

Postgraduate Diploma
Economics and Business
Teacher Training in High
School Education





Postgraduate Diploma Economics and Business Teacher Training in High School Education

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

Website: www.techtitude.com/us/education/postgraduate-diploma/postgraduate-diploma-economics-business-teacher-training-high-school-education

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01

Introduction

Financial education is increasingly in demand by the educational community, which understands the importance of providing young people with the essential information they need to understand the workings of the economic sector and business. In this scenario, teaching professionals have the arduous task of showing concepts, a priori dense, in a much more attractive way. This is the reason for the creation of this 100% online program that provides the most advanced syllabus for the design, planning, and programming of a complete subject on Economics and Business in the high school education stage. All this, in addition, with a multimedia teaching material that you can access comfortably from any electronic device with an Internet connection.





“

Enroll in a 100% online Postgraduate Diploma that will lead you to create attractive programs and teaching units on Economics and Business in High School Education"

The philosophical foundations of Adam Smith, the economic theories of Marx, or the failure and success of the entrepreneur are essential subjects that every High School Education student should know in order to be able to function in a world where Economics and business prevail.

In this context, education systems have integrated this subject in high school students who will soon enter the job market or decide to start their own business. A reality that leads teaching professionals not only to have a deep knowledge of the subject, but also to know the techniques, methodologies, and essential pedagogical resources to bring this subject closer to their students. That is why TECH has created this Postgraduate Diploma that provides the teacher with an advanced syllabus in Economics and Business Teacher Training in High School Education.

A program that will take you throughout 6 months to deepen in the teaching-learning of this subject, therefore the design, development and implementation of a teaching program, meeting the academic requirements. All this, in addition, with a theoretical-practical perspective that will allow you to integrate into your daily life the most effective activities and methods explained by a team of teachers with extensive experience in the field of education.

In addition, the high school students who take this program will be able to reduce the long hours of study and memorization thanks to the Relearning system. A method based on the reiteration of content, which leads to a much more natural progression through the syllabus and the consolidation of new concepts.

An excellent opportunity for the professional who wishes to progress in this sector through a Postgraduate Diploma 100% online and flexible. The high school students who take this course will only need an electronic device (cell phone, tablet, or computer) with an Internet connection to be able to view the syllabus hosted on the virtual platform. Therefore, without classes with fixed schedules and with the possibility of distributing the teaching load according to their needs, the professional will be able to combine daily responsibilities with a program that is at the educational forefront.

This **Postgraduate Diploma in Economics and Business Teacher Training in High School Education** 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 teaching in High School Education
- ♦ The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where 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



Bring to your classroom the most effective methodologies to break the main difficulties in the learning of economic knowledge in High School Education students"

“

TECH Global University has created a university program that adapts to you. Therefore, you do not have classes with fixed schedules and you will be able to make the teaching load more flexible. Enroll now”

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

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

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the educational year. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

This program provides all the ICT tools that you can use in your classroom to attract the most digital high school students.

Be the teacher who inspires your high school students in the creation of a new business, applying the concepts of feasibility plan and business marketing.

$$(a+ib)(3z+2x-y)$$

$$= \sum_{k=0}^n kx \frac{n!}{(n-k)!k!} p^{k-1}$$

$$= \sum_{k=1}^n (n-k)! (k-1) p^{k-1}$$

$$= np \sum_{k=1}^n \frac{n-1}{k-1} p^{k-1}$$

$$= np \sum_{i=0}^{n-1} i p^i$$

02

Objectives

This Postgraduate Diploma has been prepared with the main objective of offering future teachers the most advanced content on the syllabus design and teaching of Economics and Business in High School Education. To achieve this goal, TECH has developed a comprehensive, up-to-date syllabus that meets the needs of teachers who want to advance in their field.





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Design, plan, and develop from start to finish an Economics and Business subject programming with this first-level university program"



General Objectives

- ♦ Introduce students to the world of teaching, from a broad perspective that provides them with the necessary skills for the performance of their work
- ♦ Know the new tools and technologies applied to teaching
- ♦ Show the different options and ways the teacher can work in their post
- ♦ Promote the acquisition of communication and knowledge transmission skills and abilities
- ♦ Encourage continuing education for students



You will be able to translate the most complex economic and business concepts with the most efficient operational and participative methodologies"





Specific Objectives

Module 1. Complements for the Disciplinary Training of Economics and Business

- ♦ Explain the history Economy teaching
- ♦ Get to know the importance of financial education
- ♦ Expose the economic theories of Karl Marx and his analysis of Capitalism
- ♦ Define the characteristics of Adam Smith's classical school
- ♦ Understand the world Economy and the economic thought of the 10th century
- ♦ Describe the process of creating a new company
- ♦ Identify the capabilities, qualities and attributes of the entrepreneur
- ♦ Know the importance of the idea and its feasibility plan

Module 2. Economics and Business Syllabus Design

- ♦ Define the concept of syllabus
- ♦ Detail the elements that make up the syllabus
- ♦ Explain the concept of syllabus design
- ♦ Describe the levels of concreteness of the syllabus
- ♦ Explain the different models of the syllabus
- ♦ Determine the aspects that should be taken into account in the elaboration of a teaching program

Module 3. Economics and Business Teaching

- ♦ Analyze the concept of the term teaching
- ♦ Assimilate the specifics of language teaching
- ♦ Get to know the main aspects of the teaching of Economics in the company
- ♦ Analyze teaching from a corporate point of view

03

Course Management

The students who take this Postgraduate Diploma will have access to a program taught by an excellent team of teachers who have a great professional background in the field of teaching in High School Education. Their extensive knowledge of methodologies, subject programming and teaching-learning techniques is reflected in the syllabus of this instruction. In addition, thanks to its proximity, the high school students will be able to solve any doubts they may have about its content.



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You will be able to improve as a teacher thanks to this program, which has been developed by real specialists in the education sector"

Management



Dr. Barboyón Combey, Laura

- ♦ Teacher of Primary Education and Postgraduate Studies
- ♦ Teacher in Postgraduate University Studies of High School Teacher Formation
- ♦ Teacher of Primary Education in several schools
- ♦ Doctor in Education from the University of Valencia
- ♦ Master's Degree in Psychopedagogy from the University of Valencia
- ♦ Degree in Primary School Education with a major in English Teaching from the Catholic University of Valencia San Vicente Mártir



04

Structure and Content

The syllabus of this Postgraduate Diploma is structured to offer teaching professionals everything they need to advance their careers as teachers of Economics and Business in High School Education. Therefore, by means of innovative pedagogical tools and with a magnificent teacher team, you will achieve your objectives in only 6 months and without neglecting other areas of your daily life. A unique experience offered by TECH through comprehensive content on the content, syllabus design and the most effective teaching of this subject.



“

A syllabus with a theoretical-practical approach that will provide you with the resources you need to successfully teach the subject of Economics and Business”

Module 1. Complements for the Disciplinary Training of Economics and Business

- 1.1. History of Economy Teaching
 - 1.1.1. Origin and Evolution of the Teaching of Economics Up to the General Education Law of 1970
 - 1.1.2. The Economic Contents of LOGSE
 - 1.1.3. The Economic Contents of LOE
 - 1.1.4. The Current Educational System: Contents of Economics and Business in ESO
 - 1.1.5. The Current Educational System: Contents of Economics and Business in High School
 - 1.1.6. The Current Educational System: Contents of Economics and Business in Vocational Training
- 1.2. Financial Education
 - 1.2.1. The Importance of Financial Education
 - 1.2.2. Financial Education in the Spanish Curriculum
 - 1.2.3. Financial Education in Other Countries
 - 1.2.4. The Assessment of Financial Literacy in PISA
 - 1.2.5. Examples of Activities to Develop Financial Concepts in the Classroom
- 1.3. Economic Development in the 19th Century: Population, Natural Resources, and Technology The Institutional Framework
 - 1.3.1. The Population
 - 1.3.2. Natural Resources
 - 1.3.3. Legal Basis
 - 1.3.4. Economic and Policy Thought
 - 1.3.5. Class Structure and Class Struggle
 - 1.3.6. Education and Literacy
 - 1.3.7. International Relations
- 1.4. Political Economy in the English Classical School
 - 1.4.1. Delimitation of the Classical School: Adam Smith
 - 1.4.2. Adam Smith's Philosophical Foundations
 - 1.4.3. Salaries Theory Land Rent and Grain Laws
 - 1.4.4. Classical Monetary Theory
 - 1.4.5. Classical Theories of International Trade
- 1.5. Karl Marx and His Critique of Classical Economics
 - 1.5.1. Marx's Economic Theories
 - 1.5.2. Marx's Analysis of Capitalism
- 1.6. the World Economy and the Economic Thought of the 20th Century
 - 1.6.1. The Population
 - 1.6.2. Resources
 - 1.6.3. Technology
 - 1.6.4. Institutions
 - 1.6.5. The Predominance of Keynesians Ideas
 - 1.6.6. The New Macroeconomics: Monetarism, Rational Expectations
 - 1.6.7. Some of the Main Secondary Streams
 - 1.6.8. New Research Programs in Economics
- 1.7. The Entrepreneur The Process of Creating a New Company
 - 1.7.1. Concept and Types of Entrepreneur
 - 1.7.2. Capabilities, Qualities and Attributes of the Entrepreneur
 - 1.7.3. Myths about the Entrepreneur
 - 1.7.4. The Most Frequent Mistakes Made by Entrepreneurs
 - 1.7.5. Entrepreneurial Failure and Success
 - 1.7.6. Entrepreneurial Behavior
 - 1.7.7. Access Routes to Entrepreneurial Activity
 - 1.7.8. Creation of a Company Innovation
 - 1.7.9. The Franchise
 - 1.7.10. The Associated Commerce
 - 1.7.11. The Process of Creating a New Company
- 1.8. The Idea and its Feasibility Plan
 - 1.8.1. The Importance of Idea
 - 1.8.2. Source of Ideas
 - 1.8.3. New Business Fields
 - 1.8.4. Structure of PVI
 - 1.8.5. Check and Choice
 - 1.8.6. Justification and Development
 - 1.8.7. Contrasts
 - 1.8.8. DAFO Analysis and Conclusions

- 1.9. The Strategic Plan
 - 1.9.1. Purpose and Contents
 - 1.9.2. Business Name and Legal Form
 - 1.9.3. Social Objective and Objectives
 - 1.9.4. Products and Brands
 - 1.9.5. Target Market Customers and Consumers
 - 1.9.6. Image and Positioning Competitive Advantages of the Company
 - 1.9.7. Location, Facilities and Size of the Company
 - 1.9.8. Organizational Structure, Corporate Culture and Other Elements
- 1.10. The Marketing and Viability Plan of the New Company as an Investment
 - 1.10.1. Purpose and Contents
 - 1.10.2. Product Policy
 - 1.10.3. Sales Policy
 - 1.10.4. Pricing Policies
 - 1.10.5. Communication Policies
 - 1.10.6. Distribution Policy
 - 1.10.7. Variables
 - 1.10.8. Economic Viability of the Company as an Investment
 - 1.10.9. Financial Viability of the New Company as an Investment

Module 2. Economics and Business Syllabus Design

- 2.1. Syllabus and its Structure
 - 2.1.1. School Syllabus: Concept and Components
 - 2.1.2. Syllabus Design: Concept, Structure and Functioning
 - 2.1.3. Levels of Syllabus Specification
 - 2.1.4. Syllabus Model
 - 2.1.5. Educational Programming as a Working Tool in the Classroom
- 2.2. Legislation as a Guide to Syllabus Design and Key Competencies
 - 2.2.1. Review of Current National Educational Legislation
 - 2.2.2. What are Competencies?
 - 2.2.3. Types of Skills
 - 2.2.4. Key Competencies
 - 2.2.5. Description and Components of Key Competencies

- 2.3. The Spanish Education System Teaching Levels and Modalities
 - 2.3.1. Education System: Interaction between Society, Education and the School System
 - 2.3.2. The Educational System: Factors and Elements
 - 2.3.3. General Characteristics of the Spanish Educational System
 - 2.3.4. Configuration of the Spanish Educational System
 - 2.3.5. High School Education
 - 2.3.6. Baccalaureate
 - 2.3.7. Artistic Education
 - 2.3.8. Language Teaching
 - 2.3.9. Sports Education
 - 2.3.10. Adult Education
- 2.4. Syllabus Programming Applied to Economics and Business Department Programming
 - 2.4.1. Applicable Legislation
 - 2.4.2. Organic Law on Education and Organic Law for the Improvement of the Quality of Education
 - 2.4.3. Royal Decree 1105/2014, which Establishes the Basic Syllabus for Compulsory High School
 - 2.4.4. General Elements of a Department Programming
 - 2.4.5. General Objectives of a Stage
 - 2.4.6. Specific Objectives of a Subject
- 2.5. Contents, Methodology and Teaching Resources
 - 2.5.1. Content Specification
 - 2.5.2. Content Distribution
 - 2.5.3. Description of the Methodology
 - 2.5.4. Materials and Resources Specification
- 2.6. Assessment Procedures, Attention to Diversity, and Complementary Activities
 - 2.6.1. Assessment Procedures
 - 2.6.2. Attention to Diversity
 - 2.6.3. Complementary Activities
- 2.7. The Teaching Unit in Programming Theoretical and Practical Aspects to be Taken into Account
 - 2.7.1. Aspects Derived from Legislation Applicable to the Teaching Unit: Standards, Competencies, Syllabus, Contents, etc
 - 2.7.2. Methodological Aspects: Ages and Integration of Competencies and Standards in the Syllabus Activities
 - 2.7.3. Elements of a Teaching Unit
 - 2.7.4. Practical Aspects

- 2.8. Development of a High School Programming: Entrepreneurial Initiative
 - 2.8.1. Elements of Programming
 - 2.8.2. Elements of a Teaching Unit
- 2.9. Professional Syllabus Programming: Entrepreneurial Economy and Initiative
 - 2.9.1. Elements that Make Up a Subject Program
 - 2.9.2. Components of the Programming of the Classroom
- 2.10. Didactic Programs: Practical Examples
 - 2.10.1. Elements that Make Up the Teaching Unit Classroom Program
 - 2.10.2. Aspects to emphasize of the Classroom Programming
 - 2.10.3. Fundamental Aspects of Didactic Programming Based on Selected Autonomous Legislation

Module 3. Economics and Business Teaching

- 3.1. General Didactics and Learning Theories
 - 3.1.1. Teaching as Communication of Knowledge
 - 3.1.2. Knowledge as a Source and Need for Communication
 - 3.1.3. From Existing Subjectivity to Desired Objectivity
 - 3.1.4. From Teacher Activity to Student Learning
 - 3.1.5. The Procedure to the Effect in the Educational Activity
 - 3.1.6. Method as a Procedure
- 3.2. Theories of Learning Applied to the Specialty
 - 3.2.1. The Model of Research in the School Research Areas
 - 3.2.2. Knowledge of the Economic System
 - 3.2.3. Contents of the Procedural System
 - 3.2.4. Attitudinal Contents
 - 3.2.5. Plot of Problems in the Field of Research of the Economic System
- 3.3. Learning Techniques and Strategies Applied to the Specialty
 - 3.3.1. The Psychological Analysis of Effective Teaching: the Functions of Learning
 - 3.3.2. Activation Phase
 - 3.3.3. Instructional or Developmental phase
 - 3.3.4. Feedback Phase
 - 3.3.5. Cooperation as a Form of Pedagogical Action
 - 3.3.6. Competitiveness, Individuality and Cooperation in Learning
 - 3.3.7. Delimitation of the Concept of Cooperative Learning
 - 3.3.8. The Educational Potential of Cooperative Interaction

- 3.4. Teaching Methodologies
 - 3.4.1. Towards an Operational and Participatory Methodology
 - 3.4.2. Scientific Assumptions of the Operational Methodology
 - 3.4.3. Scientific Assumptions of the Participatory Methodology
 - 3.4.4. Methodological Approaches for Teaching Economy
 - 3.4.5. Educational Visits
 - 3.4.6. Economy Workshop
 - 3.4.7. Activities Related to the Use of Audiovisual Information
 - 3.4.8. Activities Mobilizing Various Sources of Information
 - 3.4.9. Activities Based on Group Dynamic
 - 3.4.10. Simulation Games
- 3.5. Learning Difficulties
 - 3.5.1. What Do We Know About How We and Our Ancestors Lived?
 - 3.5.2. Obstacles in the Construction of Notions Related to the Labor Market
 - 3.5.3. Difficulties in the Construction of Economic Knowledge
- 3.6. Activities for Learning the Subject
 - 3.6.1. Importance of the Activities
 - 3.6.2. Criteria for the Choice of Student Activities
 - 3.6.3. Techniques for Directing Student Activities
 - 3.6.4. Learner Activities Based on Learning Situations
 - 3.6.5. Learner Activities Based on Learning Process
 - 3.6.6. Guidelines for Establishing the Student's Activities According to the Characteristics of the Person
 - 3.6.7. Teacher Activities
 - 3.6.8. Extracurricular Activities
- 3.7. Didactic Resources
 - 3.7.1. Definition of Resource and Teaching Material
 - 3.7.2. Types of Resources, Materials and Teaching
 - 3.7.3. Different Views on the Functions of Teaching Resources and Materials
 - 3.7.4. Different Types of Media and Their Educational Application
 - 3.7.5. Use and Selection of Videos in Education
 - 3.7.6. Use of Multimedia in School
- 3.8. Teaching Resources TIC
 - 3.8.1. Digital Resources
 - 3.8.2. Web 2.0.
 - 3.8.3. Social Media
 - 3.8.4. Blog
 - 3.8.5. Wiki
 - 3.8.6. Twitter
 - 3.8.7. Chat and Forum
 - 3.8.8. Cmap Tools
- 3.9. Assessment
 - 3.9.1. Initial Assessment
 - 3.9.2. Continuous Assessment
 - 3.9.3. Final Assessment
 - 3.9.4. Formative and Summative Evaluations
 - 3.9.5. Normative, Criterial, and Personalizing Evaluations
 - 3.9.6. Other Assessment Modalities
 - 3.9.7. Other Functions of Assessment
- 3.10. Teachers in the Classroom: How to Create an Appropriate Place for Teaching-Learning?
 - 3.10.1. The Teacher as a Facilitator of Learning
 - 3.10.2. The Teacher as a Guide and Manager of the Group Coexistence
 - 3.10.3. The Teacher as Member of an Organization



Enhance your skills and abilities as a teacher, facilitator of learning, manager of group coexistence, and member of an educational community"

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 Economics and Business Teacher Training in High School Education 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 Economics and Business Teacher Training in High School Education** 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.

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future
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guarantee accreditation teaching
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community commitment
personalized service innovation
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development language
virtual classroom



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