

Postgraduate Certificate Educational Coaching and Active Methodologies





Postgraduate Certificate Educational Coaching and Active Methodologies

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Global University
- » Accreditation: 12 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/psychology/postgraduate-certificate/educational-coaching-active-methodologies

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01

Introduction

In an increasingly complex educational context, psychologists face the challenge of finding innovative ways to support both the learning and well-being of students. In the face of this, Educational Coaching and Active Methodologies have become effective tools to promote active participation, develop transversal skills and foster autonomy. Faced with this, specialists need to manage these approaches to design personalized interventions that not only improve students' academic performance, but also contribute to their personal and professional growth. In this scenario, TECH presents a pioneering university program focused on the latest advances in Educational Coaching and Active Methodologies. In addition, it is based on a flexible 100% online modality.



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Through this 100% online Postgraduate Certificate, you will lead educational innovation processes using Active Methodologies to promote positive transformation in the organizational culture of institutions”

According to the International Coach Federation, 85% of the institutions that implement Educational Coaching and Active Methodologies programs obtain significant improvements in students' motivation and academic performance. Likewise, these tools increase student engagement by 30%, promoting more autonomous and collaborative learning. Given this reality, psychologists need to integrate these instruments into their daily practice to optimize their intervention in educational environments, thus enhancing the well-being and academic success of individuals.

To support them in this task, TECH launches a revolutionary Postgraduate Certificate in Educational Coaching and Active Methodologies. The curriculum will comprehensively address aspects ranging from the formation of beliefs or neurological levels of learning to personal values. In addition, the didactic materials will delve into a variety of sophisticated Active Methodologies, such as Project Based Learning or Event Based Learning. Thanks to this, specialists will acquire advanced skills to create Coaching programs adapted to the particular needs of diverse educational environments, fostering the integral development of students. In addition, a renowned International Guest Director will give a rigorous Masterclass.

On the other hand, the methodology of this academic itinerary reinforces its innovative character. TECH offers a 100% online educational environment, adapted to the needs of busy professionals seeking to advance in their professional careers. Therefore, they will be able to individually plan their schedules and evaluation chronograms. Likewise, the specialization employs the innovative Relearning system, based on the repetition of key concepts to fix knowledge and facilitate learning. In this way, the blend of flexibility and a robust pedagogical approach makes it highly achievable.

This **Postgraduate Certificate in Educational Coaching and Active Methodologies** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ The development of case studies presented by experts in Educational Coaching
- ♦ The graphic, schematic and eminently practical contents with which it is conceived gather scientific and practical information on those disciplines that are indispensable for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning.
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



A prestigious International Guest Director will offer an exclusive Masterclasses to delve into the latest trends in Educational Coaching and Active Methodologies”

“*You will delve into the process of Transfer of Learning, which will allow you to design intervention strategies that give students the skills to improve their academic performance”*

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

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the course. For this purpose, students will be assisted by an innovative interactive video system created by renowned experts in the field of educational coaching with extensive experience. BORRAR

Looking to get the most out of Active Project Based Learning Methodology? Get it through this program in only 12 weeks.

With the Relearning system used by TECH you will reduce the long hours of study and memorization.



02

Objectives

Through this intensive Postgraduate Certificate, psychologists will handle the most avant-garde Educational Coaching techniques to promote the academic development of students. At the same time, graduates will use Active Methodologies such as Project Based Learning to promote a participative and autonomous academic environment. In this sense, the specialists will develop leadership skills that will allow them to facilitate processes of positive change and foster a culture of respect in the school environment.



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You will design the most effective strategies to provide emotional support and help students acquire coping skills to significantly improve their well-being”



General Objectives

- ♦ Know what the Coaching process is and the elements that compose it, as well as the differences with other approaches
- ♦ Establish the psycho-evolutionary development of the children-adolescents to whom the Educational Coaching is addressed
- ♦ Discover the process to be carried out in Coaching sessions (GROW)
- ♦ Understand the profound relationship between communication and interpersonal relationships
- ♦ Recognize the importance of communication in a Coaching process
- ♦ Know the structure of feedback and when to apply it
- ♦ Learn the structure and intention of integrating parts
- ♦ Analyze communication in children and adolescents
- ♦ Discover and use Storytelling and Metaphors
- ♦ Identify the relationship that Coaching has with the fields of Neuroscience
- ♦ Know what emotional intelligence is
- ♦ Know and strengthen social-emotional competencies
- ♦ Identify the importance of motivation
- ♦ Know the characteristics of self-esteem
- ♦ Learning how to apply emotional intelligence in the classroom
- ♦ Discover what identity is
- ♦ Familiarization with in-depth tools such as the Enneagram, and psycho-technical tools such as the MBTI
- ♦ Know the nature of beliefs and how they are formed
- ♦ Know the main cognitive distortions
- ♦ Learn how to generate a growth mindset
- ♦ Generate transformational changes
- ♦ Identify and detect vocation and purpose
- ♦ Know how to carry out a team coaching process for the teaching staff and the management team
- ♦ Identify family cycles and know how to accompany families in their process
- ♦ Provide the future coach with tools to identify talent, as well as tools for its development through empowerment and sponsorship



Specialized readings you will find in the Virtual Campus will allow you to further extend the rigorous information provided in this academic proposal"



Specific Objectives

Module 1. Beliefs, Values, and Identity

- ◆ Understanding what beliefs are
- ◆ Identify limiting beliefs
- ◆ Understanding cognitive distortions
- ◆ Understanding irrational ideas
- ◆ Understanding belief change
- ◆ Learn the dynamics of belief change
- ◆ Generate growth mindset
- ◆ Generate transformational changes
- ◆ Identify what talent is
- ◆ List the characteristics of talent
- ◆ Use the exercises and techniques of the Element
- ◆ Master the Gallup test

Module 2. Active Methodologies and Innovation

- ◆ Know what active methodologies are and how they work
- ◆ Delve into the concept of learning based on projects, problems and challenges
- ◆ Know the basic principles of learning based on thoughts, events or games
- ◆ Explore how the The Flipped Classroom works
- ◆ Learn about new trends in education
- ◆ Deepen in the free, natural methodologies based on the development of the individual

04

Course Management

TECH's priority is to make available to everyone the most comprehensive and updated university degrees in the academic panorama, which is why it carries out a thorough process to configure its teaching staff. Thanks to this, the present Postgraduate Certificate has the participation of recognized experts in Educational Coaching and Active Methodologies. These specialists have a broad professional background, where they have helped numerous students to significantly optimize their academic experience. Therefore, graduates have the guarantees they demand to enter into an immersive experience that will allow them to experience a leap in quality in their careers as psychologists.





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A teaching team highly specialized in Educational Coaching and Active Methodologies will guide you throughout the program, resolving any doubts that may arise”

International Guest Director

Dr. Christian van Nieuwerburgh is the main international reference in Educational Coaching, having developed an extensive career in this area that has led him to be the author and editor of such relevant works as *An Introduction to Coaching Skills: A Practical Guide* and *Coaching in Education: Getting Better Results for Students, Educators and Parents*.

Among his many assignments in this field are his management positions in institutions such as Growth Coaching International and the International Centre for Coaching in Education, of which he is Global Director and Executive Director. He is also a senior fellow at the Centre for Wellbeing Science at the University of Melbourne and an honorary fellow of the Carnegie School of Education at Leeds Beckett University, UK.

As a coaching expert, he has lectured on motivation and leadership in the United States, the United Kingdom, Australia, Europe and East Asia, and has published numerous academic articles in leading scientific journals.



Dr. Van Nieuwerburgh, Christian

- ♦ Global Director at Growth Coaching International, Sydney, Australia
- ♦ Executive Director of the International Centre for Coaching in Education
- ♦ Author and editor of key books in the field of coaching such as Coaching in Education: Getting Better Results for Students, Educators and Parents
- ♦ PhD in English from University of Birmingham
- ♦ Master's Degree in Psychology from University of East London
- ♦ Professor of Coaching and Positive Psychology at the Centre for Positive Psychology and Health of the Royal College of Surgeons in Ireland
- ♦ Honorary Fellow of the Carnegie School of Education at Leeds Beckett University, United Kingdom
- ♦ Senior Fellow of the Centre for Wellbeing Science at the Melbourne Graduate School of Education at University of Melbourne, Australia

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Thanks to TECH you will be able to learn with the best professionals in the world"

Management



Mr. Riquelme Mellado, Francisco

- ♦ Head of Studies at CEA Mar Menor. Torre-Pacheco, Murcia, Spain
- ♦ Teacher Counselor at the Regional Ministry of Education of the Region of Murcia
- ♦ Professor of the specialty of Drawing
- ♦ Coordinator of the Visual Arts Projects in the Hospital Classrooms of the Region of Murcia
- ♦ Education Project Trainer and Head of the Botín Foundation in the Region of Murcia
- ♦ He writes for the educational magazine INED21. Educational Project "Una Educación para Ser"
- ♦ Blogger and educational communicator
- ♦ Degree in Fine Arts from the Polytechnic University of Valencia
- ♦ Specialist Master's Degree in Art Therapy by the School of Practical Psychology of Murcia
- ♦ Gestalt Training with the SAT program (Claudio Naranjo Foundation)
- ♦ ICF, ASESCO AECOP AECOP certified coach with competencies in NLP and Systemic Coaching
- ♦ Trainer of trainers for CEFIRE of Orihuela and CPR Murcia



Mr. Romero Montaserín, Jose María

- ♦ Academic Director at the School of Spanish Language of the University of Salamanca in Lisbon
- ♦ Collaborator in several SFL-USAL in Management
- ♦ External professor at the CIESE-Comillas Foundation in the Educational Center Management and Training
- ♦ Online Trainer in Educational Center Management at the CIESE-Comillas Foundation
- ♦ Degree in Education from the Complutense University of Madrid
- ♦ Master's Degree in Management of Educational Centers, Antonio de Nebrija University
- ♦ Master's Degree in High School Teacher Training from the University CEU Cardenal Herrera
- ♦ Postgraduate in School Organization
- ♦ Higher University Technician in Human Resources
- ♦ Higher Technician of Training in the Company
- ♦ Expert in Project Management



Dr. Beltrán Catalán, María

- ♦ Pedagogue Therapist at Oriéntate con María
- ♦ Founder and Co-Director of PostBullying Spanish Association
- ♦ PhD *Cum Laude* in Psychology from the University of Cordoba
- ♦ Winner of the Young Award for Scientific Culture 2019, granted by the Spanish National Research Council (CSIC) and the City Council of Seville



Dr. Visconti Ibarra, Martín

- ♦ General Director at Academia Europea Guadalajara
- ♦ Former General Director at Academia Europea Bilingual School
- ♦ Expert in Educational Sciences, Emotional Intelligence and Counselor
- ♦ Former Scientific Advisor to the Spanish Parliament
- ♦ Collaborator of the Juegaterapia Foundation
- ♦ Master's Degree in Educational Center Management and Administration
- ♦ Online Master's Degree in Learning Difficulties and Cognitive Processes
- ♦ Degree in Primary Education



Ms. Jiménez Romero, Yolanda

- ♦ Pedagogical advisor and External Educational Collaborator
- ♦ Academic Coordinator Online University in Campus
- ♦ Territorial Director of the Extremeño-Castilla La Mancha Institute of High Abilities
- ♦ Creation of INTEF Educational Content at the Ministry of Education and Science
- ♦ Degree in Primary Education, English specialization
- ♦ Psychopedagogue from the International University of Valencia
- ♦ Master's Degree in Neuropsychology of High Abilities
- ♦ Master's Degree in Emotional Intelligence Specialist in NLP Practitioner

Professors

Ms. Rodríguez Ruiz, Celia

- ♦ Clinical Psychologist at EVEL Center
- ♦ Psychopedagogical Area at Atenea Study Center.
- ♦ Pedagogical Advisor at Cuadernos Rubio
- ♦ Editor of Hacer Familia Magazine
- ♦ Editor of Webconsultas Healthcare Medical Team
- ♦ Collaborator at the Eduardo Punset Foundation
- ♦ Degree in Psychology, UNED
- ♦ Degree in Pedagogies from the Complutense University Madrid
- ♦ University Specialist in Cognitive Behavioral Therapy in Childhood and Adolescence from UNED
- ♦ Specialist in Clinical Psychology and Child Psychotherapy by INUPSI
- ♦ Trained in Emotional Intelligence, Neuropsychology, Dyslexia, ADHD, Positive Emotions, Communication

05

Structure and Content

This curriculum has been designed by authentic references in the field of Educational Coaching and Active Methodologies. The academic itinerary will address issues ranging from the formation of beliefs or neurological levels of learning to values. Likewise, the syllabus will delve into the most disruptive Active Methodologies, among which Project Based Learning or Event Based Learning stand out. In this way, graduates will develop advanced competencies to design Coaching programs adapted to the specific needs of different educational contexts, thus promoting the integral development of students.





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You will master sophisticated Active Methodologies such as the Inverted Classroom and promote participatory as well as autonomous learning”

Module 1. Beliefs, Values, and Identity

- 1.1. Nature of Beliefs
 - 1.1.1. Concepts about Beliefs
 - 1.1.2. Characteristics of a Belief
 - 1.1.3. Belief Formation
 - 1.1.4. Behavior and Beliefs
 - 1.1.5. Limiting Beliefs
 - 1.1.6. Empowering Beliefs
 - 1.1.7. Origin of Limiting Beliefs
- 1.2. Managing Belief Change
 - 1.2.1. Healing the Past
 - 1.2.2. Basis of Coping with Belief Change
 - 1.2.3. Robert Dilts
 - 1.2.4. Morty Lefkoe
 - 1.2.5. "The Word", Byron Katie
- 1.3. Mindset for Change and Innovation
 - 1.3.1. Fixed Mindset
 - 1.3.2. Growth Mindset
 - 1.3.3. Comparing Fixed and Growth Mindsets
 - 1.3.4. Attitude for Change and Innovation
 - 1.3.5. Zone of Inertia
 - 1.3.6. Learning Zone
- 1.4. Coaching and Change
 - 1.4.1. Simon Sinek's Golden Circle
 - 1.4.2. Neurological Levels of Change and Learning
 - 1.4.2.1. Environment
 - 1.4.2.2. Behavior
 - 1.4.2.3. Capacity
 - 1.4.2.4. Values and Beliefs
 - 1.4.2.5. Identity
 - 1.4.2.6. Transpersonality

Module 2. Active Methodologies and Innovation

- 2.1. Active Methodologies
 - 2.1.1. What are Active Methodologies?
 - 2.1.2. Keys for Methodological Development from the Students Activity
 - 2.1.3. Relationship Between Learning and Active Methodologies
 - 2.1.4. History of Active Methodologies
 - 2.1.4.1. From Socrates to Pestalozzi
 - 2.1.4.2. Dewey
 - 2.1.4.3. Institutions Promoting Active Methodologies
 - 2.1.4.3.1. The Free Institution of Education
 - 2.1.4.3.2. The New School
 - 2.1.4.3.3. The Unique Republican School
- 2.2. Project Based Learning, Problems and Challenges
 - 2.2.1. Travel Companions Cooperation Between Teachers
 - 2.2.2. Phases of PBL Design
 - 2.2.2.1. Tasks, Activities and Exercises
 - 2.2.2.2. Rich Socialization
 - 2.2.2.3. Research Tasks
 - 2.2.3. Phases of PBL Development
 - 2.2.3.1. Benjamin Bloom's Theories
 - 2.2.3.2. Blooms Taxonomy.
 - 2.2.3.3. Bloom's Taxonomy Revised
 - 2.2.3.4. Bloom's Pyramid
 - 2.2.3.5. David A. Kolb's Theory: Experience-Based Learning
 - 2.2.3.6. Kolb's Cycle
 - 2.2.4. The Final Product
 - 2.2.4.1. Types of Final Product
 - 2.2.5. Evaluation in PBL
 - 2.2.5.1. Evaluation Techniques and Instruments
 - 2.2.5.2. Observation
 - 2.2.5.3. Performance
 - 2.2.5.4. Questions
 - 2.2.6. Practical Examples PBL Projects

- 2.3. Thought Based Learning
 - 2.3.1. Basic Principles
 - 2.3.1.1. Why, How and Where to Improve Thought?
 - 2.3.1.2. Thought Organizers 2
 - 2.3.1.3. The Infusion with the Academic Curriculum
 - 2.3.1.4. Attention to Skills, Processes and Disposition
 - 2.3.1.5. The Importance of Being Explicit
 - 2.3.1.6. Attention to Metacognition
 - 2.3.1.7. Learning Transfer
 - 2.3.1.8. Construct an Infused Program
 - 2.3.1.9. The Need for Continuous Personal Development
 - 2.3.2. Teach to Think TBL
 - 2.3.2.1. Collaborative Creation of Thought Maps
 - 2.3.2.2. Thinking Skills
 - 2.3.2.3. Metacognition
 - 2.3.2.4. Thought Design
- 2.4. Event Based Learning
 - 2.4.1. Approach to the Concept
 - 2.4.2. Basis and Foundations
 - 2.4.3. The Pedagogy of Sustainability
 - 2.4.4. Benefits of Learning



A unique, crucial and decisive learning experience to boost your professional development"

06

Methodology

This academic program offers students 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.



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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 we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.

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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. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
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 the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

The psychologist 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).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for 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 specialists who teach the course, specifically for the course, so that the teaching content is highly 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.



Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



Interactive Summaries

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

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



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



07

Certificate

The Postgraduate Certificate in Educational Coaching and Active Methodologies guarantees, in addition to the most accurate and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



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

This private qualification will allow you to obtain a **Postgraduate Certificate in Educational Coaching and Active Methodologies** 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** private qualification 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: **Postgraduate Certificate in Educational Coaching and Active Methodologies**

Modality: **online**

Duration: **12 weeks**

Accreditation: **12 ECTS**



*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.



Postgraduate Certificate Educational Coaching and Active Methodologies

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Global University
- » Accreditation: 12 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Certificate Educational Coaching and Active Methodologies

