

Advanced Master's Degree

Digital Education and Gamification





Advanced Master's Degree Digital Education and Gamification

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

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

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01

Introduction

Technology has burst into the educational world, bringing with it numerous changes and a major rethinking of the usual teaching systems. And yet, this is only a relatively short advance compared to those that are about to make headway in learning systems. The use of alternative teaching systems, which incorporate the new advances in an organic way and not only as mere support, which are more connected to the real technological situation and how new generations learn, fully synchronized with the new advances, is a requirement that every teacher will have to master.





TECH's Advanced Master's Degree in Digital Education and Gamification will allow students to acquire the most up-to-date knowledge in this unstoppable technological advance; a specialization of greater intensity, duration and educational impact, created to provide a highly qualified response to the most demanding professionals"

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"

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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 Technological University”

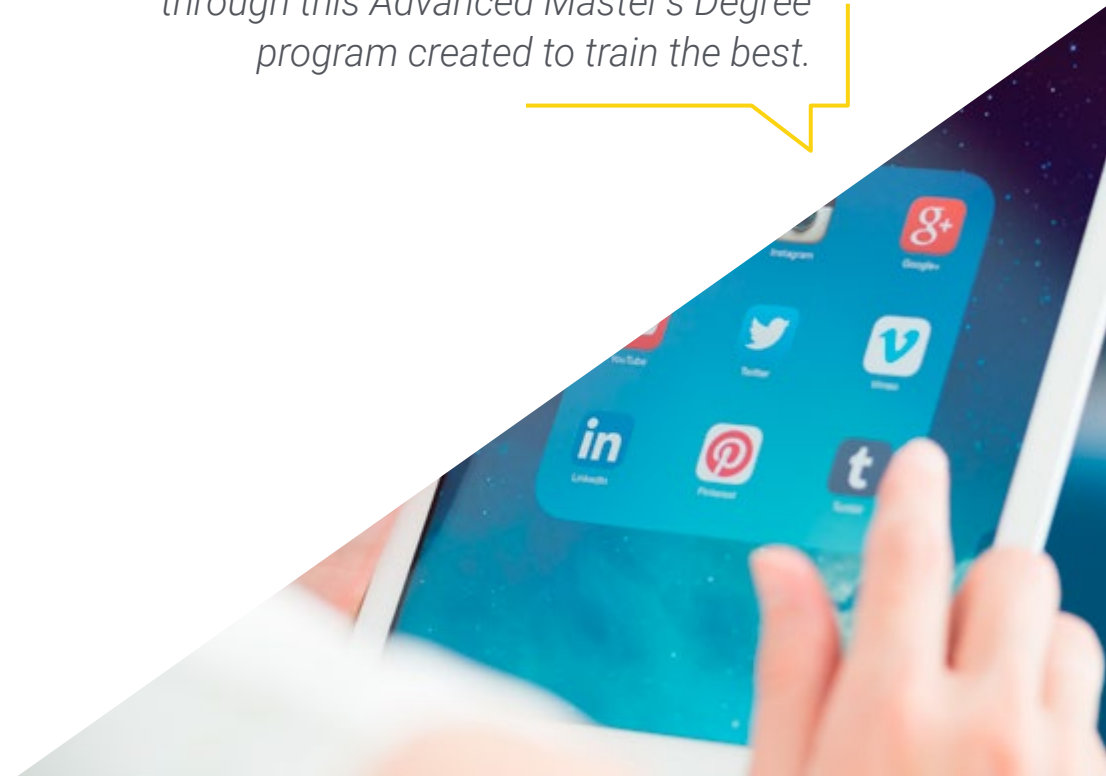
The program's teaching staff includes professionals from the sector who contribute their work experience to this training program, as well as renowned specialists from leading societies and prestigious universities.

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.



02

Objectives

This Advanced Master's Degree in Digital Education and Gamification is designed to offer a comprehensive, detailed and updated vision of the new techniques used in Digital Education and Gamification as a key objective of the new education. Our goal is to train you with the best quality in the teaching market, thus ensuring your professional growth toward excellence.



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This Advanced Master's Degree has been designed so you can acquire or update knowledge of Digital Education and Gamification, with the use of the latest educational technology, achieving in a fluid, efficient and safe way the ability to create, supervise and work with the most avant-garde techniques"



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

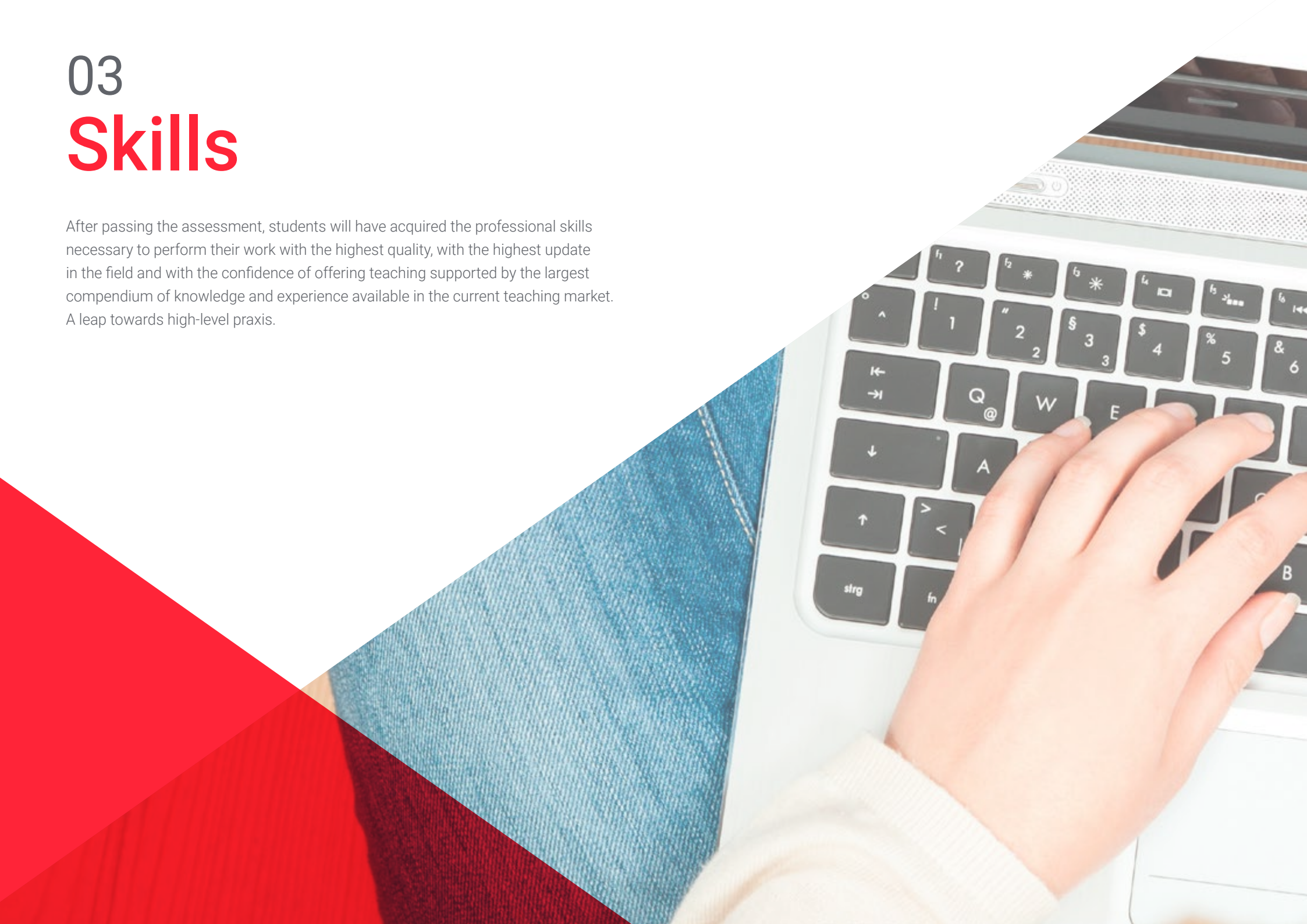
- ♦ Pay special attention to assessment and the processes involved, in order to increase the quality of professional praxis and performance
- ♦ Introduce students to the vast world of games from a perspective applied to the field of education, so they are aware of the different contributions and implications 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

- ♦ 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

- ♦ 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

03 Skills

After passing the assessment, students will have acquired the professional skills necessary to perform their work with the highest quality, with the highest update in the field and with the confidence of offering teaching supported by the largest compendium of knowledge and experience available in the current teaching market. A leap towards high-level praxis.





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This Advanced Master's Degree in Digital Education and Gamification will propel you to the highest levels of work in the field, with the qualifications and skills of the most up-to-date experts"



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

- ◆ 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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Become part of the elite with this training given by the best trained experts today and boost your competitiveness with an unbeatable CV”

04

Course Management

The program includes in its teaching staff renowned experts in Digital Education and Gamification who have contributed their work experience to this specialization. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner. A teaching staff of specialists chosen for their professional trajectory and teaching capacity that will allow you to learn from the direct experience of the best in the sector.





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Learn from the best with this exceptional and extensive teaching staff made up of the best professionals in the sector, which will allow you to learn from the direct experience of the most renowned specialists in all areas of Digital Education and Gamification”

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

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)





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

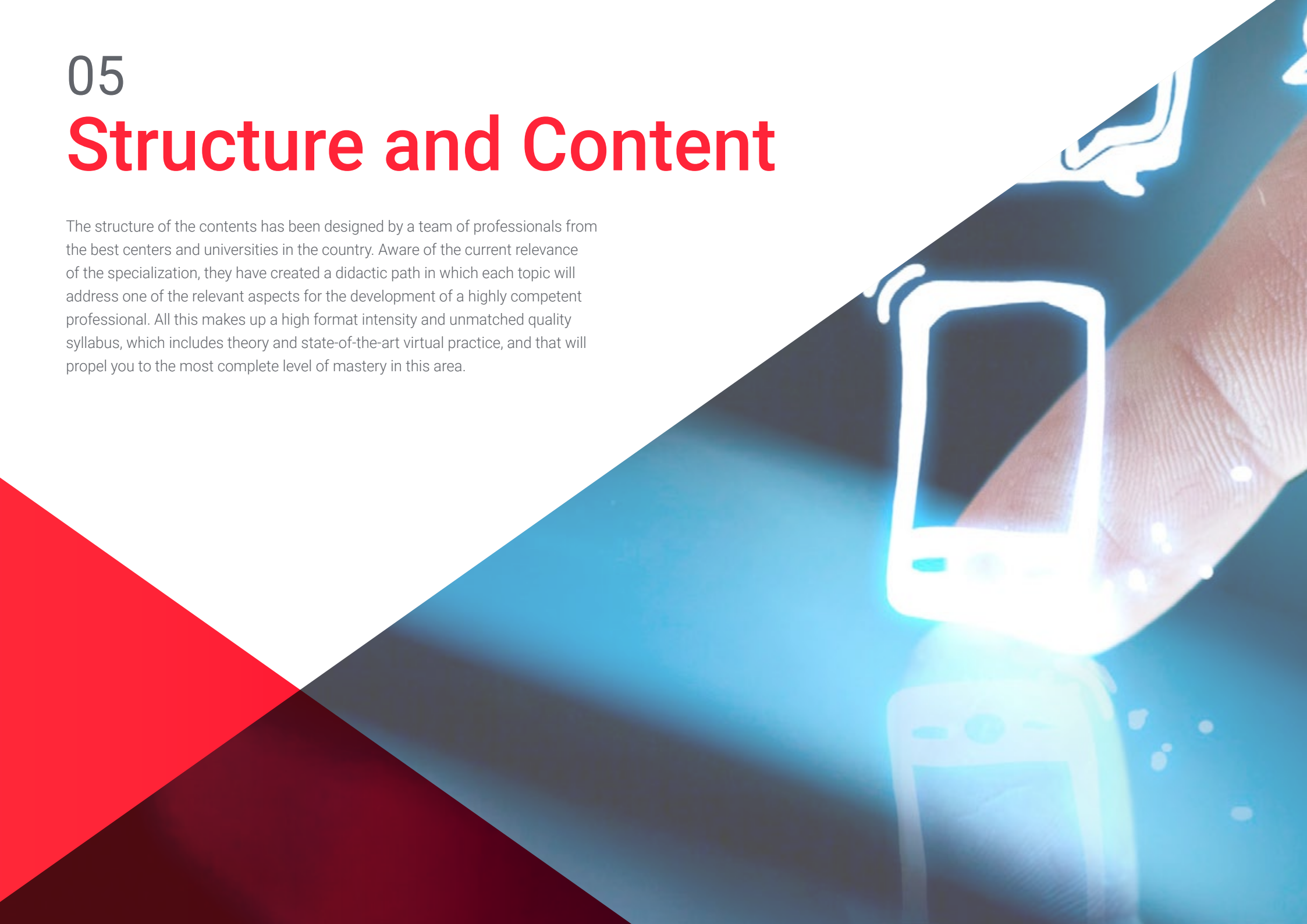
Mr. Gris Ramos, Alejandro

- ♦ 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

05

Structure and Content

The structure of the contents has been designed by a team of professionals from the best centers and universities in the country. Aware of the current relevance of the specialization, they have created a didactic path in which each topic will address one of the relevant aspects for the development of a highly competent professional. All this makes up a high format intensity and unmatched quality syllabus, which includes theory and state-of-the-art virtual practice, and that will propel you to the most complete level of mastery in this area.



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This Advanced Master's Degree is an incomparable opportunity to obtain, in a single specialization, all the necessary knowledge in Digital Education and Gamification”

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. Therapeutic 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



- 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

- 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
 - 4.2.2. Game Elements
 - 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

- 4.8. Once Upon a Time in America, Magic TCGs and Ameritrash
 - 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

- 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 Importance of a Good Foundation: Development
 - 7.7.1. Connectivity
 - 7.7.2. Humans: The Educational Community
 - 7.7.3. Organization
 - 7.7.4. Training
- 7.8. Why Choose an iPad for the Classroom?
 - 7.8.1. Technopedagogic Criteria
 - 7.8.2. Other Considerations
 - 7.8.3. Typical Objections
- 7.9. Treasure 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. Assessment 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

- 8.9. Giving Feedback
 - 8.9.1. Skills Assessment
 - 8.9.2. Self-assessment and Co-assessment
 - 8.9.3. Gamified Hetero Assessment
- 8.10. Playable Demos
 - 8.10.1. In the Classroom
 - 8.10.2. At Home
 - 8.10.3. Board Games

Module 9. Teachers in the Digital School

- 9.1. Rethinking 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 Inefficiency 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 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. 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. Teacher 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. Families and Schools: Breeding 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 Environment
 - 9.9.3. Family School Communication Platforms
- 9.10. Teaching 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
 - 9.10.4. 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
- 10.6. Playing with History Part I. Creating Games to Learn in Class: Cour Des Miracles (Court of Miracles)
- 10.7. 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

- 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

Module 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
 - 13.2.3. Versions and Types of Technical Support
 - 13.2.4. First Steps with the Management Console GSuite
 - 13.2.5. Users and Groups
 - 13.2.6. Summary
- 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 Components
 - 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

- 14.8. Possible Online Risks
 - 14.8.1. Filtering Information and Infocication
 - 14.8.2. Online Distractors
 - 14.8.3. Activity Tracking
 - 14.8.4. Summary
- 14.9. My ICT Resources
 - 14.9.1. Storage and Retrieval of Resources, Materials, and Tools
 - 14.9.2. Updating Resources, Materials, and Tools
 - 14.9.3. Summary

Module 15. ICTs in Academic Guidance

- 15.1. Technology in Education
 - 15.1.1. History and Evolution of Technologies
 - 15.1.2. New Challenges
 - 15.1.3. Summary
- 15.2. The Internet in Schools
 - 15.2.1. History and First Years of the Internet
 - 15.2.2. The Impact of the Internet on Education
 - 15.2.3. Summary
- 15.3. Devices for Teachers and Students
 - 15.3.1. Devices in the Classroom
 - 15.3.2. The Electronic Whiteboard
 - 15.3.3. Devices for Students
 - 15.3.4. Tablet Computers
 - 15.3.5. 7 Ways to Use Mobile Devices in the Classroom
 - 15.3.6. Summary
- 15.4. Online Tutoring
 - 15.4.1. Why Tutor Online?
 - 15.4.2. Student Adaptation
 - 15.4.3. Advantages and Disadvantages
 - 15.4.4. Tutor Tasks
 - 15.4.5. Implementation
 - 15.4.6. 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

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

- 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"

06

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





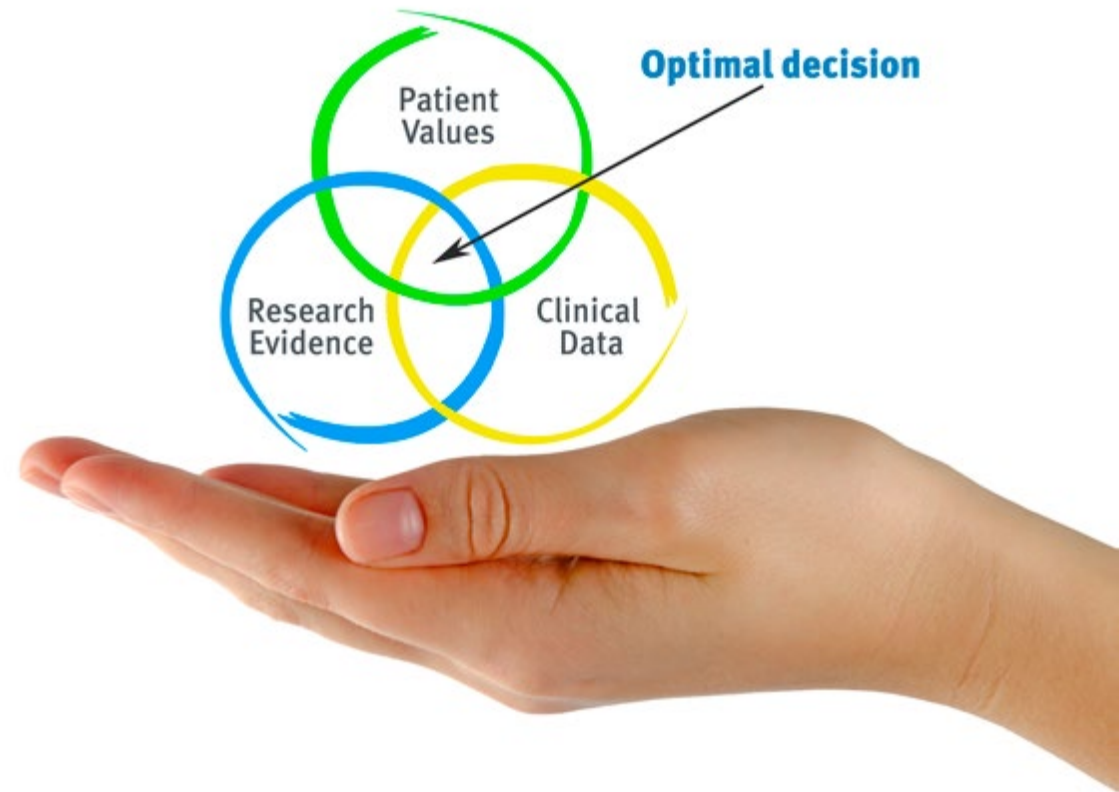
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH 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:

1. 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.



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.

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.



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

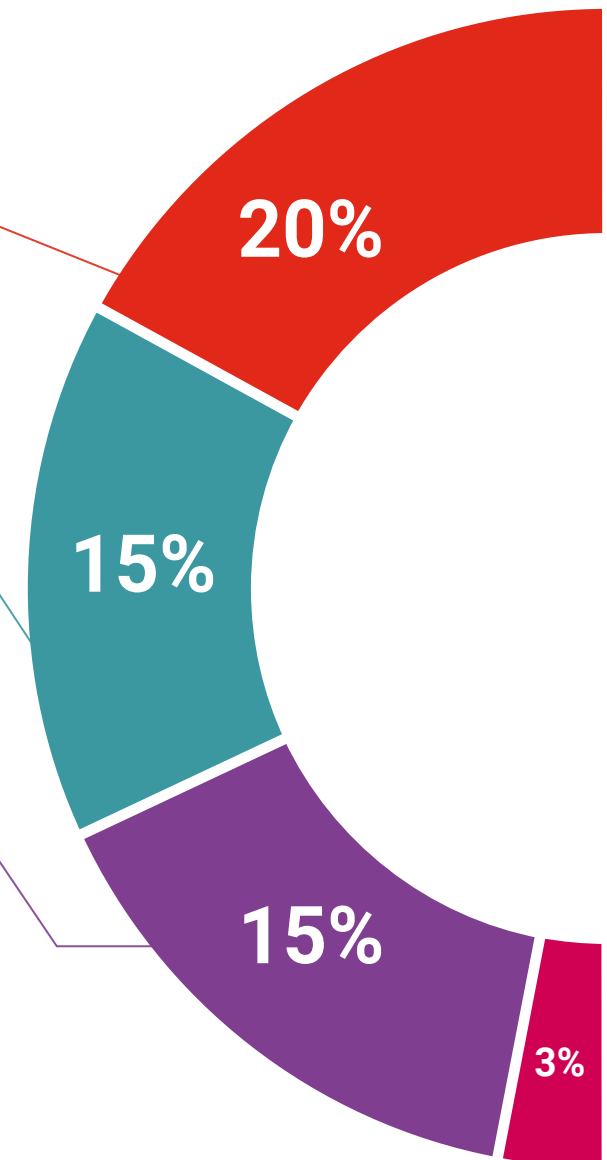
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

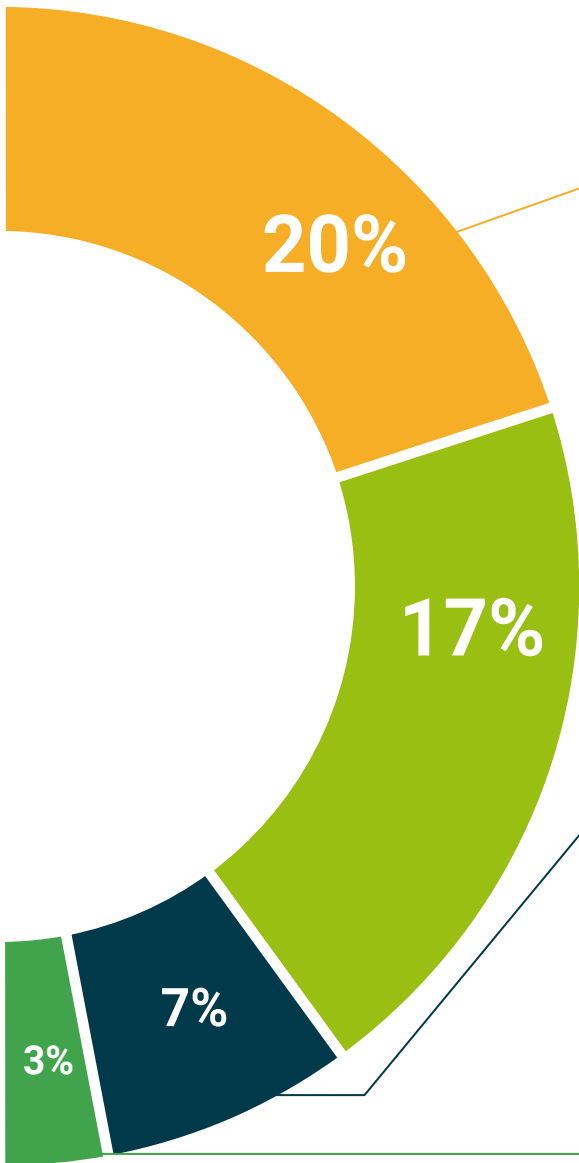
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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



Testing & Retesting

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



Classes

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

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



Quick Action Guides

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



07

Certificate

The Advanced Master's Degree in Digital Education and Gamification guarantees you, in addition to the most rigorous and up-to-dated training, access to a Advanced Master's Degree issued by TECH Technological University.



“

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

This **Advanced Master's Degree in Digital Education and Gamification** contains the most complete and up-to-date program on the market.

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

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Advanced Masters Degree, and will meet the requirements commonly demanded by labor exchanges, competitive examinations, and professional from career evaluation committees.

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

Official N° of hours: **3,000 h.**



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

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



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

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Advanced Master's Degree Digital Education and Gamification

