

# Postgraduate Certificate Teletrainers





## Postgraduate Certificate Teletrainers

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Global University
- » Credits: 12 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/education/postgraduate-certificate/teletrainers](http://www.techtute.com/us/education/postgraduate-certificate/teletrainers)

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# 01

# Introduction

Teletraining or e-learning, refers to the actions related to training that is carried out over the Internet, not being subject to attendance or physical formats like traditional schooling. It is a learning modality that improves the quality of teaching and the acquisition of knowledge, since it results in higher performance. For this reason, TECH has developed this program in Teletrainers which provides a syllabus developed by experts in the field with the intention of providing students with the necessary tools to develop the various skills required for this specialization, with special emphasis on the mastery of the digital environment and the development of telematic educational programs.





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*Guarantee a professional teaching development aimed at the management of digital sources for teaching use and an optimal communication in digital networks for pedagogical purposes thanks to this Postgraduate Certificate"*

Teletraining or e-learning, refers to the actions related to training that is carried out over the Internet, not being subject to attendance or physical formats like traditional schooling. This is a learning modality that improves the quality of teaching and the acquisition of knowledge, since it results in higher performance, appropriate to the pace of life of today's society.

In this sense, TECH has developed this Postgraduate Certificate in Teletrainers, comprising a syllabus prepared by experts in the field with the intention of providing students with the necessary tools to develop the various skills required for this specialization.

It is a specific professional orientation for which the student needs to master the digital environment with skill, so the program delves into the information and communication technologies for education, acquiring skills and digital knowledge necessary to complement the pedagogical and methodological skills appropriate to the current digital context.

It is a Postgraduate Certificate carefully prepared by experts in the sector, whose content will drive the student towards the achievement of objectives, applying ICT as an educational tool. It also includes a module focused on the design and management of educational programs, so that the student learns about the different possible planning levels, acquiring the skills that will allow them to carry out successful telematic educational programs.

In addition, this Postgraduate Certificate is 100% online, which allows TECH students to balance their personal and professional life with their studies, since it is only necessary to have an electronic device with an Internet connection to access the content when, how and where they want.

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

- ♦ The development of practical case studies presented by experts
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*You will be able to create online teaching materials using digital tools that promote learning and safety in the digital environment for the correct use of ICT in the classroom"*

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*Learn to manage and create a digital identity according to the context, being aware of the importance of the digital trail and the possibilities that ICT offer to the world of e-learning”*

The program includes, in its teaching staff, professionals from the sector who bring to this program the experience of their work, in addition to specialists from prestigious reference societies and universities.

Its multimedia content, developed with the latest educational technology, will allow professionals to learn in a situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to prepare in real situations.

The design of this program focuses on Problem-Based Learning, by means of which professionals must try to solve the different professional practice situations that are presented to them throughout the academic year. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

*With this program you will be able to generate and apply ICT correctly, implementing online educational tools in a satisfactory way.*

*Expand your knowledge of e-learning when, where and how you want by taking this 100% online program.*



# 02

# Objectives

This program aims to enable the student to acquire the necessary skills and develop professionally in the field of telematics pedagogy, in the specialty of teletrainer. To achieve this, TECH proposes an intensive syllabus with the best content, so that students acquire the necessary skills in a short time and in a successful way, acquiring the necessary digital competences and knowledge that are complemented by the pedagogical methodological skills appropriate to the current online context. In this way, throughout the program, professionals will acquire the tools that will catapult them towards excellence in their professional work.







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*Combining the different ICT in the School as an Educational tool will be one of your objectives to achieve in this program”*



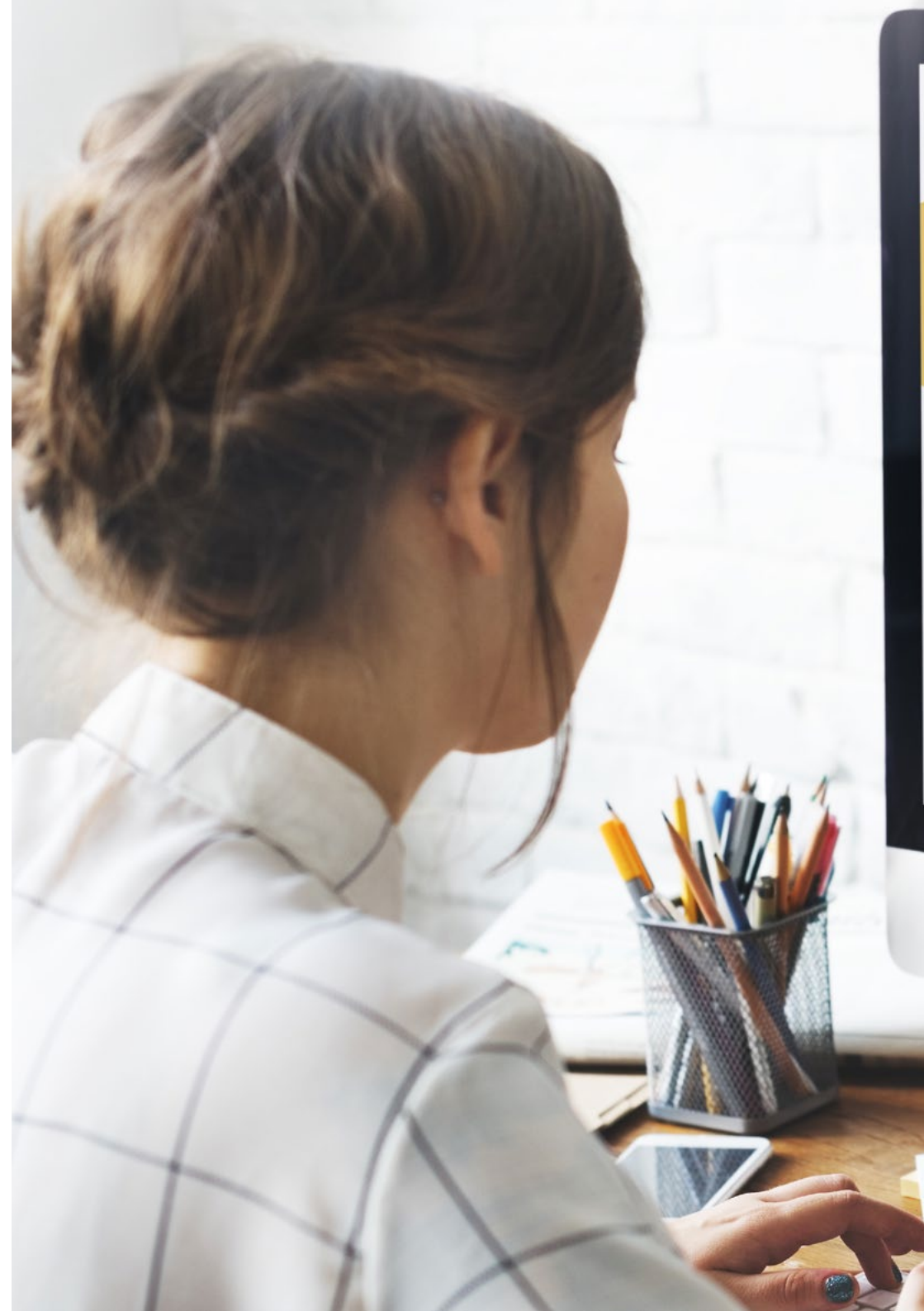
## General Objectives

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- ♦ Learn to teach and guide teaching to each student according to their individual conditions
- ♦ Achieve the skills to work with the different ICTs
- ♦ Know and understand the elements, processes and values of education and their impact on comprehensive education
- ♦ Know how to structure information in an adequate way that allows students to assimilate knowledge correctly
- ♦ Understand the importance of professional teaching development and its direct reflection on the quality of education
- ♦ Know the different pedagogical foundations of education



*Develop yourself as a teletrainer, take your teaching career to the next level"*





## Specific Objectives

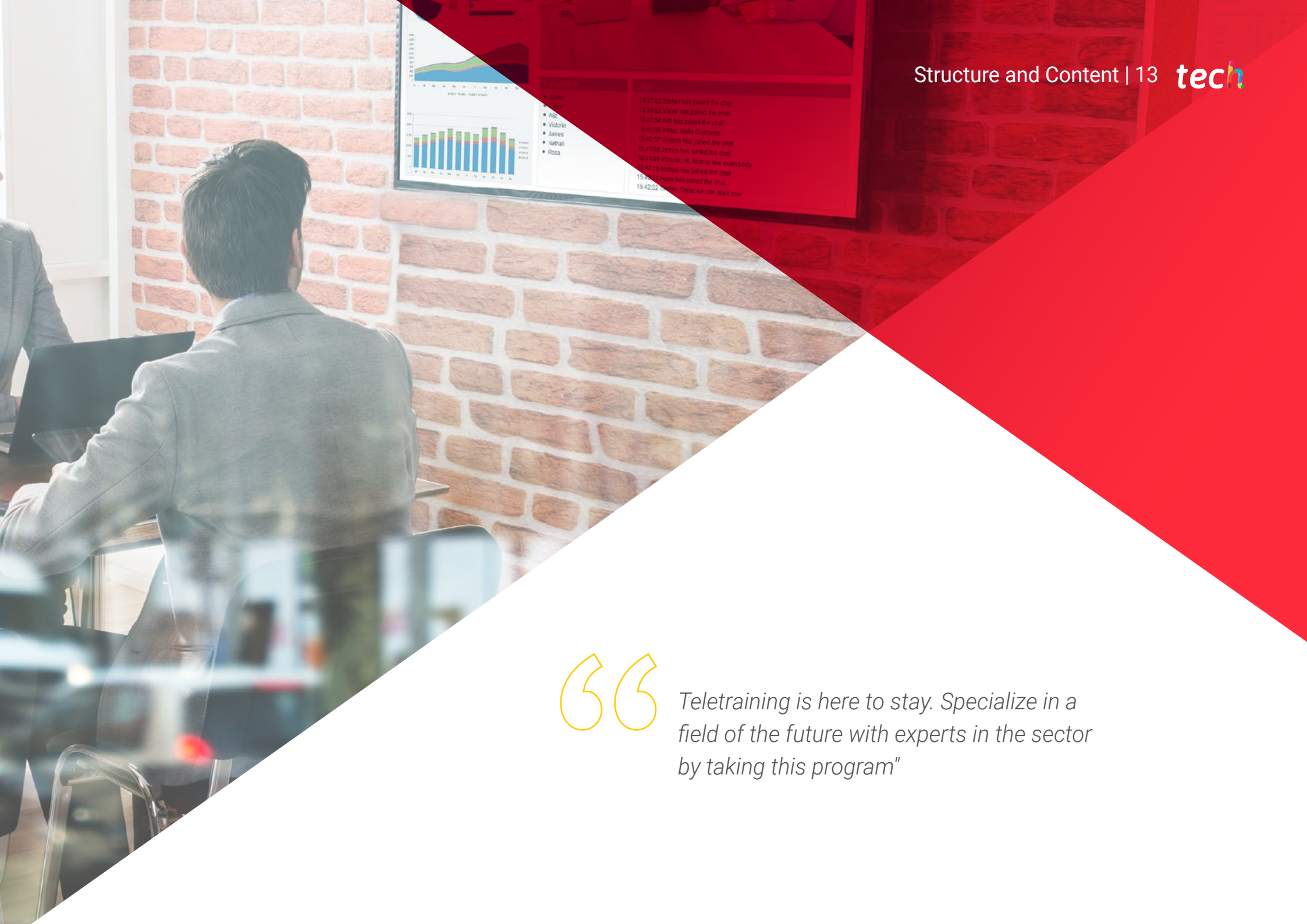
- ♦ Acquire the necessary digital skills and knowledge complemented by the pedagogical and methodological skills appropriate to the current context
- ♦ Provide an effective initiation in good ICT practices that guarantee a professional teaching development aimed at the management of digital sources for teaching use, communication in digital networks for pedagogical purposes, ability to create educational materials using digital tools and problem management, as well as knowledge of security areas for the correct use of ICT in the classroom
- ♦ Manage and create a digital identity according to the context, being aware of the importance of the digital trail and the possibilities offered by ICT in this regard, therefore knowing its benefits and risks
- ♦ Generate and know how to apply ICT
- ♦ Combine the different ICT in the school as an educational tool
- ♦ Identify and discover the importance of ongoing teacher training
- ♦ Understand the different levels of planning possible for educational design
- ♦ Analyze the models, tools and actors in educational planning
- ♦ Understand the fundamentals and elements of educational planning
- ♦ Detect educational needs through the application of different existing analysis models
- ♦ Acquire the planning skills necessary for the development of education programs

# 03

## Structure and Content

The content of this Postgraduate Certificate in Teletrainers has been structured according to the knowledge that professionals oriented to this function must master. In this way, two modules have been structured with up-to-date content of the highest quality, focused on telematic teaching, delving into information and communication technologies for education and how to design and manage an educational program. In this way, students specialize at a online level, betting on the reality of the sector in a safe and successful way, boosting their academic and professional career online to the present day.





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*Teletraining is here to stay. Specialize in a field of the future with experts in the sector by taking this program"*

## Module 1. Information and Communication Technologies for Education

- 1.1. ICT, Literacy, and Digital Skills
  - 1.1.1. Introduction and Objectives
  - 1.1.2. The School in the Knowledge Society
  - 1.1.3. ICT in the Teaching and Learning Process
  - 1.1.4. Digital Literacy and Competencies
  - 1.1.5. The Role of the Teacher in the Classroom
  - 1.1.6. The Digital Competencies of the Teacher
  - 1.1.7. Bibliographical References
  - 1.1.8. *Hardware* in the Classroom: Interactive Whiteboards, Tablets, and *Smartphones*
  - 1.1.9. Internet as an Educational Resource: Web 2.0 and *M-Learning*
  - 1.1.10. Teachers as Part of the Web 2.0: How to Build Their Digital Identity
  - 1.1.11. Guidelines for the Creation of Teacher Profiles
  - 1.1.12. Creating a Teacher Profile on Twitter
  - 1.1.13. Bibliographical References
- 1.2. Creation of Pedagogical Content with ICT and its Possibilities in the Classroom
  - 1.2.1. Introduction and Objectives
  - 1.2.2. Conditions for Participatory Learning
  - 1.2.3. The Role of the Student in the Classroom with ICTs: *Prosumer*
  - 1.2.4. Content Creation in Web 2.0: Digital Tools
  - 1.2.5. The Blog as a Classroom Pedagogical Resource
  - 1.2.6. Guidelines for the Creation of an Educational Blog
  - 1.2.7. Elements of the Blog to Make it an Educational Resource
  - 1.2.8. Bibliographical References
- 1.3. Personal Learning Environments for Teachers
  - 1.3.1. Introduction and Objectives
  - 1.3.2. Teacher Training for the Integration of ICTs
  - 1.3.3. Learning Communities
  - 1.3.4. Definition of Personal Learning Environments
  - 1.3.5. Educational Use of PLE and NLP
  - 1.3.6. Design and Creation of our Classroom PLE
  - 1.3.7. Bibliographical References
- 1.4. Collaborative Learning and Content Curation
  - 1.4.1. Introduction and Objectives
  - 1.4.2. Collaborative Learning for the Efficient Introduction of ICT in the Classroom
  - 1.4.3. Digital Tools for Collaborative Work
  - 1.4.4. Content Curation
  - 1.4.5. Content Curation as an Educational Practice in the Promotion of Students' Digital Competences
  - 1.4.6. The Content Curator Teacher. Scoop.it
  - 1.4.7. Bibliographical References
- 1.5. Pedagogical Use of Social Networks. Safety in the Use of ICTs in the Classroom
  - 1.5.1. Introduction and Objectives
  - 1.5.2. Principle of Connected Learning
  - 1.5.3. Social Networks: Tools for the Creation of Learning Communities
  - 1.5.4. Communication On Social networks: Management of the New Communicative Codes
  - 1.5.5. Types of Social Networks
  - 1.5.6. How to use Social Networks in the Classroom: Content Creation
  - 1.5.7. Development of Digital Competencies of Students and Teachers with the Integration of Social Media in the Classroom
  - 1.5.8. Introduction and Objectives of Security in the Use of ICT in the Classroom
  - 1.5.9. Digital Identity
  - 1.5.10. Risks for Minors on the Internet
  - 1.5.11. Education in Values with ICT: Service-Learning Methodology (ApS) with ICT resources
  - 1.5.12. Platforms for Promoting Safety on the Internet
  - 1.5.13. Internet Safety as Part of Education: Centers, Families, Students, and Teachers and Objectives of the Safety in the Use of ICTs in the Classroom
  - 1.5.14. Bibliographical References

- 1.6. Creation of Audiovisual Content with ICT tools. PBL and ICT
  - 1.6.1. Introduction and Objectives
  - 1.6.2. Bloom's Taxonomy and ICT
  - 1.6.3. The Educational Podcast as an Educational Element
  - 1.6.4. Audio Creation
  - 1.6.5. The Image as an Educational Element
  - 1.6.6. ICT Tools with Educational Use of Images
  - 1.6.7. The Editing of Images with ICT: Tools for Editing
  - 1.6.8. What Is PBL?
  - 1.6.9. Process of Working with PBL and ICT
  - 1.6.10. Designing PBL with ICT
  - 1.6.11. Educational Possibilities in Web 3.0
  - 1.6.12. *Youtubers* and *Instagrmamers*: Informal Learning in Digital Media
  - 1.6.13. The Video Tutorial as a Pedagogical Resource in the Classroom
  - 1.6.14. Platforms for the Dissemination of Audiovisual Materials
  - 1.6.15. Guidelines for the Creation of an Educational Video
  - 1.6.16. Bibliographical References
- 1.7. Regulations and Legislation Applicable to ICT
  - 1.7.1. Introduction and Objectives
  - 1.7.2. Data Protection Laws
  - 1.7.3. Guide of Recommendations for the Privacy of Minors on the Internet
  - 1.7.4. The Author's Rights: Copyright and Creative Commons
  - 1.7.5. Use of Copyrighted Material
  - 1.7.6. Bibliographical References
- 1.8. Gamification: Motivation and ICT in the Classroom
  - 1.8.1. Introduction and Objectives
  - 1.8.2. Gamification Enters the Classroom Through Virtual Learning Environments
  - 1.8.3. Game-Based Learning (GBL)
  - 1.8.4. Augmented Reality (AR) in the Classroom
  - 1.8.5. Types of Augmented Reality and Classroom Experiences
  - 1.8.6. QR Codes in the Classroom: Generation of Codes and Educational Application
  - 1.8.7. Classroom Experiences
  - 1.8.8. Bibliographical References
- 1.9. Media Competency in the Classroom with ICT
  - 1.9.1. Introduction and Objectives
  - 1.9.2. Promoting the Media Competence of Teachers
  - 1.9.3. Mastering Communication for Motivating Teaching
  - 1.9.4. Communicating Pedagogical Content with ICT
  - 1.9.5. Importance of the Image as a Pedagogical Resource
  - 1.9.6. Digital Presentations as an Educational Resource in the Classroom
  - 1.9.7. Working in the Classroom with Images
  - 1.9.8. Sharing Images on Web 2.0
  - 1.9.9. Bibliographical References
- 1.10. Assessment for Learning Through ICT
  - 1.10.1. Introduction and Objectives
  - 1.10.2. Assessment for Learning Through ICT
  - 1.10.3. Evaluation Tools: Digital Portfolio and Rubrics
  - 1.10.4. Building an e-Portfolio with Google Sites
  - 1.10.5. Generating Evaluation Rubrics
  - 1.10.6. Design Evaluations and Self-Evaluations with Google Forms
  - 1.10.7. Bibliographical References

## Module 2. Design and Management of Educational Programs

- 2.1. Design and Management of Education Programs
  - 2.1.1. Stages and Tasks in the Design of Education Programs
  - 2.1.2. Types of Education Programs
  - 2.1.3. Evaluation of the Education Program
  - 2.1.4. Competency-Based Educational Program Model
- 2.2. Program Design in the Formal and Non-Formal Educational Field
  - 2.2.1. Formal and Non-Formal Education
  - 2.2.2. Formal Education Program Model
  - 2.2.3. Non-Formal Education Program Model
- 2.3. Education Programs and Information and Communication Technologies
  - 2.3.1. Integration of ICT in Education Programs
  - 2.3.2. Advantages of ICT in the Development of Education Programs
  - 2.3.3. Educational Practices and ICT
- 2.4. Educational Program Design and Bilingualism
  - 2.4.1. Advantages of Bilingualism
  - 2.4.2. Curricular Aspects for the Design of Education Programs in Bilingualism
  - 2.4.3. Examples of Educational and Bilingual Programs
- 2.5. Pedagogical Design of Educational Guidance Programs
  - 2.5.1. The Elaboration of Programs in Educational Guidance
  - 2.5.2. Possible Contents of Educational Guidance Programs
  - 2.5.3. Methodology for the Assessment of Educational Guidance Programs
  - 2.5.4. Aspects to Take into Account in the Design
- 2.6. Education Programs Design for Inclusive Education
  - 2.6.1. Theoretical Fundamentals of Inclusive Education
  - 2.6.2. Curricular Aspects for the Design of Inclusive Education Programs







- 2.6.3. Examples of Inclusive Education Programs
- 2.7. Management, Monitoring and Assessment of Education Programs. Pedagogical Skills
  - 2.7.1. Assessment as a Tool for Educational Improvement
  - 2.7.2. Guidelines for the Assessment of Education Programs
  - 2.7.3. Techniques for the Assessment of Education Programs
  - 2.7.4. Pedagogical Skills for Assessment and Improvement
- 2.8. Strategies for Communication and Dissemination of Education Programs
  - 2.8.1. Didactic Communication Process
  - 2.8.2. Teaching Communication Strategies
  - 2.8.3. Dissemination of Education Programs
- 2.9. Good Practice in the Design and Management of Education Programs in Formal Education
  - 2.9.1. Characterization of Good Teaching Practices
  - 2.9.2. Influence of Good Practices on Program Design and Development
  - 2.9.3. Pedagogical Leadership and Best Practices
- 2.10. Best Practices in the Design and Management of Education Programs in Non-Formal Contexts
  - 2.10.1. Good Teaching Practices in Non-Formal Contexts
  - 2.10.2. Influence of Good Practices on Program Design and Development
  - 2.10.3. Example of Good Educational Practices in Non-Formal Contexts



*Delve into the pedagogical use of social media and bet on confidence in the use of ICT in the classroom with the keys that this TECH's Postgraduate Certificate gives you"*



04

# 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.*

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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

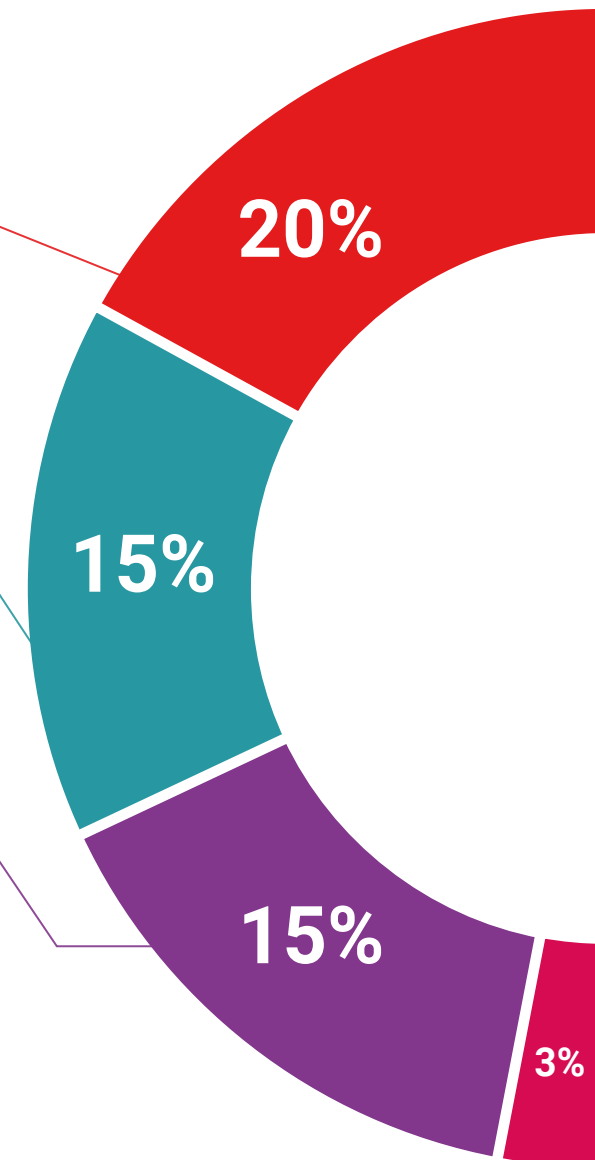
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.



05

# Certificate

The Postgraduate Certificate in Teletrainers guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



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

This program will allow you to obtain your **Postgraduate Certificate in Teletrainers** endorsed by TECH Global University, the world's largest online university.

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

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

Title: **Postgraduate Certificate in Teletrainers**

Modality: **online**

Duration: **12 weeks**

Accreditation: **12 ECTS**



future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

personalized service innovation

knowledge present quality

online training

development languages

virtual classroom

**tech** global  
university

## Postgraduate Certificate Teletrainers

- » Modality: online
- » Duration: 12 weeks
- » Certificate: TECH Global University
- » Credits: 12 ECTS
- » Schedule: at your own pace
- » Exams: online

# Postgraduate Certificate Teletrainers

