Postgraduate Certificate
The Nature of Philosophy

tech technological university

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Postgraduate Certificate
The Nature of Philosophy

- 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/nature-philosophy

Index

01 Introduction p. 4

02 Objectives p. 8

03 Course Management p. 12

04 Structure and Content p. 16

05 Methodology p. 26

06 Certificate p. 34

01

Introduction

The philosopher who aspires to bring knowledge to the secondary school classroom cannot be satisfied with mastering the contents of the syllabus. It also needs the skills of teaching adapted to this subject, which makes it interesting and accessible. This program will teach you from a practical approach designed for teachers with a didactic and training objective.

A Postgraduate Certificate in the Nature of Philosophy created for teaching professionals"

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, subaespecie 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 Nature of Philosophy** 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-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 Postgraduate Certificate

The analysis of social values such as freedom, equality, the virtues of different political regimes or the ideal of justice in a profound, educational analysis"

A complete and well-developed program that will enable you to include knowledge of this branch of philosophy in your teaching"

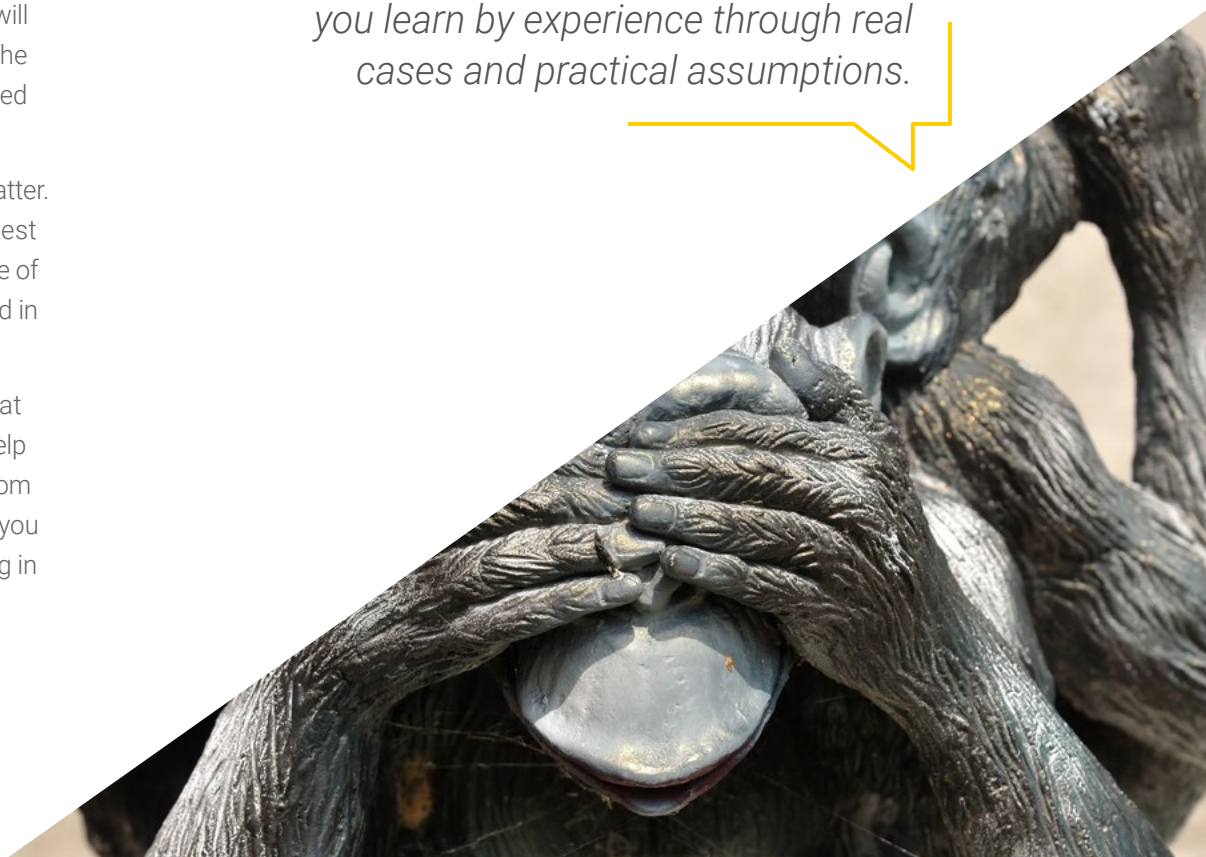
Learn, in just a few months, the fundamentals of philosophy and how to present them to your students with guaranteed success.

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 qualified and experienced professionals who will develop the theoretical knowledge in an efficient manner, but, above all, will put at the service of the Postgraduate Postgraduate Certificate the practical knowledge derived from their own experience: one of the differential qualities of this training.

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, 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.

A program focused on the ABS system, problem-based learning, which will make you learn by experience through real cases and practical assumptions.



02

Objectives

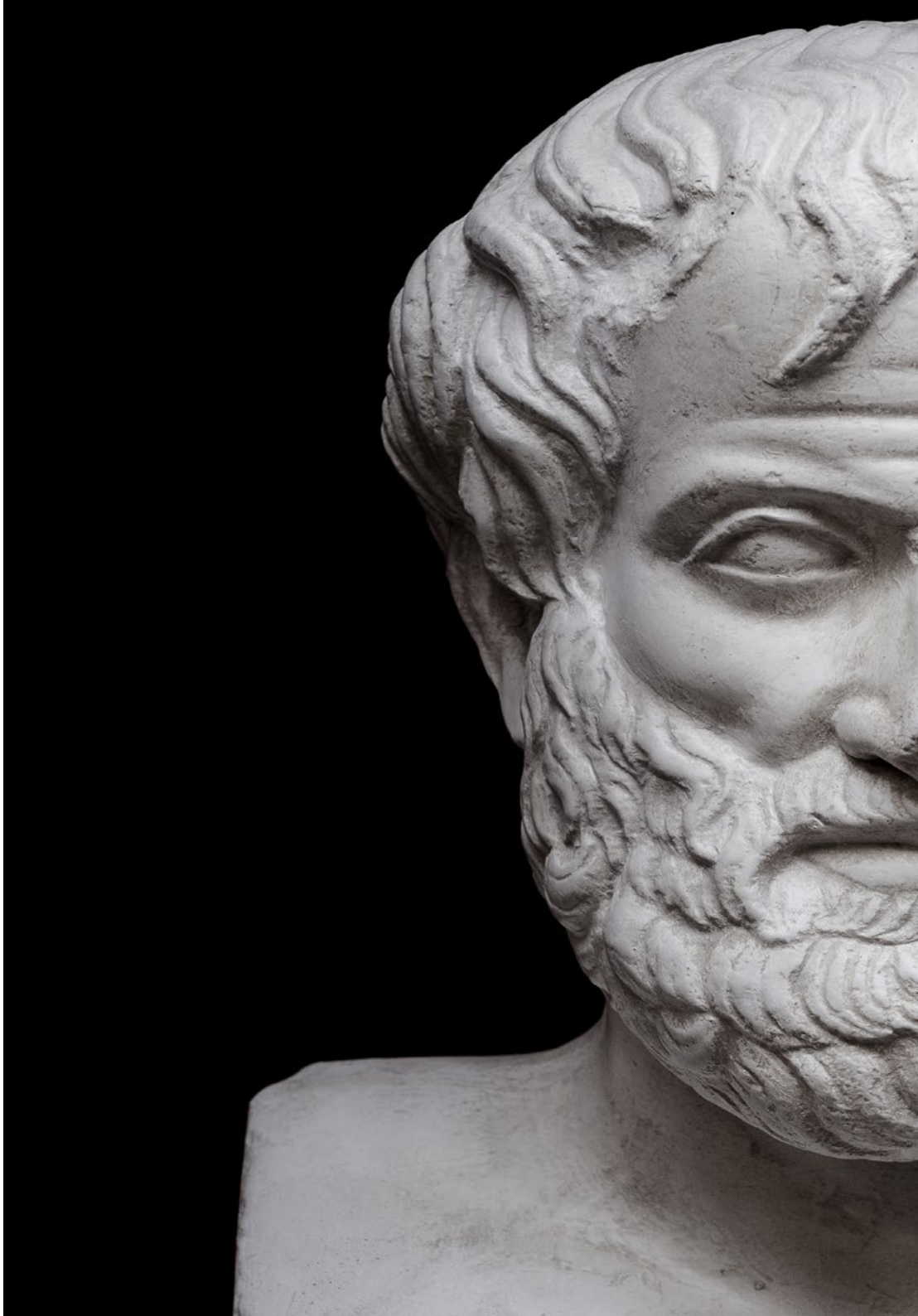
The objective of this Postgraduate Certificate is to provide the professional secondary school philosophy teacher with the necessary tools to turn his or her subject into a success in terms of results. A goal that, in just six weeks, you will be able to achieve with the latest knowledge in teaching, with a Postgraduate Certificate of high intensity and precision.

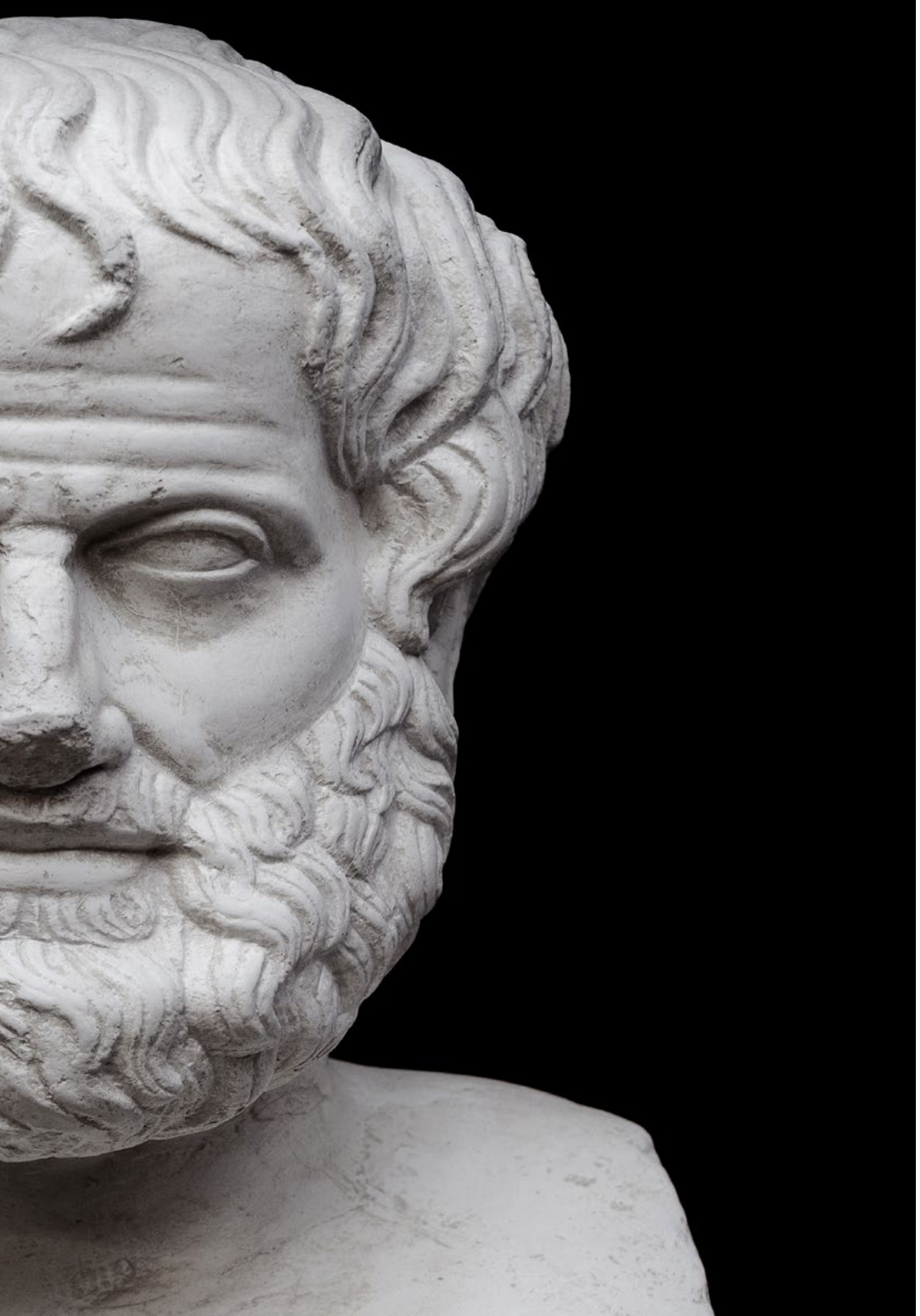
This program will allow you to update your knowledge in the Nature of Philosophy, with the use of the latest educational technology, to contribute with quality and security to decision making"

General Objectives

- Possess advanced skills for the initiation and deepening of research in the different branches of philosophy, according to the student's choice of specialty
- To develop a high reflective and critical capacity in philosophical issues and topics, both from a historical and systematic point of view, in order to provide the student with a clear understanding of the issues still current in current thought that will also serve them for their own 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 Nature of Philosophical Activity"





Specific Objectives

- Provide the student with the necessary tools to carry out an autonomous and reflective philosophical practice
- Provide students with the elements of analysis and judgment that are indispensable to develop reflective activity in their daily lives as well as in the work environment
- Provide the student with the concepts necessary to appreciate the way in which understanding plays a determining role in our lives
- Provide clarifications on the logical background of rationality and on the basic mechanisms of our social practices
- Provide the student with the necessary tools to examine our self-understanding and to elaborate critiques on our ways of seeing reality
- Offer the student the necessary resources to examine the epistemological mechanisms that condition the construction of our thinking about reality
- Provide the student with the concepts and criteria indispensable for the critical analysis of our social representations
- Reinforce in the student the acquired competencies to carry out rational assessments and judgments in the service of growth and improvement in the quality of life of his community
- Highlight to students the need to build and disseminate the practice of discourse and critical thinking in those who join the sphere of responsible citizenship
- Offer the essential elements of judgment for the student to value the understanding of reality and its place in the community as a determining factor for the mental and physical health of people

03

Course Management

The Postgraduate Certificate in The Nature of Philosophy has been designed and developed by a group of experts in this area, with long teaching and research experience. Through your mentorship, this Postgraduate Certificate will become a great learning experience. Total quality guarantee.

The most qualified teachers in the field of philosophy will be your professors in this Postgraduate Certificate. A unique opportunity to learn of Experience from the best"

Management

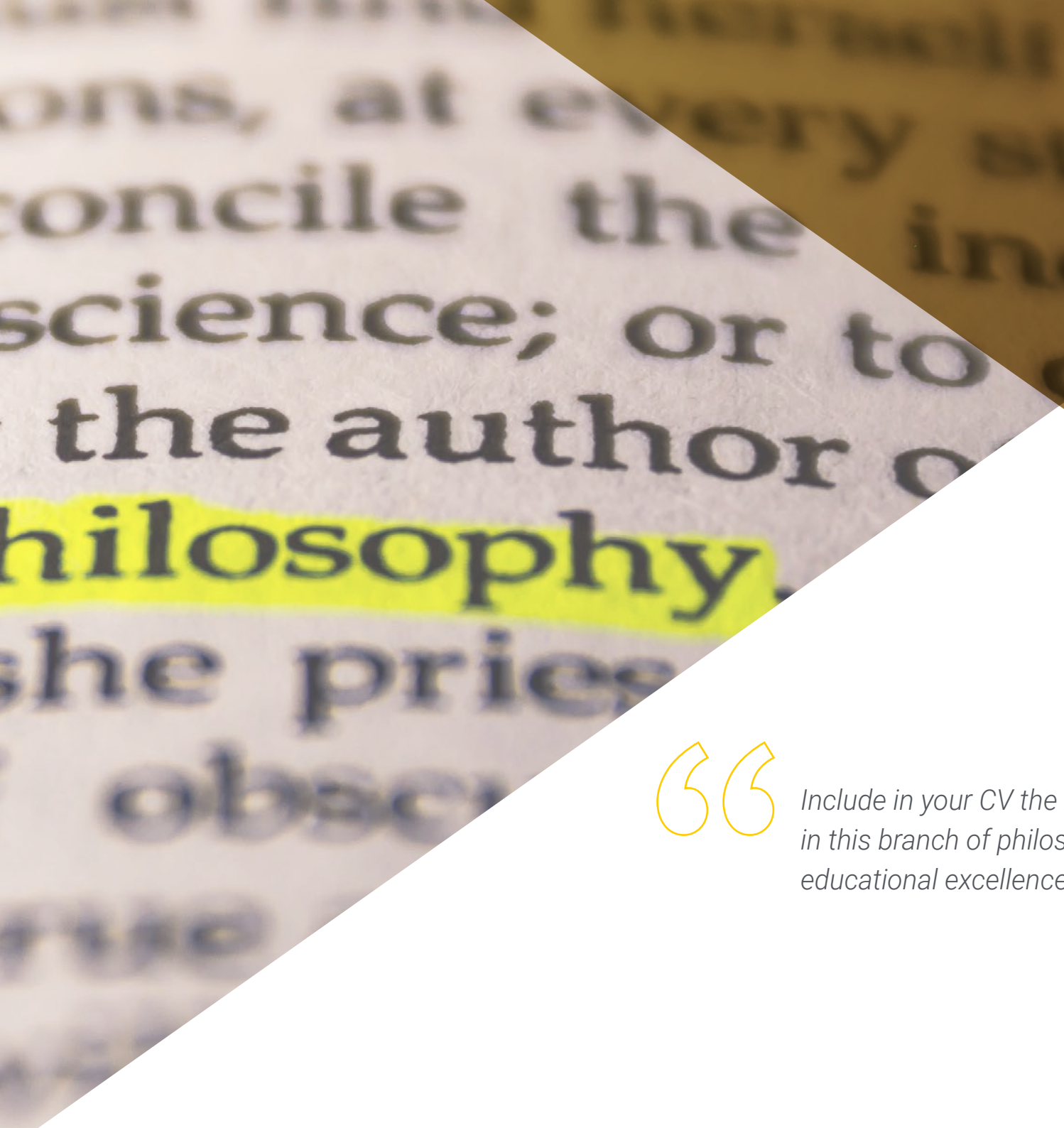
Dr. Agüero, Gustavo

- 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

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 A review of political and thought models and their application in the social debate. A complete approach and totally focused on its application in practice.



Include in your CV the most specialized training in this branch of philosophy and gain access to educational excellence"

Module 1. The Nature of Philosophical Activity

1.1. philosophy as an activity
- 1.1.1. Reflection and Inevitability
  - 1.1.1.1. Thought and daily life
  - 1.1.1.2. Doing without Thinking
- 1.1.2. Philosophy and Community
  - 1.1.2.1. Why is the conversation necessary?
- 1.1.3. Eternal Discussions
  - 1.1.3.1. Is there progress in thinking?
  - 1.1.3.1. Seniority: Socrates and the others
  - 1.1.3.2. Modernity: Descartes, Kant and us
  - 1.1.3.3. The present: who says what?
- 1.1.4. Today's Topics
  - 1.1.4.1. Philosophy at school
    - 1.1.4.1.1. Philosophy with children?
  - 1.1.4.2. Philosophy beyond school
    - 1.1.4.2.1. Ways to promote reflection
  - 1.1.4.3. Philosophy without school
    - 1.1.4.3.1. Dialogue and friendship
- 1.1.5. Interest and Reflection
  - 1.1.5.1. Is there a rejection of philosophy?
    - 1.1.5.1.1. Doing boring philosophy
    - 1.1.5.1.2. Living vs. talking about life
  - 1.1.5.2. What generates our interest?
    - 1.1.5.2.1. Can interest be created?
    - 1.1.5.2.2. Understanding and the need for interest
- 1.1.6. What Is Philosophy for?
  - 1.1.6.1. What we are all looking for
    - 1.1.6.1.1. Happiness
    - 1.1.6.1.2. Serenity of spirit
  - 1.1.6.2. What we all know
    - 1.1.6.2.1. Means and Ends

1.1.7. Is It Necessary to Prepare for Philosophical Activity?
1.1.7.1. The conditions set by philosophy?
1.1.7.2. Who does and who does not get to do philosophy?
1.1.8. Philosophy and Life
1.1.8.1. Life with and without reflection
1.1.8.2. Boredom and detention
1.1.8.3. To be or not to be?
1.1.9. Philosophy and Death
1.1.9.1. To be oneself and not to be
1.1.9.1.1. What is living and dying in philosophy?
1.1.9.1.2. Why the fear of change?
1.1.9.2. The place for expression
1.1.9.2.1. Mediocrity

1.2. The need for philosophy
1.2.1. The Socratic Attitude
1.2.1.1. Dialogue and maieutics
1.2.1.2. Unanswered questions
1.2.1.2.1. Openness and dogmatism
1.2.2. The Forms of Creation
1.2.2.1. Creative life
1.2.3. Theory and Practice of a Reflective Life
1.2.3.1. Judging the right thing to do?
1.2.3.1.1. Intellectual virtue
1.2.3.2. Do the right thing?
1.2.3.2.1. Prudence
1.2.4. The Life of the Wayfarer
1.2.4.1. The image of the single path
1.2.4.2. The path is made by walking
1.2.4.3. The path of meaninglessness
1.2.5. The Limits of Thought
1.2.5.1. Silence and the word
1.2.5.1.1. The search for security
1.2.5.1.2. Uncertainty as a condition
1.2.5.2. Belief and opinion
1.2.6. Reflection and Pursuit
1.2.6.1. Eudemony: correctness
1.2.6.2. Hedonism: pleasure
1.2.7. Means and Ends
1.2.7.1. The promises of capitalism
1.2.7.2. The illusions of communism
1.2.8. Virtue and Truth
1.2.8.1. Plato and Christian thought
1.2.8.2. Aristotle and the realization
1.2.9. Expression and Mediocrity
1.2.9.1. The need for expression
1.2.9.2. Life without expression
1.2.10. Art and Science without Philosophy
1.2.10.1. Non-artistic creation
1.2.10.2. Knowledge without science

1.3. Being a Person
1.3.1. Delving into Language
1.3.1.1. Human being and human person
1.3.1.2. Second nature
1.3.1.3. The constitution of the person
1.3.2. The Individual and Community
1.3.2.1. Culture and meaning
1.3.2.2. Society as the sum of individuals
1.3.2.3. Person as a social product
1.3.3. Person and Body
1.3.3.1. Body vs. having a body
1.3.3.2. The ghost in the machine
1.3.3.3. Body and Mind
1.3.3.3.1. Materialistic monism
1.3.3.3.2. Substantial dualism

1.3.4. Mind and the World
1.3.4.1. The reality of the physical world
1.3.4.2. Types of mind
1.3.4.2.1. Mind and consciousness
1.3.4.2.2. Animal Mind
1.3.4.2.3. Self-aware mind
1.3.4.3. Where is the mind?
1.3.4.3.1. Disorienting questions
1.3.4.3.2. Biased questions
1.3.4.4. The fabric of life
1.3.5. Meaning
1.3.5.1. Language and meaning
1.3.5.1.1. Two theories of meaning
1.3.5.1.2. Platonism and understanding
1.3.5.2. The meaning factory
1.3.5.3. Social practices
1.3.5.3.1. The background of understanding
1.3.5.3.2. Sanity and insanity 3.5.3.2. Genius and delirium
1.3.5.4. Rules and Sanctions
1.3.6. Linguistic Communication
1.3.6.1. Trial
1.3.6.2. Criteria
1.3.6.2.1. Existence
1.3.6.2.2. Identity
1.3.7. Concept
1.3.7.1. Concept and practice
1.3.7.2. Having concepts and having beliefs
1.3.7.3. Learning
1.3.8. Understanding and Knowledge
1.3.8.1. Acquire concepts
1.3.8.2. Autonomy
1.3.8.3. Redesign and self-knowledge
1.3.9. Culture: The World of Sense
1.3.9.1. The web of meanings
1.3.9.2. Marginality
1.3.10. Cultural Diversity and Understanding
1.3.10.1. How do others think about the world?
1.3.10.2. How do the thoughts of others influence us?
1.4. Human Action
1.4.1. Rational and Non-Rational Animals
1.4.1.1. Rationality and Institution
1.4.1.2. Thinking and acting
1.4.1.3. Responsible decision making
1.4.2. Responsibility and Irresponsibility
1.4.2.1. Giving and asking for reasons
1.4.2.1.1. Commitments
1.4.2.1.2. Qualifications
1.4.3. Free Will
1.4.3.1. Negative freedom
1.4.3.2. Positive freedom
1.4.3.3. Justify the action
1.4.4. Knowledge and Reason
1.4.4.1. Knowing and understanding
1.4.5. Theory and Truth
1.4.5.1. True belief
1.4.5.1.1. Correspondence
1.4.5.1.2. Coherence
1.4.5.1.3. Pragmatism
1.4.5.2. Justified belief
1.4.5.3. Giving reasons
1.4.5.4. Reasons for action
1.4.6. Community and Conversation
1.4.6.1. State opinions
1.4.6.2. Interpreting opinions

1.4.7. Pluralism and Relativism
1.4.7.1. Multiplicity of perspectives
1.4.7.2. Conflicts of opinion and democracy
1.4.7.3. The weight of the reasons
1.4.7.3.1. Good reasons
1.4.7.3.2. Fallacious arguments
1.4.8. Ethical Values
1.4.8.1. Moral and non-moral beings
1.4.8.1.1. Moral commitment
1.4.8.1.2. Immorality
1.4.8.2. Objectivity of morality
1.4.8.3. Justification of moral judgments
1.4.9. Action and Responsibility
1.4.10. Thought, Individual and Community
1.5. Language and Reality
1.5.1. The Individual and Community
1.5.2. The Individual and Person: Nature
1.5.2.1. Conditions for Thought
1.5.2.2. Conditions for action
1.5.2.3. Conditions to receive
1.5.3. Community and Person: Society
1.5.4. The Egg, The Chicken and The Standard
1.5.4.1. Social contract
1.5.4.1.1. The war of all, against all
1.5.4.1.2. The benefits of community living
1.5.4.2. Convergence
1.5.4.2.1. From the standard to the norm
1.5.4.2.2. The search for community
1.5.5. The Content of Thought
1.5.6. Learn to Judge
1.5.6.1. Learning to Think
1.5.6.2. Learning to see
1.5.7. Understanding and Education
1.5.7.1. Change of habits
1.5.7.2. Addiction
1.5.8. Reality and What We Judge
1.5.9. What Can Be Understood
1.5.9.1. What we say
1.5.9.2. What we read
1.5.9.3. What we heard
1.5.10. Youth and Old Age
1.5.10.1. Slavery
1.5.10.2. Autonomy
1.5.10.2.1. Family traditions
1.5.10.2.2. Rebelliousness
1.5.10.2.3. Rock culture
1.5.10.3. Exit the cave
1.6. Thought and Reality
1.6.1. Belief and Desire
1.6.1.1. Dogmatism and prejudice
1.6.1.1.1. Beliefs and faith
1.6.1.1.2. Fanaticism
1.6.1.1.3. Obscurantism
1.6.1.2. Opening and exhibition
1.6.2. What Is Done and What Happens
1.6.2.1. What are we responsible for?
1.6.3. Educating and Educating Oneself
1.6.3.1. School and university
1.6.3.2. Self-awareness and education
1.6.4. Thinking and Transforming Reality
1.6.4.1. Illuminated
1.6.4.2. Followers
1.6.4.3. The search for meaning: good stories

1.6.5. The Burden of Reality
1.6.5.1. The search for meaning
1.6.5.1.1. Obvious hypothesis: it was the butler
1.6.5.1.2. Far-fetched hypotheses: abduction
1.6.5.1.3. Sensible hypotheses: we do not rule out anything
1.6.5.2. Philosophy and disenchantment
1.6.6. Philosophy as Scepticism
1.6.6.1. Philosophical and dogmatic skepticism
1.6.7. Science and Scepticism
1.6.7.1. Search for truth
1.6.7.1.1. Science and efficiency
1.6.7.1.2. Theories and more theories
1.6.7.1.3. The end of science
1.6.7.2. Truth without knowledge
1.6.7.3. Experience and justification
1.6.8. Knowledge without Dogmas
1.6.8.1. The purpose of knowledge
1.6.8.2. Knowledge and creation
1.6.9. Thought and Construction
1.6.9.1. Discovery and creation
1.6.9.2. Making worlds
1.6.9.2.1. Worlds and truth
1.6.9.2.2. Creation and understanding
1.6.10. Living with and without Beliefs
1.6.10.1. Fears, beliefs and dogmas
1.6.10.2. Common sense

1.7. Philosophy and Community
1.7.1. Thinking with Others
1.7.1.1. Need of the other
1.7.1.2. What am I and what are we?
1.7.2. Social Representations
1.7.2.1. Community thinking
1.7.2.2. The social network
1.7.3. Thinking in Practice
1.7.3.1. Thinking by doing
1.7.3.2. Learning by Doing
1.7.3.3. Observation and self-observation
1.7.4. Philosophy as Critical Thought
1.7.4.1. Critical discourse
1.7.4.2. The possibility of conversing
1.7.5. Community Building
1.7.5.1. Creating and breaking ties
1.7.5.2. Educating in values
1.7.5.3. Educating for conversation
1.7.6. Recognition of the Other
1.7.6.1. The other and the difference
1.7.6.2. Acceptance and rejection
1.7.7. The Right to Think
1.7.7.1. The value of the word
1.7.7.2. The place of thought
1.7.7.3. Teaching responsibilities
1.7.8. Logic and Rhetoric
1.7.8.1. Thought and speech: sincerity
1.7.8.2. Thought and audience
1.7.9. Philosophy and Communication
1.7.9.1. Speaking to another
1.7.9.2. Learning to say
1.7.9.3. Empty Words

1.8. Philosophy and Values
1.8.1. Rationality and Assessment
1.8.1.1. The need to assess
1.8.1.2. Rationality and Value
1.8.2. Value Judgments in Ethics and Aesthetics
1.8.2.1. Truth and justification
1.8.2.2. Belief, valuation and action

1.8.3. Value Concepts
1.8.3.1. Dense concepts
1.8.3.2. Light concepts
1.8.4. Description and Prescription
1.8.4.1. Description
1.8.4.2. Prescription
1.8.5. Morals and Sciences
1.8.5.1. Values in scientism
1.8.5.2. Scientism and the sciences
1.8.6. The Status of Values
1.8.6.1. Reality and experience
1.8.6.2. Objectivity and subjectivity
1.8.7. Value Cognitivism
1.8.7.1. Epistemology of value
1.8.7.2. Value relativism
1.8.8. Moral Scepticism
1.8.9. Rules and Sanctions
1.8.9.1. Is there a community without values?
1.8.9.2. Is there rationality without values?
1.8.9.3. Inclusion and exclusion

1.9. Philosophy and Basic Education
1.9.1. Education in Children and Adults
1.9.1.1. School and life
1.9.2. Education for Life
1.9.2.1. Education as knowledge
1.9.2.2. Emotional Education
1.9.3. Self-Knowledge
1.9.3.1. The Socratic spirit
1.9.3.2. The entrance and exit of the cave
1.9.4. Authority and Authoritarianism
1.9.4.1. Education and repression
1.9.4.2. Education and discipline
1.9.4.3. Effort and sacrifice
1.9.5. Education as a Search for Understanding
1.9.5.1. Understanding and transformation
1.9.5.2. Understanding in theory
1.9.5.3. Understanding in practice
1.9.6. Philosophy as a Search for Wisdom
1.9.6.1. Philosophy and openness
1.9.6.2. Philosophy and expression
1.9.7. Education and Creativity
1.9.7.1. The importance of creation
1.9.7.2. Reality and creation
1.9.7.3. Creation and construction
1.9.8. Education and Expression
1.9.8.1. Expression and emptiness
1.9.8.2. Artistic expression and reflection
1.9.9. Philosophy of Education
1.9.9.1. Why educate ourselves?
1.9.9.2. How to educate ourselves?

1.10. Philosophy and Health
10.1. Understanding and Health
1.10.1.1. The conceptual remedy
1.10.1.2. The logical space of health
1.10.2. Education and Health
1.10.2.1. Individual and collective health
1.10.2.2. Working for health
1.10.2.3. Incomprehension, dogmatism and disease
1.10.3. Mental and Physical Health
1.10.3.1. One or more forms of disease?
1.10.3.2. Mind and body in disease

1.10.4. Self-Care
- 1.10.4.1. Responsibility
- 1.10.4.2. Effort without sacrifice

1.10.5. Life in Conflict
- 1.10.5.1. Addictive relationships
- 1.10.5.2. Addiction without substance

1.10.6. Emotional Understanding
- 1.10.6.1. Can we educate emotions?
- 1.10.6.2. Can we control emotions?
- 1.10.6.3. Can we be better people?

1.10.7. Harmony and Adaptation
- 1.10.7.1. The limits of adaptation
- 1.10.7.2. Harmony and conflict
- 1.10.7.3. Harmony and understanding

1.10.8. The Need to Live in Conflict
- 1.10.8.1. Conflict and community
- 1.10.8.2. Conflict and politics
- 1.10.8.3. Conflict and conversation

1.10.9. The Need for Improvement
- 1.10.9.1. Education and improvement
- 1.10.9.2. Education as community building

A very complete syllabus that will take you along a complete and very well structured path, through all the essential knowledge in this subject"

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.

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.

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

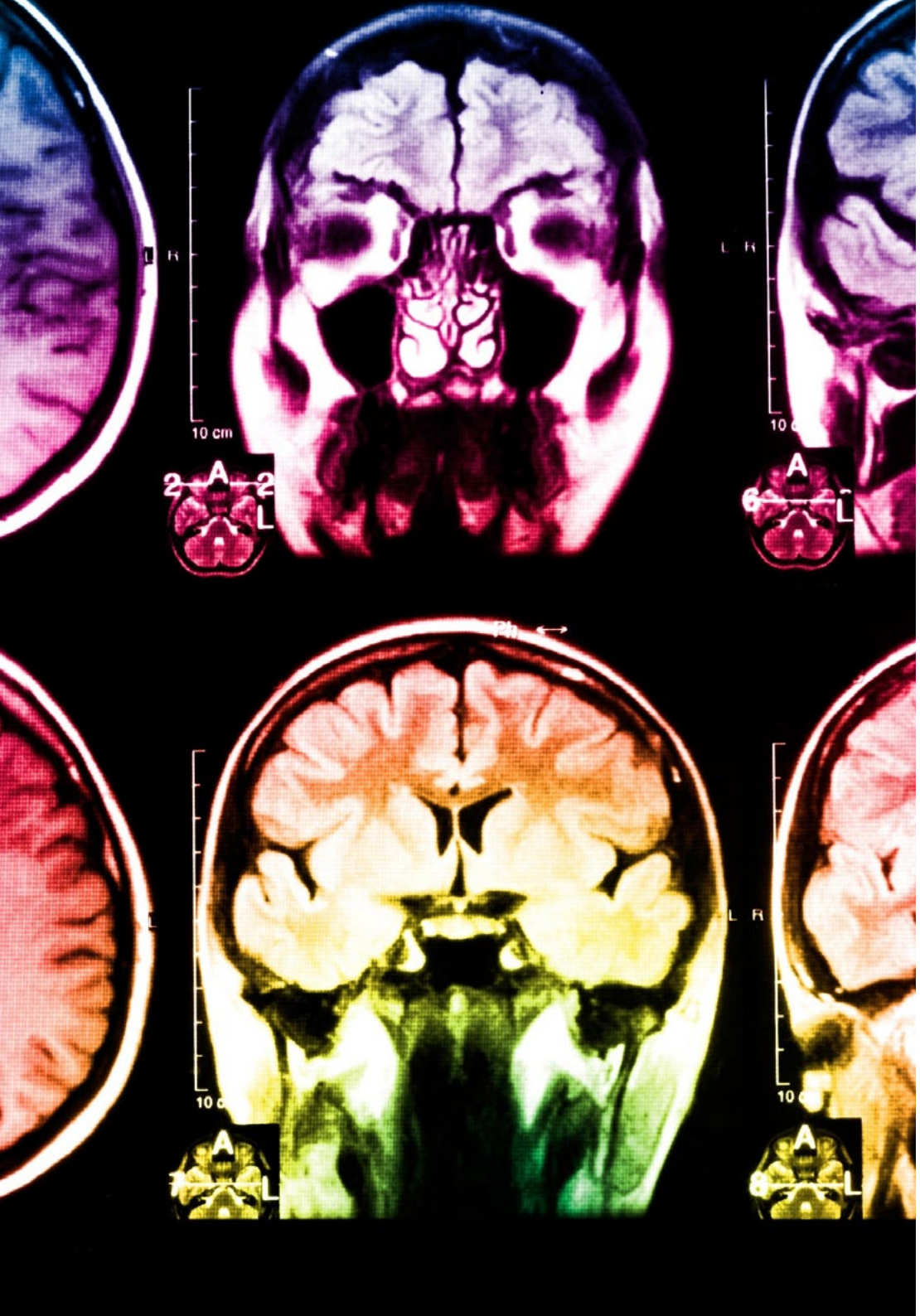
TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

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.

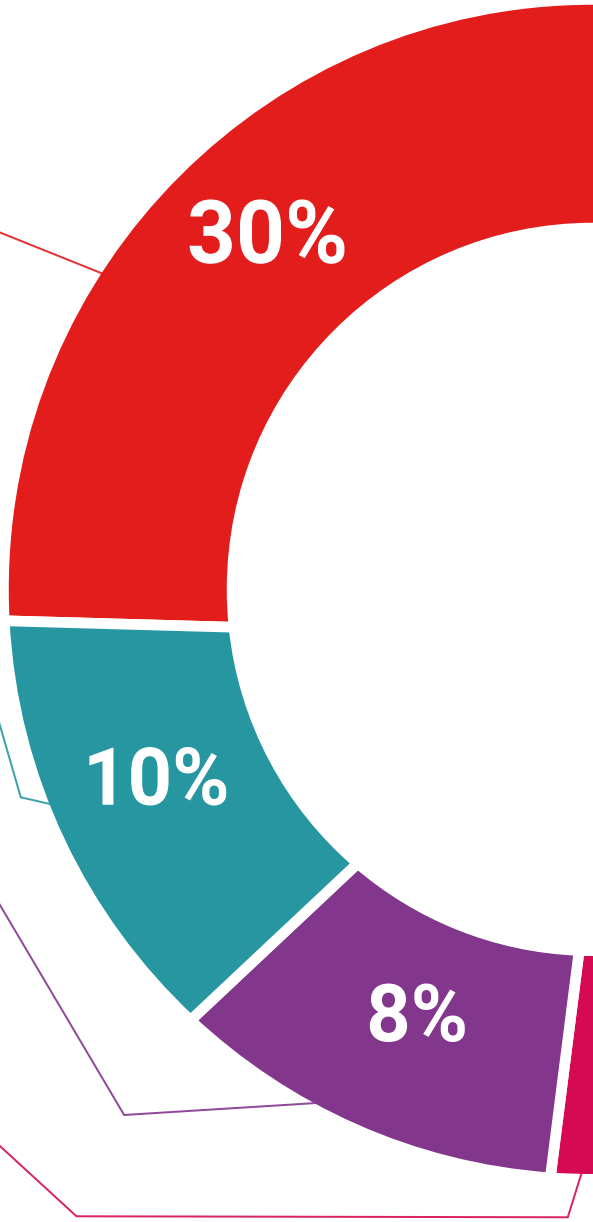
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

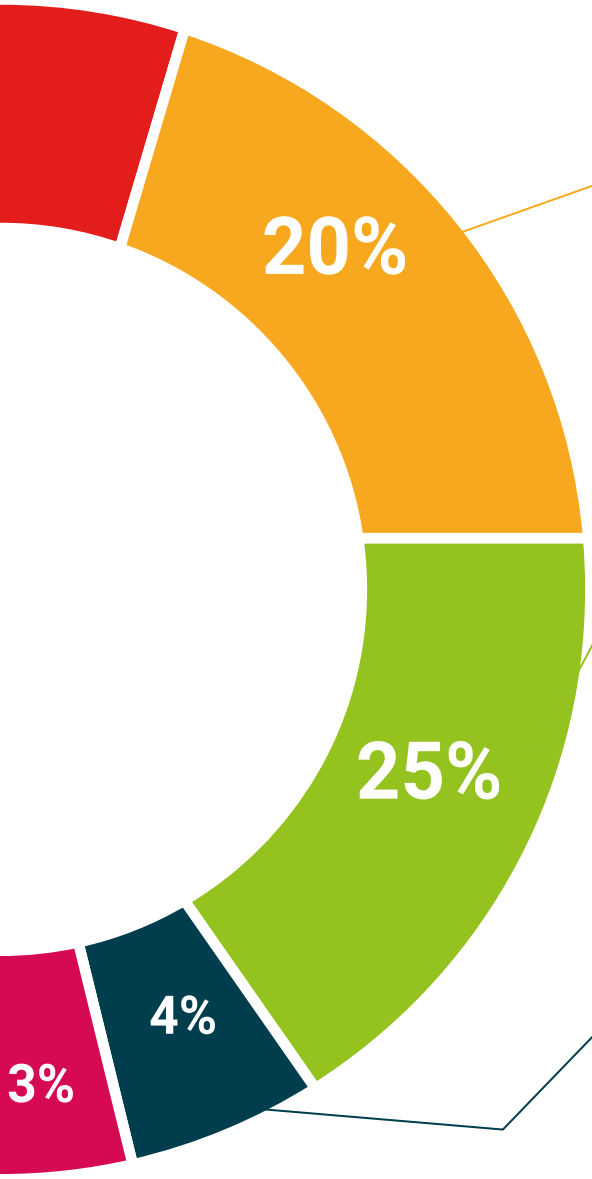
Practising Skills and Abilities

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 the Nature of Philosophy guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.

Get your Postgraduate Certificate program in The Nature of Philosophy, with a high educational and technological level training and the prestige of the largest Online University in the world"

This **Postgraduate Certificate in The Nature of Philosophy** contains the most complete and up-to-date scientific 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 The Nature of Philosophy**

Official Nº of Hours: **150 h.**

tech technological university

Awards the following

CERTIFICATE

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE CERTIFICATE

in

The Nature of Philosophy

This is a qualification awarded by this University, equivalent to 150 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

Unique TECH Code: AFWORD23S techtitute.com/certificates

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

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Postgraduate Certificate
The Nature of Philosophy

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

Postgraduate Certificate
The Nature of Philosophy

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