Postgraduate Certificate
Teaching the Middle Ages in High School Education

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Teaching the Middle Ages in High School Education

- » Modality: **online**
- » Duration: **2 months**
- » Certificate: **TECH Global University**
- » Credits: **6 ECTS**
- » Schedule: **at your own pace**
- » Exams: **online**

Website: **www.techtitute.com/us/geography-history/postgraduate-certificate/teaching-middle-ages-high-school-education**

Index

01
Introduction

This program is aimed at educators who are interested in new teaching possibilities and want to introduce Internet-based methodologies into the classroom. This program follows a constructivist process to transform the most relevant contents in Social Sciences into learning experiences. To that end, a team of experts in Human Science education has carefully designed a roadmap to establish a sequential relationship between the contents presented and their subsequent resources.

This Postgraduate Certificate in Teaching the Middle Ages in High School Education will generate a sense of confidence in your work performance, which will help you grow both personally and professionally"

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Aimed at Social Science teachers, the program's design is rooted in reality, which results in a holistic and meaningful education. Special care has been taken to create motivating learning environments aimed at building a favorable attitude towards new knowledge.

The pace, difficulty and complexity of the methodologies used will progress in tandem with the Postgraduate Certificate, as will the assessments, which focus on evidence of learning at the end of each section and module.

Upon completing the Postgraduate Certificate, teachers will have mastered a sufficiently wide range of activities, tools and contents that will enable them to guide their students in through activities, suggest others for individual work, and even propose a third group of tasks of a social and collaborative nature.

One of the most relevant features of the program is enabling teachers to define their own instructional designs. They will be able to extrapolate the techniques and methodological strategies used, such as project management; preparing presentations, diagrams and mind maps; creating documents (infographics, maps, audio files, albums, boards, chronological axes, etc); creating educational blogs and wikis; cloud computing and storing of information and a long etcetera of approaches that characterize 21st century education.

This specialization allows professionals in this field to increase their capacity for success, which results in better praxis and performance that will have a direct impact on educational treatment, on the improvement of the educational system and on the social benefit for the entire community.

The **Postgraduate Certificate in Teaching the Middle Ages in High School Education** contains the most complete and up-to-date educational program on the market. The most important features include:

- More than 75 case studies presented by experts in Teaching the Middle Ages in High School Education The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice

- The latest developments in detection and intervention in Teaching the Middle Ages in High School Education

- It contains practical exercises where the self-evaluation process can be carried out to improve learning

- Algorithm-based interactive learning system for decision-making in the situations that are presented to the student

- With special emphasis on evidence-based methodologies in Teaching the Middle Ages in High School Education

- All of this will be complemented by 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

“

Update your knowledge with this Postgraduate Certificate in Teaching the Middle Ages in High School Education”

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This Postgraduate Certificate may be the best investment you can make when choosing a refresher program for two reasons: in addition to updating your knowledge of Teaching the Middle Ages in High School Education, you will obtain a qualification from TECH Global University"

Increase your decision-making confidence by updating your knowledge through this Postgraduate Certificate.

Make the most of this opportunity to learn the latest advances in Teaching the Middle Ages in High School Education and improve the attention you provide your students.

The teaching staff is made up of professionals belonging to the field of Teaching the Middle Ages in High School Education, who pour into this program the experience of their work, in addition to recognized specialists belonging to prestigious societies and leading universities.

The multimedia content developed with the latest educational technology will provide students with situated and contextual learning, i.e., a simulated environment that will provide immersive learning programmed to train in real situations.

This program is designed around Problem-Based Learning, whereby students must try to solve the different professional practice situations that arise during the course. To that end, educators will be assisted by an innovative, interactive video system created by renowned and experienced experts in Teaching the Middle Ages in High School Education who have extensive teaching experience.

02
Objectives

The Postgraduate Certificate in Teaching the Middle Ages in High School Education is aimed at facilitating the professional performance of educators devoted to teaching adolescents and guiding them in their professional future.

This Postgraduate Certificate is designed for you to acquire updated knowledge of Teaching the Middle Ages in High School Education with the use of the latest educational technology to contribute quality and confidence to decision making and monitoring student progress"

General Objectives

- Acquire the necessary skills to enable professional teaching practice in today's schools
- Provide the necessary training to establish inferences between theoretical knowledge and the various interactive teaching tools, which will perfect new techniques to generate knowledge

Seize the opportunity and take the step to get up to speed on the latest developments in academic intervention in Teaching the Middle Ages in High School Education"

Specific Objectives

- Identify the historical periods and territories formerly occupied by the Romans, where two medieval Christian cultures developed: Byzantine and Carolingian

- Recognize Justinian and Charlemagne as the most important figures in their respective empires and both their attempts to restore the ancient Roman Empire

- Describe the political, economic, social, and cultural features of both cultures

- Appreciate the importance of the Code of Justinian

- Rate Charlemagne's efforts to raise the Empire's cultural level

- Geographically locate and identify the natural features of the Arabian Peninsula

- Understand the role of Mohammed and Islam in the development of the Arab civilization and describe the phases of Islamic territorial expansion

- Recognize the political, economic and social features of the Islamic civilization and its legacy

- Recognize the circumstances that led to the invasion and settlement of Muslims in the Iberian Peninsula Identify the stages of government in Al-Andalus and observe its economic and social features

- Identify the situation in the Iberian Peninsula from the 11th Century onwards and understand the factors that contributed to the *Reconquista* Know the origin and development of the Christian kingdoms in the Iberian Peninsula

- Identify instances of peaceful coexistence between Christians, Mudejars and Jews, and differentiate them from times of intolerance and persecution

- Recognize the irruption of the great Asian civilizations and their influence on the European world

- Explain the political organization in feudal Europe

- Distinguish the different dependent relationships between the members of feudal society Define the concept of estates and explain the differentiating features of the estates of the realm or three estates

- Recognize the influence of the Church on medieval society and identify pilgrimages and crusades

- Identify the advances in agriculture, commerce and craftsmanship as the causes that favored the urban renaissance and the rise of the bourgeoisie

- Explain the circumstances that led to the end of the Middle Ages and the beginning of the Modern Age

- Distinguish the features of the different artistic styles that developed during the Middle Ages

- Elaborate and/or interpret maps and timelines

03
Course Management

The program includes in its teaching staff leading specialists in Teaching the Middle Ages in High School Education, who pour into this program the experience of their work. In addition, other specialists of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary manner.

Learn the latest advances in procedures in Teaching the Middle Ages in High School Education from leading professionals"

Management

Mr. Linares Tablero, Pedro

- Diploma in teaching EGB (General Basic Education in Spain), specialty in Human Sciences
- Degree in Learning Sciences, 26 years of teaching experience as a school counselor
- Primary School Teacher
- ESO (Compulsory Secondary Education in Spain) Teacher of Social Sciences: Geography and History and Citizenship Education)
- Intermediate Vocational Training (Services organization for people in a situation of dependency) and Higher Vocational Training (Teaching in Early Childhood Education)
- Between December and August, several management positions (Headmaster and Head of Studies) in subsidized schools in the Community of Madrid

Professors

Mr. Alcocer, Daniel

- Degree in History, Complutense University of Madrid
- Specialist in International Relations, Security and Defense
- Master's Degree in Bioethics, Rey Juan Carlos University of Madrid CAP (Certificate of Professional Aptitude in Spain), Institute of Education Sciences, Complutense University of Madrid
- Teaching since as a high school teacher in Spain
- Head of the Humanities Department at a high school in Madrid, since
- Management Positions in Private Education in Spain since

Mr. Guerrero Cuesta, Daniel

- Degree in History, Complutense University of Madrid
- Master's Degree in American History and Anthropology
- Master's Degree in High School Teacher Training, UNIR
- Currently pursuing doctoral studies in the Department of History of America I, Faculty of Geography and History, Complutense University of Madrid
- Speciality in Contemporary American History

Mr. Lecuona Font, Enrique

- Degree in Geography, University of La Laguna
- CAP (Certificate of Professional Aptitude in Spain), Alfonso X el Sabio University
- Master's Degree in Urban Law, University of La Laguna
- Researcher for the Registry of Associations and Foundations of the Canary Islands, and Collaborator on different projects linked to the University of La Laguna
- Currently working in the private sector

Mr. Reig Ruiz, Pedro

- Geography and History Teacher, Nazaret Oporto School, Madrid
- Degree in History
- Master's Degree in History of the Hispanic Monarchy (specializing in Modern History) and Master's Degree in High School Teacher Training, Complutense University of Madrid
- Cultural advisor and Assistant in the development of teaching resources for high schools, as well as communication and press work in the private sector

Mr. Rodríguez Rodríguez, José Javier

- Degree in History, University of Alcalá de Henares; exchange student at the University of Tampere (Finland) and the Pontificia Universidad Católica (Chile)
- Master's Degree in Middle and High School Teacher Training in Spain, specialty in Geography and History, University of Alcalá
- Teacher Specialist in the Teaching Spanish as a Foreign Language endorsed by IL3 Universitat de Barcelona
- Worked in education in countries such as Chile and the United Kingdom
- Currently, Geography and History Teacher, Sagrada Familia School in Moratalaz, Madrid

04
Structure and Content

The contents have been designed and structured by a team of professionals from the best education centers and universities in the country, who are aware of the relevance of up-to-date training to be able to intervene in the education and support of high-capacity students, and who are committed to quality teaching through new educational technologies.

The Postgraduate Certificate in Teaching the Middle Ages in High School Education contains the most complete and up-to-date program on the market"

Module 1. The Middle Ages

> *A unique, key, and decisive experience to boost your professional development"*

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"

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.

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 Geography and History 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, students 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.

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

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.

01 learning from evidence

02 relearning from evidence

03 testing

04 learning from an expert

05 neurocognitive context dependent learning

06 Von-Restorff effect

07 case based learning through storytelling

08 competencies testing (retesting)

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 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.

30%

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.

10%

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.

8%

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.

20%

25%

4%

3%
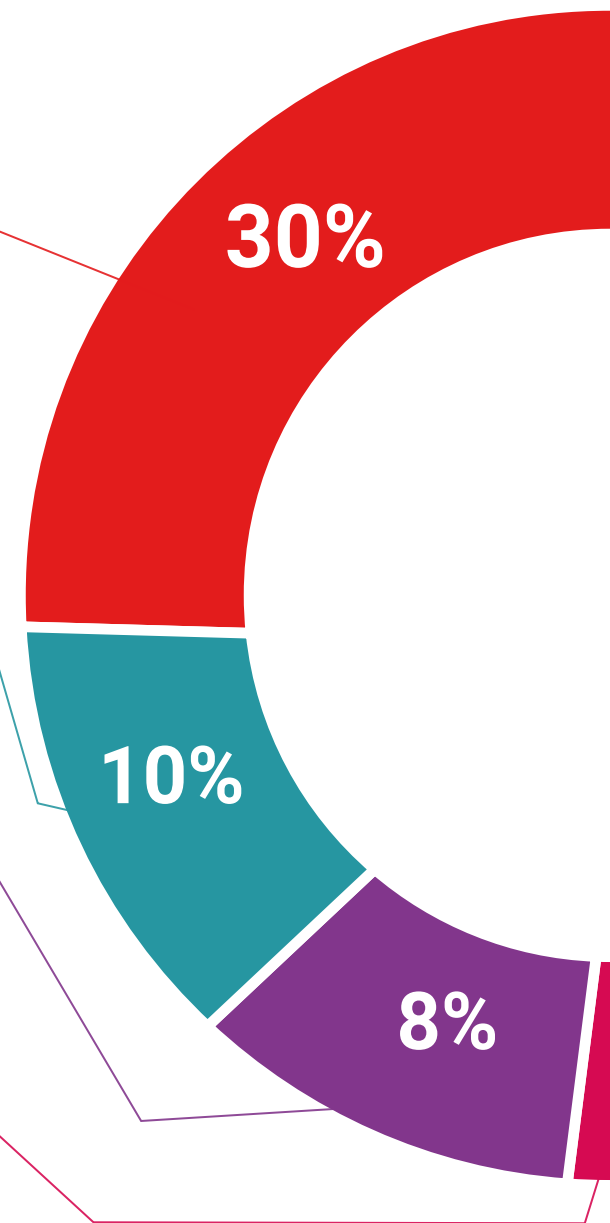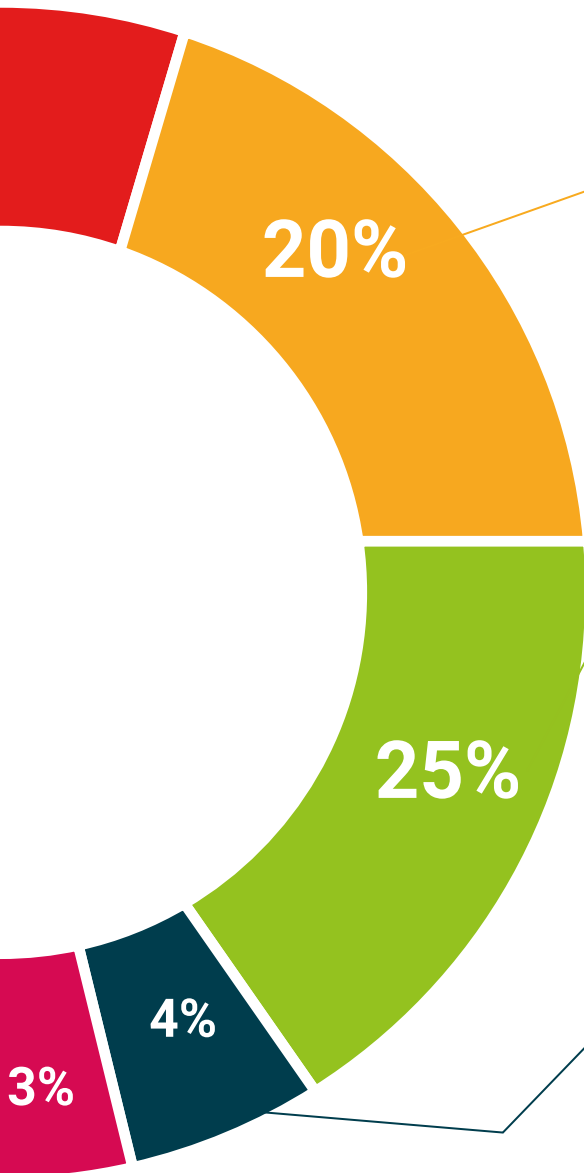
Case Studies

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.

Certificate

The Postgraduate Certificate in Teaching the Middle Ages in High School Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.

" *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 Middle Ages in High School Education** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra (*official bulletin*). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.
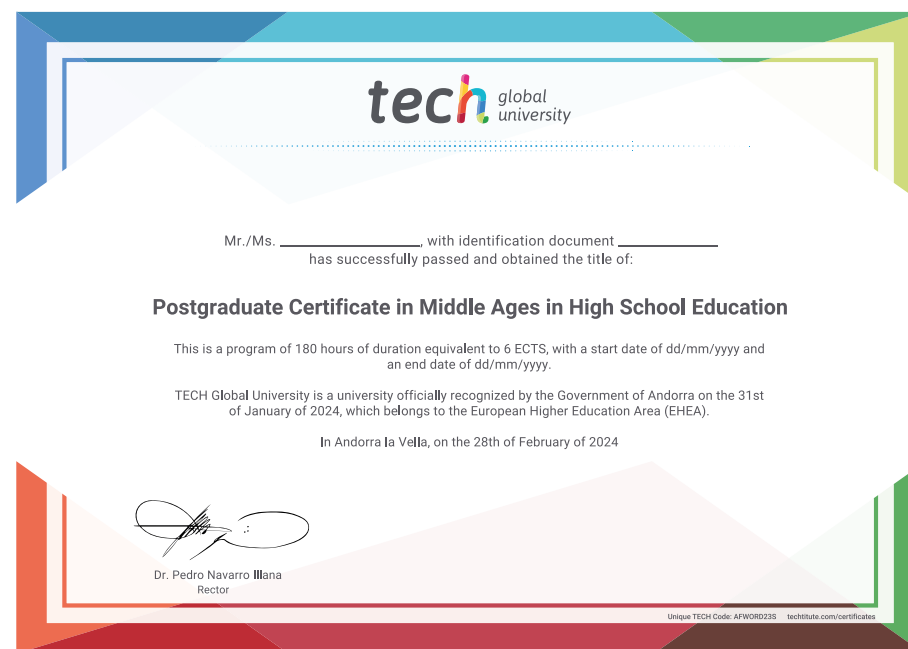
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Certificate in Middle Ages in High School Education**

Modality: **online**

Duration: **2 months**

Accreditation: **6 ECTS**

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Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Postgraduate Certificate in Middle Ages in High School Education

This is a program of 180 hours of duration equivalent to 6 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Rector

Unique TECH Code: AFWORD23S   techtitute.com/certificates

*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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