

# Postgraduate Diploma Philosophy and Ethical Values Teacher Training in High School Education





## Postgraduate Diploma Philosophy and Ethical Values Teacher Training in High School Education

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

Website: [www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-philosophy-ethical-values-teacher-training-high-school-education](http://www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-philosophy-ethical-values-teacher-training-high-school-education)

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# 01

# Introduction

The new teaching-learning methodologies, which include all kinds of pedagogical resources, are currently a powerful weapon for teachers who are looking for an attractive approach to their subjects. In this sense, the subject of Philosophy can be taught according to the current times, continuing with the development of critical thinking, moral decision making and ethical learning. In order to further facilitate the work of professionals in this area, TECH has designed this program that will allow them to carry out from start to finish the programming of this subject and incorporate the methods and activities required for its teaching and evaluation. All this, through multimedia resources that can be 100% online easily accessed 24 hours a day , from any electronic device with an Internet connection.



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*With this Postgraduate Diploma you will develop a complete program in Philosophy and Ethical Values in High School Education”*

Nowadays, bringing the philosophy of Plato, Socrates, or Aristotle to High School Education students can be, at first sight, quite a challenge for teaching professionals. However, the multiple teaching resources, technological tools, and new methodologies favor a much more effective and attractive learning process.

To be successful in the teaching of this subject, teachers require not only a thorough knowledge of philosophy, but also of the curricular structure, assessment procedures, and the different strategies for teaching it. In this line, TECH has created this Postgraduate Diploma taught in 100% online mode.

An advanced program, where the high school students will learn for 6 months in the main concepts, theories and authors to be treated in this subject, the syllabus design, programming and teaching unit, in this way the teaching of philosophy in the new paradigm. This exhaustive content is complemented by multimedia material (video summaries of each topic, videos in detail), specialized readings, and case studies, which make up the multimedia resource library.

In addition, thanks to the Relearning system, based on the repetition of content, the graduate will be able to advance naturally and progressively through the syllabus of the program and reduce the long hours of study and memorization.

The teaching professional is, in this way, facing an excellent opportunity to make significant progress in the educational sector through a flexible university program. Students only need an electronic device with an Internet connection to be able to visualize, at any time, the contents hosted on the virtual platform. In this way, without fixed schedules and distributing the course load according to their needs, graduates will be able to combine this Postgraduate Diploma with their most demanding responsibilities.

This **Postgraduate Diploma in Philosophy and Ethical Values Teacher Training in High School Education** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ Case studies presented by experts in High School Education
- ♦ The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where 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
- ♦ The availability of access to content from any fixed or portable device with an Internet connection



*A university program in which you will be able to access the most innovative multimedia material at any time of the day and from an electronic device with an Internet connection"*



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*Enroll now in a flexible program which is compatible with your professional and personal responsibilities”*

*Turn Philosophy into a subject with pull thanks to the learning that you will acquire throughout the 6 months of this Postgraduate Diploma.*

*Take your high school students to the Philosophy of Plato, Socrates, and Aristotle in an attractive way thanks to this 100% online Postgraduate Diploma.*

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

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

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



# 02

# Objectives

This educational institution has created this university program with the main objective of providing students with the teaching resources and content necessary to successfully teach the subject of Philosophy and Values Ethics in High School Education. This will be possible thanks to the magnificent team of teachers who will accompany the professional and, in addition, will resolve any doubts that may arise regarding the content of the program throughout its 6-month duration.







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*TECH provides you with the most attractive pedagogical tools to help you achieve your professional improvement goals in the Educational Teaching sector"*



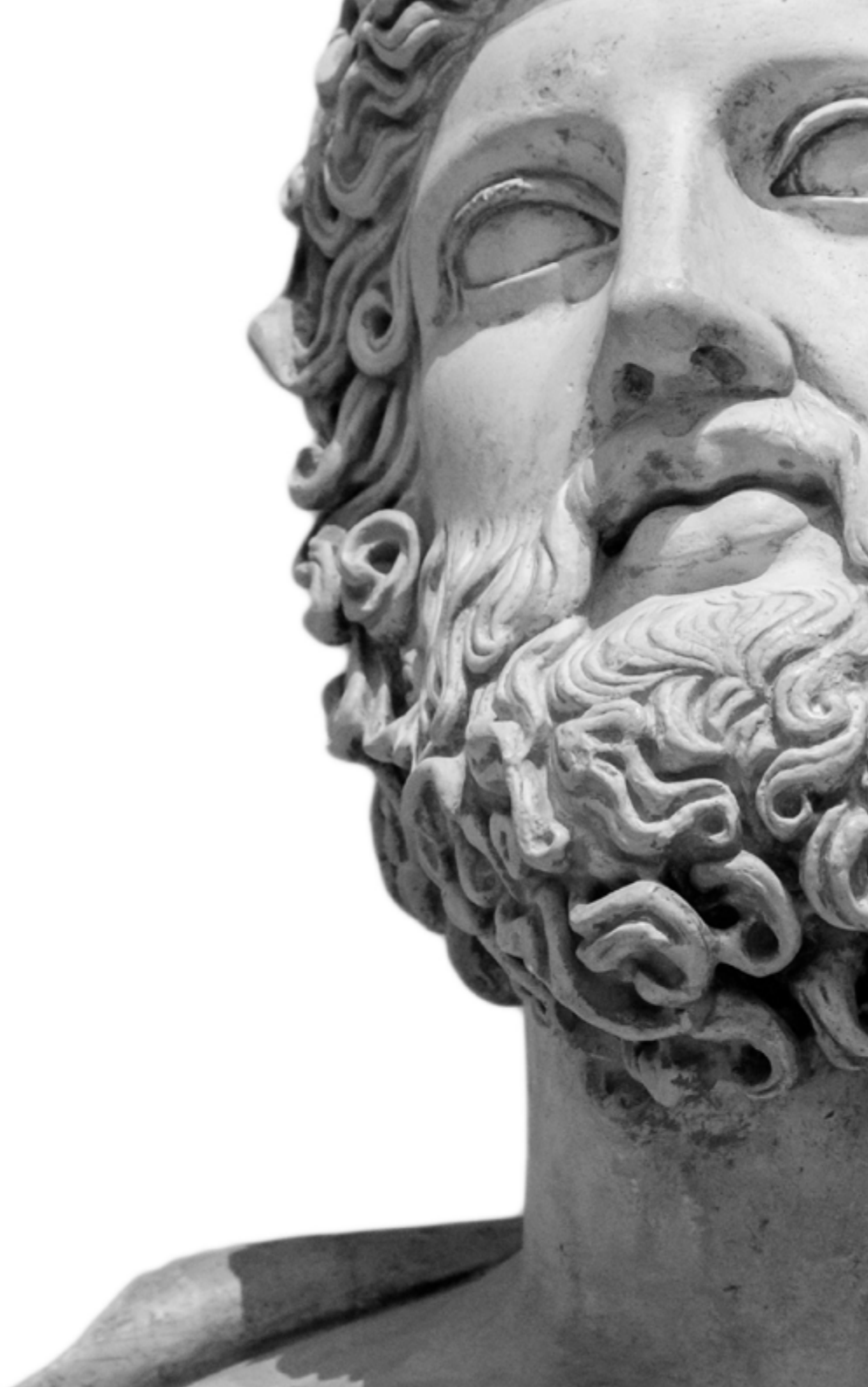
## General Objectives

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



*Get all the resources and activity proposals you need to enrich your Philosophy and Ethics of Values classes"*





## Specific Objectives

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### **Module 1. Complements for the Disciplinary Training in Philosophy Ethical Values**

- ♦ Know and understand The Historical and Cultural Context of the Birth of Philosophy
- ♦ Recognize the most relevant pre-Socratic authors and their philosophies
- ♦ Consolidate a critical attitude towards philosophical systems, submitting them to a personal rational reflection
- ♦ Value the human effort to constantly raise and resolve the great philosophical questions
- ♦ Understand and be able to make a well-formed critique of the philosophical texts of various authors, in this way comparing these authors with each other in a coherent way

### **Module 2. Philosophy and Value Syllabus Design**

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

### **Module 3. Philosophy and Values Teaching**

- ♦ Relate aspects of Philosophy to those of teaching in the current cultural sense
- ♦ Understand aspects of globalization as a phenomenon that affects the study of Philosophy
- ♦ Know some outstanding paradigms of Philosophy teaching
- ♦ Give implicit orientations in the teaching and learning process of Philosophy



03

# Course Management

TECH has developed this Postgraduate Diploma in response to the real needs of teachers who wish to incorporate the most successful methodologies for teaching Philosophy and Ethical Values into their daily work. For this purpose, this educational institution has assembled an excellent team of specialists in Education, whose experience and knowledge are reflected in the exhaustive and rigorous program, unique in the educational field.





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*This program includes in its teaching staff recognized specialists in teacher training who have deposited all their experience and knowledge in the development of this program"*



## Management



### Dr. Laura Barboyón Combey

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



# 04

# Structure and Content

The syllabus of this university program is designed to offer the teaching professional the tools and techniques needed to carry out an attractive and innovative teaching unit. For this purpose, it has multimedia material prepared by teachers with extensive experience in the sector, who will also guide you during the 6-month duration of this program. In addition, thanks to the Relearning method, you can progressively advance through the syllabus, consolidate your knowledge and reduce the long hours of study and memorization.



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*Transmit ancient and modern Philosophy in an attractive way to your high school students thanks to the teaching strategies you will acquire with this Postgraduate Diploma"*



**Module 1. Complements for the Disciplinary Training in Philosophy and Ethical Values**

- 1.1. Greek Origins of Western Philosophy
  - 1.1.1. The Historical and Cultural Context of the Birth of Philosophy
  - 1.1.2. The Pre-Socratic Naturalists and the Search for the Beginning
  - 1.1.3. The Pythagoreans and Numbers as a Beginning
  - 1.1.4. The Eleatics and the Discovery of the Self
  - 1.1.5. The Sophists and the Discovery of Man
- 1.2. Ancient Philosophy: Socrates and Aristotle
  - 1.2.1. The Socratic Question
  - 1.2.2. Socratic Anthropology
  - 1.2.3. The Dialectical Method of Socrates and Its Purpose
  - 1.2.4. Socratic Refutation and Socratic Maieutics
  - 1.2.5. The Aristotelian Question
  - 1.2.6. Metaphysics
  - 1.2.7. Physics and Mathematics
  - 1.2.8. Psychology
  - 1.2.9. Practical Sciences: Ethics and Politics
  - 1.2.10. Logic, Rhetoric and Poetics
- 1.3. Plato and the Foundation of Metaphysics
  - 1.3.1. The Platonic Question
  - 1.3.2. The Foundation of Metaphysics
  - 1.3.3. Knowledge, Dialectics, Rhetoric, Art, and Erotics
  - 1.3.4. Platonic Conception of Man
  - 1.3.5. The Ideal State and Its Historical Forms
- 1.4. Marxism, Neo-Marxism and the "Frankfurt School"
  - 1.4.1. Karl Marx
  - 1.4.2. Lukacs, Bloch
  - 1.4.3. The "Frankfurt School" Horkheimer, Adorno, Habermas
- 1.5. Science, Human Sciences and Philosophy from the 19th to the 20th Century
  - 1.5.1. Social Positivism: Comte and Stuart Mill
  - 1.5.2. Evolutionary Positivism: Charles Darwin, Herbert Spencer
  - 1.5.3. The Birth of the Philosophy of Science: Russell and Wittgenstein
  - 1.5.4. The Epistemological Debate: Karl Popper and the Post-Popperians
  - 1.5.5. German Historicism: Dilthey and Weber
  - 1.5.6. Pragmatism

- 1.6. Humanism and the Renaissance
  - 1.6.1. Characteristics, Ideas and Trends
  - 1.6.2. Religious and Political Problems
  - 1.6.3. The Scientific Revolution
  - 1.6.4. Influence in the New World
- 1.7. Modern Philosophy: Descartes and Kant
  - 1.7.1. The Cartesian Question: Method and Certainty
  - 1.7.2. The Cartesian Method in Philosophy
  - 1.7.3. Descartes' Metaphysical Concepts
  - 1.7.4. Descartes' Influence on Subsequent Philosophy
  - 1.7.5. The Kantian Question
  - 1.7.6. Kant and Religion
  - 1.7.7. Kant' Influence on Philosophy
- 1.8. Machiavelli and the Birth of Modern Political Thought
  - 1.8.1. Machiavelli's Theory of Forms of Government
  - 1.8.2. Machiavelli's Political Realism
- 1.9. Ethics
  - 1.9.1. The Nature of Ethics
  - 1.9.2. Human Goodness
  - 1.9.3. The Moral Subject
  - 1.9.4. Moral Law
  - 1.9.5. Moral Conscience
  - 1.9.6. Friendship Communities
  - 1.9.7. Matters in Bioethics
  - 1.9.8. Human Work
  - 1.9.9. Political Society
- 1.10. Philosophical Anthropology
  - 1.10.1. The Nature of Philosophical Anthropology
  - 1.10.2. Human Life
  - 1.10.3. The Phenomenology of Human Behavior
  - 1.10.4. Human Knowledge
  - 1.10.5. Human Desire
  - 1.10.6. Human Affectivity
  - 1.10.7. Human Unity and Dualism
  - 1.10.8. Humans as Personal Beings
  - 1.10.9. Dimensions of the Personal Being



1.10.10. Death and Human Transcendence

## Module 2. Philosophy and Value Syllabus Design

- 2.1. Syllabus and its Structure
  - 2.1.1. School Syllabus: Concept and Components
  - 2.1.2. Syllabus Design: Concept, Structure and Functioning
  - 2.1.3. Levels of Syllabus Specification
  - 2.1.4. Syllabus Model
  - 2.1.5. Educational Programming as a Working Tool in the Classroom
- 2.2. Legislation as a Guide to Syllabus Design and Key Competencies
  - 2.2.1. Review of Current National Educational Legislation
  - 2.2.2. Review of Current Autonomous Educational Legislation
  - 2.2.3. What are Competencies?
  - 2.2.4. Types of Skills
  - 2.2.5. Key Competencies
  - 2.2.6. Description and Components of Key Competencies
- 2.3. The Spanish Education System Teaching Levels and Modalities
  - 2.3.1. Education System: Interaction between Society, Education and the School System
  - 2.3.2. The Educational System: Factors and Elements
  - 2.3.3. General Characteristics of the Spanish Educational System
  - 2.3.4. Configuration of the Spanish Educational System
  - 2.3.5. High School Education
  - 2.3.6. Baccalaureate
  - 2.3.7. Artistic Education
  - 2.3.8. Language Teaching
  - 2.3.9. Sports Education
  - 2.3.10. Adult Education
- 2.4. Analysis of Syllabus for Philosophy and Ethical Values
  - 2.4.1. PGA Aspects in Philosophy and Ethical Values
  - 2.4.2. Subject Blocks by Educational Stages
  - 2.4.3. Blocks of Contents by Subject
- 2.5. Educational Programming: Basic Elements
  - 2.5.1. Introduction
  - 2.5.2. Context
  - 2.5.3. Objectives Key Competencies
  - 2.5.4. Contents
- 2.6. Teaching Programming: Methodology, Materials, Evaluation and Complementary Elements
  - 2.6.1. Evaluation Criteria and Learning Results
  - 2.6.2. Methodology
  - 2.6.3. Materials, Resources
  - 2.6.4. Evaluation: Procedures and Qualification Criteria
  - 2.6.5. TICT and Sociocultural Activities, Diversity Attention Measures and Syllabus Adaptations
- 2.7. Teaching Units in ESO and High School
  - 2.7.1. Definition of Teaching Unit
  - 2.7.2. Elements that Make Up a Teaching Unit
  - 2.7.3. Methodology
- 2.8. Teaching Unit in Vocational Training and Adult Education
  - 2.8.1. Definition of Working Unit
  - 2.8.2. Elements that Make Up a Teaching Unit
  - 2.8.3. Methodology
- 2.9. Programming of a Teaching Unit in ESO, High School, Vocational Training and Adult Education
  - 2.9.1. Introduction
  - 2.9.2. How to Program a Teaching Unit in ESO?
  - 2.9.3. How to Program a Teaching Unit in High School?
  - 2.9.4. How to Program a Work Unit in Vocational Training?
  - 2.9.5. How to Program a Teaching Unit in Adult Education?
- 2.10. Examples of Didactic Unit
  - 2.10.1. Introduction
  - 2.10.2. Methods
  - 2.10.3. Typology of Activities
  - 2.10.4. Grouping
  - 2.10.5. Resources to be Used
  - 2.10.6. Work Unit in Basic Vocational Training
  - 2.10.7. Teaching Unit in High School Education for Adults

### Module 3. Philosophy and Values Teaching

- 3.1. Teaching Philosophy in a Globalized World
  - 3.1.1. The Social Structure of the Globalized World
  - 3.1.2. Teaching Philosophy in a New Paradigm
- 3.2. Philosophy and Pedagogy
  - 3.2.1. Philosophy as a Subject in the Teacher's Curriculum
  - 3.2.2. Pedagogy Applied to Philosophy or Philosophy Applied to Pedagogy
- 3.3. Teaching and Learning
  - 3.3.1. Teaching to Learn
  - 3.3.2. Learning Philosophy
- 3.4. Teaching Philosophy
  - 3.4.1. How to Plant the Learning of Philosophy in the Classroom
  - 3.4.2. Philosophy, a Subject with Appeal
- 3.5. Philosophy in Schools
  - 3.5.1. Teaching Approach to Philosophy
  - 3.5.2. Philosophy as a Vehicle for Other Learning Processes
- 3.6. Philosophy of Philosophy and Teaching Philosophy
  - 3.6.1. Definition and Concepts
  - 3.6.2. Organization of the Subject
- 3.7. Introduction to Philosophy Research
  - 3.7.1. Research Value
  - 3.7.2. Research Objective
  - 3.7.3. Roles: Student, Advisor, Research
  - 3.7.4. Job Tracking Resources
- 3.8. The Didactic Unit
  - 3.8.1. Introduction
  - 3.8.2. The Didactic Unit
  - 3.8.3. Classroom Work Tools
- 3.9. Why Educate?
  - 3.9.1. The Social Value of Education
  - 3.9.2. Education and Philosophy
- 3.10. Strategy for Teaching Philosophy
  - 3.10.1. Initial Approach
  - 3.10.2. Development





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*Upon completion of this university program, you will be able to develop a program and teaching unit in Philosophy and Ethical Values, according to current requirements”*

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

This Postgraduate Diploma in Philosophy and Ethical Values Teacher Training in High School Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.



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*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 Philosophy and Ethical Values Teacher Training in High School Education** endorsed by **TECH Global University**, the world's largest online university.

**TECH Global University** is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

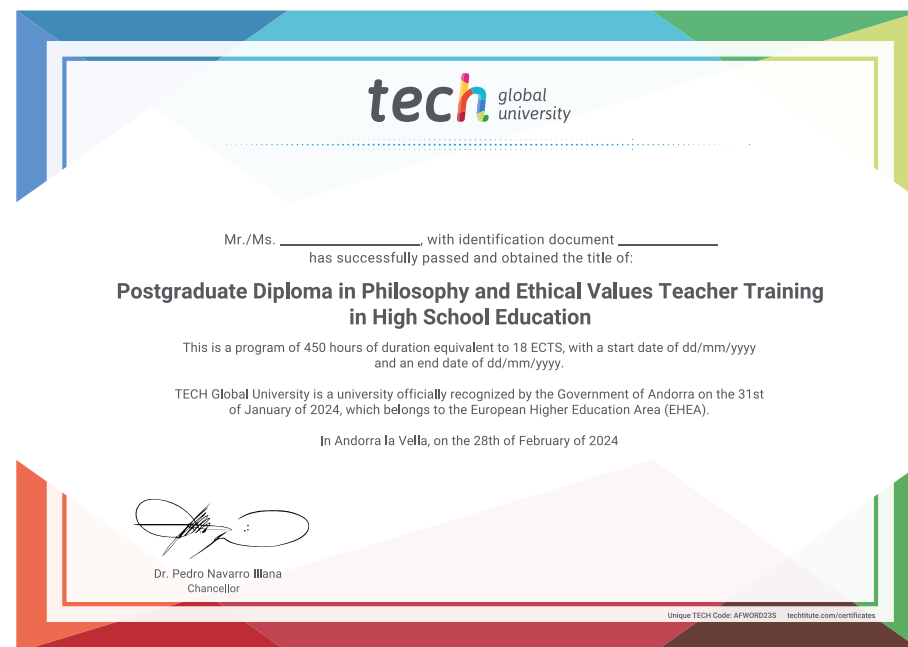
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Philosophy and Ethical Values Teacher Training in High School Education**

Modality: **online**

Duration: **6 months**

Credits: **18 ECTS**





future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
development languages  
virtual classroom



**Postgraduate Diploma**  
Philosophy and Ethical  
Values Teacher Training  
in High School Education

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- » Credits: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Diploma  
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