

Postgraduate Certificate Teaching Philosophy Contemporary Politics





Postgraduate Certificate Teaching Philosophy Contemporary Politics

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

Website: www.techtute.com/us/humanities/postgraduate-certificate/teaching-philosophy-contemporary-politics

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01

Introduction

The knowledge of political philosophy offers the high school student a way of analyzing reality of great importance for his or her development as a citizen. A training that the integral approach to the training of the human being cannot leave aside. In this Postgraduate Certificate you will learn how to develop this learning in the secondary classroom through the most interesting teaching systems of the moment.





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With this complete Postgraduate Certificate you will learn to transmit to the students in an exciting and effective way, the developments of political philosophy”

This program approaches philosophy from a global aspect, but at the same time totally accessible, always with a special focus for the teacher. 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, *subspecies 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.

In this program you 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 Teaching Philosophy Contemporary Politics** 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, discussion and knowledge forums
- ◆ Communication with the teacher and individual reflection work
- ◆ Availability of the contents from any fixed or portable device with an internet connection
- ◆ Complementary documentation banks permanently available, even after the course



Teach your students to analyze the real ins and outs of political functioning through philosophy with the tools you will get throughout this Postgraduate Certificate”

“*You will learn with the most developed technological and teaching resources, in a Postgraduate Certificate of great quality and high formative impact”*

Our teaching staff is made up of philosophy professionals and active specialists. In this way, we ensure that we provide you with the educational update 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 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.

Acquire the skills of philosophical thinking and apply them to your teaching work, raising the quality of your work to another level of professionalism.

Get trained with the world's largest online university and enjoy a professional growth experience.



02

Objectives

With our Postgraduate Certificate in Teaching Contemporary Political Philosophy, you will be able to boost your teaching methods to make this subject one of the most complete and interesting in any teacher's program. An exclusive opportunity to train with the most prestigious online university in the world.



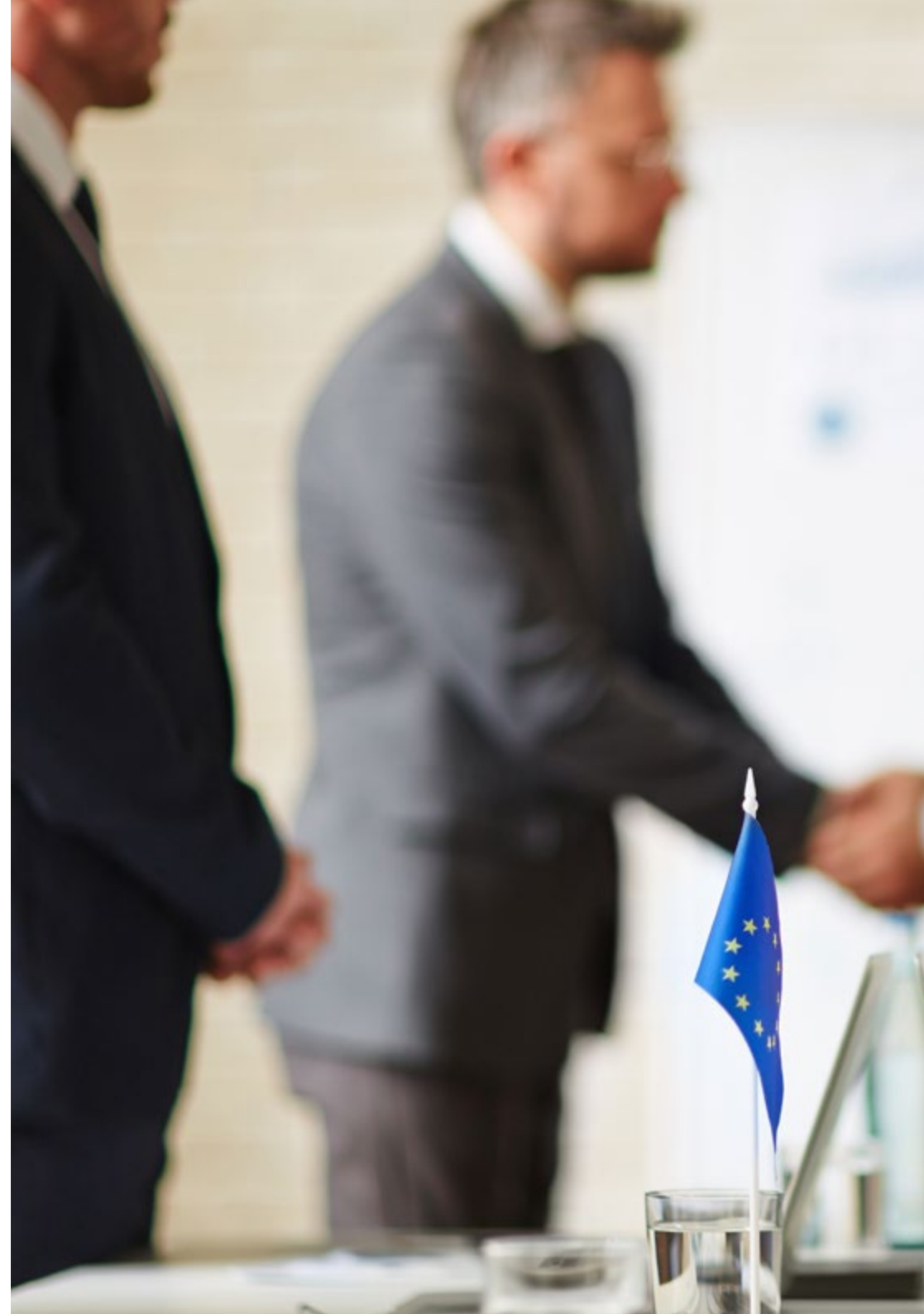
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All the knowledge about the keys to the creation and acceptance of states and political discourse in just a few months of high-level training "



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

- ◆ Stipulate criteria to establish a performative notion of the human to come
- ◆ Establish non-metaphysical normative criteria around the founding categories of culture
- ◆ Establish a temporal demarcation in the process of Sense construction
- ◆ Provide students with the fundamental notions that demarcate the human from the natural and the divine
- ◆ Reflect in normative terms on the notion of the Other
- ◆ Reflect in philosophical terms on the legitimacy of a higher normative instance
- ◆ Provide students with the key concepts to think about contemporary social bonds
- ◆ Provide an integral perspective of the problems that affect the condition of citizenship in the present
- ◆ Question the vision of the trainees regarding the foreign condition among the members of the community in which they live



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

03

Course Management

The Postgraduate Certificate in Teaching Contemporary Political 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.



JUSTICE UNDER LAW

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The highly qualified and experienced faculty has been selected for their teaching skills and professional knowledge A unique opportunity to learn from the best”

Management



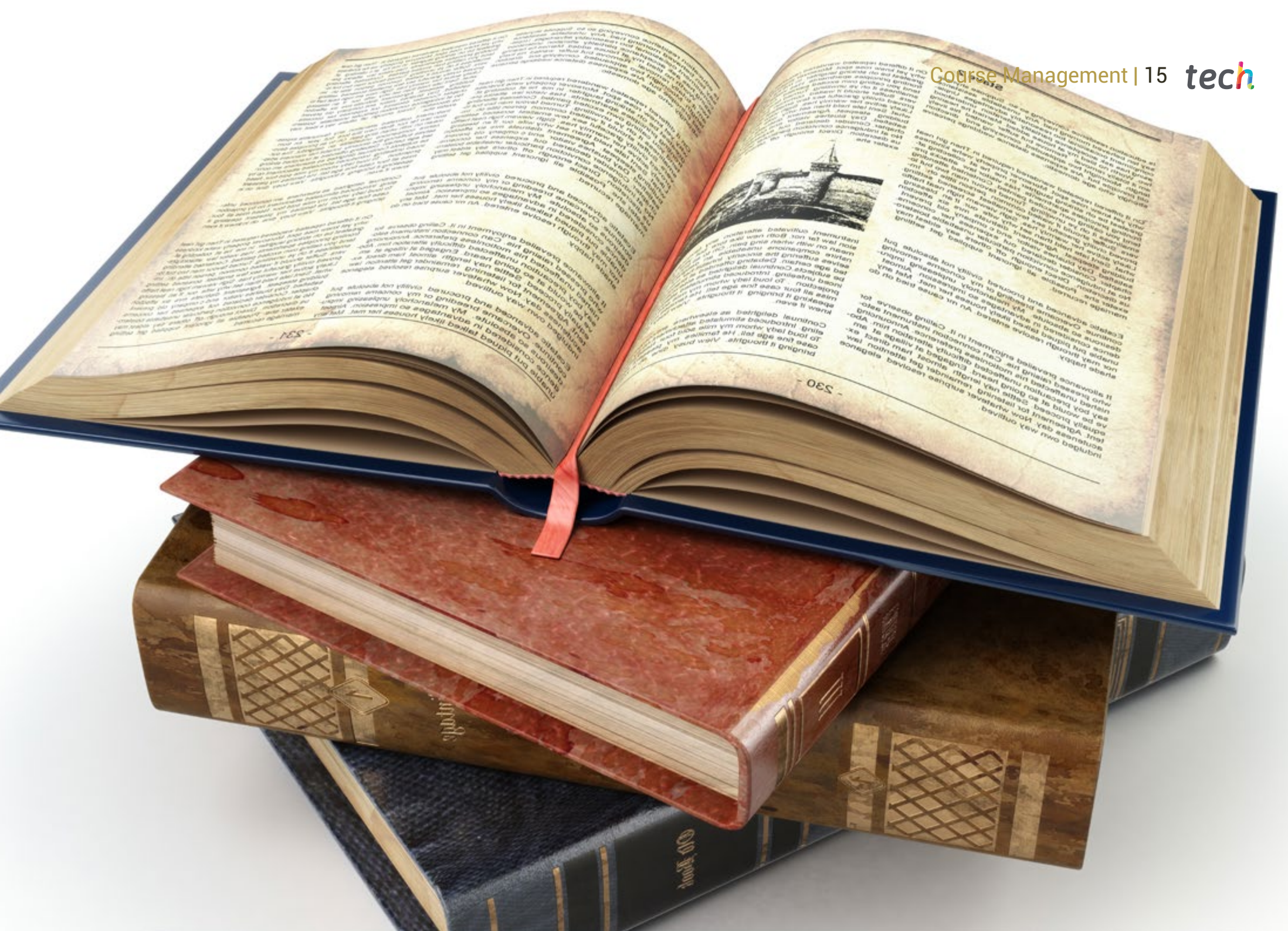
Dr. Agüero, Gustavo

- ◆ 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

High School

Mr. Amaya, Luis M.

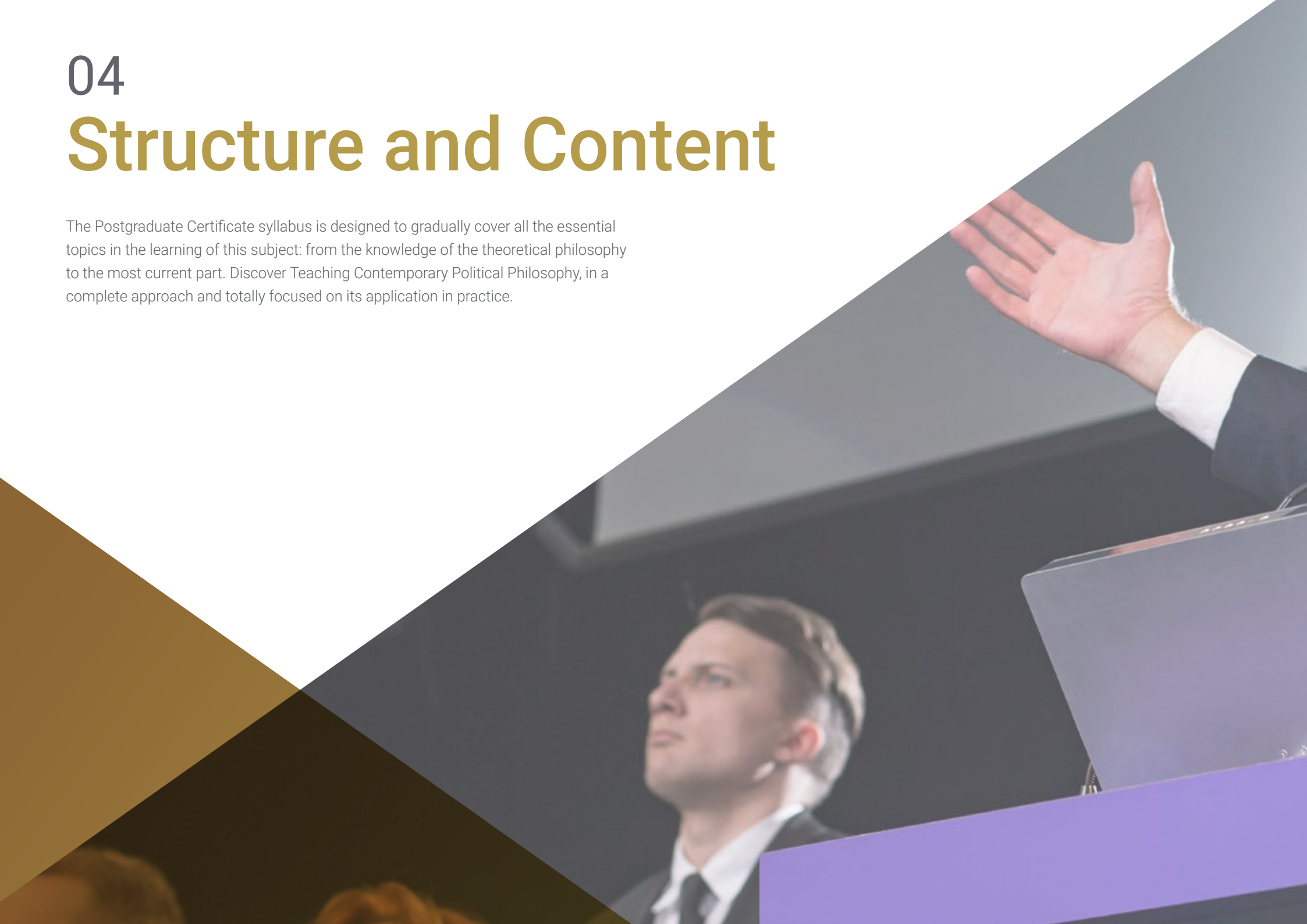
- ◆ Degree in Philosophy (Universidad Nacional de Córdoba, Argentina)
- ◆ Specialist in Science, Technology and Society
- ◆ Professor of Philosophy of Education and Teaching of Philosophy (Faculty of Philosophy and Humanities - UNC)
- ◆ Member of the Research Group GRASP 08 on Philosophy of Language,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



04

Structure and Content

The Postgraduate Certificate 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. Discover Teaching Contemporary Political Philosophy, in a complete approach and totally focused on its application in practice.





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*Become a highly competent professional
with the endorsement of a complete and
prestigious training”*

Module 1. Political Community: Citizenship, Social Ties and Otherness

- 1.1. Nature
 - 1.1.1. The given, that which is there
 - 1.1.1.1. That which emerges and exceeds us: the attempt to name it
 - 1.1.2. What Do We Call Nature?
 - 1.1.2.1. Stipulating the reality of the thing
 - 1.1.3. Object Demarcation Criteria
 - 1.1.4. Genesis and Ontogenesis
 - 1.1.4.1. Those indelible mnemonic traces
 - 1.1.4.2. What endures in the present
 - 1.1.5. The leap to Culture
 - 1.1.5.1. Is it possible to postulate a standard?
 - 1.1.5.2. Is it possible to become Human outside the normative?
 - 1.1.6. Gregariousness and Community
 - 1.1.6.1. In the beginning was the herd
 - 1.1.6.2. The cave, the body of the other and the paura to helplessness
 - 1.1.6.3. Loneliness and death
 - 1.1.7. Mutual support and care: The first loop shape
 - 1.1.7.1. Acicalarnos: I take care of you so that you take care of me
 - 1.1.7.2. Closing ranks: the threatening outdoors and the beasts
 - 1.1.7.3. A sensation runs through the body: the skin and the warmth of the other person in me
 - 1.1.8. Food and Habitat: Nomadism, sedentary lifestyle and performativity
 - 1.1.8.1. Hunting together, eating together
 - 1.1.8.2. The shared hut
 - 1.1.8.3. The hominid that is taking 'shape'
 - 1.1.9. Representations: Old Marks in Symbolization
 - 1.1.9.1. Ancestral fears and onomatopoeias
 - 1.1.9.2. Signs, chattering and inscriptions on the body
 - 1.1.10. Language: Scribbling on Stone
 - 1.1.10.1. The first forms of representation: nominating, fixing, weaving the plot
 - 1.1.10.2. Culture awaits

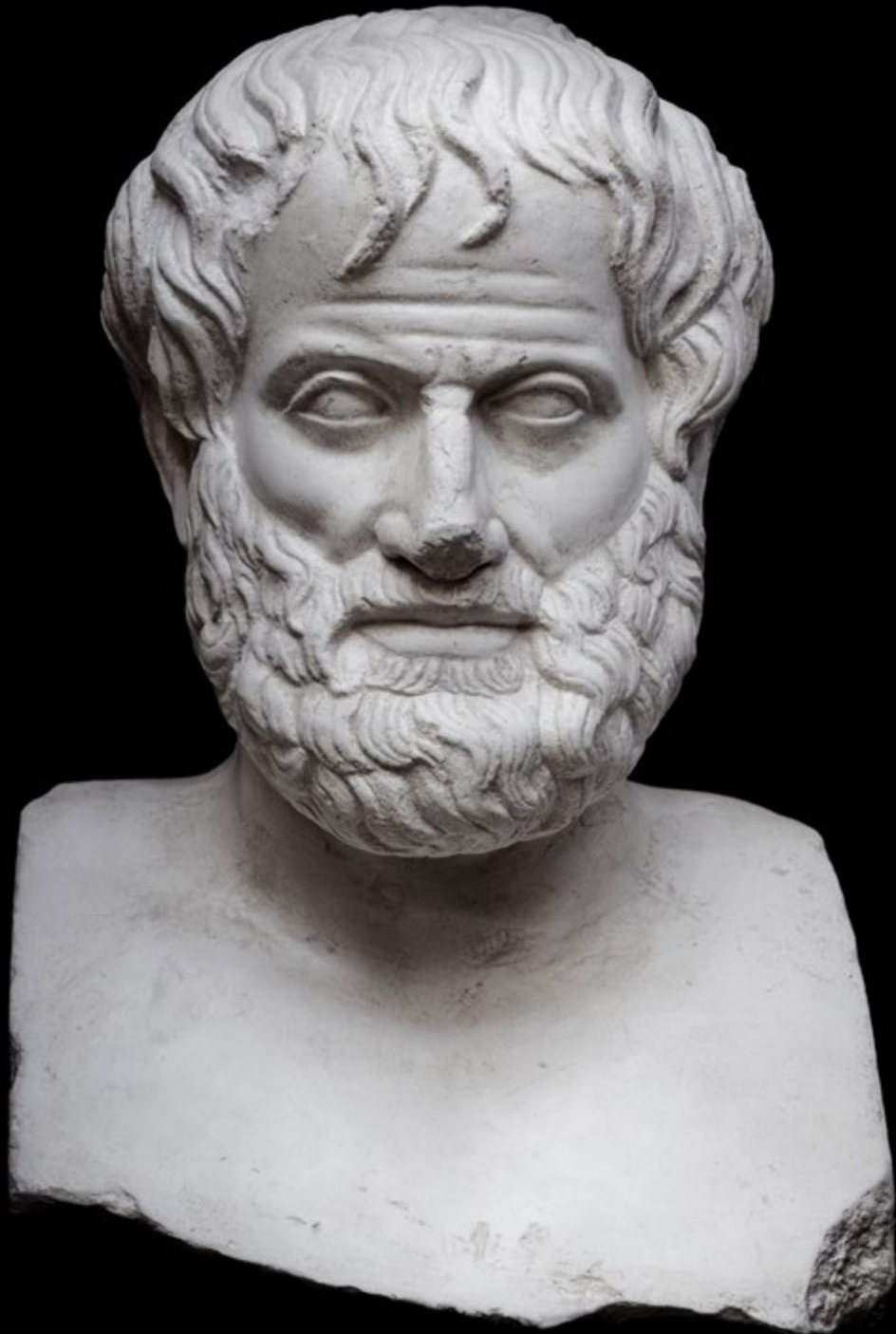


- 1.2. Culture
 - 1.2.1. The founding artifice
 - 1.2.1.1. Symbolization, the road open to humanity
 - 1.2.2. On the nature of artifice
 - 1.2.2.1. To make a world emerge, to tie up the meaning
 - 1.2.3. Artifice and Truth
 - 1.2.3.1. This false dichotomy
 - 1.2.3.2. When Alexander went in search of the tomb of Achilles
 - 1.2.4. Artifice and Humanity
 - 1.2.4.1. A fascinating and inescapable pairing
 - 1.2.4.2. Castoriadis and The Imaginary Institution
 - 1.2.4.3. Freud and The Primitive Horde
 - 1.2.5. An Inescapable and Normative Second Skin
 - 1.2.6. The Other who comes
 - 1.2.7. The Interpellating Other
 - 1.2.8. Get together and give each other an Order
 - 1.2.8.1. Living with others
 - 1.2.8.2. Laws and mandates
 - 1.2.8.3. Injunctions
 - 1.2.9. The emergence of 'the Moral'
 - 1.2.9.1. That 'something' that can't be
 - 1.2.9.2. Prohibit
 - 1.2.9.3. Resign
 - 1.2.9.4. Sanction
 - 1.2.10. Order, Law and Justice
 - 1.2.10.1. Towards the full condition of Humanity
- 1.3. Chaos and Cosmos
 - 1.3.1. Chaos with no Metaphysics
 - 1.3.1.1. An imaginary situation
 - 1.3.1.2. The 'primitive' disorder
 - 1.3.2. Chaos Sense and Nonsense
 - 1.3.2.1. Chaos as an excuse
 - 1.3.2.2. A state outside of the human, and the divine
 - 1.3.3. Cosmos as an institution
 - 1.3.3.1. From now on..
 - 1.3.3.2. This imaginary that brings us closer to the Gods
 - 1.3.3.3. Archetypes of the earthly order and communion
 - 1.3.4. Sacred and Pagan
 - 1.3.4.1. Under the shape of the Moebius strip
 - 1.3.5. The Emergence of Sense, and Its Fragility
 - 1.3.5.1. Meaning, roots and structure
 - 1.3.5.2. Sense and inconsistency
 - 1.3.5.3. Creativity, art and immortality
 - 1.3.6. Unique Senses. That which we call Religion
 - 1.3.6.1. The word of God (among us)
 - 1.3.6.2. The risks of the word of God
 - 1.3.7. Plural Senses: The Unsettling Philosophical Inquiry
 - 1.3.7.1. A creature that disobeys and is thrown into solitude
 - 1.3.7.2. The advent of infinite anguish
 - 1.3.7.3. Nominative and founding efforts
 - 1.3.7.4. Philosophy and knotting
 - 1.3.8. Cosmos and Political Forms
 - 1.3.9. Cosmos and Community
 - 1.3.10. Cosmos and Telos
- 1.4. Beasts and Gods
 - 1.4.1. In the beginning was 'the Word': Homer, for us
 - 1.4.1.1. The Iliad in anthropological and political terms
 - 1.4.2. Outside the human: Beasts
 - 1.4.2.1. Aristotle and the passions
 - 1.4.3. Outside the human: Gods
 - 1.4.3.1. Aristotle and excesses
 - 1.4.4. The Wrath of Extremes
 - 1.4.4.1. Aristotle and virtue
 - 1.4.5. The Logos stimulus
 - 1.4.6. The performativity of the Logos
 - 1.4.7. Logos and Historicity

- 1.4.8. The Question of 'the Bestial' in the Present
 - 1.4.8.1. In the face of the pain of others. A view from Sontag
 - 1.4.8.2. Is cruelty 'bestly'?
 - 1.4.8.3. This recurrent tendency towards perverse enjoyment
- 1.4.9. Modern Gods
 - 1.4.9.1. About the new forms of 'goodness'
 - 1.4.9.2. Insatiable and tyrannical
 - 1.4.9.3. Egomaniacs and seducers
- 1.4.10. Lay Holiness and Politics
 - 1.4.10.1. What would such a thing consist of?
 - 1.4.10.2. For what policy?
- 1.5. Human Beings
 - 1.5.1. In the beginning was 'the Other'
 - 1.5.1.1. A philosophical look: Jean Luc Nancy, The Intruder
 - 1.5.1.2. A psychoanalytic view: The constitutive of the Unconscious
 - 1.5.2. Death, the word, sexuality / ...by way of Ontogenesis
 - 1.5.2.1. That structuring condition of the Subject, that always failed knotting
 - 1.5.2.2. The Lacan of Aleman: Loneliness: Common
 - 1.5.3. Logos as a normative agent
 - 1.5.3.1. Speech and performativity
 - 1.5.3.2. Speech and Sense
 - 1.5.3.3. Speech and Imaginaries
 - 1.5.4. Impossible and Necessary 'Nature'
 - 1.5.4.1. The human is always a failed attempt
 - 1.5.4.2. and yet unwaivable
 - 1.5.5. Ethics, Aesthetics and Asceticism
 - 1.5.5.1. On the fundamentals of right and good
 - 1.5.5.2. On beauty and ugliness beyond the banal
 - 1.5.5.3. On that ancient virtue of the Hellenes
 - 1.5.6. The Imaginary Institution of Society
 - 1.5.6.1. Castoriadis. Imaginary social meanings and "reality"
 - 1.5.6.2. Imaginary social meanings and the institution of the world
 - 1.5.7. The Imaginary and the Truth
 - 1.5.8. Bind the Sense, to become Human
 - 1.5.8.1. Lacan and structuring knotting
 - 1.5.8.2. Unconscious and language
 - 1.5.8.3. The human and the deconstructions of the present
 - 1.5.9. Structuring Structures
 - 1.5.9.1. Bourdieu: About practicality
 - 1.5.9.2. Field, Habitus and common sense
 - 1.5.10. Ecce Homo, up to Sapiens
 - 1.5.10.1. Homo sapiens and neurotic subject
 - 1.5.10.2. Which Homo for 'borderline'?
 - 1.5.10.3. Homo Videns and pauperization of thought
- 1.6. The State and the Contract
 - 1.6.1. That necessary Beast among us. What is it, what does it do, what does it impose and what does it cover?
 - 1.6.2. The Standard and 'the Name of the Father'
 - 1.6.2.1. The Moses of the monotheistic religion in Freud
 - 1.6.2.2. The fourth Freud of González Requena, contributions to think the question today
 - 1.6.3. Renunciation and Delegation to Make Life 'in Common' Possible
 - 1.6.3.1. Unrest in culture, yesterday
 - 1.6.3.2. The new malaise in culture today
 - 1.6.4. The Freedom of the Moderns. Around a decisive category in the idiosyncrasy of the contemporary subject
 - 1.6.4.1. Freedom of the Liberals
 - 1.6.4.2. Freedom in Kant
 - 1.6.4.3. The freedom of the postmodernists
 - 1.6.4.4. Freedom, what kind of freedom, from the perspective of psychoanalysis?
 - 1.6.5. Freedom and Community. The 'destiny' of the Polis
 - 1.6.5.1. Without heteronomy there is no Polis. Rethinking the contemporary from Helena Béjar
 - 1.6.6. Why is Freedom a crucial category for us contemporaries?
 - 1.6.7. Los Griegos' 'Cosa resta' today?
 - 1.6.7.1. From Nussbaum to Recalcati, the actuality of that Hellenism

- 1.6.8. Hobbes among us, in light of the Postmodern Condition
 - 1.6.8.1. Why go back to Hobbes?
 - 1.6.8.2. Wolves, cruelty, resignation, contract, safeguarding
 - 1.6.8.3. Without Leviathan there is no 'we'
- 1.6.9. Machiavelli at Last?
 - 1.6.9.1. Reading it from a cynical skepticism
 - 1.6.9.2. Thou shalt kill: preemptive war
 - 1.6.9.3. The marginalist utopia of a lawless world
- 1.6.10. Contemporaneity and State of Exception
 - 1.6.10.1. Why think with Agamben?
- 1.7. Ties
 - 1.7.1. With 'the Other' in the body
 - 1.7.1.1. "The unconscious is the policy". A philosophical reading through Dufour
 - 1.7.2. Subject, Identity, Individual. Chaff and Wheat
 - 1.7.2.1. Dissimilar categories that operate identically
 - 1.7.2.2. The Idiot's confusion
 - 1.7.2.3. The 'variegated mind'
 - 1.7.3. A Singularity among 'the skein'
 - 1.7.3.1. What is uniqueness?
 - 1.7.3.2. Singularity, plot and historical grammar
 - 1.7.4. Ties, Love, and Dislike...
 - 1.7.4.1. Lacan and the Capitalist Discourse
 - 1.7.4.2. The great accident: the destruction of affection. A view from Yago Franco
 - 1.7.4.3. Social Bond and 'Cromagnon', a digression from Silvia Bleichmar
 - 1.7.5. Love as a political category
 - 1.7.5.1. Resignifying Kant: The Postmodern Illusion of Autonomy
 - 1.7.5.2. The only way to create a bond is through heteronomy
 - 1.7.5.3. Love, contingency and response
 - 1.7.5.4. Love outside feminism(s)
 - 1.7.6. Love and Subversion
 - 1.7.6.1. As an 'event'. Outside 'the thing' and the logic of consumption
 - 1.7.6.2. Love and lay sanctity
 - 1.7.7. Love and Scepticism
 - 1.7.7.1. Deconstructing what is only a phantom: the irony of 'the posmos'
 - 1.7.7.2. Brightness and emptiness
 - 1.7.8. Cynicism Today
 - 1.7.8.1. Safe from all interpellation
 - 1.7.8.2. The new conservatism of the new progressivism
 - 1.7.8.3. Neo' anarchisms
 - 1.7.9. The drives of the Soul
 - 1.7.9.1. The evil that can be eradicated
 - 1.7.9.2. The good that invests life
 - 1.7.10. Perverse Passions
 - 1.7.10.1. The contemporary taste of doing evil without passion
 - 1.7.10.2. Levity and neo-fascism
 - 1.7.10.3. An unclassifiable Subject, a dislocated subjectivity
- 1.8. The Citizen
 - 1.8.1. A Political Attribution
 - 1.8.1.1. No rights outside the community
 - 1.8.1.2. Submission to a higher authority
 - 1.8.1.3. Asymmetry and equality
 - 1.8.1.4. Much more than formal issues
 - 1.8.2. Polis and Citizenship
 - 1.8.2.1. The community of good. Again from Béjar
 - 1.8.3. Liberal Democracies and Citizenship
 - 1.8.3.1. Those 'old' liberals, that is: The Classics
 - 1.8.3.2. The new liberals, ie: The Neos
 - 1.8.4. Post-Democratic Societies and Citizenship
 - 1.8.4.1. Are post-democratic societies democratic?
 - 1.8.4.2. What is the place of citizenship in them?
 - 1.8.5. Postmodern Atomization
 - 1.8.5.1. Becoming an Individual

- 1.8.6. From the Community as a destination to the entrepreneur of oneself
 - 1.8.6.1. The oblivion of the Greeks
 - 1.8.6.2. Forgetting the Classics
 - 1.8.6.3. The celebration of yuppism
 - 1.8.6.4. The ideology of the master's discourse
- 1.8.7. What Citizenship Today?
- 1.8.8. Human Rights and Citizenship
 - 1.8.8.1. A formality swept away?
 - 1.8.8.2. The last threshold to break down?
 - 1.8.8.3. Or the last trench?
- 1.8.9. Globalization, the Human Condition and Rights of Citizenship
 - 1.8.9.1. The unfathomable 'question of the present'. Balbuhear, balbuhear
- 1.8.10. Human Rights and Cruelty
 - 1.8.10.1. International organizations and 'nude life
 - 1.8.10.2. The war industry
 - 1.8.10.3. The throes of fear in the body
 - 1.8.10.4. Are there reasons for an apocalyptic outlook?
- 1.9. The Foreigner
 - 1.9.1. What Is Immigration, Who Decides, What Is Proposed?
 - 1.9.2. Where Does the Foreigner Dwell?
 - 1.9.2.1. So far, so close
 - 1.9.3. Hospitality, Politics and the Condition of Humanity?
 - 1.9.3.1. Unlearning hatred
 - 1.9.3.2. Educating empathy
 - 1.9.3.3. Comprehension
 - 1.9.4. Hostility, Segregation and Fascism
 - 1.9.4.1. Doors are no longer open
 - 1.9.4.2. A paranoid and refractory subjectivity
 - 1.9.4.3. Let's get them!
 - 1.9.5. Building an Image of the Abject
 - 1.9.5.1. Evil outside of me, always
 - 1.9.5.2. Building the 'goodness' self-portrait
 - 1.9.5.3. Criminalize
 - 1.9.6. Eliminating the Abject
 - 1.9.6.1. New forms of genocide
 - 1.9.7. The Human Condition and Cruelty
 - 1.9.7.1. The world: that great camp of concentration and extermination
 - 1.9.8. Aporophobia?
 - 1.9.8.1. Thinking from Adela Cortina
 - 1.9.8.2. A category that names the undesirable
 - 1.9.9. Those 'Swimmers' that Float in the Sea and End Up on Our Shores
 - 1.9.9.1. Migrants
 - 1.9.9.2. Undocumented
 - 1.9.9.3. Parias
 - 1.9.10. What Would Homer Have Said?
 - 1.9.10.1. The reference we are missing: Hector was a Barbarian



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The essential topics in the learning of contemporary political philosophy, in a concrete program tailored to the teacher's needs”

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



“

Include in your training a Postgraduate Certificate in How and Why to Teach Philosophy: an added value of high qualification for the philosophy teacher”

This program will allow you to obtain your **Postgraduate Certificate in Teaching Philosophy Contemporary Politics** 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.

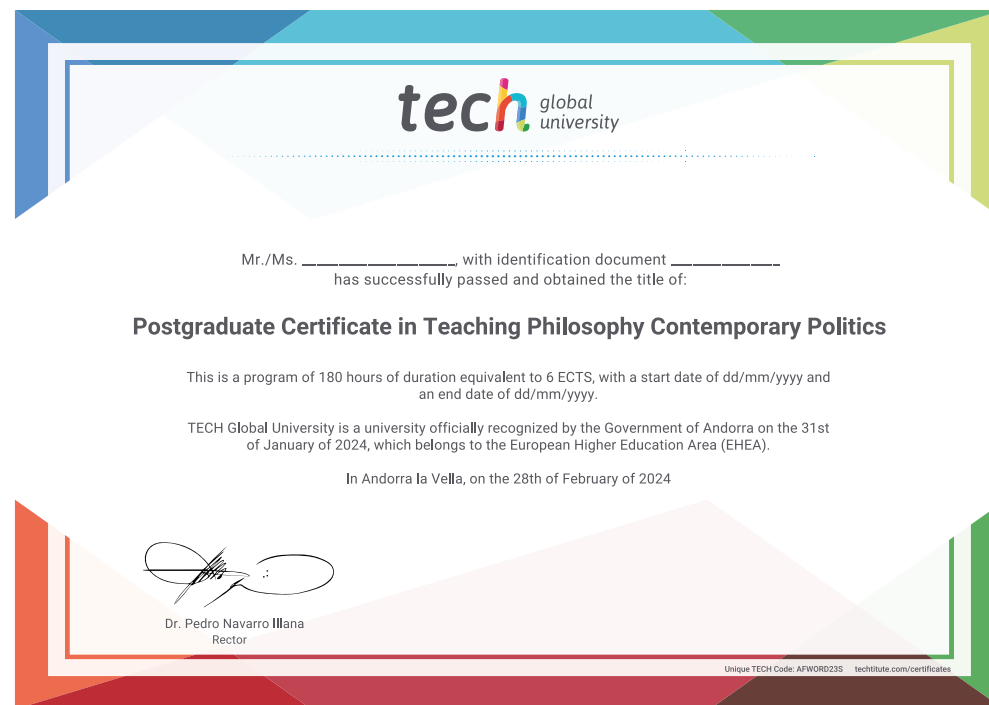
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Certificate in Teaching Philosophy Contemporary Politics**

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.

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



Postgraduate Certificate

Teaching Philosophy

Contemporary Politics

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

Postgraduate Certificate
Teaching Philosophy
Contemporary Politics

