

MASTER IN EDUCATION

Concentrations:

Teaching and Pedagogical Counseling
School Management and Educational Development

Main Languages of Instruction:

French ✓ English ✓ Arabic ✓

The content of the courses in the French, English and Arabic sections is identical, with one notable difference in the codes assigned to the courses

Campus Where the Program Is Offered: CSH

OBJECTIVES

Concentration: Teaching and Pedagogical Counseling

The Master in Education, concentration: Teaching and Pedagogical Counseling, aims to strengthen students' abilities to implement teaching, pedagogical counseling, and research approaches.

Concentration: School Management and Educational Development

The Master in Education, concentration: School Management and Educational Development, aims to strengthen students' abilities to implement educational management and research approaches.

PROGRAM LEARNING OUTCOMES (COMPETENCIES)

Common core:

- Engage in educational research approaches.

Concentration: Teaching and Pedagogical Counseling

- Implement innovative teaching and pedagogical counseling practices.
- Develop a reflective analysis of professional practices.

Concentration: School Management and Educational Development

- Implement innovative management strategies.
- Develop a reflective analysis of management practices.

ADMISSION REQUIREMENTS

Concentration: Teaching and Pedagogical Counseling

- University degree (BA or BS) in a discipline taught in schools.

Concentration: Teaching and Pedagogical Counseling

- University degree (BA or BS).

COURSES/CREDITS GRANTED BY EQUIVALENCE

After reviewing the student's file, the number of credits awarded by equivalence shall not exceed half of the credits required for the master's degree.



PROGRAM REQUIREMENTS

120 credits: Required Courses (104 credits), Institution's Elective Courses (16 credits).

Required Courses - Common core (60 Cr.)

Learning Theories and Pedagogical Choices (4 Cr.), Digital Technology and Artificial Intelligence in Education (4 Cr.), Humanistic Approaches and Educational Support (4 Cr.), Research Methodology in Education (4 Cr.), Qualitative Research Methods and Tools (4 Cr.), Quantitative Research Methods and Tools (4 Cr.), Problem Statement in Education (4 Cr.), Research Workshop in Education 1 (4 Cr.), Research Workshop in Education 2 (4 Cr.), Research Thesis in Education 1 (10 Cr.), Research Thesis in Education 2 (14 Cr.).

Required Courses - Concentration: Teaching and Pedagogical Counseling (44 Cr.)

Pedagogical Alignment and Inter/Transdisciplinary Approaches (4 Cr.), Neuroscience in Education (4 Cr.), Differentiated Pedagogy and Inclusive Approaches (4 Cr.), Assessment and Regulation of Learning in the Age of AI (4 Cr.), Strategies and Role of the Pedagogical Advisor (4 Cr.), Professional Development and Learning Communities (4 Cr.), Team Management and Relational Dynamics (4 Cr.), Seminar of Professional Development in Education (4 Cr.), Supervised Practice Seminar (4 Cr.), Seminar in Pedagogical Counselling and Portfolio Development (4 Cr.), Internship in Pedagogical Counselling (4 Cr.).

Required Courses - Concentration: School Management and Educational Development (44 Cr.)

International Project Design and Fundraising (4 Cr.), Internship Seminar and Portfolio in Educational Management 1 (4 Cr.), Educational Management Internship 1 (4 Cr.), Internship Seminar and Portfolio in Educational Management 2 (4 Cr.), Educational Management Internship 2 (4 Cr.), Strategic and Operational Management of Educational Institutions (4 Cr.), Leadership and Relational Dynamics (4 Cr.), Data-Driven Decision-Making (4 Cr.), Inclusive and Learning Organizations (4 Cr.), Systems Thinking and Change Management (4 Cr.), Quality Assurance and Accreditation Standards in Education (4 Cr.).

Institution's Elective Courses (16 Cr.), to be chosen from the list below:

Critical Thinking in the Face of Media and Social Networks (2 Cr.), French Education System: Challenges, Resources and Philosophy* (4 Cr.), Mindfulness and Personal Development in Education (2 Cr.), Neuroscience and Mental Health in Education (2 Cr.), Digital Citizenship (2 Cr.), Exploring International Programs (4 Cr.), Exploring the International Baccalaureate (IB) : Pre-DP Programs (4 Cr.), Exploring the International Baccalaureate (IB) : DP Programs (4 Cr.), Data Analysis Tools in Education (2 Cr.), Scientific Research in the Age of AI (2 Cr.), Marketing and Visibility of an Educational Institution (2 Cr.), Education and Society : Pathways, Inequalities, and Social Mobility (4 Cr.), Citizenship Education (2 Cr.), 21st Century Skills (2 Cr.), Partnership with Parents and the Civil Society (2 Cr.).

**This course is required to earn the "French Program Teaching Certification"*

SUGGESTED STUDY PLAN

The student must choose 16 credits from the Institution's elective courses to be divided among the 4 semesters.

Semester 1

Code	Course Name	Credits
Required Courses – Common Core		
070NIAEM1	Digital Technology and Artificial Intelligence in Education	4
070MTODM2	Research Methodology in Education	4
070PHEEM1	Humanistic Approaches and Educational Support	4
Required Courses - Concentration: Teaching and Pedagogical Counseling		
070EDNRM1	Neuroscience in Education	4

070STRCM1	Strategies and Role of the Pedagogical Advisor	4
070AITPM1	Pedagogical Alignment and Inter/Transdisciplinary Approaches	4
	Total	24
	Required Courses - Concentration: School Management and Educational Development	
070MGTEM2	Strategic and Operational Management of Educational Institutions	4
070PME1M1	Internship Seminar and Portfolio in Educational Management 1	4
070SGMEM1	Educational Management Internship 1	4
	Total	24

Semester 2

Code	Course Name	Credits
	Required Courses – Common Core	
070THAPM2	Learning Theories and Pedagogical Choices	4
070PBSEM2	Problem Statement in Education	4
	Required Courses - Concentration: Teaching and Pedagogical Counseling	
070AIPDM2	Differentiated Pedagogy and Inclusive Approaches	4
070SMAPM3	Professional Development and Learning Communities	4
070GTDRM2	Team Management and Relational Dynamics	4
070AIEVM2	Assessment and Regulation of Learning in the Age of AI	4
	Total	24
	Required Courses - Concentration: School Management and Educational Development	
070PME2M2	Internship Seminar and Portfolio in Educational Management 2	4
070SGMEM2	Educational Management Internship 2	4
070DPDMM2	Data-Driven Decision-Making	4
070LDRDM2	Leadership and Relational Dynamics	4
	Total	24

Semester 3

Code	Course Name	Credits
	Required Courses – Common Core	
070GQANM3	Quantitative Research Methods and Tools	4
070QLMTM3	Qualitative Research Methods and Tools	4
070ARE1M3	Research Workshop in Education 1	4
070MSC3M3	Research Thesis in Education 1	10
	Required Courses - Concentration: Teaching and Pedagogical Counseling	
070SDPEM3	Seminar of Professional Development in Education	4
070STPAM3	Supervised Practice Seminar	4
	Total	30

	Required Courses - Concentration: School Management and Educational Development	
070DSPFM1	International Project Design and Fundraising	4
	Total	26

Semester 4

Code	Course Name	Credits
	Required Courses – Common Core	
070RHW2M4	Research Workshop in Education 2	4
070MSC4M4	Research Thesis in Education 2	14
	Required Courses - Concentration: Teaching and Pedagogical Counseling	
070SCPPM4	Seminar in Pedagogical Counselling and Portfolio Development	4
070SGCPM4	Internship in Pedagogical Counselling	4
	Total	26
	Required Courses - Concentration: School Management and Educational Development	
070OGIAM4	Inclusive and Learning Organizations	4
070ASCCM4	Systems Thinking and Change Management	4
070QTACM4	Quality Assurance and Accreditation Standards in Education	4
	Total	30

COURSE DESCRIPTION

Required Courses Common Core

070THAPM2	Learning Theories and Pedagogical Choices	4 Cr.
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This course allows students to become aware of various learning theories that have emerged since the 19th century and have developed in an interactive and cumulative manner to the present day. The course includes an analytical study of each of the theories to understand their respective positions, their evolution, and their effects on contemporary pedagogical approaches, curricula, and educational policies.

070NIAEM1	Digital Technology and Artificial Intelligence in Education	4 Cr.
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Artificial intelligence is revolutionizing the use of digital tools in the classroom and more broadly, across educational systems. It offers considerable potential for advancing education. This course aims to train students in the use of educational technologies, particularly those based on artificial intelligence, as well as their application and integration into teaching and learning sequences and their future potential.

070PHEEM1	Humanistic Approaches and Educational Support	4 Cr.
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This course explores the theoretical and practical foundations of a humanistic posture in education, centered on the recognition of the dignity, uniqueness, and potential of each learner. It is grounded in an educational perspective that values listening, empathy, caring rigor, and the educational relationship as essential drivers of the learner's overall development. The course examines pedagogical approaches inspired by humanistic and socio-constructivist theories, as well as their contribution to supporting learners in their cognitive, emotional, and social development. It also highlights the importance of the educational relationship, the creation of a climate of

trust, and the promotion of learner autonomy. Through case studies, practice analysis, and simulated educational situations, students will be encouraged to develop a reflective and ethical professional posture that fosters inclusive and personalized educational support.

070MTODM2	Research Methodology in Education	4 Cr.
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This course aims to train students in the stages of research in education. It helps them develop the research problem, theoretical framework, research question, hypotheses or objectives, as well as make an appropriate methodological choice. This course also communicates to students the principles necessary for conducting scientific research in education, teaching them how to write a research thesis, and thus contributing to the development of their research posture.

070QLMTM3	Qualitative Research Methods and Tools	4 Cr.
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The course is an introduction to qualitative methods. It aims to demonstrate the value of a qualitative approach in education and to equip participants to collect and process qualitative data obtained from individual interviews, focus groups, and direct or indirect observations.

070GQANM3	Quantitative Research Methods and Tools	4 Cr.
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This course introduces participants to the quantitative approach of research by presenting different data collection and analysis techniques used in this field, particularly the questionnaire and the test. It prepares participants to develop, test, validate, and administer a questionnaire/test to a target audience. It also provides them with statistical methods and tools to analyze the collected data in light of the hypotheses and research questions.

070PBSEM2	Problem Statement in Education	4 Cr.
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This course introduces participants to the quantitative approach to research by presenting different data collection and analysis techniques used in this field, particularly the questionnaire and the test. It prepares participants to develop, test, validate, and administer a questionnaire/test to a target audience. It also provides them with statistical methods and tools to analyze the collected data in light of the hypotheses and research questions.

070ARE1M3	Research Workshop in Education 1	4 Cr.
070RHW2M4	Research Workshop in Education 2	4 Cr.

As part of this course, participants develop skills that enable them to engage in research in education in its two phases: implementing research and analyzing and evaluating the results obtained from research work. This course also helps students apply in practice the theoretical foundations acquired in the “Research Methodology in Education” course. It is a place for discussions and the training of young researchers, offering real individual and collective work time around emerging or current issues. It aims to provide students with conceptual and methodological resources in practice and interactivity. It offers perspectives concerning the challenges to be considered during their research.

070MSC3M3	Research Thesis in Education 1	10 Cr.
070MSC4M4	Research Thesis in Education 2	14 Cr.

Supervised writing of the thesis.



Concentration: Teaching and Pedagogical Counseling

070AIPDM2	Differentiated Pedagogy and Inclusive Approaches	4 Cr.
This course allows students to create an inclusive, respectful, and caring learning environment where every student can realize their full potential regardless of their differences. It enables students to analyze the challenges of school inclusion based on the specific needs of learners, and to develop interdisciplinary educational situations to promote a comprehensive and inclusive approach to learning.		
070SCPPM4	Seminar in Pedagogical Counselling and Portfolio Development	4 Cr.
This seminar supports students in developing their professional identity as instructional coaches through a reflective portfolio-based approach. It promotes the analysis of field experiences, the integration of theoretical knowledge, and the recognition of acquired competencies. Students develop a professional portfolio that showcases their growth, achievements, and ability to support teaching practices within a continuous improvement perspective.		
070SGCPM4	Internship in Pedagogical Counselling	4 Cr.
This internship provides students with a professional experience that enables them to apply the knowledge and competencies acquired in instructional coaching across diverse educational settings. Students participate in supporting teachers, analyzing instructional practices, designing professional learning activities, and leading educational improvement projects. The internship fosters the development of a reflective and professional practice while addressing the challenges of educational innovation and quality enhancement.		
070STRCM1	Strategies and Role of the Pedagogical Advisor	4 Cr.
This course aims to familiarize students with the role and functions of pedagogical advisors and the issues associated with their work. It enables them to analyze the complex tasks of the pedagogical advisor, including their role as a trainer and innovator within the team they lead. This course prepares students to become future pedagogical advisors.		
070SMAPM3	Professional Development and Learning Communities	4 Cr.
This course equips participants to describe the principles and components of a Professional Learning Community (PLC) and to identify its benefits for teachers, students, and the school, with the aim of establishing a PLC within an educational work environment.		
070AITPM1	Pedagogical Alignment and Inter/Transdisciplinary Approaches	4 Cr.
This course examines the theoretical foundations and practical applications of instructional alignment in the design of educational programs in the field of educational sciences. It highlights the importance of coherence between learning outcomes, teaching and learning activities, and assessment methods, with the aim of enhancing the quality of learning. The course also explores inter- and transdisciplinary approaches as drivers of pedagogical innovation and as responses to contemporary complex issues. It focuses on how knowledge from different disciplines can be integrated to foster a comprehensive understanding of educational and societal challenges. Through case studies, curriculum analyses, and instructional design activities, students will be encouraged to develop coherent educational programs that integrate collaborative, interdisciplinary, and transdisciplinary approaches.		
070EDNRM1	Neuroscience in Education	4 Cr.
This course introduces the contributions of cognitive and affective neuroscience to the understanding of learning and developmental processes in educational contexts. It aims to connect knowledge derived from brain sciences with pedagogical practices to better understand how individuals learn, memorize, pay attention, and solve problems. The course addresses the main neurocognitive mechanisms involved in learning, including attention, memory, executive functions, and motivation, as well as their implications for the design of appropriate instructional strategies and learning environments. Attention is given to the understanding of neuromyths and to the critical analysis of the use of neuroscience in education. Through research studies, analyses of teaching situations, and case discussions, students will be encouraged to develop a reflective and critical perspective on the contributions of neuroscience to educational practice.		



070AIEVM2	Assessment and Regulation of Learning in the Age of AI	4 Cr.
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This course explores the contemporary transformations of assessment and learning regulation practices in a context shaped by the rise of artificial intelligence and digital learning environments. It examines evolving conceptions of assessment, particularly the shift from a summative, certification-oriented logic toward a more formative, continuous approach that is integrated into the learning process. The course analyzes the contributions of AI to assessment systems, including automated analysis of learner outputs, adaptive feedback, and learning analytics, while critically questioning their ethical, pedagogical, and methodological limitations. Attention is given to issues of validity, equity, transparency, and accountability in the use of algorithmic tools. Through case studies, analysis of assessment systems, and design-based activities, students will be encouraged to develop innovative, critical, and competency-centered approaches to assessment and learning regulation.

070GTDRM2	Team Management and Relational Dynamics	4 Cr.
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This course examines the principles, tools, and practices of team management in educational and training contexts, with a particular focus on relational dynamics that influence collaboration, communication, and collective performance. It aims to develop an understanding of the human, organizational, and psychosocial factors that shape teamwork within educational institutions. The course addresses key concepts such as leadership, team cohesion, motivation, conflict management, and collective decision-making. Attention is given to professional interactions, communication styles, and the conditions that foster a climate of trust and sustainable cooperation. Through case studies, simulations, and analyses of professional situations, students will develop coordination, team facilitation, and interpersonal management skills in complex educational environments.

070SDPEM3	Seminar of Professional Development in Education	4 Cr.
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This seminar aims to support students in the progressive development of their professional identity and competencies in the field of education. It is grounded in a reflective and experiential approach, focusing on the analysis of practice, continuous competency development, and the integration of theory and field experience. The seminar encourages students to critically examine their professional stances, analyze their internship or educational intervention experiences, and identify areas for further development. Emphasis is placed on reflexivity, professional ethics, and adaptability in diverse and evolving educational contexts. Through collaborative workshops, reflective journals, presentations, and practice-sharing activities, students will be guided to build a professional development portfolio and to design a coherent progression plan aligned with their academic and professional trajectories.

070STPAM3	Supervised Practice Seminar	4 Cr.
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This practicum provides a progressive immersion experience in an educational setting, enabling students to observe, analyze, and participate in real professional situations under the supervision of a mentor or teacher educator. It aims to foster the integration of theoretical knowledge acquired during training with its practical application in authentic educational contexts. The practicum emphasizes reflective observation of pedagogical practices, understanding the functioning of educational institutions, and gradual engagement in selected teaching or intervention activities, according to the framework defined by the host institution. Particular attention is given to professional posture, pedagogical communication, and adaptation to diverse learner populations. Through regular mentoring, debriefing sessions, and the production of reflective documentation, students are encouraged to analyze their field experiences and progressively develop their professional competencies.



Concentration: School Management and Educational Development

070MGTEM2	Strategic and Operational Management of Educational Institutions	4 Cr.
This course aims to strengthen the managerial skills of participants (school principals, cycle heads, and professionals in the educational field) in the strategic and operational management of school organizations, particularly in times of crisis, by encouraging them to change their perspective and observe phenomena from different angles. This course is based on theoretical foundations and contributes to equipping them to develop conditions for effective collaboration, accommodating the diversity and uniqueness of actors while being attentive to particular situations.		
070LHEDM2	Leadership and Relational Dynamics	4 Cr.
This course aims to develop the leadership skills of participants (school principals, cycle heads, teachers, and actors in the educational field) based on theoretical foundations and the analysis of various professional practices. This course strengthens their leadership capacity to unify teams around a shared vision. It contributes to equipping them to demonstrate entrepreneurial skills and implement effective leadership strategies.		
070DSPFM1	International Project Design and Fundraising	4 Cr.
This course contributes to the training of education professionals capable of analyzing, designing, and implementing projects and programs in formal and non-formal education for better educational and social development. Several educational fields will be analyzed to study their relevance, effectiveness, and contribution to sustainable development. This course also allows professionals to understand the specifics and challenges related to international projects in the various fields addressed.		
070PME1M1	Internship Seminar and Portfolio in Educational Management 1	4 Cr.
This seminar supports students in critically reflecting on their Educational Management Internship I through the development of a professional portfolio. It promotes the integration of theoretical knowledge with educational leadership practice, the development of leadership and management competencies, and the construction of a professional identity. Students develop a portfolio highlighting their learning, achievements, and professional growth within a continuous professional development perspective.		
070SGMEM1	Educational Management Internship 1	4 Cr.
This internship provides students with an initial professional experience in educational management within a school or educational organization. Students participate in leadership, coordination, team management, and institutional project implementation while exploring the challenges of educational leadership, governance, and continuous improvement. The internship fosters the development of a professional, reflective, and ethical leadership practice.		
070PME2M2	Internship Seminar and Portfolio in Educational Management 2	4 Cr.
This seminar supports students in critically reflecting on their Educational Management Internship II through the development of a professional portfolio. It promotes the advancement of competencies in leadership, strategic management, and change management while strengthening students' professional identity. Students develop a portfolio showcasing their achievements, learning experiences, and professional growth from a continuous improvement perspective.		
070SGMEM2	Educational Management Internship 2	4 Cr.
This internship enables students to deepen their competencies in educational management through active engagement in the leadership of a school or educational organization. Students contribute to project management, team development, quality assurance, decision-making, and change management initiatives. The internship strengthens competencies in strategic leadership, governance, and continuous improvement while fostering a professional, reflective, and ethical leadership approach.		



070DPDMM2	Data-Driven Decision-Making	4 Cr.
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This course prepares educators, particularly future school managers, for the continuous evaluation of the institution with the aim of addressing the issues that hinder the improvement of staff and material performance. The course comprises two main parts. The first focuses on evaluating the institution according to scientifically based quality criteria. The second part focuses on constructing an action plan to respond to the priority need(s) identified following the first evaluation. The teaching of this course is interactive and draws on the experiences of the students and the reality of the institutions where they practice their profession to train them in decision-making as school managers.

070OGIAM4	Inclusive and Learning Organizations	4 Cr.
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This course explores the theoretical foundations and contemporary practices of inclusive and learning educational organizations within contexts of social, digital, and institutional transformation. It aims to examine how educational institutions can foster organizational cultures that promote inclusion, collaboration, collective learning, and continuous improvement. The course addresses principles of participatory governance, diversity management, and professional development within educational institutions. Attention is given to organizational climate, educational equity, and the mechanisms that support the success and well-being of all members of the educational community. Through case studies, educational policy analysis, and collaborative projects, students will design strategies that enable educational institutions to become learning organizations capable of innovation, adaptation, and sustainable development in response to contemporary challenges.

070ASCCM4	Systems Thinking and Change Management	4 Cr.
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This course analyzes the school as a complex ecosystem composed of interconnected actors, relationships, norms, and institutional arrangements that directly influence school climate and the well-being of both learners and educational staff. It aims to develop an understanding of the interactions between pedagogical, organizational, social, and emotional dimensions that structure school life. The course explores the key determinants of well-being at school, including school climate quality, interpersonal relationships, emotional regulation, inclusion, as well as the prevention of violence and dropout. It also examines the role of educational policies and pedagogical practices in shaping learning environments that promote the flourishing and success of all stakeholders. Through case studies, analysis of educational interventions, and school climate observation tools, students will be guided to design strategies aimed at improving well-being and quality of life within educational institutions.

070QTACM4	Quality Assurance and Accreditation Standards in Education	4 Cr.
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This course addresses the foundations, challenges, and mechanisms of quality assurance in educational systems, as well as the standards and procedures for the accreditation of institutions and training programs. It aims to familiarize students with national and international quality frameworks in education within a context of governance, regulation, and accountability in educational systems. The course analyzes key quality frameworks, institutional evaluation mechanisms, and continuous improvement processes within educational institutions. Particular attention is given to issues of transparency, effectiveness, equity, and the strategic management of educational organizations. Through case studies, framework analyses, and simulations of accreditation processes, students will be encouraged to understand and apply quality assurance tools in order to contribute to the improvement of educational systems.

Institution's Elective Courses

07oSYEFM1	French Education System: Challenges, Resources and Philosophy	4 Cr.
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This course prepares future teachers to take charge of French education in approved schools, and to apply a French-style pedagogy in LabelFrancÉducation schools in order to integrate “the programmatic and pedagogical requirements of approval, particularly in cycles 3 and 4.” This course was created at the joint instigation of the French Embassy in Lebanon and the Faculty of Education at Saint Joseph University of Beirut, to meet this initial training need. Its objectives and content are complementary to the training in French-language teaching provided by the faculty.

07oDVMFM1	Mindfulness and Personal Development in Education	2 Cr.
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This course is an introduction to the discipline and techniques of «mindfulness.» It aims to modify the automatic habits of the mind, to improve the vigilance of consciousness, and to free oneself from judgment through activities and training exercises. Mindfulness allows better management of our feelings and emotions, an awareness for better hygiene of life, and lasting well-being.

07oSMNEM2	Neuroscience and Mental Health in Education	2 Cr.
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The “Neuroscience and Mental Health in Education” course introduces students to the contribution of cognitive neuroscience to education. As part of this course, participants develop skills that enable them to optimize their support of students to enhance their learning.

07oCRSCM2	Critical Thinking in the Face of Media and Social Networks	2 Cr.
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This course aims to develop in graduate students a deep understanding of the mechanisms of production, dissemination, and reception of information in contemporary media environments, particularly social media platforms. It emphasizes the development of informed critical thinking in response to information overload, cognitive biases, recommendation algorithms, and phenomena of misinformation and disinformation. Through case studies, media content analysis, and approaches drawn from media and information literacy (MIL), students will learn to assess the credibility of sources, deconstruct media discourse, and identify strategies of influence and manipulation. The course also explores educational issues related to digital citizenship, information responsibility, and the ethical use of social media platforms in school and university contexts. Special attention is given to pedagogical practices that help learners develop a critical, autonomous, and responsible use of digital media.

07oESMOM1	Education and Society: Pathways, Inequalities, and Social Mobility	4 Cr.
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This unit analyzes the interactions between education, socialization, inequality, and social mobility in contemporary societies. It first examines how socialization, through family and cultural contexts, shapes individual behaviors and aspirations. Next, it explores the construction and evolution of social ties within diverse groups, considering digital transformations and factors of isolation. The study continues with an analysis of the current social structure, drawing on classical theories and recent developments in socio-professional categories. The role of the school is addressed as a place for the transmission of knowledge and the reproduction of inequalities, before examining the various forms and mechanisms of social mobility. Finally, the unit covers changes in economic inequalities, related public policies, as well as the links between educational qualifications, employment, and income, highlighting persistent social disparities. These topics are studied through the works of major sociologists, presented chronologically, such as Karl Marx, Max Weber, Émile Durkheim, Pierre Bourdieu, Alain Touraine, Robert Castel, Serge Paugam, Alain Boudon, and Michel Foucault, thus offering a rich and evolving overview of sociological approaches.

07oEXIPM1	Exploring International Programs	4 Cr.
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This course introduces students to the main international educational programs and their curricular, pedagogical, and assessment foundations. It enables them to understand the specific features of major international frameworks, analyze their educational approaches, and compare their educational models. The course develops a critical perspective on the internationalization of education systems and prepares students to support the implementation of international programs in diverse educational contexts.

070MVIEM2	Marketing and Visibility of an Educational Institution	2 Cr.
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This course develops the knowledge and skills required to design and implement marketing and communication strategies tailored to educational institutions. It addresses institutional positioning, branding, digital communication, stakeholder engagement, and the promotion of educational offerings. Students learn how to enhance the attractiveness, visibility, and reputation of educational institutions in an increasingly competitive environment.

070DGCZM2	Digital Citizenship	2 Cr.
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This course develops an in-depth understanding of digital citizenship and its educational, ethical, and societal dimensions. It explores the principles of responsible, critical, ethical, and safe use of digital technologies, as well as issues related to digital identity, data protection, online well-being, inclusion, and civic participation. Students are prepared to promote a culture of responsible digital citizenship within educational institutions.

070IBPPM1	Exploring the International Baccalaureate (IB): Pre-DP Programs	4 Cr.
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This course introduces the pre-Diploma Programme (DP) pathways of the International Baccalaureate (IB), with a focus on their pedagogical foundations, curriculum design, and approaches to teaching and assessment. Students gain an understanding of the distinctive features of the Primary Years Programme (PYP) and the Middle Years Programme (MYP), develop a coherent view of learning progression, and acquire the knowledge needed to support their implementation in international educational settings.

070IBDPM2	Exploring the International Baccalaureate (IB): DP Programs	4 Cr.
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This course explores the foundations, structure, and pedagogical requirements of the International Baccalaureate (IB) Diploma Programme (DP). It examines the curriculum, teaching and learning approaches, assessment framework, and core components, including Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, Service (CAS). Students develop the competencies required to support the implementation of the DP and promote an international education based on academic excellence, critical thinking, and intercultural understanding.

070DTAEM3	Data Analysis Tools in Education	2 Cr.
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This course introduces students to the main data analysis tools used in educational research and decision-making. It enables them to collect, organize, analyze, and interpret quantitative and qualitative data to inform pedagogical and institutional decisions. Students develop competencies in data visualization, indicator development, and effective communication of findings within a continuous improvement perspective.

070RSAIM3	Scientific Research in the Age of AI	2 Cr.
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This course explores how artificial intelligence is transforming scientific research. Students learn to use AI tools critically and ethically throughout the research process, from literature review and data analysis to academic writing. Emphasis is placed on research integrity, transparency, the limitations of AI tools, and best practices for their responsible use in educational research.

070EDCTM2	Citizenship Education	2 Cr.
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This course aims to develop an in-depth understanding of the foundations, values, and contemporary challenges of citizenship in modern societies. It explores key concepts such as human rights, democracy, civic participation, diversity, inclusion, and social responsibility. Students will learn to design educational practices that foster active citizenship, social engagement, peaceful coexistence, and social cohesion across diverse educational settings.

070SCMPM2	21st Century Skills	2 Cr.
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This course aims to develop an understanding of the essential competencies required for the 21st century and their integration into educational practice. It covers critical thinking, creativity, collaboration, communication, citizenship, digital literacy, and complex problem-solving. Students will learn to design instructional practices and teaching strategies that foster the development of these competencies in response to the demands of contemporary educational and professional environments.



070RPSCM1

Partnership with Parents and the Civil Society

2 Cr.

This course explores the issues and strategies involved in fostering collaboration between educational institutions, parents, and various civil society stakeholders. It focuses on building effective educational partnerships, promoting constructive communication, strengthening family engagement, and encouraging community involvement in supporting student success. Students will develop the competencies required to establish sustainable partnerships and enhance the school's role within its broader social environment.