Professional Master's Degree

Flipped Classroom

tech technological university

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Professional Master's Degree
Flipped Classroom

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/in/education/professional-master-degree/master-flipped-classroom**

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01

Introduction

The classical educational system is giving way to other pedagogical models far removed fromthe classic concept of the teacher giving a master class with students listening attentively. Instead, new learning methods are gaining momentum. There is currently a wide range of methodologies, but the flipped classroom model has been particularly popular. This new method says goodbye to the student as a passive subject and welcomes sessions where participation and debate predominate, where teachers and students are active subjects. Sessions with which good academic results are obtained, but which require, for their implementation, highly proactive and specialized teaching professionals. This 100% online program offers, from the knowledge of a specialized teaching team, the key concepts to design classes of these characteristics, as well as the necessary digital tools to achieve a successful and avant-garde learning.

Thanks to this Professional Master's Degree, you will be able to successfully apply the Flipped Classroom model in your classes. Enroll now"

The teaching professional nowadays has the possibility of teaching their subjects by applying different methodologies that are really attractive to students and that, in addition, completely change the traditional concept of teaching in educational centers. New technologies, coupled with innovative ideas, have led to the emergence of models such as the Flipped Classroom, where the session does not necessarily begin in the classroom, but in the students' homes.

Problem-solving, creativity promotion, cooperation, talent enhancement or inclusion work are just some of the objectives that teachers can plan when implementing this model in their sessions. Since teachers Jonathan Bergman and Aarom Sams of Woodland Park High School in Colorado created the flipped classroom, this model has grown and is being applied in schools around the world. Thus, the teaching professional who wishes to progress in the educational field should be familiar with this model, whose positive results demonstrate its effectiveness in student learning at different stages of their educational development.

TECH offers with this Professional Master's Degree the most advanced knowledge in this field, thanks to a team specialized in this model and with a professional background that is reflected in the agenda that makes up this program. Through video summaries, interactive summaries, specialized readings or simulations of real cases, the students who take part in this program will delve into the implementation of this model, its application together with other methodologies and the management of students in the classroom, as well as the ICT necessary to be able to carry out productive and dynamic sessions.

A program that is also taught 100% online and which students can access from and when they wish. All you need is an electronic device to connect to the virtual campus where the latest content on the Flipped Classroom model is available 24 hours a day.

This **Professional Master's Degree in Flipped Classroom** contains the most complete and up-to-date program on the market. Its most notable features are:

- Practical cases presented by experts in Flipped Classroom
- 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

Advance in your professional career by applying an attractive and participative model, in which you will achieve the involvement of your students. Enroll now"

Do you want to make an Escape Room with your students? This program gives you all the tools you need to make learning more fun"

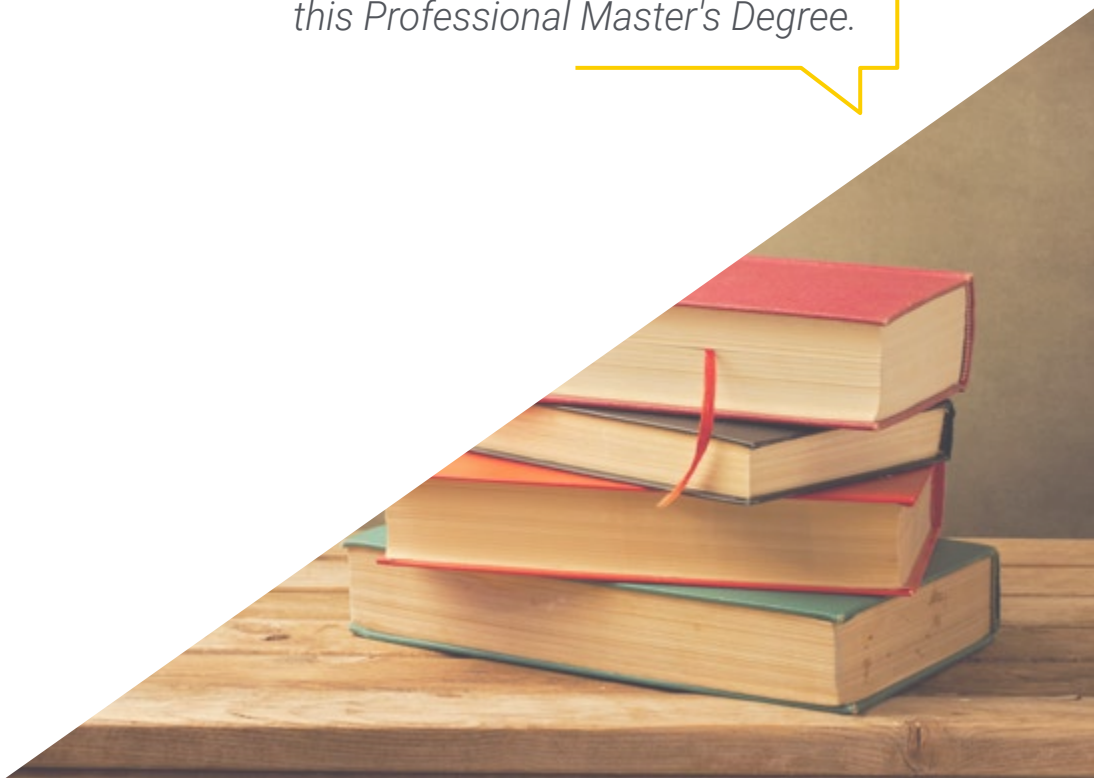
Learn more about the Flipped Classroom model with a program that gives you the flexibility and convenience to take it. Click and enroll.

Go one step further in your classes and create innovative interactive material thanks to the knowledge in digital resources provided by this Professional Master's Degree.

The program's teaching staff includes professionals from the sector who contribute their work experience to this 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 training 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 student will be assisted by an innovative interactive video system created by renowned and experienced experts.



02

Objectives

At the end of the 12-month course, students will have achieved the necessary knowledge to progress in their professional field by adequately applying the Flipped Classroom model in their classes. Thus, they will be able to know all the digital tools necessary for the delivery of a session combining it with other methodologies and to adequately evaluate the learning process. A team of specialized professionals will guide students to successfully progress in this field of teaching.

You will be able to solve any problem that arises in the classroom while applying the Flipped Classroom model"

General Objectives

- Changing the conception of time and space in the classroom
- Discover the new role of teachers and their attitude towards methodological change
- Incorporate new methodologies focused on cooperation, innovation and problem solving
- Learning tools and their application in a didactic sequence
- Evaluate, co-evaluate and self-evaluate using digital tools and rubrics
- Designing a flipped classroom
- Understand the importance of active learning methodologies in the flipped classroom and how the flipped classroom helps to improve other methodologies
- Know what the flipped classroom model is
- Understand its integration in the methodological change of education
- Analyze the strengths of the model, possible difficulties and how to solve them
- Learn tools and their use for creating videos and material for use in the flipped classroom
- Know and discover play and gamification as a way of learning linked to the flipped classroom

Specific Objectives

Module 1. What Is the Flipped Classroom Model?

- Know the principles of the Flipped Classroom
- Understand the importance of the new role of the teacher in the classroom
- Understand the role of students and families within the flipped classroom model
- Discover the benefits of the flipped classroom with the diversities of the classroom
- Identify the differences between traditional teaching and the flipped classroom.
- Test the link between the flipped classroom model and Bloom's taxonomy

Module 2. Initiation of the Model together with New Cooperative Learning Methodologies

- Know what cooperative learning is
- Visualize the problems presented and their solutions
- Create a cooperative context
- Know the three pillars of cooperative learning: positive interdependence, individual responsibility and equitable participation
- Understand when I have to use one cooperation pattern or another
- Know some simple and complex CA techniques
- Know different types of evaluation

Module 3. Creating a Flipped Classroom

- Develop the FC model in the student body
- Learn how to solve possible problems
- Prepare FC content
- Know how to work the FC model in the classroom only.
- Working with motivational tools

Module 4. Creation of Own Content, Flipped Classroom Tools

- Know the most important features for the creation of your own videos
- Know digital tools for the elaboration and edition of own videos
- Know how to do FC with little technology
- Discover tools for external material

Module 5. Gamification as an Active Methodology. Flipped + Gamification

- Know the origin of gamification
- Discover the basic elements used in gamification
- Identify gamification mechanics
- Using digital tools in gamification
- Integrate gamification in the classroom and in the content.
- Localize games and video games for gamification in learning
- Build gamification and games

Module 6. Escape Room in the Classroom

- Improve logic and ingenuity in students
- Know the existing formats
- Learn how to use tools for an escape room
- Discover the educational values of an escape room

Module 7. Raising the Bar with the Flipped Classroom

- Teach through questioning and challenges
- Improve the different methodologies with the FC
- Know inductive methodologies
- Work with inductive methodologies and FC

Module 8. Creation of Graphic Material, Flipped Is Not Only Video. Designing a PLE (personal learning environment)

- Achieve the development of student self-regulation
- Favor the teaching-learning processes through ICTs
- Develop digital competence
- Encourage active student learning by searching and inquiring in order to achieve learning
- Working with motivational tools

Module 9. Programming and Planning in the Flipped Classroom Model

- Program with Bloom's taxonomy in mind
- Know how to use individual and group space
- Understand the importance of learning management systems
- Design a flipped unit
- Evaluate flipped learning

Module 10. A New Form of Evaluation

- Learn to use digital tools for evaluation
- Learn to manage the classroom with digital tools
- Evaluate in a playful way
- Reflect on the establishment of learning objectives
- Value the importance of feedback for the improvement of the learning process

Design a flipped unit with guarantees of success thanks to the knowledge provided by the expert team that is part of this program"

03

Skills

The structure of this Professional Master's Degree has been designed so that the teaching professional acquires the necessary skills to implement the Flipped Classroom model in their classroom, which will allow them to achieve greater learning by students in the longest possible time in the classroom. For this purpose, case analyses prepared by the teaching team that teaches this program are available.

With this program you will gain the necessary skills to create gamified content in the classroom"

General Skills

- Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context
- Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study
- Integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments
- Communicate their conclusions, knowledge, and supporting arguments - to specialized and non-specialized audiences in a clear and unambiguous manner
- Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous

Specific Skills

- Know in depth the FC model
- Be able to apply the FC model together with other active methodologies in the classroom
- Be able to create a FC class
- Be able to create your own content for a FC class
- Be able to gamify the contents to work with
- Learn how to create an escape room to develop mental skills, creativity and critical thinking
- Be able to create graphic material with various tools
- Acquire ICT skills
- Learning to program and plan through the FC model
- Learning to evaluate in a different way

Assess your students in a fun way with games like Kahoot, Socrative or EdPuzzle"

04

Course Management

The management and teaching staff of this university program has been selected by TECH to offer students a quality education in accordance with current academic times. Therefore, the graduate will find in this Professional Master's Degree a faculty specialized in putting into practice in the classroom the Flipped Classroom model in different educational stages. A close team that will also answer any questions you may have about the syllabus of this 100% online program.

TECH has assembled the best team specialized in Flipped Classroom to offer the knowledge you are looking for. Enroll now"

Management

Mr. Azorín López, Miguel Ángel

- Teacher specialized in Physical Education
- Expert in the Flipped Classroom (level I Flipped Learning and level I Trainer Flipped Learning, TOP-100 Flipped Learning Worldwide Teachers)

Professors

Ms. Payá López, Miriam

- Teacher specialized in English as a Foreign Language
- ICT Specialist

Mr. Asencio Ferrández, Aarón

- Primary Specialty Teacher, Level I Flipped Learning

05

Structure and Content

The syllabus of this Professional Master's Degree has been designed by specialized teachers with experience in teaching through the Flipped Classroom model. This will allow students to learn from experts how to implement a flipped classroom, the necessary tools, as well as the content creation and evaluation system. The multimedia material that makes up this syllabus, as well as the case studies, will be of great use to students seeking to advance their careers in academia.

A program that will provide you with the tools and mechanics you need to implement the Flipped Classroom model"

Module 1. What Is the Flipped Classroom Model?

1.1. The Flipped Classroom Model
- 1.1.1. Concept
- 1.1.2. History
- 1.1.3. What Is It and How Does It Work?

1.2. The New Role of the Teacher in the Flipped Classroom Model
- 1.2.1. The New Role of the Teacher
- 1.2.2. Classroom Work

1.3. The Role of Students in the Flipped Classroom Model
- 1.3.1. New Student Learning
- 1.3.2. Homework in Class, Lessons at Home

1.4. Involvement of Families in the Flipped Classroom Model
- 1.4.1. Family Participation
- 1.4.2. Communication with Parents

1.5. Differences between the Traditional Model and the Flipped Classroom Model
- 1.5.1. Traditional Classroom vs Flipped Classroom
- 1.5.2. Working Hours

1.6. Personalization of Education
- 1.6.1. What is Personalized Learning?
- 1.6.2. How to Personalize Learning?
- 1.6.3. Examples of Learning Personalization

1.7. Attention to Diversity in the Flipped Classroom Model
- 1.7.1. What is Attention to Diversity?
- 1.7.2. How does the FC Model Help us to Put Attention to Diversity into Practice?

1.8. Benefits of the Flipped Classroom Model
- 1.8.1. Flexibility of Students in their Learning
- 1.8.2. Advance Content
- 1.8.3. Learning Environment around the Student Body
- 1.8.4. Collaboration among Students
- 1.8.5. Extra Time Outside the Classroom
- 1.8.6. More Time for Personalized Attention to Students

1.9. The Relationship of Bloom's Taxonomy to the Flipped Classroom Model
- 1.9.1. What is a Taxonomy?
- 1.9.2. History
- 1.9.3. Levels and Examples
- 1.9.4. Table of Verbs

Module 2. Initiation of the Model together with New Cooperative Learning Methodologies

2.1. Flipped Classroom and Cooperative Learning
- 2.1.1. What is Cooperative Learning?
- 2.1.2. Problems in Implementing Cooperative Learning

2.2. We Group our Students
- 2.2.1. We Design the Groupings
- 2.2.2. Arrangement, Distribution and Placement of Students in the Teams

2.3. We Create a Cooperative Class
- 2.3.1. Rules in the Cooperative
- 2.3.2. Cooperative Roles

2.4. The Three Pillars of Cooperative Learning
- 2.4.1. Positive Interdependence
- 2.4.2. Individual Responsibility
- 2.4.3. Equal Participation

2.5. Patterns of Cooperation for a Flipped Classroom
- 2.5.1. Group Work
- 2.5.2. Group Work and Individual Work
- 2.5.3. Individual and Group Work
- 2.5.4. Individual Work

2.6. Simple Cooperative Techniques
- 2.6.1. Three-Minute Stop
- 2.6.2. Twitter Cooperative

2.7. Complex Cooperative Techniques
- 2.7.1. Jigsaw or Puzzle
- 2.7.2. Research Groups

2.8. Assessment
- 2.8.1. Teacher Evaluation
- 2.8.2. Self-evaluation
- 2.8.3. Co-evaluation

Module 3. Creating a Flipped Classroom

3.1. Teach the Students the Technique, Introduce them to the Model
- 3.1.1. Teaching how to Watch Videos
- 3.1.2. Convincing Students
- 3.1.3. Teaching How to Get Ideas

3.2. Content Preparation
- 3.2.1. The Pillars of FC
- 3.2.2. Advantages
- 3.2.3. Disadvantages

3.3. Create a Place for the Material
- 3.3.1. How to Share the Videos or the Material?
- 3.3.2. Where Can I Find Material from Others?

3.4. Get to Know the FLIP-in-Class
- 3.4.1. "Flip in the Classroom" Mode
- 3.4.2. Reasons for Use
- 3.4.3. How to Work It?

3.5. Problems and Obstacles that May Occur
- 3.5.1. Obstacles that May Occur in Different Situations

3.6. Solving Possible Difficulties
- 3.6.1. How to Solve the Problems that Arise?

3.7. Why Flipped Classroom Really Works
- 3.7.1. Main Reason for FC Operation
- 3.7.2. Students' Perception of the FC Model

3.8. Tips to Remember
- 3.8.1. Tips for Customized Space
- 3.8.2. Making Time in the Classroom Engaging

3.9. Cornell Notes
- 3.9.1. What are Cornell Notes?
- 3.9.2. History of Cornell Notes
- 3.9.3. Format and Relationship to the FC
- 3.9.4. Notes and Memos

Module 4. Creation of Own Content, Flipped Classroom Tools

4.1. Introduction
- 4.1.1. Own Content
- 4.1.2. External Content
- 4.1.3. Tools and Apps

4.2. Tips for Creating Effective Videos
- 4.2.1. Importance of a Good Digital Design
- 4.2.2. Duration
- 4.2.3. Types of Plans
- 4.2.4. Voice, Intonation
- 4.2.5. Enriching Videos
- 4.2.6. Concreteness in the Video

4.3. Video Creation with Mobile, Tablet
- 4.3.1. How to Create Videos?
- 4.3.2. Video Editing

4.4. Video Creation with Screen Capture
- 4.4.1. How to Create Videos?
- 4.4.2. Video Editing

4.5. Making Videos with Chroma Key
- 4.5.1. Tools to Be Used
- 4.5.2. Edition

4.6. Infrastructure Digital Devices
- 4.6.1. Versatility
- 4.6.2. Ease of Use
- 4.6.3. Costs

4.7. Other Important Elements in Video Creation and Editing
- 4.7.1. Instruments
- 4.7.2. Hardware

4.8. Doing Flipped Classroom with Little Technology
- 4.8.1. How to Do it with Almost No Technology?

Module 5. Gamification as an Active Methodology. Flipped + Gamification

5.1. History, Definition and Concepts
- 5.1.1. History and Context
- 5.1.2. Definition
- 5.1.3. Initial Concepts

5.2. Components
- 5.2.1. Classification
- 5.2.2. Insignias and diplomas
- 5.2.3. Collectibles
- 5.2.4. Currency of Exchange
- 5.2.5. Keys
- 5.2.6. Awards

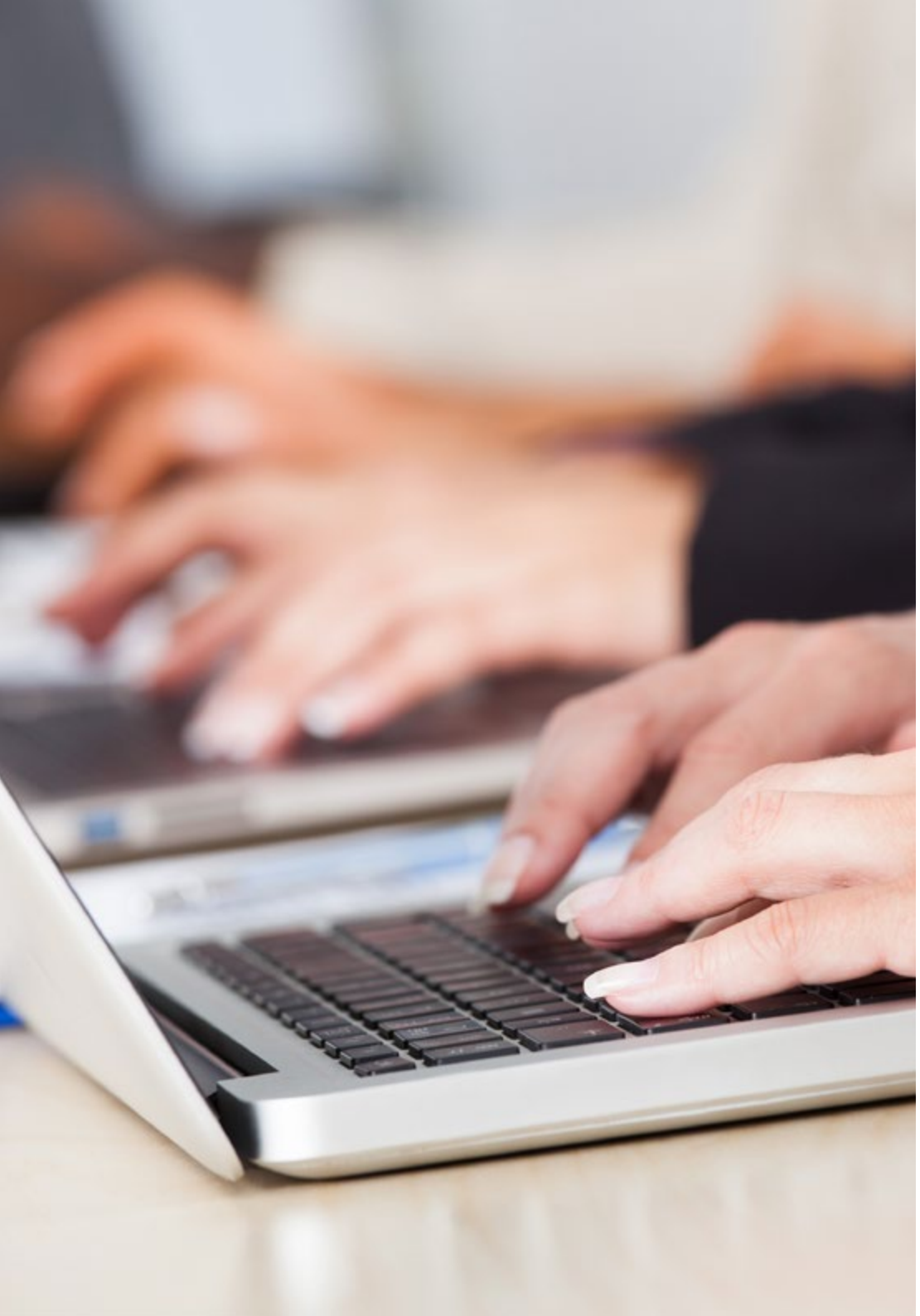
5.3. Mechanisms
- 5.3.1. Structural Gamifications
- 5.3.2. Content Gamifications

5.4. Digital Tools
- 5.4.1. Management Tools
- 5.4.2. Productivity Tools
  - 5.4.2.1. Insignias
  - 5.4.2.2. Letters
  - 5.4.2.3. Others

5.5. Gamification and Serious Games
- 5.5.1. Play in the Classroom
- 5.5.2. Typology of Games

5.6. Commercial Games Catalog
- 5.6.1. Games to Develop Skills
- 5.6.2. Games to Develop Content

5.7. Video Games and Apps
- 5.7.1. Games to Develop Skills
- 5.7.2. Games to Develop Content



5.8. Gamification Design
- 5.8.1. Approach, Objectives
- 5.8.2. Integration into the Curriculum
- 5.8.3. History
- 5.8.4. Aesthetics
- 5.8.5. Assessment

5.9. Game Design
- 5.9.1. Approach, Objectives
- 5.9.2. Integration into the Curriculum
- 5.9.3. History
- 5.9.4. Aesthetics
- 5.9.5. Assessment

Module 6. Escape Room in the Classroom

6.1. Escape Room History
- 6.1.1. Where Does it Come From?
- 6.1.2. Popularity

6.2. Know the Format
- 6.2.1. When Should It Be Done?
- 6.2.2. Indoor Escape Room
- 6.2.3. Outdoor Escape Room
- 6.2.4. Creation of Formats

6.3. Steps to Take into Account
- 6.3.1. Narrative
- 6.3.2. Materials
- 6.3.3. Tests

6.4. Aspects that Trigger Attention
- 6.4.1. Surprise
- 6.4.2. Creativity
- 6.4.3. Emotion

6.5. Enhancing Learning through Motivation
- 6.5.1. Encourage Teamwork with a Common Goal among all the Team Members.
- 6.5.2. Create Spaces for Debate and Decision-Making

6.6. Aspects to Take into Consideration for Its Creation
- 6.6.1. Classroom Configuration
- 6.6.2. Contents
- 6.6.3. Design to Solve Puzzles
- 6.6.4. Design of Riddles, Puzzles
- 6.6.5. Exciting Narrative
- 6.6.6. Order of Tests
- 6.6.7. Reward

6.7. Tools for Creation
- 6.7.1. Materials and their Possibilities

6.8. Case Study
- 6.8.1. Example of an Escape Room

Module 7. Raising the Bar with the Flipped Classroom

7.1. Inductive Methodologies
- 7.1.1. What Are Inductive Methodologies?
- 7.1.2. Deductive vs. Inductive Methodologies
- 7.1.3. Inductive Methodologies + FC

7.2. Projects and PBA
- 7.2.1. Description of the Method
- 7.2.2. Implementation Objectives
- 7.2.3. Characteristics and Phases
- 7.2.4. ABP and FC

7.3. Peer Instruction
- 7.3.1. What is Peer Learning?
- 7.3.2. How Does It Work?
- 7.3.3. Peer Instruction and FC

7.4. Flipped Classroom
- 7.4.1. What Is the Flipped Classroom Model?
- 7.4.2. Ramsey Musallam's Work
- 7.4.3. Flipped Classroom and Learning Cycles

7.5. Learning by Doing
- 7.5.1. History
- 7.5.2. What Is Learning by Doing?
- 7.5.3. Advantages
- 7.5.4. Proposals

7.6. Problem-Based Learning
- 7.6.1. What Is Problem-Based Learning?
- 7.6.2. Working with this Methodology
- 7.6.3. ABP + FC

7.7. SAMR Model
- 7.7.1. Integrating ICT into Educational Processes
- 7.7.2. Model Representation
- 7.7.3. Step-by-Step Components of the SAMR Model

7.8. Blended Learning
- 7.8.1. What Is Blended Learning?
- 7.8.2. Advantages
- 7.8.3. Examples of BL Systems
- 7.8.4. Strategies

7.9. JITT (Just-In-Time-Teaching)
- 7.9.1. History
- 7.9.2. Methodology
- 7.9.3. JITT + FC

Module 8. Creation of Graphic Material, Flipped Is Not Only Video. Designing a PLE (Personal Learning Environment)

8.1. What Is a Personal Learning Environment (PLE)?
- 8.1.1. Concept of PLE
- 8.1.2. Design your Own PLE

8.2. Classroom Platforms
- 8.2.1. Edmodo
- 8.2.2. Google Classroom

8.3. Creation of Interactive Material
- 8.3.1. Genial.ly

8.4. QR Codes
- 8.4.1. Educational Uses
- 8.4.2. QR Code Creation

8.5. Infographics
- 8.5.1. Pictochart
- 8.5.2. Canva

8.6. Mind Maps
- 8.6.1. GonConqr
- 8.6.2. Mindomo
- 8.6.3. Popplet

8.7. Creation of a Web Site
- 8.7.1. WIX

8.8. Use of Social Networks in Learning
- 8.8.1. Twitter
- 8.8.2. Instagram

8.9. Working with PDF
- 8.9.1. Perrusall

Module 9. Programming and Planning in the Flipped Classroom Model

9.1. Why Turn Our Classroom Upside Down?
- 9.1.1. Evidence of the Need for the Flipped Classroom

9.2. Bloom's Taxonomy for Programming
- 9.2.1. We Define the Levels of Bloom's Taxonomy of Cognition

9.3. Individual Space
- 9.3.1. Individual Teacher and Student Space

9.4. Learning Management System
- 9.4.1. Google Classroom
- 9.4.2. Padlet

9.5. Group Space
- 9.5.1. What to Do in the Group Space?

9.6. Design of a Flipped Unit
- 9.6.1. Elements of a Flipped Unit
- 9.6.2. Example of a Flipped Unit

9.7. How Can You Evaluate Your Classroom in Reverse?
- 9.7.1. Different Strategies for Evaluating Our Students

Module 10. A New Form of Evaluation

10.1. Kahoot
- 10.1.1. Description of the Tool
- 10.1.2. Game Modes
- 10.1.3. Creation of Activities

10.2. Socrative
- 10.2.1. Description of the Tool
- 10.2.2. Game Modes
- 10.2 3. Creation of Activities

10.3. Google Forms
- 10.3.1. Description of the Tool
- 10.3.2. Document Creation

10.4. EdPuzzle
- 10.4.1. Description of the Tool
- 10.4.2. Creation of Activities

10.5. Headings
- 10.5.1. Description of the Rubric Evaluation System
- 10.5.2. Creation of Rubrics

10.6. iDoceo
- 10.6.1. Description of the Tool
- 10.6.2. Learning to Manage the Classroom with iDoceo

10.7. Addittio
- 10.7.1. Description of the Tool
- 10.7.2. Learning to Manage the Classroom with Addittio

10.8. CoRubrics
- 10.8.1. Description of the Tool
- 10.8.2. Creating Rubrics with CoRubrics

10.9. Google Classroom
- 10.9.1. Description of the Tool
- 10.9.2. Learning to Manage Virtual Classrooms and their Assignments

The Relearning system of this program will reduce the hours of study and will allow you to progress more fluidly through the syllabus"

06

Methodology

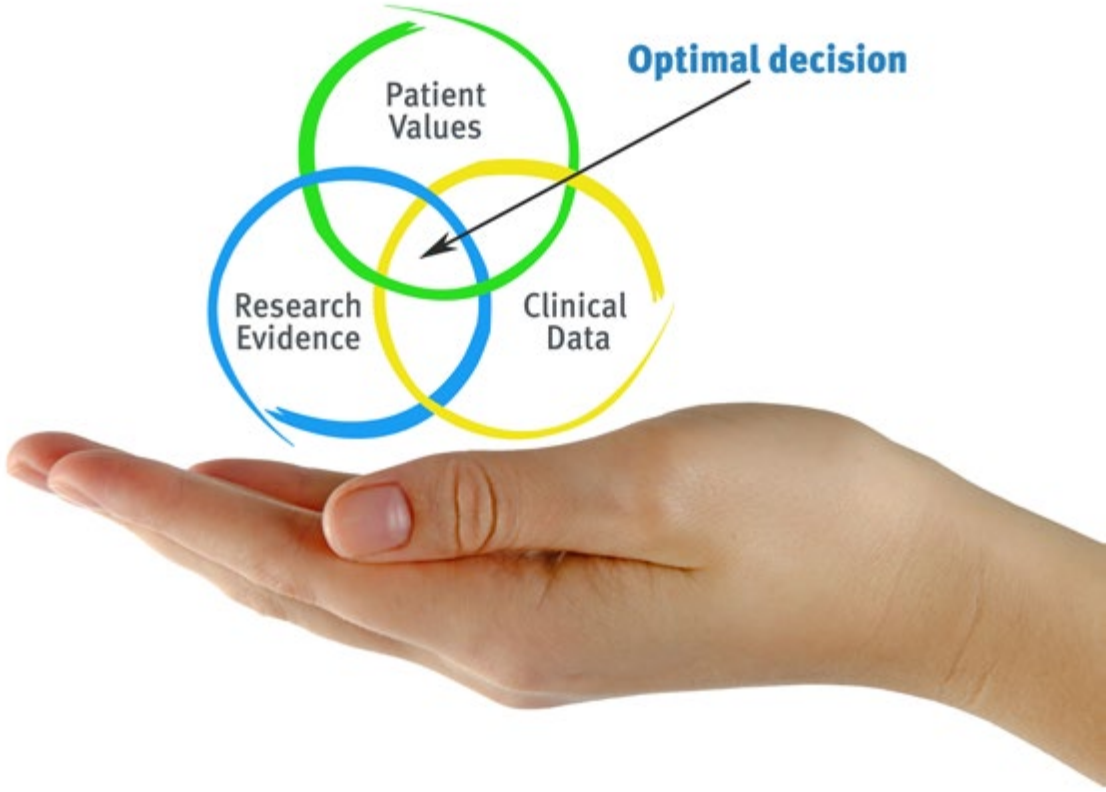
This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

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:

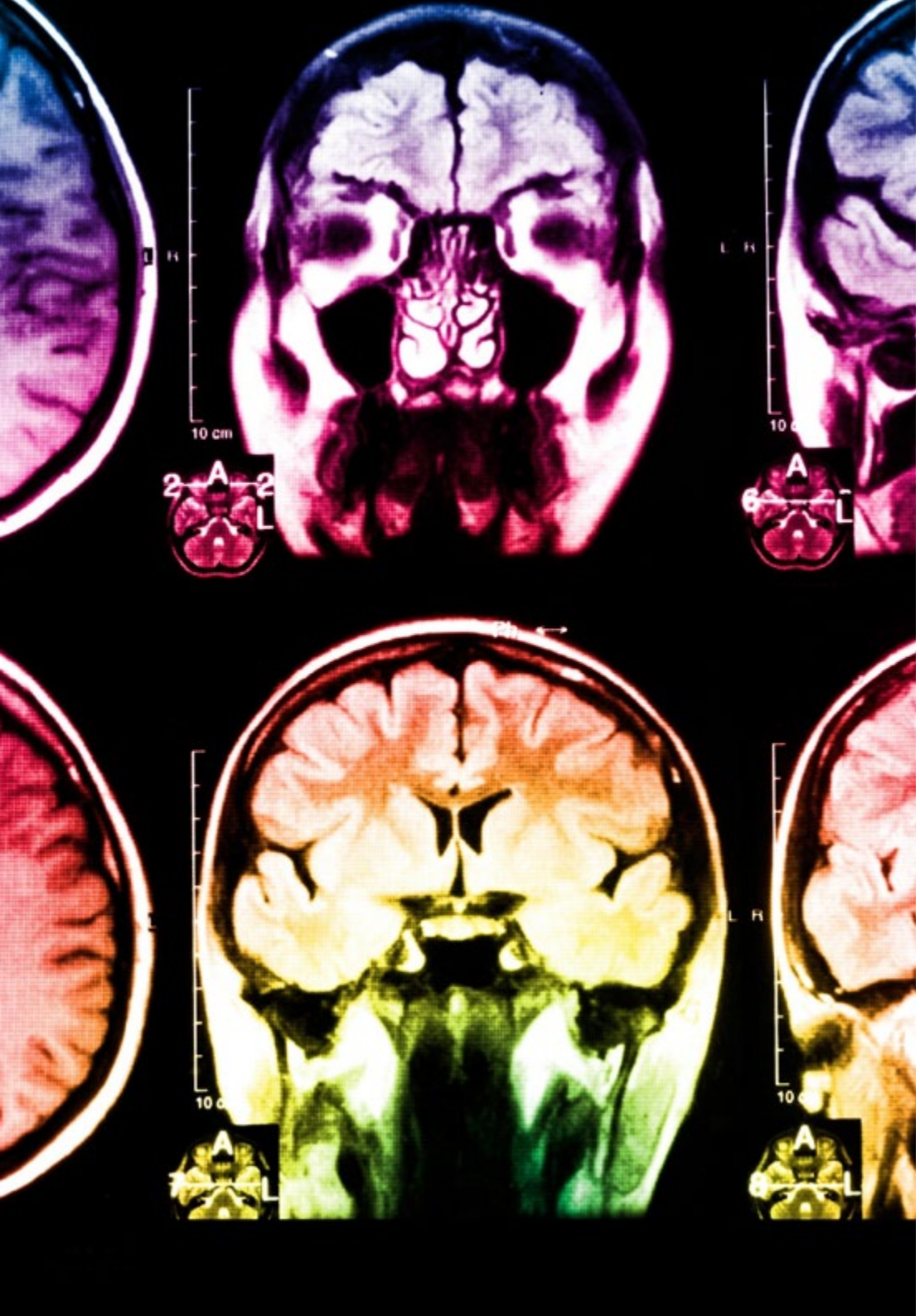
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

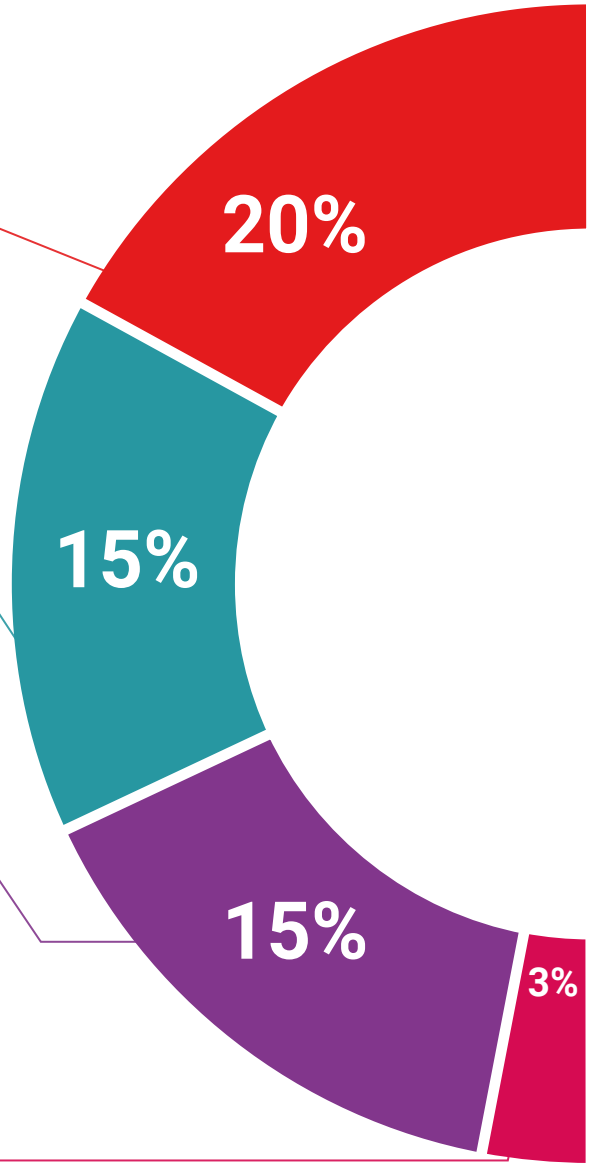
Interactive Summaries

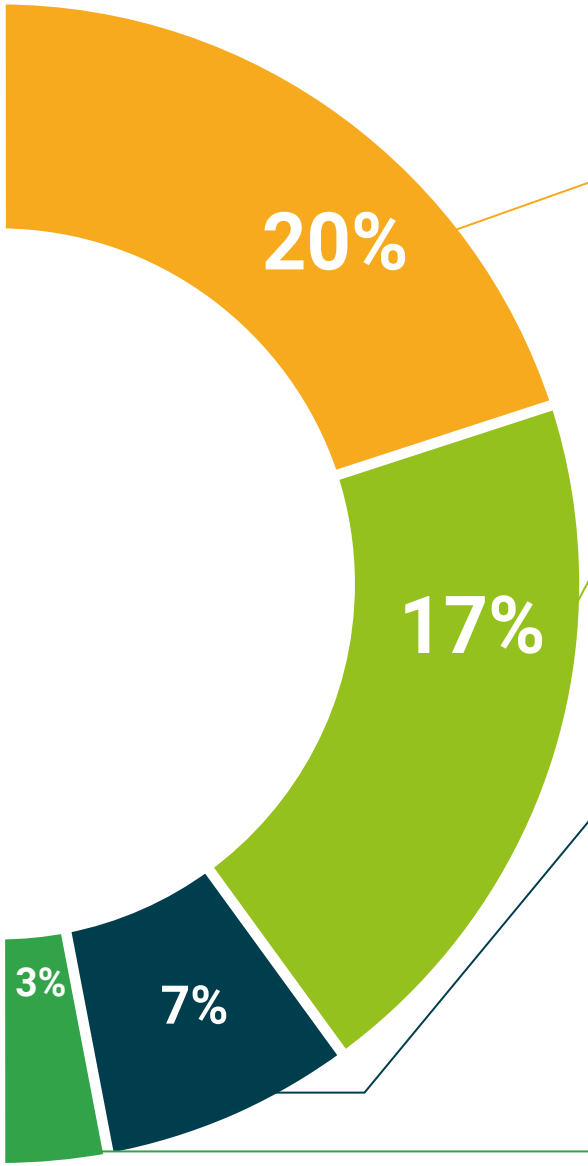
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content 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 their 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.

07

Certificate

This Professional Master's Degree in Flipped Classroom guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree issued by TECH Technological University

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

This Professional Master's Degree in Flipped Classroom contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Professional Master's Degree diploma** issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Executive Master's Degree, and meets the requirements commonly demanded by labor exchanges, competitive examinations and professional from career evaluation committees.

Title: **Professional Master's Degree in Flipped Classroom**

Official Nº of hours: **1,500**


tech technological university

Awards the following

CERTIFICATE

to

Mr./Ms. _____ with identification number _____.

For having successfully passed and accredited the following program

PROFESSIONAL MASTER'S DEGREE

in

Flipped Classroom

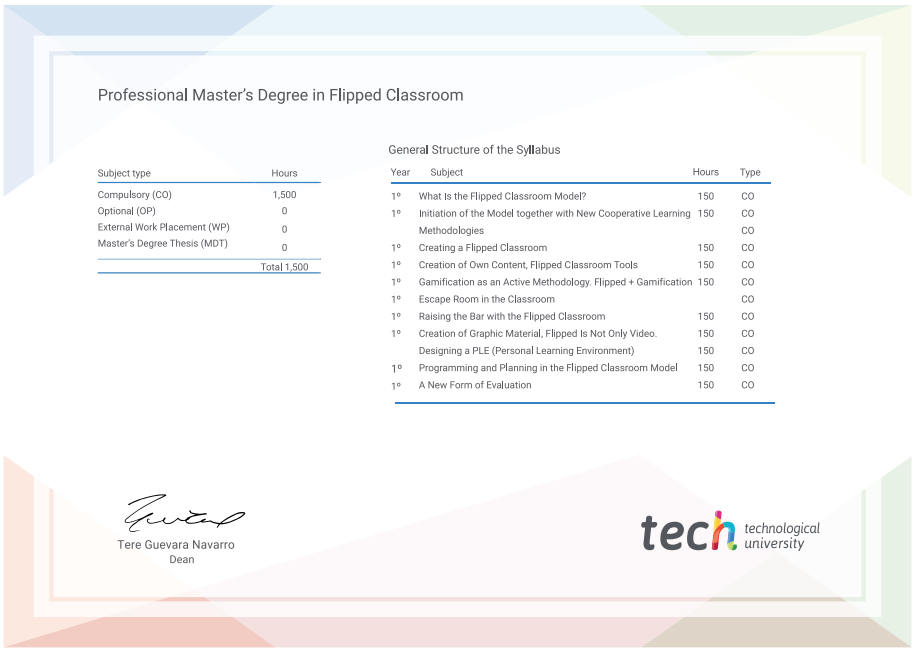
This is a qualification awarded by this University, equivalent to 1,500 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates


Professional Master's Degree in Flipped Classroom

Subject type	Hours
Compulsory (CO)	1,500
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 1,500

General Structure of the Syllabus

Year	Subject	Hours	Type
1º	What Is the Flipped Classroom Model?	150	CO
1º	Initiation of the Model together with New Cooperative Learning Methodologies	150	CO
1º	Creating a Flipped Classroom	150	CO
1º	Creation of Own Content, Flipped Classroom Tools	150	CO
1º	Gamification as an Active Methodology. Flipped + Gamification	150	CO
1º	Escape Room in the Classroom	150	CO
1º	Raising the Bar with the Flipped Classroom	150	CO
1º	Creation of Graphic Material, Flipped Is Not Only Video.	150	CO
1º	Designing a PLE (Personal Learning Environment)	150	CO
1º	Programming and Planning in the Flipped Classroom Model	150	CO
1º	A New Form of Evaluation	150	CO

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*Apostille Convention. In the event that the student wishes to have their paper certifiate issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

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Professional Master's Degree

Flipped Classroom

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Professional Master's Degree

Flipped Classroom

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