

Postgraduate Diploma

Values and Extracurricular Activities in Geography and History in Elementary Education





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Values and Extracurricular Activities in Geography and History in Elementary Education

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

Website: www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-values-extracurricular-activities-geography-history-elementary-education

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01

Introduction

Primary school teaching is a comprehensive process in which teachers must understand the importance of their role in the cognitive and behavioral development of their students. This figure has many responsibilities, and his or her professional profile must be adjusted to the new demands. In that sense, studying this program focused on Values and Extracurricular Activities in Geography and History in Primary Education will allow you to develop a series of skills adjusted to the current educational environment. You will do it in a completely online way, with the help of expert professionals who are part of the teaching staff chosen by TECH for this academic space and you will enjoy a series of resources available through the Online Campus 24 hours a day, making studying much more accessible.





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Prepare yourself to become a teacher specialized in teaching values and new classroom dynamics to encourage elementary school students to develop critical and creative thinking"

School is the second place where children learn values. That is why teachers are a key figure in contributing to the formation of the personal profile of each student in the classroom. In this sense, teaching to think and create in each of the subjects is important, but one of the challenges facing teachers today is the student's motivation to learn about Geography or History.

For this reason, this Postgraduate Diploma offers 3 modules of specialized content that will allow the graduate to teach students how to live in society through Geography and History. It will teach you environmental education and its importance through Social Sciences, as well as the didactics and challenges for citizenship education through these subjects.

Likewise, it will be able to develop complementary activities that allow the student to interact with the surrounding environment. In addition, it will allow the linking of other subjects such as Language and Literature, geometry and Mathematics or Biology and Music within the teaching process of Geography and History.

These and other relevant aspects will be expanded in a syllabus developed by a team of experts in the pedagogical, historical and creative fields, who approach each of the topics of this academic program in an innovative way. They will be studied in a completely online way through your favorite device with internet connection, in a total of 450 hours, in a comfortable way and with the desired quality.

This **Postgraduate Diploma in Values and Extracurricular Activities in Geography and History in Elementary Education** contains the most complete and updated educational program on the market. The most important features include:

- ♦ The development of case studies presented by experts in Teaching of History in Primary 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
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



You will learn how to develop complementary activities in and out of the classroom such as lecture programs and others”

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You will learn in detail how Geography and History are linked to other essential subjects in the educational curriculum and you will create the most innovative strategies to teach them"

The program's teaching staff includes professionals from 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.

Through the study of this program you will develop the most effective strategies to create in the elementary student an interest in learning to think and create.

Take advantage of a unique opportunity to expand your knowledge and skills with this 100% online TECH Postgraduate Diploma. You will get everything you need to reach your goal.



02

Objectives

The teacher must have an integral profile that knows how to contribute effectively to the learning process of their students. Especially in the primary school stage, one of the most important for people's cognitive development. Therefore, the influence that the teacher exerts is relevant and the graduate of this program will understand it, thanks to a broad content developed by expert professionals, who will help the student in the teaching of values and extracurricular activities in Geography and History in an innovative and creative way for their future students.





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The teaching materials of this program, elaborated by these specialists, have contents that are completely applicable to your professional experiences”



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
- ♦ Apply information and communication technologies (ICT) in the classroom that can contribute beneficially to the smooth running of the classroom and student learning
- ♦ To acquire competencies in which the Postgraduate Diploma student is able to interconnect the subjects of Geography and History with other disciplines, in order to innovate and enrich the teaching-learning process in the classroom





Specific Objectives

Module 1. Learning to Live in Society through Geography and History

- ♦ Define the values, skills and attitudes generated by learning the subjects of Geography and History, such as solidarity, critical thinking skills or the importance of interculturality, to benefit student development through teacher guidance
- ♦ Develop the most effective strategies to interest students in learning to think

Module 2. Complementary Classes: Extracurricular Activities

- ♦ Describe the importance of complementary and extracurricular activities to theoretical learning, as well as the guidelines to adapt a school visit to teaching the content of Geography and History through cultural institutions, which are spaces of culture and multidisciplinary learning that enrich students' total understanding of the subjects

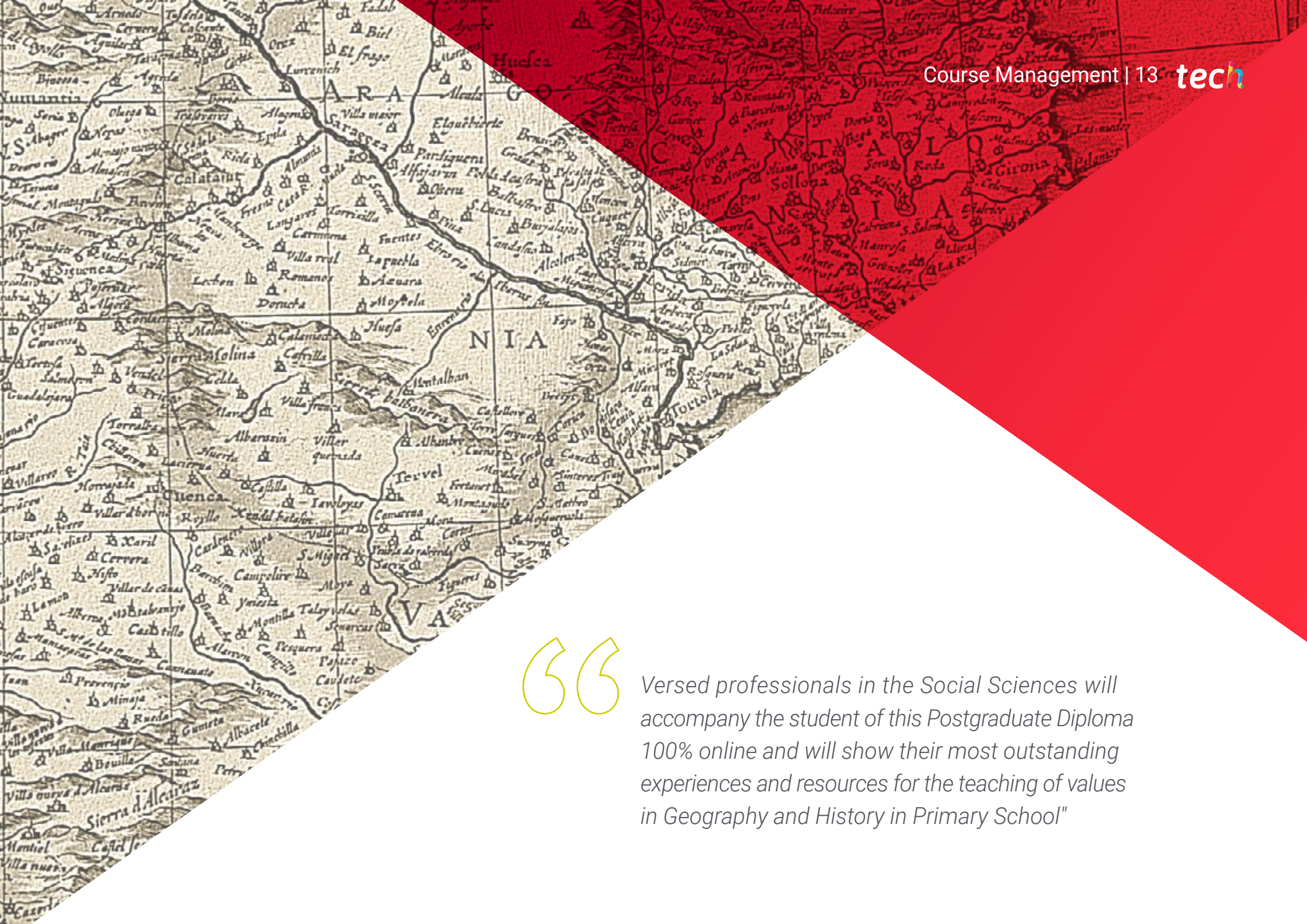
Module 3. Transversal Module: Subjects to Support the Teaching and Learning of Geography and History in Primary Education

- ♦ Define concepts and resources from other subjects that also serve as secondary support to teaching Geography and History, thus enriching its content and, therefore, student learning
- ♦ Gain a detailed understanding of the link between Geography and History and Language and Literature, Geography and Mathematics, Music, Biology and Meteorology, Drawing and other Fine Arts, and Sociology and Archaeology

Course Management

The curricula vitae of the professionals who make up the teaching staff of this program are outstanding. With extensive experience in research and teaching of Geography and History, as well as related subjects, they contribute in the conformation of a content of the highest academic level. This will be proven in a material rich in real experiences and innovative learning resources, arranged to give an understanding of the importance of teaching values and extracurricular activities in these subjects in one of the most relevant stages of school instruction.





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Versed professionals in the Social Sciences will accompany the student of this Postgraduate Diploma 100% online and will show their most outstanding experiences and resources for the teaching of values in Geography and History in Primary School”

Management



Dr. Marina Belso Delgado

- ♦ Art historian and researcher
- ♦ Murcia Cathedral Museum Guide
- ♦ External evaluator at Eiterna Magazine
- ♦ Extracurricular Internships at the Salzillo Museum
- ♦ Dr. in Art History from the University of Murcia
- ♦ Degree in History of Art from the University of Murcia
- ♦ Internship student at the Easter Museum of Crevillente
- ♦ Master's Degree in Historical, Artistic and Cultural Heritage Management and Research from the University of Murcia
- ♦ Experta en Escultura y Escultores de las Reales Academias
- ♦ Member of the culture team of the Municipal Board of the Center East of Murcia

Professors

Mr. Antonio Gálvez Ruiz

- ♦ Pricing analyst at Aliseda Inmobiliaria
- ♦ Anida's control technician
- ♦ Architect at Arial Technical
- ♦ Architect at AD Architecture, their own studio
- ♦ Architect at MORAL Arquitectura Graduate in Fundamentals of Architecture from Universidad Nebrija
- ♦ Master's Degree in Architecture from Nebrija University
- ♦ Master's Degree in Teacher Training for Compulsory Secondary Education, Baccalaureate and Vocational Training from the Madrid Polytechnic University

Ms. Estefanía Antón López

- ♦ Specialist in digital competences for tourist destinations and travel agencies the Valencian Community
- ♦ Expert in Cataloging of materials and bibliographic collections of the Pusol Museum
- ♦ Master's Degree in the Protection of Historical and Artistic Heritage: by the University University of Granada



Ms. Andrea Carbonell Andreu

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

Mr. Luis Pueyo García

- ♦ High School Teacher in the areas of Social Sciences, Geography, History and History of Art
- ♦ Historian
- ♦ Head of the Didactic Department in IES La Torreta High School
- ♦ Degree in History, University of Alicante
- ♦ Master's Degree in History and Hispanic Identities in the Western Mediterranean

04

Structure and Content

The ease, convenience and quality provided by this academic program is unparalleled. Thanks to the state-of-the-art technology used by TECH through its educational platform and the most modern teaching method, the student will be able to enjoy an immersive experience in this Postgraduate Diploma in 3 modules of study in a completely online mode. It will have a variety of formats, both theoretical and practical, that will allow a quick assimilation and comprehension of the syllabus. From any device with an internet connection you can access 24 hours a day from wherever you are.





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A comprehensive academic program that will provide much more than educational content to the graduate”

Module 1. Learning to Live in Society through Geography and History

- 1.1. Attitudes, Skills and Values Associated with Learning: Introduction
 - 1.1.1. Analyzing Learner Profiles: The Capacity for Self-Learning
 - 1.1.2. Analysis, Synthesis and Assessment. Decision-Making
 - 1.1.3. The Importance of Educating in Good Oral and Written Communication
- 1.2. The Role Played by Teachers and their Influence on Classroom Reality
 - 1.2.1. Teachers as Transmitters of Knowledge
 - 1.2.2. The Ideological Influence that Teacher Can Exert
 - 1.2.3. Using Thinking Routines in Class
- 1.3. Teaching to think: critical thinking in Geography and History
 - 1.3.1. Birth and Formation of Critical Thinking
 - 1.3.2. Strategies to Develop Critical Thinking: Exploratory Questions
- 1.4. Caring for the Environment
 - 1.4.1. Environmental Education and Its Relevance to the Social Sciences
 - 1.4.2. How to Transmit Environmental Awareness in the Classroom? Methodology and Resources
- 1.5. Empowering Solidarity
 - 1.5.1. The Reality of Solidarity
 - 1.5.2. Resources to Promote Solidarity among Classmates and the Surrounding Environment
- 1.6. Concepts of Equality and Equity in the Classroom
 - 1.6.1. Defining Concepts: Equality and Equity and their Inclusion in the Classroom
 - 1.6.2. Keys to Work on Equality and Equity in the Classroom: Resources
- 1.7. Interculturality and Human Rights
 - 1.7.1. Instilling Tolerance and Respect in Students
 - 1.7.2. Considerations about Human Rights Education in the Classroom
- 1.8. Teaching Approaches and Challenges for Citizenship Education through the Social Sciences
 - 1.8.1. Geography Education: Strategies
 - 1.8.2. History Education: Strategies



- 1.9. La UE. Objectives and development of the topic in the classroom
 - 1.9.1. The European Union in the Classroom
 - 1.9.2. Importance of the Topic in Education
 - 1.9.3. Resources and Techniques
 - 1.9.4. Future Challenges

Module 2. Complementary Classes: Extracurricular Activities

- 2.1. The "Third Teacher": Getting to Know Our Environment
 - 2.1.1. Topic Introduction: Out-of-School Organizations and Learning
 - 2.1.2. Objectives and Purpose
 - 2.1.3. Types of Extracurricular Activities
 - 2.1.4. The Problem of Adjusting Them to the School Curriculum
- 2.2. The Competence of Knowledge and Interaction with the Environment
 - 2.2.1. Pedagogical Function of School Trips: Effects on Learning
 - 2.2.2. The Versatile Nature of the Extracurricular Activities
- 2.3. How to Choose the Right Visit: Guidelines for Programming a School Trip
 - 2.3.1. Itinerary as a Teaching Resource
 - 2.3.2. Route Description. How Does It Relate to the Primary Education Curriculum?
 - 2.3.3. Itinerary Methodological Sheet
 - 2.3.4. Expository Script and Preparing Teaching Materials and Activities
 - 2.3.5. Final Considerations and Touches
- 2.4. Criteria to Organize Extracurricular Activities
 - 2.4.1. General Criteria
 - 2.4.2. Specific Criteria
 - 2.4.3. Supporting Material to Organize Extracurricular School Trips
- 2.5. Accident Prevention and Action Programs
 - 2.5.1. Rules
 - 2.5.2. Action Programs
- 2.6. Multidisciplinary Art Works and Museums as Cultural and Learning Spaces
 - 2.6.1. Work of Art as Learning Tools
 - 2.6.2. Museums: The New Classrooms
 - 2.6.3. Cultural, Physical and Intellectual Access in Museums
 - 2.6.4. First Step for Teachers: Knowing the History of the Museum and the Disciplines in It
 - 2.6.5. Museum Teaching Guides: Teacher Support
 - 2.6.6. Activities Prior and Post Visiting a Museum
- 2.7. Folklore and Traditions: Identity Assets
 - 2.7.1. The Importance of Tradition and Customs in Society
 - 2.7.2. Values Developed
 - 2.7.3. Educational Projects to Preserve Traditional Identity: The Case of the Pusol School Museum
- 2.8. The Cultural Heritage We Visit
 - 2.8.1. Visiting Heritage Monuments: Prior Planning
 - 2.8.2. Getting to Know Cultural Heritage in Extracurricular School Trips
- 2.9. Complementary Activities inside and outside the Classroom: Talks and Other Programs
 - 2.9.1. When Professionals Take Over the Classroom: Specialist Talks to Primary School Children
 - 2.9.2. Companies, Institutions and Educational Programs for Schools

Module 3. Transversal Module: Subjects to Support the Teaching and Learning of Geography and History in Primary Education

- 3.1. Language and Literature
 - 3.1.1. Link to Social Sciences
- 3.2. Geometry and Mathematics
 - 3.2.1. Link to Social Sciences
- 3.3. Music
 - 3.3.1. Link to Social Sciences
- 3.4. Biology and Meteorology
 - 3.4.1. Link to Social Sciences
- 3.5. Drawing and Other Fine Arts
 - 3.5.1. Link to Social Sciences
- 3.6. Sociology
 - 3.6.1. Link to Social Sciences
- 3.7. Anthropology and Ethnography
 - 3.7.1. Link to Social Sciences
- 3.8. Archaeology
 - 3.8.1. Link to Social Sciences
- 3.9. Art History as Cultural facts
 - 3.9.1. Link to Social Sciences





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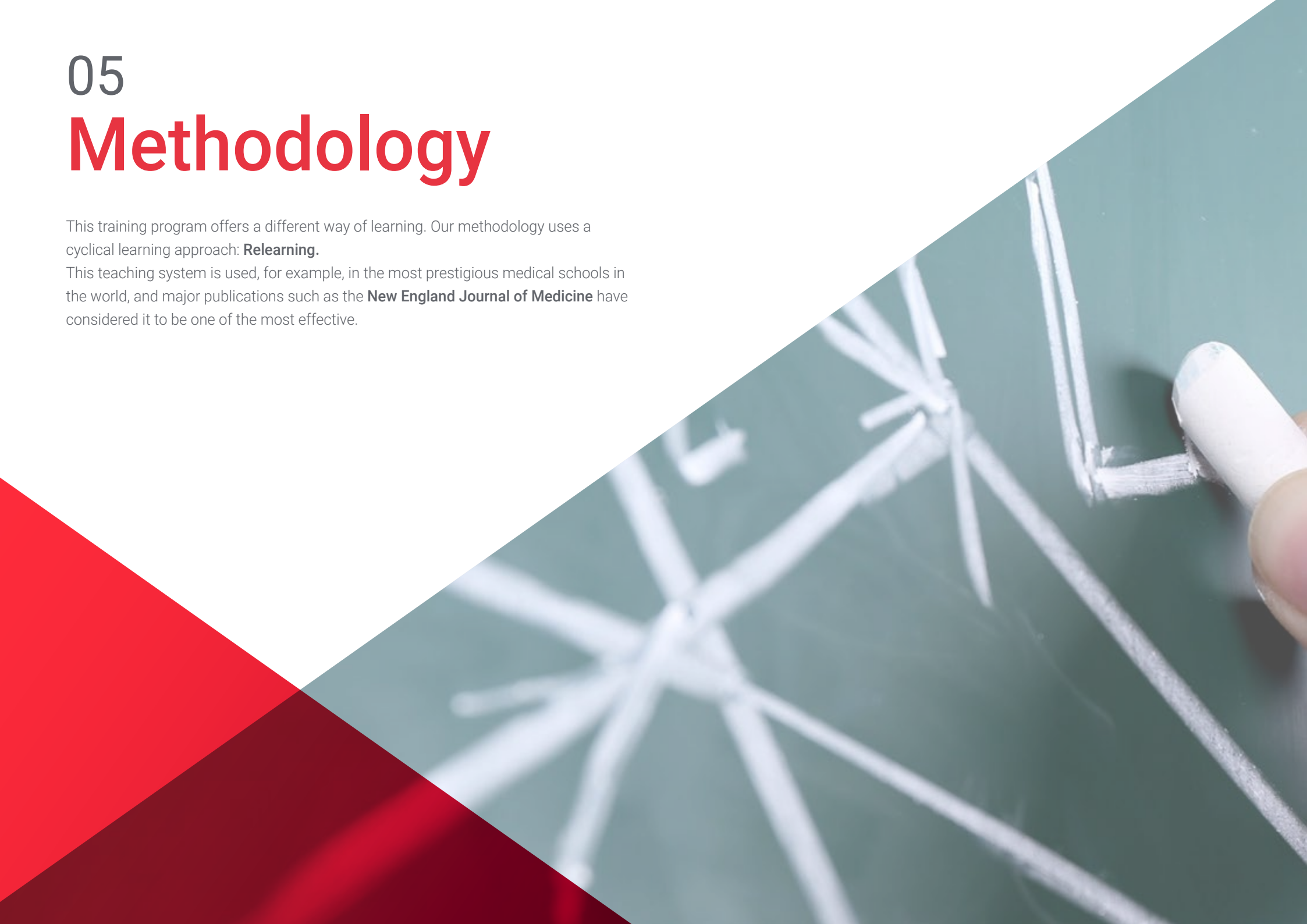
The method implemented by TECH will allow you to go beyond a program. Explore your true potential thanks to the innovative study methodology that you will only find here. Enroll now”

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 Values and Extracurricular Activities in Geography and History in Elementary 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 Values and Extracurricular Activities in Geography and History in Elementary 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.

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