

# Postgraduate Diploma

## Gamification in the Classroom





## Postgraduate Diploma Gamification in the Classroom

- » 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-gamification-classroom](http://www.techtitute.com/in/education/postgraduate-diploma/postgraduate-diploma-gamification-classroom)

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# 01

# Introduction

The effectiveness of traditional teaching methods is decreasing every day due to the unstoppable advance of new technologies. Not showing interest in this innovation race means gradually losing the attention of students in the classroom, so schools must get on this train. In this sense, Gamification is gaining ground in teaching methodologies thanks to its playful nature, facilitating the internalization of knowledge in a more fun way. That is why educators familiar with this technique are needed and TECH offers them the perfect specialization with this degree to design interactive experiences that encourage participation. And all in a 100% online format that is perfectly compatible with the teaching activity.





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*Thanks to this Postgraduate Diploma your students will never be distracted in class again"*

Gamification in the field of education is shaking the foundations of schools and universities, replacing traditional teaching experiences with others that rely on innovative digital formats. Not surprisingly, games that encourage teamwork or healthy competition among classmates show solid results in terms of educational performance.

The digital transition naturally entails an economic investment in the classroom. But, above all, it requires a mindset that is open to new formats and to getting to know the technologies with which young people interact today. However, this also brings some drawbacks, since not all teachers have the same skills with digital experiences. In this sense, a better adaptation is seen in younger educators, compared to greater difficulties in older ones.

This situation causes a digital divide that can affect the quality of modern educational projects. Therefore, this program provides a solution with a high level of preparation for any educator in Gamification, providing the opportunity for those who take it to lead the technological transition in their centers. In this sense, they will delve into the latest techniques with which classes are being gamified and the devices that work best in this regard. But this Postgraduate Diploma goes further, as they will see first-hand what it means to learn in an environment subject to Gamification.

Undoubtedly, a high level of training that more than meets the demands of today's school and university students and that can be developed anywhere thanks to its online nature. In addition, by accessing the Virtual Campus students will find the largest digital library of resources on this subject, having everything they need and more to excel in this field.

This **Postgraduate Diploma in Gamification in the Classroom** 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 Gamification in the Education
- ♦ 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 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



*Stand out in a booming sector that is shaking the foundations of educational centers"*



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*Involve your students in the learning process through fun games that will make them successfully assimilate the concepts taught"*

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.

The design of this program focuses on Problem-Based Learning, by means of which the professionals must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the students will be assisted by an innovative interactive video system created by renowned experts.

*Deepen your digital knowledge to lead a transition that will be a reality in all educational centers in a few years.*

*Discover how Gamification will raise the possibilities of Education to unsuspected heights.*



# 02

# Objectives

The Postgraduate Diploma in Gamification in the Classroom aims to prepare the educators of the future, specializing them in gamified educational environments that take advantage of the enormous potential of this area to improve the learning experience of students. Thus, teachers will get a global perspective of the new technologies that can be integrated into their field of work and will deepen in its operation and possibilities.





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*TECH will turn you into the teacher that educational institutions need to increase students' school performance"*



## General Objectives

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- ♦ Identify the psycho-pedagogical assumptions of innovations in gamification and digital resources
- ♦ Design your own gamifications and games, both at a private and commercial level
- ♦ Select the games that can be used in GBL according to 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





## Specific Objectives

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### Module 1. Gamification Fundamentals How to Gamify and Not Die Trying

- ♦ Differentiate the different dynamics related to gamification
- ♦ Recognize the different gamification mechanics
- ♦ Distinguish player type according to different authors
- ♦ Analyze the three key factors that demonstrate the purpose of a gamified process
- ♦ Discover the advantages of gamification in different environments
- ♦ Identify the differences between gamification and ludification

### Module 2. Game Elements and Mechanics

- ♦ Explain the game evolution
- ♦ Describe the different types of games
- ♦ Use video games in the classroom
- ♦ Apply team building techniques
- ♦ Develop Team Building Strategies in Companies

### Module 3. Ludification and Game-Based Learning (GBL)

- ♦ Assess applying GBL for the most common board games
- ♦ Elaborate tables of competencies of the same
- ♦ Manage tasks in a gamified way
- ♦ Define strategies and tools for action monitoring
- ♦ Acquire strategies to foster team cohesion

### Module 4. Case Studies

- ♦ Creating materials on Moodle
- ♦ Create assignments on Moodle
- ♦ Create materials and assignments using Google Classroom
- ♦ Create materials and assignments using iTunes U



*Discover the best ways to apply video games in the classroom while maintaining educational standards that keep your students learning"*

03

# Course Management

The structure of the contents has been designed by a team of educators from schools, universities and leading companies in Spain. Aware of the current relevance of new educational technologies, they are experts in Information and Communication Technologies and have developed relevant gamification projects that have shown successful results. With this background, the faculty will guide students towards success in their careers with their lessons and advice.





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*Succeed with the help of prestigious professionals in Gamification through ICT”*



## 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
- ♦ 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 Gonzalez, 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, Administration and Business Management. Federation of Services U.G.T
- ♦ 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

**Mr. Arcusa, Raúl**

- ♦ Business Coaching (Gesem HR)
- ♦ Speaker at several international congresses
- ♦ Degree in Business Administration with a specialization in Financial Management. UCM
- ♦ Law Degree
- ♦ Degree in Psychology

**Ms. López Gómez, Virginia**

- ♦ Expert trainer in active methodologies and digital tools
- ♦ Creator of Serendipia Educativa, a research and education group
- ♦ Co-founder of Equipo Tablentos, specialized in training on teaching-learning activities with digital resources
- ♦ Teacher trainer for the Community of Madrid and the Junta de Andalucía in PBL courses
- ♦ Creation of DRRD Gamification or ICT
- ♦ Degree in Documentation. Complutense University of Madrid
- ♦ Certificate of Pedagogical Aptitude
- ♦ Postgraduate in Gamification in the Classroom: learning by playing "Cum Laude"
- ♦ Expert in e-learning. Spanish Confederation of Teaching Centers
- ♦ Course on Multiple Intelligences and Cooperative Learning. Nebrija University
- ♦ Diploma, Library Science. Complutense University of Madrid





**Dr. Fuster García, Carlos**

- ♦ PhD in Specific Didactics, specializing in Social Sciences
- ♦ Teacher of Secondary and University Education in different institutions in Spain
- ♦ Internship tutor for the Teacher Training Degree
- ♦ Collaborator of the GEA-CLÍO research group
- ♦ Degree in History from the University of Valencia
- ♦ University Master's Degree in Secondary Education Teaching
- ♦ Master's Degree in Research in Specific Didactics by the same institution
- ♦ Master's Degree in Comics and Education

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*A unique, key, and decisive educational experience to boost your professional development”*



# 04

## Structure and Content

The content of this Postgraduate Diploma incorporates everything necessary for students to develop solid gamified environments. In this line, they will examine in depth what gamification implies and its narrative possibilities, analyzing its elements and game mechanics. They will also investigate the differences between gamification and gamification, discovering a multitude of games that will ensure the combination of fun and learning in the classroom. Finally, case studies will be presented so that they can experience first-hand the educational benefits of these innovative formats.







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*A study plan focused on Gamification in the classroom where you will also play educational video games to see what they will bring to your students"*

## Module 1. Gamification Fundamentals How to Gamify and Not Die Trying

- 1.1. Gamifying
  - 1.1.1. What is Gamifying?
  - 1.1.2. What Is It Not?
- 1.2. The Working Brain: Behavior Models
  - 1.2.1. What do I do? conductivism
  - 1.2.2. Why Behave Like That? Cognitivism
  - 1.2.3. Need Dopamine! Motivation
- 1.3. Reviewing History
  - 1.3.1. Once Upon a Time... The Game
  - 1.3.2. What's New Doc? Games Today
- 1.4. Move, move, move... Dynamics
  - 1.4.1. Don't Go There! - Game Restrictions and Limitations
  - 1.4.2. Tell Me a Story: The Narrative
  - 1.4.3. Put Heart into It: Emotions
  - 1.4.4. Getting Older: Player Progress or Evolution
  - 1.4.5. Being Worth It: Status and Recognition
  - 1.4.6. Wow! You Too?: Social Relationships and Interactions
- 1.5. Can't Do without Them... Mechanics!
  - 1.5.1. Go for It!: Challenges and Objectives
  - 1.5.2. Superman: Competition
  - 1.5.3. The League of Extraordinary Gentlemen: Cooperation
  - 1.5.4. How Did I Do? Feedback
  - 1.5.5. My treasureeeee: Rewards
  - 1.5.6. My Turn!: Taking Turns
- 1.6. Three 'People', One Destiny: Classifying Players
  - 1.6.1. Richard Bartle's Theory: Betting at 4
  - 1.6.2. Andrzej Mrczewski's Theory: Raising to 5
  - 1.6.3. Amy Jo Kim's Theory: Leaving It at 4
- 1.7. To What End?
  - 1.7.1. Motivation: You Like Me
  - 1.7.2. Loyalty: Stay with Me
  - 1.7.3. Optimization: If We Did Better
- 1.8. Advantages of Gamification

## Module 2. Game Elements and Mechanics

- 2.1. Playing with Concepts and Conceptualizing Games: An Introduction
  - 2.1.1. What Are Game Mechanics?
  - 2.1.2. Basic Concepts
- 2.2. Starting from the Beginning: Basic Mechanics
  - 2.2.1. Game Frameworks
    - 2.2.1.1. Grouping
    - 2.2.1.2. Cooperation and Competition
  - 2.2.2. Time
- 2.3. Chance and You: Randomization Mechanics
  - 2.3.1. Chance as a Resource
  - 2.3.2. Possibility, Probability and Certainty
- 2.4. Together, but Not in Each Other's Pockets: Mechanics and Interaction
  - 2.4.1. Interaction and Non-interaction
  - 2.4.2. The Scope
- 2.5. Without this There is No Game 1: Player Interaction
  - 2.5.1. Resources
  - 2.5.2. Space Mechanics
  - 2.5.3. Puzzles and Questions
- 2.6. No Game without This: Narratives and Role-playing Games
  - 2.6.1. Social Mechanics
  - 2.6.2. The Narrative
- 2.7. From Start to Finish: Reward and Completion Mechanics
  - 2.7.1. Winning Conditions
  - 2.7.2. Comparative Systems
  - 2.7.3. Winning and Losing in Cooperative Games
  - 2.7.4. Combinations
- 2.8. There Is Something Out There: Rewards beyond the Classroom
  - 2.8.1. Classics
  - 2.8.2. Other Forms of Reward



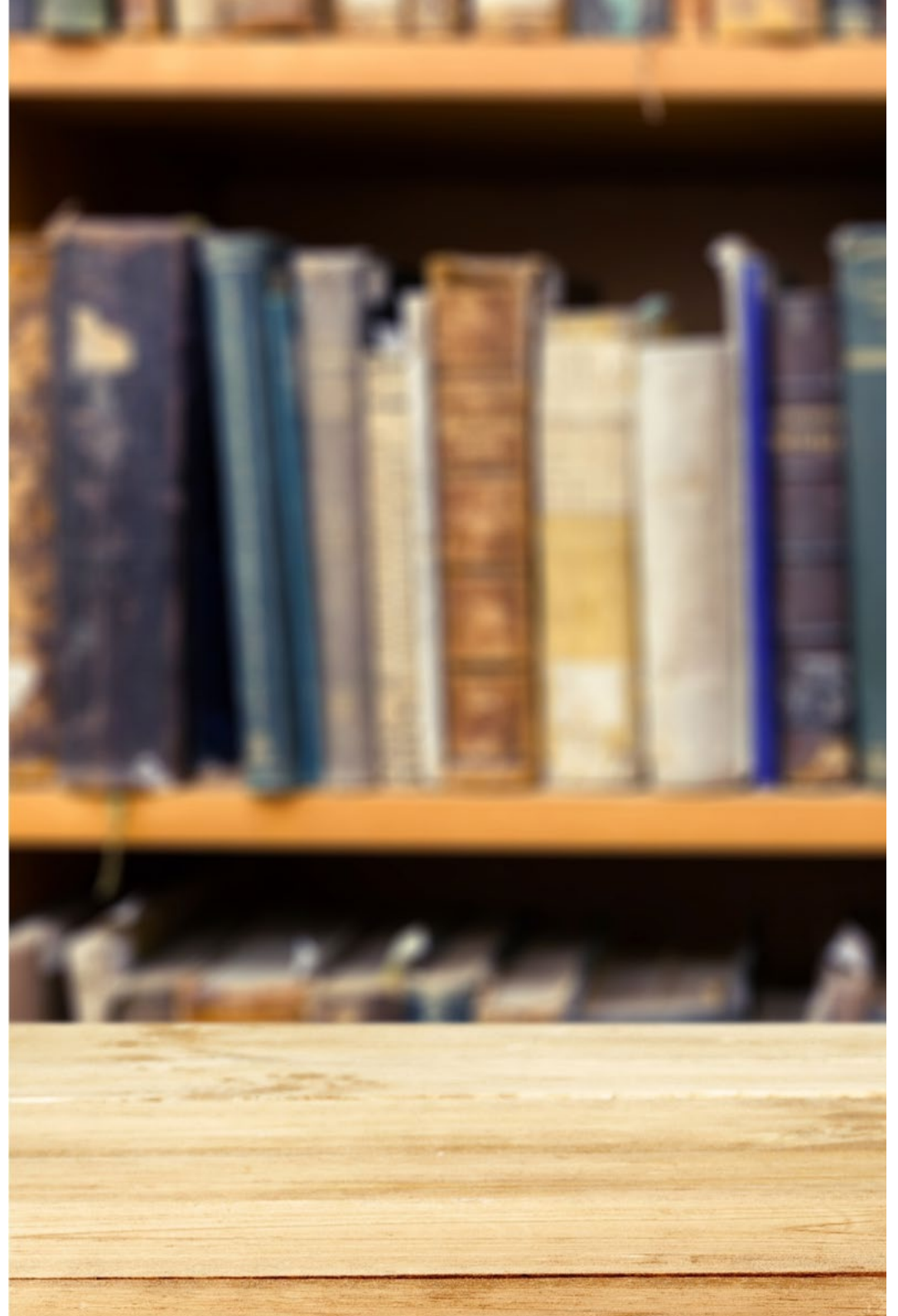


- 2.9. On Unforeseen Obstacles and Unexpected Mistakes: Problems and Difficulties
  - 2.9.1. Where the Games Not Fun?
  - 2.9.2. Chance and Controlling It
  - 2.9.3. Snowballs and Wells
  - 2.9.4. What Time Is It?
  - 2.9.5. The Milkmaid's Tale
  - 2.9.6. Alphas, Betas and Trial Versions

### **Module 3. Ludification and Game-Based Learning (GBL)**

- 3.1. Do You Know What We're Playing?
  - 3.1.1. Differences between Ludification and Gamification
  - 3.1.2. Ludification and Games
  - 3.1.3. History of Games
- 3.2. What Do You Want to Play?
  - 3.2.1. By Their Objectives
    - 3.2.1.1. Competitive Games
    - 3.2.1.2. Collaborative Games
  - 3.2.2. Game Elements
    - 3.2.2.1. Board Games
    - 3.2.2.2. Card Games
    - 3.2.2.3. Dice Games
    - 3.2.2.4. Pencil and Paper (Role)
- 3.3. Our Forefather's Board Games
  - 3.3.1. First Civilizations, First Games
    - 3.3.1.1. Senet
    - 3.3.1.2. Real Ur Game
  - 3.3.2. Mancala
  - 3.3.3. Chess
  - 3.3.4. Backgammon
  - 3.3.5. Parcheesi
  - 3.3.6. Goose Game

- 3.4. Who Wants to Be a Millionaire?
  - 3.4.1. The Game of Life
    - 3.4.1.1. The Mansion of Happiness
    - 3.4.1.2. The Checkered Game of Life
    - 3.4.1.3. The Game of Life
    - 3.4.1.4. What Do We Learn from The Game of Life about Values
  - 3.4.2. Monopoly
    - 3.4.2.1. The Landlord's Game
    - 3.4.2.2. Finance and Others
    - 3.4.2.3. Darrow's Monopoly
    - 3.4.2.4. Patents, Designs and What to Consider in Ludification
  - 3.4.3. Scrabble
- 3.5. A Successful Game Has Been Written
  - 3.5.1. Risk
  - 3.5.2. Clue
  - 3.5.3. Trivial Pursuit
  - 3.5.4. Pictionary
- 3.6. War Games/Wargame and Simulating History
  - 3.6.1. Origin: Avalon Hill
  - 3.6.2. Maturity in Wargames
  - 3.6.3. The CDG Revolution
  - 3.6.4. Latest Trends in Wargames
  - 3.6.5. Wargames Miniatures
  - 3.6.6. Strategy Games in Spain
- 3.7. Ring, Pencil and Paper Company
  - 3.7.1. The Beginning
  - 3.7.2. The Golden Age and First Controversies
  - 3.7.3. The Narrative Role
  - 3.7.4. Role-playing Games in the 21st Century
  - 3.7.5. Role-Playing Games in Spain



- 3.8. Once Upon a Time in America, Magic TCGs and Ameritrash
  - 3.8.1. Magic TCGs
    - 3.8.1.1. Magic, The Gathering
    - 3.8.1.2. Other TCGs
    - 3.8.1.3. LCGs
  - 3.8.2. Ameritrash
    - 3.8.2.1. Concept
    - 3.8.2.2. Development
  - 3.8.3. Mixing Hybrid Games
- 3.9. Beyond Cars and Sausages The Board Game Revolution in Germany
  - 3.9.1. Germany Changes the Rules
    - 3.9.1.1. The German Toy Industry
    - 3.9.1.2. Social Consideration of Games in Germany
    - 3.9.1.3. A Different Type of Game
  - 3.9.2. Eurogames
    - 3.9.2.1. Prehistory
    - 3.9.2.2. The Settlers of Catan (aka Catan or Settlers)
    - 3.9.2.3. Germans Conquering the World
    - 3.9.2.4. The Golden Age of Eurogames
    - 3.9.2.5. Eurogames and Education
- 3.10. Going Shopping Analysis of the Main Commercial Offer in Spain
  - 3.10.1. Wargames
  - 3.10.2. Role-playing Games
  - 3.10.3. Eurogames
  - 3.10.4. Hybrid
  - 3.10.5. Children's Games

## Module 4. Case Studies

- 4.1. What's Up Doc? The Need for Innovation
- 4.2. Let's Play Flipped Classroom: Innovation Approach and Objectives in the Classroom: Gamification with Flipped Classroom
- 4.3. How to Design Clío Wars and Not Die Trying Tools Tools Part I Designing Gamifications
  - 4.3.1. Narrative Videos
  - 4.3.2. Monitoring
  - 4.3.3. Rewards
- 4.4. How to Design Clío Wars and Not Die Trying Tools Tools Part II Designing Gamifications
- 4.5. Bricolage in Gamification Maintenance, Assessment and Updating in Clío Wars
- 4.6. Playing with History Part I. Creating Games to Learn in Class: Cour Des Miracles (Court of Miracles)
- 4.7. Playing with History Part II. Creating Games to Learn in Class Arrow of Time and The War to End All Wars
- 4.8. Knock, Knock, Knocking on the Escape Room Door. Designing an Escape Room in Class and Implementing It into Gamification
- 4.9. Upside Down, Inside Out Elaborating Video Lessons
- 4.10. Video Killed the Radio Star Working with Video Lessons



*A unique, key, and decisive educational experience to boost your professional development"*



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

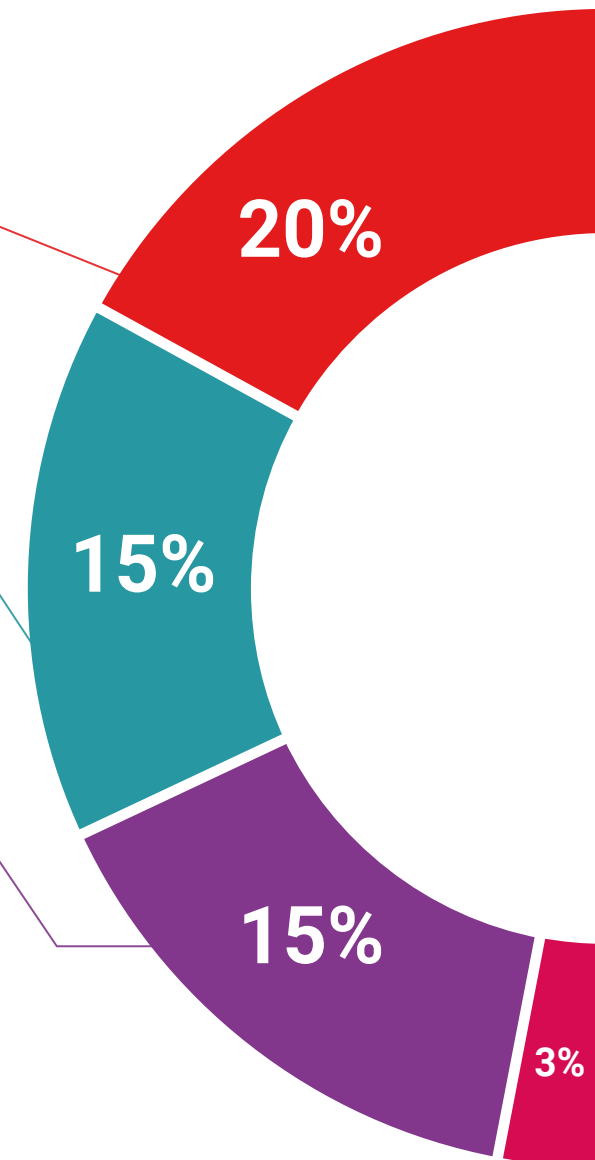
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Gamification in the Classroom 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 Gamification in the Classroom** 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 Gamification in the Classroom**

Official N° of Hours: **600 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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