Professional Master's Degree

Teaching Methods and Personalized Education

tech global university

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Professional Master's Degree

Teaching Methods and Personalized Education

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

Website: www.techtitute.com/us/education/professional-master-degree/master-teaching-methods-personalized-education

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01

Introduction

From the dawn of humanity, the development of the first inhabitants of the planet was based on constant trial and error and the transmission of these results to their fellows. It could be said then that this meant the first teaching methods. In this way, the way of inculcating acquired knowledge has improved, becoming more efficient and implementing personalized methodologies focused on creativity, innovation and values. Thus, in the current times, where teaching has gone a step further and not only takes into account the contents to be shared, TECH has created a program where educators will expand their knowledge with aspects such as gamification and the use of games for teaching through a 100% online format.

Education is alive and is constantly updated: access this Professional Master's Degree and expand your knowledge related to the most current teaching methods"

Education is one of the basic pillars of a society, being one of the most important factors in the progress and advancement of people. In addition to providing knowledge, education enriches other aspects of the members of a community, such as values, culture and even the spirit. Given this importance, educators must possess and master numerous tools to be able to offer a complete education.

This is where the education professional's ability to understand the different student profiles, their qualities, strengths and weaknesses comes into play. In this way, teaching can be focused on being more personalized and efficient. For this reason, TECH has created this Professional Master's Degree in Teaching Methods and Personalized Education for Teachers, aimed at addressing both generic and specific aspects of the different cases with which they may come across in the professional development of their activity.

Thus, the graduates will go from the most general in teaching processes to the most specific in terms of profiles, personalities and types of intelligence of the students. For this reason, the program has several sections that deal with active methodologies for personalized learning, alternative pedagogies and developmental psychology, among others.

Added to this, the online nature of the program allows those enrolled in the program to continue with their daily teaching work while studying the contents, without having to sacrifice time in vain, with multimedia content ranging from the theoretical to the practical part of this specialty. And, as if that were not enough, access to all this can be made from any electronic device with internet access at any time of the day, 24 hours a day.

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

- The development of case studies presented by experts in education focused to teaching methods and personalized education
- The graphic, schematic and practical contents of the book provide theoretical and practical information on those disciplines that are essential for professional practice
- Practical exercises where the self-assessment process can be carried out to improve learning
- Its special emphasis on innovative methodologies
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

With this Professional Master's Degree, you will be able to become a teaching professional who masters each and every one of the most modern educational fundamentals"

The greater your mastery of content and methodologies, the easier it will be to transmit your knowledge. Enroll now and expand your educational skills with an innovative Professional Master's Degree"

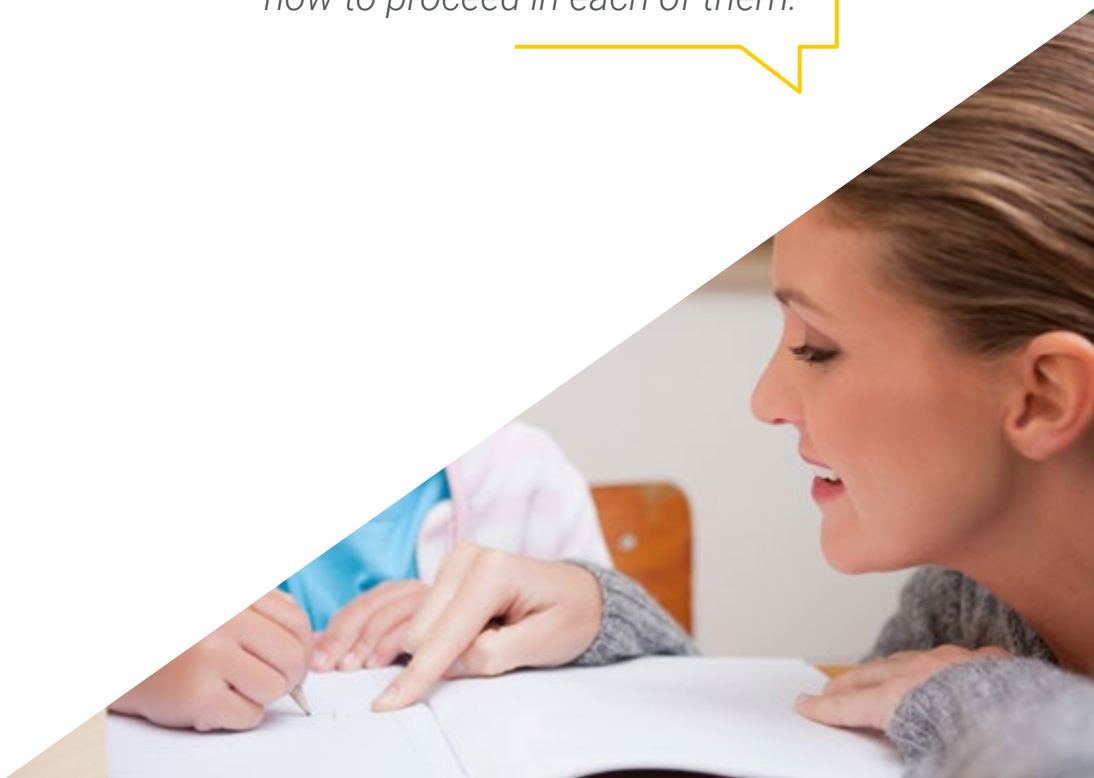
Improve your knowledge related to the types of existing intelligences in a classroom and adapt your professional practice to be a more efficient educator.

Learn how to detect and manage possible cases of Bullying and Cyberbullying in the classroom and how to proceed in each of them.

The program's teaching staff includes professionals from sector who contribute their work experience to this program, as well as renowned specialists from leading societies and prestigious universities.

Its 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 education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professionals must try to solve the different professional practice situations that are presented throughout the program. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.



02

Objectives

Education is not an exact mathematical formula, it has to be adaptive to the who, the how and the when. In this way, teachers must have the necessary skills and competencies to know how to proceed at any given moment. The main objective of this program is to provide graduates with all these characteristics, so that they become professionals capable of teaching in an innovative, effective and, above all, easy way for their students.

The objective of TECH Global University is to become an educational reference for both your peers and your students"

General Objectives

- Delve into the psychological aspects of the students
- Adapt traditional contents to current educational methodologies
- Know and apply cooperative learning
- Master basic skills and multiple intelligences
- Stimulate creativity in the classroom with innovative teaching activities

The syllabus of this Master's Degree is focused on providing you with the knowledge related to a detailed teaching and the methods applicable to it, such as Flipped Learning or Home Schooling"

Specific Objectives

Module 1. Foundations of Personalized Education

- Delve into the concepts of human nature and the identity of the person in the educational scenario
- Design a personalized learning methodology for each individual
- Understand the active role of the learner in the teaching process

Module 2. Personalized Learning

- Understand and know how to develop the teaching activity in learning environments and virtual learning environments
- Differentiate the different types of learning: productive, cooperative, social and personalized
- Understand, plan and develop reverse learning models

Module 3. Multiple Intelligences

- Know the models and theories related to single and multiple intelligence
- Know how to differentiate between the different types of learning styles depending on the type of multiple intelligence
- Master the concepts of neuroscience and education
- Know how to guide the development of these students depending on their types of intelligence

Module 4. Creativity and Innovation

- Define the concept of creativity and know how to differentiate it as a product, process and characteristic
- Understand the concept of innovation and to understand its basic resources
- Know how to promote and stimulate creativity in the classroom and outside it
- Know how to evaluate and exploit these creative abilities in order to enhance their abilities

Module 5. Developmental Psychology

- Understand the conceptualization of developmental psychology, as well as the main theories and methodologies
- Know the possible alterations of the individual in prenatal development and how this can affect the future
- Discern the types of alterations that exist in the different stages of childhood, adolescence and adulthood

Module 6. Personalized Learning and Alternative Pedagogies

- Differentiate the pedagogy applied to the traditional school and the school of the future
- Know how to differentiate and apply Waldorf, Montessori and Reggio Emilia pedagogies
- Master the concept of pedagogy of 21st Century

Module 7. Methodologies for the Personalized Learning

- Know the current learning methodologies
- Know how to differentiate between Cooperative and Collaborative Learning
- Know the learning based on projects, problems and games, respectively
- Know how to apply Flipped Learning

Module 8. Inclusive Education

- Control the Attention to Diversity Measures. Grouping and curricular flexibility
- Know how to explain and show the role of the family and the community in the inclusive school
- Know and educate in order to be able to apply an inclusive education in the classroom

Module 9. Didactics and Personalized Curriculum

- Master the guidelines for the conceptualization of didactics and curriculum theory
- Know how to structure a didactic program
- Know the methods to evaluate learning

Module 10. Emotional and Values Education

- Master the different concepts of psychology, emotions and positive education
- Apply each of the positive reinforcements learned in the module
- Detect and deal with cases of bullying and cyberbullying

03

Skills

Nowadays, educators must master the latest educational trends, as well as the different teaching methods existing in the field. As teachers in the field of education, they must have knowledge of the latest teaching techniques, as well as the skills to be able to distinguish the types of student profiles in their classrooms, so that the content they want to share is acquired in the best possible way. This program is created so that graduates can exercise a "360º education", approaching education from a complete and, above all, novel perspective, far from the obsolete ways in the past.

The skills that you will acquire after completing this Professional Master's Degree will make you a complete expert, a reference in the Education field"

General Skills

- Control all the necessary knowledge to distinguish the profiles of the students in your classroom, thus being able to adapt the contents according to their needs
- Prepare contents and study methodologies that will later be applied in practice in a more efficient way
- Know how to enhance and stimulate creativity in order to generate fun and educational classes as well as educational
- You will not only be able to teach your students, but also prepare their parents to make them understand their fundamental role in the student stage

Expand your knowledge to turn your classroom into a safe space, avoiding or treating cases of bullying from the root, in order to make it a place to learn in a fun way"

Specific Skills

- Detect possible disorders in students, in order to know how to proceed in certain cases
- Know the different types of mental constructs and psychological developments in the different stages of childhood (3-6/6/6-12 years old)
- Manage the practice of education in a way that encourages a general participation of the whole classroom
- Make the classroom a safe and supportive environment for all members
- Possess sufficient skills to feel free and confident in applying new learning methods, innovating in the syllabus

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Structure and Content

The syllabus of this Professional Master's Degree is created with TECH's own technique, with which the student will not need to spend tireless hours to assimilate the concepts of this specialty, but can adapt the content to their daily lives and their professional demands. This technique is called Relearning, and with it a more gradual and effective learning is achieved, adding the multimedia factor, with more enjoyable educational contents and updated practical and theoretical contents.

Make the contents adapt to you and not the other way round thanks to the Relearning applied by TECH Global University"

Module 1. Foundations of Personalized Education

1.1. Human Nature and Person
- 1.1.1. Human Nature, Person and Personality
- 1.1.2. Personal Identity
- 1.1.3. Dimensions of the Human Being
- 1.1.4. The Person in Educational Scenarios

1.2. The Person and the Personalized Education
- 1.2.1. Principles of Personalized Education
- 1.2.2. Technical Factors that Enable the Practice of Personalized Education
- 1.2.3. The Model of the Personalized Learning
- 1.2.4. Personalized Education and Neuropsychology

1.3. Educational Design and Teaching Personalization
- 1.3.1. Teaching to Learn: Metacognition
- 1.3.2. Personalized Education Design
- 1.3.3. Personalized Education Style
- 1.3.4. Personalized School Environment

1.4. Personalize Education
- 1.4.1. Operation and Participative Methodology
- 1.4.2. Situations and Techniques of Personalized Education
- 1.4.3. Personalized Schedule
- 1.4.4. Activities in Personalized Education

1.5. Motivation and Personalized Education
- 1.5.1. Concept of Motivation
- 1.5.2. Motivation and Society
- 1.5.3. Means and Resources for Teaching Motivation
- 1.5.4. Motivation Strategies

1.6. Personalized Learning: The Active Role of the Learner
- 1.6.1. Learning Styles
- 1.6.2. Thinking Styles
- 1.6.3. Learning Strategies
- 1.6.4. Metacognition and Learning

1.7. Learning Personalization in a School
- 1.7.1. School Organization
- 1.7.2. Educational Agents in a School: The Educational Community
- 1.7.3. School Coexistence
- 1.7.4. Spaces and Material Factors in Personalized Education

1.8. The Role of the School Counselor in Teaching Personalization
- 1.8.1. School Counselor: Who Are They and What Are Their Duties?
- 1.8.2. The Counselor Work: Types of Guidance
- 1.8.3. Orientation and Family
- 1.8.4. The Orientation and the Personalized Education

1.9. Teaching Efficiency and Personalization
- 1.9.1. Traditional Psychoeducational Paradigms and Methods: Behaviorism and Cognitivism
- 1.9.2. Constructivism in Education
- 1.9.3. The Emotional-Personalizing Model
- 1.9.4. Efficient Teaching

1.10. Personalized Education and Agenda 2030
- 1.10.1. Agenda 2030: A Common Agreement
- 1.10.2. Sustainable Development Goals
- 1.10.3. Quality Education
- 1.10.4. Professional Skills and Educational Skills for Quality Education

Module 2. Personalized Learning

2.1. Reverse Learning: Flipped Classroom and Flipped Learning
- 2.1.1. Reverse Learning: Flipped Classroom and Flipped Learning
- 2.1.2. History of the Development of Reverse Learning Methodologies
- 2.1.3. Innovation and Flipped Classroom
- 2.1.4. The Teaching Role and the Students in Reverse Learning:

2.2. Planning and Development from the Reverse Learning Model
- 2.2.1. Benefits and Challenges of Reverse Learning:
- 2.2.2. Resources and Contents for Reverse Learning
- 2.2.3. Educational Program of the Reverse Classroom
- 2.2.4. Evaluation and Reverse Learning

2.3. Personalized Learning and the Digital World
- 2.3.1. Digitization and the Information Society
- 2.3.2. Learning and Social Networks
- 2.3.3. Educational Networks
- 2.3.4. Teaching Networks

2.4. Learning Environments and Virtual Learning Environment
- 2.4.1. Technology in the Educational World
- 2.4.2. Digital Educational Tools
- 2.4.3. Virtual Teaching Environments
- 2.4.4. Personal Learning Environments (PLE)

2.5. Social Learning and Personalized Learning
- 2.5.1. Social Learning Theories
- 2.5.2. Collaboration and Cooperation in Learning
- 2.5.3. Cooperation Structure and Strategies
- 2.5.4. From Constructivism to Connectivism

2.6. Productive Learning
- 2.6.1. Productive Learning: Conceptualization
- 2.6.2. The Rural Education System and Productive Learning
- 2.6.3. Educational Quality and Productive Learning
- 2.6.4. Educational Model of Productive Learning

2.7. Cooperative Learning I
- 2.7.1. Conceptualization: Cooperative Learning
- 2.7.2. Justification of Cooperative Learning
- 2.7.3. Theoretical Framework of Cooperative Learning
- 2.7.4. Guide of Cooperative Learning: The Teacher

2.8. Cooperative Learning II
- 2.8.1. Inclusion and Cooperative Learning
- 2.8.2. Cooperate to Learn, Learn to Cooperate
- 2.8.3. Cooperative Learning Oriented to Equity
- 2.8.4. Cohesion, Inclusion, Equity and Other Keys of Cooperative Learning and Inclusion

2.9. Learning Communities
- 2.9.1. The Dialog and its Learning Effects
- 2.9.2. Dialogic Theories
- 2.9.3. Concept and Basic Elements of CA
- 2.9.4. Commissioning of a Learning Community

2.10. Personalized Learning and Emotion
- 2.10.1. Emotional Education
- 2.10.2. Positive Psychology
- 2.10.3. Emotional Competencies of the Teacher
- 2.10.4. Didactics of Emotional Education

Module 3. Multiple Intelligences

3.1. Intelligence: Single or Multiple?
- 3.1.1. First Approaches to the Study of Intelligence
- 3.1.2. Explanatory Models: Hierarchical and Multifactorial
- 3.1.3. Recent Theories of Intelligence
- 3.1.4. Theory of Multiple Intelligences

3.2. Multiple Intelligences
- 3.2.1. Linguistics and Logical-Mathematical Intelligence
- 3.2.2. Bodily and Naturalistic Kinesthetic Intelligence
- 3.2.3. Musical and Spatial Intelligence
- 3.2.4. Personal Intelligences: Interpersonal and Intrapersonal

3.3. Multiple Intelligences and Learning Styles
- 3.3.1. Learning Styles of Students with a High-Linguistic Tendency
- 3.3.2. Learning Styles with High-Kinesthetic-Corporal Tendency.
- 3.3.3. Learning Styles with a Logical-Mathematical Tendency
- 3.3.4. Learning Styles and other Tendencies

3.4. Assessment of Multiple Intelligences
- 3.4.1. Characteristic Features of MI Assessment
- 3.4.2. The Observation Method and Observation Inventories
- 3.4.3. Portfolio
- 3.4.4. Multiple Intelligences and Performance Assessment

3.5. Basic Competencies and Multiple Intelligences
- 3.5.1. What are Basic Competencies?
- 3.5.2. Competency-Based Education
- 3.5.3. Competencies and Intelligences
- 3.5.4. Performance Indicators

3.6. Neurosciences and Multiple Intelligences
- 3.6.1. The Brain and Learning
- 3.6.2. Neurosciences and Education
- 3.6.3. The Creative Brain
- 3.6.4. The Excited Brain and Exciting Education

3.7. Cooperative Learning
- 3.7.1. What is Cooperative Learning?
- 3.7.2. The Fundamentals of Cooperative Learning
- 3.7.3. Methodology of Cooperative Learning
- 3.7.4. Strategies and Techniques for Cooperative Learning

3.8. Creativity and Intelligence
- 3.8.1. What is Creativity?
- 3.8.2. Multiple Intelligences and Creativity
- 3.8.3. Creativity and Education
- 3.8.4. Creativity Evaluation

3.9. Multiple Intelligences in the Classroom
- 3.9.1. Multiple Intelligences and Educational Syllabus
- 3.9.2. Multiple Intelligences and Teaching Strategies
- 3.9.3. Multiple Intelligences and Special Education
- 3.9.4. Multiple Intelligences and the Classroom

3.10. Tools for Programming and Intervention in Multiple Intelligences
- 3.10.1. Spectrum Project
- 3.10.2. Programming in Multiple Intelligences
- 3.10.3. Games for Multiple Intelligences
- 3.10.4. ICT Applications to Work with MI in the Classroom

Module 4. Creativity and Innovation

4.1. Creativity: What is it?
- 4.1.1. Historical Development of the Concept of Creativity
- 4.1.2. Concepts of Creativity
- 4.1.3. Creativity as Product, Process and Characteristic
- 4.1.4. Degrees and Types of Creativity

4.2. Innovation: What is it?
- 4.2.1. Innovation: What is it?
- 4.2.2. Basic Innovation Resources: Structure, Information, Evaluation and Formation
- 4.2.3. Innovation as Process
- 4.2.4. Educational Innovation

4.3. Conditions of Innovation
- 4.3.1. Reason for Innovation
- 4.3.2. The Condition of Consensus and Practicality
- 4.3.3. Innovation and Change
- 4.3.4. Innovation and Person

4.4. Innovation and Teaching
- 4.4.1. The Innovative Teacher
- 4.4.2. The Teacher Mediator in Innovative Development
- 4.4.3. Leadership and Educational Innovation
- 4.4.4. Innovative Educational Project

4.5. Intelligence and Creativity
- 4.5.1. H. Gardner's Theory of Multiple Intelligences
- 4.5.2. Intelligent and Creative People: High Intellectual Abilities
- 4.5.3. Divergent Thinking, Creativity and Intelligence
- 4.5.4. Interbehavioral Model of Creative Behavior

4.6. Stimulation of Creativity
- 4.6.1. How to Enhance Creativity?
- 4.6.2. Harvard Project
- 4.6.3. Spectrum Project
- 4.6.4. Strategies for Developing Creativity

4.7. The Creative and Innovative School
- 4.7.1. The Role of the School in the Development of Creative Thinking
- 4.7.2. Creative and Free School: The Reggio Emilia School
- 4.7.3. Creativity, Learning and Corners
- 4.7.4. EMOCREA: A Reality

4.8. Creative and Innovative Classroom
- 4.8.1. The Classroom: The Perfect Scenario
- 4.8.2. The Training Program in the Classroom: Innovation and Transformation
- 4.8.3. Curriculum Development and Innovation
- 4.8.4. Curricular Innovation Model

4.9. Creativity Evaluation
- 4.9.1. Common Creativity Evaluation Factors
- 4.9.2. Classic Creativity Tests
- 4.9.3. Memory Assessment Kits: VP-FA
- 4.9.4. Psychometric Indicators of Creativity Assessment: Reliability and Validity

4.10. Creative Experiences in the Classroom
- 4.10.1. Robotics and STEAM Projects
- 4.10.2. Creative Writing Workshop
- 4.10.3. Communication and Creativity
- 4.10.4. Creativity and Arts: Plastic Arts and Music

Module 5. Developmental Psychology

5.1. Developmental Psychology as a Science
- 5.1.1. Introduction. Conceptualization of Developmental Psychology
- 5.1.2. Main Explanatory Theories on Developmental Psychology
- 5.1.3. Methodology on Developmental Psychology

5.2. Fundamentals and Introduction to Developmental Psychology II
- 5.2.1. Development
- 5.2.2. Human Development, Growth and Learning
- 5.2.3. Main Theories of Development

5.3. Alterations in prenatal development
- 5.3.1. Introduction to Behavioral Genetics
- 5.3.2. Prenatal Development
- 5.3.3. The Influence of Birth on the Development

5.4. Evolutionary Characteristics of the Individual during the First Three Years of Life: Development
- 5.4.1. Introduction
- 5.4.2. Study of Childhood Development: Basic Concepts
- 5.4.3. Development in Early Childhood

5.5. Childhood Development (3-5 years)
- 5.5.1. Cognitive Development from 3 to 6 Years Old
- 5.5.2. Development of Oral Language and Communication
- 5.5.3. Social-Emotional Development from 0 to 6 years old

5.6. Developmental Disorders in Childhood Education Period
- 5.6.1. Neurodevelopment Disorders. Introduction
- 5.6.2. Intellectual Disability or Intellectual Development Disorders
- 5.6.3. Communication and Language Disorder
- 5.6.4. Autism Spectrum Disorder
- 5.6.5. Attention Deficit Disorder/Hyperactivity Disorder

5.7. Development during Childhood
- 5.7.1. Cognitive Development
- 5.7.2. Linguistic Development
- 5.7.3. Socio-Emotional Development

5.8. Developmental Disturbances in Elementary School Period
- 5.8.1. Behavioral Disorders
- 5.8.2. Behavioral Disorders
- 5.8.3. Oppositional Defiant Disorder
- 5.8.4. Antisocial Personality Disorder
- 5.8.5. Developmental Language Disorder

5.9. Development during Adolescence
- 5.9.1. Introduction: Adolescence
- 5.9.2. Cognitive Development in Adolescence
- 5.9.3. Socio-Emotional Development of the Adolescent
- 5.9.4. Social Development in Adolescence

5.10. Adult Development: Physical and Psychosocial
- 5.10.1. Adult Life
- 5.10.2. Cognitive Life in Adult Life
- 5.10.3. Social Adult Development

Module 6. Personalized Learning and Alternative Pedagogies

6.1. Alternative Pedagogies for the 21st Century
- 6.1.1. Differences between the Traditional School and the School of the Future
- 6.1.2. Systemic Approach in Education
- 6.1.3. Out-of-School Learning and Education

6.2. Waldorf Pedagogy
- 6.2.1. Historical Development: Steiner and the First Waldorf School
- 6.2.2. Elements of Waldorf School: The Septennials
- 6.2.3. Learning Materials
- 6.2.4. Waldorf Pedagogy at Present

6.3. Montessori Pedagogy
- 6.3.1. Montessori Education Intention
- 6.3.2. Integral Vision of the Learner
- 6.3.3. The Montessori Space
- 6.3.4. Education for Peace

6.4. Reggio Emilia
- 6.4.1. Loris Malaguzzi, Promoter of Feggio Emilia School
- 6.4.2. Pedagogical Principles
- 6.4.3. Structure and Organization of the Center and the Classrooms
- 6.4.4. International Cooperation Network: International Recognition of Reggio Schools

6.5. Free Education: Democratic Schools
- 6.5.1. Summerhill
- 6.5.2. Subdury
- 6.5.3. Rebeca Wild
- 6.5.4-. Living Education and Pedagogy of Freedom

6.6. Learning and Community: Nurturing Groups, Learning Communities and Community Schools
- 6.6.1. The Whole Tribe is Needed to Educate: Learning in Community
- 6.6.2. Nurturing Groups
- 6.6.3. Learning Communities
- 6.6.4. Community Schools

6.7. Freinet and Pedagogy
- 6.7.1. Celestine Freinet
- 6.7.2. Bismark Model vs. Freinet Pedagogy
- 6.7.3. Cooperative Movement of Popular School
- 6.7.4. Freinet Techniques

6.8. Pedagogy Outside the School: Homeschooling
- 6.8.1. What is Homeschooling?
- 6.8.2. Origins of Homeschooling: Legal Background and Jurisprudence.
- 6.8.3. Homeschooling in the World
- 6.8.4. Advantages and Disadvantages of Homeschooling

6.9. Alternative Pedagogies in Spain
- 6.9.1. Geographical Study of Alternative Educational Projects in Spain
- 6.9.2. Alternative Pedagogies in Public Schools
- 6.9.3. Alternative Pedagogies in Public Centers
- 6.9.4. Alternative Pedagogies in Private Centers

6.10. Alternative Pedagogies and New Technologies: The Pedagogy of 21st Century
- 6.10.1. Alternative Pedagogies and ICT
- 6.10.2. Pedagogic Mediation
- 6.10.3. Educational Software
- 6.10.4. Evaluation of the Educational Software

Module 7. Methodologies for the Personalized Learning

7.1. Active Methodologies
- 7.1.1. Historical Development: From the Master Class to Cooperative Learning
- 7.1.2. Ausubel's Significant Learning
- 7.1.3. Vygotsky's Pedagogical Thinking
- 7.1.4. Skill-Based Learning

7.2. Cooperative and Collaborative Learning
- 7.2.1. Cooperative Learning: Concept
- 7.2.2. Why Learn Cooperatively?
- 7.2.3. Collaborative Learning
- 7.2.4. Use of ICT in Collaborative Learning

7.3. Project-Based Learning
- 7.3.1. Key Concepts
- 7.3.2. Project-Based Methodology
- 7.3.3. Project Implementation
- 7.3.4. Virtual Environment

7.4. Game-Based Learning
- 7.4.1. Game-Based Learning: What is it?
- 7.4.2. The Game as a Tool of Learning
- 7.4.3. Board Games and their Application in Education
- 7.4.4. The Role of the Teacher in Game-Based Learning

7.5. Gamification
- 7.5.1. What is Gamification?
- 7.5.2. Gamification and Motivation
- 7.5.3. The Importance of Fun on Learning
- 7.5.4. A Gamified Design: Elements and Loops

7.6. Reverse Learning or Flipped Learning
- 7.6.1. What Is Reverse Learning?
- 7.6.2. Application Flipped Classroom and Flipped Learning
- 7.6.3. Flipped Learning Evaluation
- 7.6.4. Resources for Flipped Learning

7.7. CLIL Methodology
- 7.7.1. Introduction and Conceptualization of CLIL methodology
- 7.7.2. CLIL Methodology: The 5 Cs and Bloom's Wheel
- 7.7.3. CLIL Approach: Personalized Approach
- 7.7.4. The CLIL Methodology in Reality

7.8. Robotics and Education
- 7.8.1. Pedagogical Model for Innovation
- 7.8.2. The Robot
- 7.8.3. Methodology
- 7.8.4. A Robotic Project: RobotLab

7.9. Mindfulness
- 7.9.1. What is Mindfulness?
- 7.9.2. Compassionate Education
- 7.9.3. Mindfulness in the Classroom
- 7.9.4. Effectiveness of Mindfulness in Students

Module 8. Inclusive Education

8.1. Principles of Inclusive Education
- 8.1.1. Evolution Over Time
- 8.1.2. Inclusive School Features
- 8.1.3. The Inclusion in International Agreements
- 8.1.4. Inclusive Education Networks

8.2. Early Care for Inclusive Education
- 8.2.1. Early Care: Evolution and Concept
- 8.2.2. Early Diagnosis and Early Intervention
- 8.2.3. Models of Early Care
- 8.2.4. Basic and Adaptative Skills

8.3. School Guidance
- 8.3.1. School Guidance: The Role of the Counselor
- 8.3.2. Educational Guidance Teams
- 8.3.3. School Guidance and Special Education
- 8.3.4. Ethics and Deontology of School Guidance

8.4. Attention to Diversity in Inclusive School
- 8.4.1. What Is an Inclusive School?
- 8.4.2. Attention to Diversity in the Classroom
- 8.4.3. Attention to Diversity Measures: Grouping and Curricular Flexibility Measures
- 8.4.4. Counselor and the Diversity Attention Plan

8.5. Educational Needs
- 8.5.1. Specific Educational Support Needs (SNES)
- 8.5.2. Special Educational Needs (SEN)
- 8.5.3. Presence, Learning and Participation
- 8.5.4. Educational Guidance and SEN

8.6. Specific Learning Difficulties
- 8.6.1. Specific Learning Difficulties. ASD and SEN
- 8.6.2. Specific Learning Difficulties in Reading and Writing
- 8.6.3. Specific Learning Difficulties in Mathematics
- 8.6.4 Activities and Resources for an Inclusive School

8.7. Intercultural Education
- 8.7.1. Immigrant Students
- 8.7.2. Intercultural Communication
- 8.7.3. Family Care
- 8.7.4. Intercultural Approach

8.8. High Capacities: Inclusiveness or Exclusiveness?
- 8.8.1. High Intellectual Ability Students
- 8.8.2. Assessment and Identification of High Abilities
- 8.8.3. Educational intervention with Students with High Intellectual Abilities
- 8.8.4. Resources

8.9. Teacher Training for Inclusive Education
- 8.9.1. Previous Aspects to Consider
  - 8.9.1.1. Basis and Purpose
  - 8.9.1.2. Essential Elements of the Initial Training
- 8.9.2. Main Theories and Models
- 8.9.3. Criteria for the Design and Development of Teacher Education
- 8.9.4. Permanent Education
- 8.9.5. Profile of the Teaching Professional
- 8.9.6. Teaching Skills in Inclusive Education
  - 8.9.6.1. Support Teachers. Functions
  - 8.9.6.2. Emotional Skills

8.10. The Role of the Family and the Community in Inclusive Schooling
- 8.10.1. Family Involvement in the School
  - 8.10.1.1. The Family and the School as Developmental Environments
  - 8.10.1.2. The Importance of Cooperation between Educational Agents
  - 8.10.1.3. Types of Family Participation
  - 8.10.1.4. Parent Schools
  - 8.10.1.5. The Parent-Teacher Association (PTA)
  - 8.10.1.6. Difficulties in Participation
  - 8.10.1.7. How to improve Family Participation?

Module 9. Didactics and Personalized Curriculum

9.1. Conceptualization of Didactics and Syllabus Theory
- 9.1.1. Concept of Didactics
- 9.1.2. Teaching and Syllabus
- 9.1.3. The Contents: The Relationship between Didactics and the Syllabus
- 9.1.4. Didactics Today

9.2. Instructional Design
- 9.2.1. Instructional Design Concept
- 9.2.2. Instructional Design Models
- 9.2.3. Instructional Design Types
- 9.2.4. The Instructional Designer

9.3. Syllabus Adaptations
- 9.3.1. Syllabus Concretion
- 9.3.2. Syllabus Adaptation: Conceptualization
- 9.3.3. Types of Syllabus Adaptations
- 9.3.4. Syllabus Adaptation Design

9.4. Educational Programming
- 9.4.1. Programming
- 9.4.2. General Principles
- 9.4.3. Teaching Units
- 9.4.4. Contents of the Teaching Unit

9.5. The Educational Syllabus
- 9.5.1. Syllabus Project
- 9.5.2. Elements of the Syllabus
- 9.5.3. The Syllabus of Early-Childhood Education
- 9.5.4. The Syllabus of Elementary School Education

9.6. The Educational Syllabus
- 9.6.1. Special Educational Needs
- 9.6.2. Educational Response to Special Educational Needs
- 9.6.3. Early Detection and Early Care
- 9.6.4. Attention to Diversity Measures

9.7. Didactics for Sociocultural Inclusion
- 9.7.1. Educational Inclusion from the Sociocultural Approach
- 9.7.2. Key Concepts in Sociocultural Inclusion: Zone of Proximal Development and Scaffolding.
- 9.7.3. Interaction and Communication: Socialization Processes
- 9.7.4. Augmentative and Alternative Systems

9.8. Didactic Means and Resources
- 9.8.1. Didactic Resources in Pencil and Paper
- 9.8.2. Design and Graphic Resources
- 9.8.3. Design and Virtual Resources: The Digital Whiteboard and Multimedia Features
- 9.8.4. Virtual Learning Environments

9.9. Elementary-School Education Didactics
- 9.9.1. Universal Learning Design
- 9.9.2. Systematic Pedagogy
- 9.9.3. Cooperative Learning
- 9.9.4. Personalized Assessment

9.10. Learning Assessment
- 9.10.1. Latest Information on Educational Assessment
- 9.10.2. Models of Educational Assessment
- 9.10.3. Competency-Based Assessment
- 9.10.4. Measure, Assess and Grade: Differentiating Concepts

Module 10. Emotional and Values Education

10.1. Emotional Education and Well-Being
- 10.1.1. Well-Being: Subjective, Individual, Reflexive and Community
- 10.1.2. Values
- 10.1.3. Emotional, Ethical and Moral Education
- 10.1.4. Mental Molds

10.2. Exciting Education
- 10.2.1. From Emotional Education to Exciting Education
- 10.2.2. Emotion: Definition and Components
- 10.2.3. The Role of Emotions
- 10.2.4. The Emotional Teacher

10.3. Positive Psychology
- 10.3.1. History and Origin of Positive Psychology
- 10.3.2. Characteristics of Positive Psychology
- 10.3.3. Positive Psychology and Well-Being
- 10.3.4. Human Strengths

10.4. Positive Emotions
- 10.4.1. Positive Emotions
- 10.4.2. Development and Effect of Positive Emotions
- 10.4.3. Neuroanatomy of Positive Emotions: Mirror Neurons
- 10.4.4. Smile, Well-Being and Pleasure

10.5. Emotional Skill
- 10.5.1. Emotional Skills
- 10.5.2. Emotional Autonomy and Emotional Management
- 10.5.3. Social Skills
- 10.5.4. Emotional Awareness

10.6. Coexistence and Education
- 10.6.1. Interpersonal Relationships and the Classroom
- 10.6.2. Education Styles and their Importance in School Coexistence
- 10.6.3. Emotional and Social Growth
- 10.6.4. School Coexistence

10.7. Emotional Education and Evolutionary Development
- 10.7.1. Reasons, Feelings and Emotions
- 10.7.2. Stages of Emotional Maturation: From 0 to 6 Years Old
- 10.7.3. Stages of Emotional Maturation: From 6 to 12 Years Old
- 10.7.4. Adolescence and Emotion

10.8. Emotional Education: Transversal?
- 10.8.1. Transversality and Transversal Subjects
- 10.8.2. Objectives and Characteristics of Transversal Subjects
- 10.8.3. Assessment of the Tutorial Action Plan
- 10.8.4. Transversality and Cultural Integration

10.9. Emotional Education and Transversal Components
- 10.9.1. Citizenship Education
- 10.9.2. Education for Peace and Human Rights
- 10.9.3. Sex Education
- 10.9.4. Health Education

10.10. Anger and School Bullying
- 10.10.1. Anger as Basic Emotion
- 10.10.2. Anger Management and Emotional Regulation
- 10.10.3 School Conflict
- 10.10.4 School Bullying Bullying and Cyberbullying

A Professional Master's Degree whose contents related to emotional education, learning didactics and types of learning will boost your career as a professional educator"

05

Methodology

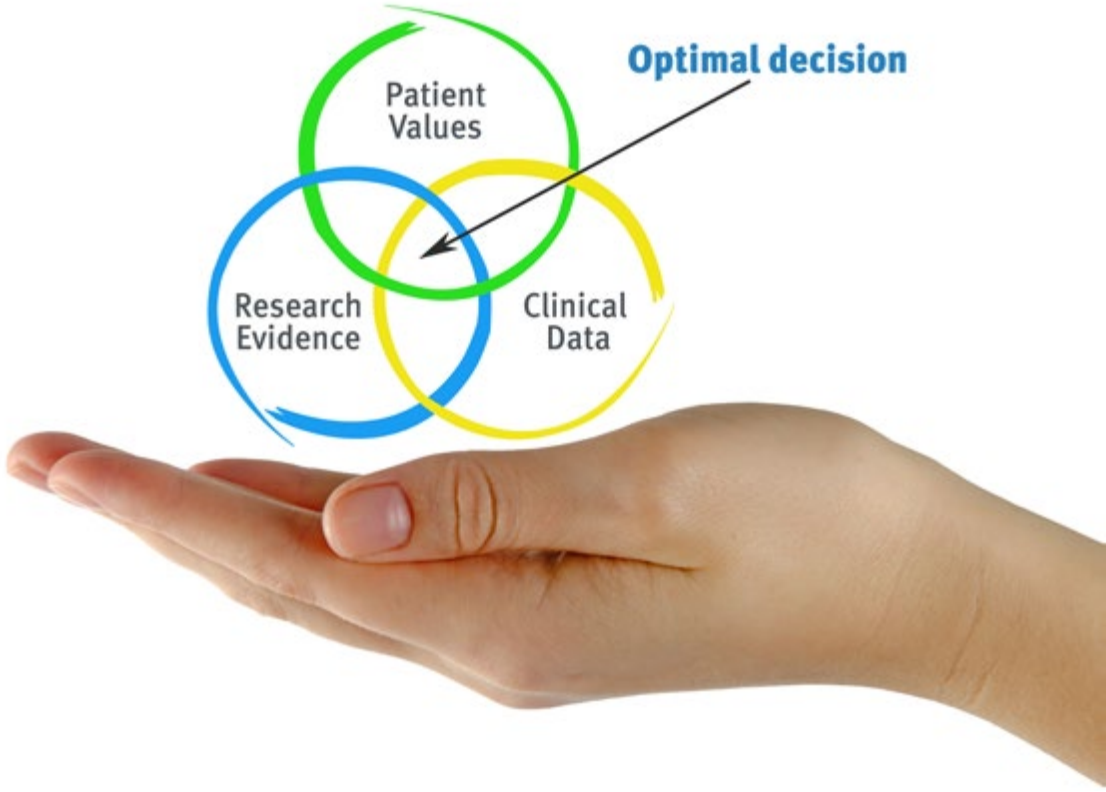
This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

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 Global University 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:

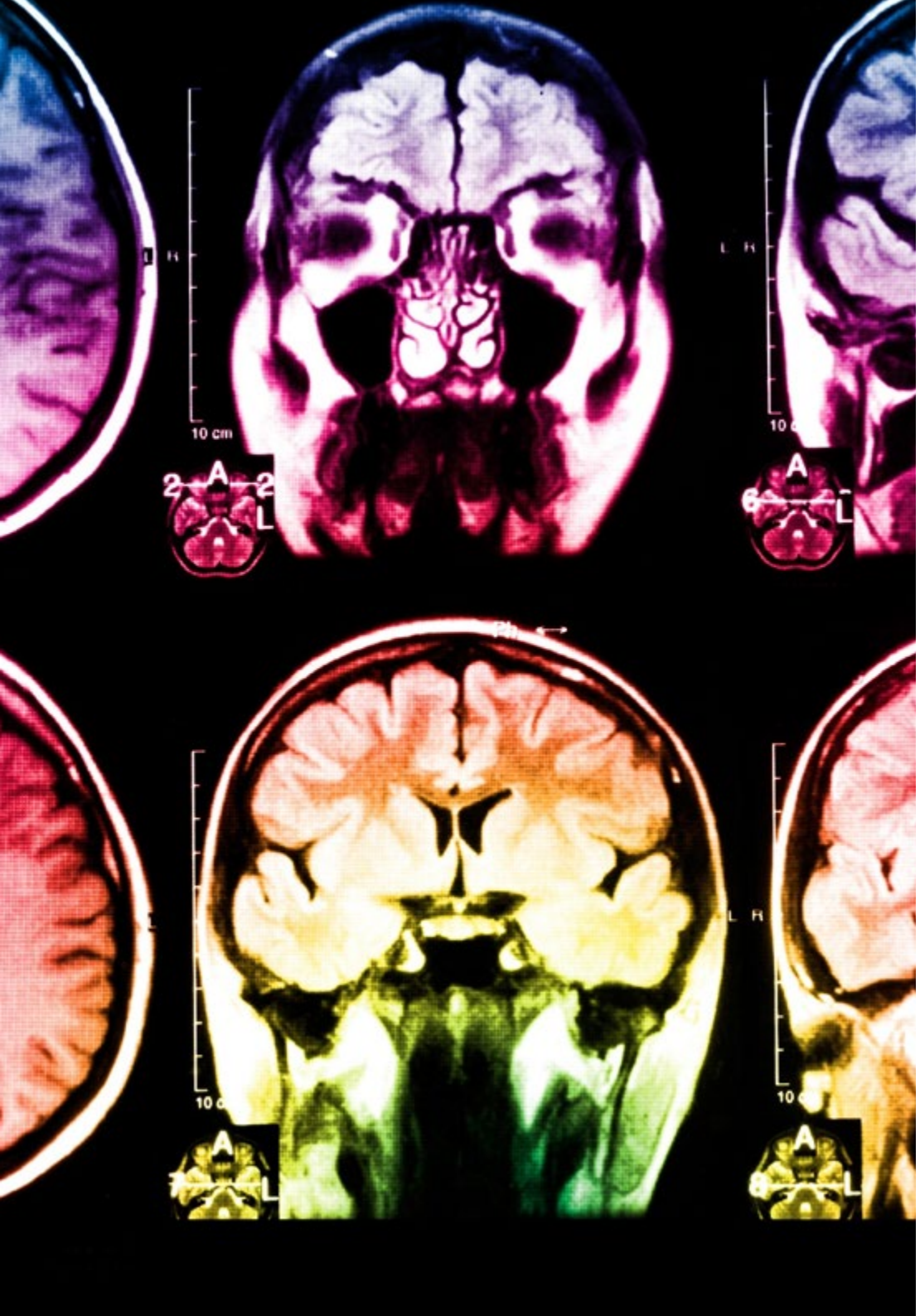
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

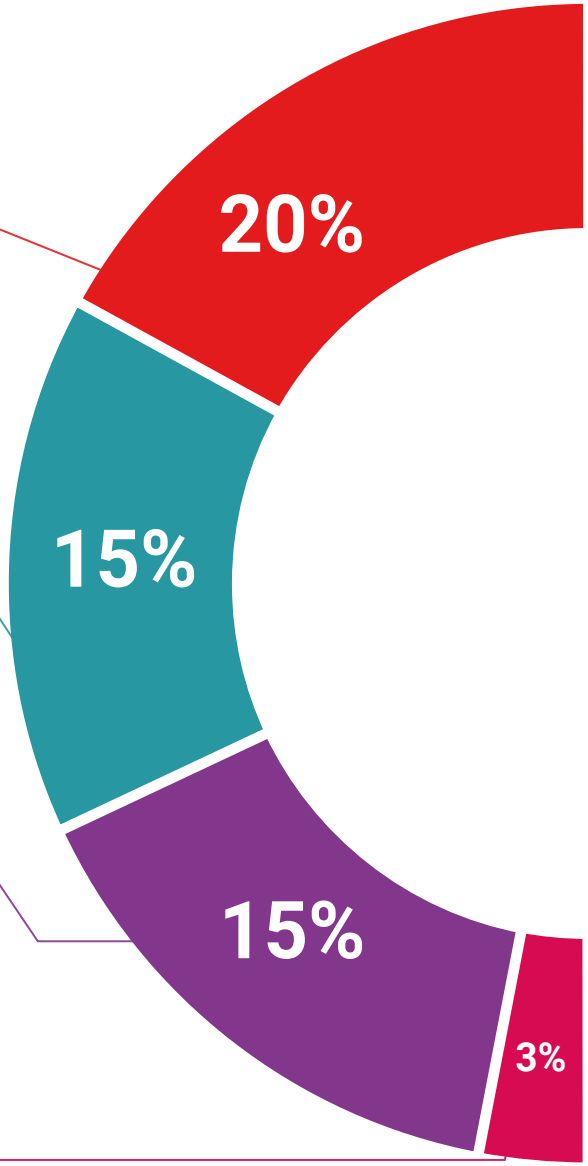
Interactive Summaries

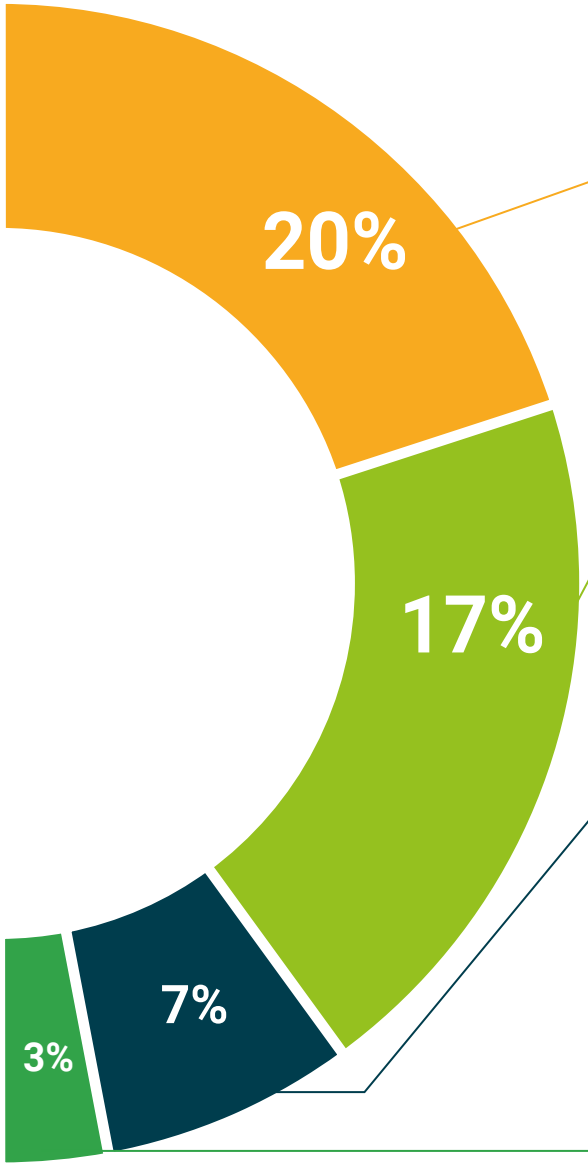
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

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

This program will allow you to obtain your **Professional Master's Degree diploma in Teaching Methods and Personalized Education** endorsed by **TECH Global University**, the world's largest online university.

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

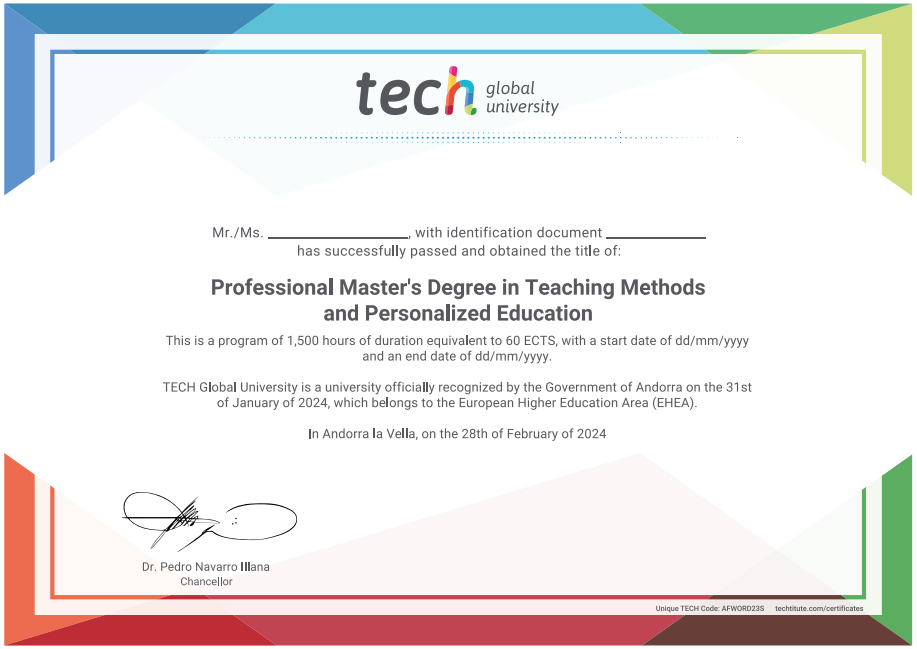
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Professional Master's Degree in Teaching Methods and Personalized Education**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**


tech global university

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

Professional Master's Degree in Teaching Methods and Personalized Education

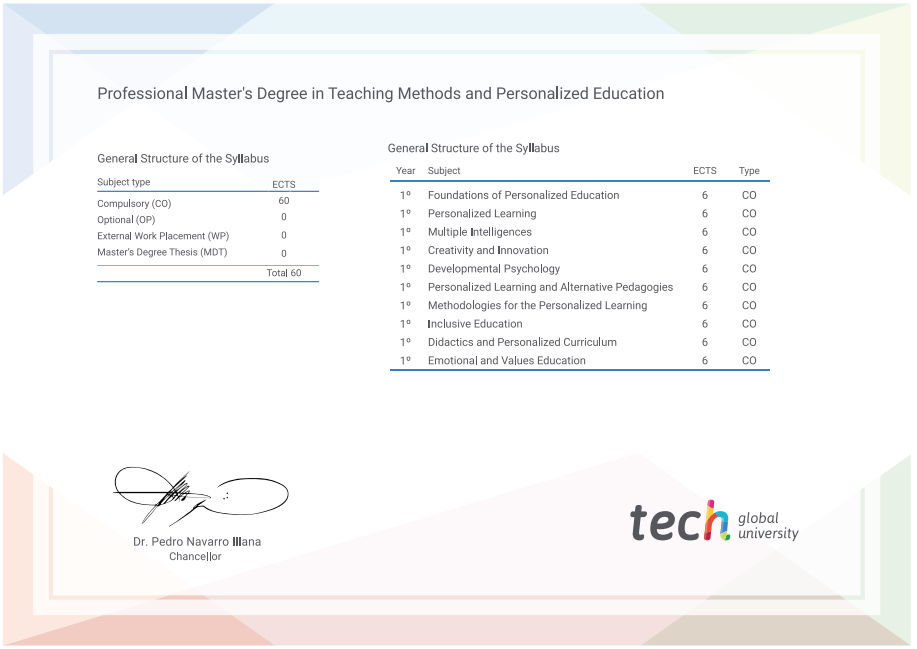
This is a program of 1,500 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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

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

Dr. Pedro Navarro Illana
Chancellor

Unique TECH Code: AFWORD23S techtitute.com/certificates


Professional Master's Degree in Teaching Methods and Personalized Education

General Structure of the Syllabus

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

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Foundations of Personalized Education	6	CO
1º	Personalized Learning	6	CO
1º	Multiple Intelligences	6	CO
1º	Creativity and Innovation	6	CO
1º	Developmental Psychology	6	CO
1º	Personalized Learning and Alternative Pedagogies	6	CO
1º	Methodologies for the Personalized Learning	6	CO
1º	Inclusive Education	6	CO
1º	Didactics and Personalized Curriculum	6	CO
1º	Emotional and Values Education	6	CO

Dr. Pedro Navarro Illana
Chancellor

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

tech global university

Professional Master's Degree

Teaching Methods and Personalized Education

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

Professional Master's Degree

Teaching Methods and Personalized Education

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