

Postgraduate Diploma

Educational Coaching and
Neurosciences: Active Methodologies
and Educational Innovation for
Psychologists



Postgraduate Diploma Educational Coaching and Neurosciences: Active Methodologies and Educational Innovation for Psychologists

- » Modality: **online**
- » Duration: **6 months**
- » Certificate: **TECH Technological University**
- » Dedication: **16h/week**
- » Schedule: **at your own pace**
- » Exams: **online**

Website: www.techtute.com/in/psychology/postgraduate-diploma/postgraduate-diploma-educational-coaching-neurosciences-active-methodologies-educational-innovation-psychologists

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01

Introduction

The latest advances in neuroscience are giving an important edge to new methodological approaches related to the teaching and learning process at the educational level. That the psychologist knows how the brain perceives information, processes, elaborates, stores and retrieves it are key aspects for the whole process of growth of the child and adolescent. In this sense, this very complete program will focus on providing psychologists with the necessary competencies that will allow them to practice as coaches at the educational level, using new methodologies that bring great results in child development.





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This Postgraduate Diploma in Educational Coaching and Neurosciences will generate a sense of confidence in the performance of your profession, which will help you grow personally and professionally”

Bringing the contributions of neuroscience closer to the daily practice of the professional, in relation to the latest research on the brain, is a necessity and a responsibility that psychologists, especially child psychologists, have to assume, as they are far from having a clear knowledge of how the brain works in the complex learning situations that often arise in the classroom and other educational contexts.

Educational Coaching is a comprehensive process of accompaniment through the implementation of professional techniques, focused on the acquisition, development and strengthening of the necessary competencies to achieve the objectives set by coachees who are agents of the educational system (Bécart, 2015).

For Whitmore (2011), "Coaching is about unleashing a person's potential to maximize performance. It's about helping you learn rather than teaching you" This way of understanding "learning" makes Coaching a privileged methodology for direct intervention in the classroom. Its basic tool is the question.

Coaching has become a tool that contributes to the development of strategies that favor the personal and professional growth of those who strive to proactively achieve success (Ravier, 2005). It can be understood as a comprehensive process that seeks to help patients achieve their goals in various areas.

In addition, it improves performance, deepens self-knowledge and improves the quality of life, providing learning that generates behavioral transformation sustained over time, with continuous actions and reflections (Carrera and Luz, 2008). Its purpose, as Whitmore (2003) points out, is to improve people's performance through the factors that can enhance it and by stimulating their ability to learn how to learn.

This program combines basic knowledge in neurosciences and Educational Coaching, tools that allow the psychologist to seek to improve the performance of their patients in those areas that people demand, guide them to change and focus them on the present situation through the tools and resources of Coaching.

This **Postgraduate Diploma in Educational Coaching and Neurosciences: Active Methodologies and Educational Innovation for Psychologists** 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 and Neurosciences
- ♦ The graphic, schematic, and eminently practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ New developments in Educational Coaching and Neurosciences
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Emphasis on innovative methodologies in Educational Coaching and Neurosciences
- ♦ 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



This educational degree, in addition to helping you consolidate your position in the sector, will allow you to update your knowledge in an area that increasingly demands specialized psychologists"

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This Postgraduate Diploma is the best investment you can make in the selection of an up-to-date program for two reasons: in addition to updating your knowledge in Educational Coaching and Neurosciences, you will obtain a degree from TECH Technological University"

The teaching staff includes professionals from the psychology sector, who bring their experience to this training 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 an immersive training experience designed to train for real-life situations.

The design of this program focuses on Problem-Based Learning, by means of which the psychology professional must try to solve the different professional practice situations that arise throughout the program. For this, the specialist will have the help of an innovative interactive video system made by recognized experts in the field of Educational Coaching and Emotional Intelligence and with great experience.

As a psychologist, TECH knows that you are driven by the well-being of your patients. For this reason, we have designed this comprehensive degree that will equip you with the necessary skills to successfully care for children and adolescents.

Take the opportunity to learn about the latest advances in this area and start applying them in your daily practice today.



02

Objectives

The program in Educational Coaching and Neurosciences: Active Methodologies and Educational Innovation for Psychologists is oriented to facilitate the performance of the psychology professional dedicated to working with patients in educational and/or social-health environments. In this way, a latent improvement is achieved in the child and adolescent and a consolidation of the professional within the sector. All this allows both the improvement of the patient, since new neuroscientific methodologies will be applied, and the growth of the psychologist, who will be able to work successfully in different types of institutions.





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This Postgraduate Diploma will allow you to update your knowledge in Educational Coaching and Neurosciences at a psychological level. To do so, it employs the latest educational technology, which will contribute to the quality and safety of decision making in your daily practice”



General Objectives

- Provide students with advanced training, specialized and based on theoretical and instrumental knowledge that allows them to acquire and develop the necessary skills and abilities to obtain a qualification as an education professional with competencies in video, mediation and conflict resolution, learning motivation, emotional management and classroom leadership
- Provide students with basic knowledge of the teaching and learning process in the classroom based on the latest advances in Neurosciences on the neuropsychological processes involved in education
- Improve academic performance and develop coping and problem-solving strategies through scientific research on attentional processes and executive functions
- Disseminate the neurocognitive bases of the development of Emotional Intelligence in order to favor the personal and social improvement of students within the framework of School Coexistence



Take the step to get up to date on the latest developments in Educational Coaching and Neuroscience and become a top psychologist"



Specific Objectives

Module 1. Neurosciences and Education

- Identify the concepts between Coaching, Neuroscience, Neurolearning, basic learning devices, multiple intelligences, movement and learning, Neurodidactics, and play within the educational fields
- Know the functioning of the brain and its structures
- Establish the concepts of learning and the different levels, styles, types, and competences of learning
- Relate the Basic Learning Devices and Executive Functions in the development of activities
- Know the Multiple Intelligences and the favorability of implementing them in the educational field
- Recognize the importance of play as a tool for Neurodidactics and Learning
- Implement Movement and Learning exercises in the classroom as learning sessions
- Relate Coaching with Neuroscience and the empowerment it generates in students
- Determine clearly the way to refer students

Module 2. Educational Coaching

- ♦ Learn techniques for the effective management of internal teams of the center, as well as with students and parents
- ♦ Knowledge of the different types of leadership, as well as specific tools that will allow greater effectiveness in their management
- ♦ Music: Recognizing the influence of sound and the constituent elements of music on human beings
- ♦ Connection between emotional intelligence and musical behavior
- ♦ Recognize body sensations, emotions, beliefs, and behaviors of stage anxiety
- ♦ Specific tools for individual and group coaching with vulnerable groups: childhood, adolescence, gender violence, ethnic minorities, and immigration, etc.
- ♦ Specific tools for Nutritional Coaching: the four pillars method
- ♦ Learn to use Coaching to encourage healthy eating habits instead of using rewards and punishments with food
- ♦ Learn how to use the discipline of Coaching in technical sports education and high performance team settings
- ♦ Establish strategies for setting sports goals
- ♦ Learn the dynamics and strategies of Educational Coaching for teachers to apply in the classroom, at an individual and group level

Module 3. Active methodologies and innovation

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

Module 4. Coaching for the transformation, innovation and educational excellence

- ♦ Delve into well-being as a factor of excellence in educational communities
- ♦ Know how to carry out a professional development and teaching wellness plan
- ♦ Delve into the concept of educational excellence
- ♦ Know the different processes of educational innovation through coaching
- ♦ Know the different meanings and purposes of education

03

Course Management

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, aware of the current relevance of innovative information, and committed to quality teaching through new educational technologies. This team of professionals, committed to train first level psychologists, has designed this very complete specialization that will enable professionals to practice successfully in social, health and educational institutions, being able to correctly influence the development of children and adolescents.



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Learn from leading professionals, the latest advances in procedures in the field of neuroscience and neurocoaching”

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 leadership 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 of 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, 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
- ♦ Ph.D. in English from the University of Birmingham
- ♦ Professional Master's Degree in Psychology from the 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 the 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



D. Romero Monteserín, José María

- ♦ Teacher at the Higher Institute of Psychological Studies
- ♦ Degree in Teaching, Complutense University of Madrid
- ♦ Master's Degree in Management of Educational Centers, Antonio de Nebrija University
- ♦ Expert in Academic Management and Organization, Antonio de Nebrija University
- ♦ University Expert in Human Resources Management in Educational Institutions, CEU Cardenal Herrera



Dr. Beltrán Catalán, María

- ♦ Design of training content in Jara 3.0
- ♦ Lecturer, CEU Cardenal Herrera
- ♦ PhD in Social and Legal Sciences, University of Cordoba, Spain
- ♦ Degree in Pedagogy, University of Seville
- ♦ Official Professional Master's Degree in Psychological Intervention and Research in Justice, Health and Social Welfare, University of Cordoba
- ♦ Expert in High Abilities and Health in Primary Care, CEU Cardenal Herrera



Dr. Visconti Ibarra, Martin

- ♦ Director, Academia Europea Bilingual School
- ♦ Ph.D. in Education and Behavioral Sciences
- ♦ Degree in Primary Education
- ♦ Master's Degree in Learning Difficulties and Cognitive Processes

Professors

Ms. Rodrigo Soriano, Roseta

- ♦ Bachelor's Degree in Sociology, University of Granada
- ♦ Master's Degree in Marriage and Family, Institute of Family Sciences, University of Navarra
- ♦ PhD in Sociology
- ♦ International Expert Certification Course in Personal and Executive Coaching, with NLP, Neuroscience, and Emotional Intelligence, Excellent level Bachelor's Degree in Religious Sciences

Ms. Álvarez Medina, Nazaret

- ♦ Degree in Psychopedagogy, Open University of Catalonia
- ♦ Graduate in Primary Education with Mention in English Language, Camilo José Cela University
- ♦ Official Professional Master's Degree on Educational Treatment of Diversity

- ♦ Diploma in Teaching English as a Foreign Language, University of La Laguna, Spain
- ♦ Degree in Educational and Executive Coaching, Complutense University of Madrid
- ♦ Educational counselor, official in the body of secondary education teachers in the community of Madrid
- ♦ Preparer of public education competitive examinations

Ms. Jurado, Pilar

- ♦ Graduate in primary education Specialization in intercultural and learning difficulties
- ♦ Neurocoach Certified as an International Coaching Expert by INA
- ♦ Graduate in Primary Education, University of Murcia, specializing in Intercultural and learning difficulties
- ♦ Trainer in "Change Management" with tools such as Lego serious play, at Anna Fortea's High Human Performance Center

04

Structure and Content

The structure of the contents has been designed by a team of experts in psychology and education, who have taken into account the latest strategies and developments in coaching, especially at the educational level. These contents will be the main source for the psychology professional to grow and consolidate within this sector with greater guarantees of success, attending children and adolescents in an optimal way and helping them in their cognitive and emotional development process. All this will enable the professional to position himself as a prestigious psychologist.



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A comprehensive teaching program, structured in well-developed teaching units, oriented towards efficient and swift learning that is compatible with your personal and professional life"

Module 1. Neurosciences and Education

1.1. Neuroscience

- 1.1.1. Introduction
- 1.1.2. Concept of Neuroscience
- 1.1.3. Neuromyths
 - 1.1.3.1. We only use 10% of the Brain
 - 1.1.3.2. Right Brain vs. Left Brain
 - 1.1.3.3. Learning Styles
 - 1.1.3.4. Male Brain vs. Female Brain
 - 1.1.3.5. Critical Learning Periods

1.2. The Brain

- 1.2.1. Brain Structures
 - 1.2.1.1. Cerebral Cortex
 - 1.2.1.2. Cerebellum
 - 1.2.1.3. Basal Ganglia
 - 1.2.1.4. Limbic System
 - 1.2.1.5. Brainstem
 - 1.2.1.6. Thalamus
 - 1.2.1.7. Spinal Cord
 - 1.2.1.8. Main Functions of the Brain
- 1.2.2. Triune Model
 - 1.2.2.1. The Reptilian Brain
 - 1.2.2.2. The Emotional Brain
 - 1.2.2.3. The Neocortex
- 1.2.3. Bilateral Model
 - 1.2.3.1. The Right Hemisphere
 - 1.2.3.2. The Left Hemisphere
 - 1.2.3.3. Functioning of the Cerebral Hemispheres
- 1.2.4. Cognitive Brain and Emotional Brain
 - 1.2.4.1. The Rational Brain
 - 1.2.4.2. The Emotional Brain

1.2.5. Neurons

- 1.2.5.1. What Are They?
- 1.2.5.2. Neuronal Pruning

1.2.6. What are Neurotransmitters?

- 1.2.6.1. Dopamine
- 1.2.6.2. Serotonin
- 1.2.6.3. Endorphin
- 1.2.6.4. Glutamate
- 1.2.6.5. Acetylcholine
- 1.2.6.6. Norepinephrine

1.3. Neuroscience and Learning

1.3.1. What is learning?

- 1.3.1.1. Learning as Memorization
- 1.3.1.2. Learning as Accumulation of Information
- 1.3.1.3. Learning as Interpretation of Reality
- 1.3.1.4. Learning as Action

1.3.2. Mirror Neurons

- 1.3.2.1. Learning by Example

1.3.3. Levels of Learning

- 1.3.3.1. Bloom's Taxonomy
- 1.3.3.2. SOLO Taxonomy
- 1.3.3.3. Levels of Knowledge

1.3.4. Learning Styles

- 1.3.4.1. Convergent
- 1.3.4.2. Divergent
- 1.3.4.3. Accommodating
- 1.3.4.4. Assimilator

- 1.3.5. Types of Learning
 - 1.3.5.1. Implicit Learning
 - 1.3.5.2. Explicit Learning
 - 1.3.5.3. Associative Learning
 - 1.3.5.4. Significant Learning
 - 1.3.5.5. Cooperative Learning
 - 1.3.5.6. Cooperative Learning
 - 1.3.5.7. Emotional Learning
 - 1.3.5.8. Rote Learning
 - 1.3.5.9. Discovery Learning
- 1.3.6. Competencies for Learning
- 1.4. Multiple intelligences
 - 1.4.1. Definition
 - 1.4.1.1. According to Howard Gardner
 - 1.4.1.2. According to other Authors
 - 1.4.2. Classification
 - 1.4.2.1. Linguistic Intelligence
 - 1.4.2.2. Logical-mathematical Intelligence
 - 1.4.2.3. Spatial Intelligence
 - 1.4.2.4. Musical Intelligence
 - 1.4.2.5. Body and Kinesthetic Intelligence
 - 1.4.2.6. Intrapersonal Intelligence
 - 1.4.2.7. Interpersonal Intelligence
 - 1.4.2.8. Naturopathic Intelligence
 - 1.4.3. Multiple Intelligences and Neurodidactics
 - 1.4.4. How to Work the IIMM in the Classroom
 - 1.4.5. Advantages and Disadvantages of Applying the IIMM in Education
- 1.5. Neuroscience- Education
 - 1.5.1. Neuroeducation
 - 1.5.1.1. Introduction
 - 1.5.1.2. What is Neuroeducation?

- 1.5.2. Brain Plasticity
 - 1.5.2.1. Synaptic Plasticity
 - 1.5.2.2. Neurogenesis
 - 1.5.2.3. Learning, Environment, and Experience
 - 1.5.2.4. The Pygmalion Effect
- 1.5.3. Memory
 - 1.5.3.1. What is Memory?
 - 1.5.3.2. Types of Memory
 - 1.5.3.3. Levels of Processing
 - 1.5.3.4. Memory and Emotion
 - 1.5.3.5. Memory and Motivation
- 1.5.4. Emotion
 - 1.5.4.1. Binomial Emotion and Cognition
 - 1.5.4.2. Primary Emotions
 - 1.5.4.3. Secondary Emotions
 - 1.5.4.4. Functions of Emotions
 - 1.5.4.5. Emotional States and Implication in the Learning Process
- 1.5.5. Attention
 - 1.5.5.1. Attentional Networks
 - 1.5.5.2. Relationship between Attention, Memory, and Emotion
 - 1.5.5.3. Executive Attention
- 1.5.6. Motivation
 - 1.5.6.1. The 7 stages of School Motivation
- 1.5.7. Contributions of Neuroscience to Learning
- 1.5.8. What is Neurodidactics?
- 1.5.9. Contributions of Neurodidactics to Learning Strategies
- 1.6. Neuroeducation in the Classroom
 - 1.6.1. The figure of the Neuroeducator
 - 1.6.2. Neuroeducational and Neuropedagogical Importance
 - 1.6.3. Mirror Neurons and Teacher Empathy
 - 1.6.4. Empathic Attitude and Learning
 - 1.6.5. Classroom Applications
 - 1.6.6. Classroom Organization
 - 1.6.7. Proposal for Classroom Improvement
- 1.7. Playing and New Technologies
 - 1.7.1. Etymology of Playing
 - 1.7.2. Benefits of Playing
 - 1.7.3. Learning by Playing
 - 1.7.4. The Neurocognitive Process
 - 1.7.5. Basic Principles of Educational Games
 - 1.7.6. Neuroeducation and Board Games
 - 1.7.7. Educational Technology and Neuroscience
 - 1.7.7.1. Integration of Technology in the Classroom
 - 1.7.8. Development of Executive Functions
- 1.8. Body and Brain
 - 1.8.1. The Connection between Body and Brain
 - 1.8.2. The Social Brain
 - 1.8.3. How do we prepare the Brain for Learning?
 - 1.8.4. Feeding
 - 1.8.4.1. Nutritional Habits
 - 1.8.5. Rest
 - 1.8.5.1. Importance of Sleep in Learning
 - 1.8.6. Exercise
 - 1.8.6.1. Physical Exercise and Learning
- 1.9. Neuroscience and School Failure
 - 1.9.1. Benefits of Neuroscience
 - 1.9.2. Learning Disorders
 - 1.9.3. Elements for a Success-oriented Pedagogy
 - 1.9.4. Some suggestions for improving the Learning Process
- 1.10. Reason and Emotion
 - 1.10.1. The Binomial Reason and Emotion
 - 1.10.2. What are Emotions good for?
 - 1.10.3. Why Educate Emotions in the Classroom
 - 1.10.4. Effective Learning through Emotions

Module 2. Educational Coaching

- 2.1. What is Educational Coaching? Basis and Foundations
 - 2.1.1. Definition and Connection with Educational and Psychological Theories
 - 2.1.2. Educating in the Will of Meaning
 - 2.1.3. Nonodynamics and Coaching
 - 2.1.4. Logopedagogy, Coaching and Education in the Self
 - 2.1.5. Challenges for the Education of the Self from Coaching and Logopedagogy
 - 2.1.6. Coaching at the Service of the Dialogic Encounter between Teacher and Student. Pedagogy of Otherness
 - 2.1.7. Helping Relationship Styles and Coaching
- 2.2. Areas of Application of Coaching in Education
 - 2.2.1. Coaching in the Context of the Teacher-Student Relationship Shared Tutoring
 - 2.2.2. Coaching in the Context of the Student-Student Relationship. Peer Tutoring
 - 2.2.3. Coaching for the Development of the Teaching Profession
 - 2.2.4. Teaching Teams and Faculty Team Spirit, Synergies
 - 2.2.5. Management Teams and the Development of Executive Tools
 - 2.2.6. Coaching for Parents
- 2.3. Benefits of its Application in Educational Contexts
 - 2.3.1. Coaching and Development of Executive Functions and Metacognition
 - 2.3.2. Coaching and Educational Support Needs
 - 2.3.3. Coaching to Achieve Excellence
 - 2.3.4. Self-Esteem and Self-Concept Development
- 2.4. Pedagogies Based on Cooperation and Autonomy Development and Coaching
 - 2.4.1. Collaborative Pedagogies
 - 2.4.2. Advantages of Collaborative Learning (CL)
 - 2.4.3. How to Work with AC?
 - 2.4.4. AC Techniques

- 2.5. Helping Relationship Styles and Coaching
 - 2.5.1. The Teacher as Coach
 - 2.5.2. Competencies of the Teacher as a "Coach" of the Student Body
 - 2.5.3. Coaching in the Framework of Shared Mentoring.
 - 2.5.4. Teacher Skills as a Facilitator of Change
 - 2.5.5. Classroom Group Applications
 - 2.5.6. Teaching Teams and Faculty Team Spirit, Synergies
 - 2.5.7. Management Teams and the Development of Executive Tools

Module 3. Active Methodologies and Innovation

- 3.1. Active Methodologies
 - 3.1.1. What are Active Methodologies??
 - 3.1.2. Keys for Methodological Development from the Students Activity
 - 3.1.3. Relationship Between Learning and Active Methodologies
 - 3.1.4. History of Active Methodologies
 - 3.1.4.1. From Socrates to Pestalozzi
 - 3.1.4.2. Dewey
 - 3.1.4.3. Institutions Promoting Active Methodologies
 - 3.1.4.3.1. The Free Institution of Education
 - 3.1.4.3.2. The New School
 - 3.1.4.3.3. The Unique Republican School
- 3.2. Project-Based Learning, Problems and Challenges
 - 3.2.1. Travel Companions Cooperation Between Teachers
 - 3.2.2. Phases of PBL Design
 - 3.2.2.1. Tasks, Activities and Exercises
 - 3.2.2.2. Rich Socialization
 - 3.2.2.3. Research Tasks
 - 3.2.3. Phases of PBL Development
 - 3.2.3.1. Benjamin Bloom's Theories
 - 3.2.3.2. Bloom's Taxonomy
 - 3.2.3.3. Bloom's Taxonomy revised
 - 3.2.3.4. Bloom's Pyramid
 - 3.2.3.5. David A. Kolb's Theory: Experience Based Learning
 - 3.2.3.6. Kolb's Cycle

- 3.2.4. The Final Product
 - 3.2.4.1. Types of Final Product
- 3.2.5. Evaluation in PBL
 - 3.2.5.1. Evaluation Techniques and Instruments
 - 3.2.5.2. Observation
 - 3.2.5.3. Performance
 - 3.2.5.4. Questions
- 3.2.6. Practical Examples PBL Projects
- 3.3. Thought Based Learning
 - 3.3.1. Basic Principles
 - 3.3.1.1. Why, How and Where to Improve Thought?
 - 3.3.1.2. Thought Organizers
 - 3.3.1.3. The Infusion with the Academic Curriculum
 - 3.3.1.4. Attention to Skills, Processes and Disposition
 - 3.3.1.5. The Importance of Being Explicit
 - 3.3.1.6. Attention to Metacognition
 - 3.3.1.7. Learning Transfer
 - 3.3.1.8. Construct an Infused Program
 - 3.3.1.9. The Need for Continuous Personal Development
 - 3.3.2. Teach to Think *TBL*
 - 3.3.2.1. Collaborative Creation of Thought Maps
 - 3.3.2.2. Thinking Skills
 - 3.3.2.3. Metacognition
 - 3.3.2.4. Thought Design
- 3.4. Event Based Learning
 - 3.4.1. Approach to the Concept
 - 3.4.2. Basis and Foundations
 - 3.4.3. The Pedagogy of Sustainability
 - 3.4.4. Benefits of Learning
- 3.5. Play Based Learning
 - 3.5.1. Games as Learning Resources
 - 3.5.2. Gamification
 - 3.5.2.1. What is Gamification??
 - 3.5.2.2. Fundamentals
 - 3.5.2.3. Narration
 - 3.5.2.4. Dynamics
 - 3.5.2.5. Mechanisms
 - 3.5.2.6. Components.
 - 3.5.2.7. Insignias
 - 3.5.2.8. Gamification Apps
 - 3.5.2.9. Examples:
 - 3.5.2.10. Criticisms of Gamification, Limitations and Common Errors
 - 3.5.3. Why use Videogames in Education?
 - 3.5.4. Types of Players According to the Richard Bartle Theory
 - 3.5.5. Escape Rooms/Breakedu, an Organizational Way of Understanding Education
- 3.6. *Flipped Classroom*
 - 3.6.1. Organization of Working Time
 - 3.6.2. Advantages of the Flipped Classroom
 - 3.6.2.1. How Can I Effectively Teach using Flipped Classrooms?
 - 3.6.3. Disadvantages of the Flipped Classroom Focus
 - 3.6.4. The Four Pillars of the Flipped Classroom
 - 3.6.5. Resources and Tools
 - 3.6.6. Practical Examples
- 3.7. Other Trends in Education
 - 3.7.1. Robotics and Programming in Education
 - 3.7.2. *e-learning, Micro-learning* and Other Trends in Networked Methodologies
 - 3.7.3. Neuro-education Based Learning
- 3.8. Free, Natural Methodologies based on Individual Development
 - 3.8.1. Waldorf Pedagogy
 - 3.8.1.1. Methodological Basis
 - 3.8.1.2. Strengths, Opportunities and Weaknesses
 - 3.8.2. Maria Montessori, the Pedagogy of Responsibility
 - 3.8.2.1. Methodological Basis
 - 3.8.2.2. Strengths, Opportunities and Weaknesses

- 3.8.3. Summerhill, a Radical Point of View on How to Teach
 - 3.8.3.1. Methodological Basis
 - 3.8.3.2. Strengths, Opportunities and Weaknesses
- 3.9. Educational Inclusion
 - 3.9.1. Is there Innovation without Inclusion?
 - 3.9.2. Cooperative Learning
 - 3.9.2.1. Principles
 - 3.9.2.2. Group Cohesion
 - 3.9.2.3. Simple and Complex Dynamics
 - 3.9.3. Shared Teaching
 - 3.9.3.1. Ratio and Attention to Students
 - 3.9.3.2. Teacher Coordination, as a Strategy for Student Achievement
 - 3.9.4. Multilevel Teaching
 - 3.9.4.1. Definition
 - 3.9.4.2. Models
 - 3.9.5. Universal Learning Design
 - 3.9.5.1. Principles
 - 3.9.5.2. Guidelines
 - 3.9.6. Inclusive Experiences
 - 3.9.6.1. Rome Project
 - 3.9.6.2. Interactive Groups
 - 3.9.6.3. Dialogical Gatherings
 - 3.9.6.4. Learning Communities
 - 3.9.6.5. *Includ-ED* Project

Module 4. Coaching for the transformation, innovation and educational excellence

- 4.1. Well-Being as a Factor of Excellence in Educational Communities
 - 4.1.1. Evolution of Society and its Impact on Education
 - 4.1.1.1. Characteristics of Today's Society
 - 4.1.1.2. Challenges of Today's Society
 - 4.1.1.3. New Educational Needs
 - 4.1.2. Social Factors
 - 4.1.3. Professional Factors

- 4.1.4. Wellness and Excellence
- 4.1.5. Factors for Educational Well-Being
- 4.1.6. Inclusivity as a Reality
- 4.1.7. School and Family
- 4.2. Professional Development and Teacher Welfare Plan
 - 4.2.1. Teacher Unrest
 - 4.2.2. Teacher Welfare
 - 4.2.3. Teaching and Personal Development
 - 4.2.4. Personal and Professional Life
 - 4.2.5. Teacher Review and Evaluation
 - 4.2.6. Teacher Welfare as a Factor of Educational Excellence
 - 4.2.7. Inspired to Inspire Life Paths
 - 4.2.8. Teacher Welfare Plan
- 4.3. Educational Excellence
 - 4.3.1. Towards a Concept of Excellence in Education
 - 4.3.2. Teaching vs. Learning
 - 4.3.3. Excellence Based on Needs
 - 4.3.4. Demand and Excellence
 - 4.3.5. Measurements and Factors
 - 4.3.6. Management for Educational Excellence
- 4.4. Coaching for Innovation
 - 4.4.1. Processes of Educational Innovation through Coaching
 - 4.4.1.1. In Apprenticeships
 - 4.4.1.2. In the Groups
 - 4.4.1.3. In Teachers
 - 4.4.1.4. In Executive Management
 - 4.4.1.5. In the Center
 - 4.4.2. Evaluation as a Tool for Innovation
 - 4.4.3. What to Evaluate, When and How?
 - 4.4.4. Objectives for Innovation
 - 4.4.5. Establish Achievement Indicators
 - 4.4.6. Process Monitoring
 - 4.4.7. Celebrating Achievements
 - 4.4.8. Educational Innovation Plan

- 4.5. Educating in the Will of Meaning
 - 4.5.1. Approach to the Concept
 - 4.5.2. The Thought of Viktor Frankl
 - 4.5.3. Logotherapy and Education
- 4.6. Towards a Pedagogy of Interiority
 - 4.6.1. Spirituality and Pedagogy
 - 4.6.2. "Learning to Be."
- 4.7. Coaching for Integrative Education
 - 4.7.1. Towards a Pedagogy of Interiority
 - 4.7.2. Educating the Whole Person
 - 4.7.3. Educating for the Three Centers
 - 4.7.4. Duty and Pleasure in Education
 - 4.7.5. Integrative Education
 - 4.7.6. Conclusions: A Road Ahead
 - 4.7.7. An Educational Project based on Educational Coaching
- 4.8. Meaning and Purpose of Education
 - 4.8.1. The Golden Circle
 - 4.8.2. Why and What For?
 - 4.8.3. The How
 - 4.8.4. The What
 - 4.8.5. Alignment of Levels in Education
 - 4.8.6. Educating in the Will of Meaning
 - 4.8.7. Challenges for the Education of the Self from Coaching and Logopedagogy
 - 4.8.8. Tools for the Alignment of Educational Levels





- 4.9. Educate to Be
 - 4.9.1. Pedagogical Contributions in Education to Be
 - 4.9.2. Report of the Faure Commission for UNESCO
 - 4.9.3. Jacques Delors Report
 - 4.9.4. Decalogue of an Education to Be
 - 4.9.5. Beyond Knowledge
 - 4.9.6. Educating for Life
 - 4.9.7. Integrative Education
 - 4.9.8. Inhabiting the Inside
 - 4.9.9. Educating Ego and Self
 - 4.9.10. Developing a Sense
 - 4.9.11. Inclusivity and the Common Good
 - 4.9.12. Self-Realization and Service
 - 4.9.13. Transformation

“ *A unique, key, and decisive training experience to boost your professional development* ”

05

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 Re-learning, 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.



Re-learning Methodology

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Re-learning.

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 Re-learning 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.

Re-learning 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 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

This Postgraduate Diploma in Educational Coaching and Neurosciences: Active Methodologies and Educational Innovation for Psychologists guarantees, in addition to the most rigorous and up-to-date training, access to a Postgraduate Diploma degree issued by TECH Technological University.



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*Successfully complete this training program
and receive your university certificate without
travel or laborious paperwork”*

This **Postgraduate Diploma in Educational Coaching and Neurosciences: Active Methodologies and Educational Innovation for Psychologists** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** 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 from career evaluation committees.

Title: **Postgraduate Diploma in Educational Coaching and Neurosciences: Active Methodologies and Educational Innovation for Psychologists**

Official N° of Hours: **600 h.**



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

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
development language
classroom



Postgraduate Diploma Educational Coaching and Neurosciences: Active Methodologies and Educational Innovation for Psychologists

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Postgraduate Diploma

Educational Coaching and
Neurosciences: Active Methodologies
and Educational Innovation for
Psychologists



Coaching