

Postgraduate Diploma

Active Methodologies and Didactic Techniques





Postgraduate Diploma Active Methodologies and Didactic Techniques

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/in/education/postgraduate-diploma/postgraduate-diploma-active-methodologies-didactic-techniques

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Course Management

p. 12

04

Structure and Content

p. 16

05

Methodology

p. 24

06

Certificate

p. 32

01

Introduction

Education, like all other areas of life, is constantly being updated, so it is important for teachers to be aware of the main strategies for programming and implementing educational projects in each center. This Postgraduate Diploma will enable students to specialize in active methodologies and didactic techniques, which will have a favorable impact on their daily work.

The evolution of education requires increasingly qualified teachers.





Increase your competitiveness and improve the way you teach your lessons thanks to this Postgraduate Diploma in Active Methodologies and Didactic Techniques".

The main goals of the Expert in Active Methodologies and Didactic Techniques are to promote and strengthen the competencies and capabilities of teachers in the university environment, following the Spanish regulations and taking into account the most current tools for teaching in this area. This is done in such a way that the teacher is able to inspire his students with the necessary motivation to continue their studies and to feel drawn to scientific research.

This Postgraduate Diploma provides teachers with an overview of the fundamental knowledge in the field of teaching and the best way to guide and orient students in their day-to-day work.

This training is distinguished by its order and distribution of theoretical material, guided practical examples in all its modules, and motivational and explanatory videos. Allowing a simple and clarifying study on education in university educational centers.

Therefore, the main educational projects that are being implemented in universities today will be explained to the student, taking into account the main active methodologies and techniques used, with innovation as one of the most important elements.

This **Postgraduate Diploma in and Active Methodologies and Didactic Techniques** contains the most complete and up-to-date scientific program on the market. The most important features of the program include:

- ♦ Development of practical cases presented by experts in University Teaching.
- ♦ 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.
- ♦ The latest on Active Methodologies and Didactic Techniques.
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning.
- ♦ Its special emphasis on innovative methodologies in educational research.
- ♦ 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.



Take with us this Postgraduate Diploma in Active Methodologies and Didactic Techniques and increase your effectiveness at work".

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This Postgraduate Diploma may be the best investment you can make in the selection of an updating program for two reasons: in addition to updating your knowledge in Active Methodologies and Didactic Techniques, you will obtain a degree endorsed by the first educational institution in Spain, TECH".

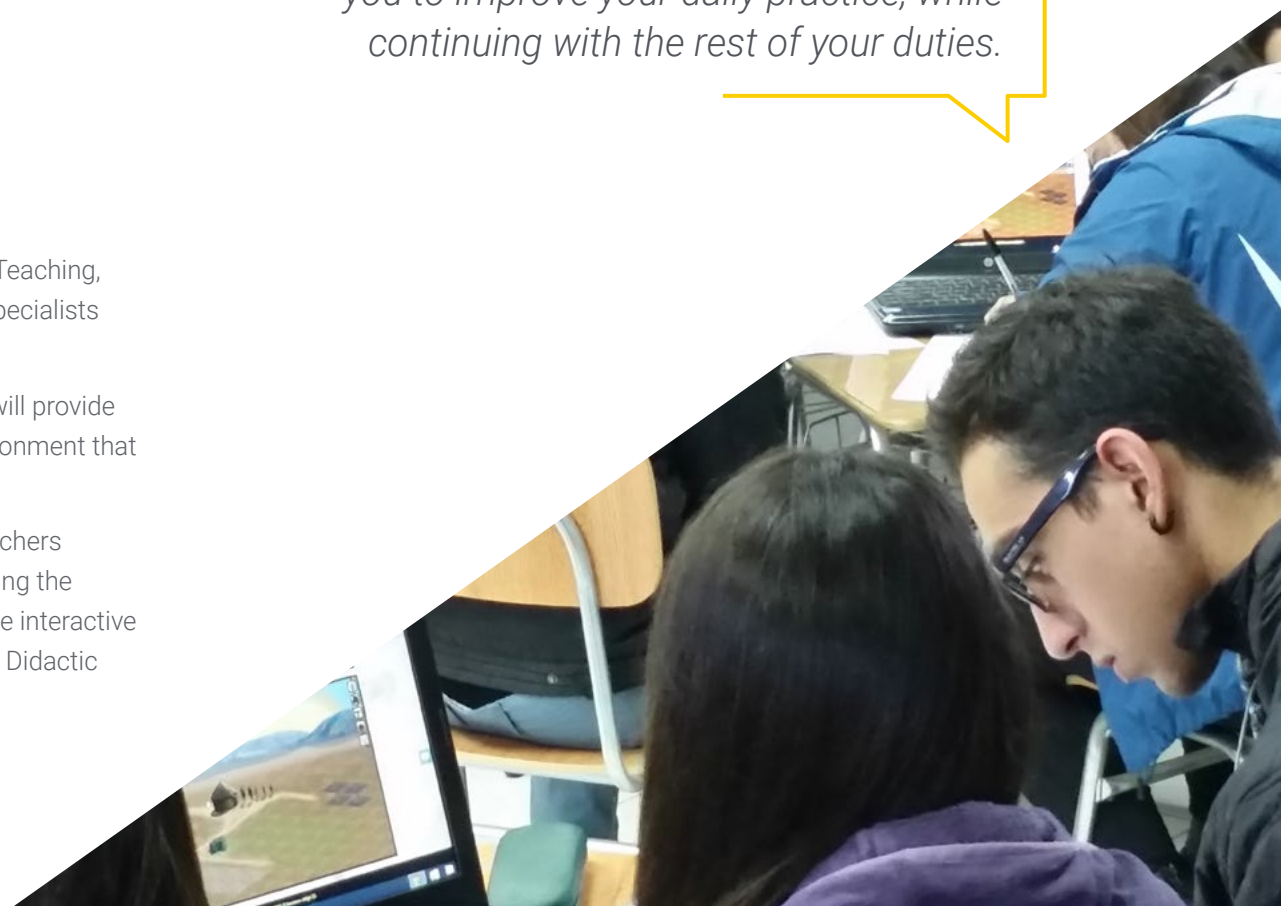
If you want to train with the best teaching methodology and multimedia, this is your opportunity. Do not hesitate and join our team.

This Postgraduate Diploma will allow you to improve your daily practice, while continuing with the rest of your duties.

Its teaching staff includes professionals belonging to the field of University Teaching, who contribute their work experience to this training, as well as renowned specialists from 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 programmed to train in real situations.

This program is designed around Problem Based Learning, whereby the Teachers must try to solve the different professional practice situations that arise during the academic year. For this purpose, the teacher will be assisted by an innovative interactive video system developed by recognized experts in Active Methodologies and Didactic Techniques, with extensive teaching experience.



02

Objectives

This Postgraduate Diploma in Active Methodologies and Didactic Techniques is oriented to facilitate the performance of the professional dedicated to teaching with the latest advances and newest treatments in the sector.





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With this Postgraduate Diploma you will be able to specialize in Active Methodologies and Didactic Techniques, and learn about the latest advances in the field".



General Objective

- Encourage skills and competences in university teachers.
- know the most current tools to work as a teacher in university environments.
- Learn how to motivate your students to take an interest in continuing their studies and entering into the field of research.
- Get up to date on the changes taking place in the field of education.



Take the opportunity and take the step to get up to date on the latest developments in Active Methodologies and Didactic Techniques".





Specific objectives

- ◆ Focus knowledge on innovation, diversity and equality in education.
- ◆ Provide students with all the necessary material for their study through a series of reflection, research and inquiry activities.
- ◆ Learn how to implement educational innovation plans in their respective centers and classrooms.
- ◆ Achieve self-motivation of the student.
- ◆ Know the methodologies adapted to the teachers and their needs.
- ◆ Know how to choose the methodology that best suits the context in which the teaching process takes place.
- ◆ Learn about the most innovative strategies and tools that are committed to the variety of resources.
- ◆ Acquire the necessary skills and competencies in a specific field of knowledge.
- ◆ Conduct a detailed study of the educational project followed in the center.
- ◆ Know the different types of the most important educational projects that are taking place both nationally and internationally.
- ◆ Learn the most important aspects to take into account in the programming and implementing of educational projects.

03

Course Management

The program's teaching staff includes leading experts in university teaching who contribute their vast work experience to this training program. Additionally, other recognized experts participate in its design and preparation, completing the program in an interdisciplinary manner.





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Leading experts in Active Methodologies and Didactic Techniques have joined forces to offer you the most specialized training in the field.”

Management



Dña. Jiménez Romero, Yolanda

- Elementary School Teacher Degree with a Major in English
- Educational Psychologist Specialist in Higher Ability Students, Inclusive Education, Attention to Diversity
- Master's Degree in Educational Psychology, International University of Valencia
- Master's Degree in Neuropsychology of Higher Ability Students, University of Rioja
- Master's Degree in Emotional Intelligence, University of Extremadura
- Director and Coordinator of master's programs: CEU University Online Education Campus, Tech Technological University, Tech University Mexico

Professors

Dña. Álvarez Medina, Nazaret (Doctorando)

- Degree in Educational Psychology Oberta University, Catalunya.
- Degree in Elementary School Education with a Major in the English Language Camilo José Cela University.
- Official Professional Master's Degree on Educational Treatment of Diversity.
- Diploma in Teaching English as a Foreign Language University of La Laguna.
- Degree in Educational and Executive Coaching from the Complutense University of Madrid.
- Educational counselor, official in the body of secondary education teachers in the community of Madrid.
- Preparer of public education competitive examinations.

Gutiérrez Barroso, César (PhD)

- Studying a PhD in History National University for Distance Learning (UNED) November 2018.
- Degree in History (Castilla La Mancha Universidad) 2001-2006
- Master's Degree in Multiple Intelligences for Secondary School (Alcalá de Henares University)
- Master's Degree in Museology Study Techniques Center (Madrid) 2007
- Middle School and High School Teacher at Liceo San Pablo School in Leganés Geography and History Teacher of 6th and 8th Grade and Senior year of High School (9/11/2018-11/09/2019)

Dr. Valero Moreno, Juan José

- ♦ Agricultural Engineer School of Agricultural Engineering Castilla - La Mancha University Albacete, 2000.
- ♦ Master's Degree in Management of Occupational Risk Prevention, Excellence, Environment and Corporate Responsibility ESEA- Camilo Jose Cela University, 2014 Seville
- ♦ Master's Degree in Research and Innovation in Education Speciality: Quality and Equity in Education (100 ETCS) UNED. Madrid, 2014.
- ♦ Master's Degree in Occupational Risk Prevention UNIR, 2011.

Pattier Bocos, Daniel

- ♦ PhD in Education Complutense University of Madrid. 2017- present
- ♦ Degree in Elementary Education Teaching Complutense University of Madrid. 2010-2014
- ♦ Master's Degree in Research and Innovation in Education UNED. 2014-2016
- ♦ University Professor in Didactics and Curricular Innovation (bilingual in English) Complutense University of Madrid.
- ♦ Creator of university materials and content UNIR, CEU Cardenal Herrera University
- ♦ Trainee University Lecturer Researcher in Education Complutense University of Madrid
- ♦ Finalist for the Best Teacher Prize in Spain, 2018.

Manzano García, Laureano

- ♦ Degree in Psychology from Autonomous University of Madrid, 1996
- ♦ Degree in Special Education from ESCUNI Madrid 2002
- ♦ Competitive examinations tutor in face-to-face and online classes, as well as distance tutoring for the specialist subjects of Special Education (teachers) and Educational Guidance (high school) Since 2002.
- ♦ Teacher at Victoria Middle School and High School, Kent Since 2012

Romero Monteserín, José María

- ♦ Degree in Teaching Complutense University of Madrid (2017-2010)
- ♦ Master's Degree in Education Center Management Antonio de Nebrija University (2012)
- ♦ Online Master's Degree in Secondary Teacher Training. Cardenal Herrera University (2018-2019)
- ♦ Online Trainer in Education Center Management CIESE-Comillas Foundation Since June 2019

Visconti Ibarra, Martin Edgardo

- ♦ PhD in Education and Behavioral Sciences Vigo University Since 2015
- ♦ Degree in Elementary Education Teaching Faculty of Social Sciences, Education and Sports of Pontevedra (2009-2014)
- ♦ Master's Degree in Learning and Cognitive Processes Faculty of Social Sciences, Education and History of Ourense (2014-2015)
- ♦ Master's Degree in Education Center Management Cardenal Herrera University (Since May 2019)
- ♦ Director of European Bilingual Academy School (El Salvador) Since 2018

Gutiérrez Barroso, César (PhD)

- ♦ Studying a PhD in History National University for Distance Learning (UNED) November 2018.
- ♦ Degree in History (Castilla La Mancha Universidad) 2001-2006
- ♦ Master's Degree in Multiple Intelligences for Secondary School (Alcalá de Henares University)
- ♦ Master's Degree in Museology Study Techniques Center (Madrid) 2007
- ♦ Middle School and High School Teacher at Liceo San Pablo School in Leganés Geography and History Teacher of 6th and 8th Grade and Senior year of High School (9/11/2018-11/09/2019)

04

Structure and Content

The structure of the content has been designed by the best professionals in the University Teaching sector, with extensive experience and recognized prestige in the profession, backed by the volume of cases reviewed, studied, and diagnosed, and with extensive knowledge of new technologies applied to teaching.





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This Postgraduate Diploma in and Active Methodologies and Didactic Techniques contains the most complete and up-to-date scientific program scientific the market”

Module 1. Innovation, Diversity and Equity in Education

- 1.1. What Do We Mean by Educational Innovation?
 - 1.1.1. Definition.
 - 1.1.2. Why is Educational Innovation Important?
 - 1.1.3. How Can We Be Innovative?
 - 1.1.4. Should We Be Innovative?
- 1.2. Diversity, Equity and Equal Opportunity.
 - 1.2.1. Definition of Concepts.
 - 1.2.2. Three Essential Elements in Education.
- 1.3. Innovation and Educational Improvement.
 - 1.3.1. Innovation Process
 - 1.3.2. Efficiency and Educational Improvement.
- 1.4. Innovation for Achieving Equality in Education.
 - 1.4.1. How to Explain Equality
 - 1.4.2. Equality in Education: A Persistent Problem.
 - 1.4.3. Factors for Achieving Equality in the Classroom: Examples in the Classroom.
- 1.5. Non-Sexist Teaching and Language.
 - 1.5.1. What is Non-Sexist Language?
 - 1.5.2. What is Sexism in Language?
 - 1.5.3. What is Inclusive Language?
 - 1.5.4. Examples of Sexist and Non-Sexist Language in Education.
- 1.6. Factors that Favor and Hinder Innovation.
 - 1.6.1. Factors that Favor Innovation.
 - 1.6.2. Factors that Hinder Innovation.
- 1.7. Characteristics of Innovative Schools.
 - 1.7.1. What is an Innovative School?
 - 1.7.2. Innovative Schools, a Different Education.
 - 1.7.3. Elements of an Innovative School.
 - 1.7.4. The Keys to an Innovative Classroom.
- 1.8. Process of Educational Innovation.
 - 1.8.1. The 21st Century School.

- 1.9. Resources and Innovation Teaching Programs.
 - 1.9.1. Distinct Innovation Programs Which Can Be Used in the Classroom.
 - 1.9.2. Teaching Resources for an Innovative Classroom.
- 1.10. Emerging Fields in the Teaching.
 - 1.10.1. Emerging Pedagogies
 - 1.10.2. Emerging Needs of Students.
 - 1.10.3. ICT as an Emerging Resource in Teaching.
 - 1.10.4. Different ICT Tools to Use in the Classroom.

Module 2. Active Methodologies and Didactic Techniques

- 2.1. Active Methodologies
 - 2.1.1. What are Active Methodologies?.
 - 2.1.2. Keys for Methodological Development from the Students Activity.
 - 2.1.3. Relationship Between Learning and Active Methodologies.
 - 2.1.4. History of Active Methodologies.
 - 2.1.4.1. From Socrates to Pestalozzi.
 - 2.1.4.2. Dewey
 - 2.1.4.3. Institutions Promoting Active Methodologies.
 - 2.1.4.3.1. The Free Institution of Education.
 - 2.1.4.3.2. The New School.
 - 2.1.4.3.3. The Unique Republican School.
- 2.2. Project Based Learning, Problems and Challenges.
 - 2.2.1. Travel Companions Cooperation Between Teachers.
 - 2.2.2. Phases of PBL Design.
 - 2.2.2.1. Tasks, Activities and Exercises.
 - 2.2.2.2. Rich Socialization
 - 2.2.2.3. Research Tasks
 - 2.2.3. Phases of PBL Development.
 - 2.2.3.1. Benjamin Bloom's Theories.
 - 2.2.3.2. Bloom's Taxonomy.
 - 2.2.3.3. Bloom's Taxonomy revised
 - 2.2.3.4. Bloom's Pyramid.
 - 2.2.3.5. David A. Kolb's Theory: Experience Based Learning.



- 2.2.3.6. Kolb's Cycle.
- 2.2.4. The Final Product.
 - 2.2.4.1. Types of Final Product.
- 2.2.5. Evaluation in PBL.
 - 2.2.5.1. Assessment Techniques and Instruments.
 - 2.2.5.1.1. Observation
 - 2.2.5.1.2. Performance
 - 2.2.5.1.3. Questions
- 2.2.6. Practical Examples PBL Projects
- 2.3. Thought Based Learning.
 - 2.3.1. Basic Principles.
 - 2.3.1.1. Why, How and Where to Improve Thought.
 - 2.3.1.2. The Organizers of Thought.
 - 2.3.1.3. The Infusion with the Academic Curriculum.
 - 2.3.1.4. Attention to Skills, Processes and Disposition.
 - 2.3.1.5. The Importance of Being Explicit.
 - 2.3.1.6. Attention to Metacognition.
 - 2.3.1.7. Learning Transfer
 - 2.3.1.8. Construct an Infused Program.
 - 2.3.1.9. The Need for Continuous Personal Development.
 - 2.3.2. Teach to Think TBL
 - 2.3.2.1. Collaborative Creation of Thought Maps.
 - 2.3.2.2. Thinking Skills
 - 2.3.2.3. Metacognition
 - 2.3.2.4. Thought Design
- 2.4. Event Based Learning.
 - 2.4.1. Approach to the Concept.
 - 2.4.2. Basis and Foundations.
 - 2.4.3. The Pedagogy of Sustainability.

- 2.4.4. Benefits of Learning.
- 2.5. Game-based learning.
 - 2.5.1. Games as Learning Resources.
 - 2.5.2. Gamification
 - 2.5.2.1. What is Gamification?
 - 2.5.2.1.1. Fundamentals.
 - 2.5.2.1.2. Narration
 - 2.5.2.1.3. Dynamics
 - 2.5.2.1.4. Mechanisms.
 - 2.5.2.1.5. Components.
 - 2.5.2.1.6. Insignias
 - 2.5.2.1.7. Gamification Apps
 - 2.5.2.1.8. Examples:
 - 2.5.2.1.9. Criticisms of Gamification, Limitations and Common Errors.
 - 2.5.3. Why use Videogames in Education?
 - 2.5.4. Types of Players According to the Richard Bartle Theory.
 - 2.5.5. Escape rooms/Breakedu, an Organizational way of Understanding Education.
- 2.6. Flipped Classroom
 - 2.6.1. Organization of Working Time.
 - 2.6.2. Advantages of the Flipped Classroom.
 - 2.6.2.1. How can I Effectively Teach using Flipped Classrooms?
 - 2.6.3. Disadvantages of the Flipped Classroom Focus.
 - 2.6.4. The Four Pillars of the Flipped Classroom.
 - 2.6.5. Resources and Tools.
 - 2.6.6. Practical Examples
- 2.7. Other Trends in Education.
 - 2.7.1. Robotics and Programming in Education.
 - 2.7.2. E-learning, Micro-learning and Other Online Trends.
 - 1.7.3. Neuro-education Based Learning.
- 2.8. Free, Natural Methodologies based on Individual Development.
 - 2.8.1. Waldorf Methodology
 - 2.8.1.1. Methodological Basis
 - 2.8.1.2. Strengths, Opportunities and Weaknesses.
 - 2.8.2. Maria Montessori, the Pedagogy of Responsibility.
 - 2.8.2.1. Methodological Basis
 - 2.8.2.2. Strengths, Opportunities and Weaknesses.
 - 2.8.3. Summerhill, a Radical Point of View on How to Teach.
 - 2.8.3.1. Methodological Basis
 - 2.8.3.2. Strengths, Opportunities and Weaknesses.
- 2.9. Educational Inclusion
 - 2.9.1. Is there Innovation without Inclusion?
 - 2.9.2. Collaborative Learning.
 - 2.9.2.1. Principles.
 - 2.9.2.2. Group Cohesion
 - 2.9.2.3. Simple and Complex Dynamics.
 - 2.9.3. Shared Teaching
 - 2.9.3.1. Ratio and Attention to Students.
 - 2.9.3.2. Teaching coordination as a strategy for student improvement.
 - 2.9.4. Multilevel Teaching

- 2.9.4.1. Definition.
- 2.9.4.2. Models.
- 2.9.5. Universal Learning Design.
 - 2.9.5.1. Principles.
 - 2.9.5.2. Guidelines
- 2.9.6. Inclusive Experiences
 - 2.9.6.1. Rome Project
 - 2.9.6.2. Interactive Groups
 - 2.9.6.3. Dialogical Gatherings
 - 2.9.6.4. Learning Communities
 - 2.9.6.5. Includ-ED Project.

Module 3. Programming and Implementing Educational Projects

- 3.1. Introduction to the Types of Educational Projects.
 - 3.1.1. What is an Educational Project?
 - 3.1.2. What is the Purpose of an Educational Project?
 - 3.1.3. Origin of an Educational Project.
 - 3.1.4. Parties Involved in the Educational Project.
 - 3.1.5. Target Audience of the Educational Project.
 - 3.1.6. Factors Involved in an Educational Project.
 - 3.1.7. Content of an Educational Project.
 - 3.1.8. Objectives of the Educational Project.
 - 3.1.9. Results of an Educational Project.
 - 3.1.10. Conclusion of Educational Projects.
- 3.2. Technological Projects
 - 3.2.1. Virtual Reality
 - 3.2.2. Augmented Reality.
 - 3.2.3. Mixed Reality
 - 3.2.4. Digital Whiteboards
 - 3.2.5. iPad or Tablet Project.
 - 3.2.6. Cell phones in the Classroom.
 - 3.2.7. Educational Robotics
 - 3.2.8. Artificial Intelligence
 - 3.2.9. E-learning and Online Education.
 - 3.2.10. 3D Printing.
- 3.3. Methodological Projects
 - 3.3.1. Gamification.
 - 3.3.2. Game Based Education.
 - 3.3.3. Flipped Classroom
 - 3.3.4. Project Based Learning.
 - 3.3.5. Problem-Based Learning.
 - 3.3.6. Thought Based Learning.
 - 3.3.7. Skill Based Learning.
 - 3.3.8. Cooperative Learning
 - 3.3.9. DesignThinking
 - 3.3.10. Montessori Methodology
 - 3.3.11. Musical Pedagogy
 - 3.3.12. Educational Coaching
- 3.4. Value Projects
 - 3.4.1. Emotional Education.
 - 3.4.2. Anti-Bullying Projects.
 - 3.4.3. Projects to Support Associations.
 - 3.4.4. Projects in Favor of Peace.
 - 3.4.5. Projects in Favor of Stopping Discrimination.
 - 3.4.6. Solidarity Projects
 - 3.4.7. Projects Against Gender Violence.
 - 3.4.8. Inclusion Projects
 - 3.4.9. Intercultural Projects
 - 3.4.10. Coexistence Projects
- 3.5. Evidence-Based Projects.
 - 3.5.1. Introduction to Evidence Based Projects.
 - 3.5.2. Previous Analysis
 - 3.5.3. Determining the Objective.
 - 3.5.4. Scientific Research
 - 3.5.5. Choosing a Project.
 - 3.5.6. Local or National Contextualization.

- 3.5.7. Viability Study
- 3.5.8. Implementation of Evidence Based Projects.
- 3.5.9. Monitoring of Evidence Based Projects.
- 3.5.10. Evaluation of Evidence Based Projects.
- 3.5.11. Publication of Results.
- 3.6. Artistic Projects
 - 3.6.1. LOVA (The Opera as a Learning Vehicle).
 - 3.6.2. Theater
 - 3.6.3. Musical Projects
 - 3.6.4. Choirs and Orchestras.
 - 3.6.5. Projects on the Infrastructure of the Center.
 - 3.6.6. Visual Art Projects.
 - 3.6.7. Design Technology Art Projects.
 - 3.6.8. Decorative Art Projects.
 - 3.6.9. Street Projects
 - 3.6.10. Projects Centered on Creativity.
- 3.7. Language Projects
 - 3.7.1. On-site Language Immersion Projects.
 - 3.7.2. Local Language Immersion Projects.
 - 3.7.3. International Language Immersion Projects.
 - 3.7.4. Phonetic Projects
 - 3.7.5. Conversation Assistants
 - 3.7.6. Native Teachers
 - 3.7.7. Preparation for Official Language Exams.
 - 3.7.8. Projects to Encourage Language Learning.
 - 3.7.9. Exchange Projects
- 3.8. Excellence Projects
 - 3.8.1. Improving Personal Excellence.
 - 3.8.2. Improving Institutional Excellence.
 - 3.8.3. Improving Graduate Excellence.
 - 3.8.4. Collaboration with Prestigious Entities.
 - 3.8.5. Competitions and Prizes.





- 3.8.6. Projects for External Evaluation.
- 3.8.7. Connection with Businesses.
- 3.8.8. Excellence Projects in Culture and Sport.
- 3.8.9. Advertising.
- 3.9. Other Innovation Projects.
 - 3.9.1. Outdoor Education
 - 3.9.2. Youtubers and Influencers.
 - 3.9.3. Mindfulness
 - 3.9.4. Peer Tutoring
 - 3.9.5. The RULER Method.
 - 3.9.6. School Gardens
 - 3.9.7. Learning Community
 - 3.9.8. Democratic School
 - 3.9.9. Early Stimulation
 - 3.9.10. Learning Corners
- 3.10. Programming and Implementing Educational Projects.
 - 3.10.1. Situational Analysis
 - 3.10.2. Objective
 - 3.10.3. DAFO Analysis.
 - 3.10.4. Resources and Materials.
 - 3.10.5. Programming an Educational Project.
 - 3.10.6. Implementation of an Educational Project.
 - 3.10.7. Evaluation of an Educational Project.
 - 3.10.8. Restructuring of an Educational Project.
 - 3.10.9. Institutionalization of an Educational Project.
 - 3.10.10.



This will provide key training to advance your career."

05

Methodology

This training provides you with a different way of learning. Our methodology uses a cyclical learning approach: ***Re-learning***.

This teaching system is used 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 Re-learning, 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".

En TECH Education School empleamos el Método del caso

In a given situation, what would you do? Throughout the program you will be presented with multiple simulated clinical cases based on real patients, where you will have to investigate, establish hypotheses and, finally, resolve the situation. There is abundant scientific evidence on the effectiveness of the method.

With TECH, educators will 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 enable educators to better integrate 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.



Re-Learning Methodology

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Re-learning.

Our University is the first in the world to combine the study of clinical cases 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 Re-learning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best Spanish-speaking online university (Columbia University).

With this methodology we have trained more than 85,000 students with unprecedented success, in all clinical specialties. Our teaching methodology is developed in a highly demanding environment, where the students have a strong socio-economic profile, and their average age is 43.5 years.

Re-learning will allow you to learn with less effort and better performance, involving you more in your training, 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 (we 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.



In this program you will have access to the best educational material, prepared with you 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.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Educational Techniques and Procedures on Video

We introduce you to the latest techniques, with the latest educational advances, and to the forefront of Education today. All this, in first person, 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

We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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



Additional Reading

Recent articles, consensus documents, international guides. In our virtual library you will have access to everything you need to complete your training.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, we will present you with real case developments in which the expert will guide you through focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Re-testing

We periodically evaluate and re-evaluate your knowledge throughout the program, through assessment and self-assessment activities and exercises: so that you can see how you 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 our future difficult decisions.



Quick Action Guides

We offer you the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help you progress in your learning.



06

Certificate

This **Postgraduate Diploma in Diabetes Methodology** guarantees you, in addition to the most accurate and up-to-date training, access to a Postgraduate Diploma issued by La TECH Technological University.



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

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