

Executive Master's Degree

MBA in Education Policy Management

M B A E P M



Executive Master's Degree MBA in Education Policy Management

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/us/school-of-business/executive-master-degree/master-mba-education-policy-management

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01

Welcome

The education sector is closely linked to social development. Its progress and adaptation depend largely on changes in the environment of methodological innovation, coming from educational research and technological advances that create new forms and models of work. But, above all, it is determined by the educational policies that organize its functioning at all levels. This program will allow the student to acquire the broadest vision of the current educational reality and its local application, incorporating specific knowledge of the most interesting areas of the panorama, so that the professional can update their personal and professional tools in this field.



Executive Master's Degree in MBA in Education Policy Management
TECH Technological University



“

An in-depth review of the legal regime and legislation currently applicable to educational organizations”

02

Why Study at TECH?

TECH is the world's largest 100% online business school. It is an elite business school, with a model based on the highest academic standards. A world-class center for intensive managerial skills education.



“

TECH is a university at the forefront of technology, and puts all its resources at the student's disposal to help them achieve entrepreneurial success"

At TECH Technological University



Innovation

The university offers an online learning model that balances the latest educational technology with the most rigorous teaching methods. A unique method with the highest international recognition that will provide students with the keys to develop in a rapidly-evolving world, where innovation must be every entrepreneur's focus.

"*Microsoft Europe Success Story*", for integrating the innovative, interactive multi-video system.



The Highest Standards

Admissions criteria at TECH are not economic. Students don't need to make a large investment to study at this university. However, in order to obtain a qualification from TECH, the student's intelligence and ability will be tested to their limits. The institution's academic standards are exceptionally high...

95%

of TECH students successfully complete their studies



Networking

Professionals from countries all over the world attend TECH, allowing students to establish a large network of contacts that may prove useful to them in the future.

+100000

executives prepared each year

+200

different nationalities



Empowerment

Students will grow hand in hand with the best companies and highly regarded and influential professionals. TECH has developed strategic partnerships and a valuable network of contacts with major economic players in 7 continents.

+500

collaborative agreements with leading companies



Talent

This program is a unique initiative to allow students to showcase their talent in the business world. An opportunity that will allow them to voice their concerns and share their business vision.

After completing this program, TECH helps students show the world their talent.



Multicultural Context

While studying at TECH, students will enjoy a unique experience. Study in a multicultural context. In a program with a global vision, through which students can learn about the operating methods in different parts of the world, and gather the latest information that best adapts to their business idea.

TECH students represent more than 200 different nationalities.



TECH strives for excellence and, to this end, boasts a series of characteristics that make this university unique:



Analysis

TECH explores the student's critical side, their ability to question things, their problem-solving skills, as well as their interpersonal skills.



Academic Excellence

TECH offers students the best online learning methodology. The university combines the Relearning method (postgraduate learning methodology with the best international valuation) with the Case Study. Tradition and vanguard in a difficult balance, and in the context of the most demanding educational itinerary.



Economy of Scale

TECH is the world's largest online university. It currently boasts a portfolio of more than 10,000 university postgraduate programs. And in today's new economy, **volume + technology = a groundbreaking price**. This way, TECH ensures that studying is not as expensive for students as it would be at another university.



Learn with the best

In the classroom, TECH's teaching staff discuss how they have achieved success in their companies, working in a real, lively, and dynamic context. Teachers who are fully committed to offering a quality specialization that will allow students to advance in their career and stand out in the business world.

Teachers representing 20 different nationalities.



At TECH, you will have access to the most rigorous and up-to-date case analyses in academia"

03

Why Our Program?

Studying this TECH program means increasing the chances of achieving professional success in senior business management.

It is a challenge that demands effort and dedication, but it opens the door to a promising future. Students will learn from the best teaching staff and with the most flexible and innovative educational methodology.



“

We have highly qualified teachers and the most complete syllabus on the market, which allows us to offer you education of the highest academic level”

This program will provide you with a multitude of professional and personal advantages, among which we highlight the following:

01

A Strong Boost to Your Career

By studying at TECH, students will be able to take control of their future and develop their full potential. By completing this program, students will acquire the skills required to make a positive change in their career in a short period of time.

70% of students achieve positive career development in less than 2 years.

02

Develop a strategic and global vision of the company

TECH offers an in-depth overview of general management to understand how each decision affects each of the company's different functional fields.

Our global vision of companies will improve your strategic vision.

03

Consolidate the student's senior management skills

Studying at TECH means opening the doors to a wide range of professional opportunities for students to position themselves as senior executives, with a broad vision of the international environment.

You will work on more than 100 real senior management cases.

04

You will take on new responsibilities

The program will cover the latest trends, advances and strategies, so that students can carry out their professional work in a changing environment.

45% of graduates are promoted internally.

05

Access to a powerful network of contacts

TECH connects its students to maximize opportunities. Students with the same concerns and desire to grow. Therefore, partnerships, customers or suppliers can be shared.

You will find a network of contacts that will be instrumental for professional development.

06

Thoroughly develop business projects.

Students will acquire a deep strategic vision that will help them develop their own project, taking into account the different fields in companies.

20% of our students develop their own business idea.

07

Improve soft skills and management skills

TECH helps students apply and develop the knowledge they have acquired, while improving their interpersonal skills in order to become leaders who make a difference.

Improve your communication and leadership skills and enhance your career.

08

You will be part of an exclusive community

Students will be part of a community of elite executives, large companies, renowned institutions, and qualified teachers from the most prestigious universities in the world: the TECH Technological University community.

We give you the opportunity to study with a team of world-renowned teachers.

04

Objectives

This Master's Degree is a high quality tour through the most current contents regarding the educational policies applicable at the present time. With an immersive and transversal learning objective, it will , allow students to acquire the skills of a specialist in this field of work.



“

Learn to analyze and develop policies that respond to the needs of the education sector with the skills of an expert"

**TECH makes the goals of their students their own goals too
Working together to achieve them**

The **Executive Master's Degree in MBA in Education Policy Management** allows students to:

01

Understand the different approaches to the nature of education and its influence on society

04

Identify, develop and understand the key concepts of the theories of culture to reach a better understanding of the person as a social and cultural being

02

Analyze the consequences of educational inequality between ethnic groups and gender in terms of social and economic well-being

03

Know the theories and foundations of social and cultural anthropology and its methodologies

05

Study the educational models of different countries and regions



06

Know the social and educational phenomena taking place in different countries.

08

Analyze the functioning of certain societies and improve the quality of the current education system



09

Study the role of the public sector in education, the importance of education and human capital in economic growth

07

Establish an overview of the state of the global education system and contribute to its improvement

10

Analyze the effects of the different factors that determine the quality of education

11

Generate and know how to apply ICT

14

Analyze and critically incorporate the most relevant issues of today's society that affect family and school education

12

Combine the different ICT in the School as an educational tool



13

Identify and discover the importance of ongoing teacher training

15

Awaken interest and sensitivity towards the socio-cultural reality

16

Acquire the necessary tools for student organization

18

Elaborate, interpret, evaluate and disseminate program evaluation reports



17

Acquire procedures to be able to evaluate educational and training programs

19

Reflect on the role of quality education as a contemporary international educational trend

05 Skills

The program in Educational Policy Management has been designed with the changes taking place in the educational system in mind. A dynamic system that has to respond to social changes and new family contexts. For this reason, higher studies in this field will be essential in the coming years, as it will allow professionals to provide the extra skills that will differentiate them from the rest of the experts in the sector.



A grayscale photograph of a hand pointing at a document. The document features a bar chart with three bars of increasing height and a pie chart. The text 'profit trend' is visible on the document. The image is partially obscured by a dark blue diagonal overlay.

“

With a well-founded analysis of the changes and evolutions to which education must respond, this Executive Master's Degree is an indispensable tool for the professional manager in this field”

01

Act on the basis of the legislation in force in the educational field

02

Achieve legal certainty in the actions and interventions in the educational field, which emanate from the applicable legislation

03

Promote the quality of educational centers and teaching interventions

04

Promote diversity-inclusive measures

05

Analyze the evolution of education systems from an anthropological point of view



06

Act on a basis in accordance with current legislation and educational standards

08

Perform quality management in educational institutions

09

Evaluate the quality of the processes of the different areas of the educational institutions

07

Implement economic policies in the education sector that optimize resources

10

Develop educational equality and diversity programs in accordance with current legislation



06

Structure and Content

Developed by professionals with demonstrated expertise in this field, the contents of the Executive Master's Degree have been created based on a high quality criterion in each of the stages of learning. For this purpose, the most relevant and comprehensive topics have been selected, with the latest and most interesting updates. For this reason, more and more professionals wish to specialize in this field, through high-quality programs such as the one offered by TECH, specifically about Education Policy Management, which provides the latest information in this field.



“

All the aspects that the education professional involved in the managerial field needs to master, compiled and structured in a high-quality program"

Syllabus

The Executive Master's Degree in MBA in Educational Policy Management at TECH Technological University is an intensive program that prepares students to face challenges and business decisions in the field of environmental management. Its content is designed to promote the development of managerial skills that enable more rigorous decision-making in uncertain environments.

Throughout 2,700 hours of study, students will examine a multitude of practical cases through individual work, which will allow them to acquire the necessary skills to successfully carry out their daily practice. It is, therefore, an authentic immersion in real business situations.

This program deals in depth with different areas of the company and is designed for managers to understand environmental management from a strategic, international and innovative perspective.

A plan designed especially for students, focused on their professional improvement that prepares them to achieve excellence in the field of academic and educational management. A program that understands your needs and those of your company through innovative content based on the latest trends, and supported by the best educational methodology and an exceptional faculty, which will provide you with the skills to solve critical situations in a creative and efficient way.

It is a 12-month program divided into 15 modules:

Module 1	Educational Sociology
Module 2	Social and Cultural Anthropology
Module 3	Education Policy and Comparative Education
Module 4	Education Economics
Module 5	Information and Communication Technologies for Education
Module 6	Social Exclusion and Policies for Inclusion
Module 7	Legislation and Legal Regime of Educational Organizations
Module 8	Assessment of Educational Programs
Module 9	Quality Policies in Education Organizations
Module 10	Equality and Diversity in the Classroom
Module 11	Leadership, Ethics and Social Responsibility in Companies
Module 12	People and Talent Management
Module 13	Economic and Financial Management
Module 14	Commercial Management and Strategic Marketing
Module 15	Executive Management



Where, When and How is it Taught?

TECH offers its students the possibility of studying this Executive Master's Degree in Educational Policy Management completely online. During the 12 months of training, will be able to access all the contents of this program at any time, which will allow the student to self-manage study time.

A unique, key, and decisive educational experience to boost your professional development and make the definitive leap.

Module 1. Educational Sociology

1.1. Introduction to Sociology

- 1.1.1. What Is Sociology?
 - 1.1.1.1. Basic Concepts
 - 1.1.1.2. Field of Sociology
- 1.1.2. Beginnings of Sociology
 - 1.1.2.1. Auguste Comte
 - 1.1.2.2. Emile Durkheim Karl Marx
 - 1.1.2.4. Max Weber
- 1.1.3. Contemporary Authors
 - 1.1.3.1. Michel Foucault
 - 1.1.3.2. Jürgen Habermas
 - 1.1.3.3. The Role of Sociology in Society

1.2. Fundamentals of Educational Sociology

- 1.2.1. Objective of Educational Sociology
- 1.2.2. Relationship between Education and Sociology
- 1.2.3. Social Functions of Education

1.3. Education as a Social Institution

- 1.3.1. Concept of Social Institution
- 1.3.2. Functions of Education as a Social Institution
- 1.3.3. Training for Citizens
- 1.3.4. The Transforming Role of Education

1.4. Main Social Institutions

- 1.4.1. The Family
- 1.4.2. The School
- 1.4.3. Society
- 1.4.4. Relationship between Families, School, and Society

1.5. Theories on Schooling I

- 1.5.1. Bernstein's Linguistic Codes
- 1.5.2. Colleges and Industrial Capitalism Bowles and Gintis
- 1.5.3. Ivan Illich and the Hidden Curriculum
- 1.5.4. Cultural Reproduction

1.6. Theories on Schooling II

- 1.6.1. Education and Inequality
- 1.6.2. James Coleman
- 1.6.3. Jeannie Oakes

1.7. Gender and Ethnicity in the Sociology of Education

- 1.7.1. Introduction and Concepts
- 1.7.2. Gender and the Educational System
- 1.7.3. Revision of the Model
- 1.7.4. Education and Ethnicity

1.8. Attention to Differences

- 1.8.1. Attention to Diversity
- 1.8.2. Inclusion and School Integration
- 1.8.3. Individualized Teaching
- 1.8.4. Procedures for Individualized Instruction

1.9. New Challenges of Educational Sociology

- 1.9.1. Society in Constant Change
- 1.9.2. Globalization and Education
- 1.9.3. Education and New Communication Technologies
- 1.9.4. Educational Technologies

1.10. Sociological Research Methods

- 1.10.1. Basic Concepts
- 1.10.2. The Research Process
- 1.10.3. Research Methods
- 1.10.4. The Influence of Sociology

Module 2. Social and Cultural Anthropology**2.1. Objective and Method of Educational Anthropology**

- 2.1.1. Definition of Anthropology
- 2.1.2. Adaptation, Variation and Change
- 2.1.3. General Anthropology
- 2.1.4. Subdisciplines of Anthropology
- 2.1.5. Applied Anthropology

2.2. Field Work

- 2.2.1. Ethnography
- 2.2.2. Ethnographic Techniques
- 2.2.3. Research Design
- 2.2.4. Ethical Codes
- 2.2.5. The Survey

2.3. Culture

- 2.3.1. Conceptual Delimitation
 - 2.3.1.1. Culture and Nature
 - 2.3.1.2. Levels of Culture
- 2.3.2. Ethnocentrism, Cultural Relativism and Human Rights
- 2.3.3. Universality, Generality and Particularity
- 2.3.4. Mechanisms of Cultural Change
- 2.3.5. Globalization

2.4. Ethnicity

- 2.4.1. Ethnic Groups and Ethnicity
- 2.4.2. Ethnic Groups, Nations and Nationalities
- 2.4.3. Peaceful Coexistence
- 2.4.4. Roots of Ethnic Conflict

2.5. Forms of Life

- 2.5.1. Adaptation Strategies
- 2.5.2. Foraging
- 2.5.3. Cultivation
- 2.5.4. Grazing
- 2.5.5. Production Modes
- 2.5.6. Distribution and Exchange

2.6. Families, Kinship and Affiliation

- 2.6.1. Families
- 2.6.2. Affiliation
- 2.6.3. Calculation of Kinship
- 2.6.4. Terminology of Kinship

2.7. Marriage

- 2.7.1. Same-Sex Marriage
- 2.7.2. Incest and Exogamy
- 2.7.3. Explanations of the Incest Taboo
- 2.7.4. Endogamy
- 2.7.5. Marriage as an Alliance between Groups
- 2.7.6. Divorce
- 2.7.7. Multiple Marriages

2.8. Political Systems

- 2.8.1. Gangs and Tribes
- 2.8.2. Chiefs
- 2.8.3. Status
- 2.8.4. The Origin of Status

2.9. Gender

- 2.9.1. Definition of Gender
- 2.9.2. Gender among Foragers
- 2.9.3. Sexualities and Gender
- 2.9.4. Gender among Farmers
- 2.9.5. Patriarchy and Violence
- 2.9.6. Feminization of Poverty

2.10. Applied Anthropology

- 2.10.1. Usefulness of Anthropology
- 2.10.2. Academic Anthropology
- 2.10.3. Anthropology and Education
- 2.10.4. Urban Anthropology
- 2.10.5. Medical Anthropology

Module 3. Education Policy and Comparative Education

3.1. Education and Education Policy

- 3.1.1. Nature and Objectives of Education Policy
- 3.1.2. Ideologies and Education
- 3.1.3. Educational Systems and the Problem of Their Reform

3.2. Fundamentals of Comparative Education

- 3.2.1. Definition of Comparative Education
- 3.2.2. Evolution of Comparative Education
- 3.2.3. Current Perspectives of Comparative Education
- 3.2.4. Aims and Sources of Comparative Education

3.3. Comparative Research Methodology

- 3.3.1. Definition of the Methodological Design
- 3.3.2. Phases of a Comparative Education Research
- 3.3.3. Research Design
- 3.3.4. Development of the Research

3.4. Sources and Resources of Comparative Education

- 3.4.1. Organization of Information in Education
- 3.4.2. Useful Resources and Tools for Comparative Education
- 3.4.3. Example of Comparative Study Designs

3.5. Educational Systems in Europe

- 3.5.1. Regulation Models
- 3.5.2. The French School Model
- 3.5.3. The Educational System in England
- 3.5.4. Educational Reform in Spain BORRAR

3.6. Supranational Education Policy

- 3.6.1. Definition and Purpose of the Study
- 3.6.2. Contemporary Supranational Educational Policies
- 3.6.3. Types and Approaches to Supranational Policies

3.7. International Organizations and Education

- 3.7.1. Relevance of International Organizations in Education
- 3.7.2. United Nations Agencies
- 3.7.3. The World Bank

3.8. The Educational Policy of the European Union

- 3.8.1. Stages of European Education Policy
- 3.8.2. Aims of the European Education Policy
- 3.8.3. The Future of Community Education Policy

3.9. International Overview of Education

- 3.9.1. Context of Worldwide Education
- 3.9.2. The 21st Century and Education
- 3.9.3. Education, Sustainable Development and Peace

3.10. Links between Comparative Research and Educational Policy

- 3.10.1 Current Context between Comparative Research and Educational Policies
- 3.10.2. Phases between Two Disciplines
- 3.10.3. Methodology for the Comparative Study of Educational Policies

Module 4. Education Economics
4.1. Introduction to Economics

- 4.1.1. Concept of Economics
- 4.1.2. Elements that Define the Economy
- 4.1.3. Functioning of the Economy
- 4.1.4. Economic Systems

4.2. Education Economics

- 4.2.1. Education and Economy
- 4.2.2. History of Education Economics
- 4.2.3. Economic Aspects of Education

4.3. Sources and Models of Education Financing

- 4.3.1. Financial Mechanisms in Education
- 4.3.2. The Financing of Compulsory Education
- 4.3.3. The Financing of Post-Compulsory Education
- 4.3.4. Funding Models

4.4. Public Goods and Externalities of Educational Activity

- 4.4.1. Externalities in Education
- 4.4.2. Forms of Public Intervention in Education
- 4.4.3. The Benefits of Education
- 4.4.4. Education as a Public or Private Good?
- 4.4.5. Reasons that Justify Public Intervention in Education

4.5. Economic and Educational Development

- 4.5.1. Education and Production
- 4.5.2. Education and Economic Convergence
- 4.5.3. Problems in Economic Definition and Estimation
- 4.5.4. Contribution of Education to Economic Growth

4.6. Analysis of the Determinants of Economic Welfare

- 4.6.1. Theoretical Background
- 4.6.2. Descriptive Analysis of World Economic and Social Development
- 4.6.3. Human Development and Its Conditioning Factors

4.7. Educational Production and Performance

- 4.7.1. Contextualization of Educational Production
- 4.7.2. Educational Production Function
- 4.7.3. Inputs in the Production Process
- 4.7.4. Models for Measuring Educational Production and Output
- 4.7.5. Design and Interpretation of Data in Educational Production
- 4.7.6. Economic Value of Education

4.8. Labor Market and Education

- 4.8.1. Basic Concepts
- 4.8.2. Technological Functionalism and the Theory of Human Capital
- 4.8.3. Credentialism and Correspondence Theory
- 4.8.4. Filter Theory
- 4.8.5. Globalized Economy and Employment

4.9. Labor Market and Teachers

- 4.9.1. Labor Market in the 21st Century
- 4.9.2. Differences between the Labor Market and the Educational Labor Market
- 4.9.3. The Teaching Professional

4.10. Investment and Expenditure in Education

- 4.10.1. OECD Education Systems
- 4.10.2. Education Spending
- 4.10.3. Education as an Investment
- 4.10.4. Justification of Public Intervention

Module 5. Information and Communication Technologies for Education

5.1. ICT, Literacy, and Digital Skills

- 5.1.1. Introduction and Objectives
- 5.1.2. The School in the Knowledge Society
- 5.1.3. ICT in the Teaching and Learning Process.
- 5.1.4. Digital Literacy and Competencies
- 5.1.5. The Role of the Teacher in the Classroom
- 5.1.6. The Digital Competencies of the Teacher
- 5.1.7. Bibliographical References
- 5.1.8. Hardware in the Classroom: PDI, Tablets, and Smartphones.
- 5.1.9. Internet as an Educational Resource: Web 2.0 and M-Learning
- 5.1.10. Teachers as Part of the Web 2.0: How to Build Their Digital Identity
- 5.1.11. Guidelines for the Creation of Teacher Profiles
- 5.1.12. Creating a Teacher Profile on Twitter
- 5.1.13. Bibliographical References

5.2. Creation of Pedagogical Content with ICT and its Possibilities in the Classroom

- 5.2.1. Introduction and Objectives
- 5.2.2. Conditions for Participatory Learning
- 5.2.3. The Role of the Student in the Classroom with ICTs: *Prosumer*
- 5.2.4. Content Creation in Web 2.0: Digital Tools
- 5.2.5. The Blog as a Classroom Pedagogical Resource.
- 5.2.6. Guidelines for the Creation of an Educational Blog
- 5.2.7. Elements of the Blog to Make it an Educational Resource
- 5.2.8. Bibliographical References

5.3. Personal Learning Environments for Teachers

- 5.3.1. Introduction and Objectives
- 5.3.2. Teacher Training for the Integration of ICTs
- 5.3.3. Learning Communities
- 5.3.4. Definition of Personal Learning Environments
- 5.3.5. Educational Use of PLE and NLP
- 5.3.6. Design and Creation of our Classroom PLE
- 5.3.7. Bibliographical References

5.4. Collaborative Learning and Content Curation

- 5.4.1. Introduction and Objectives
- 5.4.2. Collaborative Learning for the Efficient Introduction of ICT in the Classroom.
- 5.4.3. Digital Tools for Collaborative Work
- 5.4.4. Content Curation
- 5.4.5. Content Curation as an Educational Practice in the Promotion of Students' Digital Competences.
- 5.4.6. The Content Curator Teacher. Scoop.it
- 5.4.7. Bibliographical References

5.5. Pedagogical Use of Social Networks. Safety in the Use of ICTs in the Classroom.

- 5.5.1. Introduction and Objectives
- 5.5.2. Principle of Connected Learning
- 5.5.3. Social Networks: Tools for the Creation of Learning Communities
- 5.5.4. Communication On Social networks: Management of the New Communicative Codes
- 5.5.5. Types of Social Networks
- 5.5.6. How to Use Social Networks in the Classroom: Content Creation
- 5.5.7. Development of Digital Competencies of Students and Teachers with the Integration of Social Media in the Classroom
- 5.5.8. Introduction and Objectives of Security in the Use of ICT in the Classroom
- 5.5.9. Digital Identity
- 5.5.10. Risks for Minors on the Internet
- 5.5.11. Education in Values with ICT: Service-Learning Methodology (ApS) with ICT resources
- 5.5.12. Platforms for Promoting Safety on the Internet
- 5.5.13. Internet Safety as Part of Education: Centers, Families, Students, and Teachers and Objectives of the Safety in the Use of ICTs in the Classroom
- 5.5.14. Bibliographical References

5.6. Creation of Audiovisual Content with ICT Tools. PBL and ICT

- 5.6.1. Introduction and Objectives
- 5.6.2. Bloom's Taxonomy and ICT
- 5.6.3. The Educational Podcast as an Educational Element
- 5.6.4. Audio Creation
- 5.6.5. The Image as an Educational Element
- 5.6.6. ICT Tools with Educational Use of Images
- 5.6.7. The Editing of Images with ICT: Tools for Editing
- 5.6.8. What Is PBL?
- 5.6.9. Process of Working with PBL and ICT
- 5.6.10. Designing PBL with ICT
- 5.6.11. Educational Possibilities in Web 3.0
- 5.6.12. Youtubers and Instagrammers: Informal Learning in Digital Media
- 5.6.13. The Video Tutorial as a Pedagogical Resource in the Classroom
- 5.6.14. Platforms for the Dissemination of Audiovisual Materials
- 5.6.15. Guidelines for the Creation of an Educational Video
- 5.6.16. Bibliographical References

5.7. Regulations and Legislation Applicable to ICT BORRAR

- 5.7.1. Introduction and Objectives
- 5.7.2. Data Protection Laws
- 5.7.3. Guide of Recommendations for the Privacy of Minors on the Internet
- 5.7.4. The Author's Rights: Copyright and Creative Commons
- 5.7.5. Use of Copyrighted Material
- 5.7.6. Bibliographical References

5.8. Gamification: Motivation and ICT in the Classroom

- 5.8.1. Introduction and Objectives
- 5.8.2. Gamification Enters the Classroom Through Virtual Learning Environments.
- 5.8.3. Game-Based Learning (GBL)
- 5.8.4. Augmented Reality (AR) in the Classroom
- 5.8.5. Types of Augmented Reality and Classroom Experiences
- 5.8.6. QR Codes in the Classroom: Generation of Codes and Educational Application
- 5.8.7. Classroom Experiences
- 5.8.8. Bibliographical References

5.9. Media Competency in the Classroom with ICT

- 5.9.1. Introduction and Objectives
- 5.9.2. Promoting the Media Competence of Teachers
- 5.9.3. Mastering Communication for Motivating Teaching
- 5.9.4. Communicating Pedagogical Content with ICT
- 5.9.5. Importance of the Image as a Pedagogical Resource
- 5.9.6. Digital Presentations as an Educational Resource in the Classroom
- 5.9.7. Working in the Classroom with Images
- 5.9.8. Sharing Images on Web 2.0
- 5.9.9. Bibliographical References

5.10. Assessment for Learning Through ICT

- 5.10.1. Introduction and Objectives Assessment for Learning Through ICT
- 5.10.2. Evaluation Tools: Digital Portfolio and Rubrics
- 5.10.3. Building an e-Portfolio with Google Sites
- 5.10.4. Generating Evaluation Rubrics
- 5.10.5. Design Evaluations and Self-Evaluations with Google Forms
- 5.10.6. Bibliographical References

Module 6. Social Exclusion and Policies for Inclusion

6.1. Basic Concepts of Equality and Diversity

- 6.1.1. Diversity and Equal Opportunities
- 6.1.2. Social Cohesion, Exclusion, Inequality and Education
- 6.1.3. Exclusion Processes in the Field of Formal and Non-Formal Education: Differential Aspects and Images of Diversity

6.2. Nature and Origin of the Main Causes of Social Exclusion and Inequalities in Modern and Contemporary Societies

- 6.2.1. Current Context of Social Exclusion
- 6.2.2. New Sociodemographic Reality
- 6.2.3. New Labor Reality
- 6.2.4. Crisis of the Welfare State
- 6.2.5. New Relational Forms and New Social Ties

6.3. Exclusion in Schools

- 6.3.1. Epistemological Preamble
- 6.3.2. Sociological References
- 6.3.3. Social Context that Generates Inequalities
- 6.3.4. Social Exclusion and Integration
- 6.3.5. Schooling and Educational Exclusion
- 6.3.6. Meritocracy and Democratization of Secondary Education
- 6.3.7. Neoliberal Discourse and the Effects of Power.

6.4. Main Factors of School Failure

- 6.4.1. Definition of School failure
- 6.4.2. Causes of School failure
- 6.4.3. Difficulties Associated with Failure
- 6.4.4. Methods of Diagnosing School Failure

6.5. Inclusive School and Interculturality

- 6.5.1. Pluricultural Society and Intercultural Education
- 6.5.2. Inclusive Education as a Response
- 6.5.3. Democratic Coexistence in the Classroom
- 6.5.4. Methodological Proposals for Inclusive Education

6.6. Practical Approaches in Attention to Diversity

- 6.6.1. Inclusive Education in France
- 6.6.2. Inclusive Education in Latin America

6.7. Digital Exclusion in the Digital Information Society

- 6.7.1. ICTs and the Digital Divide
- 6.7.2. The Possibilities of ICTs for Labor Market Insertion
- 6.7.3. How to Improve the Contribution of ICTs to Social Inclusion

6.8. The Inclusion of ICT in the Diverse School

- 6.8.1. ICT as an Inclusive Resource
- 6.8.2. Teacher Training, ICT and Attention to Diversity.
- 6.8.3. Adaptation of ICT to the Students' Needs

6.9. Social Exclusion and Pedagogical Innovation

- 6.9.1. Inclusion, a New Paradigm
- 6.9.2. The Denaturalization of School Failure
- 6.9.3. The Defence of Diversity
- 6.9.4. Questioning Homogeneity
- 6.9.5. Resignification of the Teacher's Role

6.10. Needs and Practices in Social Policies for Inclusion

- 6.10.1. Inclusion Policies as a Guarantee of the Affirmation of Rights
- 6.10.2. Anticipating Social Problems
- 6.10.3. Social Participation
- 6.10.4. Multilevel Articulation

Module 7. Legislation and Legal Regime of Educational Organizations

<p>7.1. School Organization</p> <p>7.1.1. Complexity of School Organization</p> <p>7.1.2. School Organization and Its Elements</p> <p>7.1.3. School Organization and Educational Legislation BORRAR</p>	<p>7.2. Education in the Framework of the European Union</p> <p>7.2.1. General Conceptions of the European Union and Education</p> <p>7.2.2. European Higher Education and Its Elements</p> <p>7.2.3. Other Educational Systems of the European Union</p>	<p>7.3. Fundamental Aspects of Schools</p> <p>7.3.1. The School Calendar and Timetable</p> <p>7.3.2. The School Building and Classrooms</p>	<p>7.4. Other Essential Ideas about Organization in Schools</p> <p>7.4.1. Student Organization</p> <p>7.4.2. School Promotion</p> <p>7.4.3. Attention to Diversity</p> <p>7.4.4. Tutoring</p> <p>7.4.5. School Assessments</p> <p>7.4.6. Educational Environment</p>
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Module 8. Assessment of Educational Programs

<p>8.1. Concept and Program Components Pedagogical Evaluation</p> <p>8.1.1. Evaluation</p> <p>8.1.2. The Assessment and Education</p> <p>8.1.3. Components of the Educational Assessment</p>	<p>8.2. Models and Methodologies for the Assessment</p> <p>8.2.1. Standards for Educational Assessment</p> <p>8.2.2. Models of Educational Assessment</p> <p>8.2.3. Assessment as a Process</p>	<p>8.3. Standards for Evaluative Research</p> <p>8.3.1. General Concept of Standards</p> <p>8.3.2. Organization and Content of Standards</p> <p>8.3.3. Reflections on Standards</p>	<p>8.4. Principle of Complementarity Methods and Techniques.</p> <p>8.4.1. Definition of the Principle of Complementarity</p> <p>8.4.2. Methodology for Applying the Principle of Complementarity</p> <p>8.4.3. Complementarity Techniques</p>
<p>8.5. Techniques and Instruments of Educational Assessment</p> <p>8.5.1. Educational Assessment Strategies</p> <p>8.5.2. Techniques and Instruments of Educational Assessment</p> <p>8.5.3. Examples of Educational Assessment Techniques</p>	<p>8.6. Available Data, Statistics, Files, Indicators. Content Analysis</p> <p>8.6.1. Conceptualization of Content Analysis</p> <p>8.6.2. Early Methodological Proposals in Content Analysis</p> <p>8.6.3. Components of Data Analysis</p> <p>8.6.4. Data Analysis Techniques</p>	<p>8.7. Surveys, Questionnaires, Interviews, Observation, Self-Reports, Tests and Scales</p> <p>8.7.1. Concept of Educational Assessment Instrument</p> <p>8.7.2. Criteria for Selection of Assessment Instruments</p> <p>8.7.3. Types of Assessment Techniques and Instruments</p>	<p>8.8. Needs, Deficiencies and Demands. Initial Assessment and Program Design</p> <p>8.8.1. Initial Assessment Introduction</p> <p>8.8.2. Needs Analysis</p> <p>8.8.3. Program Design</p>
<p>8.9. Program Development Formative Assessment of the Program</p> <p>8.9.1. Introduction</p> <p>8.9.2. Formative Assessment Development</p> <p>8.9.3. Conclusions</p>	<p>8.10. Program Conclusions Final Summative Assessment</p> <p>8.10.1. Introduction</p> <p>8.10.2. Final Summative Assessment</p> <p>8.10.3. Conclusions</p>		

Module 9. Quality Policies in Educational Organizations
9.1. The Quality of Education: Discourses, Policies and Practices

- 9.1.1. Introduction: Quality and Education
- 9.1.2. Educational Quality and Neoliberalism
- 9.1.3. Educational Policy Discourses
- 9.1.4. Right to Quality Education

9.2. Debates on the Quality of Education

- 9.2.1. Introduction
- 9.2.2. Quality and Public Schools
- 9.2.3. Dispute on Education Quality
- 9.2.4. Conclusions

9.3. Contemporary Political Discourses on the Quality of Education at the International Level

- 9.3.1. Introduction
- 9.3.2. Discursive Changes in Education
- 9.3.3. Quality and Economic Development
- 9.3.4. Concept of Human Development
- 9.3.5. International Discourses on Educational Quality

9.4. Policies, Plans and Programs for the Improvement of the Quality of Education

- 9.4.1. Concept and Background of the School Quality Improvement Movement
- 9.4.2. Historical Evolution of School Quality
- 9.4.3. Contributions of School Quality Improvement Policies
- 9.4.4. Stages of the School Quality Improvement process

9.5. Quality and Education Assessment Systems

- 9.5.1. Introduction: Quality and Assessment
 - 9.5.1.1. Functions of Quality Assessment
 - 9.5.1.2. Objects of Quality Assessment
 - 9.5.1.3. Characteristics of Quality Assessment
 - 9.5.1.4. Inappropriate Use of Quality Assessment
- 9.5.2. Quality Indicators
- 9.5.3. Assessments at Educational Centers
- 9.5.4. Conclusions

9.6. Perspectives on the Assessment of Educational Quality

- 9.6.1. Assessment as an Agent of Improvement
- 9.6.2. Global, Integral Assessment Approach
- 9.6.3. Potential Risks of Assessment
- 9.6.4. Conclusions

9.7. Contemporary Educational Quality Improvement Practices

- 9.7.1. Education Quality Policies in Spain BORRAR
- 9.7.2. Education Quality Policies in Ibero-America
- 9.7.3. Education Quality Policies in France

9.8. Gender Approach and Education Quality

- 9.8.1. Gender and Education Quality
- 9.8.2. Gender as an Element of Quality
- 9.8.3. Conclusions

9.9. Citizen Focus and Education Quality

- 9.9.1. Citizen Participation and Improvement of Education Quality
- 9.9.2. Democracy and Quality
- 9.9.3. Conclusions

9.10. University and Education Quality

- 9.10.1. University Quality: Concept and Dimensions
- 9.10.2. The Mass University
- 9.10.3. Educational Stakeholders in Quality
- 9.10.4. Research, Quality and University
- 9.10.5. Conclusions

Module 10. Equality and Diversity in the Classroom

10.1. Basic Concepts of Equality and Diversity

- 10.1.1. Equality, Diversity, Difference, Justice and Fairness
- 10.1.2. Diversity as Something Positive and Essential to Life
- 10.1.3. Relativism and Ethnocentrism
- 10.1.4. Human Dignity and Human Rights
- 10.1.5. Theoretical Perspectives on Diversity in the Classroom
- 10.1.6. Bibliographical References

10.2. Evolution from Special Education to Inclusive Education in Early Childhood Education

- 10.2.1. Key Concepts from Special Education to Inclusive Education
- 10.2.2. Inclusive School Conditions
- 10.2.3. Promoting Inclusive Education in Early Childhood Education

10.3. Characteristics and Needs in Early Childhood

- 10.3.1. Acquisition of Motor Skills
- 10.3.2. Acquisition of Psychological Development
- 10.3.3. Development of Subjectivation

10.4. Exclusion in Schools

- 10.4.1. The Hidden Syllabus
- 10.4.2. Intolerance and Xenophobia
- 10.4.3. How to Detect Bullying in the Classroom?
- 10.4.4. Bibliographical References

10.5. Main Factors of School Failure

- 10.5.1. Stereotypes and Prejudices
- 10.5.2. Self-fulfilling Prophecies, the Pygmalion Effect
- 10.5.3. Other Factors Influencing School Failure
- 10.5.4. Bibliographical References

10.6. Inclusive and Intercultural School

- 10.6.1. The School as an Open Entity
- 10.6.2. Dialogue
- 10.6.3. Intercultural Education and Attention to Diversity
- 10.6.4. What is Intercultural Schooling?
- 10.6.5. Problems in the School Environment
- 10.6.6. Performance
- 10.6.7. Proposals on Interculturality to Work in the Classroom
- 10.6.8. Bibliographical References

10.7. Digital Exclusion in the Digital Information Society

- 10.7.1. Transformations in the Digital Information Society
- 10.7.2. Access to Information
- 10.7.3. Web 2.0: from Consumers to Creators
- 10.7.4. Risks Associated with the Use of ICTs
- 10.7.5. The Digital Divide: A New Type of Exclusion
- 10.7.6. Education in the Face of Digital Exclusion
- 10.7.7. Bibliographical References

10.8. The Inclusion of ICT in the Diverse School

- 10.8.1. School Inclusion and Digital Inclusion
- 10.8.2. Digital Inclusion at School, Advantages and Requirements
- 10.8.3. Changes in the Conception of the Educational Process
- 10.8.4. Transformations in Teacher and Student Roles
- 10.8.5. ICT as an Element of Attention to Diversity
- 10.8.6. The Use of ICTs for Students with Educational Developmental Support Needs
- 10.8.7. Bibliographical References

10.9. Active Learning Methodologies with ICTs

- 10.9.1. Introduction and Objectives
- 10.9.2. ICT and the New Educational Paradigm: Personalization of Learning
- 10.9.3. Active Methodologies for Effective ICT Learning
- 10.9.4. Learning by Research
- 10.9.5. Collaborative and Cooperative Learning
- 10.9.6. Problem- and Project-Based Learning
- 10.9.7. *Flipped Classroom*
- 10.9.8. Strategies for Choosing the Right ICT for Each Methodology: Multiple Intelligences and Learning Landscapes
- 10.9.9. Bibliographical References

10.10. Collaborative Learning and Flipped Classroom

- 10.10.1. Introduction and Objectives
- 10.10.2. Definition of Collaborative Learning
- 10.10.3. Differences with Cooperative Learning
- 10.10.4. Tools for Cooperative and Collaborative Learning: Padlet
- 10.10.5. Definition of Flipped Classroom
- 10.10.6. Teaching Actions for Flipped Programming
- 10.10.7. Digital Tools to Create your Flipped Classroom
- 10.10.8. Reversed Classroom Experiences
- 10.10.9. Bibliographical References

Module 11. Leadership, Ethics and Social Responsibility in Companies

11.1. Globalization and Governance

- 11.1.1. Governance and Corporate Governance
- 11.1.2. The Fundamentals of Corporate Governance in Companies
- 11.1.3. The Role of the Board of Directors in the Corporate Governance Framework

11.2. Leadership

- 11.2.1. Leadership. A Conceptual Approach
- 11.2.2. Leadership in Companies
- 11.2.3. The Importance of Leaders in Business Management

11.3. Cross-Cultural Management

- 11.3.1. Concept of Cross-Cultural Management
- 11.3.2. Contributions to the Knowledge of National Cultures
- 11.3.3. Diversity Management

11.4. Management and Leadership Development

- 11.4.1. Concept of Management Development
- 11.4.2. Concept of Leadership
- 11.4.3. Leadership Theories
- 11.4.4. Leadership Styles
- 11.4.5. Intelligence in Leadership
- 11.4.6. The Challenges of Today's Leader

11.5. Business Ethics

- 11.5.1. Ethics and Morality
- 11.5.2. Business Ethics
- 11.5.3. Leadership and Ethics in Companies

11.6. Sustainability

- 11.6.1. Sustainability and Sustainable Development
- 11.6.2. The 2030 Agenda
- 11.6.3. Sustainable Companies

11.7. Corporate Social Responsibility

- 11.7.1. International Dimensions of Corporate Social Responsibility
- 11.7.2. Implementing Corporate Social Responsibility
- 11.7.3. The Impact and Measurement of Corporate Social Responsibility

11.8. Responsible Management Systems and Tools

- 11.8.1. CSR: Corporate Social Responsibility
- 11.8.2. Essential Aspects for Implementing a Responsible Management Strategy
- 11.8.3. Steps for the Implementation of a Corporate Social Responsibility Management System
- 11.8.4. Tools and Standards of CSR

11.9. Multinationals and Human Rights

- 11.9.1. Globalization, Multinational Corporations and Human Rights
- 11.9.2. Multinational Corporations and International Law
- 11.9.3. Legal Instruments for Multinationals in the Field of Human Rights

11.10 Legal Environment and Corporate Governance

- 11.10.1. International Rules on Importation and Exportation
- 11.10.2. Intellectual and Industrial Property
- 11.10.3. International Labor Law

Module 12. People and Talent Management

12.1. Strategic People Management

- 12.1.1. Strategic Human Resources Management
- 12.1.2. Strategic People Management

12.2. Human Resources Management by Competencies

- 12.2.1. Analysis of the Potential
- 12.2.2. Remuneration Policy
- 12.2.3. Career/Succession Planning

12.3. Performance Evaluation and Compliance Management

- 12.3.1. Performance Management
- 12.3.2. Performance Management: Objectives and Process

12.4. Innovation in Talent and People Management

- 12.4.1. Strategic Talent Management Models
- 12.4.2. Identification, Training and Development of Talent
- 12.4.3. Loyalty and Retention
- 12.4.4. Proactivity and Innovation

12.5. Motivation

- 12.5.1. The Nature of Motivation
- 12.5.2. Expectations Theory
- 12.5.3. Needs Theory
- 12.5.4. Motivation and Financial Compensation

12.6. Developing High Performance Teams

- 12.6.1. High-Performance Teams: Self-Managing Teams
- 12.6.2. Methodologies for Managing High Performance Self-Managed Teams

12.7. Change Management

- 12.7.1. Change Management
- 12.7.2. Types of Change Management Processes
- 12.7.3. Stages or Phases in Change Management

12.8. Negotiation and Conflict Management

- 12.8.1. Negotiation
- 12.8.2. Conflict Management
- 12.8.3. Crisis Management

12.9. Executive Communication

- 12.9.1. Internal and External Communication in the Business Environment
- 12.9.2. Communication Departments
- 12.9.3. The Head of Communication of the Company. The Profile of the Dircom

12.10. Productivity, Attraction, Retention and Activation of Talent

- 12.10.1. Productivity
- 12.10.2. Talent Attraction and Retention Levers

Module 13. Economic and Financial Management

13.1. Economic Environment

- 13.1.1. Macroeconomic Environment and the National Financial System
- 13.1.2. Financial Institutions
- 13.1.3. Financial Markets
- 13.1.4. Financial Assets
- 13.1.5. Other Financial Sector Entities

13.2. Executive Accounting

- 13.2.1. Basic Concepts
- 13.2.2. The Company's Assets
- 13.2.3. The Company's Liabilities
- 13.2.4. The Company's Net Worth
- 13.2.5. The Income Statement

13.3. Information Systems and *Business Intelligence*

- 13.3.1. Fundamentals and Classification
- 13.3.2. Cost Allocation Phases and Methods
- 13.3.3. Choice of Cost Center and Impact

13.4. Budget and Management Control

- 13.4.1. The Budgetary Model
- 13.4.2. The Capital Budget
- 13.4.3. The Operating Budget
- 13.4.5. The Cash Budget
- 13.4.6. Budget Monitoring

13.5. Financial Management

- 13.5.1. The Company's Financial Decisions
- 13.5.2. The Financial Department
- 13.5.3. Cash Surpluses
- 13.5.4. Risks Associated with Financial Management
- 13.5.5. Risk Management of the Financial Management

13.6. Financial Planning

- 13.6.1. Definition of Financial Planning
- 13.6.2. Actions to Be Taken in Financial Planning
- 13.6.3. Creation and Establishment of the Business Strategy
- 13.6.4. The Cash Flow Chart
- 13.6.5. The Working Capital Chart

13.7. Corporate Financial Strategy

- 13.7.1. Corporate Strategy and Sources of Financing
- 13.7.2. Corporate Financing Financial Products

13.8. Strategic Financing

- 13.8.1. Self-financing
- 13.8.2. Increase in Shareholder's Equity
- 13.8.3. Hybrid Resources
- 13.8.4. Financing through Intermediaries

13.9. Financial Analysis and Planning

- 13.9.1. Analysis of the Balance Sheet
- 13.9.2. Analysis of the Income Statement
- 13.9.3. Profitability Analysis

13.10. Analyzing and Solving Cases/ Problems

- 13.10.1. Financial Information on Industria de Diseño y Textil, S.A. (INDITEX)

Module 14. Commercial Management and Strategic Marketing

14.1. Commercial Management

- 14.1.1. Conceptual Framework of Commercial Management
- 14.1.2. Commercial Strategy and Planning
- 14.1.3. The Role of Sales Managers

14.2. Marketing

- 14.2.1. The Concept of Marketing
- 14.2.2. The Basic Elements of Marketing
- 14.2.3. Marketing Activities in Companies

14.3. Strategic Marketing Management

- 14.3.1. The Concept of Strategic Marketing
- 14.3.2. Concept of Strategic Marketing Planning
- 14.3.3. Stages in the Process of Strategic Marketing Planning

14.4. Digital Marketing and e-Commerce

- 14.4.1. Objectives of Digital Marketing and e-Commerce
- 14.4.2. Digital Marketing and the Media It Uses
- 14.4.3. E-Commerce. General Context
- 14.4.4. Categories of e-Commerce
- 14.4.5. Advantages and Disadvantages of e-Commerce Compared to Traditional Commerce

14.5. Digital Marketing to Reinforce a Brand

- 14.5.1. Online Strategies to Improve Brand Reputation
- 14.5.2. Branded Content and Storytelling

14.6. Digital Marketing to Attract and Retain Customers

- 14.6.1. Loyalty and Engagement Strategies Using the Internet
- 14.6.2. *Visitor Relationship Management*
- 14.6.3. Hypersegmentation

14.7. Digital Campaign Management

- 14.7.1. What Is a Digital Advertising Campaign?
- 14.7.2. Steps to Launch an Online Marketing Campaign
- 14.7.3. Mistakes in Digital Advertising Campaigns

14.8. Sales Strategy

- 14.8.1. Sales Strategy
- 14.8.2. Sales Methods

14.9. Corporate Communication

- 14.9.1 Concept
- 14.9.2 The Importance of Communication in the Organization
- 14.9.3 Type of Communication in the Organization
- 14.9.4 The Functions of Communication in the Organization
- 14.9.5 Elements of Communication
- 14.9.6 Problems of Communication
- 14.9.7 Communication Scenarios

14.10. Digital Communication and Reputation

- 14.10.1. Online Reputation
- 14.10.2. How to Measure Digital Reputation?
- 14.10.3. Online Reputation Tools
- 14.10.4. Online Reputation Report
- 14.10.5. Online Branding

Module 15. Executive Management

15.1. General Management

- 15.1.1. The Concept of General Management
- 15.1.2. The Role of the CEO
- 15.1.3. The CEO and their Responsibilities
- 15.1.4. Transforming the Work of Management

15.2. Manager Functions: Organizational Culture and Approaches

- 15.2.1. Manager Functions: Organizational Culture and Approaches

15.3. Operations Management

- 15.3.1. The Importance of Management
- 15.3.2. Value Chain
- 15.3.3. Quality Management

15.4. Public Speaking and Spokesperson Education

- 15.4.1. Interpersonal Communication
- 15.4.2. Communication Skills and Influence
- 15.4.3. Communication Barriers

15.5. Personal and Organizational Communication Tools

- 15.5.1. Interpersonal Communication
- 15.5.2. Interpersonal Communication Tools
- 15.5.3. Communication in the Organization
- 15.5.4. Tools in the Organization

15.6. Communication in Crisis Situations

- 15.6.1. Crisis
- 15.6.2. Phases of the Crisis
- 15.6.3. Messages: Contents and Moments

15.7. Preparation of a Crisis Plan

- 15.7.1. Analysis of Possible Problems
- 15.7.2. Planning
- 15.7.3. Adequacy of Personnel

15.8. Emotional Intelligence

- 15.8.1. Emotional Intelligence and Communication
- 15.8.2. Assertiveness, Empathy, and Active Listening
- 15.8.3. Self- Esteem and Emotional Communication

15.9. Personal Branding

- 15.9.1. Brand Development Strategies
- 15.9.2. Personal Branding Laws
- 15.9.3. Tools for Creating Personal Brands

15.10. Leadership and Team Management

- 15.10.1. Leadership and Leadership Styles
- 15.10.2. Leadership Skills and Challenges
- 15.10.3. Managing Change Processes
- 15.10.4. Managing Multicultural Teams



07

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.





“

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"

TECH Business School uses the Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

“

At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world”



This program prepares you to face business challenges in uncertain environments and achieve business success.



A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch to present executives with challenges and business decisions at the highest level, whether at the national or international level. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and business reality is taken into account.

“ *You will learn, through collaborative activities and real cases, how to solve complex situations in real business environments”*

The case method has been the most widely used learning system among the world's leading business schools for as long as they have existed. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They must integrate all their knowledge, research, argue and defend their ideas and decisions.

Our program prepares you to face new challenges in uncertain environments and achieve success in your career.

Relearning Methodology

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

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

Our online system will allow you to organize your time and learning pace, adapting it to your schedule. You will be able to access the contents from any device with an internet connection.

At TECH you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our online business school is the only one in the world licensed to incorporate this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.



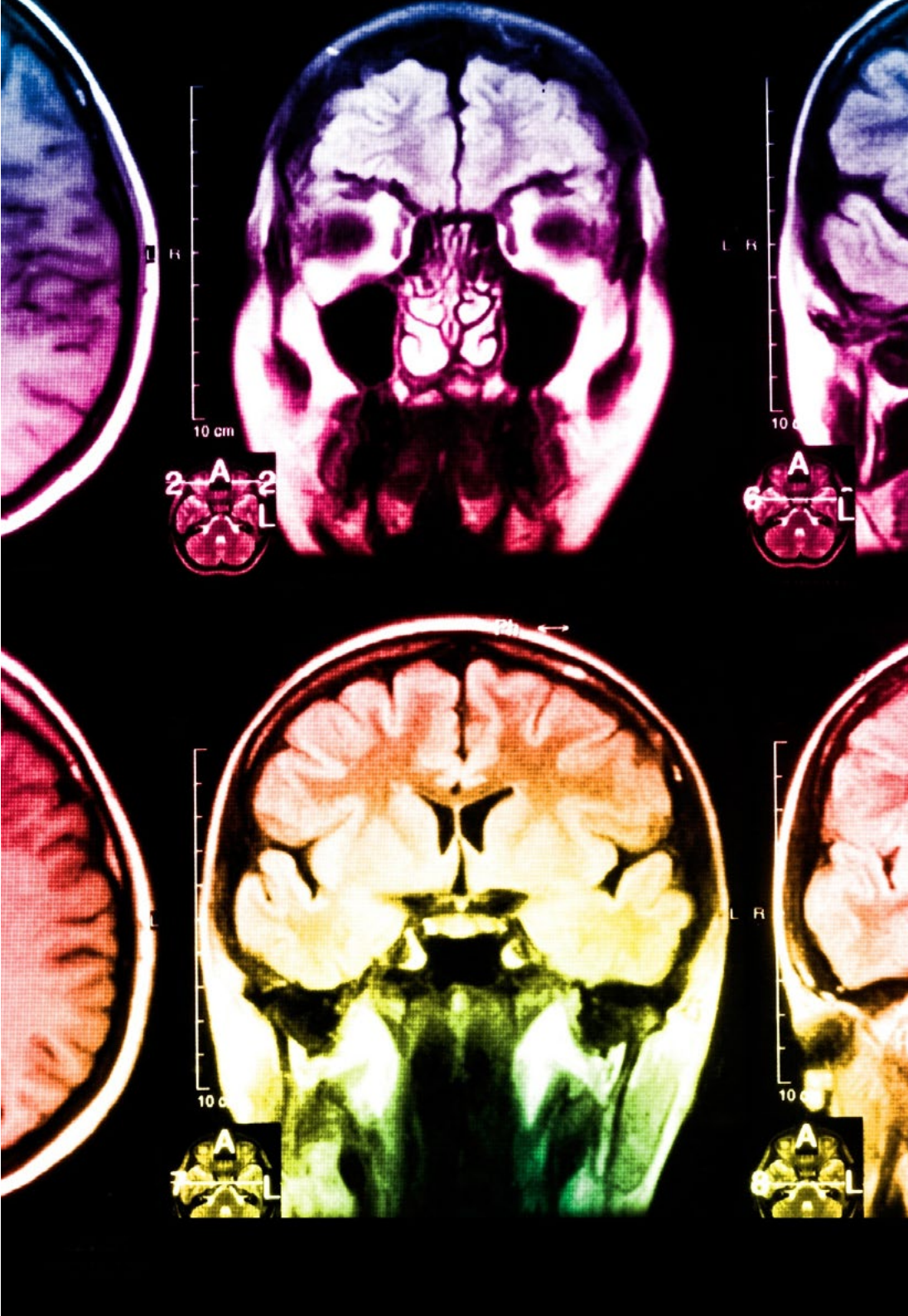
In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

With this methodology we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

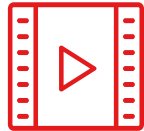
Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.



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.



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.



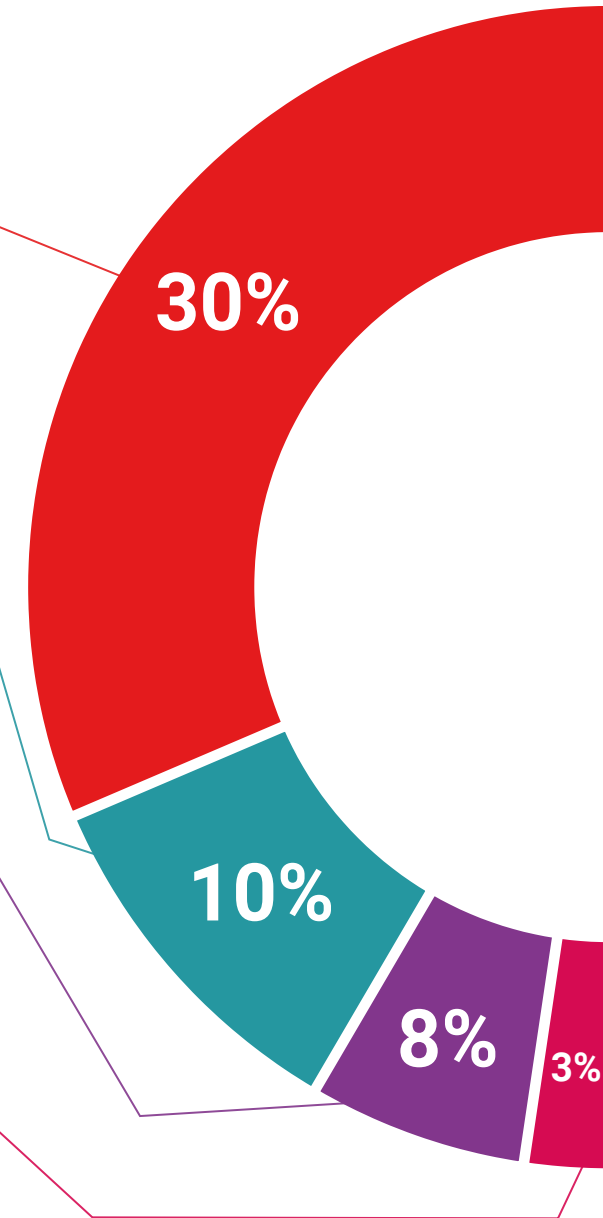
Management Skills Exercises

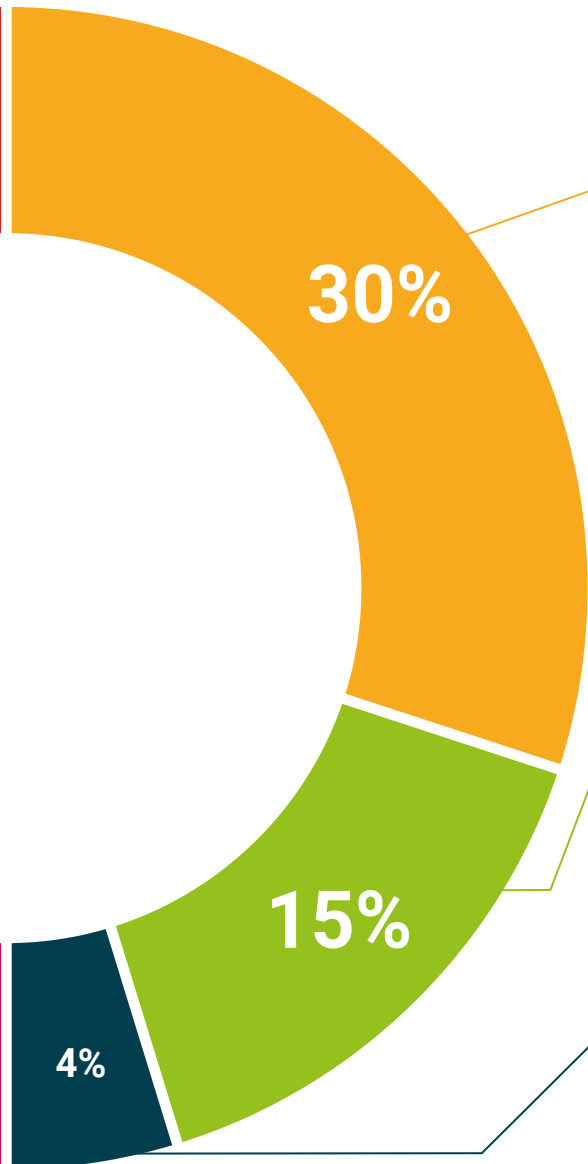
They will carry out activities to develop specific executive competencies in each thematic area. Practices and dynamics to acquire and develop the skills and abilities that a high-level manager needs to develop in the context of the globalization we live in.



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.





Case Studies

Students will complete a selection of the best case studies chosen specifically for this program. Cases that are presented, analyzed, and supervised by the best senior management specialists in the world.



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".



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.



08

Our Students' Profiles

The students of the Executive Master's Degree in Educational Policy Management are professionals who seek professional improvement, but who are also committed to improving the educational sector, who have ideas and drive that they want to transform into action. In this way, they are students who understand the importance of continuing their studies throughout their working life, with the main objective of being able to remain at the forefront of their profession, adapting smoothly to changes in society and the sector.





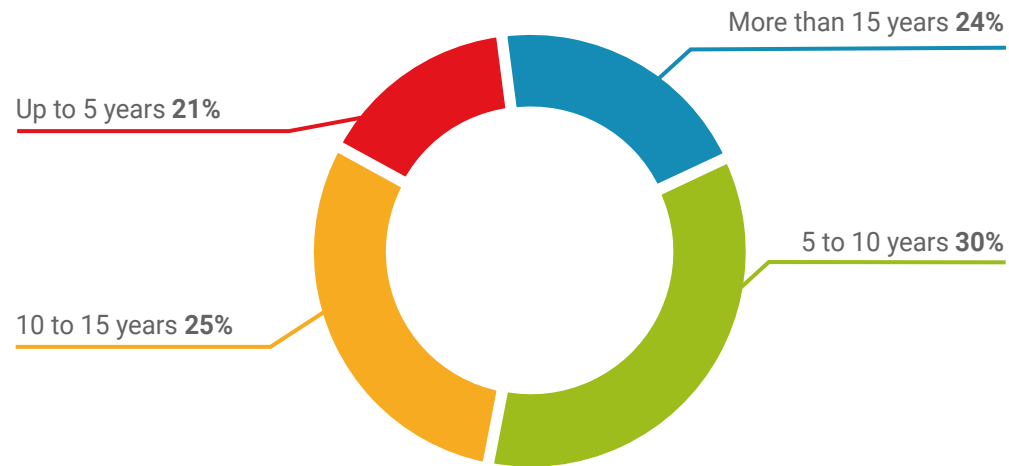
“

Turn your aspirations into reality with this high-intensity Executive Master's Degree that will boost your development"

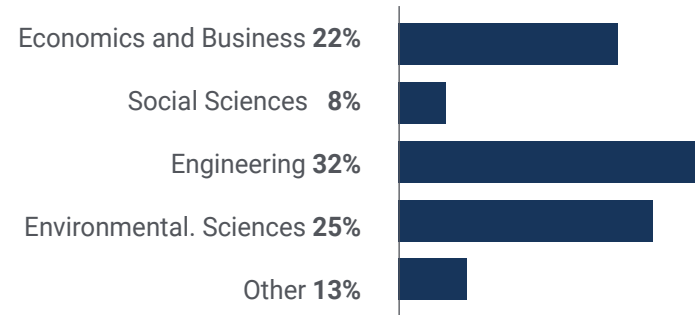
Average Age

Between **35** and **45** years old

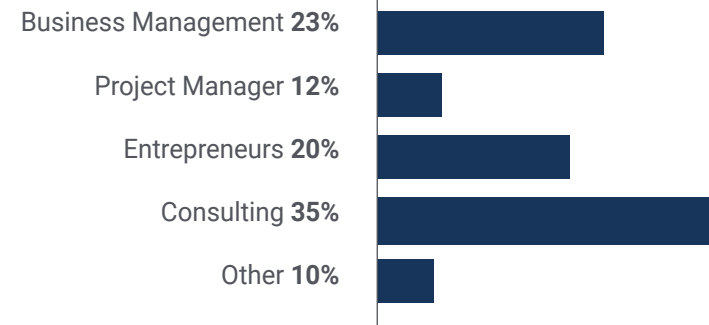
Years of Experience



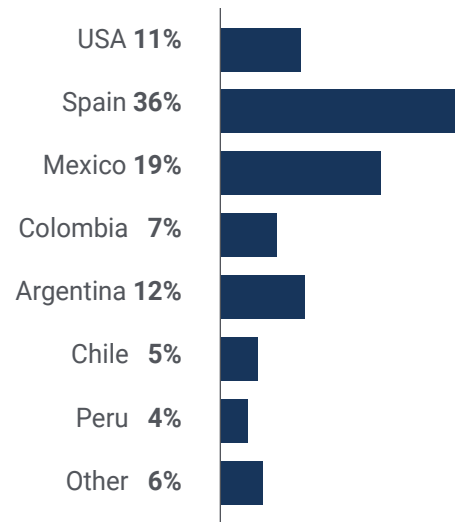
Training



Educational Profile



Geographical Distribution



Pablo Oswaldo López

Secondary Education Specialist

"It has always seemed to me that there is much to promote and improve in the education sector. This Executive Master's Degree seems to me the most efficient way to approach a field of work in which I have much to contribute from the management of educational policies"

09

Course Management

TECH is continually committed to academic excellence. For this reason, each of its programs has teaching teams of the highest prestige. These experts have extensive experience in their professional fields and, at the same time, have achieved significant results with their empirical research and field work. In addition, these specialists play a leading role within the university program, as they are responsible for selecting the most up-to-date and innovative content for inclusion in the syllabus. At the same time, they participate in the development of numerous multimedia resources of high pedagogical rigor.



“

A complete teaching staff, composed of experts with extensive experience, will be at your disposal in this TECH program”

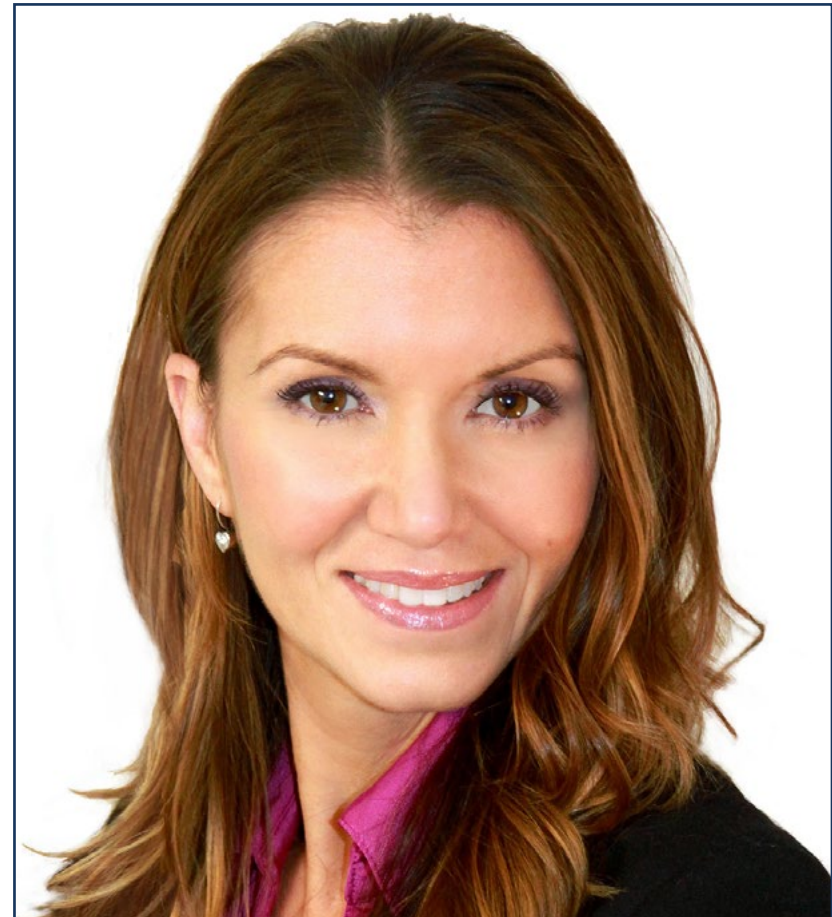
International Guest Director

With over 20 years of experience in designing and leading global **talent acquisition teams**, Jennifer Dove is an expert in **technology recruitment and strategy**. Throughout her career, she has held senior positions in several technology organizations within Fortune 50 companies such as NBC Universal and Comcast. Her track record has allowed her to excel in competitive, high-growth environments.

As **Vice President of Talent Acquisition at Mastercard** she is responsible for overseeing talent onboarding strategy and execution, collaborating with business leaders and **HR Managers** to meet operational and strategic hiring objectives. In particular, she aims to **build diverse, inclusive and high-performing teams** that drive innovation and growth of the company's products and services. In addition, she is adept at using tools to attract and retain the best people from around the world. She is also responsible for **amplifying Mastercard's employer brand** and value proposition through publications, events and social media.

Jennifer Dove has demonstrated her commitment to continuous professional development by actively participating in networks of HR professionals and contributing to the onboarding of numerous employees at different companies. After earning her bachelor's degree in **Organizational Communication** from the University of Miami, she is now a graduate of the University of Miami.

On the other hand, it has been recognized for its ability to lead organizational transformations, **integrate technologies into recruitment processes** and develop leadership programs that prepare institutions for future challenges. She has also successfully implemented **wellness programs** that have significantly increased employee satisfaction and retention.



Ms. Dove, Jennifer

- Vice President, Talent Acquisition, Mastercard, New York, USA
- Director of Talent Acquisition, NBCUniversal Media, New York, USA
- Head of Recruitment at Comcast
- Director of Recruiting at Rite Hire Advisory, New York, USA
- Executive Vice President, Sales Division at Ardor NY Real Estate
- Director of Recruitment at Valerie August & Associates
- Account Executive at BNC
- Account Executive at Vault
- Graduated in Organizational Communication from the University of Miami

“

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

International Guest Director

A technology leader with decades of experience in **major technology multinationals**, Rick Gauthier has developed prominently in the field of clouds services and end-to-end process improvement. He has been recognized as a leader and manager of highly efficient teams, showing a natural talent for ensuring a high level of engagement among his employees.

He possesses innate gifts in strategy and executive innovation, developing new ideas and backing his success with quality data. His background at **Amazon** has allowed him to manage and integrate the company's IT services in the United States. At **Microsoft** he has led a team of 104 people, responsible for providing corporate-wide IT infrastructure and supporting product engineering departments across the company.

This experience has allowed him to stand out as a high-impact manager with remarkable abilities to increase efficiency, productivity and overall customer satisfaction.



Mr. Gauthier, Rick

- Regional IT Director - Amazon, Seattle , USA
- Senior Program Manager at Amazon
- Vice President, Wimmer Solutions
- Senior Director of Productive Engineering Services at Microsoft
- Degree in Cybersecurity from Western Governors University
- Technical Certificate in Commercial Diving from Divers Institute of Technology
- B.S. in Environmental Studies from The Evergreen State College

“

Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice"

International Guest Director

Romi Arman is a renowned international expert with more than two decades of experience in **Digital Transformation, Marketing, Strategy and Consulting**. Through that extended trajectory, he has taken different risks and is a permanent advocate for **innovation and change** in the business environment. With that expertise, he has collaborated with CEOs and corporate organizations from all over the world, pushing them to move away from traditional business models. In this way, he has helped companies such as Shell Energy become **true market leaders**, focused on their **customers** and the **digital world**.

The strategies designed by Arman have a latent impact, as they have enabled several corporations **to improve the experiences of consumers, staff and shareholders alike**. The success of this expert is quantifiable through tangible metrics such as **CSAT, employee engagement** in the institutions where he has practiced and the growth of the **EBITDA financial indicator** in each of them.

Also, in his professional career, he has nurtured and **led high-performance teams** that have even received awards for their **transformational potential**. With Shell, specifically, the executive has always set out to overcome three challenges: meeting **customers' complex decarbonization demands supporting a "cost-effective decarbonization"** and **overhauling a fragmented data, digital and technology landscape**. Thus, his efforts have shown that in order to achieve sustainable success, it is essential to start from the needs of consumers and lay the foundations for the transformation of processes, data, technology and culture.

In addition, the executive stands out for his mastery of the **business applications of Artificial Intelligence**, a subject in which he holds a postgraduate degree from the London Business School. At the same time, he has accumulated experience in **IoT and Salesforce**.



Mr. Arman, Romi

- ♦ Chief Digital Officer (CDO) at Shell Energy Corporation, London, United Kingdom
- ♦ Global Head of eCommerce and Customer Service at Shell Energy Corporation
- ♦ National Key Account Manager (Automotive OEM and Retail) for Shell in Kuala Lumpur, Malaysia
- ♦ Senior Management Consultant (Financial Services Sector) for Accenture from Singapore
- ♦ Graduate of the University of Leeds
- ♦ Postgraduate Diploma in Business Applications of AI for Senior Executives from London Business School
- ♦ CCXP Customer Experience Professional Certification
- ♦ Executive Digital Transformation Course by IMD



Do you want to update your knowledge with the highest educational quality? TECH offers you the most updated content in the academic market, designed by authentic experts of international prestige"

International Guest Director

Manuel Arens is an **experienced data management professional** and leader of a highly qualified team. In fact, Arens holds the position of **global purchasing manager** in Google's Technical Infrastructure and Data Center division, where he has spent most of his professional career. Based in Mountain View, California, he has provided solutions for the tech giant's operational challenges, such as master **data integrity, vendor data updates and vendor prioritization**. He has led data center supply chain planning and vendor risk assessment, generating improvements in vendor risk assessment, resulting in process improvements and workflow management that have resulted in significant cost savings.

With more than a decade of work providing digital solutions and leadership for companies in diverse industries, he has extensive experience in all aspects of strategic solution delivery, including **marketing, media analytics, measurement and attribution**. In fact, he has received a number of accolades for his work, including the **BIM Leadership Award, the Search Leadership Award, the Lead Generation Export Program Award and the Export Lead Generation Program Award and the EMEA Best Sales Model Award**.

Arens also served as Sales Manager in Dublin, Ireland. In this role, he built a team of 4 to 14 members over three years and led the sales team to achieve results and collaborate well with each other and cross-functional teams. He also served as **Senior Industry Analyst, Hamburg, Germany**, creating storylines for over 150 clients using internal and third-party tools to support analysis. He developed and wrote in-depth reports to demonstrate his mastery of the subject matter, including understanding the **macroeconomic and political/regulatory factors affecting technology adoption and diffusion**.

He has also led teams at companies such as Eaton, Airbus and Siemens, where he gained valuable account management and supply chain experience. He is particularly noted for continually exceeding expectations by **building valuable customer relationships and working seamlessly with people at all levels of an organization**, including stakeholders, management, team members and customers. His data-driven approach and ability to develop innovative and scalable solutions to industry challenges have made him a prominent leader in his field.



Mr. Arens, Manuel

- Global Procurement Manager at Google, California, United States
- Senior Manager, B2B Analytics and Technology - Google, USA
- Sales Director - Google, Ireland
- Senior Industry Analyst - Google, Germany
- Accounts Manager - Google, Ireland
- Accounts Payable at Eaton, UK
- Supply Chain Manager at Airbus, Germany

“

Bet on TECH! You will have access to the best teaching materials, at the forefront of technology and education, implemented by internationally renowned specialists in the field"

International Guest Director

Andrea La Sala is an **experienced Marketing executive** whose projects have had a **significant impact on the Fashion environment**. Throughout his successful career he has developed different tasks related to **Products, Merchandising and Communication**. All of this linked to with prestigious brands such as **Giorgio Armani, Dolce&Gabbana, Calvin Klein**, among others.

The results of this **high-profile international executive** have been linked to his proven ability to **synthesize information** in clear frameworks and execute **concrete actions aligned to specific business objectives**. In addition, he is recognized for his **proactivity and adaptability to fast-paced** work rhythms. To all this, this expert adds a **strong commercial awareness, market vision and a genuine passion for products**.

As **Global Brand and Merchandising Director at Giorgio Armani**, he has overseen a variety of **Marketing strategies for apparel and accessories**. His tactics have also focused on the **retail environment and consumer needs and behavior**. In this La Sala has also been responsible for shaping the commercialization of products in different markets, acting as **team leader in the Design, Communication and Sales departments**.

On the other hand, in companies such as **Calvin Klein or Gruppo Coin**, he has undertaken projects to **boost the structure, and development of different collections**. He has been in charge of creating **effective calendars** for buying and selling **campaigns**. He has also been in charge of the **terms, costs, processes and delivery times** of different operations.

These experiences have made Andrea La Sala one of the main and most qualified **corporate leaders in Fashion and Luxury**. A high managerial capacity with which he has managed to effectively **implement the positive positioning of different brands** and redefine their key performance indicators (KPIs).



Mr. La Sala, Andrea

- Global Brand and Merchandising Director at Giorgio Armani, Milan, Italy
- Merchandising Director at Calvin Klein
- Brand Manager at Gruppo Coin
- Brand Manager at Dolce & Gabbana
- Brand Manager at Sergio Tacchini S.p.A
- Market Analyst at Fastweb
- Graduate of Business and Economics at the Università degli Studi del Piemonte Orientale

“

The most qualified and experienced international professionals are waiting for you at TECH to offer you a first class education, updated and based on the latest scientific evidence. What are you waiting for to enroll?"

International Guest Director

Mick Gram is synonymous with innovation and excellence in the field of **Business Intelligence internationally**. His successful career is linked to leadership positions in multinationals such as **Walmart and Red Bull**. Likewise, this expert stands out for his vision to **identify emerging technologies** that, in the long term, achieve an everlasting impact in the corporate environment.

On the other hand, the executive is considered a **pioneer in the use of data visualization techniques** that simplified complex sets, making them accessible and facilitating decision making. This ability became the pillar of his professional profile, transforming him into a desired asset for many organizations that bet on **gathering information and generating concrete actions** from them.

One of his most outstanding projects in recent years has been the **Walmart Data Cafe platform**, the largest of its kind in the world that is anchored in the cloud aimed at **Big Dataanalysis**. In addition, he has held the position of **Director of Business Intelligence at Red Bull**, covering areas such as **Sales, Distribution, Marketing and Supply Chain Operations**. His team was recently recognized for its constant innovation regarding the use of Walmart Luminare's new API for Shopper and Channel insights.

As for his training, the executive has several Masters and postgraduate studies at prestigious centers such as the **University of Berkeley**, in the United States, and the **University of Copenhagen**, in Denmark. Through this continuous updating, the expert has attained cutting-edge competencies. Thus, he has come to be considered a **born leader of the new global economy**, centered on the drive for data and its infinite possibilities.



Mr. Gram, Mick

- ♦ Director of Business Intelligence and Analytics at Red Bull, Los Angeles, United States
- ♦ Business Intelligence Solutions Architect for Walmart Data Café
- ♦ Independent Business Intelligence and Data Science Consultant
- ♦ Business Intelligence Director at Capgemini
- ♦ Chief Analyst at Nordea
- ♦ Chief Business Intelligence Consultant for SAS
- ♦ Executive Education in AI and Machine Learning at UC Berkeley College of Engineering
- ♦ Executive MBA in e-commerce at the University of Copenhagen
- ♦ Bachelor's Degree and Master's Degree in Mathematics and Statistics at the University of Copenhagen



Study at the world's best online university according to Forbes! In this MBA you will have access to an extensive library of multimedia resources, developed by internationally renowned professors"

International Guest Director

Scott Stevenson is a distinguished expert in the **Digital Marketing** sector who, for more than 19 years, has been linked to one of the most powerful companies in the entertainment industry, **Warner Bros. Discovery**. In this role, he has played a fundamental role in **overseeing logistics and creative workflows** across various digital platforms, including social media, search, display and linear media.

This executive's leadership has been crucial in driving in production **strategies in paid media**, resulting in a **marked improvement** which has resulted in **company's conversion** rates. At the same time, he has assumed other roles, such as Director of Marketing Services and Traffic Manager at the same multinational during his former management.

Stevenson has also been involved in the global distribution of video games and **digital property campaigns**. He was also responsible for introducing operational strategies related to the formation, completion and delivery of sound and image content for **television commercials and trailers**.

In addition, he holds a Bachelor's degree in Telecommunications from the University of Florida and a Master's Degree in Creative Writing from the University of California, which demonstrates his proficiency in **communication and storytelling**. In addition, he has participated at Harvard University's School of Professional Development in cutting-edge programs on the use of **Artificial Intelligence in business**. Therefore, his professional profile stands as one of the most relevant in the current field of **Marketing and Digital Media**.



Mr. Stevenson, Scott

- Digital Marketing Director at Warner Bros. Discovery, Burbank, United States
- Traffic Manager at Warner Bros. Entertainment.
- Master's Degree in Creative Writing from the University of California
- Degree in Telecommunications from the University of Florida

“

Achieve your academic and professional goals with the best qualified experts in the world! The teachers of this MBA will guide you throughout the learning process"

International Guest Director

Eric Nyquist, Ph.D., is a leading **international sports professional** who has built an impressive career, noted for his **strategic leadership** and ability to drive change and **innovation in world-class** sports organizations.

In fact, he has held senior roles such as **Director of Communications and Impact at NASCAR**, based in **Florida, USA**. With many years of experience behind him at NASCAR, Dr. Nyquist has also held several leadership positions, including **Senior Vice President of Strategic Development** and **General Manager of Business Affairs**, managing more than a dozen disciplines ranging from **strategic development to entertainment marketing**.

Nyquist has also made a significant mark on Chicago's top sports franchises. As **Executive Vice President of the Chicago Bulls and Chicago White Sox** franchises, he has demonstrated his ability to drive **business and strategic success** in the world of **professional sports**.

Finally, it is worth noting that he began his career in sports while working in **New York** as a **senior strategic analyst** for **Roger Goodell** in the **National Football League (NFL)** and, prior to that, as a **Legal Intern** with the **United States Football Federation**.



Mr. Nyquist, Eric

- Director of Communications and Impact, NASCAR, Florida, United States
- Senior Vice President, Strategic Development, NASCAR
- Vice President, Strategic Planning, NASCAR
- Senior Director of Business Affairs at NASCAR
- Executive Vice President, Chicago White Sox Franchises
- Executive Vice President, Chicago Bulls Franchises
- Manager of Business Planning at the National Football League (NFL)
- Business Affairs/Legal Intern with the United States Soccer Federation
- Law Degree from the University of Chicago
- Master of Business Administration-MBA from the University of Chicago Booth School of Business
- Bachelor's Degree in International Economics from Carleton College

“

Thanks to this 100% online university degree, you will be able to combine your studies with your daily obligations, under the guidance of the leading international experts in the field of your interest. Enroll now!”

10

Impact on Your Career

Business professionals of today's era must diversify their studies to branches that go beyond simple business management. Society is changing and, therefore, so must the knowledge of these specialists. The completion of this Executive Master's Degree in Educational Policy Management will add quality to the students' qualification by offering all that knowledge which, although it may seem totally distant from their daily work, can be of great use in directing companies towards a more sustainable business model that favors the durability of natural resources.





“

The most interesting study and learning systems available today, applied to a process of professional growth of maximum interest”

Are you ready to make the leap? Excellent professional development awaits you

The Executive Master's Degree in Educational Policy Management at TECH Technological University is an intensive and valuable program aimed at improving students' job skills in an area of broad competence. Undoubtedly, it is a unique opportunity to improve professionally, but also personally, as it involves effort and dedication.

Those who wish to improve themselves, achieve a positive change at a professional level and interact with the best, will find their place at TECH.

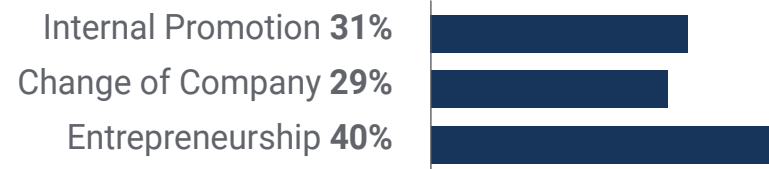
Take a radical turn in your career thanks to the specialization offered by this program.

A program of great academic value to improve your specialization in educational policies.

Time of Change



Type of change



Salary increase

This program represents a salary increase of more than **25%** for our students



11

Benefits for Your Company

The Executive Master's Degree in Educational Policy Management at TECH is a high quality program aimed at improving the competitiveness of business professionals to give a boost to the education system in general and to educational centers in particular, so that the highest quality is achieved. This quality will translate into better care, greater adaptation to social reality and an educational system that is typical of an inclusive, open and modern society.





“

*An educational system capable
of responding to the needs of
today's society in all its aspects"*

Developing and retaining talent in companies is the best long-term investment.

01

Growth of talent and intellectual capital

The professional will introduce the company to new concepts, strategies, and perspectives that can bring about significant changes in the organization.

02

Retaining high-potential executives to avoid talent drain

This program strengthens the link between the company and the professional and opens new avenues for professional growth within the company.

03

Building agents of change

You will be able to make decisions in times of uncertainty and crisis, helping the organization overcome obstacles.

04

Increased international expansion possibilities

Thanks to this program, the company will come into contact with the main markets in the world economy.



05

Project Development

The professional can work on a real project or develop new projects in the field of R & D or business development of your company.

06

Increased competitiveness

This program will equip students with the skills to take on new challenges and drive the organization forward.

12 Certificate

The Executive Master's Degree in MBA in Educational Policy Management guarantees students, in addition to the most rigorous and up-to-date education, access to an Executive Master's Degree issued by TECH Technological University.



“

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

This **MBA in Education Policy Management** contains the most complete and up-to-date program on the market.

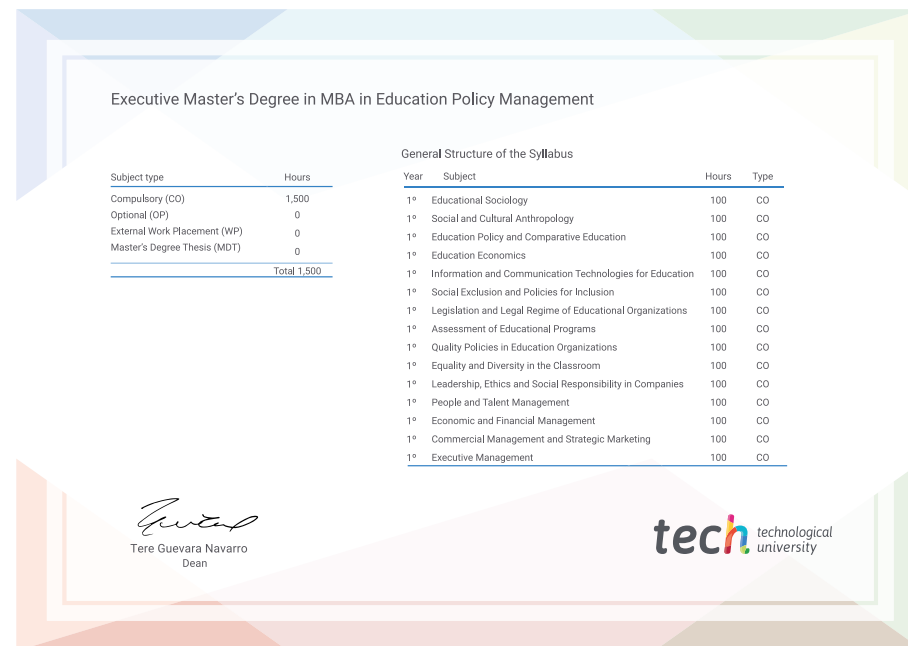
After the student has passed the assessments, they will receive their corresponding **Executive Master's Degree** issued by **TECH Technological University** by tracked delivery.

The diploma issued by **TECH Technological University** will express the qualification obtained in the Executive Master's Degree and meets the requirements commonly demanded by job exchanges, competitive examinations and professional career evaluation committees.

Title: **Executive Master's Degree in MBA in Education Policy Management**

Modality: **online**

Duration: **12 months**



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



Executive Master's Degree

MBA in Education Policy Management

- » Modality: **online**
- » Duration: **12 months**
- » Certificate: **TECH Technological University**
- » Schedule: **at your own pace**
- » Exams: **online**

Executive Master's Degree

MBA in Education Policy Management

