Postgraduate Diploma

Teaching the Early and Late Modern Period in High School Education

tech technological university

Postgraduate Diploma
Teaching the Early and Late Modern Period in High School Education

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

Website: **www.techtitute.com/pk/geography-history/postgraduate-diploma/postgraduate-diploma-teaching-early-late-modern-period-high-school-education**

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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 Diploma in Teaching the Early and Late Modern Period in High School Education will generate a sense of confidence in your work performance, which will help you grow both personally and professionally"

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 Diploma, as will the assessments, which focus on evidence of learning at the end of each section and module.

Upon completing the program, teachers will have mastered a sufficiently wide range of activities, tools and contents that will enable them to guide students through the tasks they need, suggest others that can be performed by themselves, 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.

The **Postgraduate Diploma in Teaching the Early and Late Modern Period 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 Early and Late Modern Period 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 evaluation, diagnosis and intervention in Teaching the Early and Late Modern Period in High School Education
- It contains practical exercises where the self-evaluation process can be carried out to improve learning
- Iconography of clinical and diagnostic imaging tests
- An algorithm-based interactive learning system for decision-making in the clinical situations presented throughout the course
- The program's special emphasis on evidence-based education and research methodologies in Teaching the Early and Late Modern Period 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 Diploma in Teaching the Early and Late Modern Period in High School Education"

"This Postgraduate Diploma 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 Early and Late Modern Period in High School Education, you will obtain a qualification from TECH Technological University"

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

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 learn 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 Early and Late Modern Period in High School Education who have extensive teaching experience.

Increase your decision-making confidence by updating your knowledge with this University Expert course.

Make the most of this opportunity to learn the latest advances in Teaching the Early and Late Modern Period in High School Education and improve the attention you provide your students.
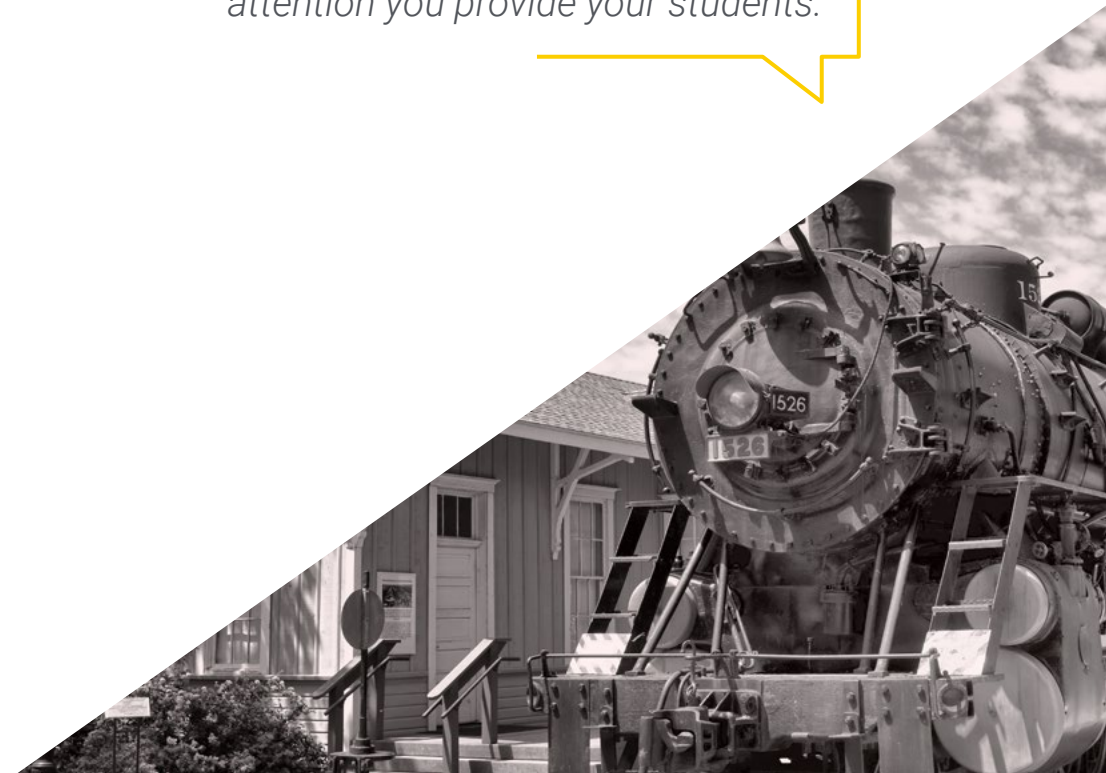
02
Objectives

This program in Teaching the Early and Late Modern Period 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 program is designed for you to acquire updated knowledge of Teaching the Early and Late Modern Period 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 Teaching the Early and Late Modern Period in High School Education"*

Specific Objectives

Module 1. The Teaching-Learning Process

- Discover the need to learn
- Introduce the limits of learning
- Identify behavioral theories of learning
- Understand current theories of learning
- Understand intelligence
- Identify the evolution of intelligence
- Establish the role of cognition in learning
- Understand the role of the attention in learning
- Learn the different types of memory
- Introduce the learning of dates and facts
- Learn about the features of formal education
- Identify the critical periods of learning
- Understand the role played by teachers and the classroom
- Know the risks involved in teaching
- Identify the characteristics of traditional teaching
- Understand the new challenges in education
- Discover new challenges in teaching
- Incorporate the Internet into the classroom
- Understand process assessment in the classroom

Module 2. Europe in the Modern Age

- Know the defining features of modern states
- Differentiate the variety of European political forms
- Recognize the aesthetic conceptions and essential features of Renaissance art, as well as some artists and their works
- Know the features of humanism and some authors and their works
- Geographically locate the different pre-Columbian cultures in America and define their essential features, as a reality prior to the arrival of the Spanish
- Analyze and identify the causes of the discovery of America
- Understand the processes of conquest and colonization during the Modern Age
- Explain the origin and religious and political consequences of religious fragmentation in Europe
- Identify the differences between Protestant denominations
- Understand the Catholic Reformation or Counter-Reformation
- Recognize the political, social and economic features of Spanish America
- Analyze the relations between the European kingdoms that lead to the Thirty Years' War

- Distinguish the features of absolutist and parliamentary regimes
- Recognize the essential characteristics of Baroque art and some of its authors and works, as well as its importance in Europe and America
- Understand the scope and importance of the Enlightenment as an intellectual movement in Ancient Regime's society
- Understand enlightened absolutism and its essential features
- Identify the Bourbon reforms in America
- Observe and relate Modern Age works of art to their political, social, economic and religious context
- Know how to analyze historical texts, maps and images

Module 3. The Late Modern Period

- Explain the political, social and economic features of the Ancient Regime
- Know what advances resulted from the Scientific Revolution in the 17-18th centuries
- Explain the political, social and economic features of the Ancient Regime
- Understand the scope of the Enlightenment as a new cultural and social movement in Europe and America
- Identify the main events of the bourgeois revolutions in the United States, France, Spain and Latin America
- Understand the scope and limitations of the revolutionary processes that took place in the 18th century Identify the main events of the liberal revolutions in Europe and America Verify the scope and limitations of the revolutionary processes that took place in first half of the 19th century
- Describe the relevant events of the Industrial Revolution and their causal sequence

- Identify imperialist powers and the economic and political power distribution in the world in the last quarter of the 19th century and the beginning of the 20th
- Establish causal hierarchies (aspect, time scale) of the development of imperialism
- Know the main scientific and technological advances that took place in the 19th century as a consequence of the industrial revolutions
- Know the main events of the Great War, its interconnections with the Russian Revolution and the consequences of the Treaties of Versailles
- Know and understand the most important events, milestones and processes of the interwar period and the 1920s and 1930s, especially in Europe
- Analyze the events that led to the rise of fascism in Europe
- Know the main events that took place during the Second World War
- Understand the concept of "total war"
- Differentiate the geographic scales of the war: Europe and the world
- Understand the context in which the Holocaust unfolded and its consequences
- Organize the most important events of post-war decolonization in the 20th century
- Understand the limits of decolonization and independence in an unequal world
- Understand the economic advances of the Soviet regimes and the dangers of their internal isolation, as well as the economic advances of the *Welfare State* in Europe
- Understand the concept of "cold war" in the post-1945 context, and the relations between the two blocs, the USA and the USSR
- Understand the creation and development of the European Union

03
Course Management

The program includes in its teaching staff leading specialists in Teaching the Early and Late Modern Period 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 Early and Late Modern Period 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 2008 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 Defence
- 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 2003 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

Leading professionals on the subject have come together to offer you the most comprehensive knowledge in the field so you can develop with total guarantees of success"

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 specialization 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 Diploma in Teaching the Early and Late Modern Period in High School Education contains the most complete and up-to-date program on the market"

Module 1. The Teaching and Learning Process

Module 3. The Late Modern Period

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

05
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.

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 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.

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.

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.

30%

10%

8%

20%

25%

4%

3%
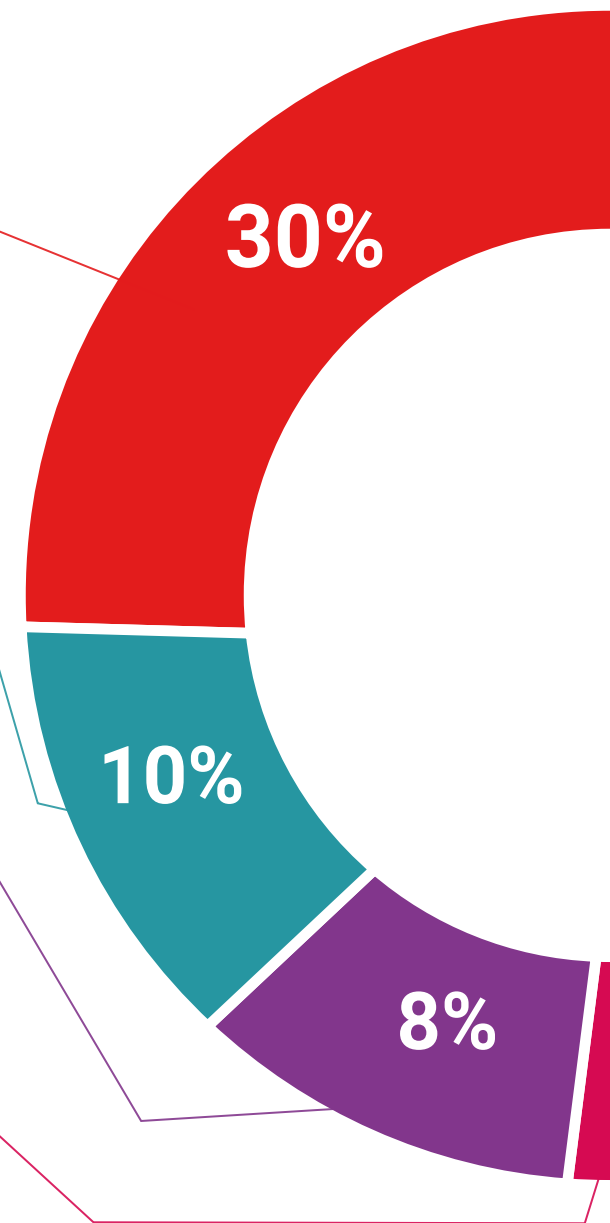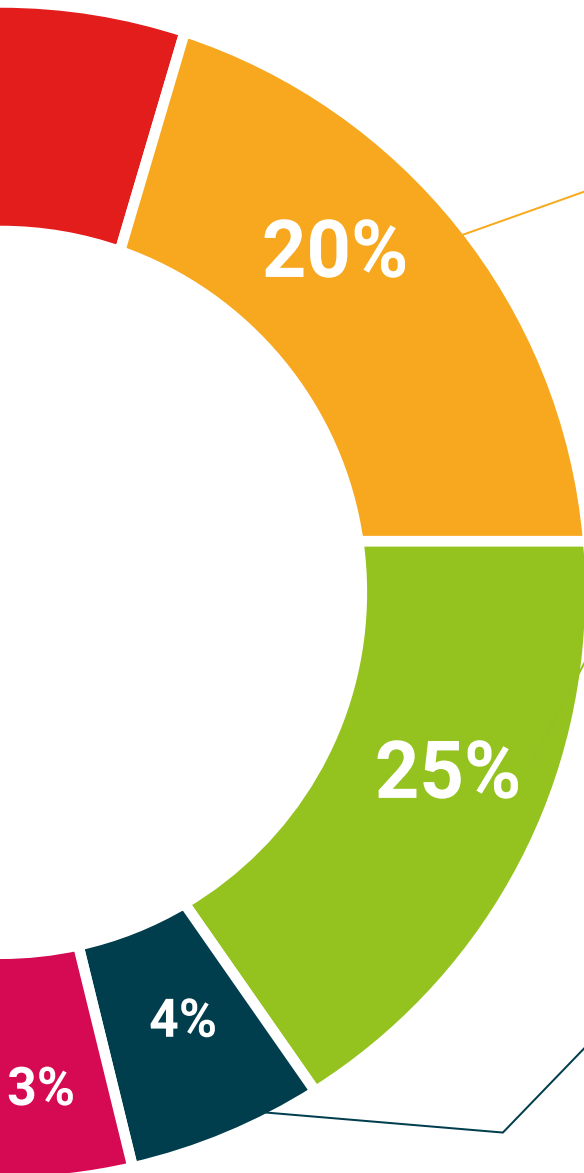
Case Studies

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.

06
Certificate

The Postgraduate Diploma in Teaching the Early and Late Modern Period in High School Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.

" *Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"*
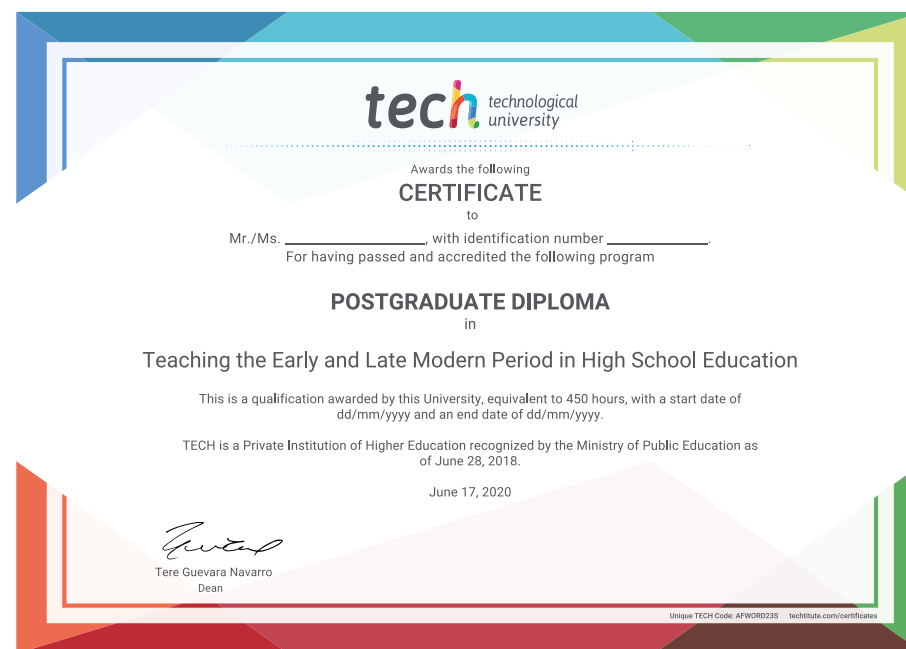
The **Postgraduate Diploma in Teaching the Early and Late Modern Period in High School Education** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery*.

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

Title: **Postgraduate Diploma in Teaching the Early and Late Modern Period in High School Education**

Official Nº of Hours: **450 h.**

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Awards the following
CERTIFICATE
to
Mr./Ms. _____, with identification number _____.
For having passed and accredited the following program

POSTGRADUATE DIPLOMA
in

Teaching the Early and Late Modern Period in High School Education

This is a qualification awarded by this University, equivalent to 450 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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Teaching the Early and Late Modern Period in High School Education

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