History of Children's and Juvenile Literature
 - 6.2.2. Main Literary Genres
 - 6.2.3. Uses of Literature in the Classroom
- 6.3. Fundamental Differences between Canon, Classics and Children's Milestones
 - 6.3.1. Conceptual Differentiation between Canon, Classic and Children's Milestone
 - 6.3.2. Fundamental Classics in Children's and Juvenile Literature
 - 6.3.3. Small Adaptations for Children
- 6.4. The World of Fantasy
 - 6.4.1. Cognitive Developmental Stages for Primary Education Children
 - 6.4.2. Recommended Reading for Primary Education Children
 - 6.4.3. Fantasy in Children and Juvenile Age
- 6.5. Creativity
 - 6.5.1. What is Literary Creativity?
 - 6.5.2. Creativity as a Teaching Resource
 - 6.5.3. Narrative, Poetic and Theatrical Creativity
- 6.6. One Good Read is Worth Two
 - 6.6.1. How to Select a Good Read for Children?
 - 6.6.2. How to Assess a Reading once We Finish the Book?
 - 6.6.3. Preference for a Literary Genre
- 6.7. The Importance of Illustrations in Children's and Juvenile Literature
 - 6.7.1. History of Illustration
 - 6.7.2. The Importance of Illustrations in Children's and Juvenile Books
 - 6.7.3. Comic Book
 - 6.7.4. The Utility of Comics in the Classroom

- 6.8. Libraries, Always a Good Option
 - 6.8.1. School Library
 - 6.8.2. Classroom Library
 - 6.8.3. Funds in a Classroom Library, Where Do they Come From?
 - 6.8.4. Redistribution and Organization of Classroom Library Holdings
- 6.9. Encourage Reading
 - 6.9.1. Encouraging Reading is Always a Good Idea
 - 6.9.2. Balancing School, Family and Library. Everything is Related
 - 6.9.3. Encourage Reading Activities in the Classroom
 - 6.9.4. Using ICT in Children's and Juvenile Literature
- 6.10. Existence of Needs
 - 6.10.1. The Need for a Didactics of Literature in Primary Education
 - 6.10.2. Justification of this Educational Need
 - 6.10.3. Relationship Between Children's and Juvenile Literature with Other Areas

Module 7. Didactics of the English Language

- 7.1. Theories and Learning Styles: Towards the Teaching/Learning of Foreign Languages
 - 7.1.1. Piaget: The Child and the Interaction with the Social Environment
 - 7.1.2. Vygotsky: The Importance of Social Interaction
 - 7.1.3. Bruner and the Concept of "Scaffolding"
 - 7.1.4. Gardner and the Theory of Multiple Intelligences
 - 7.1.5. The Emotional Dimension in Learning
 - 7.1.6. Learning Styles
- 7.2. Foreign Language Teaching and Learning
 - 7.2.1. Introduction to Foreign Language Teaching and Learning
 - 7.2.2. The Influence of Age on Foreign Language Learning
 - 7.2.3. The Influence of the Mother Tongue on Foreign Language Learning
 - 7.2.4. Individual Differences and Their Influence on Foreign Language Learning
 - 7.2.5. Bilingual Education and Multilingual Education
 - 7.2.6. English as an International Language or Lingua Franca

- 7.3. Spoken Language Learning in English
 - 7.3.1. The Importance of Spoken Language in the Foreign Language Learning Process
 - 7.3.2. Basic Principles on the Teaching/Learning of Spoken Language
 - 7.3.3. The Development of Oral Speech in Children
 - 7.3.4. Promoting Interaction in English: Cooperation in the Classroom
 - 7.3.5. Written Language as a Support for Spoken Language Development
 - 7.3.6. Use of "Authentic" Materials
 - 7.3.7. Non-Threatening Atmosphere: Verbal and Non-Verbal Communication, and the Role of the Teacher
- 7.4. Learning English Vocabulary
 - 7.4.1. Basic Principles of Vocabulary Teaching/Learning
 - 7.4.2. Word Categories Applied to Vocabulary Learning
 - 7.4.3. Vocabulary Learning and Teaching Techniques
 - 7.4.4. Selecting Vocabulary
 - 7.4.5. Expanding Vocabulary
 - 7.4.6. Examples of Exercises to Work on Vocabulary
- 7.5. Introduction to Literacy in English
 - 7.5.1. The Literacy Process
 - 7.5.2. Factors that Influence Literacy Learning in the English Language
 - 7.5.3. Creating an Environment Conducive to English Language Literacy Learning
 - 7.5.4. Methods for Teaching Literacy in the English Language
 - 7.5.5. Next Steps in the Teaching/Learning of Literacy in English
- 7.6. Learning English Through Literary Resources and Play
 - 7.6.1. The Use of Stories for English language Learning
 - 7.6.2. The Organization of Discourse in Stories
 - 7.6.3. The Use of Language in Stories
 - 7.6.4. The Quality of Stories as Material for Foreign Language Teaching
 - 7.6.5. Development of Tasks Around a Story
 - 7.6.6. Use of Songs and Rhymes/Poems in the Classroom
 - 7.6.7. The Use of Games as Culture Maintenance. Different Concepts of Culture in the Classroom
 - 7.6.8. Games and the Moral and Social Development of Children. Theories of Piaget, Kohlberg Mead, and Vygotsky
 - 7.6.9. Games in the Learning of the English Language
- 7.7. Content and Language Integrated Learning (CLIL)
 - 7.7.1. Definition and CLIL Principles
 - 7.7.2. Content Learning: Cognitive Development
 - 7.7.3. CLIL Curriculum Models in Early Childhood and Primary Education
 - 7.7.4. Planning CLIL Sessions
- 7.8. Thematic Approach or Project-Based Work
 - 7.8.1. Holistic Approach to Language Learning: Thematic or Project-Based Approach.
 - 7.8.2. Preparing a Class Based on Thematic or Project-Based Learning
 - 7.8.3. Communication in the Thematic or Project Approach
 - 7.8.4. Results After a Lesson with a Thematic or Project-Based Approach
- 7.9. ICT in English Language Teaching and Learning
 - 7.9.1. Advantages and Risks of Using ICT in the Classroom
 - 7.9.2. The Role of ICT in the English Classroom
 - 7.9.3. Prepared Materials
 - 7.9.4. Interactive Whiteboards
 - 7.9.5. *Webquests*
 - 7.9.6. Design of Materials: Software for Language Teaching with the Internet
- 7.10. Formative/Informal Assessment of English Language Teaching and Learning
 - 7.10.1. Introduction to Assessment
 - 7.10.2. Basic Principles of Assessment
 - 7.10.3. Quality Criteria in Assessment
 - 7.10.4. Evaluation Planning
 - 7.10.5. Different Types of Assessment
 - 7.10.6. Characteristics and Types of Formative/Informal Assessment

Module 8. Didactics of Physical Education in Primary Education

- 8.1. Motor Development
 - 8.1.1. Introduction
 - 8.1.2. Motor Development and Executive Functions in Children from 6 to 12 Years of Age
 - 8.1.3. Neuromotor
 - 8.1.4. Resources for Neuromotor Development
- 8.2. Good Motor Competence is Achieved by Good Motor Learning
 - 8.2.1. Introduction to the Subject
 - 8.2.2. Key Concepts
 - 8.2.3. Physical Education as Part of Constructivist Development
 - 8.2.4. Motor Competence and Its Ecological Approach
- 8.3. Play as an Educational Resource
 - 8.3.1. Introduction
 - 8.3.2. Is it Possible to Work on Motor Skills by Playing?
 - 8.3.3. Characteristics and Implementation of the Motor Game
 - 8.3.4. Types and Strategies of Motor Games
- 8.4. Objectives, Contents and Assessment of Physical Education in the Curriculum
 - 8.4.1. Physical Education Competencies in Primary Education
 - 8.4.2. Physical Education Objectives in Primary Education
 - 8.4.3. Assessment of Physical Education in Primary Education
 - 8.4.4. Content Development Proposals
- 8.5. Contents: Hygienic-Postural Habits
 - 8.5.1. Introduction
 - 8.5.2. Articulation by Articulation
 - 8.5.3. The Strength
 - 8.5.4. Strength Training Methods for Primary School Education





- 8.6. Contents: Basic Physical Capabilities
 - 8.6.1. Introduction
 - 8.6.2. Resistance
 - 8.6.3. Speed
 - 8.6.4. Movement
- 8.7. Contents: Basic Motor Skills
 - 8.7.1. Introduction
 - 8.7.2. Displacements
 - 8.7.3. Turns
 - 8.7.4. Jumps
 - 8.7.5. Launches
 - 8.7.6. Receptions
- 8.8. Contents: Sports Activities in the Area of Physical Education
 - 8.8.1. Introduction
 - 8.8.2. Individual Sports:
 - 8.8.3. Adversarial Sports
 - 8.8.4. Collective Sports:
 - 8.8.5. Evolution of the Conception of Sport up to the Present Day
- 8.9. Methodology in Physical Education in Primary School
 - 8.9.1. Classroom Scheduling
 - 8.9.2. Elements of a Didactic Unit in Physical Education
 - 8.9.3. Physical Education Teaching Resources and Materials
- 8.10. New Methodological Proposals
 - 8.10.1. Excellence, Creativity and Learning
 - 8.10.2. ICT in Physical Education
 - 8.10.3. Gamification in Physical Education

Module 9. Didactics of Natural Sciences in Primary Education

- 9.1. Talking about Scientific Knowledge
 - 9.1.1. Introduction to the Subject
 - 9.1.2. The Current Situation of Science
 - 9.1.3. Features of Experimental Sciences
 - 9.1.4. What is the Scientific Method?
- 9.2. Relationship between Science Education and Primary Education
 - 9.2.1. The Need for Science in Primary Education
 - 9.2.2. Strategies for Science Education
 - 9.2.3. Strategies for Teaching Science: Experiences
 - 9.2.4. Strategies for Teaching Science: Project Work
 - 9.2.5. Strategies for Teaching Science: Educational Videos
 - 9.2.6. Strategies for Teaching Science: Adapted Language
 - 9.2.7. The Analogy
 - 9.2.8. Metaphors
 - 9.2.9. Similes
 - 9.2.10. Transpositions
- 9.3. The Practical Part of Science
 - 9.3.1. Fundamental Strategies of Science
 - 9.3.2. Observation
 - 9.3.3. Experimentation
 - 9.3.4. Measurement
 - 9.3.5. Estimation
 - 9.3.6. Inquiry
 - 9.3.7. Scientific Activities: Importance, Classification and Design
 - 9.3.8. A Laboratory Work
 - 9.3.9. Field Work: Excursions, Itineraries, Visits to Museums, Industries and Workshops
- 9.4. Elements that Mark the Teaching of Science in Primary Education
 - 9.4.1. Introduction
 - 9.4.2. Learning objectives
 - 9.4.3. Learning Planning
 - 9.4.4. Assessment Criteria and their Representation
- 9.5. Design of a Didactic Unit (Part 1)
 - 9.5.1. Assessment Criteria
 - 9.5.2. Establishment of Objectives
 - 9.5.3. Selection, Organization and Sequencing of Contents
 - 9.5.4. Selection, Creation and Sequencing of Activities
 - 9.5.5. Selection, Creation and Sequencing of Assessment Activities
- 9.6. Design of a Didactic Unit (Part 2)
 - 9.6.1. Classroom Organization
 - 9.6.2. Final Conclusions
 - 9.6.3. Resources Used: Material Resources, Technological Resources, Teaching Resources, etc.
- 9.7. Pedagogical Approaches
 - 9.7.1. The Use of Classical Approaches
 - 9.7.2. Model-Based Teaching
 - 9.7.3. Global Perspective on Science-Technology and Society
- 9.8. Concepts from Which Science Starts
 - 9.8.1. Definition of Previous Concepts. What Are They?
 - 9.8.2. Non-Heterogeneity of Previous Concepts
 - 9.8.3. Strategies for Extracting Previous Concepts from Learners' Starting Points
 - 9.8.4. Conceptual Change
- 9.9. Cognitive Development of Children from 6 to 12 Years of Age
 - 9.9.1. To Be Taken into Account
 - 9.9.2. Characteristics of Children from 6 to 7 Years of Age
 - 9.9.3. Characteristics of Children from 8 to 9 Years of Age
 - 9.9.4. Characteristics of Children from 10 to 11 Years of Age
- 9.10. ICT as a Teaching Resource
 - 9.10.1. What are ICTs?
 - 9.10.2. Characteristics of ICT
 - 9.10.3. Web Resources: Webquest, Treasure Hunt, Wikis, Educablog, Digital Comics

Module 10. Didactics of Social Sciences in Primary Education

- 10.1. Social Sciences in the 21st Century (Concept and Epistemological Field)
 - 10.1.1. What do We Mean by Social Science? Conceptual Delimitation
 - 10.1.2. Characteristics and Elements Common to All Social Sciences
 - 10.1.3. Origin and Evolution of Some Social Sciences
 - 10.1.4. Didactics of Social Sciences as Specific Didactics
- 10.2. Social Sciences Curriculum in Primary Education
 - 10.2.1. Social Sciences in the Curriculum
 - 10.2.2. Content, Assessment Criteria and Learning Standards
 - 10.2.3. Technical Assessment
- 10.3. Didactic Strategies and Methods for Teaching/Learning in Social Sciences
 - 10.3.1. Curricular Models in Social Sciences
 - 10.3.2. Methodological Orientations: Physical, Intellectual and Psychological Characteristics
 - 10.3.3. Methodological Strategies: Interaction, Cooperation and Participation
- 10.4. Geography
 - 10.4.1. Concept of Space in Primary Education
 - 10.4.2. The Visualization of the World from the Mind of Children in Primary Education
 - 10.4.3. Teaching Geography through Maps
 - 10.4.4. Teaching Geography through Fieldwork
- 10.5. History (Part 1)
 - 10.5.1. Argumentation of the Teaching and Learning of History
 - 10.5.2. Difference Between Chronological Time and Historical Time
 - 10.5.3. Teaching and Learning Over Time
 - 10.5.4. Variable Dimensions
- 10.6. History (Part 2)
 - 10.6.1. Main Complications in the Teaching of History
 - 10.6.2. Teaching/Learning Process
 - 10.6.3. Correct Formulation of Hypotheses
 - 10.6.4. The Search for Quality Sources
 - 10.6.5. Chance as a Learning Problem

- 10.7. Competencies Associated with the Social Sciences
 - 10.7.1. To Speak of Competencies is to Speak of...
 - 10.7.2. Social and Civic Competences
 - 10.7.3. Cultural Awareness and Expressions
 - 10.7.4. Competency-Based Assessment, the Right Thing to Do in the Social Sciences
- 10.8. Teaching Art in Primary Education
 - 10.8.1. To Speak of Art is to Speaking About Artists
 - 10.8.2. Full Analysis of the Works of Art
 - 10.8.3. Art History: Resources for Teaching Art History
 - 10.8.4. Recording and Observation Guidelines
- 10.9. Social Subjects
 - 10.9.1. Person as Individuality
 - 10.9.2. Person as a Social Being
 - 10.9.3. Social Children, Happy Children
- 10.10. To Live in Society is to Live in Coexistence
 - 10.10.1. The Social World in a Child's Mind
 - 10.10.2. Strategies for Teaching in Society
 - 10.10.3. Democratic Values
 - 10.10.4. Citizenship Education



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.





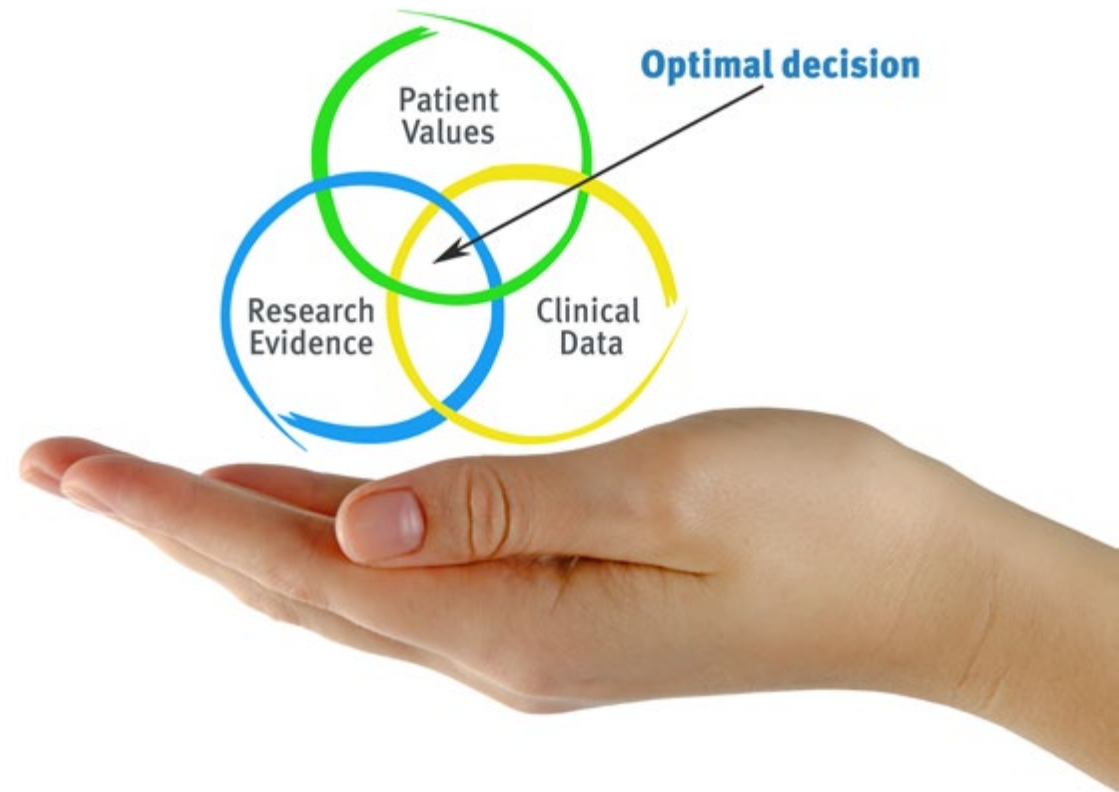
“

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

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

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.

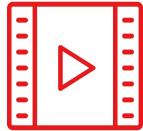
Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

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 adapted in 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, students can watch them as many times as they want.



Interactive Summaries

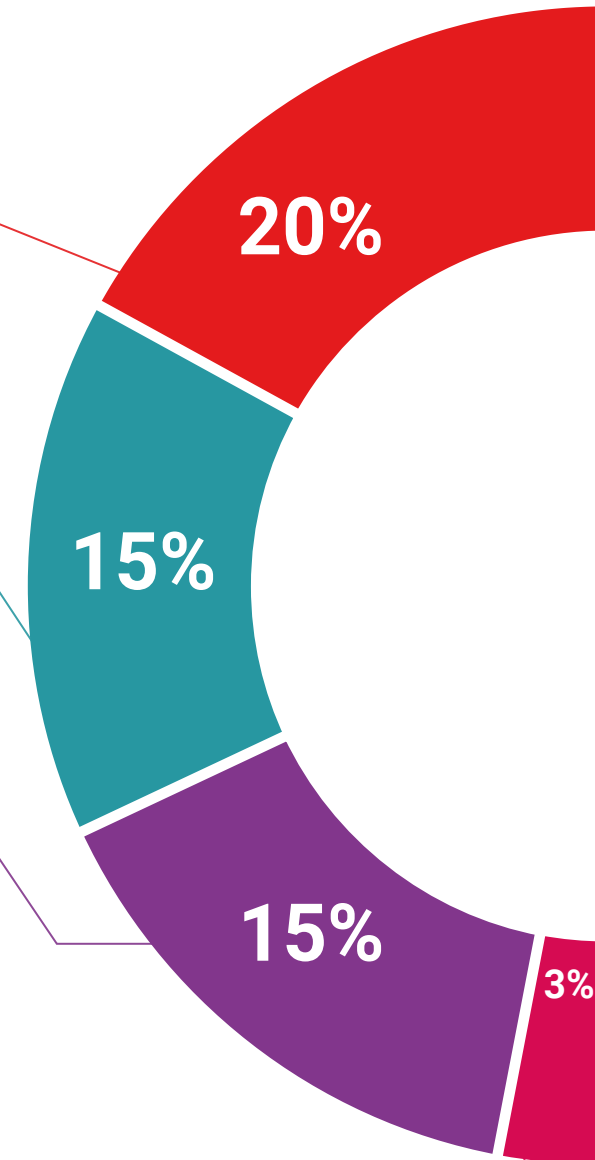
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

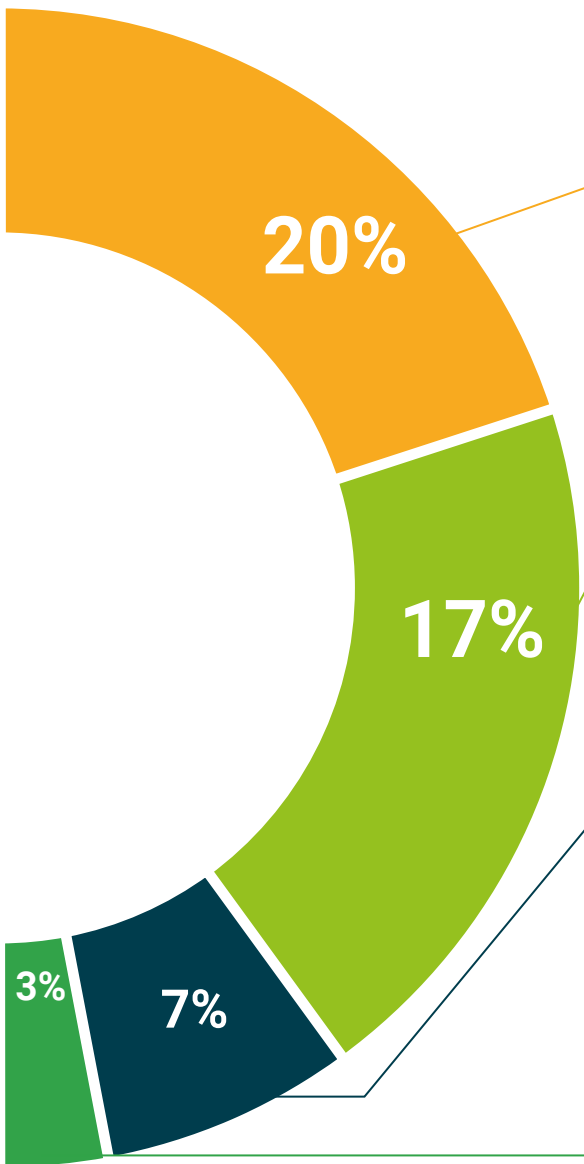
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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



The image features two black graduation caps (mortarboards) against a blue sky with light clouds. The caps are positioned diagonally, with one in the foreground and another slightly behind it. The background is split into a white lower-left section and a red upper-right section. The quote is located in the white section.

“

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

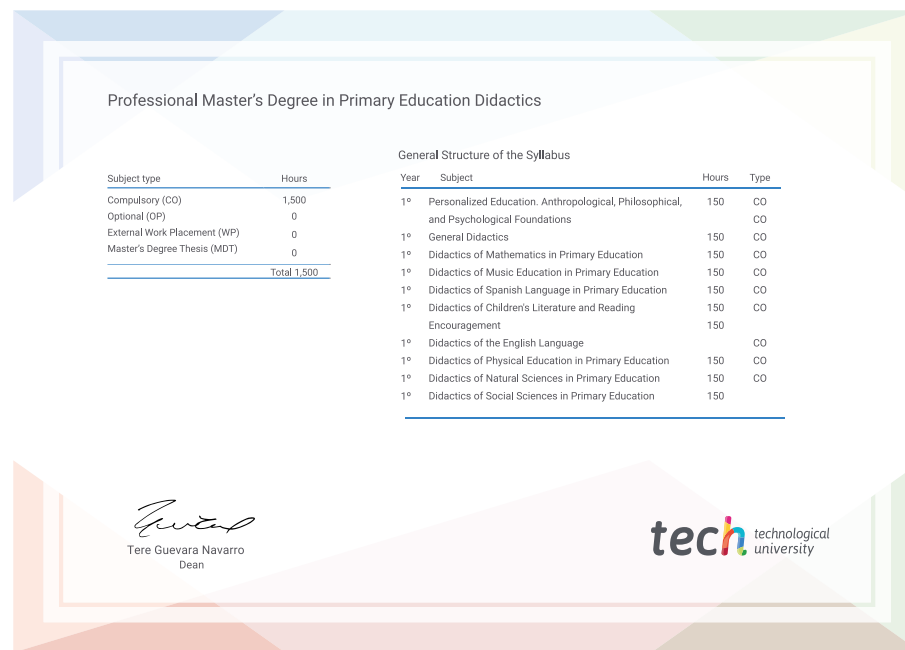
This **Professional Master's Degree in Primary Education Didactics** contains the most complete and up-to-date program on the market.

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 career evaluation committees.

Title: **Professional Master's Degree in Primary Education Didactics**

Official N° of Hours: **1,500 h.**



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

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present quality
online training
development languages
virtual classroom



Professional Master's Degree

Primary Education

Didactics

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

Professional Master's Degree

Primary Education Didactics

