Postgraduate Diploma

Teaching Innovation in History and Geography in High School

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Postgraduate Diploma
Teaching Innovation in History and Geography in High School

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Accreditation: **18 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/humanities/postgraduate-diploma/postgraduate-diploma-teaching-innovation-history-geography-high-school

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01

Introduction

So that planning, developing and ensuring teaching History and Geography in High School proves effective and valuable, teaching innovation is an unbeatable support that offers specific knowledge and updates of great interest for professionals who impart these subjects. An exceptional opportunity to study at a high-quality university

A program that will optimize your effort and convert it into performance with the best learning system on the market"

This Postgraduate Diploma includes personalized tutoring and all manner of help and advice in order to be successfully completed. The modality of a Postgraduate Diploma is always an enormous advantage for those who take it, since it grants them access to the resources provided at any time and place, allowing them greater autonomy in learning and in carrying out the proposed activities

Teachers should be aware of the development of their discipline over time and of the various legislative changes that have taken place in the field of education, in order to improve their skills when teaching an everchanging and evolving student body

It is precisely given this need to update that this Postgraduate Diploma offers teachers a special treatment of ICT, extremely current tools in our education system that serve as attractive vehicles to engage students

Moreover, as the program delves into different methodological and assessment techniques, educators will be able to develop the necessary capacity to establish a satisfactory teaching-learning process with their students

This **Postgraduate Diploma in Teaching Innovation in History and Geography in High School** contains the most complete and up-to-date educational program on the market. The most important features include:

- Practical cases presented by experts in Teaching Innovation in History and Geography in High School
- 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 news on Teaching History and Geography in High School
- 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 History and Geography in High School
- 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

Acquire innovative ways to teach history and geography to students at high school"

This Postgraduate Diploma is configured to facilitate personal and professional growth that will allow you to conduct your work with confidence and success"

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

Take the opportunity to learn about the latest advances in Teaching Innovation in History and Geography in High School and improve your student support.

The teaching staff includes teaching professionals in the field of Teaching History and Geography in High School, who bring their experience to this program, as well as renowned specialists belonging to leading societies and prestigious 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 the students must try to solve the different professional practice situations that arise during the academic program. For this purpose, the professional will be assisted by an innovative, interactive video system developed by recognized experts in the field of Teaching History and Geography in High School who have extensive teaching experience

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Objectives

The main objective of the program is to develop theoretical and practical learning, so professionals can master the specific work methods in teaching geography and history in a practical and rigorous way. Including the latest updates and new protocols in the field

This Postgraduate Diploma will allow you to quickly and easily acquire the necessary knowledge with the highest quality"

General Objectives

- Update knowledge on the practice of teaching history and geography in high school in order to increase the quality of professional practice
- Introduce students to new ways of teaching these subjects
- Know the tools used in current teaching practice
- Enable the development of skills and abilities by encouraging continuous education and research

Incorporate into your practice the latest developments in Teaching Innovation in History and Geography in High School and change the way you work for a more impactful approach"

Specific Objectives

Module 1. The Importance of Teaching Geography and History

- Be aware of the competences of the State and the autonomous regions in the field of education
- Delve into the different teaching models to learn about Geography and History
- Dynamize trends in geography applied to historical understanding and world analysis

Module 2. Adapting to Different Classroom Situations and Multiple Intelligences

- Prepare teachers to adapt to different classroom situations, with emphasis on adolescence and knowledge of multiple intelligences
- Develop preventive models for different situations in the classroom

Module 3. ICT

- Develop teacher knowledge of ICT, showing them its application and introducing them to the elaboration of teaching materials based on new technologies
- Teach critical appraisal of the use of ICTs in order to protect students in the judicious use of new technologies

03

Course Management

The program includes in its teaching staff leading experts in Teaching Innovation in History and Geography in High School, who pour into this program the experience of their work. In addition, other experts of renowned prestige participate in its design and planning completing the program in an interdisciplinary manner

Learn the latest advances in procedures in Teaching Innovation in History and Geography in High School from leading professionals"

Management

Mr. Cañestro Donoso, Alejandro

- PhD in Art History, University of Murcia.
- Professor at the University of Alicante

Professors

Ms. Domínguez Alonso, Lourdes

- Degree in History, University of Alicante
- Master's Degree in Compulsory High School Education, Vocational Training and Language Teaching

04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, aware of the relevance of current innovative information, and committed to quality teaching through new educational technologies

A complete and effective teaching program that will allow you to learn in a solvent way, which will allow you to confidently apply what you have learned to your daily work"

Module 1. The Importance of Teaching Geography and History

1.1. The Path of History in Education
- 1.1.1. History Emerges in Education
- 1.1.2. Its Place in the Humanities
- 1.1.3. Adapting History to Academic Life

1.2. The Path of Geography in Education
- 1.2.1. Geography in Education
- 1.2.2. Its Ambiguous Place between the Humanities and Other Sciences
- 1.2.3. Adapting Geography to Academic Life

1.3. Historians as Teachers
- 1.3.1. Academic Profile of Historians
- 1.3.2. Historians as Researchers and Teachers
- 1.3.3. The Importance of Knowing History

1.4. Geographer as Teachers
- 1.4.1. Academic Profile of Geographers
- 1.4.2. Geography and Spatial Planning Degree White Book
- 1.4.3. Professional Opportunities and the Importance of Geography Teachers

1.5. Art History as an Academic Discipline
- 1.5.1. Academic Profile of Art Historians
- 1.5.2. Fundamental Discipline to Know Our History and Environment
- 1.5.3. Professional Opportunities and the Importance of Knowing Art and Heritage

1.6. Changes in the Conception of the Teaching Approach to Social Sciences
- 1.6.1. Links between History and Geography
- 1.6.2. From Memorization to More Didactic Teaching
- 1.6.3. Changes in Workbooks and Textbooks

1.7. Interdisciplinarity
- 1.7.1. Auxiliary Sciences of History
- 1.7.2. Auxiliary Sciences of Geography
- 1.7.3. The Need for Cooperation between Different Subjects

1.8. A Discipline of the Past, for the Present and the Future
- 1.8.1. Historical Sources and Art as a Source of Knowledge
- 1.8.2. The Importance of Art from an Early Age
- 1.8.3. The Need to Expand the Discipline in Educational Curricula

1.9. The Value of Humanistic Knowledge Today
- 1.9.1. Crisis of the Humanities
- 1.9.2. The Humanities and Their Work in Our Society
- 1.9.3. Conclusion and Reflection on the Role of the Humanities in the Western World

Module 2. Adapting to Different Classroom Situations and Multiple Intelligences

2.1. Adolescence and High School Education
- 2.1.1. Most Problematic Years
- 2.1.2. Adolescents at Risk of Social Exclusion
- 2.1.3. Teachers, but Also Educators

2.2. Dysfunctions in Adolescence
- 2.2.1. Different Problems
- 2.2.2. Potential Solutions as Teachers and Educators
- 2.2.3. Real Examples and Solutions

2.3. School Maladjustment
- 2.3.1. School Absenteeism and Causes
- 2.3.2. School Failure
- 2.3.3. Situation in Spain

2.4. High-Capacity Students
- 2.4.1. Additional Material
- 2.4.2. Motivation and New Challenges
- 2.4.3. On How to Avoid Exclusion

2.5. Multiple Intelligences and Education
- 2.5.1. Theory of Multiple Intelligences
- 2.5.2. Types of Intelligence
- 2.5.3. Project Zero

2.6. Education Based on Multiple Teachings
- 2.6.1. Galton
- 2.6.2. Cattell
- 2.6.3. Wechler

2.7. Strategies, Guidelines and Activities
- 2.7.1. According to Piaget
- 2.7.2. Establish Student Abilities and Skills
- 2.7.3. Skill Reinforcement

2.8. Social Sciences and Multiple Intelligences
- 2.8.1. Linguistic Intelligence and Reasoning in Learning History.
- 2.8.2. Spatial Intelligence and Logic in Learning Geography
- 2.8.3. Plastic and Artistic Intelligence

2.9. Problems in a More Personalized Approach to Education
- 2.9.1. Lack of Resources
- 2.9.2. The Need for Greater Investment
- 2.9.3. Required Resources

Module 3. ICT

3.1. What Is ICT? Use in Education
- 3.1.1. Definition of ICT
- 3.1.2. Advantages
- 3.1.3. Digital Competencies in Educational Settings

3.2. ICT Use in High School
- 3.2.1. Digital Tools
- 3.2.2. Web-Based Tools
- 3.2.3. Mobile Devices

3.3. Social Networks
- 3.3.1. Definition of Social Networks
- 3.3.2. Main Social Networks
- 3.3.3. Using Social Networks in Education

3.4. Geographic Information System (GIS) and Its Importance in the Geography
- 3.4.1. GIS: What Is It?
- 3.4.2. GIS Organisation and Structures
- 3.4.3. GIS in Education

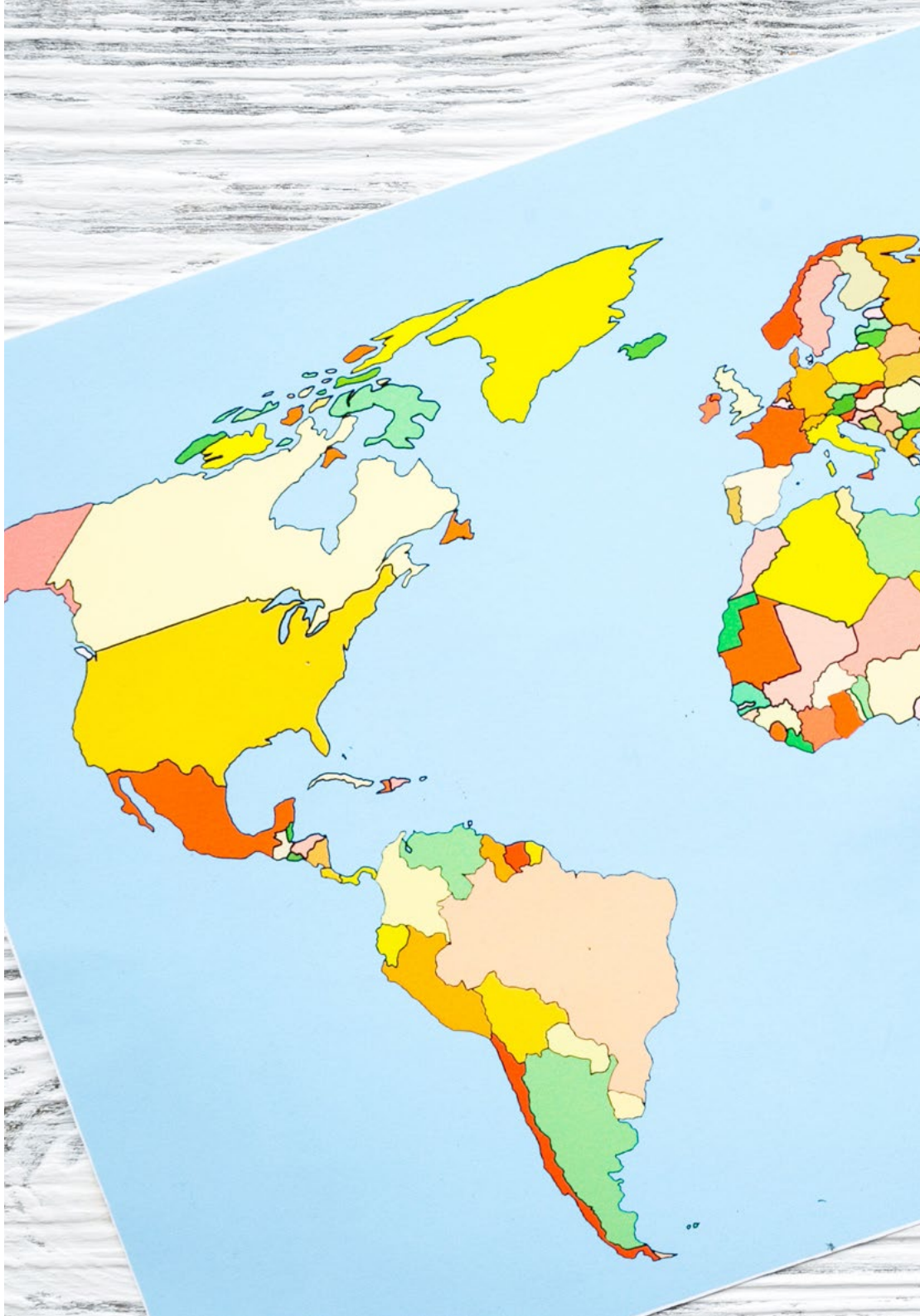
3.5. ICT in Teaching-Learning History and Geography
- 3.5.1. Web Resources of Historical and Geographical Interest
- 3.5.2. Interactive Websites
- 3.5.3. Gamification

3.6. Introduction to Developing Digital Teaching Material
- 3.6.1. Creating and Editing Videos
- 3.6.2. Creating Presentations
- 3.6.3. Creating Educational Games (Gamification)
- 3.6.4. Creating 3D Models
- 3.6.5. Google Tools

3.7. Use and publication of Digital Teaching Materials
- 3.7.1. Means of Publishing Audiovisual Resources
- 3.7.2. Means of Publishing Interactive Resources
- 3.7.3. Augmented Reality in the Classroom

3.8. Critical Spirit in the Use of Web Resources
- 3.8.1. Student Education in the Use of New Technologies
- 3.8.2. The Problem of Privacy Online
- 3.8.3. Treating Information on the Internet Critically

3.9. ICT Teaching Materials in Teaching History and Geography
- 3.9.1. First Cycle of Secondary Education (Middle School)
- 3.9.2. Second Cycle of Secondary Education (High School)
- 3.9.3. Baccalaureate (High School)



Advance in your specialization as a teacher and become a leading figure for your students and your school"

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

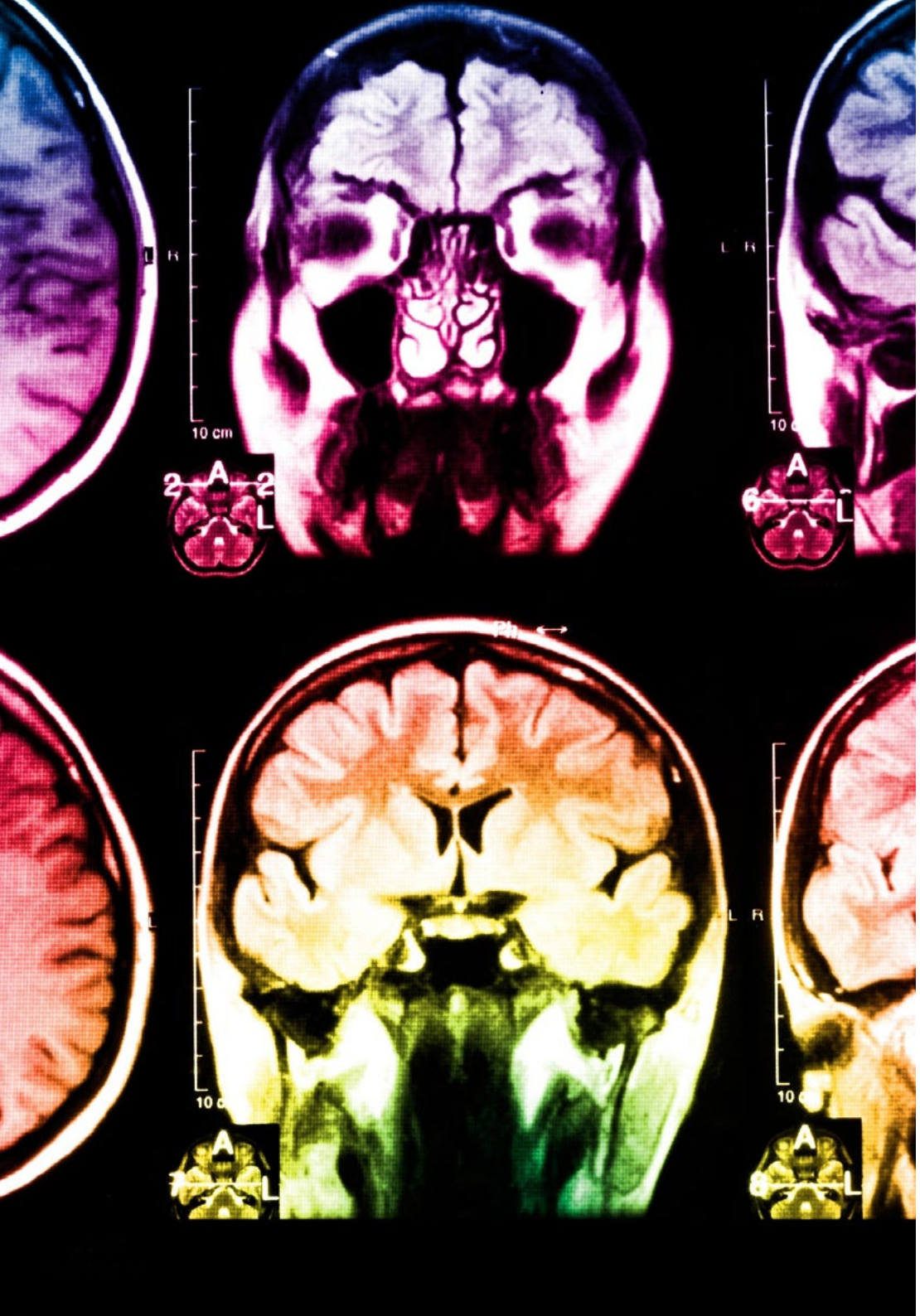
TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

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.

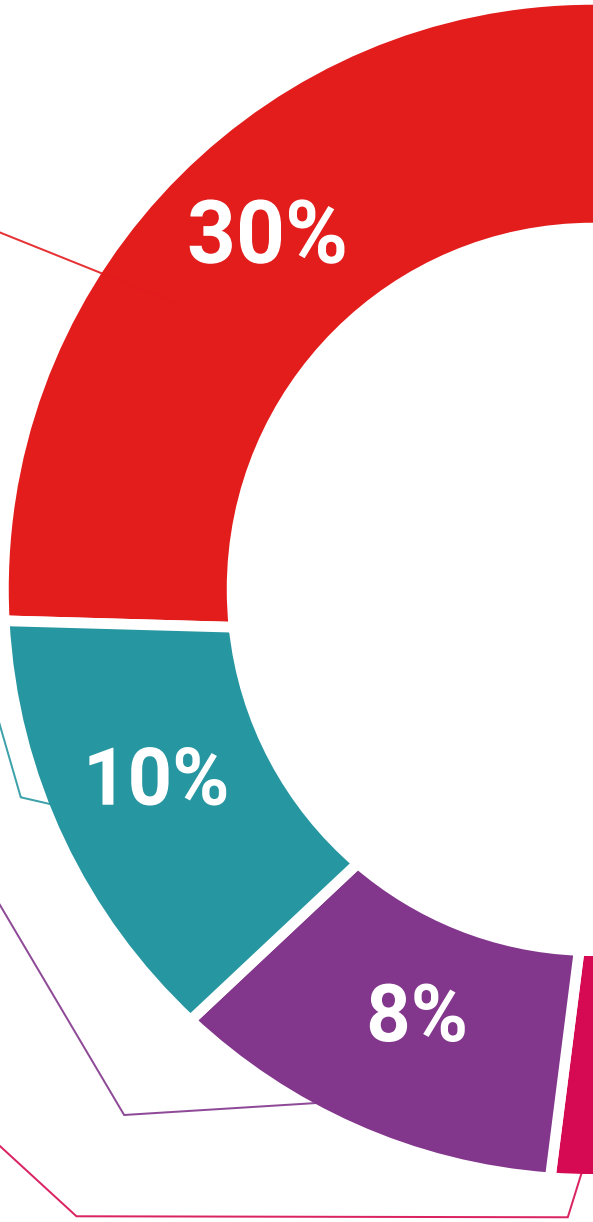
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

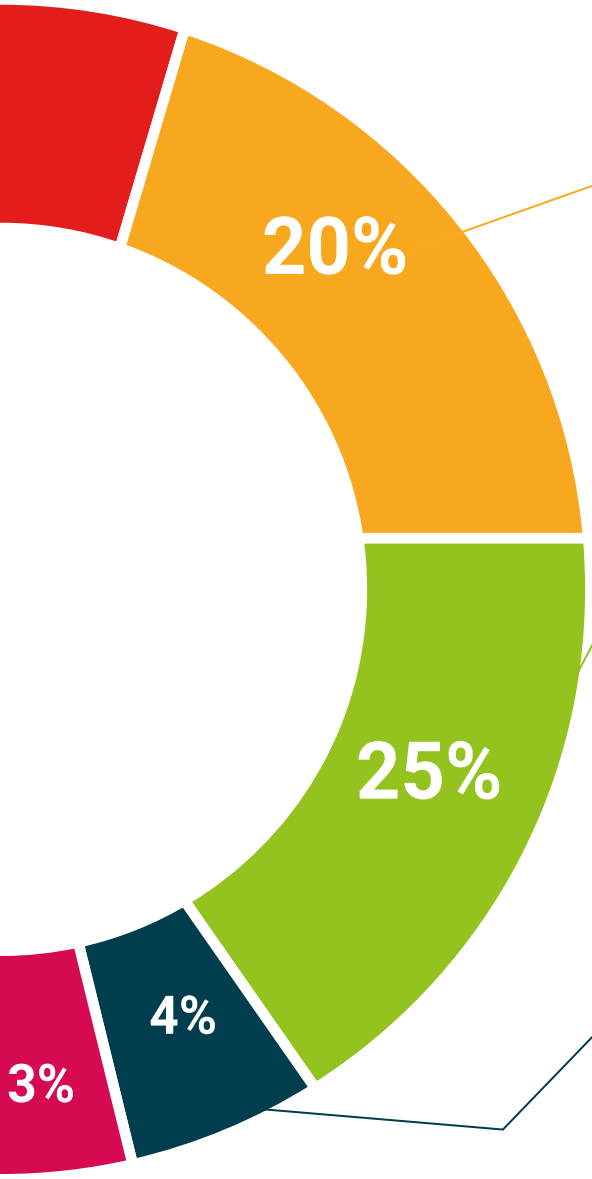
Practising Skills and Abilities

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 Diploma in Teaching Innovation in History and Geography in High School 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 private qualification will allow you to obtain a **Postgraduate Diploma in Teaching Innovation in History and Geography in High School** endorsed by **TECH Global University**, the world's largest online university.

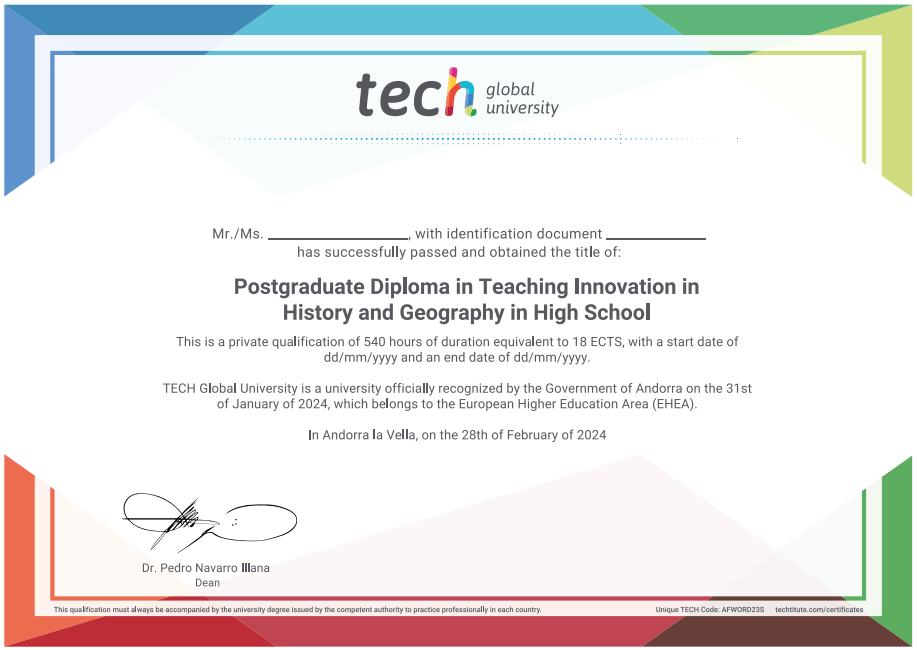
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Teaching Innovation in History and Geography in High School**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**


tech global university

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

Postgraduate Diploma in Teaching Innovation in History and Geography in High School

This is a private qualification of 540 hours of duration equivalent to 18 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
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. 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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