Postgraduate Diploma

Educational Programming and Assessment in History and Geography in High School

tech global university

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Postgraduate Diploma
Educational Programming and Assessment in History and Geography in High School

- 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-educational-programming-assessment-history-geography-high-school

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01

Introduction

Offering high school students a complete and efficient education in history and geography begins with proposing, developing and implementing a quality program that includes assessable objectives and an assessment process. This program is the most complete compilation in the field, with the most interesting innovations and approaches: an exceptional opportunity to quickly and easily train students with the best quality in online teaching on the market.

A program that will optimize your effort and turn it into performance with the best learning system on the market"

TECH offers instructional development that boosts students' abilities in geography and history, is supported by innovative and up-to-date programming, and includes assessment techniques that provide the necessary information to measure real progress and allow teachers to adapt their intervention.

This Postgraduate Diploma includes personalized tutoring and all manner of help and advice in order to be successfully completed. The modality of a Postgraduate Diploma is always an enormous advantage for those who take it, since it grants them access to the resources provided at any time and place, allowing them greater autonomy in learning and in carrying out the proposed activities.

Teachers should be aware of the development of their discipline over time and of the various legislative changes that have taken place in the field of education, in order to improve their skills when teaching an everchanging and evolving student body.

It is precisely given this need to update that this Postgraduate Diploma offers teachers a special treatment of ICT, extremely current tools in our education system that serve as attractive vehicles to engage students.

Moreover, as the program delves into different methodological and assessment techniques, educators will be able to develop the necessary capacity to establish a satisfactory teaching-learning process with their students.

This **Postgraduate Diploma in Educational Programming and Assessment in History and Geography in High School** contains the most complete and up-to-date program on the market. The most important features include:

- A large number of practical cases presented by experts in Teaching History and Geography in High School The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- The latest developments on Teaching History and Geography in High School
- It contains practical exercises where the self-evaluation process can be carried out to improve learning
- Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- With special emphasis on evidence-based methodologies in Teaching History and Geography in High School
- All of this will be complemented by 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

Work with greater solvency using a teaching program supported by advanced techniques and give a boost to your teaching of history and geography in high school”

This Postgraduate Diploma, in addition to updating your knowledge of Educational Programming and Assessment in History and Geography in High School will provide you with a university qualification that will complete your CV"

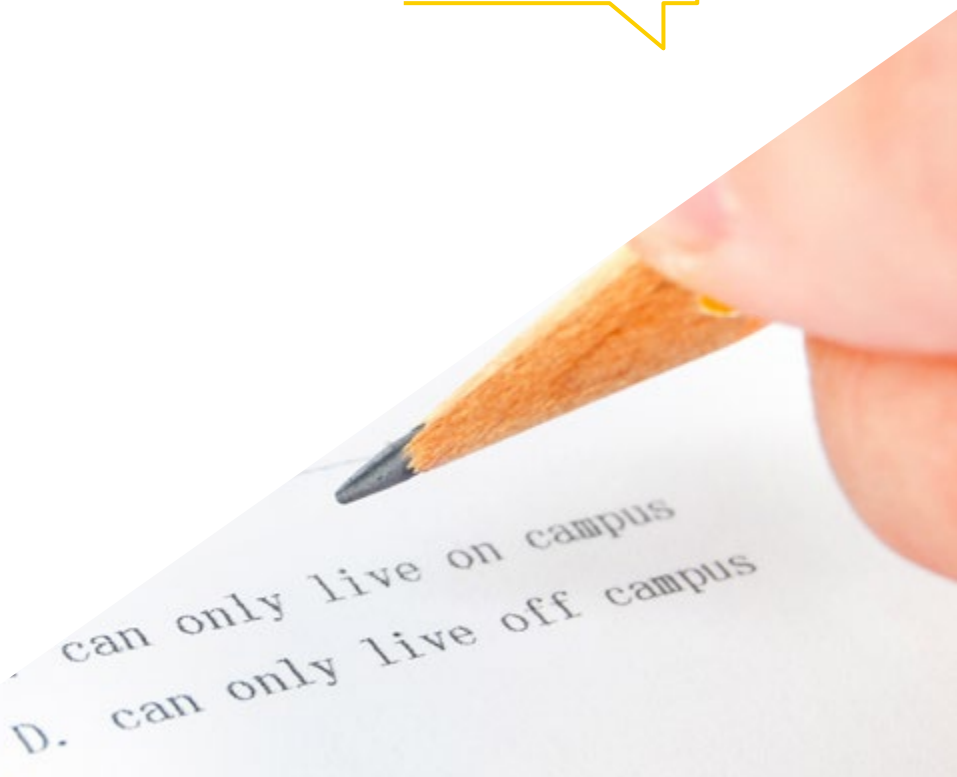
The teaching staff includes teaching professionals in the field History and Geography in High School, who bring their experience to this program, as well as renowned specialists belonging to leading societies and prestigious universities.

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

This program is designed around Problem-Based Learning, whereby students must try to solve the different professional practice situations that arise throughout the program. For this purpose, the professional will be assisted by an innovative, interactive video system developed by recognized experts in the field of Teaching History and Geography in High School who have extensive teaching experience.

We promote your professional and personal growth through the highest-quality teaching systems.

Take the opportunity to learn about the latest advances in Educational Programming and Assessment in History and Geography in High School and improve your support to students.



02

Objectives

The main objective of the program is to develop theoretical and practical learning, so professionals can master the specific work methods in teaching geography and history in a practical and rigorous way. Including the latest updates and new protocols in the field.

With a specific teaching objective, this Postgraduate Diploma will boost your ability to work with middle and high school students by expanding your personal and professional resources"

General Objectives

- Update knowledge on the practice of teaching history and geography in high school in order to increase the quality of professional practice
- Introduce students to new ways of teaching these subjects
- Know the tools used in current teaching practice
- Enable the development of skills and abilities by encouraging continuous education and research

Incorporate into your practice the latest developments in Educational Programming and Assessment in History and Geography in High School and change the way you work for a more impactful approach"

Specific Objectives

Module 1. The Importance of Teaching Geography and History

- Interact with the world of social science teaching outside the classroom, knowing the existing possibilities offered by historical, artistic and archaeological museums, as well as art galleries and archaeological sites
- Identify the different teaching methods to be developed in the classroom to encourage the study of history and geography

Module 2. Educational Programming

- Instruct on how to develop educational programs in detail and in accordance with current standards Provide examples to that end
- Develop new knowledge acquisition techniques for high school students

Module 3. Assessment

- Delve into assessments, showing the objectives it should have, the criteria to be followed, the existing models, its importance and its relation to the education law LOMCE
- Know the different perspectives on assessments through different authors

03

Course Management

The program includes in its teaching staff leading experts in Educational Programming and Assessment in History and Geography in High School, who pour into this program the experience of their work. In addition, other experts of renowned prestige participate in its design and planning completing the program in an interdisciplinary manner.

Learn about the latest advances in procedures in the field of Educational Programming and Assessment in History and Geography in High School from leading professionals"

Management

Dr. Donoso Cañestro, Alejandro

- PhD in Art History, University of Murcia
- Professor, University of Murcia

Professors

Ms. Dominguez Alonso, Lourdes

- Major in History, University of Alicante
- Degree in History, University of Alicante
- Master's Degree in Compulsory Secondary and High School Education
- Vocational Training and Language Teaching

04

Structure and Content

The contents have been structured and designed by a team of professionals from the best educational institutions and universities in the country, who are aware of the relevance of up-to-date, innovative training and are committed to quality teaching using new educational technologies.

A program that incorporates all the latest developments in history and geography education, with the ability to apply them confidently in your daily work"

Module 1. The Importance of Teaching Geography and History

1.1. History as a School Subject
- 1.1.1. History Emerges in Education
- 1.1.2. Its Place in the Humanities
- 1.1.3. Adapting History to Academic Life

1.2. The Background of Geography in Education
- 1.2.1. Geography in Education
- 1.2.2. Its Ambiguous Place between the Humanities and Other Sciences
- 1.2.3. Adapting Geography to Academic Life

1.3. Historians as Teachers
- 1.3.1. Academic Profile of Historians
- 1.3.2. Historians as Researchers and Teachers
- 1.3.3. The Importance of Knowing History

1.4. Geographer as Teachers
- 1.4.1. Academic Profile of Geographers
- 1.4.2. White Paper on the Degree in Geography and Spatial Planning
- 1.4.3. Professional Opportunities and the Importance of Geography Teachers

1.5. Art History as an Academic Discipline
- 1.5.1. Academic Profile of Art Historians
- 1.5.2. Fundamental Discipline to Know Our History and Environment
- 1.5.3. Professional Opportunities and the Importance of Knowing Art and Heritage

1.6. Changes in the Conception of the Teaching Approach to Social Sciences
- 1.6.1. Links between History and Geography
- 1.6.2. From Memorization to More Didactic Teaching
- 1.6.3. Changes in Workbooks and Textbooks

1.7. Interdisciplinarity
- 1.7.1. Auxiliary Sciences of History
- 1.7.2. Auxiliary Sciences of Geography
- 1.7.3. The Need for Cooperation between Different Subjects

1.8. A Discipline of the Past, for the Present and the Future
- 1.8.1. Historical Sources and Art as a Source of Knowledge
- 1.8.2. The Importance of Art from an Early Age
- 1.8.3. The Need to Expand the Discipline in Educational Curricula

1.9. The Value of Humanistic Knowledge Today
- 1.9.1. Crisis of the Humanities
- 1.9.2. The Humanities and Their Work in Our Society
- 1.9.3. Conclusion and Reflection on the Role of the Humanities in the Western World

Module 2. Educational Programming

2.1. What Does Programming Consist of?
- 2.1.1. Different Meanings
- 2.1.2. Programming as a Teacher Guide
- 2.1.3. Different Types of Programs According to Academic Year

2.2. Educational Programming and Its Different Sections
- 2.2.1. Objectives
- 2.2.2. Contents
- 2.2.3. Learning Standards

2.3. Teaching Units and Sections
- 2.3.1. Contents
- 2.3.2. Objectives
- 2.3.3. Sample Activities and Suggested Tasks
- 2.3.4. Attention to Diversity. Spaces and Resources. Assessment Procedures. Assessment Tools

2.4. Different Educational Curricula According to Autonomous Communities
- 2.4.1. Comparison between Communities
- 2.4.2. Common Elements in Curricula
- 2.4.3. Differences between ESO and Bachillerato

2.5. Useful Bibliography for Educational Programming
- 2.5.1. Ausubel
- 2.5.2. Piaget
- 2.5.3. Combas Project

2.6. Possible Strategies when Defending an Educational Program or Unit
- 2.6.1. On How to Face the Presentation
- 2.6.2. Defence Models
- 2.6.3. Annexes and Materials that Can Be Enclosed

2.7. Examinations, Possible Approaches
- 2.7.1. Multiple-Choice Tests
- 2.7.2. Examinations of Medium or Long Development
- 2.7.3. Advantages and Disadvantages of Each and Elaborating Mixed Examinations

2.8. Rubrics
- 2.8.1. Examples and Templates
- 2.8.2. Uses
- 2.8.3. Templates or Rubrics as Tools for Improvement

2.9. Activities, Exercises, Tasks and the Different Levels of Complexity
- 2.9.1. Differences and Examples
- 2.9.2. Self-Study
- 2.9.3. Self-Assessment Exercise Plans

2.10. Importance of the 2nd year in Baccalaureate
- 2.10.1. A Decisive Year and What It Means for Students
- 2.10.2. On How to Guide Students
- 2.10.3. Features

Module 3. Assessment

3.1. Assessment Objectives
- 3.1.1. Search for Problems or Deficiencies
- 3.1.2. Establish Solutions
- 3.1.3. Improve Teaching and Learning Processes

3.2. Criteria to be Followed
- 3.2.1. Preliminary Assessment
- 3.2.2. Establishing the Most Adequate System
- 3.2.3. Extraordinary Tests

3.3. Different Assessment Models
- 3.3.1. Final Assessment
- 3.3.2. Continuous Assessment
- 3.3.3. Tests and Exams

3.4. Cases and Practical Examples
- 3.4.1. Different Exam Models
- 3.4.2. Different Headings
- 3.4.3. Cumulative or Percentage Grading

3.5. The Importance of the Assessment System
- 3.5.1. Different Systems according to the Features of the Student Body
- 3.5.2. Function of Assessment Criteria
- 3.5.3. List and Features of Assessment Techniques and Tools

3.6. LOMCE Evaluation
- 3.6.1. Assessment Criteria
- 3.6.2. Standards
- 3.6.3. Differences between Assessment in High School and Pre-University Education

3.7. Different Authors, Different Visions
- 3.7.1. Zabalza
- 3.7.2. Weiss
- 3.7.3. Our Own Assessment Project

3.8. Different Realities, Different Assessment Systems
- 3.8.1. Preparing Initial Assessments: Examples and Templates
- 3.8.2. Establishing Teaching Plans
- 3.8.3. Checking Learning by Means of Tests

3.9. Self-Assessment as Teachers
- 3.9.1. Questions to Ask Ourselves
- 3.9.2. Analyzing Our Own Results
- 3.9.3. Improving for the Next Academic Year

05

Methodology

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

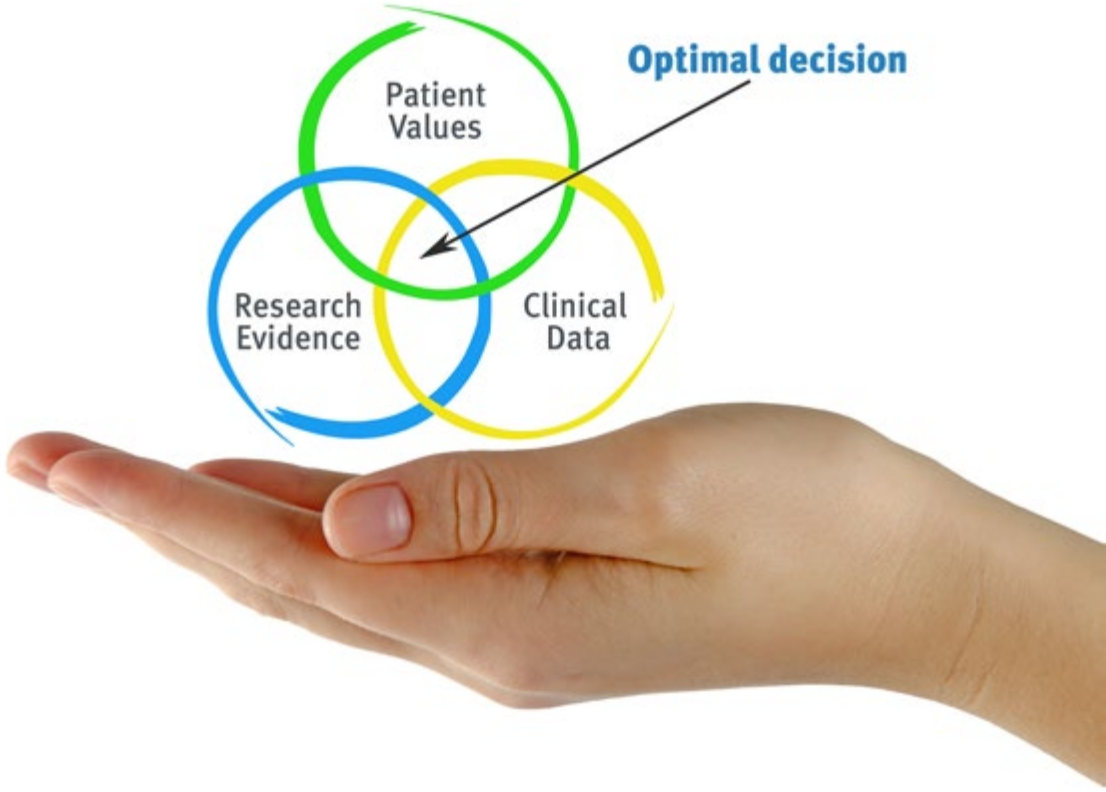
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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 Global University 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:

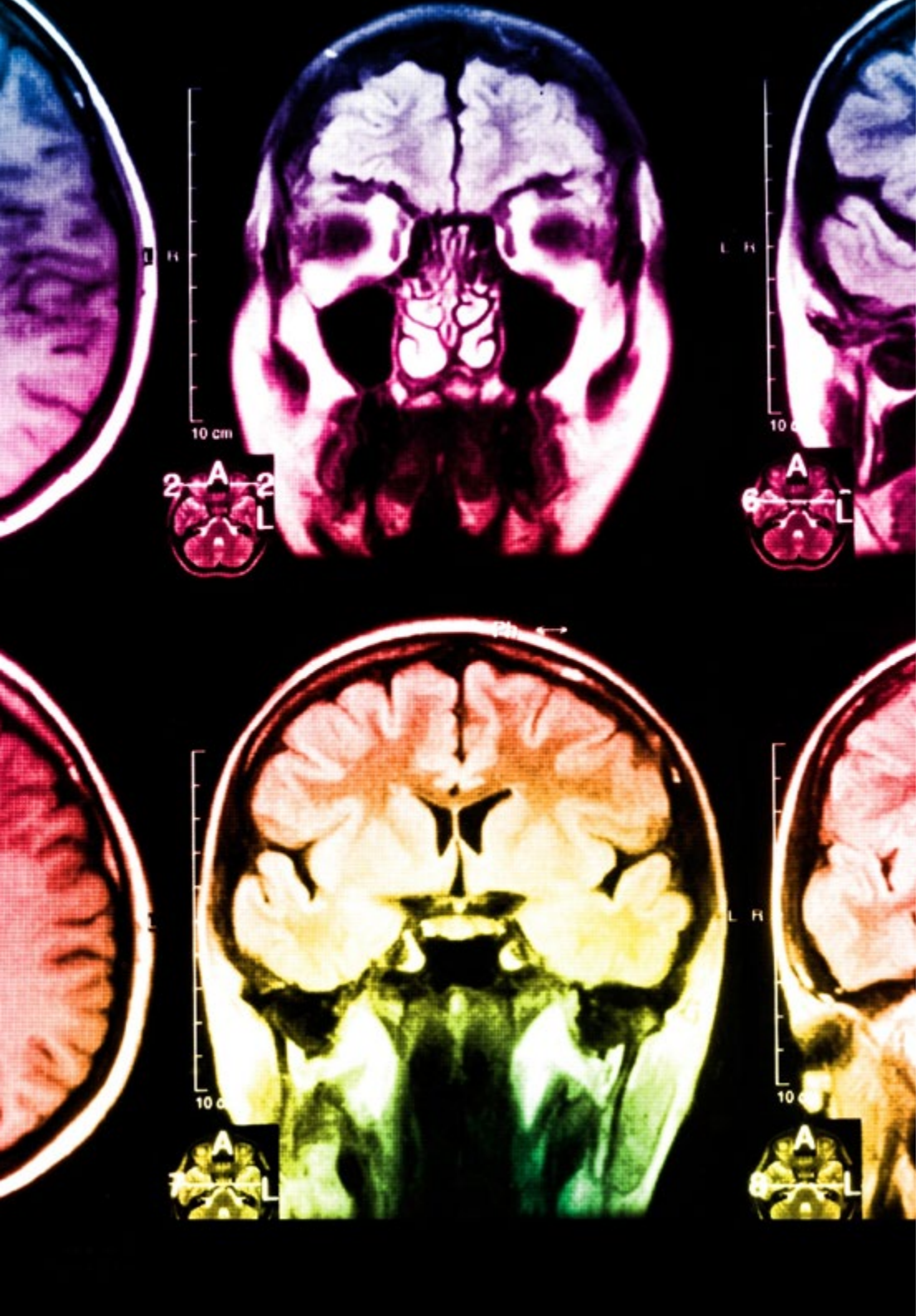
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

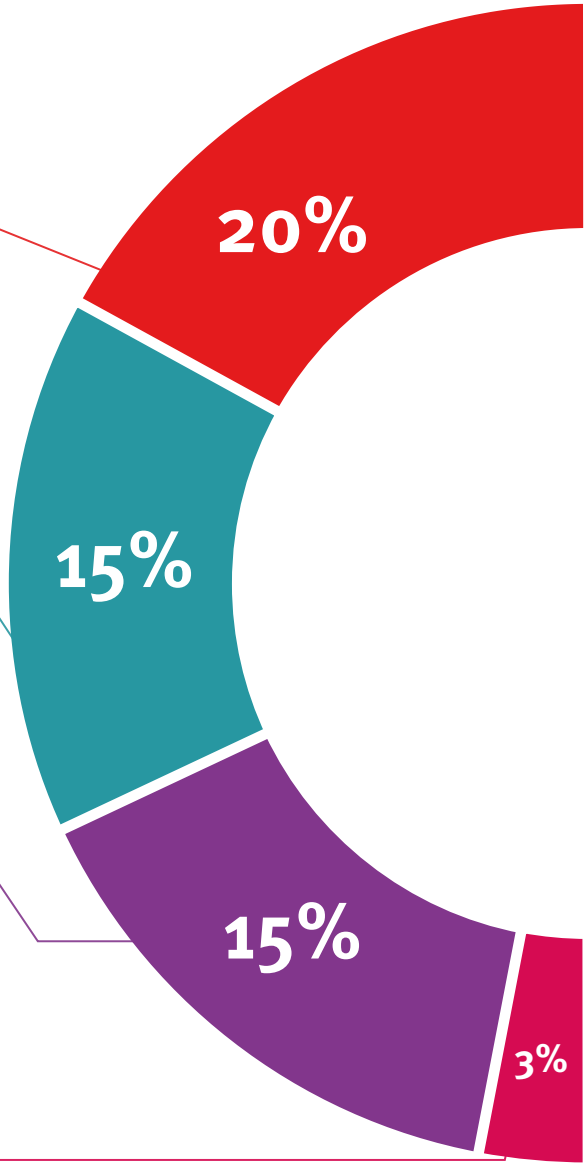
Interactive Summaries

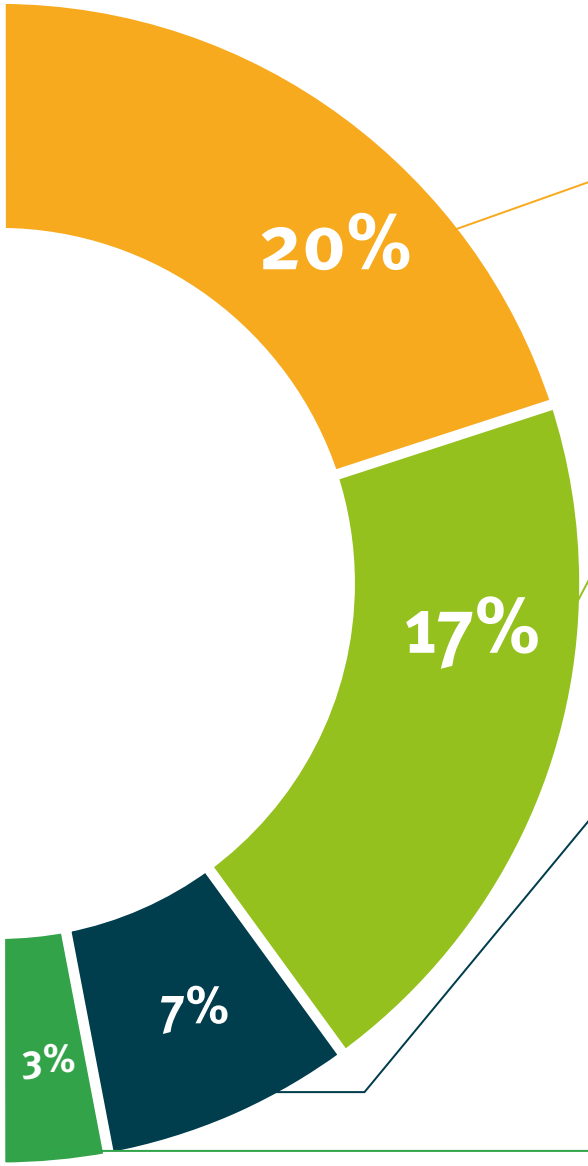
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Educational Programming and Assessment in History and Geography in High School 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 Educational Programming and Assessment in History and Geography in High School** 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.

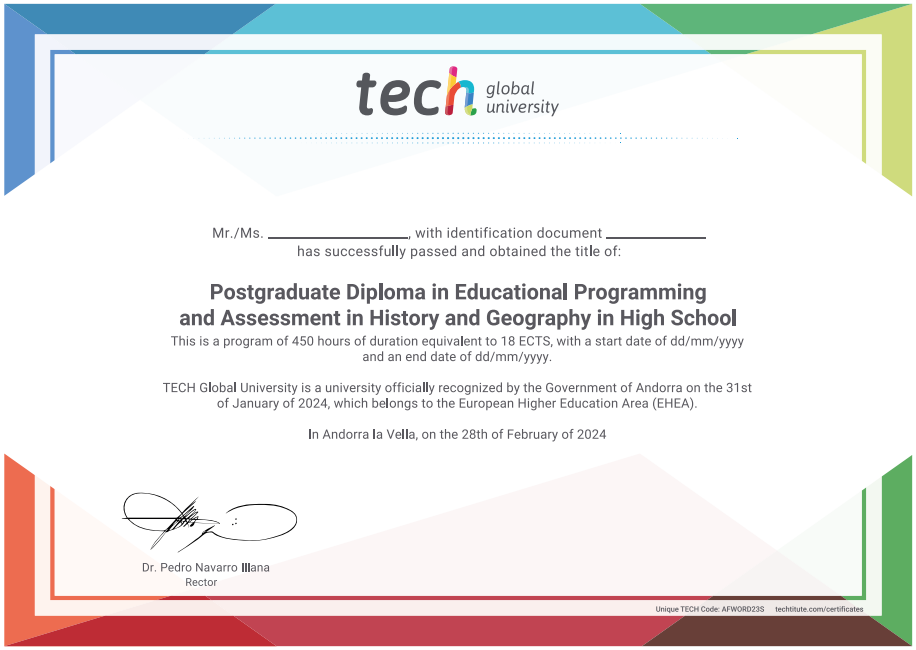
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Educational Programming and Assessment in History and Geography in High School**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**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Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Postgraduate Diploma in Educational Programming and Assessment in History and Geography in High School

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
Educational Programming and Assessment in History and Geography in High School

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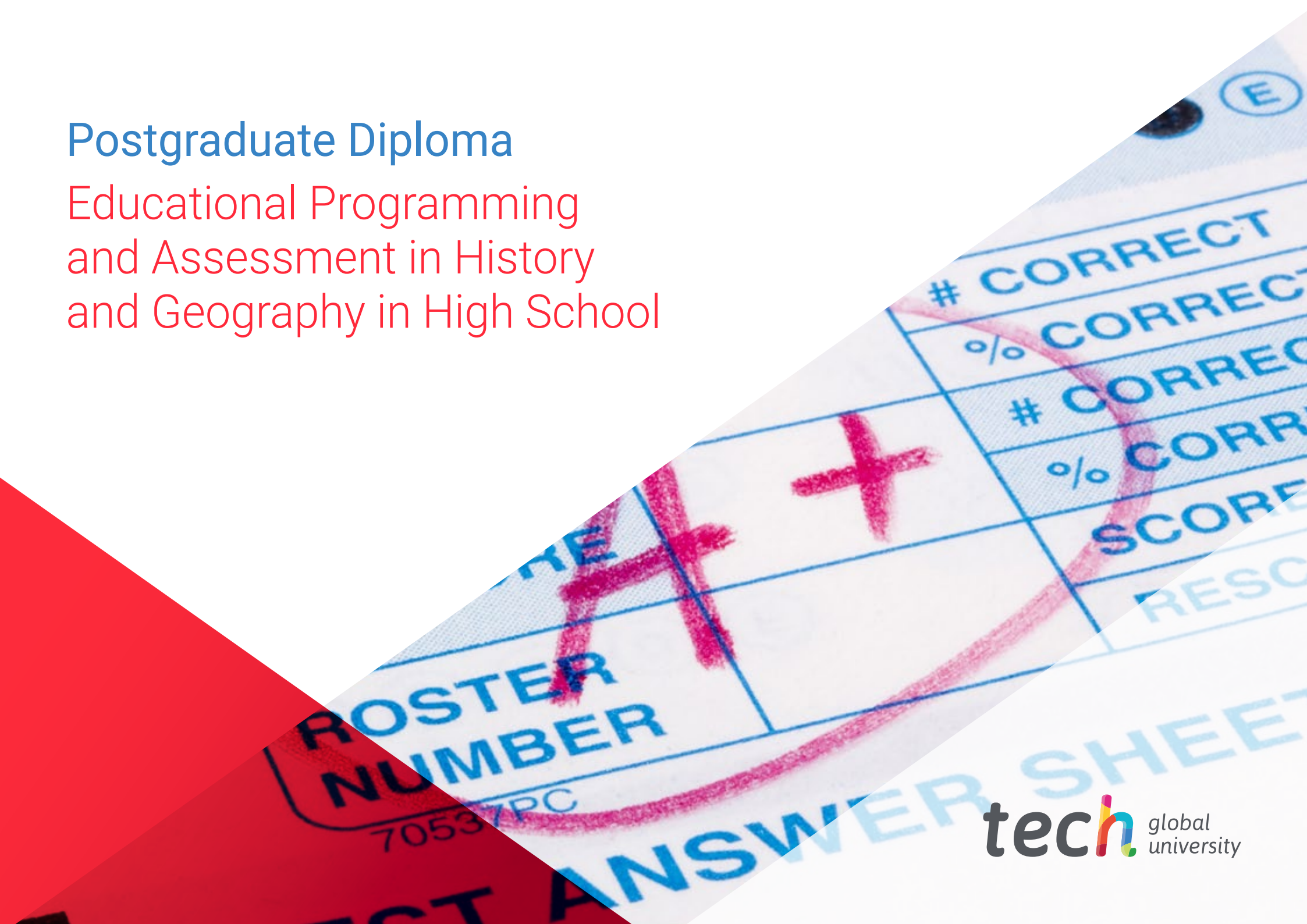
Postgraduate Diploma

Educational Programming and Assessment in History and Geography in High School



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