

Postgraduate Diploma

Teaching Innovation in History and Geography in High School

KAUER 1961 - 1989



Postgraduate Diploma Teaching Innovation in History and Geography in High School

- » 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-teaching-innovation-history-geography-high-school

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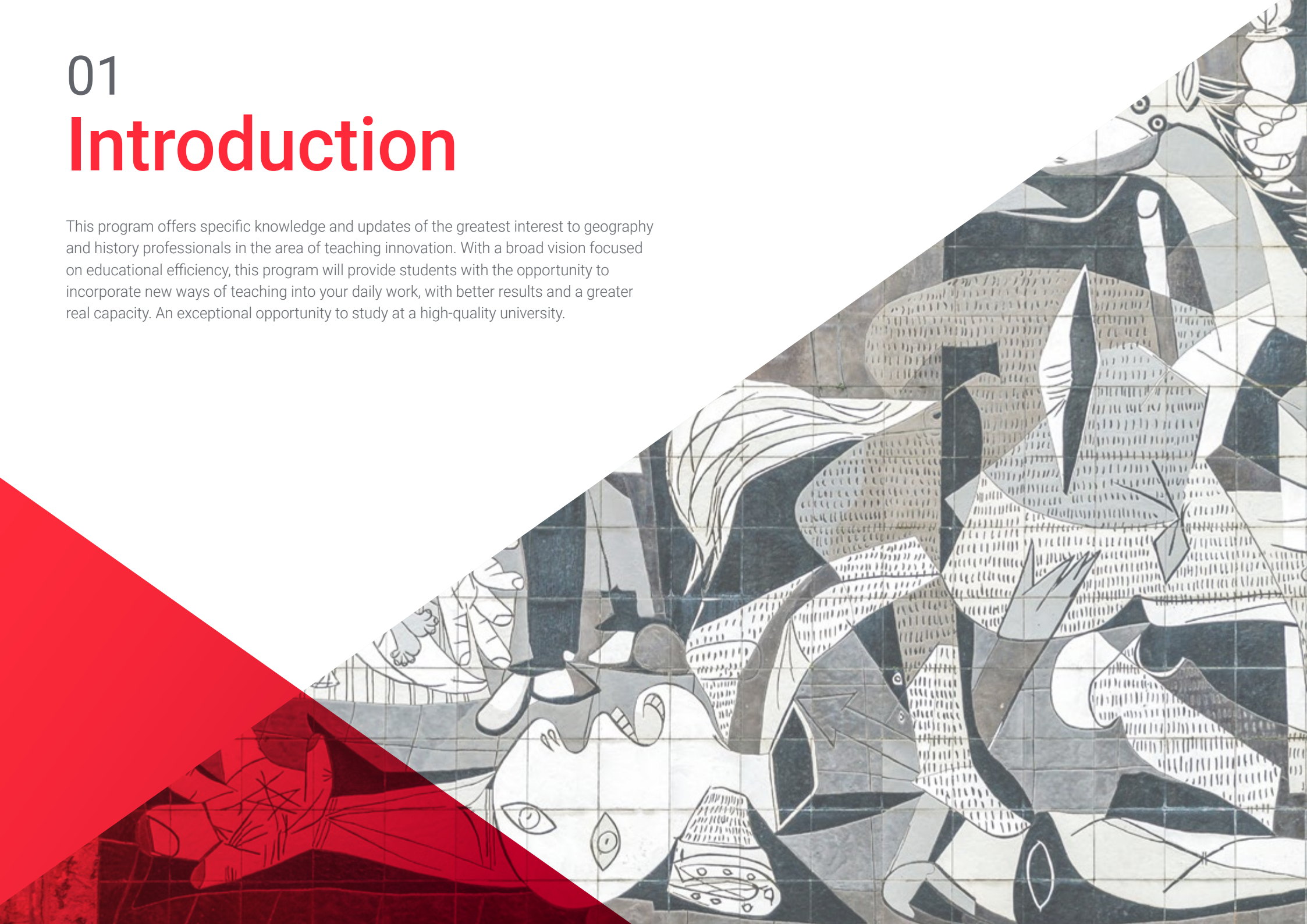
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01

Introduction

This program offers specific knowledge and updates of the greatest interest to geography and history professionals in the area of teaching innovation. With a broad vision focused on educational efficiency, this program will provide students with the opportunity to incorporate new ways of teaching into your daily work, with better results and a greater real capacity. An exceptional opportunity to study at a high-quality university.





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

In teaching, staying at the forefront means incorporating the emerging innovations in the field into daily practice: new ways of approaching programming, motivating students and achieving a greater educational impact. That is why it is an essential process for any teacher.

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 ever-changing 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 Teaching Innovation in History and Geography in High School** contains the most complete and up-to-date program on the market. Its most notable features are:

- ♦ 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 news 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



Acquire innovative ways to teach history and geography to students at high school"

“

This Postgraduate Diploma is configured to facilitate personal and professional growth that will allow you to conduct your work with confidence and success”

The teaching staff includes teaching professionals in the field of Teaching 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 the professional 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.

Increase your confidence in decision-making by updating your knowledge with this program.

Take the opportunity to learn about the latest advances in this field and apply it to your daily practice.



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.





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This Postgraduate Diploma will allow you to quickly and easily acquire the necessary knowledge with the highest quality”



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 training and research

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Incorporate into your practice the latest developments in Teaching Innovation 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. Adapting to Different Classroom Situations and Multiple Intelligences

- ♦ Obtain tools to face school maladjustment and to know how to deal with teaching high-capacity students
- ♦ Prepare teachers to adapt to different classroom situations, with emphasis on adolescence and knowledge of multiple intelligences

Module 3. ICT

- ♦ Develop teachers' knowledge of ICTs by showing them their application and introducing them to the development of teaching materials based on new technologies
- ♦ Teach critical appraisal of the use of ICTs in order to protect students in the judicious use of new technologies

03

Course Management

The program includes in its teaching staff leading experts in Teaching Innovation 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.



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Learn the latest advances in procedures in Teaching Innovation 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 structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, aware of the relevance of current innovative information, and committed to quality teaching through new educational technologies.





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A complete and effective teaching program that will allow you to learn in a solvent way, which will allow you to confidently apply what you have learned to 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

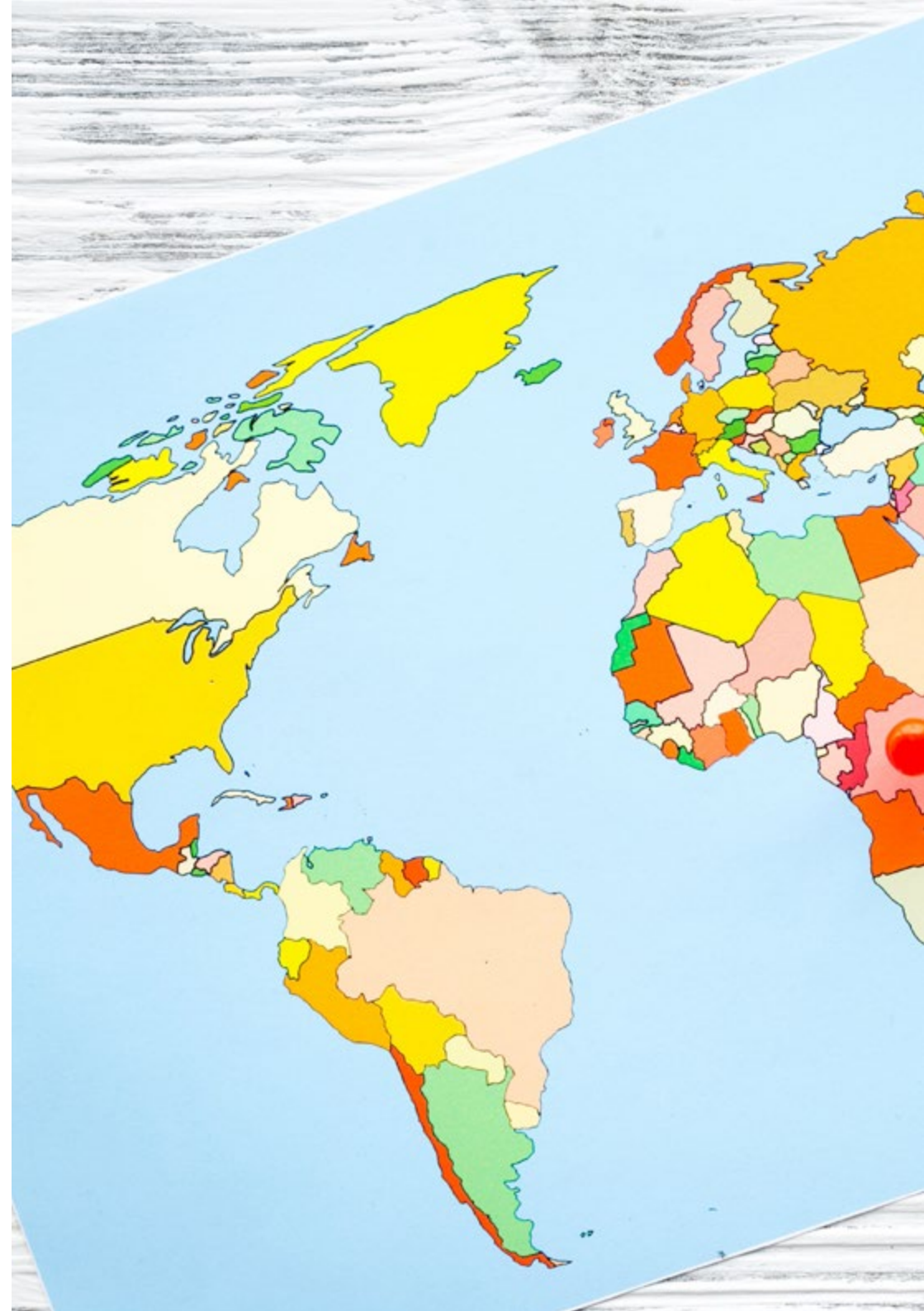
Module 2. Adapting to Different Classroom Situations and Multiple Intelligences

- 2.1. Adolescence and High School Education
 - 2.1.1. Most Problematic Years
 - 2.1.2. Adolescents at Risk of Social Exclusion
 - 2.1.3. Teachers, but Also Educators
- 2.2. Dysfunctions in Adolescence
 - 2.2.1. Different Problems
 - 2.2.2. Potential Solutions as Teachers and Educators
 - 2.2.3. Real Examples and Solutions
- 2.3. School Maladjustment
 - 2.3.1. School Absenteeism and Causes
 - 2.3.2. School Failure
 - 2.3.3. Situation in Spain
- 2.4. High-Capacity Students
 - 2.4.1. Additional Material
 - 2.4.2. Motivation and New Challenges
 - 2.4.3. On How to Avoid Exclusion
- 2.5. Multiple Intelligences and Education
 - 2.5.1. Theory of Multiple Intelligences
 - 2.5.2. Types of Intelligence
 - 2.5.3. Project Zero
- 2.6. Education Based on Multiple Teachings
 - 2.6.1. Galton
 - 2.6.2. Cattell
 - 2.6.3. Wechler
- 2.7. Strategies, Guidelines and Activities
 - 2.7.1. According to Piaget
 - 2.7.2. Establish Student Abilities and Skills
 - 2.7.3. Skill Reinforcement

- 2.8. Social Sciences and Multiple Intelligences
 - 2.8.1. Linguistic Intelligence and Reasoning in Learning History
 - 2.8.2. Spatial Intelligence and Logic in Learning Geography
 - 2.8.3. Plastic and Artistic Intelligence
- 2.9. Problems in a More Personalized Approach to Education
 - 2.9.1. Lack of Resources
 - 2.9.2. The Need for Greater Investment
 - 2.9.3. Required Resources

Module 3. ICT

- 3.1. What is ICTs? Use in Education
 - 3.1.1. Definition of ICT
 - 3.1.2. Advantages
 - 3.1.3. Digital Competencies in Educational Settings
- 3.2. ICT Use in High School
 - 3.2.1. Digital Tools
 - 3.2.2. Web-Based Tools
 - 3.2.3. Mobile Devices
- 3.3. Social Networks
 - 3.3.1. Definition of Social Networks
 - 3.3.2. Main Social Networks
 - 3.3.3. Using Social Networks in Education
- 3.4. Geographic Information System (GIS) and Its Importance in the Geography
 - 3.4.1. Geographic Information Systems: What Are They?
 - 3.4.2. GIS Organisation and Structures
 - 3.4.3. GIS in Education
- 3.5. ICT in Teaching and Learning History and Geography
 - 3.5.1. Web Resources of Historical and Geographical Interest
 - 3.5.2. Interactive Websites
 - 3.5.3. Gamification





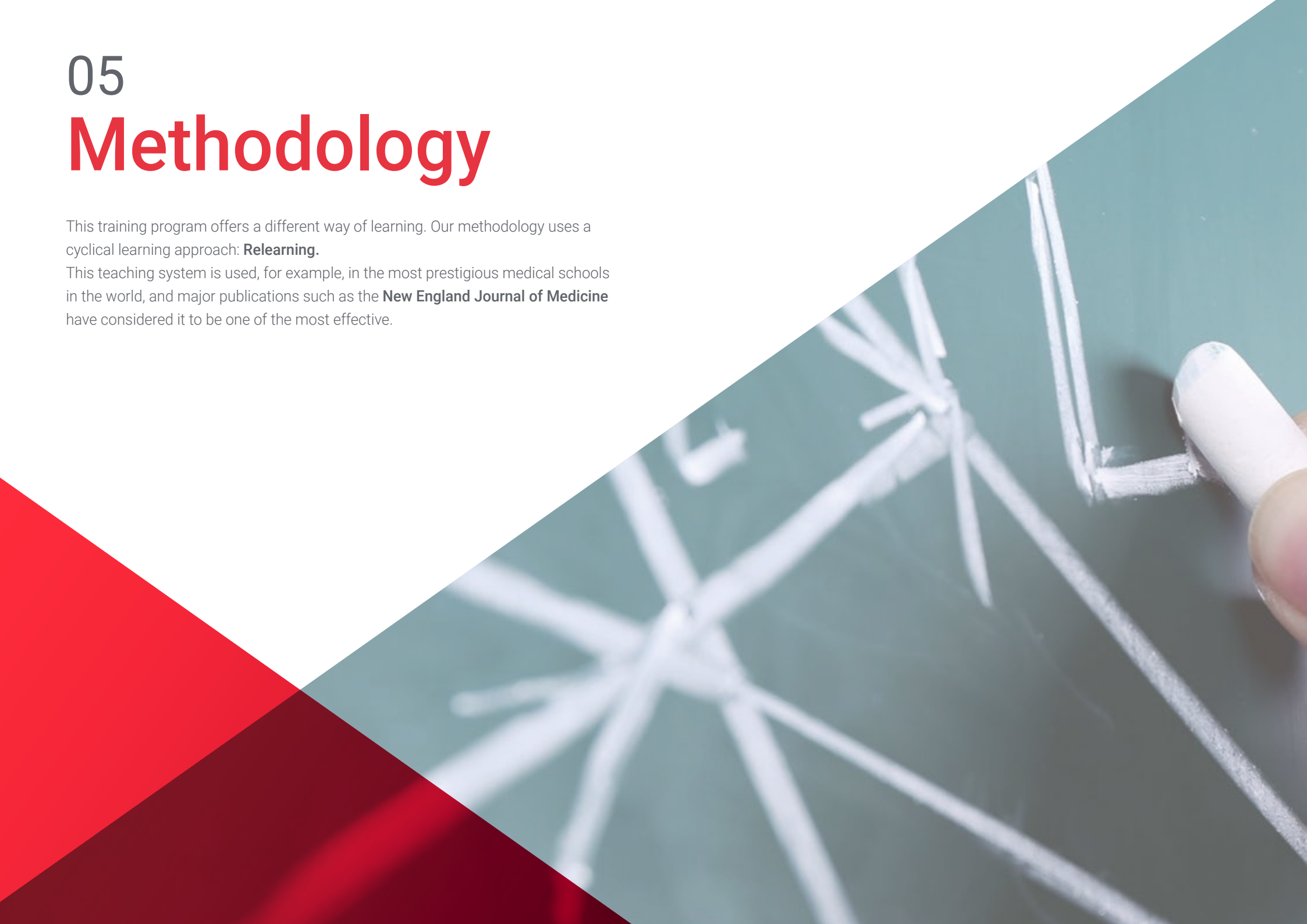
- 3.6. Introduction to Developing Digital Teaching Material
 - 3.6.1. Creating and Editing Videos
 - 3.6.2. Creating Presentations
 - 3.6.3. Creating Educational Games (Gamification)
 - 3.6.4. Creating 3D Models
 - 3.6.5. Google Tools
- 3.7. Use and publication of Digital Teaching Materials
 - 3.7.1. Means of Publishing Audiovisual Resources
 - 3.7.2. Means of Publishing Interactive Resources
 - 3.7.3. Augmented Reality in the Classroom
- 3.8. Critical Spirit in the Use of Web Resources
 - 3.8.1. Student Education in the Use of New Technologies
 - 3.8.2. The Problem of Privacy Online
 - 3.8.3. Treating Information on the Internet Critically
- 3.9. ICT Teaching Materials in Teaching History and Geography
 - 3.9.1. First Cycle of Secondary Education (Middle School)
 - 3.9.2. Second Cycle of Secondary Education (High School)
 - 3.9.3. Baccalaureate (High School)

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

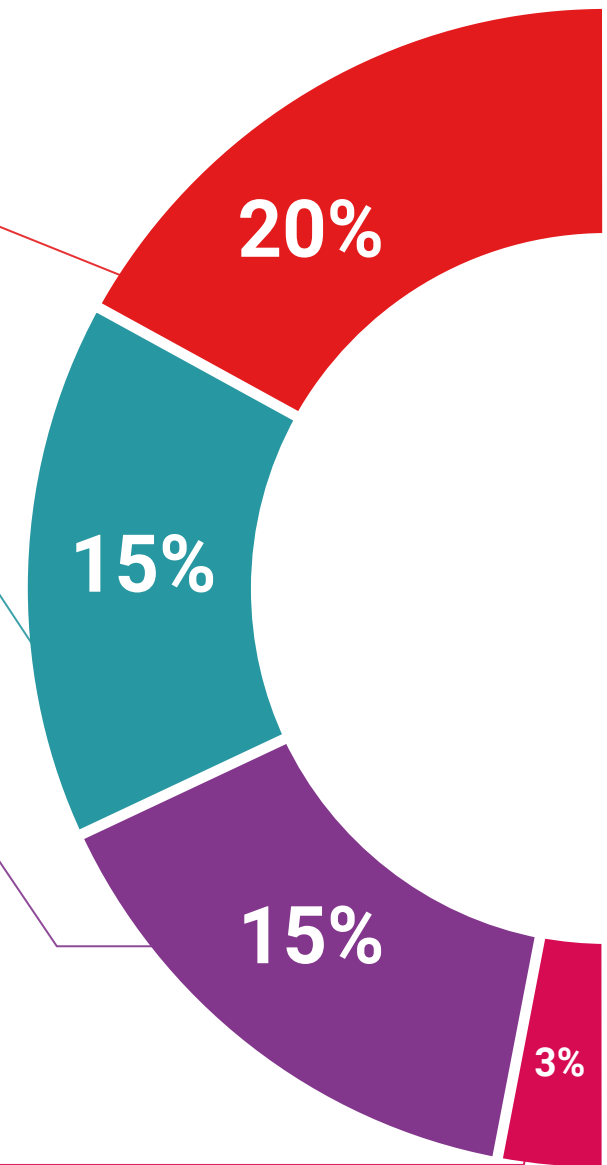
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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 Teaching Innovation 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 Technological University.



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

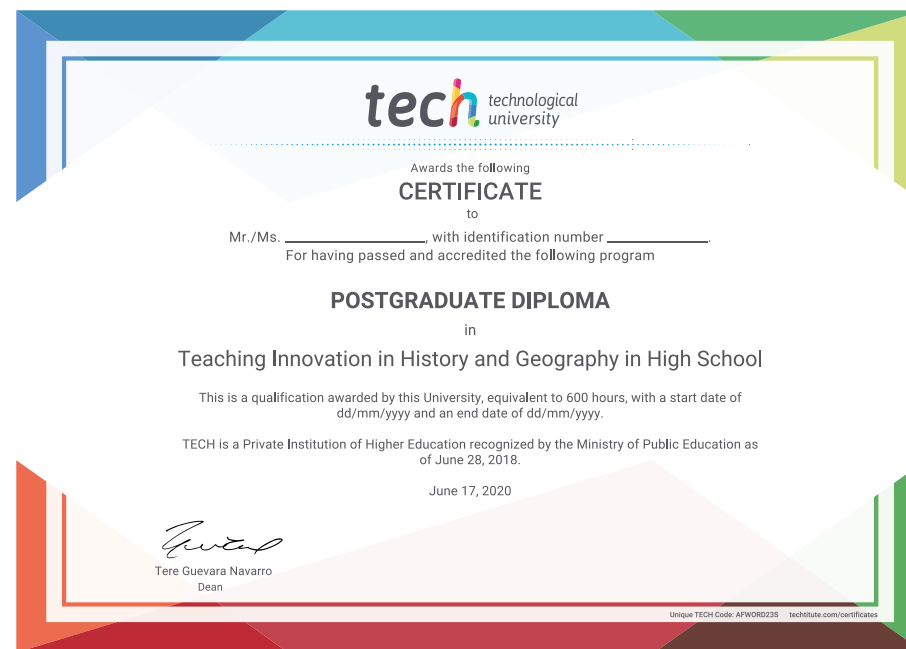
This **Postgraduate Diploma in Teaching Innovation in History and Geography in High School** contains the most complete and up-to-date program on the market.

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 Teaching Innovation in History and Geography in High School**

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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education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present evaluation
development language
virtual classroom

tech technological
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