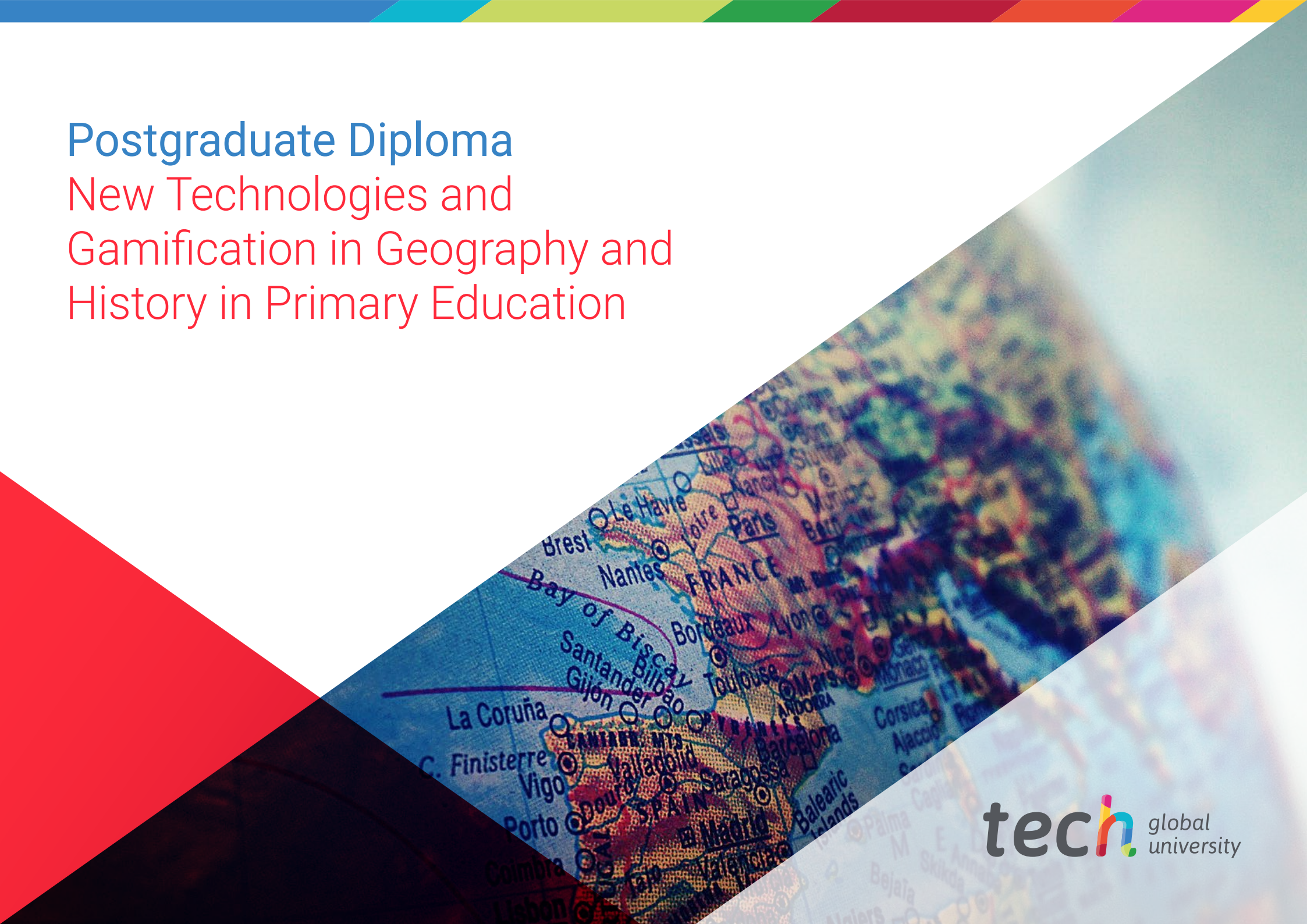
Postgraduate Diploma
New Technologies and Gamification in Geography and History in Primary Education



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Postgraduate Diploma

New Technologies and Gamification in Geography and History in Primary Education

- 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-new-technologies-gamification-geography-history-primary-education

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01

Introduction

Nowadays, the use of new technologies is an indispensable resource in the classroom, as is gamification, especially at the primary school level. For Geography and History subjects they are a great resource, so the future teacher must be up to date with the tools and their effective execution. Therefore, TECH at the forefront of university education has created this 100% online program, where the graduate will obtain the necessary knowledge to generate a new teaching strategy based on modern methods that help the child to create a critical and self-taught thinking in the study of historical facts and territories of the world.

TECH aims to offer you the best quality in each academic space, so here you will find a high academic level content and the ease of choosing when, where and how to study"

Due to the high levels of learning and good results achieved in primary school students who have implemented the use of New Technologies and Gamification, TECH has prepared this Postgraduate Diploma for the teaching of the future teacher and update the real demands of students who currently require a much more dynamic teaching.

The graduate will have the ability to make good use of ICT in the primary education classroom and will enable innovative teaching. It will also define strategies for adapting the game to the routine dynamics of the classroom, creating spaces for creativity and allowing students to design their own content based on historical facts and on what they have learned in class.

Likewise, the student of this academic program will learn to define methodological strategies of the didactic unit, establish his or her teaching project according to the current curricular unit. They will master new techniques for the evaluation of each subject, generating diverse activities through games and will understand, among other relevant aspects, the current importance of visual culture.

All this and much more is reflected in the extensive agenda of this program, designed by specialists chosen by TECH for the teaching of New Technologies and Gamification in Geography and History in Primary Education. This will be done through a variety of resources, video summaries, testing and retesting, complementary readings, images, diagrams, among other varied content, available 24 hours a day, from the most modern and secure online campus. Thus, in 450 hours the student will acquire a new professional profile in accordance with the demands of today's world.

This **Postgraduate Diploma in New Technologies and Gamification in Geography and History in Primary School** contains the most complete and up-to-date scientific program on the market. The most important features include:

- The development of case studies presented by experts in Geography and History Teaching for Primary School
- 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 the self-assessment process can be carried out 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

To innovate in the teaching of Geography and History in Primary School you must know the most modern resources. In this Postgraduate Diploma you will find them"

If you want to innovate and capture the attention of your elementary school students, with the study of this Postgraduate Diploma you will achieve it. Enroll now and live the best educational experience"

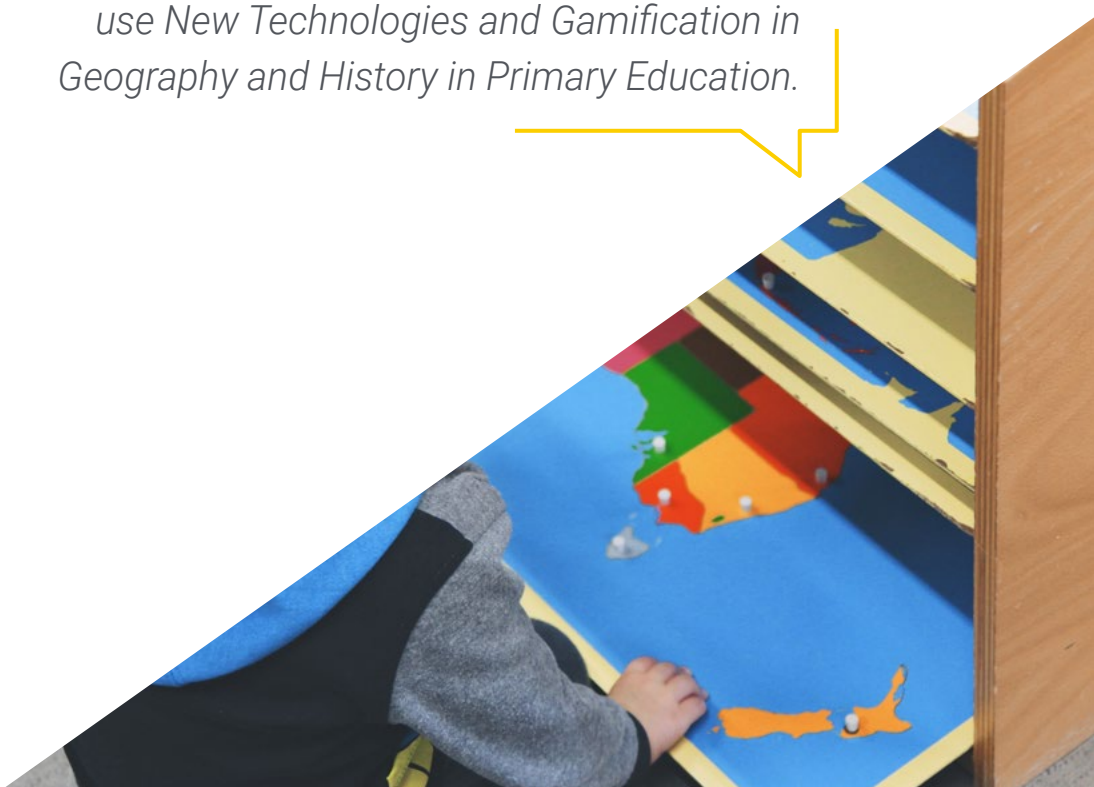
The program's teaching staff includes professionals from the sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will provide the professional 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 professional must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the student will be assisted by an innovative interactive video system created by renowned experts.

You will learn in detail the most innovative and educational games and their relationship with ICT in the school environment, during the development of this academic program.

You will advance hand in hand with the best teachers who have selected the most complete content for you to learn how to use New Technologies and Gamification in Geography and History in Primary Education.



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Objectives

The use of new technologies and gamification in primary education is becoming more and more widespread. Therefore, professionals who understand how to implement and make use of all the advantages that these resources offer are more in demand. In this sense, TECH proposes with this Postgraduate Diploma 100% online, to provide the necessary academic content so that the future professional is really able to work with children at this level, specifically in the teaching of Geography and History as subjects in just 6 months.

Define your potential in the use of New Technologies and Gamification in Geography and History in Primary Education, with this 100% online Postgraduate Diploma"

General Objectives

- Define the curriculum of Social Sciences
- Acquire knowledge and skills in teaching Geography and History addressed to Primary School students, from an integrative and ethical perspective whereby Cultural Heritage is the common link between the branches that encompass the Social Sciences
- Use the necessary tools to put into practice the knowledge learned, and elaborate and defend well-substantiated solutions to potential educational problems
- Design and plan teaching and learning processes through the use of a method that integrates the subjects of History and Geography from an instructive and cultural perspective
- Define the value of Cultural Heritage and its role in understanding, educating and developing today's society through the subjects of Geography and History
- Promote democratic, critical and diverse education in the classroom, taking into account gender equality, equity and the value and importance of human rights, among others
- Explain the educational dimension of teachers with respect to the functions they perform and their role in the cognitive development of students
- Use information and communication technologies (ICT) that can benefit proper classroom dynamics and student learning
- Acquire competencies in which the Postgraduate Diploma student will be able to
- interconnect Geography and History subjects with other disciplines, in order to innovate and enrich the teaching-learning process in class

Specific Objectives

Module 1. Educational Programs and Teaching Units

- Explain the function and purpose of a teaching unit
- Describe its contents, organization and the materials and tools it requires for Geography and History lessons
- Create and review the contents of a teaching unit

Module 2. Using New Technologies in Geography and History in Primary School

- staff trained in the best use of ICT in the classroom
- Increase the capacity for innovation in the classroom

Module 3. Playing Games in Class

- Define strategies to adapt games to normal classroom dynamics
- Gain detailed knowledge of the most innovative and educational games, as well as the role played by ICT in the school environment

Are you looking to innovate in the teaching of Primary Education and provide your students with attractive content through the use of ICT and Gamification? This is the program for you!"

03

Course Management

Teachers with long experience in Primary Education, research and generation of projects related to the subject of study, have been chosen by TECH to direct and teach this Postgraduate Diploma in New Technologies and Gamification in Geography and History in Primary Education. They have selected a deluxe material, for the learning and formation of a specialized background in the graduate, where through their own experience and the most recognized studies, they will show exemplary cases and different formats for the subject to be understood in a simple way.

TECH has selected experts in History, Geography and related areas to provide you with the most exclusive content and achieve a high-level and cutting-edge professional profile"

Management

Dr. Marina Belso Delgado

- Art historian and researcher
- Murcia Cathedral Museum Guide
- External evaluator. Eviterna Magazine
- Extracurricular internships. Salzillo Museum
- Dr. Art Historian from the University of Murcia
- Degree in History of Art from the University of Murcia
- Student intern. Crevillente Easter Museum
- Master's Degree in Historical, Artistic and Cultural Heritage Management and Research. University of Murcia
- Sculpture and sculptors. Royal Academies
- Member of the culture team of the Municipal Board of the Center East of Murcia

Professors

Ms. Andrea Carbonell Andreu

- Art Historian
- Master's Degree in Cultural Heritage: Identification, Analysis and Management, University of Valencia

Mr. Antonio Gálvez Ruiz

- Pricing analyst at Aliseda Inmobiliaria
- Anida's control technician

Ms. Estefanía Antón López

- Specialist in digital competences for tourist destinations and travel agencies
- Expert in Cataloging of materials and bibliographic collections of the Pusol Museum

Mr. Luis Pueyo García

- High School Teacher in the areas of Social Sciences, Geography, History and History of Art
- Head of the Didactic Department (I.E.S La Torreta, Elche)

04

Structure and Content

With a structure and content designed by specialists in the subject of study, this Postgraduate Diploma aims to provide the graduate with the most specific knowledge about New Technologies and Gamification in Geography and History in Primary Education. There will be 450 hours of study organized at the student's convenience, according to his or her own schedule, with no restrictions. You will have a series of detailed videos, research articles, further reading, images, diagrams and much more. All accessible from your favorite device with internet connection, a convenient and cutting-edge way to study.

This program contains the most important news about Technologies and Gamification for the teaching of Geography and History in Primary School"

Module 1. Educational Programs and Teaching Units

1.1. Purpose and Use of Teaching Units
- 1.1.1. What Is a Teaching Unit?
- 1.1.2. Objectives and Purpose in Teaching

1.2. Programming Teaching Units
- 1.2.1. Necessary Components
- 1.2.2. Contents: Conceptual, Procedural and Attitudinal

1.3. Methodological Strategies in Teaching Units
- 1.3.1. Methods to Create Teaching Units
- 1.3.2. Techniques to Develop Teaching Units

1.4. Activities and Estimated Times
- 1.4.1. Theoretical Tasks for Teaching Units
- 1.4.2. Practical activities for Teaching Units
- 1.4.3. Estimating Time Spent on Activities. Schedule
- 1.4.4. Teaching Resources: Space, Texts, Documents and Other Materials

1.5. Resources for Teaching Units
- 1.5.1. Spaces
- 1.5.2. Written Documents
- 1.5.3. Other Materials

1.6. Assessment Criteria
- 1.6.1. Assessment Techniques
- 1.6.2. Assessment Activities and Tools
- 1.6.3. Student Grading: Monitoring Mechanisms

1.7. Other Components
- 1.7.1. What Teaching Units Contribute to Students' Basic Competencies
- 1.7.2. Attention to Diversity
- 1.7.3. Unit Summary Charts
- 1.7.4. Programming Conclusions

1.8. Teaching Units in Social Sciences
- 1.8.1. Preliminary Considerations
- 1.8.2. Elaborating Teaching Units in Social Sciences: Content Justification
- 1.8.3. General and Specific Competencies in the Subject
- 1.8.4. Syllabus Planning
- 1.8.5. Teaching Unit Design and Structure in Social Sciences

1.9. Educational Methods and Strategies Used in Social Sciences
- 1.9.1. Incorporating the Historical Method in Teaching of Social Sciences
- 1.9.2. Cooperative Strategies to Rebuild Social Knowledge: Problem Solving, Simulations, Case Studies, etc.

Module 2. Using New Technologies in Geography and History in Primary School

2.1. Introduction to ICT in Education: Evolution and Impact
- 2.1.1. Modernizing the Classroom: The First Attempts
- 2.1.2. Evolution of Technologies in Education
- 2.1.3. Impact on the Educational and Sociological Development of Student

2.2. Main Functions and Integration Levels
- 2.2.1. Basic Functions of ICT in the Classroom. A Complement to Education
- 2.2.2. ICT as a Social Integration Tool

2.3. Advantages and Disadvantages of ICT in the Classroom. Good Practices
- 2.3.1. Advantages of its Application in School
- 2.3.2. Disadvantages of its Application in School
- 2.3.3. Recommendations for Use during Class

2.4. Images as an Educational Resource
- 2.4.1. Images as Basic Graphic Documents in Education
- 2.4.2. Current Importance of Visual Culture
- 2.4.3. Complexity of Image Reading and Application in the Classroom: Coherence between Content and Age

2.5. Videos and Teaching Application
- 2.5.1. Video Functionality in Class
- 2.5.2. Videos as Learning Mediators, as opposed to Other Media.

2.6. ICT in Geography and History
- 2.6.1. How to Approach Social Sciences Using New Technologies
- 2.6.2. Assessing Students' and Schools' Technological Availability
- 2.6.3. List of ICTs Applicable to Geography and History for Primary School Children

2.7. Cultural Heritage, Museums and ICT
- 2.7.1. Towards Updating Cultural Heritage Services and Dissemination
- 2.7.2. ICT for Students in Heritage Monuments
- 2.7.3. The New Concept of Museum: ICT and School Visitors

2.8. Art Education and ICT Suitability
- 2.8.1. What Is Art Education? Contributions to Child Development and Link to Geography and History
- 2.8.2. Creativity through New Technologies. Educational Resources
- 2.8.3. Advantages and disadvantages of ICT in arts education

2.9. New Proposals for Technological Resources and Application in the Classroom
- 2.9.1. Communication, Debate and Collaboration Tools
- 2.9.2. File Sharing and Organization Tools
- 2.9.3. Mobile Applications
- 2.9.4. Virtual Reality 3D Projects and Others

Module 3. Shall we play in class?

3.1. Games in the Classroom Theory, evolution and importance as a learning tool
- 3.1.1. What Is Didactic Play? Theoretical Approaches and Other Points of View
- 3.1.2. Educational Objectives and Purpose of Games
- 3.1.3. Evolution of Games in the Classroom
- 3.1.4. Play and Developing Skills by Areas

3.2. Memory vs. experience. Advantages and Disadvantages
- 3.2.1. Aspects of Memorizing Data: Beneficial or Counterproductive? Its Application in Games
- 3.2.2. The Role Played by the Senses as a Game Tool

3.3. Relevant Aspects of How it Works in Teaching. Games as Socializers and transmitters of Values
- 3.3.1. Exploiting Games for Educational Purposes
- 3.3.2. Teaching to Play and Learning by Playing
- 3.3.3. Strategy for Attention to Diversity
- 3.3.4. Studying Psychological Activities during Games

3.4. Designing Games in Class: Guidelines
- 3.4.1. General Characteristics of Didactic Games
- 3.4.2. Steps to Prepare Them
- 3.4.3. Didactic Games Format
- 3.4.4. The Rules of Games
- 3.4.5. Available Materials

3.5. The Role Played by Teachers in Games
- 3.5.1. Skills
- 3.5.2. Preliminary Suggestions prior to Playing Games
- 3.5.3. Models and Patterns
- 3.5.4. The Teacher's Role during the Activity

3.6. Games and ICT
- 3.6.1. Introducing Technology in Games
- 3.6.2. Significant Examples

3.7. Geography and Games
- 3.7.1. Geographic Components Games Must Include
- 3.7.2. Significant Examples

3.8. History and Games
- 3.8.1. Historical Components Games Must Include
- 3.8.2. Significant Examples

3.9. Cultural Heritage: Another Playground
- 3.9.1. Initiation to Studying Heritage through Games
- 3.9.2. Playing with Heritage: Methods and Contributions to Learning
- 3.9.3. Significant Examples

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:

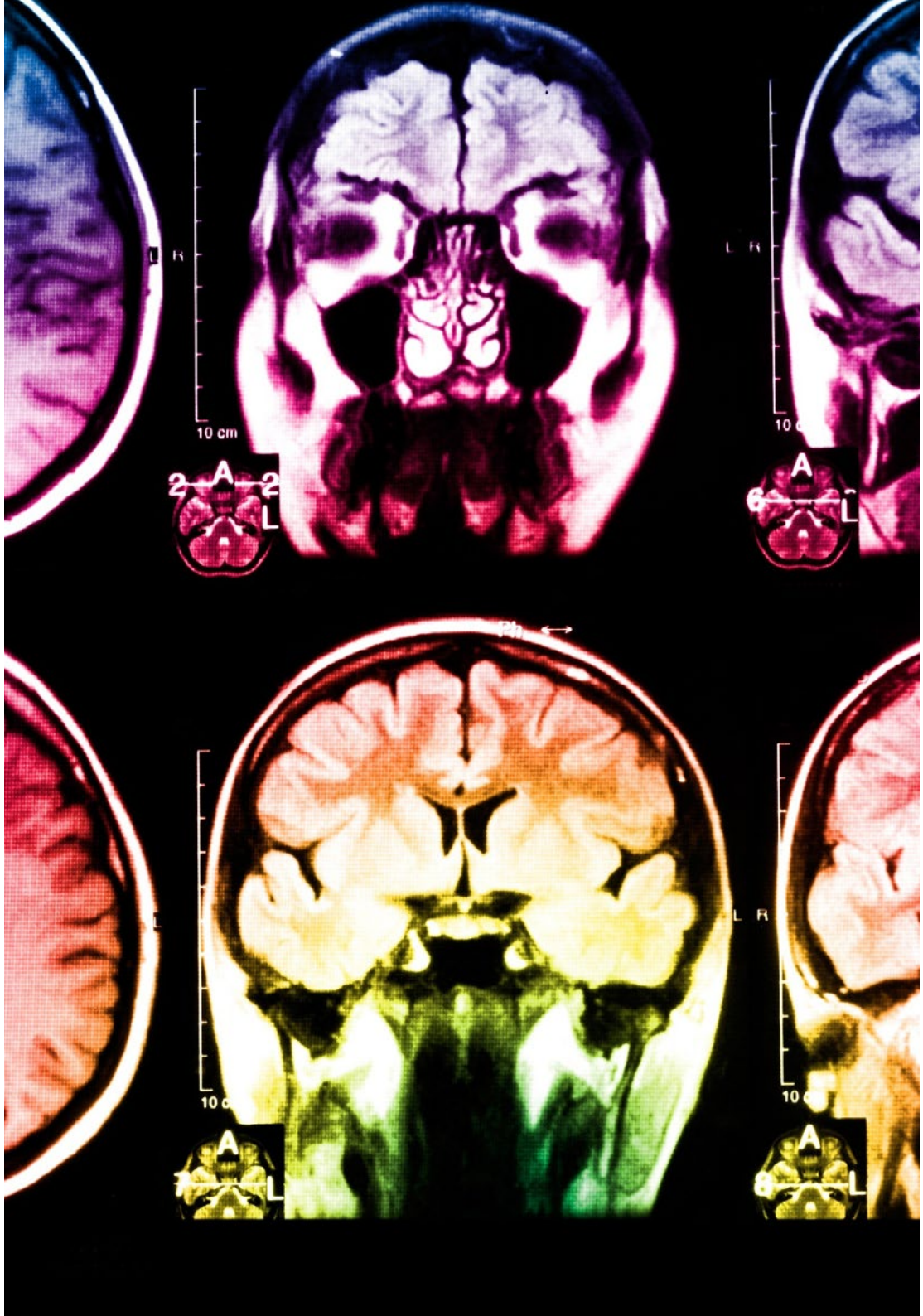
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

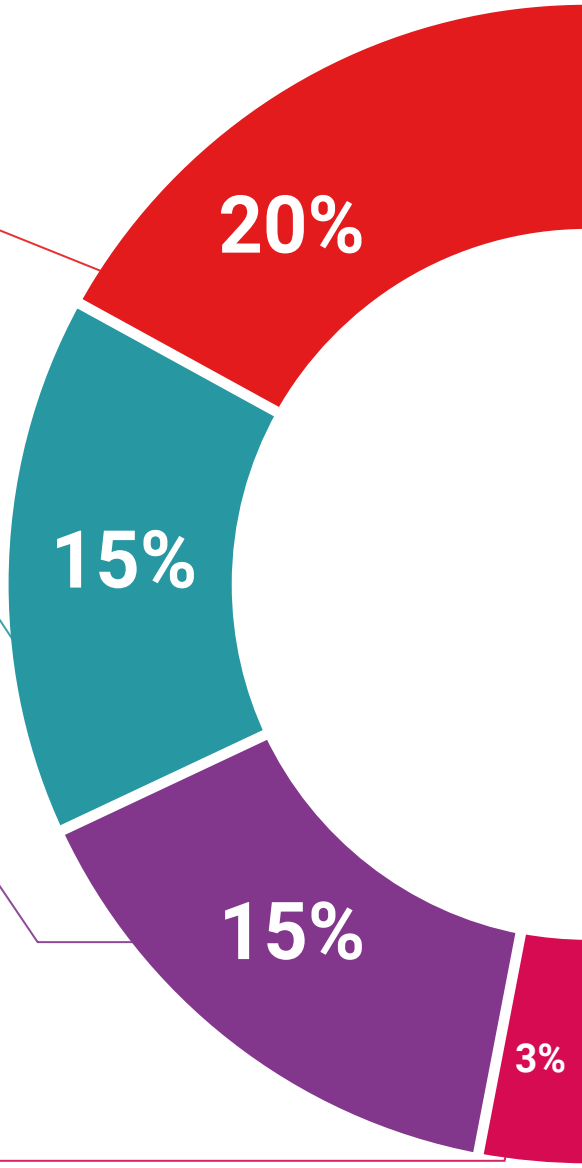
Interactive Summaries

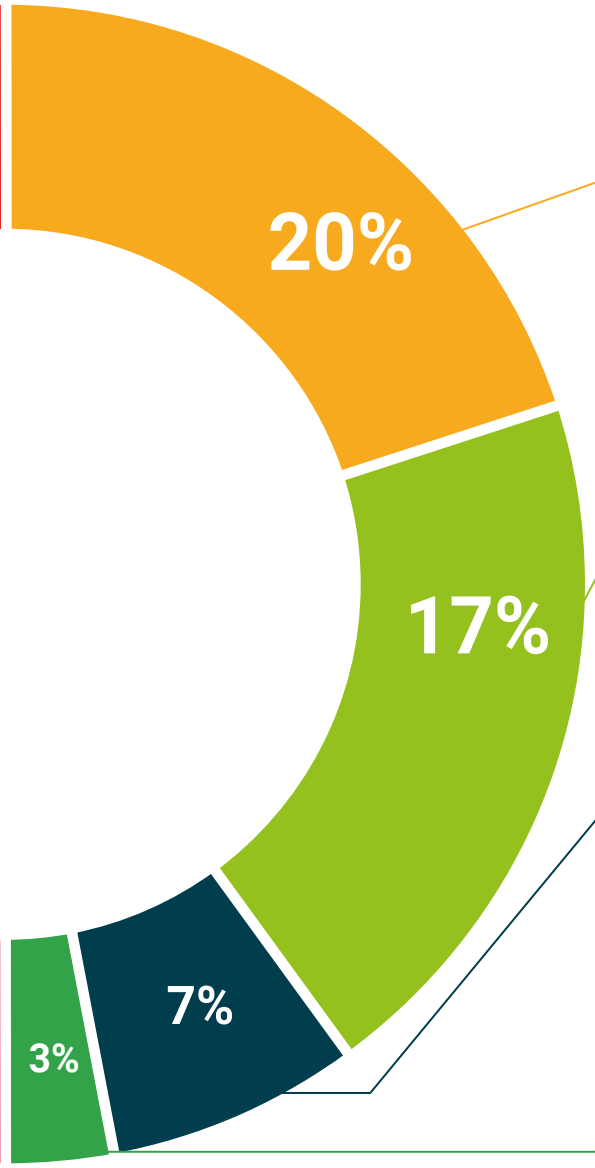
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 New Technologies and Gamification in Geography and History in Primary Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate 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 New Technologies and Gamification in Geography and History in Primary 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.

Title: **Postgraduate Diploma in New Technologies and Gamification in Geography and History in Primary Education**
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 New Technologies and Gamification in Geography and History in Primary Education

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
Dean

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.

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