

Postgraduate Certificate Flipped Classroom and New Learning Methodologies





Postgraduate Certificate Flipped Classroom and New Learning Methodologies

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/pk/education/postgraduate-certificate/flipped-classroom-new-learning-methodologies

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01

Introduction

The Flipped Classroom model is a great opportunity for innovation, both inside and outside the classroom, because it brings together pedagogy and technology. And all this without renouncing problem-solving, student creativity, the search for talent, the promotion of cooperation and the work of inclusion.





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This Postgraduate Certificate in Flipped Classroom and New Learning Methodologies will generate a sense of confidence in the performance of your profession, which will help you grow personally and professionally"

This program will serve to discover and learn how to work with one of the most powerful alternatives to the traditional or master class, along with other active learning methodologies. Its possibilities and the results obtained, together with the use of ICT and student-based teaching, make this model an innovative bet for the future, since it increases the time spent in the classroom and its use, with the student becoming the protagonist of his or her learning.

This program, therefore, is intended to be a starting point for all those teachers who believe that another school and another way of teaching is possible.

The teacher will not only be qualified for professional performance in the classroom, but will also be able to propose educational innovations to improve the quality of teaching, increasing student motivation.

This is an advance over the eminently pedagogical programs, focused on teaching, which do not address in depth the educational context and the characteristics of the student body as central axes, without forgetting the role of teaching innovation.

This vision allows a better understanding of the functioning of the technology center from different areas, so that the professional can have different options for application in jobs according to his or her interest.

This **Postgraduate Certificate in Flipped Classroom and New Learning Methodologies** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ Development of more than 75 case studies presented by experts in the field of Flipped Classroom and New Learning Methodologies
- ♦ The graphic, schematic, and eminently practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice.
- ♦ New developments in Flipped Classroom and New Learning Methodologies.
- ♦ It contains practical exercises where the self-evaluation process can be carried out to improve learning
- ♦ With special emphasis on innovative methodologies in the following areas Flipped Classroom and New Learning Methodologies
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Update your knowledge through the Postgraduate Certificate in Flipped Classroom and New Learning Methodologies"

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This Postgraduate Certificate may be the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge in Flipped Classroom and New Learning Methodologies, you will obtain a Postgraduate Certificate from TECH Technological University"

It includes in its teaching staff professionals belonging to the field of Flipped Classroom and new learning methodologies, who pour into this program the experience of their work, in addition to recognized specialists belonging to reference 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 program to train in real situations.

The design of this program is based on Problem-Based Learning, by means of which the educator must try to solve the different professional practice situations that arise throughout the program. For this, the educator will be assisted by an innovative interactive video system, developed by recognized experts in the field of *Flipped Classroom* and New Learning Methodologies with extensive teaching experience.

Increase your confidence in decision making by updating your knowledge through this Postgraduate Certificate.

Take the opportunity to learn about the latest advances in Flipped Classroom and New Learning Methodologies and improve the education of your students.



02

Objectives

The Postgraduate Certificate in Flipped Classroom and New Learning Methodologies is oriented to facilitate the performance of the professional dedicated to cooperative learning and other methodologies.





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This Postgraduate Certificate is designed to help you update your knowledge in Flipped Classroom and New Learning Methodologies, with the use of the latest educational technology, to contribute with quality and security to the decision making and monitoring of your students"



General Objectives

- ♦ Changing the conception of time and space in the classroom
- ♦ Discover the new role of the teacher and his attitude towards methodological change
- ♦ Incorporate new methodologies focused on cooperation, innovation and problem solving
- ♦ Learning tools and their application in a didactic sequence
- ♦ Evaluate, co-evaluate and self-evaluate using digital tools and rubrics
- ♦ Designing a Flipped Classroom
- ♦ Understand the importance of active learning methodologies in the Flipped Classroom and how the Flipped Classroom helps to improve other methodologies
- ♦ Know what the Flipped Classroom Model is
- ♦ Understand its integration in the methodological change of education
- ♦ Analyze the strengths of the model, possible difficulties and how to solve them
- ♦ Learn tools and their use for creating videos and material for use in the Flipped Classroom
- ♦ Know and discover the game and gamification as a way of learning linked to the Flipped Classroom



Flipped classroom





Specific Objectives

- ♦ Know the principles of the Flipped Classroom
- ♦ Understand the importance of the new role of the teacher in the classroom
- ♦ Understand the role of students and families within the Flipped Classroom model
- ♦ Discover the benefits of the Flipped Classroom with the diversities of the classroom.
- ♦ Identify the differences between traditional teaching and the Flipped Classroom.
- ♦ Test the link between the Flipped Classroom model and Bloom's Taxonomy.
- ♦ Know what cooperative learning is
- ♦ Visualize the problems presented and their solutions
- ♦ Creating a cooperative context
- ♦ Know the three pillars of cooperative learning; positive interdependence, individual responsibility and equitable participation
- ♦ Understand when I have to use one cooperation pattern or the other
- ♦ Know some simple and complex CA techniques
- ♦ Know different types of evaluation

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Take the opportunity and take the step to get up to speed on the latest developments in Flipped Classroom management and New Learning Methodologies"



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03

Course Management

The program includes in its teaching staff reference specialists in Flipped Classroom and new learning methodologies, who pour into this program the experience of their work. In addition, other specialists of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary manner.



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Learn from reference professionals, the latest advances in procedures in the field of Flipped Classroom and New Learning Methodologies”

International Guest Director

Dr. Stephanie Doscher is an internationally renowned educational leader, recognized for her influence in the field of global learning and comprehensive internationalization. As Director of the Office of Collaborative Online International Learning (COIL) at Florida International University (FIU), she has forged a pioneering path in creating inclusive and accessible educational strategies for all students.

With a focus on leadership and organizational change, Dr. Doscher is recognized for her ability to facilitate meaningful transformations in educational settings. In addition, her emphasis on connection, collaboration, communication, and continuous improvement underscores her commitment to educational excellence and her vision of accessible global learning for all students.

Doscher's research interests encompass teaching and assessment strategies for global learning, as well as the intersection between global learning, comprehensive internationalization, social innovation, and inclusive excellence. His recent work focuses on the relationship between diversity and knowledge production through the online COIL exchange.

In fact, he has a prolific academic output, with multiple articles in renowned journals such as the Journal of International Students, EAIE Forum, and the International Association of Universities' Handbook of Internationalisation of Higher Education. She has also participated in presentations at various international conferences and workshops, enriching the academic dialogue on global education.

Likewise, her contributions as co-author of works such as "The Guide to COIL Online Exchange" and "Making Global Learning Universal: Promoting Inclusion and Success for All Students", have consolidated her position as a leading expert in the global education field. Both manuals have served to engage university students in collaborative global learning problem solving. Not to mention her prominent role as host of the podcast "Making Global Learning Universal".



Dr. Doscher, Stephanie

- ♦ Member of the Center for Leadership at FIU
- ♦ Global Learning Specialist
- ♦ Ph.D. in Educational Administration and Supervision from FIU
- ♦ Professional Master's Degree in Secondary Education from Western Washington University
- ♦ Member of:
 - ♦ Association of American Colleges and Universities (AAC&U)
 - ♦ American Evaluation Association (AEA)
 - ♦ American International Education Association (AIEA)
 - ♦ Comparative and International Education Society (CIES)

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

Management



Dr. 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



Professors

Dr. Albiol Martín, Antonio

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

Dr. Azorín López, Miguel Ángel

- ♦ Teacher specialized in Physical Education
- ♦ Expert in the Flipped Classroom (level I Flipped Learning and level I Trainer Flipped Learning, TOP-100 Flipped Learning Worldwide Teachers)

Dr. Cabezuelo Doblaré, Álvaro

- ♦ Psychologist expert in Digital Identity and Master' s Degree in Communication, Digital Marketing and Social Networks.
- ♦ Teacher of Digital Identity, Social Media Manager in a Communication Agency and a Teacher in Aula Salud.

Dr. De la Serna, Juan Moisés

- ♦ PhD in Psychology and Professional Master's Degree in Neurosciences and Behavioral Biology
- ♦ Author of the Cátedra Abierta de Psicología y Neurociencias and scientific disseminator.

04

Structure and Content



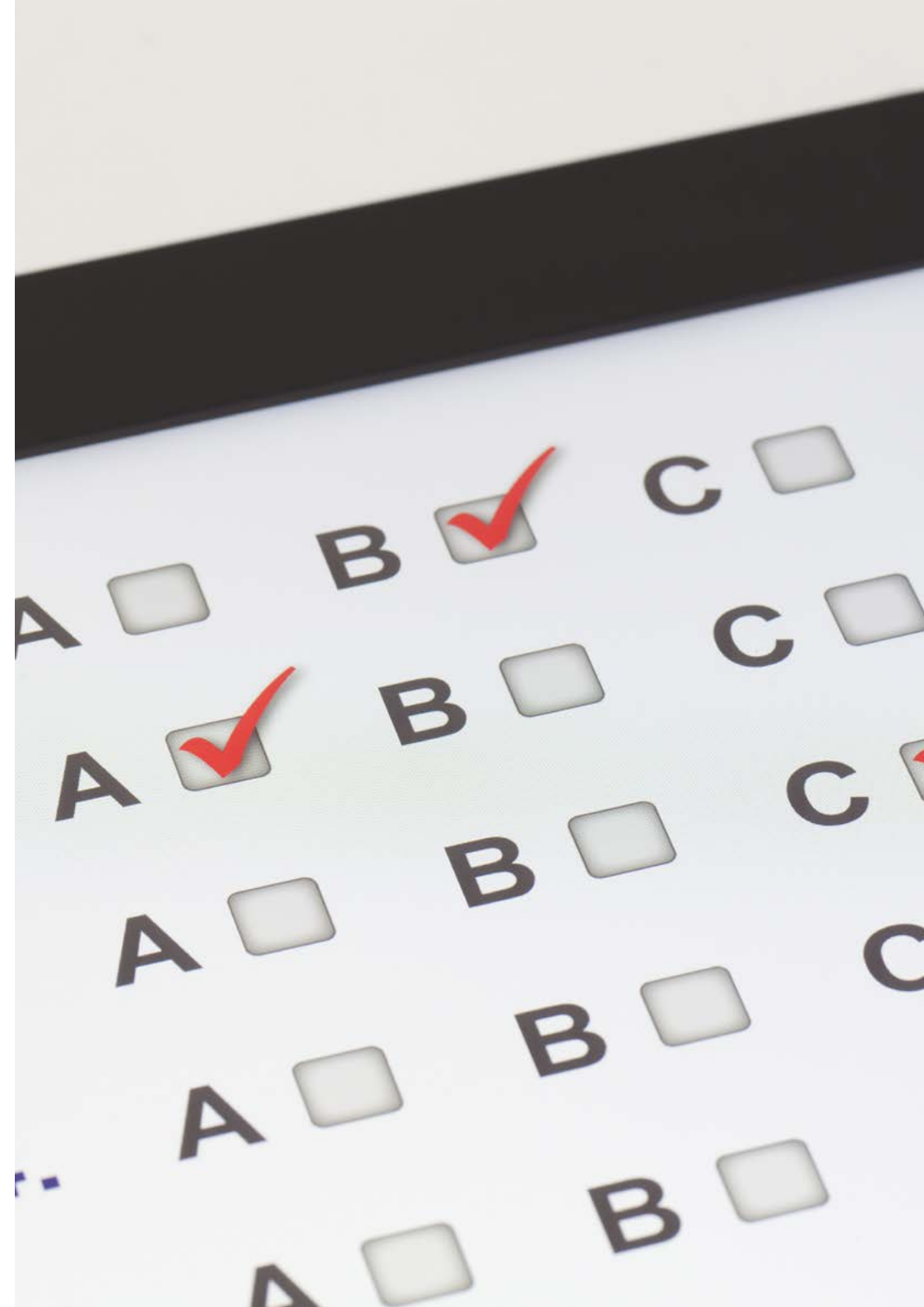


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This Postgraduate Certificate in Flipped Classroom and New Learning Methodologies is the most comprehensive and up-to-date program on the market"

Module 1. What Is the Flipped Classroom Model?

- 1.1. The Flipped Classroom Model
 - 1.1.1. Concept
 - 1.1.2. History
 - 1.1.3. What Is It and How Does It Work?
- 1.2. The New Role of the Teacher in the Flipped Classroom Model
 - 1.2.1. The New Role of the Teacher
 - 1.2.2. Classroom Work
- 1.3. The Role of Students in the Flipped Classroom Model
 - 1.3.1. New Student Learning
 - 1.3.2. Homework in Class, Lessons at Home
- 1.4. Involvement of Families in the Flipped Classroom Model
 - 1.4.1. Family Participation
 - 1.4.2. Communication with Parents
- 1.5. Differences between the Traditional Model and the Flipped Classroom Model
 - 1.5.1. Traditional Classroom vs Inverted Classroom
 - 1.5.2. Working Hours
- 1.6. The Personalization of Teaching.
 - 1.6.1. What Is Personalized Learning?
 - 1.6.2. How to Personalize Learning?
 - 1.6.3. Examples of Learning Personalization
- 1.7. Attention to Diversity in the Flipped Classroom Model
 - 1.7.1. What Is Attention to Diversity?
 - 1.7.2. How Does the FC Model Help Us to Put Diversity Care into Practice?
- 1.8. Benefits of the Flipped Classroom Model
 - 1.8.1. Flexibility of Students in Their Learning
 - 1.8.2. Advance Content
 - 1.8.3. Learning Environment around the Students
 - 1.8.4. Collaboration Among Students
 - 1.8.5. Extra Time Outside the Classroom
 - 1.8.6. More Time for Personalized Attention to Students
- 1.9. The Relationship of Bloom's Taxonomy to the Flipped Classroom Model
 - 1.9.1. What Is a Taxonomy?
 - 1.9.2. History
 - 1.9.3. Levels and Examples
 - 1.9.4. Table of Verbs



Module 2. Initiation of the Model Together with New Cooperative Learning Methodologies

- 2.1. Flipped Classroom and Cooperative Learning
 - 2.1.1. What Is Cooperative Learning?
 - 2.1.2. Problems in Implementing Cooperative Learning
- 2.2. We Group Our Students
 - 2.2.1. We Design the Groupings
 - 2.2.2. Arrangement, Distribution and Placement of Students in Equipment
- 2.3. Creating a Cooperative Class
 - 2.3.1. Rules in the Cooperative
 - 2.3.2. Cooperative Roles
- 2.4. The Three Pillars of Cooperative Learning
 - 2.4.1. Positive Interdependence
 - 2.4.2. Individual Responsibility
 - 2.4.3. Equal Participation
- 2.5. Patterns of Cooperation for an Inverted Classroom
 - 2.5.1. Group Work
 - 2.5.2. Group and Individual Work
 - 2.5.3. Group and Individual Work
 - 2.5.4. Individual Work
- 2.6. Simple Cooperative Techniques
 - 2.6.1. Three-Minute Stop
 - 2.6.2. Cooperative Twitter
- 2.7. Complex Cooperative Techniques
 - 2.7.1. *Jigsaw* or Puzzle
 - 2.7.2. Research Groups
- 2.8. Assessment
 - 2.8.1. Teacher Assessment
 - 2.8.2. Self-Assessment
 - 2.8.3. Co-Assessment

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



05

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 Methodology

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.

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

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

1. 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.



06

Certificate

The Postgraduate Certificate in Flipped Classroom and New Learning guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



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

This **Postgraduate Certificate in Flipped Classroom and New Learning Methodologies** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via tracked delivery.

The certificate issued by **TECH Technological University** will reflect the qualification obtained through the Postgraduate Certificate, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Certificate in Flipped Classroom and New Learning Methodologies**

Official N° of Hours: **150 h.**



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

future

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guarantee accreditation teaching

institutions technology learning

community commitment

tech technological
university

personalized service innovation

knowledge present

online training

development languages

virtual classroom

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