

Postgraduate Diploma

Educational Innovation in Classical Language Teaching



Postgraduate Diploma Educational Innovation in Classical Language Teaching

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

Website: www.techtitute.com/in/education/postgraduate-diploma/postgraduate-diploma-educational-innovation-classical-language-teaching

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01

Introduction

Faced with the new generations, the approach to teaching Classical Languages has to be applied in a different way, since they have grown up parallel to the advances of the digital era. This challenge is especially complicated for teachers in this area, who have to adapt and acquire advanced skills with which to cope with these new ways of learning. And that is the reason why TECH has developed a complete program that seeks to provide students with practical skills and knowledge so that they can perform their professional work with maximum efficiency. And this, through the approach of topics such as Methodology and Educational Innovation, Methods for Teaching Languages or Classical Art. All this, in a comfortable 100% online modality that gives total freedom to the student.



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Become an outstanding expert in Educational Innovation in the field of Classical Languages, in only 6 months and in a 100% online modality"

As in all other fields, education has undergone multiple changes brought about by the digital era and new technologies. The way of learning and interacting with information has changed, especially for the new generations of young people, who are used to a different way of acquiring knowledge. This is a huge challenge for teachers, especially for those who teach Classical Languages.

And this is the reason why TECH has developed a Postgraduate Diploma in Educational Innovation in Classical Language Teaching with which it seeks to provide students with the best competences and new skills to be able to carry out their work in teaching with the highest possible quality and efficiency. And this, profoundly addressing topics such as Education by Competencies, the Changing Role of the Teacher, Digital Content Creation, Social Networks in the Classroom, Community Learning, Current Teaching Methods or Classical Art, among other relevant topics.

All this, through a comfortable 100% online modality that gives total freedom to students to organize their studies and schedules as they see fit, without interfering with their other obligations. In addition, with the total availability of the contents, 24 hours a day and through any device with internet connection, whether Tablet, mobile or computer.

This **Postgraduate Diploma in Educational Innovation in Classical Language Teaching** contains the Educational most complete and up-to-date program on the market. Its most notable features are:

- ♦ The development of case studies presented by experts in Educational Innovation in Classical Language Teaching
- ♦ 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



You will work on your skills and improve them quickly thanks to a complete program on Innovation in Education"

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The best program in the current educational market to test your educational skills, with a wide variety of practical exercises on teaching methodologies”

Acquire new knowledge about Learning Communities and Attention to Diversity.

Thanks to this dynamic and practical content, you will be able to exercise your new skills in Agile Methodologies and their Implementation in the Classroom.

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 academic year. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.



02

Objectives

TECH and its team of experts in Humanities and History have developed this Postgraduate Diploma in Educational Innovation in Classical Language Teaching, in response to the need of this sector to make the most of the new advances in education. All this, through the most complete didactic materials, the most innovative tools and the most dynamic information of the educational market.



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Whatever your objectives are, you will be able to achieve them thanks to TECH and its team of experts in Educational Innovation”



General Objectives

- ♦ Introduce students to the world of teaching from a broad perspective that will prepare them for future work
- ♦ Show the different options and methods used in teaching
- ♦ Favor knowledge acquisition of the contents of the subject of Latin and Classical Culture
- ♦ Know the main elements of the Greco-Latin influence in current societies
- ♦ Encourage continuous training of students and an interest in teaching innovation.
- ♦ Acquire a responsible civic conscience for a more just society
- ♦ Identify facts, events and other factors born in the Greco-Latin civilization that have survived to this day
- ♦ Interpret and understand current circumstances based on one's own cultural background
- ♦ Know and use the phonological, morphological, syntactic and lexical foundations of Latin
- ♦ Reflect on the substantial elements that make up languages
- ♦ Recognize elements of the Latin language that have evolved or remain in the current language.
- ♦ Identify and value the main contributions of the Greco-Latin civilization
- ♦ Know the main facts of the Greek and Roman past, with special attention placed on the Iberian Peninsula
- ♦ Identify facts, events and other factors born in the Latin civilization and which have survived to the present day
- ♦ Acquire specific skills to teach Latin and Classical Culture
- ♦ Understand the origin and evolution of romance languages
- ♦ Use the fundamental rules governing the phonetic evolution of Latin





Specific Objectives

Module 1. Methodologies and Educational Innovation

- ♦ Know and apply new teaching methodologies
- ♦ Select the most appropriate tools to teach the subject matter
- ♦ Understand the resources and possibilities of educational innovation

Module 2. Language Teaching Methods

- ♦ Differentiate between and recognize the different language teaching methods
- ♦ Select the method suitable to the educational context
- ♦ Understand the existing connection between the subject matter and the learners

Module 3. Classical Art

- ♦ Differentiate between and recognize the various artistic styles
- ♦ Select and know the most outstanding elements used in artistic production
- ♦ Know the impact on subsequent artistic styles
- ♦ Understand the cultural and artistic influence on the world today



A qualification that will maximize your professional profile in the field of Classical Languages and allow you to access the successful positions you have always wanted"



03

Course Management

The teaching staff and management of this Postgraduate Diploma in Educational Innovation in Classical Language Teaching have put their experience and knowledge to work to create the most complete and up-to-date content on the educational market. These specialists are part of TECH's team of experts and their professional careers meet the most demanding requirements to achieve the highest quality teaching.



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This teaching team has carefully elaborated the syllabus, using all their experience and expertise to create an unique syllabus that meets the highest expectations”

Address



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- ♦ Teacher of Compulsory Secondary Education and Baccalaureate in the San Alberto Magno School.
- ♦ Teacher of Secondary Education and Baccalaureate in public institutes.
- ♦ Director and founder of EDYCU Educational and Cultural Management
- ♦ Bachelor in Religious Sciences

Professors

Dr. Belso Delgado, Marina

- ♦ Art historian and researcher
- ♦ Guide of the Museum of the Cathedral of Murcia
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Ms. Olcina González, Andrea

- ♦ Humanities teacher
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- ♦ Professor of Spanish Language and Literature at IES La
- ♦ Private teacher/tutor
- ♦ Degree in Humanity, University of Alicante
- ♦ Master's Degree in Compulsory High School Education, High School and Vocational Training from the University of Alicante.
- ♦ Head of Department and Teacher of Spanish and Valencian Language and Literature at IES Rafal.



04

Structure and Content

The structure and contents of this Postgraduate Diploma in Educational Innovation in Classical Language Teaching have been designed under the highest standards of quality teaching to which TECH is accustomed in all its programs. In this way, complete, up to date and dynamic materials have been created, based on the most efficient pedagogical methodology, TECH's *Relearning*.





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You will have access to hundreds of hours of content, as well as a wide variety of additional material with which to explore those aspects of the syllabus that interest you most”

Module 1. Methodologies and Educational Innovation

- 1.1 Educational Innovation in
 - 1.1.1. What do we understand by Educational Innovation?
 - 1.1.2. The Changing Role of Teachers
 - 1.1.3. Competency-Based Education
 - 1.1.4. Coaching.
 - 1.1.5. Attention to Diversity
 - 1.1.6. Learning Communities
- 1.2 Digital Competence
 - 1.2.1. What Is Meant by Digital Competence?
 - 1.2.2. The Digital Competence Framework for Educators
 - 1.2.3. Content Curation
 - 1.2.4. Classroom Learning Technologies (CLT)
 - 1.2.5. Creating Digital Content
 - 1.2.6. Social Networks in the Classroom
- 1.3 Educational Entrepreneurship
 - 1.3.1. What Is Meant by Entrepreneurship in the Classroom?
 - 1.3.2. Design Thinking: Fundamentals
 - 1.3.3. Process vs. Product
 - 1.3.4. Classroom Application
 - 1.3.5. Agile Methodologies
 - 1.3.6. Agile Methodologies: Classroom Implementation
- 1.4 Communication Strategies
 - 1.4.1. Audiovisual Environments
 - 1.4.2. *Storytelling* in the Classroom
 - 1.4.3. Using Podcasts
 - 1.4.4. Communication Channels
 - 1.4.5. Other Communication Elements
 - 1.4.6. Classroom Applications



- 1.5 *Flipped Classroom*
 - 1.5.1. Definition of *Flipped Classroom*
 - 1.5.2. Model Fundamentals
 - 1.5.3. Work Prior to Implementation
 - 1.5.4. Tools
 - 1.5.5. Design, A Necessary Step
 - 1.5.6. Lessons from Experience
 - 1.6 Cooperative Learning
 - 1.6.1. The Fundamentals of Cooperative Learning
 - 1.6.2. The Objectives of Cooperative Learning
 - 1.6.3. Vigostky's Theory
 - 1.6.4. Building Cooperative Learning
 - 1.6.5. Space Suitability
 - 1.6.6. Assessing Cooperative Learning
 - 1.7 *Thinking-Based Learning*
 - 1.7.1. Explanatory Fundamentals
 - 1.7.2. Blooms Taxonomy.
 - 1.7.3. Learning to Think
 - 1.7.4. *Learning by Doing*
 - 1.7.5. Headings
 - 1.7.6. Various Assessment Models
- Module 2. Language Teaching Methods**
- 2.1 First Methods
 - 2.1.1. What Is a Method?
 - 2.1.2. The Classical Translation Method
 - 2.1.3. Gouin's Method
 - 2.1.4. Direct Method
 - 2.1.5. The Audiolingüe Method
 - 2.2 The Author's Method
 - 2.2.1. Communal Learning
 - 2.2.2. *Suggestopedia*
 - 2.2.3. The Silent Way
 - 2.2.4. *Total Physical Response*
 - 2.2.5. The Natural Approach
 - 2.3 Current Methods
 - 2.3.1. Functional *Syllabus*
 - 2.3.2. Non-Functional *Syllabus*
 - 2.3.3. Communicative Method
 - 2.4 General Approaches to Latin
 - 2.4.1. Learner-Based Instruction
 - 2.4.2. Task-Based Learning
 - 2.4.3. Topic-Based Learning
 - 2.4.4. Project-based Learning
 - 2.4.5. Strategy-Based Instruction
 - 2.4.6. Collaborative Approaches
 - 2.5 Specific Approaches to Latin
 - 2.5.1. Content-Based Instruction
 - 2.5.2. Language Immersion
 - 2.5.3. Vocational Instruction
 - 2.5.4. Bilingual Education
 - 2.5.5. Special Purpose Education
 - 2.5.6. Corpus-Based Instruction
 - 2.6 The Eclectic Method and Language-Culture
 - 2.6.1. The Relation between Language and Culture
 - 2.6.2. Which Method Should Be Used?
 - 2.6.3. Teaching Contexts and Globalization
 - 2.7 Interaction, Transfer and Motivation
 - 2.7.1. Creating Interactive Lessons
 - 2.7.2. Language Transfer
 - 2.7.3. How Can Students Be Motivated?
 - 2.7.4. Advantages of Group Work

Module 3. Classical Art

- 3.1 Ancient Greek Architecture
 - 3.1.1. General Characteristics
 - 3.1.2. The Three Architectural Orders
 - 3.1.3. Materials
 - 3.1.4. The Three Periods: Archaic, Classical and Late
 - 3.1.5. Ancient Greek Temples
 - 3.1.6. Theater
 - 3.1.7. Other Significant Buildings
- 3.2 Ancient Greek Sculpture
 - 3.2.1. The Geometric Period
 - 3.2.2. The Archaic Period
 - 3.2.3. The Classical Period
 - 3.2.4. The Hellenistic Period
 - 3.2.5. The Figure of the Sculptor
 - 3.2.6. Significant Works
- 3.3 The Acropolis in Athens
 - 3.3.1. History
 - 3.3.2. Architectural Elements
 - 3.3.3. The Buildings that Formed the Acropolis
 - 3.3.4. Decoration
 - 3.3.5. Relevant Authors
 - 3.3.6. Functionality
- 3.4 Ancient Roman Architecture
 - 3.4.1. History
 - 3.4.2. Materials and Innovative Techniques
 - 3.4.3. Vitruvio's Three Principles
 - 3.4.4. Ancient Roman Architectural Orders
 - 3.4.5. Types of Building
 - 3.4.6. Ancient Roman Architects





- 3.5 Ancient Roman Sculpture
 - 3.5.1. History of Sculpture
 - 3.5.2. Sculpting Techniques
 - 3.5.3. Influences in Ancient Roman Sculpture
 - 3.5.4. Sculpture in the Roman Empire
 - 3.5.5. Sculpture in the late imperial period
 - 3.5.6. Color as an Expressive Resource
- 3.6 Mosaics and Ancient Roman Painting
 - 3.6.1. Mosaics
 - 3.6.2. Construction and Location of Mosaics
 - 3.6.3. Mosaic Workshops and Types
 - 3.6.4. Purpose of the paintings
 - 3.6.5. Painting Techniques
 - 3.6.6. Themes and Expressiveness
- 3.7 Greco-Roman Art on the Iberian Peninsula
 - 3.7.1. Ancient Greek Architecture
 - 3.7.2. The Minor Arts
 - 3.7.3. Ancient Roman Architecture
 - 3.7.4. Ancient Roman Theaters
 - 3.7.5. Ancient Roman Sculpture
 - 3.7.6. Mosaics and Painting



Opt for a qualification that will enhance your professional profile in one of the sectors of education with the greatest future, ensuring you a successful position in your area"

05

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case 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.



06

Certificate

The Postgraduate Diploma in Educational Innovation in Classical Language Teaching guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



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

This Postgraduate Diploma in Educational Innovation in Classical Language Teaching contains the most complete and up-to-date program on the market.

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

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

Title: Postgraduate Diploma in Educational Innovation in Classical Language Teaching

Official N° of Hours: 450 h.



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



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