Postgraduate Diploma
Digital School and Gamification

tech global university

tech global university

Postgraduate Diploma
Digital School and Gamification

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Credits: **18 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-digital-school-gamification**

Index

01
Introduction
p. 4

02
Objectives
p. 8

03
Course Management
p. 12

04
Structure and Content
p. 18

05
Methodology
p. 24

06
Certificate
p. 32

01

Introduction

Gamification is a cutting-edge technique consisting of bringing the fun mechanics of games to the educational or professional sector in order to obtain better results. Some of its goals are the acquisition of various knowledge more effectively, rewarding actions or polishing skills. In this sense, several studies have corroborated that involving students in learning through interactivity increases their school performance, so it is essential that schools have teachers who are up to date with these new technologies. Thanks to this program this will be possible, specializing teachers in the stimulation of students within the concept of Digital School with an online format with all the facilities.

Delve into the latest advances in Digital School and Gamification and take the educational experience to another level"

Educational innovation is a premise that schools must keep in mind today. Young people are the segment of society with digital skills, including video games, so traditional teaching experiences are less and less capturing their attention. Thus, betting for Gamification in the classroom is postulated as the best way to redefine the relationship between students and teachers and lead the former to an educational performance that reaches new heights.

In this way, the program of this Postgraduate Diploma will provide them with a high level of training in two of the current trends: Gamification and Digital Transformation. It is aimed at both students from the business and educational world. Furthermore, this program will not only be taught by professionals who have successfully designed and implemented gamifications and gamification, but students will also be integrated into them so that 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.

Emphasizing its double aspect, if the student belongs 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 they come from the educational world, it will allow them to lead educational innovation. In both cases, you will learn how to design games and gamifications that can be marketed.

All this valuable learning will be offered completely online, with a modern format in which students will set their educational pace within the proposed deadlines. In addition, they will enjoy an extensive Virtual Campus where they will find the most up-to-date knowledge in this area in the form of content presented in a variety of ways, from interactive diagrams to video summaries.

This **Postgraduate Diploma in Digital School and Gamification** contains the most complete and up-to-date educational program on the market. The most important features include:

- The development of case studies presented by experts in Digital School and Gamification
- The graphic, schematic and eminently practical contents with which it is conceived gather Educational and practical information on those disciplines that are essential for professional practice
- Practical exercises where the process of self-assessment can be used 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

Transform the learning experience in your school to further integrate your students into the educational process"

Students will want to go back to the classroom as soon as they finish thanks to the games that this Postgraduate Diploma proposes to design"

Be part of the revolution in the educational experience thanks to Gamification and stand out in your center.

See firsthand in this Postgraduate Diploma what it means to learn in a gamified environment.

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

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

This program's design focuses on Problem-Based Learning, through which the professionals must try to solve the different professional practice situations that arise during the academic program. For this purpose, the students will be assisted by an innovative interactive video system created by renowned experts.

02

Objectives

The Postgraduate Diploma in Digital School and Gamification is oriented to facilitate the performance of the professional dedicated to working with children, adolescents and adults in the psychological field. You will obtain a pioneering specialization to successfully transfer Gamification strategies to your center and implement the Digital School concept. In addition, the objectives are aligned with a global perspective to prepare teachers for future challenges resulting from a changing professional scenario.

A program designed for both education and business professionals"

General Objectives

- Identify the psycho-pedagogical assumptions of innovations in Gamification and digital resources
- Design your own gamifications and games, both for private and commercial use
- Select the games that can be used in ABJ according to our 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, ABJ and digital resources

Identify the key elements of the new Digital School to lead the digital transition of schools"

Specific Objectives

Module 1. How to Organize a Digital School

- 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

Module 2. New Times, New Students

- Create content on EdPuzzle
- Create tasks on EdPuzzle
- Use design tools to produce print and play games
- Create and manage a YouTube channel
- Create and manage a Podcast

Module 3. Teachers in the Digital School

- Learn about the different digital platforms for communication between teachers and students
- Create innovative multimedia content for the classroom
- Create and manage a Podcast

03

Course Management

The teaching team for this program is made up of great professionals who make up a talented multidisciplinary faculty. Experts in Information Technology and Communication converge with doctors in Psychology to offer students the most complete training with the presence of all the disciplines involved. Thus, the acquisition of all the necessary skills to excel in the field of Gamification and Digital School is guaranteed.

A multidisciplinary teaching team will catapult you to success thanks to its experience in educational projects incorporating the most innovative technologies"

Management

Mr. Morilla Ordóñez, Javier

- Contemporary History and ICT Specialist Teacher
- Head of Studies at JABY School
- Apple Distinguished Educator
- Professor at the Complutense University and University of Alcalá
- Degree in Philosophy and History. University of Alcalá
- Specialist in Gamification, Flipped Classroom and Digital Transition
- Author of the contents of the History GENIOX project. Oxford University Press

Mr. Albiol Martín, Antonio

- ICT Coordinator at JABY School
- ICT Coordinator at JABY School
- Head of the Department of Spanish Language and Humanities
- Professor of Spanish Language and Literature
- Degree in Philosophy from the Complutense University of Madrid
- Master' s Degree in Literary Studies. Complutense University of Madrid
- Master's Degree in Education and ICT, Specialty in E-Learning. Open University of Catalonia

Professors

Mr. Herrero González, Jesús

- Psychologist Diploma in Games and Gamification
- DEVIR Specialist
- Specialist in the chain of Hobby and Toy Stores POLY
- Psychology Graduate
- Master's Degree in Education
- Diploma in Games and Gamification

Dr. De la Serna, Juan Moisés

- Psychologist and Writer expert in Neurosciences
- Writer specializing in Psychology and Neurosciences
- Author of the Open Chair in Psychology and Neurosciences
- Scientific disseminator
- PhD in Psychology
- Degree in Psychology. University of Seville
- Master's Degree in Neurosciences and Behavioral Biology Pablo de Olavide University, Seville
- Expert in Teaching Methodology. La Salle University
- University Specialist in Clinical Hypnosis, Hypnotherapy. National University of Distance Education - UNED
- Diploma in Social Graduate, Human Resources Management, Personnel Administration. University of Seville
- Expert in Project Management, Business Administration and Management, Federación de Servicios U.G.T. (U.G.T. Services Federation)
- Trainer of Trainers. Official College of Psychologists of Andalusia

Mr. Martín Centeno, Óscar

- Writer and Lecturer
- 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
- Director of documentaries, multimedia educational proposals and video art pieces for the Museo de Arte Contemporáneo Reina Sofía, the Museo Thyssen Bornemisza or the City Council of Málaga
- Trainer of teachers in the Community of Madrid in courses on ICT in the classroom, Digital Resources or animation to reading in the digital age
- Master's Degree in Leadership and Management of Educational Centers
- Degree in History and Science of Music
- Postgraduate Certificate in Music Teaching
- Florentino Pérez-Embid International Award from the Real Academia Sevillana de Buenas Letras for his first book Espejos enfrentados (Confronted Mirrors)
- Nicolás del Hierro National Prize for his second book Las Cántigas del Diablo (The Devil's Canticles)
- International Paul Beckett Award for his third book Sucio tango del alma by the Valparaíso Foundation

Make the most of this opportunity to learn about the latest advances in this subject to apply it to your daily practice"

04

Structure and Content

The structure of this program contains everything necessary for a broad specialization with the latest developments and contributions in this field. The students will analyze with the teaching team the concept of Digital School, the best electronic devices that a classroom should have, the profile of students in the digital era or the TPACK model. Following the practical methodology of ReLearning, these and more ideas will be successfully assimilated by the students thanks to their reiteration through interactive outlines and summaries, complementary readings, case analysis or videos.

Examines in depth the profile of Generation Z learners to design the best digital strategies to boost their learning"

Module 1. How to Organize a Digital School

1.1. Before Starting
- 1.1.1. Education in Digital Society
- 1.1.2. What Is n Digital School?

1.2. The School Institution in Digital Society
- 1.2.1. The Management Team's Drive
- 1.2.2. The Fundamental Role of Educators
- 1.2.3. Families and Schools in Digital Society

1.3. Students Belonging to iGeneration or Generation Z
- 1.3.1. Myths and Reality about Digital Natives
- 1.3.2. Education in Digital Society
- 1.3.3. M-learning
- 1.3.4. The Trojan Horse?

1.4. What does My Center Need?
- 1.4.1. Educational Philosophy
- 1.4.2. "He Who Reads Much and Walks Much, Sees Much and Knows Much"

1.5. Analyzing before Starting
- 1.5.1. Priorities
- 1.5.2. Fundamental Decisions
  - 1.5.2.1. Trolleys or 1:1 Ratio?
  - 1.5.2.2. What Concrete Model Have We Chosen?
  - 1.5.2.3. IDP or Television? Neither of the Two?
- 1.5.3. Planning

1.6. Design as the Key to Implementation
- 1.6.1. The DEP
- 1.6.2. What are Managed Apple IDs?
- 1.6.3. Device Management Systems
- 1.6.4. Apple School Manager
- 1.6.5. Buying in Bulk

1.7. The Importance of a Good Foundation: Development
- 1.7.1. Connectivity
- 1.7.2. Human: The Educational Community
- 1.7.3. Organizational
- 1.7.4. Education

1.8. Why Choose an iPad for the Classroom?
- 1.8.1. Technopedagogical Criteria
- 1.8.2. Other Considerations
- 1.8.3. Typical Objections

1.9. The Map to Discover Treasures
- 1.9.1. Apple's Office Suite
  - 1.9.1.1. Pages
  - 1.9.1.2. Keynote
  - 1.9.1.3. Numbers
- 1.9.2. Multimedia Creation Apps
  - 1.9.2.1. iMovie
  - 1.9.2.2. Garage Band
- 1.9.3. The Classroom in the Teacher's Hands
  - 1.9.3.1. Teaching Management: Classroom
  - 1.9.3.2. iTunes U as a Virtual Learning Environment
- 1.9.4. Swift Playgrounds and LEGO

1.10. Assessment and Program Continuity
- 1.10.1. Untimely Assessment
- 1.10.2. New Cycle Commitments

Module 2. New Times, New Students

2.1. New Times, New Students
- 2.1.1. Digital Age Learner Virtualities and Limits
- 2.1.2. PISA as a Benchmark for Current Education
- 2.1.3. Other Benchmarks for Current Education

2.2. Competent but Happy Too
- 2.2.1. Digital Competence as Transverse Axis Learning
- 2.2.2. Digital Competence Dimensions
- 2.2.3. Searching for Happiness on Google, Not to Be Found

2.3. Active and Independent Students
- 2.3.1. Project-Based Learning in the Digital Context
- 2.3.2. Other Active Methodologies
- 2.3.3. Independent Learning in the 21st 21st century

2.4. You Can't Do It on Your Own, You Can with Friends
- 2.4.1. Key Elements in Cooperative Learning in the Digital Context
- 2.4.2. Google Suit in Cooperative Learning

2.5. Creative and Communicative Students
- 2.5.1. Digital Narration
- 2.5.2. Audiovisual Format
- 2.5.3. Flipped Classroom

2.6. Are Our Students Sufficiently Stimulated?
- 2.6.1. Resources to Speak the Same Language as the Students Do
- 2.6.2. Digital Interactive Whiteboards: Good Practices
- 2.6.3. To Project or Not to Project, That Is the Question

2.7. Enemies of Boredom
- 2.7.1. Contests and Challenges
- 2.7.2. Characters, Plots and Powers

2.8. Like, Share, Comment
- 2.8.1. Social media
- 2.8.2. Social Learning Environments and Gamification Platforms

2.9. Giving Feedback
- 2.9.1. Skills evaluation
- 2.9.2. Self-assessment and Co-assessment
- 2.9.3. Gamified Hetero Assessment

2.10. Playable Demos
- 2.10.1. In the Classroom
- 2.10.2. At Home
- 2.10.3. Board Games

Module 3. Teachers in the Digital School

3.1. Rethinking Education: Aiming toward 2030 Society
- 3.1.1. What Education Do We Need in the 21st Century?
- 3.1.2. Education for Global Citizenship
- 3.1.3. The Digital Role in School
- 3.1.4. Challenges and Objectives for the Education of the 21st Century

3.2. Teacher Digital Competence
- 3.2.1. Being Competent in Education
- 3.2.2. Digital Educational Technology
- 3.2.3. Distribution Models of ICT to School ICT Distribution Models in Schools
- 3.2.4. Teacher Digital Competence

3.3. Teacher Training in the Digital School
- 3.3.1. Teacher Training: A Brief State of Play
- 3.3.2. Teacher Role in the 21st Century
- 3.3.3. Teacher Skills in the Digital School
- 3.3.4. Digital Teaching Competence Portfolio

3.4. The Inefficiency of the Lone Teacher
- 3.4.1. The Education Project and the Curricular Project
- 3.4.2. Work Group Culture
- 3.4.3. Technology at the Service of Cooperative Work: Management, Training and Collaboration

3.5. TPACK: A Model for Today's Teachers
- 3.5.1. The TPACK Model
- 3.5.2. Knowing How to Use the TPACK Model
- 3.5.3. Implementing the TPACK Model

3.6. Creative and Communicative Materials
- 3.6.1. Digital Narration in the Classroom
- 3.6.2. Digital Books in School
- 3.6.3. Creating Open Educational Resources
- 3.6.4. Visualizing Thoughts and Ideas
- 3.6.5. Video Narration
- 3.6.6. Video Games

3.7. Assessment in the Digital Era
- 3.7.1. Toward Authentic Learning Assessment
- 3.7.2. Technology in Assessment
- 3.7.3. Assessment Tools with Educational Technology
- 3.7.4. Electronic Rubric Assessment

3.8. Teacher Student Communication through Digital Platforms
- 3.8.1. Introduction to Virtual Platforms in Education
- 3.8.2. Pedagogic Dimensions in Virtual Classrooms
- 3.8.3. Didactic Planning for Virtual Classrooms
- 3.8.4. Platforms to Create Virtual Classrooms

3.9. Families and Schools: Breading the Digital Gap
- 3.9.1. The Role of the Family in the Digital School
- 3.9.2. The Importance of Relationships and in the Educational Environment
- 3.9.3. Family School Communication Platforms

3.10. Teaching Resources in the Age of Knowledge
- 3.10.1. Teaching How to Think through the Curriculum
- 3.10.2. Bloom's Taxonomy for the Digital Age
- 3.10.3. The Integrated Didactic Unit as a Planning Tool
- 3.10.4. Redesigning Exams as an Assessment Tool

Thanks to ReLearning, your updated knowledge of Digital School and Gamification will accompany you throughout your career"

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.

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:

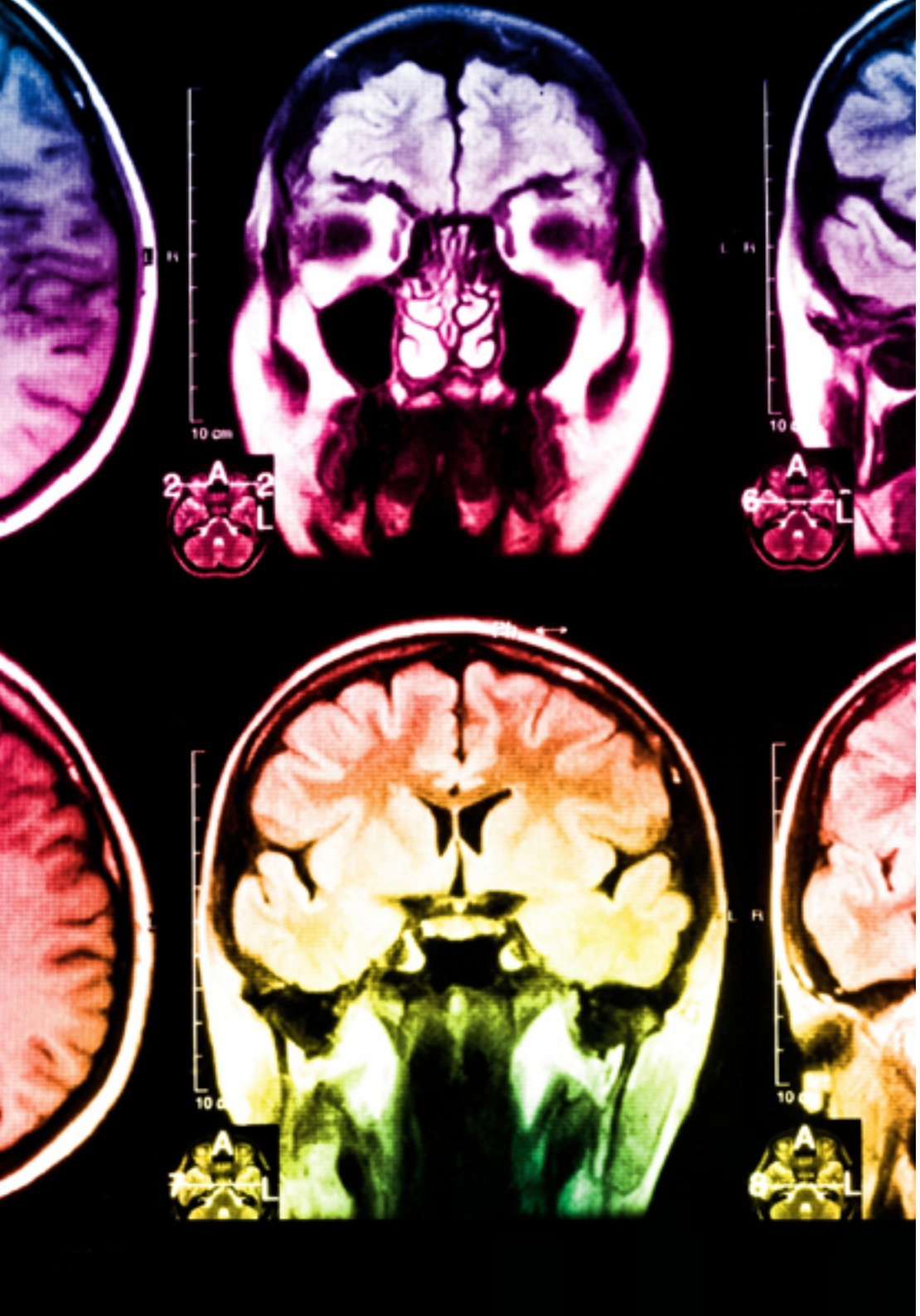
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. 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.

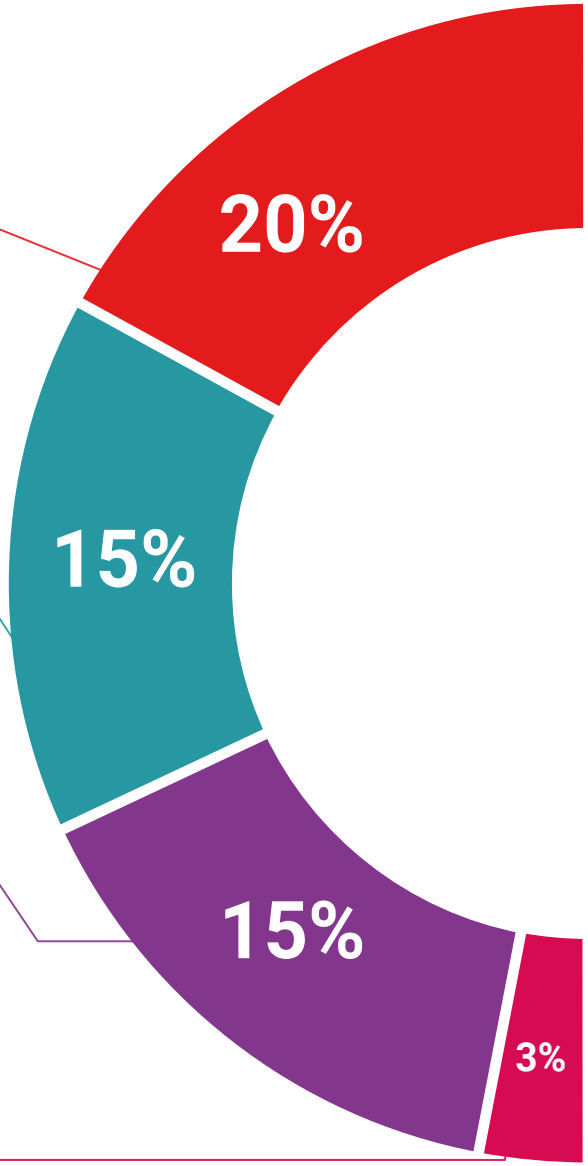
Interactive Summaries

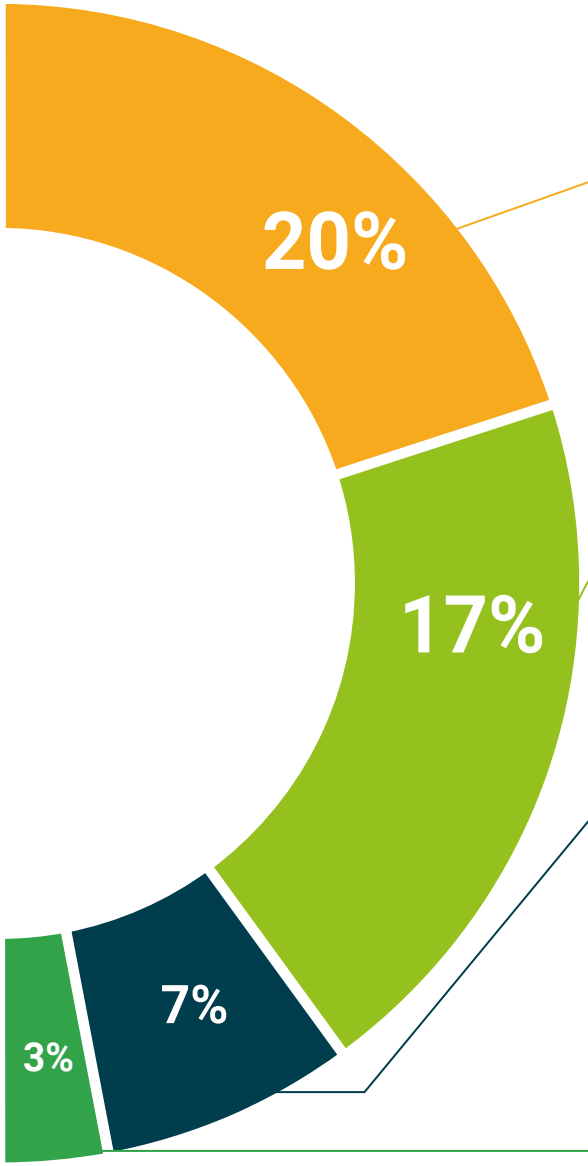
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.

06

Certificate

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

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 Diploma in Digital School and Gamification** endorsed by **TECH Global University**, the world's largest online university.

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

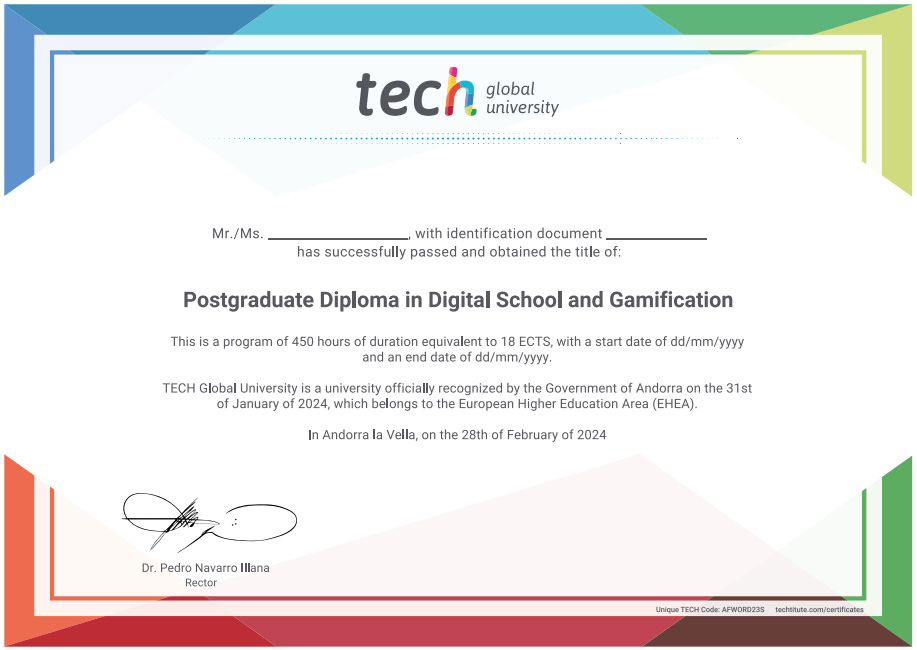
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Digital School and Gamification**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**


tech global university

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

Postgraduate Diploma in Digital School and Gamification

This is a program of 450 hours of duration equivalent to 18 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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

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

Dr. Pedro Navarro Illana
Rector

Unique TECH Code: AFWORD23S techtitute.com/certificates

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

tech global university

Postgraduate Diploma
Digital School and Gamification

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Credits: **18 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Postgraduate Diploma
Digital School and Gamification

tech global university