

# Postgraduate Certificate How and Why to Teach Philosophy





## Postgraduate Certificate How and Why to Teach Philosophy

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

Website: [www.techtitute.com/us/humanities/postgraduate-certificate/how-why-teach-philosophy](http://www.techtitute.com/us/humanities/postgraduate-certificate/how-why-teach-philosophy)

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# 01

# Introduction

In a society increasingly dominated by technology, the study of philosophy often raises questions about its necessity and permanence in educational programs. The answer to this question is simple, , but it requires a journey through the foundations and developments of philosophy: the one that we present in this program.



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*A Postgraduate Certificate designed to explain in a clear and irrefutable way the need and importance of teaching philosophy in secondary school classrooms, with an approach that will lead students to understand this subject in a different way"*

This program approaches Philosophy from a global , perspective, focusing specifically on teaching. Students can expect to gain a complete body of knowledge of the most fundamental philosophical themes, from the most purely theoretical and metaphysical to the most practical and active human issues.

In today's job market, professionals from other fields who complement their training with master's degrees in thinking and argumentation are highly valued and sought after. The philosopher's ability to see things from a different perspective, 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 our actions are both relevant and insignificant.

The role of philosophy as a consolatory discipline before the evils and misfortunes of this world has always been fundamental and, moreover, it allows us to better understand our nature, our actions, our morality, our being. In short, philosophy helps us to grow as people, to mature as individuals, to become 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 Argumentation and Why to Teach Philosophy** offers you the characteristics of a high level scientific, teaching and technological Postgraduate Diploma. These are some of its most notable features:

- ◆ 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-evaluation 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
- ◆ Complementary documentation banks permanently available, even after the course



*A complete and highly effective Postgraduate Certificate that will equip you with the most useful tools for teaching philosophy in the secondary school classroom"*

“ *The most powerful online platform in the educational market, which will allow you to use state-of-the-art learning tools* ”

Our teaching staff is made up of philosophy professionals and active specialists. This way, we ensure that we provide you with up-to-date knowledge, which is what we are aiming for. A multidisciplinary team of trained and experienced professionals who will efficiently develop the theoretical knowledge, but, above all, will put at the service of the Postgraduate Certificate the practical knowledge derived from their own experience: one of the differential qualities of this Postgraduate Diploma.

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 tools you need for your specialization.

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, with the help of an innovative interactive video system, and by means of telepractice and learning from an expert, you will be able to acquire the knowledge as if you were facing the case you are learning at that moment. A concept that will allow you to integrate and fix learning in a more realistic and permanent way.

*This Postgraduate Certificate, designed for teachers, will allow you to plan the subject in a more effective way with the support of the most developed didactic systems of the moment.*

*Get training with the world's largest online university and enjoy a high-level educational experience.*

...MEN VALU  
...THE LESS  
...VALUE VIRTUE  
PLATO

02

# Objectives

At TECH we strive to always offer you the latest advances in teaching in the international market. The objective of this program is to provide secondary school philosophy teachers with the necessary tools to turn their subject into a success in terms of results. A goal that, in just six months, you will be able to achieve with the latest knowledge in teaching, with a Postgraduate Certificate of high intensity and precision.

WAVE



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*Teach your students the importance of philosophical knowledge as a gateway to the development of critical thinking and personal individuality”*



## General Objectives

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- ◆ 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



*Take the step to catch up on the latest developments in How and Why to Teach Philosophy”*





## Specific Objectives

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- ◆ Provide the student with analytical tools to evaluate the importance of education and its relation to the philosophical task
- ◆ Provide students with the concepts necessary to understand the challenges faced by education, and particularly the teaching of philosophy, in a globalized world
- ◆ Provide the student with a critical understanding of the link between pedagogy and philosophy
- ◆ Provide the student with the elements of analysis to elucidate the practical and ethical nature of educational rationality
- ◆ Provide the student with elements of judgment for the development of an analytical vision of the teaching and learning processes
- ◆ Provide the student with the conceptual skills essential for teaching philosophy
- ◆ Provide the student with conceptual tools for the development of a reflective attitude towards the importance of teaching philosophy at school
- ◆ Provide the student with the resources for the critical understanding of the problems posed by philosophy and its teaching
- ◆ Enable the student in the use of technologies for the teaching of philosophy
- ◆ Provide the student with elements of judgment to value the importance of philosophy in non-academic fields

03

# Course Management

For our program to be of the highest quality, we are proud to work with a teaching staff of the highest level, chosen for their proven track record in the field of education. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.





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*An impressive teaching staff, made up of professionals from different areas of expertise, will be your teachers during your specialization: a unique occasion not to be missed".*

## International Guest Director

Dr. Alexander Carter is a philosopher who has served as Academic Director of Philosophy and Interdisciplinary Studies at the Institute of Continuing Education, University of Cambridge. A specialist in Ethics and creativity theory, he has designed several models for teaching these areas. He has also supervised undergraduate research programs at the Institute and is a Fellow of Fitzwilliam College, where he has helped develop curricular outlines for Philosophy. His main interests include the Philosophy of Wittgenstein, the Theology of Simone Weil, and the Epistemology of Humor.

Throughout his career, he has worked in prestigious institutions, where he has combined his research experience with new teaching methodologies. In fact, his approach has been developed at the University of Essex, where he has honed his ability to guide people through philosophical dilemmas, encouraging critical and creative thinking. With over a decade of experience, he has encouraged reading to adults of all ages, always promoting the value of philosophical reflection in everyday life.

Internationally, Dr. Alexander Carter has been recognized for his unique perspective on philosophy, based on the idea of “serious play”, in which he investigates the relationship between humor and creative practice. In addition, his ability to generate debate and dialogue has transformed the way philosophers and humanists think and act. Likewise, his Doctorate in Philosophy has consolidated his activism towards philosophy.

He has also conducted research on freedom and fatalism in Wittgenstein’s work, and has worked at the intersection of humor and creativity. He has published several academic articles and continues to be an influential voice in contemporary philosophy, bringing new perspectives to current debates.



## Dr. Carter, Alexander

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- Director of Philosophy and Interdisciplinary Studies at the University of Cambridge, United Kingdom
- Doctorate in Philosophy from the University of Essex
- Master's Degree in Philosophy and Ancient History from the University of Wales, Swansea and Philosophy from the University of Bristol
- PGCHE - Teaching and Learning in Higher Education from the University of Cambridge

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*Thanks to TECH, you will be able to learn with the best professionals in the world”*

## 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

### 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

# 04

## Structure and Content

The contents of this program have been developed by the different teachers of this Postgraduate Certificate, with a clear purpose: to ensure that our students acquire each and every one of the skills necessary to become true experts in this field.

The content of this program enables you to learn all aspects of the different disciplines involved in this field: A complete and well-structured program that will take you to the highest standards of quality and success.





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*A comprehensive teaching program, structured in well-developed teaching units, oriented towards efficient and swift learning”*

## Module 1. How and Why Teach Philosophy?

- 1.1. Why Educate?
  - 1.1.1. Reasons to Educate
    - 1.1.1.1. Education and training
    - 1.1.1.2. Education and pedagogy
    - 1.1.1.3. Education and philosophy
  - 1.1.2. Purpose and Objectives in Education
    - 1.1.2.1. Ultimate goal and goals in perspective
    - 1.1.2.2. Means and ends
  - 1.1.3. Education for Life
    - 1.1.3.1. Education and Good Living
  - 1.1.4. Philosophy and Using the Useless
  - 1.1.5. Teaching Philosophy: What for?
    - 1.1.5.1. Prejudice
    - 1.1.5.2. The common
    - 1.1.5.3. Emotions
    - 1.1.5.4. Critical thinking
- 1.2. Teaching Philosophy in a Globalized World
  - 1.2.1. Introduction: The challenge for philosophy
  - 1.2.2. From Subjectivation to Socialization
  - 1.2.3. Education and Community
  - 1.2.4. Education for Democracy
    - 1.2.4.1. Democratic education and community development
    - 1.2.4.2. Democracy as a way of life
  - 1.2.5. Education and Recognition of the Other
  - 1.2.6. Education and Multiculturalism
    - 1.2.6.1. Beyond the difference
    - 1.2.6.2. Educating for pluralism
  - 1.2.7. Citizenship Education
    - 1.2.7.1. Educating for cosmopolitan citizenship



- 1.2.8. Educating in Ethical Values
  - 1.2.8.1. What are values not?
  - 1.2.8.2. Where are the values?
  - 1.2.8.3. Facts and values
  - 1.2.8.4. The school and the teaching of values
- 1.3. Philosophy and Pedagogy
  - 1.3.1. The Socratic Model of Education
    - 1.3.1.1. Dialogic model of teaching
  - 1.3.2. Philosophy as a General Theory of Education
    - 1.3.2.1. Education and experience
    - 1.3.2.2. Habits and education
  - 1.3.3. The Development of Critical Thinking as an Educational Ideal
    - 1.3.3.1. Dimensions of critical thinking
  - 1.3.4. The Relation between Theory and Practice in Education
    - 1.3.4.1. Pedagogy as art
    - 1.3.4.2. Pedagogy as a science
      - 1.3.4.2.1. Pedagogy as applied theory
      - 1.3.4.2.2. The naturalistic scientific point of view of pedagogy
  - 1.3.5. The Normative nature of pedagogy
    - 1.3.5.1. Normativity: Conditions and criteria
    - 1.3.5.2. Prescription: rules and techniques
  - 1.3.6. Pedagogy and Didactics
    - 1.3.6.1. Two fields in dispute
    - 1.3.6.2. Didactics as a science
    - 1.3.6.3. Didactics as pedagogical knowledge
- 1.4. Education as a Social Practice
  - 1.4.1. The Dimensions of Education
    - 1.4.1.1. The epistemic dimension
    - 1.4.1.2. The praxeological dimension
    - 1.4.1.3. The axiological dimension
  - 1.4.2. Educational practice between techne and praxis
    - 1.4.2.1. The distinction between objectives and goals in education
    - 1.4.2.2. The ethical dimension of educational goals
    - 1.4.2.3. The practical dimension of educational objectives
  - 1.4.3. Instrumental Rationality in Education
    - 1.4.3.1. What and how in education
  - 1.4.4. Practical Rationality in Education
    - 1.4.4.1. Practical rationality as pronesis
    - 1.4.4.2. Practical rationality in education as a communicative rationality
    - 1.4.4.3. Educational practice as situated practice
  - 1.4.5. Discussing Ends in Education
    - 1.4.5.1. Education as growth
    - 1.4.5.2. Education as initiation
    - 1.4.5.3. Education as socialization
    - 1.4.5.4. Education as emancipation
  - 1.4.6. The Debate between Traditional Education and Progressive Education
    - 1.4.6.1. Education as transmission
    - 1.4.6.2. Learner-centered education
  - 1.4.7. Characteristics of the Educational Experience
    - 1.4.7.1. Criteria for the educational experience
    - 1.4.7.2. Educational experience and meaning
    - 1.4.7.3. The social nature of the educational experience
- 1.5. Teaching and Learning
  - 1.5.1. Teaching: Different Senses and Meanings
  - 1.5.2. Teaching as a Triadic Relationship
    - 1.5.2.1. Teaching someone something
    - 1.5.2.2. The intentionality of teaching
    - 1.5.2.3. The implications of teaching
      - 1.5.2.3.1. The ethical sense of teaching
      - 1.5.2.3.2. The political sense
  - 1.5.3. Teaching as Capacity Development
    - 1.5.3.1. Open capabilities
    - 1.5.3.2. Closed capacities
    - 1.5.3.3. Reflective thinking as an open capacity
  - 1.5.4. Teaching and Information Acquisition

- 1.5.4.1. Moral objections
- 1.5.4.2. Practical objections
- 1.5.4.3. Activist objections
- 1.5.5. Information and Capacity
  - 1.5.5.1. Teaching and habit development
  - 1.5.5.2. Teaching and understanding
- 1.5.6. Teaching and Critical Thinking
  - 1.5.6.1. The argumentation
  - 1.5.6.2. The reasons
  - 1.5.6.3. Rules
  - 1.5.6.4. The reasoning
  - 1.5.6.5. Judgment and commitment
- 1.5.8. Education and Learning Theories
  - 1.5.8.1. Education and psychological theories
  - 1.5.8.2. Education and concepts of mind
- 1.5.9. Neuroscience, Learning and Education
  - 1.5.9.1. The limits of neuroeducation
  - 1.5.9.2. Learning and cognition
  - 1.5.9.3. Learning as a realm of meanings
- 1.5.10. Learning as Problem-Solving
  - 1.5.10.1. Learning and active thinking
  - 1.5.10.2. Learning and creativity
- 1.6. Teaching Philosophy
  - 1.6.1. Teaching Philosophy as a Philosophical Problem
    - 1.6.1.1. Beyond the contrast between production and reproduction
    - 1.6.1.2. New meanings to the given
    - 1.6.1.3. Critical theory of society and philosophy teaching
  - 1.6.2. Traditional Approach
    - 1.6.2.1. Teaching philosophy as a technical problem
    - 1.6.2.2.2. the didactics of philosophy
    - 1.6.2.3. Didactic Transposition
  - 1.6.3. Teaching Philosophy or Philosophical Didactics
  - 1.6.4. Wise men, Legos and apprentices
    - 1.6.4.1. Teaching philosophy?
    - 1.6.4.2. Teaching to philosophize?
    - 1.6.4.3. Know how and Know what
  - 1.6.5. Philosophy as a Way of Life
    - 1.6.5.1. Philosophy as self-care
  - 1.6.6. Philosophy as Rational Criticism
  - 1.6.7. Teaching Philosophy as a Development of Autonomy
    - 1.6.7.1. What is self-employment?
    - 1.6.7.2. Autonomy and Heteronomy
  - 1.6.8. Teaching Philosophy as an Exercise in Freedom
- 1.7. Philosophy at Schools
  - 1.7.1. The Presence of Philosophy in School: Some Controversies
    - 1.7.1.1. Crisis in the teaching of philosophy
    - 1.7.1.2. Technical vs. humanistic training
  - 1.7.2. Teaching Philosophy through the Framework of Other Subjects
    - 1.7.2.1. Philosophy and curriculum
    - 1.7.2.2. Teaching philosophy and interdisciplinarity
  - 1.7.3. Philosophy for Children or Philosophizing with Children
  - 1.7.4. Intermediate Level Philosophy
  - 1.7.5. Teaching Philosophy: For What and How
    - 1.7.5.1. The usefulness of philosophy
    - 1.7.5.2. Beyond the instrumentalization of knowledge
    - 1.7.5.3. Philosophical teaching and crisis
- 1.8. Philosophy of Philosophy and Teaching Philosophy
  - 1.8.1. Philosophy as an Academic Discipline
    - 1.8.1.1. Is philosophy a discipline?
    - 1.8.1.2. Philosophy as a science
    - 1.8.1.3. Philosophy as theoretical practice
  - 1.8.2. Philosophy and Canon
    - 1.8.2.1. Philosophical canons and traditions



- 1.8.3. The State of Exception in Philosophy
  - 1.8.3.1. Humanities versus scientism
  - 1.8.3.2. Philosophy and the naturalistic image of science
- 1.8.4. Anomaly in Philosophical Reflection
  - 1.8.4.1. Is there progress in philosophy?
  - 1.8.4.2. The non-vindictive nature of the history of thought
- 1.8.5. Philosophy and Its Past
  - 1.8.5.1. History of ideas or history of philosophy
- 1.8.6. Problematic Approaches and the Historical Approach to Teaching Philosophy
  - 1.8.6.1. The historical character of philosophical problems
- 1.9. Strategies for teaching philosophy
  - 1.9.1. Resources for Teaching Philosophy
  - 1.9.2. Teaching Philosophy through Educational Technology
    - 1.9.2.1. Philosophical content and educational technology
      - 1.9.2.1.1. Learning to learn
    - 1.9.2.2. Orality and writing as technologies
    - 1.9.2.3. Cinema and philosophy
    - 1.9.2.4. Literature and philosophy
  - 1.9.3. Integrating Pedagogical and Curricular Knowledge through Technology
    - 1.9.3.1. What we will teach
    - 1.9.3.2. How we will teach
    - 1.9.3.3. How we integrate technology
  - 1.9.4. ICTs in the teaching of philosophy
    - 1.9.4.1. Teaching philosophy through tics
    - 1.9.4.2. Teaching philosophy through tics
  - 1.9.5. Virtual Reality in Teaching Processes: Theoretical Precisions
    - 1.9.5.1. Reflective processes and online
    - 1.9.5.2. Methodological challenges of the online environment

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 Teaching How and Why to Teach Philosophy guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate 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 Certificate in How and Why to Teach Philosophy** endorsed by **TECH Global University**, the world's largest online university.

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

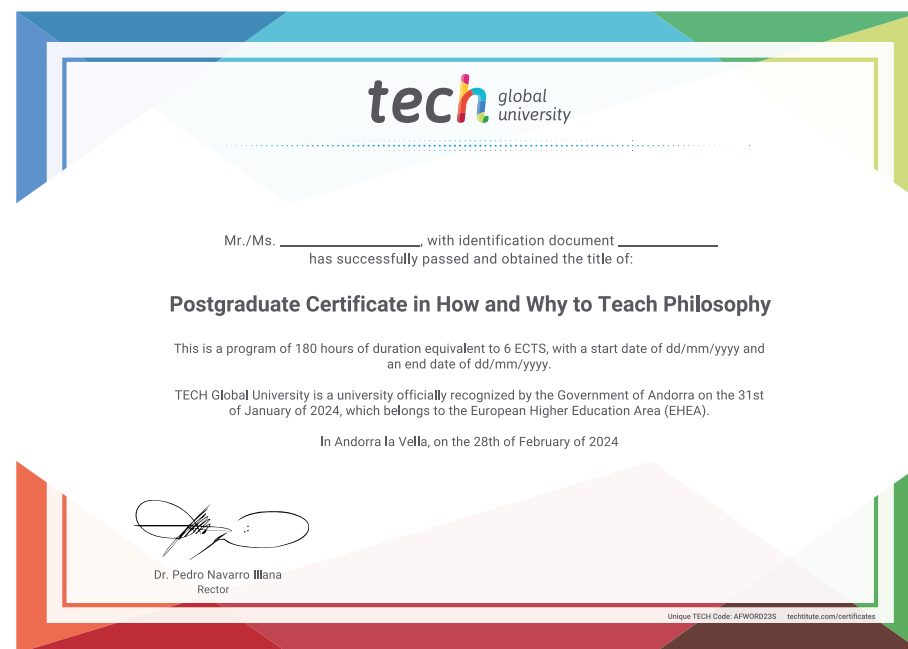
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Certificate in How and Why to Teach Philosophy**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**



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



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- » Schedule: at your own pace
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# Postgraduate Certificate

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