



Advanced Master's Degree Digital Education and Gamification

» Modality: online

» Duration: 2 years

» Certificate: TECH Global University

» Credits: 120 ECTS

» Schedule: at your own pace

» Exams: online

Website: www.techtitute.com/us/education/advanced-master-degree/advanced-master-degree-digital-education-gamification

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tech 06 | Presentation

The program will allow students to master two of the trends of the moment: gamification and digital transformation. We are also aware that gamification is defined as action and, therefore, this program will not only be carried out by professionals who have successfully designed and implemented gamification in companies, groups and real students, solving current problems in companies, classrooms and real schools; but the students themselves will be integrated into a gamification scenario, so they can discover firsthand what it means to learn in a gamified environment. Furthermore, the digital resources modules will allow them to lead the educational transformation in their centers.

If you belong to the business world, this program will be useful to design and implement gamification initiatives in departments such as human resources, marketing or sales. If you come from the educational world, it will allow you to lead educational innovation by mastering two of its main points: digital implementation and gamification. You will also learn how to design games and gamification scenarios that can then be marketed, thus multiplying your promotional opportunities and the development of your personal brand.

This specialization helps professionals in this field to increase their ability to succeed, which results in better praxis and performance that will have a direct impact on educational outcomes, on the improvement of the educational system and on the social benefit for the whole community.

An essential complement for those who want to enter the world of education, knowing the peculiarities of teaching, learning about the technological tools applied in the classroom within a curricular project.

This Advanced Master's Degree offers a broad and comprehensive vision of applying technology to education, starting from the most basic tools, following through to the development of teaching skills.

It is an advance over the eminently pedagogical programs, focused on teaching, which do not address in depth the use of technology in educational contexts, without forgetting the role of teaching innovation.

The approach provides a far deeper understanding of how technology works at the different educational levels, so that professionals, depending on their interests, can have various options for applying it in the workplace.

This **Advanced Master's Degree in Digital Education and Gamification** is the most comprehensive and up-to-date program on the market. The primary features of the program are:

- Development of cases or situations presented by experts in the different specialties
- Graphic, schematic, and highly practical contents
- News, advances and new ways of working
- Presentation of practical workshops on the application of the techniques and methodologies presented
- Real high-resolution images in demonstrations
- Practical exercises where the self-evaluation process can be carried out to improve learning
- Algorithm-based interactive learning system for decision- making ability in the situations which are presented to the student
- Theoretical lessons, questions for experts, discussion forums on controversial issues and individual reflection work
- Content that is accessible from any fixed or portable device with an Internet connection



An Advanced Master's Degree created especially for professionals seeking the highest qualification with the best didactic material, working on real cases and learning from the best professionals in the sector"



This Advanced Master's Degree may be the best investment you can make when choosing a refresher program for two reasons: In addition to updating your knowledge of Digital Education and Gamification, you will obtain a qualification from TECH Global University"

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

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

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the academic year. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

Take the opportunity to learn about the latest advances in Digital Education and Gamification and improve your teaching skills by mastering the latest techniques: the surest way to position yourself among the best.

Increase your decision-making confidence by updating your knowledge through this Advanced Master's Degree program created to train the best.







tech 10 | Objectives



General Objectives

- Identify the psycho-pedagogical assumptions of innovations in gamification and digital resources
- Design your own gamifications and games, both at a private and commercial level
- Select the games that can be used in GBL according to needs and objectives
- Apply gamification strategies in business environments
- Apply gamification strategies in academic environments
- Managing teams through gamification
- Leading the digital transition in centers
- Identify the elements of the new digital school
- Transform classes to adapt to the new educational paradigm
- Complete a portfolio of innovations in gamification, GBL and digital resources
- Introduce students to the world of teaching, from a global perspective in order to prepare them for their future employment
- Know the new tools and technologies applied to teaching
- Explore digital competencies in depth
- Show the different options and ways the teacher can work in his or her post.
- Promote the acquisition of communication and knowledge transmission skills and abilities
- Encourage continuous training of students and an interest in teaching innovation





Specific Objectives

- Pay special attention to assessment and the processes involved, in order to increase the quality of professional praxis and performance
- Introduce students to the vast world of games from a perspective applied to the field of education, so they are aware of the different contributions and implications both in human development and in the acquisition of new skills
- Know the possibilities offered by new technological tools used in educational practice
- Enable the development of skills and abilities by encouraging continuous training and research
- Gain knowledge of the educational technology and digital skills that will provide an opportunity for entry to or professional development in this field
- Transmit the theoretical and practical knowledge acquired, as well as develop the capacity
 for criticism and reasoning, before a specialized and non-specialized public, in a clear
 and unambiguous manner
- Know the meaning of the term gamification and differentiate it from other processes
- Analyze the different behavioral models related to gamification
- Know the history and evolution of gamification
- Study the different types of gamification
- Know what game mechanics are and how to use them to our advantage
- Analyze the different forms of player organization and their repercussions during the game
- Know the time divisions that sequence the stages of the game
- Analyze the concept of chance, its usefulness and the mechanics that generate it
- Know the forms of interaction between players that can be provoked by different mechanics, as well as the importance of adjusting participant progress

- Discover various game mechanics that contribute to development and determine the interaction between players and the game itself
- Learn how to establish the end of a game and the various mechanics that help approach it
- Analyze different ways of transferring the results of a game beyond the game or session itself, extending its importance in school daily life
- Recognize different problems that may appear when developing a game and adjusting the mechanics accordingly
- Reflect on the need to analyze the educational objectives to be achieved when designing a new game
- Value the different objective-based contributions of the game, competition and collaboration, to then apply them in a company or classroom
- Appreciate the importance of the different game elements
- Identify the features of different board games
- Value the contribution of each element to the game experience
- Select types of games based on needs
- Reflect on how the mechanics affect the game experience
- Differentiate between playing card games and other cards
- Define the different mechanics in card and dice games
- Differentiate between the different types of games
- Define the concept and history of role-playing games
- Identify role-playing game elements
- Differentiate between role-playing games and RPGs

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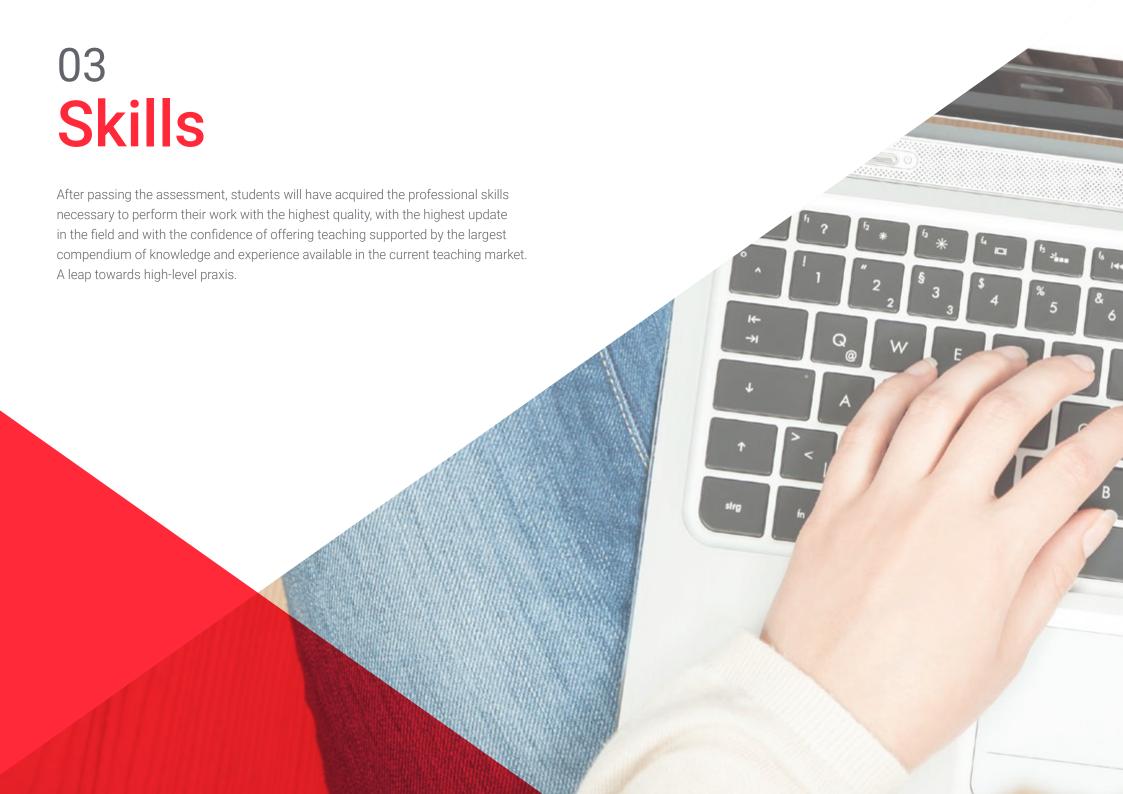
- Reflect on the importance of storytelling in RPGs
- Know the history of video games
- Identify educational games and apps
- Appreciate the educational elements of both individual and team games
- Choose between competitive and collaborative games according to the objectives sought
- Describe the most common board games
- Explain the most common card, role-playing and dice games
- Evaluate GBL application of the most common card, role-playing and dice games
- Define the main educational video games
- Evaluate their application in GBL
- Explain the main characteristics of gamification in a company
- Recognize the positive and possible negative aspects of implementing a gamification system in a company
- Discover what gamification can do in the sales department of a company
- Analyze gamification strategies applied to enterprise marketing
- Assess how gamification has changed the way of working in a company and how it has been implemented in human resources departments
- Estimate the importance of gamification through examples of good practices
- Describe different business gamification platforms and their results
- Encourage a high level of respect for the narrative, as it is the main organizing table
- Use stories to organize and motivate participants
- Encourage participant improvement through narrative tools
- Give the narrative elements management functions within the different processes

- Turn levels into labels for the distribution of tasks
- Create different participant roles according to level
- Learn to foster a collaborative environment
- Make shared knowledge each team's core capital
- Provide strategies to generate empowerment in the work groups themselves
- Learn how to foster knowledge, training and communication
- Understand how game roles and player roles influence gamification strategy
- Know the essential game roles to design the dynamics
- Learn how to take care of the narrative environment by taking into account the different types of players
- Offer intervention channels in the proposed narrative
- Understand how the physical environment influences the work environment and the development of gamification
- Differentiate between the industrial and contemporary educational paradigm, as well as the constituent elements of the digital school
- Value the role of institutional agents involved in the digital transformation of the center
- Value the educational role of the family in digital society
- Identify and value the modalities of use for some technological resources to inspire and motivate students
- Analyze the characteristics of the different game modalities and elements to balance entertainment and achieving pedagogical goals
- Identify the different types and tools for competency-based assessment in the digital context

Objectives | 13 tech

- Discover incidental learning
- Differentiate institutional learning
- Know the advantages of direct learning
- Take advantage of the potential of vicarious learning
- Recognize skill deficiencies
- Understand academic difficulties
- Explore the possibilities of informal education
- Know the advantages of formal education
- Take advantage of the relationship between intelligence and family
- Learn about family educational models
- Understand the peculiarities of adult learning
- Review the characteristics of adolescence
- Observe adolescent psychosexual development
- Recognize gender identity in adolescents
- Discover communication processes
- Know the processes of imparting knowledge in teaching
- Develop voice skills in the classroom
- Understand voice care in the classroom
- Explore the use of the whiteboard
- Learn about the use of projectors
- Learn about images and licenses for use
- Develop skills in the use of authored images

- Explore video as a support material
- Discover video teaching
- Prepare reports and written assignments
- Learn about blogs and forums
- Observe teaching difficulties
- Understand classroom difficulties
- Understand the advantages and disadvantages of collaborative learning
- Distinguish between advantages and disadvantages of competency-based learning
- Know about classroom materials
- Differentiate reference materials
- Explore teaching resources on the Internet
- Develop Wikis and reference material on the Internet





tech 16 | Skills



General Skills

- Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context
- Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study
- Be able to integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments
- Know how to communicate conclusions, knowledge, and supporting arguments to specialized and non-specialized audiences in a clear and unambiguous way
- Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous

- Possess and understand knowledge in an area of study that builds on the foundation
 of general secondary education and is usually at a level that, while relying on advanced
 textbooks, also includes some aspects that involve knowledge from the cutting edge of
 their field of study
- Apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defence of arguments and problem solving within their area of study
- Gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues
- Convey information, ideas, problems, and solutions to both specialized and non-specialized audiences
- Develop the necessary learning skills to undertake further studies with a high degree of autonomy





Specific Skills

- Learn about adolescent personality training
- Discover the influence of school on values
- Detect rebelliousness at school
- Understand the adolescent emotional development
- Understand emotional intelligence applied to adolescents
- Adapt technological material to be used in childhood
- Distinguish reinforcement programs at home in childhood
- Understand networks and forums in the adolescent classroom
- Establish the limitations of the Internet in the adolescent classroom
- Discover virtual libraries
- Plan general and specific objectives
- Explore the definition of dependent and independent variables
- Learn about research designs
- Learn about specific research resources
- Develop the ability to search and filter information
- Discover Digital communication
- Learn about Web 2.0 vs. 4.0
- Introduce the origin of social networks

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- Discern the evolution of social networks
- Understand professional networks
- Learn about leisure and personal networks
- Approach creating curricula
- Learn about innovation applied to curricula
- Discover the internationalization of teaching
- Recognize the advantages of virtualizing teaching
- Identify student progress monitoring
- Establish collaborative platforms
- Understand collaborative forums and chats
- Establish the scope of application for Digital Identity
- Discover Digital Identity and blogs
- Distinguish Digital Identity and social networks
- Understand Digital Identity and Youtube
- Understand Digital Identity and Youtubers
- Apply the knowledge acquired in terms of direct and indirect learning assessment, based on solid theory, with which to solve any problem that arises in the work environment, adapting to new challenges in the area of study
- Integrate the knowledge acquired of educational technology, as well as reflect on the implications of professional practice, applying personal values to improve the quality of service offered
- Develop self-learning skills that will allow for continuous training to deliver the best performance on the job
- Differentiate gamification dynamics
- Recognize the different gamification mechanics
- Distinguish player type according to different authors

- Analyze the 3 key factors that demonstrate the purpose of a gamified process
- Discover the advantages of gamification in different environments
- Identify the differences between gamification and ludification
- Explain the game evolution
- Describe the different types of games
- Use video games in the classroom
- Apply team building techniques
- Develop Team Building strategies in companies
- Evaluate applying GBL for the most common boards games
- Elaborate competency tables
- Manage tasks in a gamified way
- Define strategies and tools for action monitoring
- Acquire strategies to foster team cohesion
- Develop motivational strategies through shared challenges
- Apply tools to encourage digital collaboration
- Define strategies to foster work group motivation
- Increase the functional analysis of a group
- Manage repetitive tasks in a different way
- Manage the work environment as effectively and functionally as possible
- Acquire strategies to generate quality gamifications
- Transform a control panel into a fully gamified scenario
- Work with web applications and apps to manage work development based on gamification
- Acquire strategies for the use of different gamification elements
- Elaborate individual tasks and their rubrics
- Elaborate collective tasks and their rubrics



- Create scripts/presentations based on flipped classroom videos
- Use Explain Everything to create video lessons
- Use strategies that allow students to work both individually and collectively
- Develop gamification mechanics
- Develop a narrative video
- Create monitoring tools
- Design rewards
- Create and manage a YouTube channel
- Create and manage a Podcast
- Create content on EdPuzzle
- Create tasks on EdPuzzle
- Using design tools to produce print and play games
- Creating materials on Moodle
- Create assignments on Moodle
- Create materials and assignments using Google Classroom



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Management



Mr. Cabezuelo Doblaré, Álvaro

- Psychologist
- Diploma in Digital Identity and Master's Degree in Communications
- Digital Marketing and Social Networks
- Digital Identity Teacher
- Social Media Manager at a Communication Agency
- Teacher at Aula Salud



Mr. Morilla Ordóñez, Javier

- Apple Distinguished Educator
- Bachelor of Arts in History
- Head of Studies at Colegio JABY, Specialist in Gamification, Flipped Classroom and Digital Transition
- Author of the structural gamification The Clio Wars and the GBLs The Arrow of Time, The Court of Miracles or The War to End All Wars



Mr. Albiol Martín, Antonio

- Master's Degree in Education and Information and Communication Technologies from UOC
- Master's Degree in Literary Studies, Bachelor of Arts in Philosophy
- Head of CuriosiTIC: JABY School's ICT Integration Program in the classroom

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Professors

Dr. De la Serna, Juan Moisés

- PhD in Psychology, Master's Degree in Neurosciences and Behavioral Biology
- Director of the Open Chair of Psychology and Neurosciences and science communicator
- Diploma in Work Relations
- University Specialist in Clinical Hypnosis
- University Expert in Didactic Methodology

Dr. Fuster García, Carlos

- PhD in Specific Didactics, specializing in Social Sciences
- Degree in History from the University of Valencia
- PhD in Specific Didactics, specializing in Social Sciences

Mr. Herrero Gonzalez, Jesús

- Psychology Graduate
- Master's Degree in Education, works for DEVIR (the main board and role-playing games company in Spain) and the Hobby chain and toy shop POLY
- Diploma in Games and Gamification

Mr. Illán, Raúl

- Degree in Business Administration, specialization in Financial Management (UCM)
- Currently studying a Law Degree and a Psychology Degree (UNED)
- International Congress on Mindfulness in Organizations and Companies (UNED) Stress and Anxiety: How to Reduce Its Impact (UNED) Applied Intelligence (UNED) Scientific Investigation of Crime (UNED) Stock Exchange and Financial Markets (Madrid Stock Exchange) Financial Advisor Training (Credit Suisse Private Banking)





Course Management | 25 tech

Ms. López Gómez, Virginia

- Co-founder of Equipo Talentos, specialized in training teaching-learning activities with digital resources
- Teacher trainer for the Community of Madrid and the Regional Government of Andalusia in PBL courses, DRR creation, Gamification or ICT
- Degree in Documentation

Mr. Martín Centeno, Óscar

- President of the Council of Directors of Early Childhood, Primary and Special Education in the Community of Madrid
- Director of the Santo Domingo Infant, Primary and Secondary Education Center in Algete, Madrid
- Award-winning author, with works such as "Manual de creación literaria en la era de Internet" and "Animación a la lectura mediante las nuevas tecnologías"
- Teacher trainer in the Community of Madrid for courses on ICT in the classroom
- Digital Resources or reading encouragement in the digital era

Mr. Gris Ramos, Alejandro

- Technical Engineer in Computer Management
- Master in Electronic Commerce and Specialist in latest technologies applied to teaching,
 Digital Marketing, development of web applications, and Internet business





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Module 1. Positioning the Board: Psychopedagic Aspects

- 1.1. The Learning Process
 - 1.1.1. The Definition of Learning
 - 1.1.2. The Characteristics of Learning
- 1.2. Cognitive Processes in Learning
 - 1.2.1. Basic Processes
 - 1.2.2. Superior Processes
- 1.3. Cognition and Meta-cognition in Learning
 - 1.3.1. Cognition in Learning
 - 1.3.2. Meta-cognition in Learning
- 1.4. Learning Assessment
 - 1.4.1. Direct Assessment
 - 1.4.2. Indirect Assessment
- 1.5. Learning Difficulties
 - 1.5.1. Differences in Ability
 - 1.5.2. Environmental Difficulties
- 1.6. The Role of Games in Development
 - 1.6.1. The Social Role in Games
 - 1.6.2. Therpeutic Games
- 1.7. The Role of Games in Learning
 - 1.7.1. Learning Content
 - 1.7.2. Procedural Learning
- 1.8. Educational Technology
 - 1.8.1. The 4.0 School
 - 1.8.2. Digital Skills
- 1.9. Technological Difficulties
 - 1.9.1. Access to Technologies
 - 1.9.2. Technological Skills
- 1.10. Technological Resources
 - 1.10.1. Blogs and Forums
 - 1.10.2. YouTube and Wikis

Module 2. Gamification Fundamentals How to Gamify and Not Die Trying

- 2.1. Gamifying
 - 2.1.1. What is Gamifying?
 - 2.1.2. What Is It Not?
- 2.2. The Working Brain: Behavior Models
 - 2.2.1. What to Do? Behaviorism
 - 2.2.2. Why Behave Like That? Cognitivism
 - 2.2.3. Need Dopamine! Motivation
- 2.3. Reviewing History
 - 2.3.1. Once Upon a Time... Games
 - 2.3.2. What's New Doc? Games Today
- 2.4. Move, move, move... Dynaics
 - 2.4.1. Don't Go There! Game Restrictions and Limitations
 - 2.4.2. Tell Me a Story: The Narrative
 - 2.4.3. Put Heart into It: Emotions
 - 2.4.4. Getting Older: Player Progress or Evolution
 - 2.4.5. Being Worth It: Status and Recognition
 - 2.4.6. Wow! You Too?: Social Relationships and Interactions
- 2.5. Can't Do without Them... Mechanics!
 - 2.5.1. Go for It!: Challenges and Objectives
 - 2.5.2. Superman: Competition
 - 2.5.3. The League of Extraordinary Gentlemen: Cooperation
 - 2.5.4. How Did I Do? Feedback
 - 2.5.5. My Precious: Rewards
 - 2.5.6. My Turn!: Taking Turns
- 2.6. Three 'People', One Destiny: Classifying Players
 - 2.6.1. Richard Bartle's Theory: Betting at 4
 - 2.6.2. Andrzej Mrczewski's Theory: Raising to 5
 - 2.6.3. Amy Jo Kim's Theory: Leaving It at 4



Structure and Content | 29 tech

- 2.7. To What End?
 - 2.7.1. Motivation: You Like Me...
 - 2.7.2. Loyalty: Stay with Me...
 - 2.7.3. Optimization: If We Did Better...
- 2.8. Advantages of Gamification

Module 3. Game Elements and Mechanics

- 3.1. Playing with Concepts and Conceptualizing Games: An Introduction
 - 3.1.1. What Are Game Mechanics?
 - 3.1.2. Basic Concepts
- 3.2. Starting from the Beginning: Basic Mechanics
 - 3.2.1. Game Frameworks
 - 3.2.1.1. Grouping
 - 3.2.1.2. Cooperation and Competition
 - 3.2.2. Timing
- 3.3. Chance and You: Randomization Mechanics
 - 3.3.1. Chance as a Resource
 - 3.3.2. Possibility, Probability and Certainty
- 3.4. Together, but Not in Each Other's Pockets: Mechanics and Interaction
 - 3.4.1. Interaction and Non-interaction
 - 3.4.2. Reach
- 3.5. No Game without This: Interacting with the System
 - 3.5.1. Resources
 - 3.5.2. Space Mechanics
 - 3.5.3. Puzzles and Questions
- 3.6. No Game without This: Narratives and Role-playing Games
 - 3.6.1. Social Mechanics
 - 3.6.2. The Narrative
- 3.7. From Start to Finish: Reward and Completion Mechanics
 - 3.7.1. Winning Conditions
 - 3.7.2. Comparative Systems
 - 3.7.3. Winning and Losing in Cooperative Games
 - 3.7.4. Combinations

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- 3.8. There Is Something Out There: Rewards beyond the Day-to-day
 - 3.8.1. Classics
 - 3.8.2. Other Forms of Reward
- 3.9. On Unforeseen Obstacles and Unexpected Mistakes: Problems and Difficulties
 - 3.9.1. Where the Games Not Fun?
 - 3.9.2. Chance and Controlling It
 - 3.9.3. Snowballs and Wells
 - 3.9.4. What Time Is It?
 - 3.9.5. The Milkmaid's Tale
 - 3.9.6. Alphas, Betas and Trial Versions

Module 4. Ludification and Game-Based Learning (GBL)

- 4.1. Do You Know What We're Playing?
 - 4.1.1 Differences between Ludification and Gamification
 - 4.1.2. Ludification and Games
 - 4.1.3. History of Games
- 4.2. What Do You Want to Play?
 - 4.2.1. Game Objectives
 - 4.2.1.1. Competitive Games
 - 4.2.1.2. Collaborative Games
 - 422 Game Flements
 - 4.2.2.1. Board Games
 - 4.2.2.2. Card Games
 - 4.2.2.3. Dice Games
 - 4.2.2.4. Pencil and Paper
- 4.3. Our Forefather's Board Games
 - 4.3.1. First Civilizations. First Games
 - 4.3.1.1. Senet
 - 4.3.1.2. Real Ur Game
 - 4.3.2. Mancala
 - 4.3.3. Chess
 - 4.3.4. Backgammon
 - 4.3.5. Parcheesi
 - 4.3.6. Goose Game

- 4.4. Who Wants to Be a Millionaire?
 - 4.4.1. The Game of Life
 - 4.4.1.1. The Mansion of Happiness
 - 4.4.1.2. The Checkered Game of Life
 - 4.4.1.3. The Game of Life
 - 4.4.1.4. What Do We Learn from The Game of Life about Values?
 - 4.4.2. Monopoly
 - 4.4.2.1. The Landlord's Game
 - 4.4.2.2. Finance and Others
 - 4.4.2.3. Darrow's Monopoly
 - 4.4.2.4. Patents, Designs and What to Consider in Ludification
 - 4.4.3. Scrabble
- 4.5. A Successful Game Has Been Written
 - 4.5.1. Risk
 - 4.5.2. Clue
 - 4.5.3. Trivial Pursuit
 - 4.5.4. Pictionary
- 4.6. War Games/Wargame and Simulating History
 - 4.6.1. Origin: Avalon Hill
 - 4.6.2. Maturity in Wargames
 - 4.6.3. The CDG Revolution
 - 4.6.4. Latest Trends in Wargames
 - 4.6.5. Wargames Miniatures
- 4.7. Ring, Pencil and Paper Company
 - 4.7.1. The Beginning
 - 4.7.2. The Golden Age and First Controversies
 - 4.7.3. The Narrative Role
 - 4.7.4. Role-playing Games in the 21st Century

Structure and Content | 31 tech

 Once Upon a Time in America, Magic TCGs 	s an	nd Ameritras	sh
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- 4.8.1. Magic TCGs
 - 4.8.1.1. Magic, The Gathering
 - 4.8.1.2. Other TCGs
 - 4.8.1.3. LCGs
- 4.8.2. Ameritrash
 - 4.8.2.1. Concept
 - 4.8.2.2. Development
- 4.8.3. Mixing Hybrid Games
- 4.9. Beyond Cars and Sausages The Board Game Revolution in Germany
 - 4.9.1. Germany Changes the Rules
 - 4.9.1.1. The German Toy Industry
 - 4.9.1.2. Social Consideration of Games in Germany
 - 4.9.1.3. A Different Type of Game
 - 4.9.2. Eurogames
 - 4.9.2.1. Prehistory
 - 4.9.2.2. The Settlers of Catan (aka Catan or Settlers)
 - 4.9.2.3. Germans Conquering the World
 - 4.9.2.4. The Golden Age of Eurogames
 - 4.9.2.5. Eurogames and Education

Module 5. Gamification in Companies Human Resources, Marketing and Sales

- 5.1. Gamification in Companies
 - 5.1.1. Why Gamify in Companies?
 - 5.1.2. Gamification Superpowers (+)
 - 5.1.3. Kryptonite in Gamification (-)
- 5.2. Increase Sales: That Is Why Company Gamification Was Born, Right?
- 5.3. Marketing the Art of Desire
 - 5.3.1. What's Up? Communication
 - 5.3.2. Want a Like! Social Networks
- 5.4. Gamifying Human Resources
 - 5.4.1. Worth It! Talent Attention, Management and Retention
 - 5.4.2. That's Us! Consolidating Company Culture
 - 5.4.3. I'm in! Motivation and Fulfilling Internal Bureaucracy
- 5.5. Why Not... Creditors!

Module 6. Gamification in Companies II: Team Management

- 6.1. How Do You Play?
 - 6.1.1. General Concepts
 - 6.1.2. Narratives for Joint Gamification
 - 6.1.3. Gamified Task Management
 - 6.1.4. Monitoring Actions
- 6.2. Everybody Plays Here
 - 6.2.1. Motivation through Joint Challenges
 - 6.2.2. Work Itinerary as a Shared Journey
 - 6.2.3. Collaboration in the Digital Village
- 6.3. We're Motivated
 - 6.3.1. Locate the Nodes to Motivate the Entire Network
 - 6.3.2. Transforming Repetitive Tasks into Stimulating Challenges
 - 6.3.3. Transforming the Environment through Joint Actions
 - 6.3.4. How to Make Collaboration a Win-Win for Everyone?
 - 6.3.5. Possibilities for Turning a Minuscule Task into a Transformative Task
 - 6.3.6. Informal Settings: Targeted Conversation Using Gamification Strategies

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- 6.4. We Have Come Up with a Great Idea
 - 6.4.1. History Evolves with Everyone's Participation
 - 6.4.2. The Narrative Becomes Our Gantt Chart
 - 6.4.3. Work Management through History Management
- 6.5. Running Up the Scorecard
 - 6.5.1. Badges Focused on Management, Not on Awarding
 - 6.5.2. A Power Card Is a Responsibility Card
 - 6.5.3. Strategies for Establishing Channels to Leverage Management Autonomy
- 6.6. I Have Just Ignored the Screen
 - 6.6.1. Level Concept within Joint Work
 - 6.6.2. Possibilities for Distributing Functions Based on Different Levels
- 6.7. Council of the Wise
 - 6.7.1. A Community that Works Cooperatively Also Learns Cooperatively
 - 6.7.2. How to Link Individual Knowledge from Joint Narratives?
 - 6.7.3. Formulas for Sharing knowledge, Teaching Internally and Motivating Key People.
- 6.8. This Team Works because We Are Not Similar in Any Way
 - 6.8.1. Work Roles Based on Game Roles
 - 6.8.2. Features of the Different Roles in Shared Narratives.
 - 6.8.3. People Who Generate Stories: Narrative Twists from Individual Contributions
- 6.9. Magician Tricks
 - 6.9.1. Transforming Control Panels into Gamified Scenarios
 - 6.9.2. Online Applications and Gamification Management Apps
 - 6.9.3. Virtual and Physical Environments: Relation and Connection
- 6.10. Let's Count Up
 - 6.10.1. Initial Assessment: Starting Point for Our Story
 - 6.10.2. Processual Assessment: Evaluate Narrative Development to Assess Performance and Make Adjustments
 - 6.10.3. Reviewing the Effectiveness
 - 6.10.4. Reviewing Roles as a Formula for Assessing Individual Performance

- 6.10.5. Assessing Connections between Different Participants and Their Ability to Make the Processes Flow
- 6.10.6. Evaluating Challenge Fulfillment
 - 6.10.6.1. Final Assessment Assembly
 - 6.10.6.2. Celebrating Success Together
- 6.10.7. Measurable Results
 - 6.10.7.1. Levels
 - 6.10.7.2. Awards
 - 6.10.7.3. Points

Module 7. How to Organize a Digital School

- 7.1. Before Starting
 - 7.1.1. Education in Digital Society
 - 7.1.2. What Is n Digital School?
- 7.2. The School Institution in Digital Society
 - 7.2.1. The Management Team's Drive
 - 7.2.2. The Fundamental Role of Educators
 - 7.2.3. Families and Schools in Digital Society
- 7.3. Students Belonging to iGeneration or Generation Z
 - 7.3.1. Myths and Reality about Digital Natives
 - 7.3.2. Education in Digital Society
 - 7.3.3. M-learning
 - 7.3.4. The Trojan Horse?
- 7.4. What Does My Center Need?
 - 7.4.1. Educational Philosophy
 - 7.4.2. "He Who Reads and Walks a Lot, Sees and Knows a Lot"
- 7.5. Analyzing before Starting
 - 7.5.1. Priorities
 - 7.5.2. Key Decisions
 - 7.5.2.1. Trolleys or 1:1 Ratio?
 - 7.5.2.2. What Model to Choose?
 - 7.5.2.3. IDP or TV? Neither?
 - 7.5.3. Plan

7.6.	Design	as the Key to Implementation
	7.6.1.	Data Executive Prevention (DEP)
	7.6.2.	What Are Managed Apple IDs?
	7.6.3.	Device Management Systems
	7.6.4.	Apple School Manager
	7.6.5.	Buying in Bulk
7.7.	The Im	portance of a Good Foundation: Development
	7.7.1.	Connectivity
	7.7.2.	Humans: The Educational Community
		Organization
	7.7.4.	Training
7.8.	Why Ch	noose an iPad for the Classroom?
	7.8.1.	Technopedagogic Criteria
	7.8.2.	Other Considerations
	7.8.3.	Typical Objections
7.9.	Treasu	re Maps
	7.9.1.	Apple's Office Suite
		7.9.1.1. Pages
		7.9.1.2. Keynote
		7.9.1.3. Numbers
	7.9.2.	Multimedia Creation Apps
		7.9.2.1. iMovie
		7.9.2.2. Garage Band
	7.9.3.	The Class in the Hands of the Teacher
		7.9.3.1. Teaching Management: Classroom
		7.9.3.2. iTunes U as a Virtual Learning Environment
	7.9.4.	Swift Playgrounds and LEGO
7.10.	Assess	ment and Program Continuity
	7.10.1.	Untimely Assessment

7.10.2. New Cycle Commitments

Module 8. New Times, New Students

- 8.1. New Times, New Students
 - 8.1.1. Digital Age Learner Virtualities and Limits
 - 8.1.2. PISA as a Benchmark for Current Education
 - 8.1.3. Other Benchmarks for Current Education
- 8.2. Competent but Happy Too
 - 8.2.1. Digital Competence as Transverse Axis Learning
 - 8.2.2. Digital Competence Dimensions
 - 8.2.3. Searching for Happiness on Google, Not to Be Found
- 8.3. Active and Independent Students
 - 8.3.1. Project-Based Learning in the Digital Context
 - 8.3.2. Other Active Methodologies
 - 8.3.3. Independent Learning in the 21st Century
- 8.4. You Can't Do It on Your Own, You Can with Friends
 - 8.4.1. Key Elements in Cooperative Learning in the Digital Context
 - 8.4.2. Google Suit in Cooperative Learning
- 8.5. Creative and Communicative Students
 - 8.5.1. Digital Narration
 - 8.5.2. Audiovisual Format
 - 8.5.3. Flipped Classroom
- 8.6. Are Our Students Sufficiently Stimulated?
 - 8.6.1. Resources to Speak the Same Language as the Students Do
 - 8.6.2. Digital Interactive Whiteboards: Good Practices
 - 8.6.3. To Project or Not to Project, That Is the Question
- 8.7. Enemies of Boredom
 - 8.7.1. Contests and Challenges
 - 8.7.2. Characters. Plots and Powers
- 8.8. Like, Share, Comment
 - 8.8.1. Social Networks
 - 8.8.2. Social Learning Environments and Gamification Platforms

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8.9.	Giving F	eedback
	8.9.1.	Skills Assessment
	8.9.2.	Self-assessment and Co-assessment
	8.9.3.	Gamified Hetero Assessment
8.10.	Playable	e Demos
	8.10.1.	In the Classroom
	8.10.2.	At Home
	8.10.3.	Board Games
Mod	ule 9. ⊺	eachers in the Digital School
9.1.	Rethink	ing Education: Aiming toward 2030 Society
	9.1.1.	What Education Do We Need in the 21st Century?
	9.1.2.	Education for Global Citizenship
	9.1.3.	The Digital Role in School
	9.1.4.	Challenges and Objectives for the Education of the 21st Century
9.2.	Teacher	Digital Competence
	9.2.1.	Being Competent in Education
	9.2.2.	Digital Educational Technology
	9.2.3.	Distribution Models of ICT to School ICT Distribution Models in Schools
	9.2.4.	Teacher Digital Competence
9.3.	Teacher	Training in the Digital School
	9.3.1.	Teacher Training: A Brief State of Play
	9.3.2.	Teacher Role in the 21st Century
	9.3.3.	Teacher Skills in the Digital School
	9.3.4.	Digital Teaching Competence Portfolio
9.4.	The Ine	fficiency of the Lone Teacher
	9.4.1.	The Education Project and the Curricular Project
	9.4.2.	Work Group Culture
	9.4.3.	Technology at the Service of Cooperative Work: Management, Training and Collaboration
9.5.	TPACK:	A Model for Today's Teachers
	9.5.1.	The TPACK Model
	9.5.2.	Knowing How to Use the TPACK Model
	9.5.3.	Implementing the TPACK Model

9.6.	Creative	e and Communicative Materials			
	9.6.1.	Digital Narration in the Classroom			
	9.6.2.	Digital Books in School			
	9.6.3.	Creating Open Educational Resources			
	9.6.4.	Visualizing Thoughts and Ideas			
	9.6.5.	Video Narration			
	9.6.6.	Video Games			
9.7.	Assess	Assessment in the Digital Era			
	9.7.1.	Toward Authentic Learning Assessment			
	9.7.2.	Technology in Assessment			
	9.7.3.	Assessment Tools with Educational Technology			
	9.7.4.	Electronic Rubric Assessment			
9.8.	Teache	r Student Communication through Digital Platforms			
	9.8.1.	Introduction to Virtual Platforms in Education			
	9.8.2.	Pedagogic Dimensions in Virtual Classrooms			
	9.8.3.	Didactic Planning for Virtual Classrooms			
	9.8.4.	Platforms to Create Virtual Classrooms			
9.9.	Familie	s and Schools: Breading the Digital Gap			
	9.9.1.	The Role of the Family in the Digital School			
	9.9.2.	The Importance of Relationships and in the Educational Environmen			
	9.9.3.	Family School Communication Platforms			
9.10.	Teachir	ng Resources in the Age of Knowledge			
	9.10.1.	Teaching How to Think through the Curriculum			
	9.10.2.	Bloom's Taxonomy for the Digital Age			
	9.10.3.	The Integrated Didactic Unit as a Planning Tool			
		Redesigning Exams as an Assessment Tool			

Module 10. Case Studies

- 10.1. What's Up Doc? The Need for Innovation
- 10.2. Let's Play Flipped Classroom: Innovation Approach and Objectives in the Classroom: Gamification with Flipped Classroom
- 10.3. How to Design Clio Wars and Not Die Trying: Tools Part I Designing Gamifications
 - 10.3.1. Narrative Videos
 - 10.3.2. Monitoring
 - 10.3.3. Rewards
- 10.4. How to Design Clio Wars and Not Die Trying: Tools Part II Designing Gamifications
- 10.5. Bricolage in Gamification Maintenance, Assessment and Updating in Clio Wars
- Playing with History Part I. Creating Games to Learn in Class: Cour Des Miracles (Court of Miracles)
- Playing with History Part II. Creating Games to Learn in Class Arrow of Time and The War to End All Wars
- 10.8. Knock, Knock, Knocking on the Escape Room Door Designing an Escape Room in Class and Implementing It into Gamification
- 10.9. Upside Down, Inside Out Elaborating Video Lessons
- 10.10. Video Killed the Radio Star Working with Video Lessons

Module 11. The Digital Learning Model

- 11.1. Defining Learning
 - 11.1.1. Understanding Learning
 - 11.1.2. Types of Learning
- 11.2. Evolution of Psychological Processes in Learning
 - 11.2.1. Origin of Psychological Processes in Learning
 - 11.2.2. Evolution of Psychological Processes in Learning
- 11.3. The Educational Context
 - 11.3.1. Features of Non-formal Education
 - 11.3.2. Features of Formal Education
- 11.4. Educational Technology
 - 11.4.1. The 4.0 School
 - 11.4.2. Digital Skills

- 11.5. Technological Difficulties
 - 11.5.1. Access to Technologies
 - 11.5.2. Technological Skills
- 11.6. Technological Resources
 - 11.6.1. Blogs and Forums
 - 11.6.2. YouTube and Wikis
- 11.7. Distance Learning
 - 11.7.1. Defining Characteristics
 - 11.7.2. Advantages and Disadvantages over Traditional Teaching
- 11.8. Blended Learning
 - 11.8.1. Defining Characteristics
 - 11.8.2. Advantages and Disadvantages over Traditional Teaching
- 11.9. E-learning
 - 11.9.1. Defining Characteristics
 - 11.9.2. Advantages and Disadvantages over Traditional Teaching
- 11.10. Social Media
 - 11.10.1. Facebook and Psychology
 - 11.10.2. Twitter and Pyschology

Module 12. New Teaching Models

- 12.1. Traditional Teaching
 - 12.1.1. Advantages and Disadvantages
 - 12.1.2. New Teaching Challenges
- 12.2. Education 4.0
 - 12.2.1. Advantages and Disadvantages
 - 12.2.2. The Need to Recycle
- 12.3. Communication Model 4.0
 - 12.3.1. Giving Up Lecturing
 - 12.3.2. Interoperability in the Classroom
- 12.4. New Teaching Challenges
 - 12.4.1 Continuous Teacher Training
 - 12.4.2. Learning Assessment

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12.5.	Externalizing Teaching
	12.5.1. Exchange Programs
	12.5.2. The Colaborative Network
12.6.	Internet and Traditional Education
	12.6.1. Challenges of Book-based Education
	12.6.2. Augmented Reality in Class
12.7.	New Teacher Role 4.0
	12.7.1. Energizing the Class
	12.7.2. Content Manager
12.8.	New Student Role 4.0
	12.8.1. Changing from Passive to Active Models
	12.8.2. Introducing Cooperative Models
	12.8.3. Content Creation for Teachers
	12.8.4. Interactive Materials
	12.8.5. Reference Sources
12.9.	New Learning Assessment
	12.9.1. Technology Product Evolution
	12.9.2. Students Elaborating Content
Mod	ule 13. Google GSuite for Education
13.1.	The Google Classroom
	13.1.1. History of Google
	13.1.2. Who Google is Today
	13.1.3. The Importance of Partnering with Google
	13.1.4. Catalogue of Google Apps
	13.1.5. Summary
13.2.	Google and Education
	13.2.1. Implication of Google in Education
	13.2.2. Application Procedures at Your Center
	13.2.2. Application Procedures at Your Center13.2.3. Versions and Types of Technical Support
	13.2.3. Versions and Types of Technical Support

13.3.	GSuite, Advanced Use
	13.3.1. Profiles
	13.3.2. Reports
	13.3.3. Role of Administrator
	13.3.4. Device Administration
	13.3.5. Security/safety
	13.3.6. Domains
	13.3.7. Data Migration
	13.3.8. Groups and Mailing Lists
	13.3.9. Privacy Policy and Data Protection
	13.3.10. Summary
13.4.	Tools for Information Search in the Classroom
	13.4.1. Google Search
	13.4.2. Advanced Information Search
	13.4.3. Integration of the Search Engine
	13.4.4. Google Chrome
	13.4.5. Google News
	13.4.6. Google Maps
	13.4.7. YouTube
	13.4.8. Summary
13.5.	Google Tools for Communication in the Classroom
	13.5.1. Introduction to Google Classroom
	13.5.2. Instructions for Teachers
	13.5.3. Instructions for Students
	13.5.4. Summary
13.6.	Google Classroom: Advanced Uses and Additional Component
	13.6.1. Advanced Uses of Google Classroom
	13.6.2. Flubaroo
	13.6.3. FormLimiter
	13.6.4. Autocrat
	13.6.5. Doctopus
	13.6.6. Summary

- 13.7. Tools for Organizing Information
 - 13.7.1. First Steps in Google Drive
 - 13.7.2. File and Folder Organization
 - 13.7.3. Share Files
 - 13.7.4. Storage
 - 13.7.5. Summary
- 13.8. Tools for Cooperative Working with Google
 - 13.8.1. Calendar
 - 13.8.2. Google Sheets
 - 13.8.3. Google Docs
 - 13.8.4. Google Presentations
 - 13.8.5. Google Forms
 - 13.8.6. Summary

Module 14. ICTs: Practical and Interactive Applications

- 14.1. New Technologies in Education
 - 14.1.1. The Educational Context 2.0
 - 14.1.2. Why use ICT?
 - 14.1.3. The Digital Competencies of Teachers and Students
 - 14.1.4. Summary
- 14.2. ICT in the Classroom and its Application
 - 14.2.1. Digital Book
 - 14.2.2. Digital Whiteboard
 - 14.2.3. Digital Backpack
 - 14.2.4. Mobile Devices
 - 14.2.5. Summary
- 14.3. ICT on the Web and its Application
 - 14.3.1. Information Browsing, Searching and Filtering
 - 14.3.2. Educational Software
 - 14.3.3. Guided Activities on the Internet
 - 14.3.4. Educational Blogs and Web Pages

- 14.3.5. Language and Literature Teacher's Wikis
- 14.3.6. Learning Platforms: Moodle and Schoology
- 14.3.7. Google Classroom
- 14.3.8. Google Docs
- 14.3.9. MOOCs
- 14.3.10. Summary
- 14.4. Social Networks and their applications in Teaching
 - 14.4.1. Introduction to Social Networks
 - 14.4.2. Facebook.
 - 14.4.3. Twitter
 - 14.4.4. Instagram
 - 14.4.5. LinkedIn
 - 14.4.6. Summary
- 14.5. New Classroom Methodologies
 - 14.5.1. Outlines, Concept, and Mind Maps
 - 14.5.2. Infographics
 - 14.5.3. Presentations and Moving Texts
 - 14.5.4. Creating Videos and Tutorials
 - 14.5.5. Gamification
 - 14.5.6. Flipped Classroom
 - 14.5.7. Summary
- 14.6. Designing Collaborative Activities
 - 14.6.1. Creation of Collaborative Activities
 - 14.6.2. Reading and Writing with ICT
 - 14.6.3. Expanding Dialogue and Reasoning Skills with ICTs.
 - 14.6.4. Attention to Group Diversity
 - 14.6.5. Scheduling and Monitoring of Activities
 - 14.6.6. Summary
- 14.7. ICT Assessment
 - 14.7.1. Assessment Systems with ICT
 - 14.7.2. e-Portfolio
 - 14.7.3. Self-Assessment, Peer Assessment and Feedback
 - 14.7.4. Summary

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	14.8.1. 14.8.2. 14.8.3. 14.8.4. My ICT 14.9.1. 14.9.2.	e Online Risks Filtering Information and Infoxication Online Distractors Activity Tracking Summary Resources Storage and Retrieval of Resources, Materials, and Tool Updating Resources, Materials, and Tools Summary	
Mod	ule 15.	ICTs in Academic Guidance	
15.1.	Technology in Education		
		History and Evolution of Technologies	
		New Challenges	
		Summary	
15.2.		ernet in Schools	
		History and First Years of the Internet	
		The Impact of the Internet on Education	
150		Summary	
15.3.		for Teachers and Students	
		Devices in the Classroom	
		The Electronic Whiteboard	
		Devices for Students	
		Tablet Computers	
		7 Ways to Use Mobile Devices in the Classroom Summary	
15.4.			
10.4.		Why Tutor Online?	
		Student Adaptation	
		Advantages and Disadvantages	
		Tutor Tasks	
		Implementation	
		Summary	
		*	

15.5.	Creativity in Schools			
	15.5.1.	Creativity in Schools		
	15.5.2.	Practical Lateral Thinking		
	15.5.3.	The First Technological Teachers		
	15.5.4.	The New Teacher Profile		
	15.5.5.	Summary		
15.6.	Parents and Teachers as Digital Migrants			
	15.6.1.	Digital Natives vs. Digital Migrants		
	15.6.2.	Technological Training for Digital Migrants		
	15.6.3.	Digital Native Development and Enhancement		
	15.6.4.	Summary		
15.7.	Using New Technologies Responsibly			
	15.7.1.	Privacy		
	15.7.2.	Data Protection		
	15.7.3.	Cyber Crime		
	15.7.4.	Summary		
15.8.	Addiction and Pathologies			
	15.8.1.	The Definition of Technology Addiction		
	15.8.2.	Avoiding Addiction		
	15.8.3.	How to Overcome Addiction?		
	15.8.4.	New Technology-induced Pathologies		
	15.8.5.	Summary		
15.9.	Some Projects and Experiences in Guidance and ICTs			
	15.9.1.	Introduction		
	15.9.2.	"My vocational e-portfolio" (MYVIP)		
	15.9.3.	MyWayPass. Free Online Platforms for Decision-Making		
	15.9.4.	At the Ring of a Bell		
	15.9.5.	Socio-school		
	15.9.6.	Orientaline		
	15.9.7.	Virtual Student Lounge		
	15.9.8.	Summary		

- 15.10. Some Digital Resources for Education Guidance
 - 15.10.1. Introduction
 - 15.10.2. Associations and Portals of Interest in the Field Guidance
 - 15.10.3. Blogs
 - 15.10.4. Wikis
 - 15.10.5. Professional Social Networks Academic and Occupational Guidance Institutions
 - 15.10.6. Facebook Groups
 - 15.10.7. Guidance Apps
 - 15.10.8. Interesting Hashtags
 - 15.10.9. Other ICT Resources
 - 15.10.10. Personal Learning Environments in Guidance: OrientaPLE

Module 16. Digital Identity and Branding

- 16.1. Digital Identity
 - 16.1.1. Definition of Digital Identity
 - 16.1.2. Managing Digital Identity in Teaching
 - 16.1.3. Scope of Application in Digital Identity
 - 16.1.4. Summary
- 16.2. Blogs
 - 16.2.1. Introduction to Teaching Blogs
 - 16.2.2. Blogs and Digital Identity
 - 16.2.3. Summary
- 16.3. Digital Identity Roles
 - 16.3.1. Student Digital Identity
 - 16.3.2. Teacher Digital Identity
 - 16.3.3. Summary
- 16.4. Branding
 - 16.4.1. What Digital Branding Is
 - 16.4.2. How Digital Branding Works
 - 16.4.3. Summary
- 16.5. How to Position Oneself in Digital Teaching
 - 16.5.1. Introduction to SEO
 - 16.5.2. Positioning a Blog
 - 16.5.3. Introduction to Personal Branding

- 16.5.4. Successful Cases of Teacher Branding
- 16.5.5. Typical Uses
- 16.5.6. Summary
- 16.6. Online Reputation
 - 16.6.1. Online Reputation vs. Real-world Reputation
 - 16.6.2. Online Reputation in Teaching
 - 16.6.3. Online Reputation Crisis Management
 - 16.6.4. Summary
- 16.7. Digital Communication
 - 16.7.1. Digital Communication
 - 16.7.2. Personal Communication and Digital Identity
 - 16.7.3. Corporate Communication and Digital Identity
 - 16.7.4. Teaching Communication Tools
 - 16.7.5. Teaching Communication Protocols
 - 16.7.6. Summary
- 16.8 Communication Tools
 - 16.8.1. Communication Plan
 - 16.8.2. Instant Messaging Managers
 - 16.8.3. E-mail
 - 16.8.4. The Digital Agenda on New Platforms
 - 16.8.5 Video Conferences
 - 16.8.6. Summary
- 16.9. ICT Assessment
 - 16.9.1. Assessment Systems with ICT
 - 16.9.2. The e-Portfolio
 - 16.9.3. Self-assessment, Peer Assessment, and Feedback
 - 16.9.4. Summary
- 16.10. Material Management Resources
 - 16.10.1. Storage and Retrieval of Resources, Materials, and Tools
 - 16.10.2. Updating Resources, Materials, and Tools
 - 16.10.3. Summary

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Module 17. Social Networks and Blogs in Teaching

- 17.1. Social Networks
 - 17.1.1. Origin and Evolution
 - 17.1.2. Social Networks for Teachers
 - 17.1.3. Strategy, Analytics and Content
 - 17.1.4. Summary
- 17.2. Facebook
 - 17.2.1. The Origin and Evolution of Facebook
 - 17.2.2. Facebook Pages for Teacher Outreach
 - 17.2.3. Groups
 - 17.2.4. Facebook Search and Databases
 - 17.2.5. Tools
 - 17.2.6. Summary
- 17.3. Twitter
 - 17.3.1. The Origin and Evolution of Twitter
 - 17.3.2. Twitter Profiles for Teacher Outreach
 - 17.3.3. Twitter Search and Databases
 - 17.3.4. Tools
 - 17.3.5. Summary
- 17.4. LinkedIn
 - 17.4.1. The Origin and Evolution of LinkedIn
 - 17.4.2. Teacher Profiles on LinkedIn
 - 17.4.3. LinkedIn Groups
 - 17.4.4. LinkedIn Search and Databases
 - 17.4.5. Tools
 - 17.4.6. Summary
- 17.5. YouTube
 - 17.5.1. The Origin and Evolution of YouTube
 - 17.5.2. YouTube Channels for Teacher Outreach
 - 17.5.3. Tool for YouTube
 - 17.5.4. Summary

- 17.6. Instagram
 - 17.6.1. The Origin and Evolution of Instagram
 - 17.6.2. Instagram Profiles for Teacher Outreach
 - 17.6.3. Tools
 - 17.6.4. Summary
- 17.7. Multimedia Content
 - 17.7.1. Photography
 - 17.7.2. Infographics
 - 17.7.3. Videos
 - 17.7.4. Live Videos
 - 17.7.5. Summary
- 17.8. Blogs and Social Network Management
 - 17.8.1. Basic Rules in Social Network Management
 - 17.8.2. Uses in Teaching
 - 17.8.3. Content Creation Tools
 - 17.8.4. Tools in Social Network Management
 - 17.8.5. Social Network Tricks
 - 17.8.6. Summary
- 17.9. Analytics Tools
 - 17.9.1. What to Analyze
 - 17.9.2. Google Analytics
 - 17.9.3. Summary
- 17.10. Communication and Reputation
 - 17.10.1. Source Management
 - 17.10.2. Communication Protocols
 - 17.10.3. Crisis Management
 - 17.10.4. Summary

Module 18. The Apple Environment in Education

- 18.1. Mobile Devices in Education
 - 18.1.1. M-learning
 - 18.1.2. A Problematic Decision
- 18.2. Why Choose an iPad for the Classroom?
 - 18.2.1. Technopedagogic Criteria
 - 18.2.2. Other Considerations
 - 18.2.3. Typical Objections
- 18.3. What Does My Center Need?
 - 18.3.1. Educational Philosophy
 - 18.3.2. "He Who Reads and Walks a Lot, Sees and Knows a Lot"
- 18.4. Designing Our Own Model
 - 18.4.1. Priorities
 - 18.4.2. Key Decisions
 - 18.4.2.1. Trolleys or 1:1 Ratio?
 - 18.4.2.2. What Model to Choose?
 - 18.4.2.3. IDP or TV? Neither?
 - 18.4.3. Plan
- 18.5. The Apple Educational Ecosystem
 - 18.5.1. Data Executive Prevention (DEP)
 - 18.5.2. Device Management Systems
 - 18.5.3. What Are Managed Apple IDs?
 - 18.5.4. Apple School Manager
- 18.6. Other Critical Factors in Development
 - 18.6.1. Technical Factors: Connectivity
 - 18.6.2. Human Factors: The Educational Community
 - 18.6.3. Organization
- 18.7. The Class in the Hands of the Teacher
 - 18.7.1. Teaching Management: Classroom and iDoceo
 - 18.7.2. iTunes U as a Virtual Learning Environment

18.8. Treasure Maps

- 18.8.1. Apple's Office Suite
 - 18.8.1.1. Pages
 - 18.8.1.2. Keynote
 - 18.8.1.3. Numbers
- 18.8.2. Multimedia Production Apps
 - 18.8.2.1. iMovie
 - 18.8.2.2. Garage Band
- 18.9. Apple and Emerging Methodologies
 - 18.9.1. Flipped Classroom Explain Everything and EdPuzzle
 - 18.9.2. Gamification: Kahoot Plickers
- 18.10. Everyone Can Program
 - 18.10.1. Swift Playgrounds
 - 18.10.2. Untimely Assessment

Module 19. Technological Innovation in Education

- 19.1. Advantages and Disadvantages of the use of Technology in Education
 - 19.1.1. Technology as a Means of Education
 - 19.1.2. Advantages of Use
 - 19.1.3. Inconveniences and Addictions
 - 19.1.4. Summary
- 19.2. Educational Neurotechnology
 - 19.2.1. Neuroscience
 - 19.2.2. Neurotechnology
 - 19.2.3. Summary
- 19.3. Programming in Education
 - 19.3.1. Benefits of Programming in Education
 - 19.3.2. Scratch Platform
 - 19.3.3 Confection of the First Hello World
 - 19.3.4. Commands, Parameters and Events
 - 19.3.5. Export of Projects
 - 19.3.6. Summary

tech 42 | Structure and Content

19.4.	Introduction to the Flipped Classroom			
	19.4.1.	On what is it based?		
	19.4.2.	Examples of use		
	19.4.3.	Video Recording		
	19.4.4.	YouTube		
	19.4.5.	Summary		
19.5.	Introduction to Gamification			
	19.5.1.	What is Gamification?		
	19.5.2.	Gamification Tools		
	19.5.3.	Success Stories		
	19.5.4.	Summary		
19.6.	Introduction to Robotics			
	19.6.1.	The Importance of Robotics in Education		
	19.6.2.	Arduino (Hardware)		
	19.6.3.	Arduino (Programming Language)		
	19.6.4.	Summary		
19.7.	Introduction to Augmented Reality			
	19.7.1.	What is AR?		
	19.7.2.	What are the Benefits in Education?		
	19.7.3.	Summary		
19.8.	How to Develop your own AR Applications?			
	19.8.1.	Professional Augmented Reality		
	19.8.2.	Unity/Vuforia		
	19.8.3.	Examples of use		
	19.8.4.	Summary		
19.9.	Samsung Virtual School Suitcase			
	19.9.1.	Immersive Learning		
	19.9.2.	The Backpack of the Future		
	19.9.3.	Summary		
19.10.	Tips and Examples of Use in the Classroom			
	19.10.1	. Combining Innovation Tools in the Classroom		
	19.10.2. Real Examples			
	19.10.3. Summary			

Module 20. ICT as a Management and Planning Tool

- 20.1. ICT Tools in the Center
 - 20.1.1. Disruptive Factors in ICTs
 - 20.1.2. ICT Objectives
 - 20.1.3. Good Practice in the Use of ICTs
 - 20.1.4. Criteria for Choosing Tools
 - 20.1.5. Data Protection
 - 20.1.6. Safety
 - 20.1.7. Summary
- 20.2. Communication
 - 20.2.1. Communication Plan
 - 20.2.2. Instant Messaging Managers
 - 20.2.3. Video Conferences
 - 20.2.4. Remote Device Access
 - 20.2.5. School Management Platforms
 - 20.2.6. Other Means
 - 20.2.7. Summary
- 20.3. E-mail
 - 20.3.1. E-mail Management
 - 20.3.2. Replying and Forwarding
 - 20.3.3. Signatures
 - 20.3.4. Classifying and Tagging Emails
 - 20.3.5. Rules
 - 20.3.6. Email Lists
 - 20.3.7. Aliases
 - 20.3.8. Advanced Tools
 - 20.3.9. Summary
- 20.4. Document Generation
 - 20.4.1. Word Processors
 - 20.4.2. Spreadsheets
 - 20.4.3. Forms
 - 20.4.4. Corporate Image Templates
 - 20.4.5. Summary

20.5. Task Management Tools 20.5.1. Task Management 20.5.2. Lists 20.5.3 Tasks 20.5.4. Notices 20.5.5. Approaches to Use 20.5.6. Summary 20.6 Calendar 20.6.1. Digital Calendars 20.6.2. Events 20.6.3. Meetings and Appointments 20.6.4. Invitations and Attendance Confirmation 20.6.5. Links to Other Tools 20.6.6. Summary 20.7 Social Networks 20.7.1. Social Networks and the Center 20.7.2. LinkedIn 20.7.3. Twitter 20.7.4. Facebook 20.7.5. Instagram 20.7.6. Summary 20.8 Introduction and Parameter Setting for Alexia 20.8.1. What is Alexia? 20.8.2. Applying and Registering the Center on the Platform 20.8.3. Alexia: First Steps 20.8.4. Alexia: Technical Support

20.8.5. Center Configuration

20.8.6. Summary

20.9. Licensing and Administrative Management on Alexia 20.9.1. Access Permission 20.9.2. Roles 20.9.3. Billing 20.9.4. Sales 20.9.5. Formative Cycles 20.9.6. Extracurricular Activities and Other Services 20.9.7. Summary 20.10. Alexia Teacher Training 20.10.1. Areas (Subjects) 20.10.2. Assessing 20.10.3. Taking Attendance 20.10.4. Agenda/Calendar 20.10.5. Communication 20.10.6. Interviews 20.10.7. Sections 20.10.8. Students 20.10.9. Birthdays 20.10.10. Links 20 10 11 Mobile APP 20.10.12. Uses 20.10.13. Summary



A unique, key, and decisive Advanced
Master's Degree experience to boost your professional development"



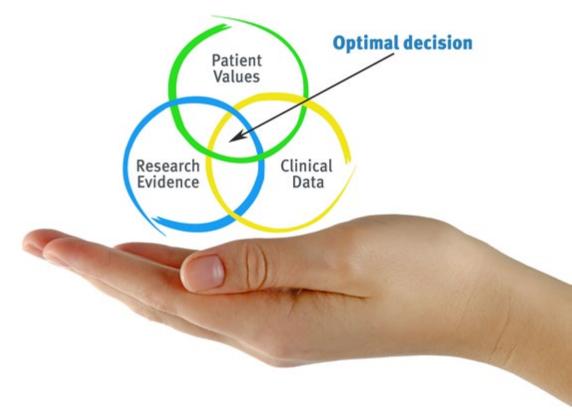


tech 46 | Methodology

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.



Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method"

The effectiveness of the method is justified by four fundamental achievements:

- Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
- 2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
- **3.** Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
- **4.** Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



tech 48 | Methodology

Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.

Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



Methodology | 49 tech

At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

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

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

The overall score obtained by our learning system is 8.01, according to the highest international standards.

tech 50 | Methodology

This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Educational Techniques and Procedures on Video

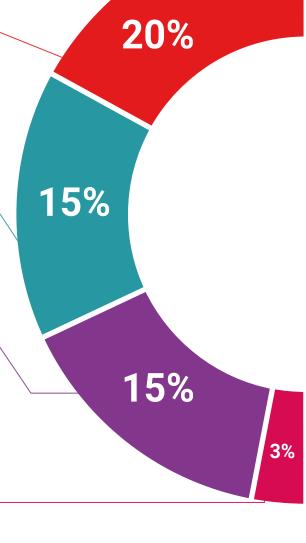
TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

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

This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".





Additional Reading

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

Expert-Led Case Studies and Case Analysis Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations:

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Testing & Retesting

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

a clear and direct way to achieve the highest degree of understanding.



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

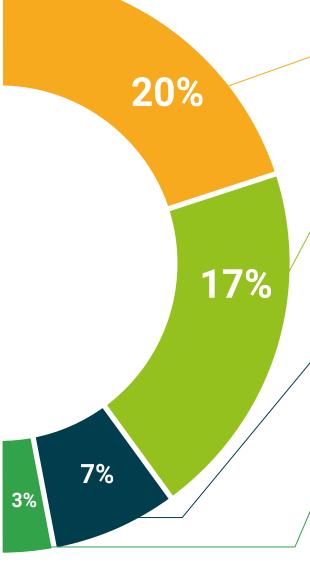
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

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









tech 54 | Certificate

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

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

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

Advanced Master's Degree in Advanced Master's Degree in Digital Education and Gamification

This is a program of 3,000 hours of duration equivalent to 120 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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

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

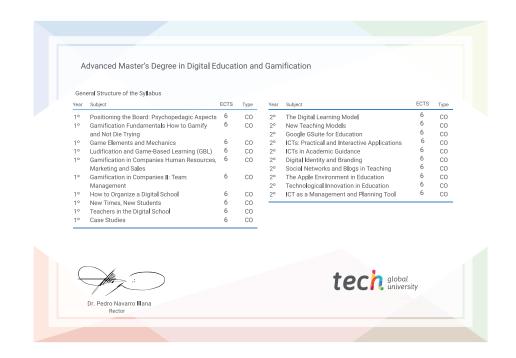
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: Advanced Master's Degree in Advanced Master's Degree in Digital Education and Gamification

Modality: online

Duration: 2 years

Accreditation: 120 ECTS



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

tech global university **Advanced Master's**

Advanced Master's Degree
Digital Education and Gamification

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Global University
- » Credits: 120 ECTS
- » Schedule: at your own pace
- » Exams: online

