# Professional Master's Degree
## Teaching Innovation in Primary Education

tech technological university

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# Professional Master's Degree
## Teaching Innovation in Primary 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-teaching-innovation-primary-education**

# Index

01

# Introduction

The primary education cycle encompasses a very broad spectrum of student development. This becomes a challenge for those teachers who need a specialized education that provides them with the tools they need to give an appropriate response to each evolutionary moment. In this sense, it is vital to have new teaching methodologies that can be adapted to each need according to the age and diversity of each student, on an individual basis. In this complete program we offer you the most innovative and efficient material in the teaching of this educational cycle. A highly valuable tool for professionals who want to achieve excellence in their teaching work.

*A highly skilled Professional Master's Degree that will allow you to incorporate the most valued teaching methods of the moment into your teaching work in primary education teaching"*

Every day new tools and teaching practices emerge that allow professionals to improve the way in which they deliver their lessons, thanks to which, it is possible to odder a more personalized education to students. In this case, this Professional Master's Degree has been designed for teachers to improve their training in the subject, so that they are able to apply to their daily practice the most innovative methodologies of the moment, with which they will achieve significant progress in student learning.

In addition, it is necessary to take into account that the educational work of the students is not isolated, but that it is necessary to count on the entire educational community, in which the vision and integration of the family plays a fundamental role. In addition, the program includes a specific section on educational legislation and school organization, so that teachers can also acquire the skills that will enable them to become school managers.

With this Professional Master's Degree, TECH has proposed to train teachers to be able to easily and accurately handle the teaching of this educational stage. To this end, the order and distribution of the subjects and their topics is specially designed to allow students to decide their dedication and self-manage their time. Additionally, they will have at their disposal theoretical materials presented through enriched texts, multimedia presentations, exercises and guided practical activities, motivational videos, master classes and practical cases, where they will be able to evoke in an orderly way the knowledge and train the decision-making that demonstrates their training within the 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 skills and capabilities dedicated to it.

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

- 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 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 Professional Master's Degree of high quality and educational impact that will boost your skills, making your classroom a space of complete development for your students"*

*With the highest rated learning assistance methods in online teaching, this course will allow you to learn smoothly, steadily and effectively"*

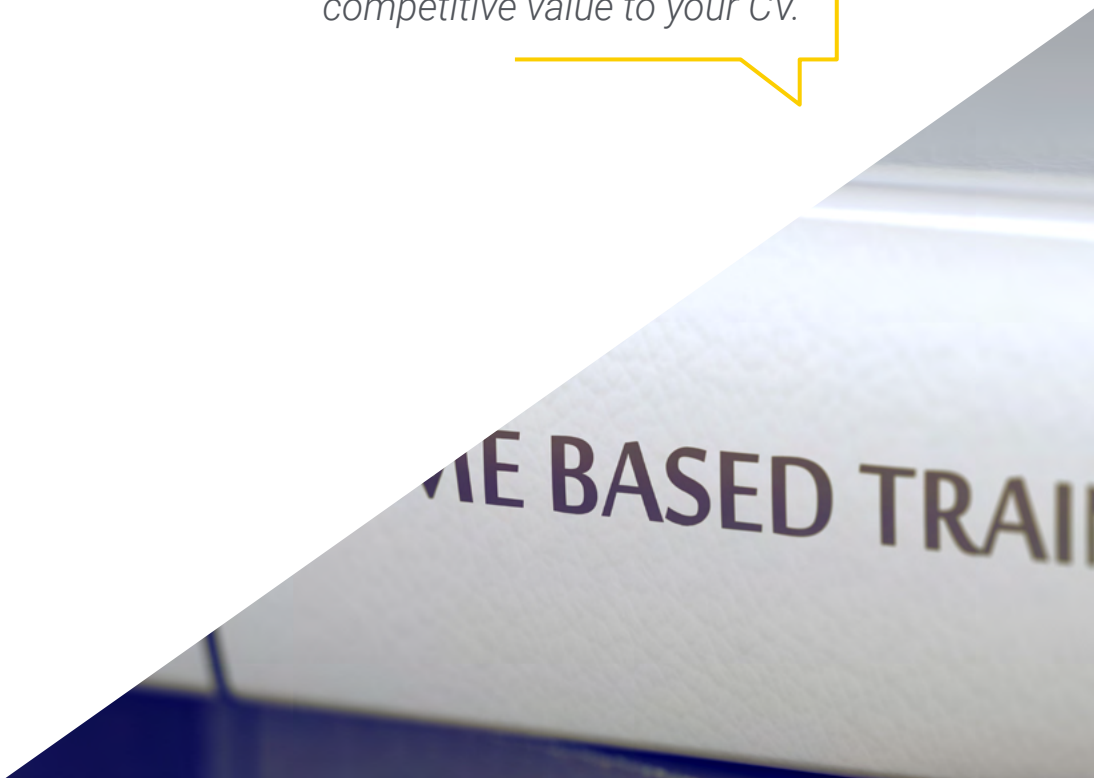
It includes, in its teaching staff, professionals belonging to the field of Primary Education, who bring to this training the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

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 learning experience designed to prepare 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 innovation in teaching practice.

*Content will be available to you from any fixed or portable device with an Internet connection. Alternatively, you can download it to access it whenever you want.*

*It incorporates the most interesting new developments in teaching practice for the primary stage and adds highly competitive value to your CV.*



02

# Objectives

This Professional Master's Degree in Teaching Innovation in Primary Education will allow you to know, learn and integrate the proposals that teaching innovation is offering to professionals in this sector into your work as a teacher. With a high-impact learning objective, this Professional Master's Degree will propel you into a new way of working, with better results and greater effectiveness in your classroom intervention.

*Incorporate new ways of teaching into your professional practice and advance in your career"*

## General Objectives

- Design, plan, deliver, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals of the center
- Recognize the importance of rules in all educational processes
- Promote participation and respect for the rules of coexistence
- Know the organization of primary schools
- Foster educational skills in teachers that will enable them to improve the way they teach their lessons

*Make the most of the opportunity and take the step to get up to date on the latest developments in Teaching Innovation in Primary Education"*

## Specific Objectives

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

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

### Module 2. Educational Legislation and Organization of Centers

- Know the organization of the educational system
- Discover the place of the teaching profession within its field
- Manage the administrative aspects of the educational system
- Know the different educational Laws BORRAR
- Learn the mandatory documents of an educational center: PEC, PGA and RRI
- Acquire the necessary tools for student organization

### Module 3. Information Technologies Applied to Education

- Manage and create a digital identity according to the context, being aware of the importance of the digital trail and the possibilities offered by ICT in this regard, therefore knowing its benefits and risks
- Generate and know how to apply ICT
- To combine the different ICT in the School as an educational tool
- Identify and discover the importance of ongoing teacher training

### Module 4. Family, School and Society

- Know the relationship that exists between school and family
- Acquire tools to differentiate between programmed (school) and spontaneous (family) education
- Analyze formal, non-formal and informal education
- Analyze the role of the media in communication and educational influence
- Highlight the possibilities that educational institutions can offer to the participation of families
- Identify the different family characteristics

### Module 5. General Didactics

- To orientate teaching according to the student's age
- To 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 consequently learning, more effective

### Module 6. Theory and Practice of Educational Research

- Acquire the expected skills and knowledge
- Have the attitude and a research aptitude to promote the concern for permanent professional improvement
- Be familiar with quantitative and qualitative knowledge
- Be familiar with quantitative and qualitative information
- Know how to plan and develop educational research
- Identify the techniques and instruments for educational research

### Module 7. Family Counseling and Mentoring

- Involve all the agents inside and outside the school: management team, administration staff, teaching staff, guidance department, students and families as protagonists of the educational and guidance process
- As a task for teachers, take on the guidance and tutorial action of their students
- Promote the knowledge of the students' own characteristics, assuming that each student is unique
- Personalized follow-up of students with a preventive approach
- Adapt programming, teaching and evaluation to the diversity of the student body
- Involve families in the education of students in order to unify criteria and educational guidelines that result in greater coherence between school and family

### Module 8. Education and Coexistence in and out of the Classroom

- Analyze the current situation in educational centers with respect to coexistence
- Identify the different models to establish a good coexistence inside and outside the classroom
- Identify possible discrimination that may occur in a school
- Acquire skills to solve and prevent possible conflicts in a school
- Know the intervention strategies and techniques
- Understanding how media and technology work in schools



### Module 9. Teaching and Learning in the Family, Social and School Context

- Provide the educational skills and competencies adapted to the intercultural classroom
- Understand and identify diversity in the classrooms
- Make adaptations to the syllabus
- Know the dynamics for integrating equality into the classroom

### Module 10. Innovation and Improvement of Teaching Practice

- Produce innovation and improvement of teaching practice, which has become an essential element to increase the quality and efficiency of Educational Centers
- To establish the transformation of the educational reality through the redefinition of the role of teachers
- Learn about the various educational improvement projects
- Broaden the knowledge of how to approach the improvement of the center
- Acquire the tools to achieve a more autonomous and cooperative learning
- Know the most important aspects of educational resilience

03

# Skills

After passing the evaluations of the Professional Master's Degree in Teaching Innovation in Primary Education, the professional will have acquired the skills required to carry out an up-to-date and quality educational practice thanks to the most innovative teaching methodology.

*A process of professional and personal growth that will allow you to acquire the skills of an expert and compete among the best in the sector”*

## General Skills

- Apply the rules of education centers to the entire teaching process
- Know how to direct an education center or work as a teacher, following the specific regulations
- Promote and facilitate learning in Primary Education, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor, and volitional dimensions
- Design activities that promote the global development of students with specific educational support needs from an inclusive perspective


## Specific Skills

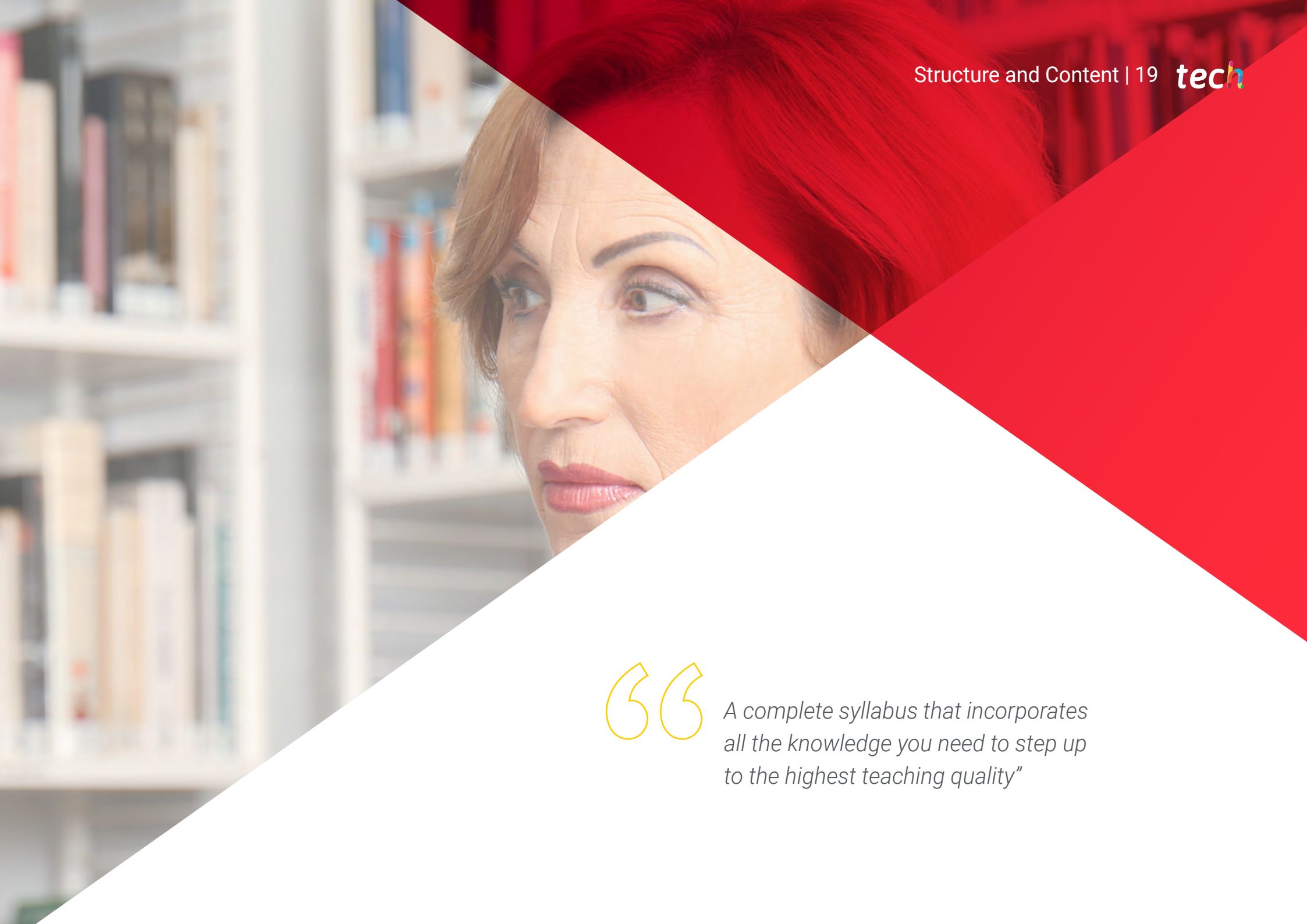
- Develop the skills required to carry out teaching work, applying the most appropriate methodologies to each educational level
- Use the most innovative teaching tools
- Know how to organize and manage an education center
- Use ICT in teaching practice as a highly valuable educational tool for students' learning
- Keep the family integrated in the teaching and learning process as a fundamental value for the educational improvement of children
- Involve the entire educational community in the educational process
- Gain knowledge about the current situation of educational centers
- Deliver lessons in a culturally diverse classroom

*Up-to-date, comprehensive and effective, this program is an opportunity to grow with the convenience of a course created to be affordable and fully compatible"*

04

# Structure and Content

The structure of the contents has been designed by the best professionals from the education sector, with extensive experience and recognized prestige in educational innovation. A comprehensive education path that will boost your career.



*A complete syllabus that incorporates all the knowledge you need to step up to the highest teaching quality"*

## **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. Objectives 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. Evaluation 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 Evaluation 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 Evaluate 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. Literature in Reference to 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.** Educational Legislation and Organization of Centers

2.1. School Organization
- 2.1.1. Complexity of School Organization
- 2.1.2. School Organization and Its Elements
- 2.1.3. School Organization and Educational Legislation

2.2. Policiy abd Educational Administration in Spain
- 2.2.1. Educational Policy in Spain
- 2.2.2. The Educational Administration in Spain: Its Levels and Distribution of Competences
- 2.2.3. The Administrative Coordination Bodies of the Spanish Educational System

2.3. Educational Legislation and the Levels of Curricular Specification
- 2.3.1. Educational Legislation in Spain and the Normative Pyramid
- 2.3.2. The Educational Legislation in Spain and the Different Types of Legal Standards
- 2.3.3. Levels of Curricular Concreteness in the Spanish Educational System

2.4. Recent Legislative Background
- 2.4.1. The General Education Law and the Period of Democratic Transition
- 2.4.2. The Organic Law Regulating the Right to Education (LODE)
- 2.4.3. The Organic Law on the General Organization of the Educational System (LOGSE)
- 2.4.4. The Organic Law on the Participation, Evaluation and Governance of Educational Centers (LOPEG)
- 2.4.5. The Organic Law on the Quality of Education (LOCE)
- 2.4.6. The Organic Law on Education (LOE)
- 2.4.7. The Organic Law for the Improvement of the Quality of Education (LOMCE)

2.5. Education in the European Union Framework
- 2.5.1. General Conceptions of the European Union and Education
- 2.5.2. European Higher Education and Its Elements
- 2.5.3. Other Educational Systems of the European Union

2.6. The Configuration of the Spanish Educational System
- 2.6.1. The Organization Chart of the Current Educational System: the LOE, the LOMCE and the LOMLOE
- 2.6.2. The Essential Elements of the Educational System in Spain
- 2.6.3. The Basic Characteristics of Pre-School Education and Primary Education

2.7. Rights and Freedoms of the Educational Field
- 2.7.1. The Rights and Freedoms of the Sphere in the Spanish Constitution
- 2.7.2. The Right to Education
- 2.7.3. Freedom of Education

2.8. Structure and Organization of Educational Centers: The PEC, the PGA and the RRI
- 2.8.1. School Structures
- 2.8.2. School Organization
- 2.8.3. Pedagogical-Normative Documents: The PEC, the PGA and the RRI

2.9. Fundamental Aspects of Schools
- 2.9.1. The School Calendar and Timetable
- 2.9.2. The School Building and Classrooms

2.10. Other Essential Ideas about Organization in Schools
- 2.10.1. Student Organization
- 2.10.2. School Promotion
- 2.10.3. Attention to Diversity
- 2.10.4. Tutoring
- 2.10.5. School Assessments
- 2.10.6. Educational Environment

## **Module 3.** Information Technologies Applied to Education

3.1. ICT, Literacy, and Digital Skills
- 3.1.1. Introduction and Objectives
- 3.1.2. The School in the Knowledge Society
- 3.1.3. ICT in the Teaching and Learning Process.
- 3.1.4. Digital Literacy and Competencies
- 3.1.5. The Role of the Teacher in the Classroom
- 3.1.6. The Digital Competencies of the Teacher
- 3.1.7. Bibliographical References
- 3.1.8. Hardware in the Classroom: PDI, Tablets, and Smartphones
- 3.1.9. Internet as an Educational Resource: Web 2.0 and M-Learning
- 3.1.10. Teachers as Part of the Web 2.0: How to Build Their Digital Identity
- 3.1.11. Guidelines for the Creation of Teacher Profiles
- 3.1.12. Creating a Teacher Profile on Twitter
- 3.1.13. Bibliographical References

3.2. Creation of Pedagogical Content with ICT and its Possibilities in the Classroom
- 3.2.1. Introduction and Objectives
- 3.2.2. Conditions for Participatory Learning
- 3.2.3. The Role of the Student in the Classroom with ICTs: Prosumer
- 3.2.4. Content Creation in Web 2.0: Digital Tools
- 3.2.5. The Blog as a Classroom Pedagogical Resource
- 3.2.6. Guidelines for the Creation of an Educational Blog
- 3.2.7. Elements of the Blog to Make it an Educational Resource
- 3.2.8. Bibliographical References

3.3. Personal Learning Environments for Teachers
- 3.3.1. Introduction and Objectives
- 3.3.2. Teacher Training for the Integration of ICTs
- 3.3.3. Learning Communities
- 3.3.4. Definition of Personal Learning Environments
- 3.3.5. Educational Use of PLE and NLP
- 3.3.6. Design and Creation of our Classroom PLE
- 3.3.7. Bibliographical References



3.4. Collaborative Learning and Content Curation
- 3.4.1. Introduction and Objectives
- 3.4.2. Collaborative Learning for the Efficient Introduction of ICT in the Classroom
- 3.4.3. Digital Tools for Collaborative Work
- 3.4.4. Content Curation
- 3.4.5. Content Curation as an Educational Practice in the Promotion of Students Digital Competences
- 3.4.6. The Content Curator Teacher. Scoop.it
- 3.4.7. Bibliographical References

3.5. Pedagogical Use of Social Networks. Safety in the Use of ICTs in the Classroom
- 3.5.1. Introduction and Objectives
- 3.5.2. Principle of Connected Learning
- 3.5.3. Social Networks: Tools for the Creation of Learning Communities
- 3.5.4. Communication On Social networks: Management of the New Communicative Codes
- 3.5.5. Types of Social Networks
- 3.5.6. How to Use Social Media in the Classroom: Content Creation
- 3.5.7. Development of Digital Competencies of Students and Teachers with the Integration of Social Media in the Classroom
- 3.5.8. Introduction and Objectives of Security in the Use of ICT in the Classroom
- 3.5.9. Digital Identity
- 3.5.10. Risks for Minors on the Internet
- 3.5.11. Education in Values with ICT: Service-Learning Methodology (ApS) with ICT resources
- 3.5.12. Platforms for Promoting Safety on the Internet
- 3.5.13. Internet Safety as Part of Education: Centers, Families, Students, and Teachers and Objectives of the Safety in the Use of ICTs in the Classroom
- 3.5.14. Bibliographical References

3.6. Creation of Audiovisual Content with ICT tools. PBL and ICT
- 3.6.1. Introduction and Objectives
- 3.6.2. Bloom's Taxonomy and ICT
- 3.6.3. The Educational Podcast as a Teaching Element
- 3.6.4. Audio Creation
- 3.6.5. The Image as an Educational Element
- 3.6.6. ICT Tools with Educational Use of Images
- 3.6.7. The Editing of Images with ICT: Tools for Editing
- 3.6.8. What Is PBL?
- 3.6.9. Process of Working with PBL and ICT
- 3.6.10. Designing PBL with ICT
- 3.6.11. Educational Possibilities in Web 3.0
- 3.6.12. Youtubers and Instagrmamers: Informal Learning in Digital Media
- 3.6.13. The Video Tutorial as a Pedagogical Resource in the Classroom
- 3.6.14. Platforms for the Dissemination of Audiovisual Materials
- 3.6.15. Guidelines for the Creation of an Educational Video
- 3.6.16. Bibliographical References

3.7. Regulations and Legislation Applicable to ICT
- 3.7.1. Introduction and Objectives
- 3.7.2. Data Protection Laws
- 3.7.3. Guide of Recommendations for the Privacy of Minors on the Internet
- 3.7.4. The Author's Rights: Copyright and Creative Commons
- 3.7.5. Use of Copyrighted Material
- 3.7.6. Bibliographical References

3.8. Gamification: Motivation and ICT in the Classroom
- 3.8.1. Introduction and Objectives
- 3.8.2. Gamification Enters the Classroom Through Virtual Learning Environments
- 3.8.3. Game-Based Learning (GBL)
- 3.8.4. Augmented Reality (AR) in the Classroom
- 3.8.5. Types of Augmented Reality and Classroom Experiences
- 3.8.6. QR Codes in the Classroom: Generation of Codes and Educational Application
- 3.8.7. Classroom Experiences
- 3.8.8. Bibliographical References

3.9. Media Competency in the Classroom with ICT
- 3.9.1. Introduction and Objectives
- 3.9.2. Promoting the Media Competence of Teachers
- 3.9.3. Mastering Communication for Motivating Teaching
- 3.9.4. Communicating Pedagogical Content with ICT
- 3.9.5. Importance of the Image as a Pedagogical Resource
- 3.9.6. Digital Presentations as an Educational Resource in the Classroom
- 3.9.7. Working in the Classroom with Images
- 3.9.8. Sharing Images on Web 2.0
- 3.9.9. Bibliographical References

3.10. Assessment for Learning Through ICT
- 3.10.1. Introduction and Objectives
- 3.10.2. Assessment for Learning Through ICT
- 3.10.3. Evaluation Tools: Digital Portfolio and Rubrics
- 3.10.4. Building an e-Portfolio with Google Sites
- 3.10.5. Generating Evaluation Rubrics
- 3.10.6. Design Evaluations and Self-Evaluations with Google Forms
- 3.10.7. Bibliographical References

## **Module 4.** Family, School and Society

4.1. Education, Family and Society
- 4.1.1. Introduction to the Categorization of Formal, Non-Formal and Informal Education
- 4.1.2. Concepts of Formal, Non-Formal and Informal Education
- 4.1.3. Latest Information of Formal and Non-Formal Education
- 4.1.4. Fields of Non-Formal Education

4.2. Family Education in a World of Change
- 4.2.1. Family and School: Two Educational Contexts
- 4.2.2. Family and School Relationships
- 4.2.3. The School and the Information Society
- 4.2.4. The Role of the Media

4.3. The Educating Family
- 4.3.1. Main Dimensions in the Study of Socialization
- 4.3.2. Agents of Socialization
- 4.3.3. The Concept of Family and Its Functions
- 4.3.4. Family Education

4.4. Education, Family and Community
- 4.4.1. Community and Family Educating
- 4.4.2. Education in Values

4.5. School for Parents
- 4.5.1. Communication with the Families
- 4.5.2. The School for Parents
- 4.5.3. Program of a School of Parents
- 4.5.4. The Methodology of Family Workshops

4.6. Family Educational Practices
- 4.6.1. Family Characteristics
- 4.6.2. The Family: Its Social Changes and New Models
- 4.6.3. The Family as a Social System
- 4.6.4. Discipline in the Family
- 4.6.5. Family Educational Styles

4.7. The Media and Its Educational Influence
- 4.7.1. Media Culture
- 4.7.2. Education through Media

4.8. Family Counselling
- 4.8.1. Educational Counselling
- 4.8.2. Educating in Social Skills and in Childhood

4.9. Social Change, School and Teachers
- 4.9.1. An Evolving Economy
- 4.9.2. Networked Organizations
- 4.9.3. New Family Configurations
- 4.9.4. Cultural and Ethnic Diversity
- 4.9.5. Knowledge with an Expiry Date
- 4.9.6. The Teacher: An Agent in Crisis
- 4.9.7. Teaching: The Profession of Knowledge

4.10. Some Constants in Teaching
- 4.10.1. The Content Taught Generates Identity
- 4.10.2. Some Knowledge Is Worth More Than Others
- 4.10.3. Teaching Is Learning to Teach
- 4.10.4. "Every Teacher Has Their Own Little Book"
- 4.10.5. Students at the Center of Motivation
- 4.10.6. Whoever Leaves the Classroom Does Not Return

## **Module 5.** General Didactics

5.1. Foundations of Didactics as an Applied Pedagogical Discipline
- 5.1.1. Foundations, origin, and evolution of didactics
- 5.1.2. The Concept of Didactics
- 5.1.3. The Object and the Purpose of Didactics
- 5.1.4. Personalization of the Teaching-Learning Process
- 5.1.5. Didactics as Theory, Practice, Science, and Art
- 5.1.6. Didactic Models

5.2. Learning to Learn. Contributions from the Theory of Multiple Intelligences, Metacognition, and Neuroeducation
- 5.2.1. An Approach to the Concept of Intelligence
- 5.2.2. Metacognition and its Application in the Classroom
- 5.2.3. Neuroeducation and its Application to Learning

5.3. Didactic Principles and Methodology
- 5.3.1. Didactic Principles
- 5.3.2. Didactic Strategies and Types
- 5.3.3. Didactic Methods

5.4. Educational Design and Planning
- 5.4.1. Approach to the Concept of Curriculum
- 5.4.2. Levels of Curricular Concreteness

5.5. Competence Objectives and Contents
- 5.5.1. Educational Objectives
- 5.5.2. Objectives in the Linear Model. What is the Purpose of Teaching?
- 5.5.3. Objectives in the p-Process Model
- 5.5.4. Competencies. Why Teach?
- 5.5.5. Contents. What to Teach?

5.6. Didactic Procedures and Teaching Techniques
- 5.6.1. Representation Procedures and Codes
- 5.6.2. Teaching Techniques

5.7. Activities, Didactic Media, Didactic Resources and ICT
- 5.7.1. Activities
- 5.7.2. Means and Resources from a Curriculum Perspective
- 5.7.3. Classification of Resources and Didactic Means
- 5.7.4. Didactic Means and ICT

5.8. Motivation in the Classroom and Strategies for its Achievement.
- 5.8.1. What Does Motivation in the Classroom Consist Of?
- 5.8.2. Different Types of Motivation
- 5.8.3. Main Theories of Motivation

5.9. Educational Evaluation
- 5.9.1. Approach to the Concept of Evaluation
- 5.9.2. Evaluation Systems
- 5.9.3. Content of the Evaluation: What to Evaluate?
- 5.9.4. Evaluation Techniques and Instruments: How to Evaluate?
- 5.9.5. Evaluation Moments
- 5.9.6. Evaluation Sessions
- 5.9.7. Curricular Adaptations

5.10. Communication in the Teaching-Learning Process
- 5.10.1. The Communication Process in the Classroom
- 5.10.2. Communication from the Learner's Perspective
- 5.10.3. Communication from the Teacher's Perspective

## **Module 6.** Theory and Practice of Educational Research

6.1. Research and Innovation in Education
- 6.1.1. The Scientific Method
- 6.1.2. Research in Education
- 6.1.3. Approaches to Educational Research
- 6.1.4. The need for Research and Innovation in Education
- 6.1.5. Ethics in Educational Research

6.2. The Research Process, Stages and Modalities
- 6.2.1. Modalities of Educational Research and Innovation
- 6.2.2. Stages of the Research and Innovation Process
- 6.2.3. Differences between Quantitative and Qualitative Approaches
- 6.2.4. The Approach to Research Problems
- 6.2.5. Planning and Development of the Research or Field Work

6.3. The Educational Research Process: Keys to Design and Planning
- 6.3.1. The Approach to Research Problems
- 6.3.2. The Approach to Research Problems
- 6.3.3. Planning and Development of the Research or Field Work

6.4. The Importance of Bibliographic Research
- 6.4.1. Selection and Justification of the Research Topic
- 6.4.2. Possible Areas of Research in Education
- 6.4.3. The Search for Information and Databases
- 6.4.4. Rigor in the Use of Information Sources (Avoidance of Plagiarism).
- 6.4.5. Keys to Elaborate the Theoretical Framework

6.5. Quantitative Designs: Scope of the Research and Definition of Hypotheses
- 6.5.1. The Scope of Quantitative Research
- 6.5.2. Hypotheses and Variables in Educational Research
- 6.5.3. Classification of Hypotheses

6.6. Quantitative Designs: Types of Designs and Sample Selection
- 6.6.1. Experimental Designs
- 6.6.2. Quasi-Experimental Designs
- 6.6.3. Non-Experimental Studies (ex post facto) Choosing the Sample

6.7. Qualitative Designs
- 6.7.1. What Is Understood by Qualitative Research?
- 6.7.2. Ethnographic Research
- 6.7.3. The Case Study
- 6.7.4. Biographical-narrative Research
- 6.7.5. Grounded Theory
- 6.7.6. Action Research

6.8. Techniques and Instruments for Educational Research
- 6.8.1. Data Collection: Measurement and Evaluation in Education
- 6.8.2. Data Collection Techniques and Instruments
- 6.8.3. Reliability and Validity: Technical Requirements for Instruments

6.9. Analysis of Quantitative Data and Analysis of Qualitative Data
- 6.9.1. Statistical Analysis
- 6.9.2. Research Variables
- 6.9.3. Concept and Characteristics of Hypotheses
- 6.9.4. Approach to Descriptive Statistics
- 6.9.5. Approach to Inferential Statistics
- 6.9.6. What Is Meant by Qualitative Analysis?
- 6.9.7. General Process of Qualitative Data Analysis
- 6.9.8. Categorization and Coding
- 6.9.9. Criteria of Scientific Rigor for Qualitative Data Analysis

6.10. From Educational Research to the Professional Development of Educators: Current Possibilities and Challenges
- 6.10.1. The Current Situation of Educational Research and the Specific Viewpoint of Educational Researchers
- 6.10.2. From Educational Research to Research in the Classroom
- 6.10.3. From Classroom Research to the Evaluation of Educational Innovations
- 6.10.4. Educational Innovation, Ethics and the Professional Development of Educators

## **Module 7.** Family Counseling and Mentoring

7.1. Family Counseling and Mentoring
- 7.1.1. Definition of Family Counseling and Mentoring
- 7.1.2. Objectives of Family Counseling

7.2. The Tutorial Action Plan and its Applications
- 7.2.1. Definition and Composition of the Tutorial Action Plan
- 7.2.2. Some Related Practical Cases

7.3. The Mentor Teacher
- 7.3.1. The Profile of the Mentor Teacher
- 7.3.2. Competencies of the Mentor Teacher
- 7.3.3. The Functions of the Mentor Teacher and their Relationship with the Families

7.4. The Training of Mentor Teachers
- 7.4.1. Initial Mentor Teacher Training
- 7.4.2. Continued Training of Mentor Teachers
- 7.4.3. Mediation as a Professional Tool

7.5. The Family Interview from the School Center
- 7.5.1. Different Family Models
- 7.5.2. First Contact with Families
- 7.5.3. Phases of the Interview
- 7.5.4. Practical Aspects to be Taken into Account in Conducting Interviews
- 7.5.5. Interview Techniques

7.6. Social Collaboration from the School Center
- 7.6.1. Service-Learning as a Methodology for the School-Family-Society Connection
- 7.6.2. Types of Service-Learning Programs
- 7.6.3. Steps for the Elaboration of a Service-Learning Program

7.7. Family Schools
- 7.7.1. Definition of Family Schools
- 7.7.2. Objectives of Family Schools
- 7.7.3. Content of Family Schools
- 7.7.4. Development Methods and Techniques
- 7.7.5. Some Related Practical Cases

7.8. Professional Coordination
- 7.8.1. Teamwork
- 7.8.2. Union Between Education and Non-Education Professionals
- 7.8.3. Different Agents, Classes and Functions

7.9. Teaching Material and Content
- 7.9.1. The Knowledge of the Teachers
- 7.9.2. The Quality of Teaching and the Content
- 7.9.3. Practice and Learning Communities
- 7.9.4. Knowledge Distribution and Connectivism

7.10. Teacher Assessment
- 7.10.1. Evolution in Recent Decades
- 7.10.2. International References
- 7.10.3. Models in the USA
- 7.10.4. Innovations in Australia
- 7.10.5. The Situation in Latin America
- 7.10.6. Final Reflections

## **Module 8.** Education and Coexistence in and out of the Classroom

8.1. School Coexistence
- 8.1.1. Definition of Coexistence
- 8.1.2. Models on School Coexistence
- 8.1.3. Development of Basic Skills for Good Coexistence
- 8.1.4. School Spaces for Coexistence

8.2. Coexistence and Equality Plan
- 8.2.1. The Coexistence and Equality Plan
- 8.2.2. Objectives of the Coexistence and Equality Plan
- 8.2.3. Phases of the Coexistence and Equality Plan
- 8.2.4. Actions of the Coexistence and Equality Plan
- 8.2.5. Evaluation of the Monitoring of the Coexistence and Equality Plan

8.3. Discrimination at School
- 8.3.1. Concept of Discrimination
- 8.3.2. Types of Discrimination
- 8.3.3. Causes of Discrimination and How to Detect It
- 8.3.4. Guidelines for Detecting Situations of Discrimination

8.4. School Conflict
- 8.4.1. The Definition of Conflict
- 8.4.2. Causes of the Conflict
- 8.4.3. Characteristics of the Conflict
- 8.4.4. Types of School Conflict
- 8.4.5. Forms of Positive Conflict Resolution

8.5. Preventive Strategies and Intervention Techniques
- 8.5.1. School Conflict Prevention Programs
- 8.5.2. Negotiation at School
- 8.5.3. School Mediation
- 8.5.4. Intervention in Cases Detected

8.6. Family and School
- 8.6.1. Family-school Relationship
- 8.6.2. Influence of the Family on School Coexistence
- 8.6.3. Conflict Between the Family and the Education Center
- 8.6.4. Action Protocol for School Conflict
- 8.6.5. Recommendations for Families

8.7. Influence of the Media and Technology
- 8.7.1. The Technological Era and its Influence in Social Relationships
- 8.7.2. Advantages and Disadvantages of ICTs for Coexistence
- 8.7.3. Influence of ICTs on School Conflict
- 8.7.4. Cyber Risks in the Student Body
- 8.7.5. Educational Tools for the Responsible Use of ICTs

8.8. Teacher Professional Development Programs
- 8.8.1. Learning by Doing
- 8.8.2. Principles Guiding Effectiveness
- 8.8.3. Utilitas, Firmitas and Venustas
- 8.8.4. Proposals that Work
- 8.8.5. The Student as an Indicator
- 8.8.6. Program Evaluation and Program Improvement
- 8.8.7. Feedback through Technologies

8.9. Towards Excellence in Teachers' Professional Development
- 8.9.1. Premises and Basic Principles of Teacher Professional Development
- 8.9.2. The Ingredients for Excellence
- 8.9.3. Some Policy Suggestions

8.10. Ongoing Teacher Training: Motivations, Achievements, and Needs
- 8.10.1. Continuing Education Concept
- 8.10.2. The Teacher as an Object of Research
- 8.10.3. Methodological Approach
- 8.10.4. Motivations for Carrying Out Continuing Education Activities
- 8.10.5. Level of Participation in Educational Activities
- 8.10.6. Fields in Which Education is in Higher Demand

## **Module 9.** Teaching and Learning in the Family, Social and School Context

9.1. Characteristics of School Diversity
- 9.1.1. Introduction and Objectives
- 9.1.2. Diversity and Attention to Diversity. Types of Diversity
- 9.1.3. Diversity in Different Contexts: In School, in the Family and in Society
- 9.1.4. Current Context of the Inclusive School
- 9.1.5. From School Diversity to Discrimination Within the Classroom
- 9.1.6. Bibliographical References

9.2. Intercultural Education to Promote Equity
- 9.2.1. Introduction and Objectives
- 9.2.2. Intercultural Education Concept
- 9.2.3. Definition and Factors of Equity
- 9.2.4. Training in Intercultural Education for Teachers and the Educational Community
- 9.2.5. Intercultural Classrooms: Challenges for the Education Center in the Face of Diversity
- 9.2.6. Bibliographical References

9.3. Discrimination in the Classroom: Characteristics and Concrete Situations
- 9.3.1. Introduction and Objectives
- 9.3.2. Discrimination in the Contexts of Learning
- 9.3.3. Legal Concept of Discrimination
- 9.3.4. Types and Situations of Discrimination
- 9.3.5. Sociocultural Factors of Discrimination
- 9.3.6. Bibliographical References

9.4. Teaching and Learning Strategies in the Face of Discrimination
- 9.4.1. Introduction and Objectives
- 9.4.2. Welcoming Processes in the Different Educational Stages
- 9.4.3. Dynamics for Promoting Equality in the Classroom

9.5. ICT in the Face of Discrimination in the Classroom
- 9.5.1. The Importance of Design in Educational Spaces
- 9.5.2. Prevention Tools and Teaching Resources for Dealing With Discrimination
- 9.5.3. Intervention Strategies
- 9.5.4. Bibliographical References

9.6. Family and Social Influences in the Teaching and Learning Processes
- 9.6.1. Introduction and Objectives
- 9.6.2. Discrimination in the Social Context: Society as an Agent of Discrimination (or Not) of Minors
- 9.6.3. The Role of the Family as Facilitator of Intercultural Education
- 9.6.4. Relationship Between the Educational Center and the Families Belonging to Minority Cultures
- 9.6.5. Family Variables and Academic Performance of their Children
- 9.6.6. Bibliographical References

9.7. Family and School: Both a Necessary and Complex Relationship
- 9.7.1. Importance of the Family-Educational Center Relationship
- 9.7.2. Mutual Demands

9.8. Family and School Pathway to Collaboration and Communication
- 9.8.1. Contact Channels between Schools and Families
- 9.8.2. Strategies to Increase School Capacities
- 9.8.3. Strategies for Empowering and Engaging Parents Effectively

9.9. Educational Function of Families
- 9.9.1. Behavioral Styles of Parents
- 9.9.2. The Family in Current Educational Legislation
- 9.9.3. Adaptation Period in the Educational Center
- 9.9.4. Parent-Teacher Relationship

9.10. Discrimination in Schools
- 9.10.1. Types and Situations of Discrimination
- 9.10.2. Sociocultural Factors of Discrimination
- 9.10.3. Bibliographical References

## **Module 10.** Innovation and Improvement of Teaching Practice

10.1. Innovation and Improvement of Teaching Practice
- 10.1.1. Introduction
- 10.1.2. Innovation, Change, Improvement, and Reform
- 10.1.3. The school Effectiveness Improvement Movement
- 10.1.4. Nine Key Factors for Improvement
- 10.1.5. How is Change Made? The Phases of the Process
- 10.1.6. Final Reflection

10.2. Teaching Innovation and Improvement Projects
- 10.2.1. Introduction
- 10.2.2. Identification Data
- 10.2.3. Project Justification
- 10.2.4. Theoretical Framework
- 10.2.5. Objectives
- 10.2.6. Methodology
- 10.2.7. Resources
- 10.2.8. Timing
- 10.2.9. Results Evaluation
- 10.2.10. Bibliographical References
- 10.2.11. Final Reflection

10.3. School Management and Leadership
- 10.3.1. Objectives
- 10.3.2. Introduction
- 10.3.3. Different Concepts of Leadership
- 10.3.4. The Concept of Distributed Leadership
- 10.3.5. Approaches to Distributed Leadership
- 10.3.6. Resistance to Distributed Leadership
- 10.3.8. Final Reflection

10.4. The Training of Teaching Professionals
- 10.4.1. Introduction
- 10.4.2. Initial Teacher Training
- 10.4.3. The Training of Novice Teachers
- 10.4.4. Teacher Professional Development
- 10.4.5. Teaching Skills
- 10.4.6. Reflective Practice
- 10.4.7. From Educational Research to the Professional Development of Educators

10.5. Formative Creativity: The Principle of Educational Improvement and Innovation
- 10.5.1. Introduction
- 10.5.2. The Four Elements that Define Creativity
- 10.5.3. Some Theses on Creativity Relevant to Education
- 10.5.4. Educational Creativity and Teaching Innovation
- 10.5.5. Educational or Pedagogical Considerations for the Development of Creativity
- 10.5.6. Some Techniques for the Development of Creativity
- 10.5.7. Final Reflection

10.6. Towards a More Autonomous and Cooperative Learning (I): Learning How to Learn
- 10.6.1. Introduction
- 10.6.2. Why is Metacognition Necessary?
- 10.6.3. Teaching to Learn
- 10.6.4. Explicit Teaching of Learning Strategies
- 10.6.5. Classification of Learning Strategies
- 10.6.6. The Teaching of Metacognitive Strategies
- 10.6.7. The Problem of Evaluation
- 10.6.8. Final Reflection

10.7. Towards a More Autonomous and Cooperative Learning (II): Emotional and Social Learning
- 10.7.1. Introduction
- 10.7.2. The Concept of Emotional Intelligence
- 10.7.3. Emotional Skills
- 10.7.4. Emotional Education and Social and Emotional Learning Programs
- 10.7.5. Techniques and Concrete Methods for the Training of Social Skills
- 10.7.6. Integrating Emotional and Social Learning into Formal Education
- 10.7.7. Final Reflection

10.8. Towards a More Autonomous and Cooperative Learning (III): Learning by Doing
- 10.8.1. Introduction
- 10.8.2. Active Strategies and Methodologies to Encourage Participation.
- 10.8.3. Problem-Based Learning
- 10.8.4. Project Work
- 10.8.5. Cooperative Learning
- 10.8.6. Thematic Immersion
- 10.8.7. Final Reflection

10.9. Evaluation of Learning
- 10.9.1. Introduction
- 10.9.2. A Renewed Assessment
- 10.9.3. Modalities of Evaluation
- 10.9.4. The Procedural Evaluation Through the Portfolio
- 10.9.5. The Use of Rubrics to Clarify the Evaluation Criteria
- 10.9.6. Final Reflection

10.10. The Role of the Teacher in the Classroom
- 10.10.1. The Teacher as a Guide and Orientator
- 10.10.2. The Teacher as Class Director
- 10.10.3. Ways of Directing the Class
- 10.10.4. Leadership in the Classroom and in the Center
- 10.10.5. Coexistence in the Center

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:**

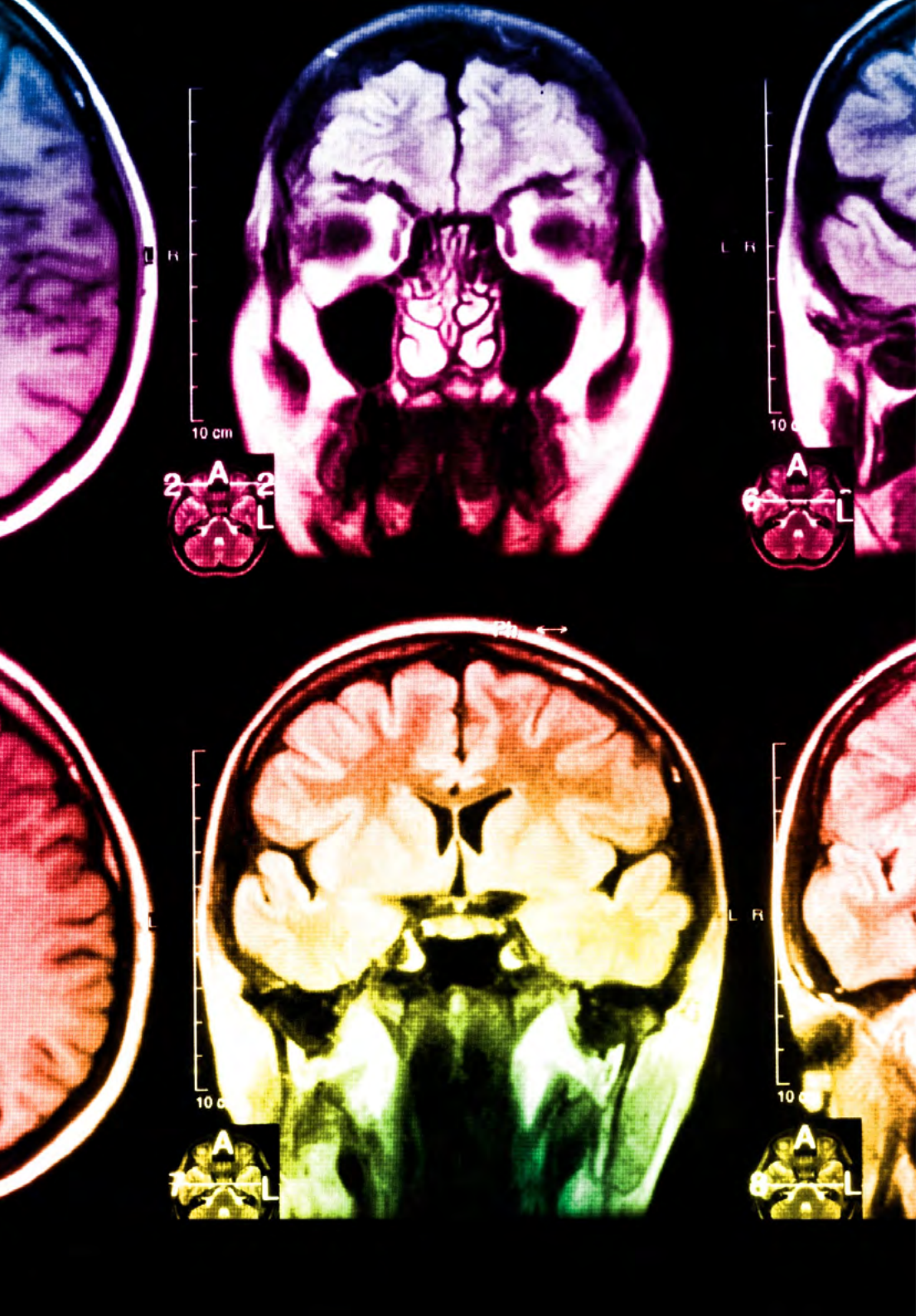
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

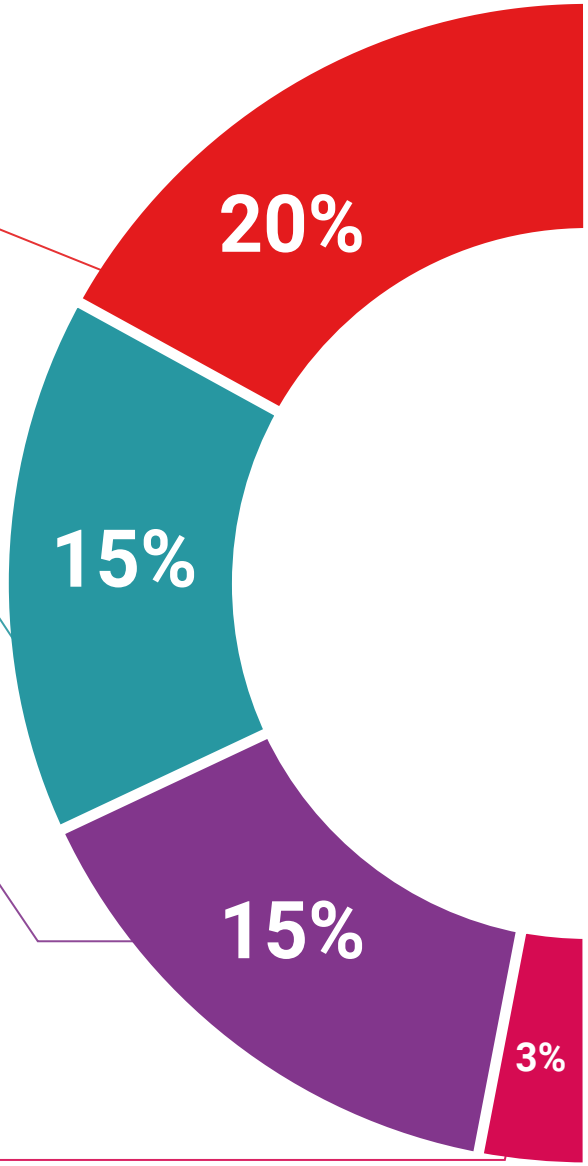
### Interactive Summaries

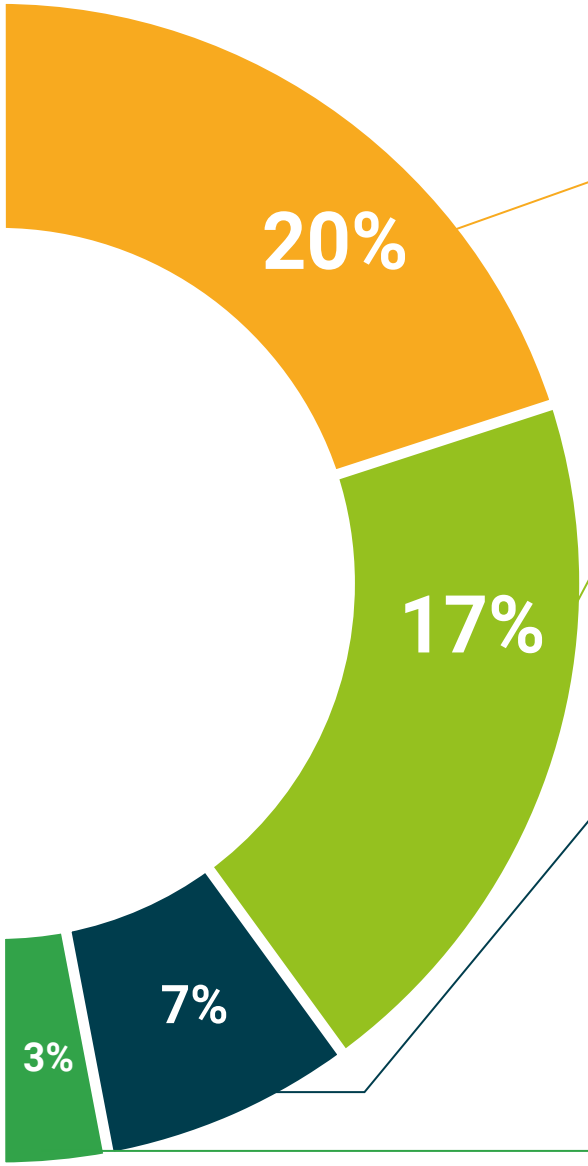
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Teaching Innovation in Primary 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 Teaching Innovation in Primary 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** issued by **TECH Technological University** via tracked delivery*.

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

Title: **Professional Master's Degree in Teaching Innovation in Primary 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

Teaching Innovation in Primary Education

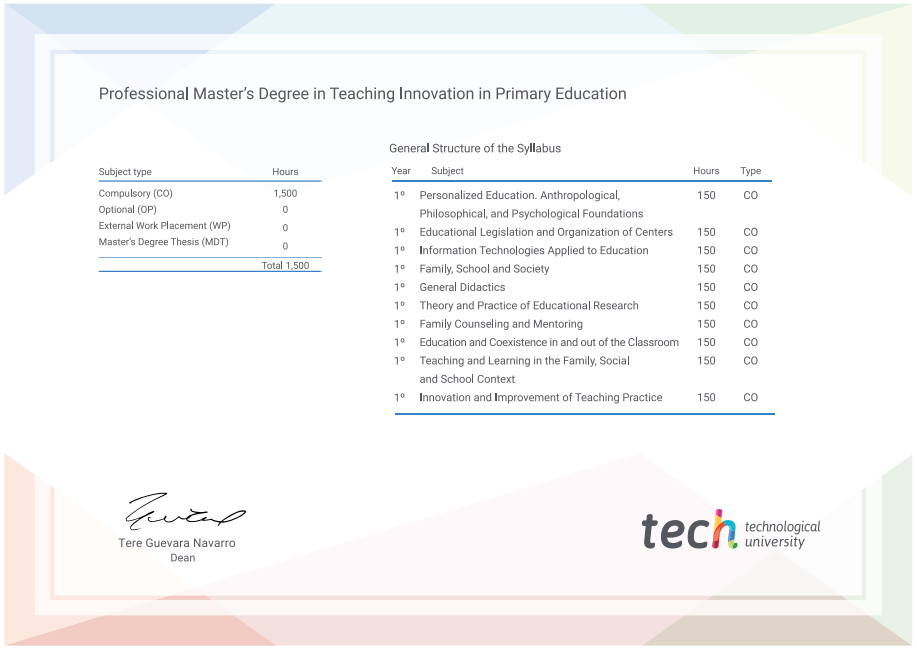
This is a qualification awarded by this University, equivalent to 1,500 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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 Teaching Innovation in Primary 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 | Personalized Education. Anthropological, Philosophical, and Psychological Foundations | 150 | CO |
| 1º | Educational Legislation and Organization of Centers | 150 | CO |
| 1º | Information Technologies Applied to Education | 150 | CO |
| 1º | Family, School and Society | 150 | CO |
| 1º | General Didactics | 150 | CO |
| 1º | Theory and Practice of Educational Research | 150 | CO |
| 1º | Family Counseling and Mentoring | 150 | CO |
| 1º | Education and Coexistence in and out of the Classroom | 150 | CO |
| 1º | Teaching and Learning in the Family, Social and School Context | 150 | CO |
| 1º | Innovation and Improvement of Teaching Practice | 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
## Teaching Innovation in Primary Education

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

# Professional Master's Degree

## Teaching Innovation in Primary Education

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