

Postgraduate Certificate Ethics





Postgraduate Certificate Ethics

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/in/humanities/postgraduate-certificate/ethics

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01

Introduction

Philosophical ethics tries to explain the moral value of behavior, with the help of various sciences that are in contact with it. This program will teach you how to transmit to the classroom the answers to the classic questions of philosophy, in an essential program for the most up-to-date teachers.



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A Postgraduate Certificate in Ethics, a must for the philosopher who faces the challenge of teaching in the high school classroom"

In today's job market, professionals from other fields who complement their training with training in thinking and argumentation are highly valued and sought after. The philosopher's ability to see things from another point of view, to think, as the Anglo-Saxons would say, outside the box, is a fundamental asset in the world of work.

Personally, philosophy helps us to see things, as the great Spinoza said, *subaespécie aeternitatis*, that is, through a prism of eternity, knowing that in the great context of the world and the universe, actions are both relevant and insignificant

The role of philosophy as a consolatory discipline in the face of the evils and misfortunes in the world has always been fundamental, as it allows us to better understand our nature, our actions, our morality, and our being. In short, philosophy helps us to grow as people, to mature as individuals, to be more responsible citizens and to improve our work performance.

Throughout the program, students will have the opportunity to access the most important developments in philosophy applied to teaching. Guided by a very complete but very specific syllabus, students will acquire the knowledge and routines required to teach this subject or those applicable to other areas of life.

An opportunity created to add enormous value to students' CV.

This **Postgraduate Certificate in Ethics** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ The latest technology in online teaching software
- ♦ A highly visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- ♦ Practical cases presented by practising experts
- ♦ State-of-the-art interactive video systems
- ♦ Teaching supported by telepractice
- ♦ Continuous updating and recycling systems
- ♦ Autonomous learning: full compatibility with other occupations
- ♦ Practical exercises for self-assessment and learning verification
- ♦ Support groups and educational synergies: questions to the expert, debate and knowledge forums
- ♦ Communication with the teacher and individual reflection work
- ♦ Content that is accessible from any fixed or portable device with an Internet connection
- ♦ Supplementary documentation databases are permanently available, even after the program



A deep and didactic analysis of the specific contents of this branch of Philosophy oriented to teaching"

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Learning with TECH - Technological University will allow you to learn with the best educational systems, enjoying the most developed and interactive online resources"

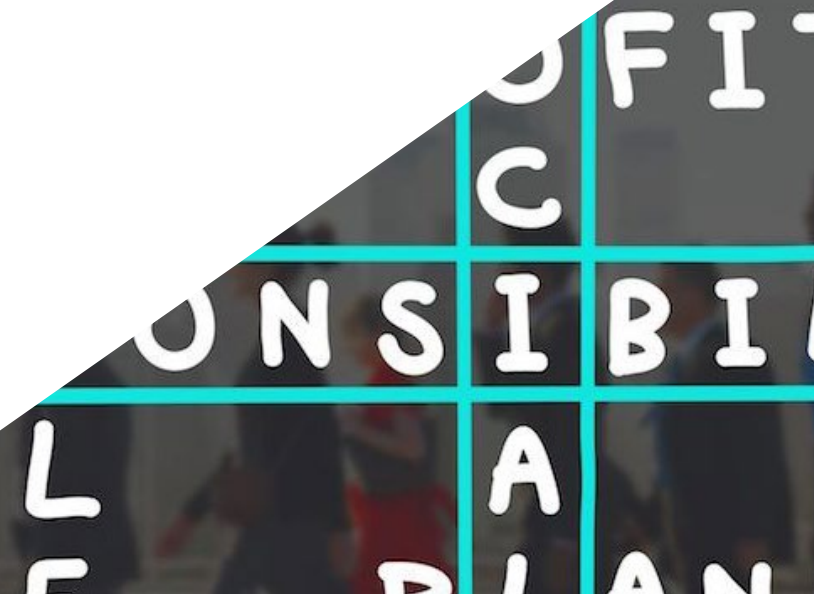
Our teaching staff is composed of Philosophy professionals who are practising specialists. In this way we ensure that we deliver the educational update we are aiming for. A multidisciplinary team of ways and experienced professionals who will cover the theoretical knowledge in an efficient way, but, above all, who will bring the practical knowledge derived from their own experience to the course: one of the differential qualities of this training program.

The effectiveness of our methodological design enhances mastery of the subject matter. Developed by a multidisciplinary team of e-learning experts, it integrates the latest advances in educational technology. In this way, you will be able to study with a range of , comfortable and versatile multimedia tools that will give you the operability you need in your education.

The design of this program is based on Problem-Based Learning: an approach that conceives learning as a highly practical process. To achieve this remotely, telepractice with the help of an innovative interactive video system, and learning from an expert you will be able to acquire the knowledge as if you were facing the scenario you are learning at that moment. A concept that will allow you to integrate and fix learning in a more realistic and permanent way.

In just a few weeks, you will master the contents on the Postgraduate Certificate, created to allow you to achieve your goals in a short period of time.

Learn with TECH- Technological University and you will enjoy of an unique high-level educational experience.



02

Objectives

The objective of all our teaching programs is to contribute to a quality increase in all educational areas. The Postgraduate Certificate of the Ethics reaches peak excellence in this pursuit as it has been created to make these subjects the most complete and interesting in any teacher's program. An exclusive opportunity to train yourself with TECH Technological University.





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In this Postgraduate Certificate, you will analyze and understand the forms of analysis of Ethics with an approach designed to be used in teaching”



General Objectives

- ♦ Possess advanced skills delving into research in the different branches of Philosophy, according to the student's choice of specialty
- ♦ Develop a high reflective and critical capacity in philosophical questions and topics, both from a historical and systematic point of view, in order to provide students with a clear understanding of the topics within current schools of thought, which will also be useful for research
- ♦ Master the methodological bases and knowledge that allow for the integration of multiple bodies of philosophical knowledge in a personal work project
- ♦ Have a fluent command of interdisciplinarity, as a basic element of philosophical reflection in its essential openness to other fields of culture and knowledge, and in the development of a reflective understanding of the conceptual foundations of these other fields





Specific Objectives

Module 1. Thinking and Intervening in the Public Sphere

- ♦ Use the basic concepts to understand the structure of conversation in a community
- ♦ Have the tools to formulate and detect value judgments in order to understand their function in democracy
- ♦ Understand the conceptual background to problematize the private/public distinction
- ♦ Employ with solidity the fundamental tools to interpret the ideas of autonomy and criticism
- ♦ Have the concepts and criteria essential for analyzing the public space or sphere today
- ♦ Be able to operate the central elements to critically examine the concept of normality
- ♦ Have the criteria to examine the epistemological mechanisms that operate in the constitution of social identity
- ♦ Understand the basic resources to highlight the importance and complexity of the practices of self-care
- ♦ Use the fundamental elements to understand education as training for life
- ♦ Make appropriate use of the indispensable resources to critically evaluate work-related practices

03

Course Management

The Postgraduate Certificate of the Ethics has been designed and developed by a group of experts in the field, who have extensive teaching and research experience. Under their tutelage, the program will become a great learning experience. Total quality guarantee.



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The experience of the Postgraduate certificate professors is one of the keys to our success: from their own experience they will accompany you in your acquisition of skills"

Management



Dr. Agüero, Gustavo

- ◆ PhD in Philosophy, National University of Cordoba, Argentina
- ◆ Professor of Introduction to Philosophical Thought, Faculty of Languages, UNC
- ◆ Director of the Research Group GRASP 08 on Philosophy of Language, Mind and Education Secretariat of Science and Technology, UNC
- ◆ Director of the Research Group on Philosophy of Law, National University of San Luis

Professors

Mr. Amaya, Luis M.

- ◆ Degree in Philosophy, National University of Cordoba, Argentina
- ◆ Professor of Philosophy, Secondary and Higher Education Institute
- ◆ Executive Director, Social and Cultural Research Group, Cordoba, Argentina

Ms. Testa, Ana

- ◆ Degree in Philosophy, National University of Cordoba, Argentina
- ◆ Specialist in the areas of Science, Technology and Society
- ◆ Professor of Philosophy of Education and Philosophy Teaching, Faculty of Philosophy and Humanities, UNC
- ◆ Member of the Research Group GRASP 08 on Philosophy of Language, Mind and Education (directed by Dr. Gustavo A. Agüero) Secretariat of Science and Technology at UNC



RESPECT

ETHICS

INTEGRITY

HONESTY

04

Structure and Content

The Postgraduate Certificate's syllabus is designed to gradually cover all the essential topics in the learning of this subject: from the knowledge of the theoretical philosophy to the most current part Ethics shelled in all its aspects, in a complete approach and totally focused on its practical application.





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*Boost your CV to another level,
improving your chances in the job
market or your on-the-job training”*

Module 1. Thinking and Intervening in the Public Sphere

- 1.1. Conversation
 - 1.1.1. Conversation and Humanity
 - 1.1.2. Conversation Rules
 - 1.1.2.1. Speech acts
 - 1.1.2.2. Implications
 - 1.1.2.3. Conventions
 - 1.1.2.4. The great achievement of mankind
 - 1.1.3. What 'We All' Think
 - 1.1.3.1. Common judgments
 - 1.1.3.2. Uncommon judgments
 - 1.1.3.3. Query to the Community
 - 1.1.3.4. Harmonization of lawsuits
 - 1.1.4. Disagreements
 - 1.1.4.1. The other as an adversary
 - 1.1.4.2. The other as an Enemy
 - 1.1.4.3. Speak for others
 - 1.1.5. Adversaries
 - 1.1.5.1. Discrepancies
 - 1.1.5.2. Tolerance
 - 1.1.5.3. Assessment
 - 1.1.6. Enemies
 - 1.1.6.1. What is the threat?
 - 1.1.6.2. The idea of the inconvertible
 - 1.1.7. Differences
 - 1.1.7.1. Living with differences
 - 1.1.7.2. When it is necessary to settle differences
- 1.2. Beliefs and Value Judgments
 - 1.2.1. Some Examples
 - 1.2.1.1. Ethic judgments
 - 1.2.1.2. Aesthetic judgments



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- 1.2.2. The Personal Character
 - 1.2.2.1. Respecting my assessments
 - 1.2.2.2. Respecting my choices
- 1.2.3. The Universality Character
 - 1.2.3.1. The assessment discussion
 - 1.2.3.2. It matters to us that the other accepts my values
- 1.2.4. Unacceptable Judgments
 - 1.2.4.1. The unacceptable as a democratizing tool
 - 1.2.4.2. Understanding the game of democracy, with its rules
- 1.2.5. Claiming Rights
 - 1.2.5.1. Delimiting minorities
 - 1.2.5.2. Social protests
- 1.2.6. The Concept of Ideology
 - 1.2.6.1. The pejorative use of 'ideology'
 - 1.2.6.1.1. Example: gender ideology
 - 1.2.6.2. Lack of ideologies
- 1.3. Public and Private
 - 1.3.1. Personal Identity
 - 1.3.1.1. Engaging the future self
 - 1.3.2. Political Representation
 - 1.3.2.1. The apolitical
 - 1.3.2.2. The impolitical
 - 1.3.2.3. The threat of neo-fascism
 - 1.3.3. Practical Rationality
 - 1.3.3.1. Becoming moral subjects
 - 1.3.3.2. Moral learning from childhood
 - 1.3.4. The State of Nature
 - 1.3.4.1. Hobbes' fiction
 - 1.3.4.2. The articulation between freedom and civil society
 - 1.3.5. The Idea of Social Contract
 - 1.3.5.1. Passions and politics
 - 1.3.5.2. Interest and virtue
 - 1.3.5.3. Public good and private interest

- 1.3.6. Communitarianism
 - 1.3.6.1. The individual in community
- 1.3.7. The Link between Ethics and Politics
- 1.4. Autonomy and Heteronomy
 - 1.4.1. Kant and the Enlightenment
 - 1.4.1.1. On modernity and our present
 - 1.4.1.2. The inheritance in Foucault
 - 1.4.2. Cowardice and Laziness
 - 1.4.2.1. The comfort of the known
 - 1.4.2.1. Fear of the unknown
 - 1.4.3. Underage
 - 1.4.3.1. Being older in community
 - 1.4.4. Comfort and Heteronomy
 - 1.4.4.1. Depending on Parents
 - 1.4.5. Tolerance vs. Recognition
 - 1.4.5.1. The bid for inclusion
 - 1.4.6. Dependence on others
 - 1.4.6.1. Childhood as a necessary dependency
 - 1.4.6.2. When to let go of the bottle?
 - 1.4.7. Thinking About the Present
 - 1.4.7.1. How to understand an era philosophically
 - 1.4.8. The Idea of 'I'
- 1.5. Current Public Space
 - 1.5.1. The Contemporary Agora
 - 1.5.1.1. Classical concept of Greek agora
 - 1.5.1.2. nternet as a democratization tool
 - 1.5.2. Social media
 - 1.5.2.1. The transparent society
 - 1.5.2.2. Limits on the use of information
 - 1.5.3. Discussions in the Media
 - 1.5.4. The Problem of Post-Truth in the Media
 - 1.5.4.1. The responsibility of the media
 - 1.5.4.2. The irresponsibility of the citizens
 - 1.5.5. Political Campaigns
 - 1.5.5.1. The end of cross-examination
 - 1.5.5.2. Denouncing a candidate
 - 1.5.6. Understanding Advertising
 - 1.5.6.1. What makes us consumers?
 - 1.5.6.1.1. Dissatisfaction and the illusion of happiness
- 1.6. The Idea of Normality
 - 1.6.1. Knowledge and Power
 - 1.6.2. Hegemonic and Dominant Discourse
 - 1.6.3. Dissidence
 - 1.6.4. Biopolitics
 - 1.6.5. Social Control
 - 1.6.6. The Social Character of Perception
 - 1.6.6.1. Perception and Concepts
 - 1.6.6.2. Social formatting of perception
 - 1.6.7. Denaturalizing the natural
- 1.7. The own and the foreign
 - 1.7.1. Social Identity
 - 1.7.2. The Problem of Others
 - 1.7.2.1. Descartes and the ego cogito
 - 1.7.2.2. Critique of Descartes
 - 1.7.3. The Foreigner
 - 1.7.3.1. Migration and exile
 - 1.7.3.2. Hospitality and hostility
 - 1.7.4. Cultural Relativism
 - 1.7.5. The Agreement for Difference
 - 1.7.6. Rules and Values
 - 1.7.7. The Global South Epistemology Project
 - 1.7.7.1. Alternative knowledge
 - 1.7.7.2. Legitimizing alternative knowledge

- 1.8. Self-Care
 - 1.8.1. Socrates and Self-Reflection
 - 1.8.1.1. The question of meaning
 - 1.8.1.2. Understanding the universality of the concept
 - 1.8.1.3. Definitions and degrees of Understanding
 - 1.8.2. Reflecting on One's Beliefs
 - 1.8.2.1. Ideas
 - 1.8.2.2. Beliefs
 - 1.8.3. Avoiding Action without Substantiation
 - 1.8.3.1. Act thoughtlessly
 - 1.8.3.2. Act quickly
 - 1.8.4. Body Care
 - 1.8.4.1. Emotional care
 - 1.8.4.2. Care of our Thoughts
 - 1.8.5. Individual, Solitary and Ascetic
 - 1.8.5.1. The example of the Hellenes
 - 1.8.6. Compensation and Spirituality
 - 1.8.6.1. Change by choice
 - 1.8.6.2. Change by force of crisis
 - 1.8.7. Life as narration
 - 1.8.7.1. Choosing our past
- 1.9. Education as Learning for Life
 - 1.9.1. Education in values
 - 1.9.1.1. Education and democracy
 - 1.9.1.2. Education and science
 - 1.9.2. Changing Beliefs
 - 1.9.1.1. Changing beliefs
 - 1.9.3. Distress/Anxiety
 - 1.9.4. Interest and Enthusiasm in Teaching
 - 1.9.1.1. Students' interests
 - 1.9.1.2. Teachers' interests
 - 1.9.5. What Is It to Be Critical?
 - 1.9.6. Motivating without Conditioning
 - 1.9.6.1. Understanding the game of others

- 1.10. What Is Work?
 - 1.10.1. Work as Alienation
 - 1.10.2. Division of Labor
 - 1.10.3. The Concept of Poverty
 - 1.10.3.1. Poverty and indigence
 - 1.10.3.2. Poverty and statelessness
 - 1.10.4. Inequality
 - 1.10.4.1. Kill and let die
 - 1.10.4.2. Relative poverty vs. Absolute poverty
 - 1.10.5. Entrepreneurship and Social Conditions
 - 1.10.5.1. Successful or winning citizens
 - 1.10.5.2. Citizens who failed
 - 1.10.6. Work as Fulfillment
 - 1.10.6.1. Necessity
 - 1.10.6.2. Enthusiasm
 - 1.10.7. Contributing to the Community
 - 1.10.8. Thinking about Exclusion



We will put at your disposal a revolutionary interactive video system, which will allow you to learn in a practical way"

05

Methodology

This academic program offers students 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"

Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

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At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world"



You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.



The student will learn to solve complex situations in real business environments through collaborative activities and real cases.

A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

“*Our program prepares you to face new challenges in uncertain environments and achieve success in your career*”

The case method has been the most widely used learning system among the world's leading Humanities schools for as long as they have existed. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

In 2019, we obtained the best learning results of all online universities in the world.

At TECH you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.



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. With this methodology we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. 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 training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly 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.



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.



Practising Skills and Abilities

They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.



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.





Case Studies

Students will complete a selection of the best case studies chosen specifically for this program. Cases that are presented, analyzed, and supervised by the best specialists in the world.



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".



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.



06

Certificate

The postgraduate Certificate in Ethics guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate 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 Certificate in Ethics** 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 Certificate** issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological - University** will reflect the qualification obtained in the Postgraduate Certificate, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Certificate in Ethics**

Official N° of Hours: **150 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.

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



Postgraduate Certificate Ethics

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Postgraduate Certificate Ethics

THE MONEY THEY
THEY VALUE