

Postgraduate Diploma Teaching Methodology in History and Geography in High School



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

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

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01

Introduction

Quality teaching in the areas of history and geography begins with effective and current methodological planning, incorporating the necessary educational advances to offer students an interesting and stimulating process. This Postgraduate Diploma is the most complete compilation available, an exceptional opportunity to specialize you quickly and easily with the best quality in the online education market.





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*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 Methodology 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:

- ♦ A large number of practical cases presented by experts in Teaching Methodology 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 Methodology 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 Methodology 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



Update your knowledge through the Postgraduate Diploma in Teaching Methodology in History and Geography in High School"

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This Postgraduate Diploma is designed to offer you personal and professional growth that will allow you to teach with confidence and success, backed by the latest teaching techniques”

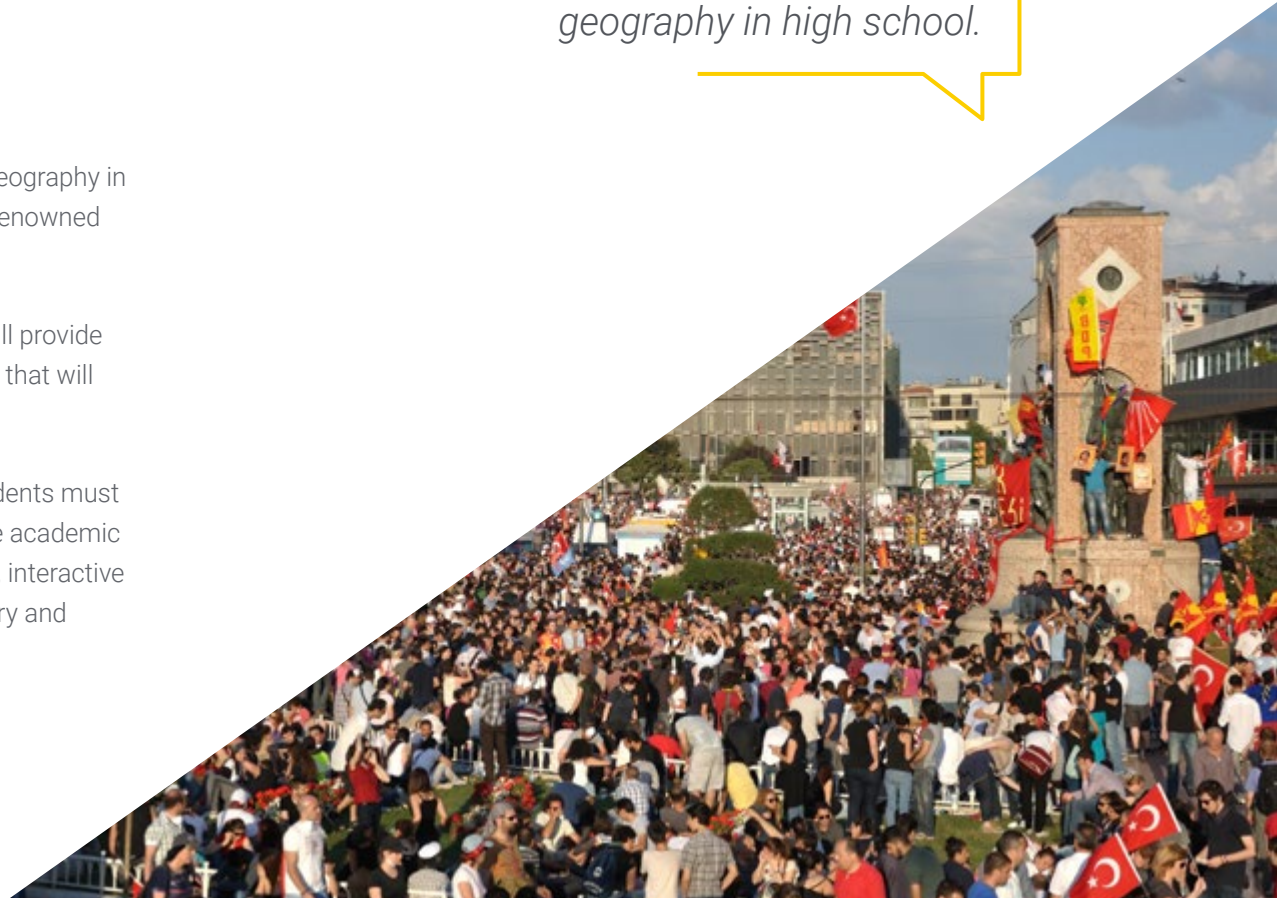
We promote your professional and personal growth through the highest quality teaching systems.

Incorporate into your practice the advances in teaching methodology in the areas of history and geography in high school.

The teaching staff includes teaching professionals in the field History and Geography in High School, who bring their experience to this training 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.



02

Objectives

The main objective of the program is to develop theoretical and practical learning, so professionals can master of 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.



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The most efficient online teaching systems that will allow you to most 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 training and research

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Include in your way of teaching the new developments in Teaching Methodology in History and Geography in High School Education and have a greater impact in your subject”





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. Current Methods

- ♦ Identify the main current methods that have emerged as a result of geographical divisions
- ♦ Delve into the most significant models and currents worldwide, segmented geographically

Module 3. Teaching Outside the Classroom

- ♦ Interact with the world of social science teaching outside the classroom, knowing the existing possibilities offered by historical, artistic and archaeological museums, as well as art galleries and archaeological sites
- ♦ Identify the main methods in teaching outside the classroom that promote social sciences
- ♦ Analyze the importance of activities outside the classroom and their impact on society today

03

Course Management

The program includes in its teaching staff leading experts in Teaching Methodology 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.



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Learn about the latest advances in procedures in the field of Teaching Methodology 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 contents have been structured and designed by a team of professionals from the best educational institutions and universities in the country, who are aware of the relevance of up-to-date, innovative training and are committed to quality teaching using new educational technologies.





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A comprehensive and effective program created to elevate you to the highest proficiency”

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. Current Methods

- 2.1. Difficulties in Teaching History
 - 2.1.1. Social and Political Vision of History
 - 2.1.2. Nature as a Social Science
 - 2.1.3. Student Body Interest
- 2.2. Difficulties in Teaching Geography
 - 2.2.1. Necessary Cognitive Development of the Student Body
 - 2.2.2. Necessary Use of Tools and Resources
 - 2.2.3. Learner's Need for a New Understanding of Their Environment
- 2.3. Teaching Methodology
 - 2.3.1. Definition of Teaching Methodology
 - 2.3.2. Methodology Efficacy
 - 2.3.3. Traditional and Modern Methodologies
- 2.4. Teaching-Learning Models
 - 2.4.1. Dimensions of Psychoeducational Knowledge
 - 2.4.2. Models for the Teaching-Learning Process
 - 2.4.3. Instructional Design
- 2.5. Lectures and Teacher Role
 - 2.5.1. Positive Aspects of Lectures
 - 2.5.2. Negative Aspects of Lectures
 - 2.5.3. Lectures Today
- 2.6. Behavioral Learning Theories
 - 2.6.1. Classical Conditioning
 - 2.6.2. Operant Conditioning
 - 2.6.3. Vicarious Conditioning
- 2.7. Cognitive Theories and Constructivist Theories
 - 2.7.1. Classical Theories of School Learning
 - 2.7.2. Cognitive Theories of Information Processing
 - 2.7.3. Constructivism



- 2.8. Methodologies for Developing Competencies
 - 2.8.1. Problem-based Learning
 - 2.8.2. Case Studies
 - 2.8.3. Project-Based Learning.
 - 2.8.4. Cooperative Learning
 - 2.8.5. Didactic Contract
- 2.9. Didactic Methodology Applied to Social Sciences
 - 2.9.1. Teachers as a Key Methodological Element
 - 2.9.2. Expository Strategies
 - 2.9.3. Inquiry Strategies

Module 3. Teaching Outside the Classroom

- 3.1. History and Archaeology Museums
 - 3.1.1. History in Museums
 - 3.1.2. Archaeology Museums
 - 3.1.3. History Museums
- 3.2. Museums and Art Galleries
 - 3.2.1. Art in Museums
 - 3.2.2. Art Museums
 - 3.2.3. Art Galleries
- 3.3. Museum Accessibility
 - 3.3.1. The Concept of Accessibility
 - 3.3.2. Eliminating Physical Barriers
 - 3.3.3. Visual and Cognitive Integration of Art and Heritage
- 3.4. Archaeological Heritage
 - 3.4.1. Archaeological Objects
 - 3.4.2. Archaeological Sites
 - 3.4.3. The Value of Archaeological Heritage
- 3.5. Artistic Heritage
 - 3.5.1. The Concept of Work of Art
 - 3.5.2. Movable Works of Art
 - 3.5.3. Historical-Artistic Monuments

- 3.6. Historical and Ethnological Heritage
 - 3.6.1. Ethnological Heritage
 - 3.6.2. Historical Ensembles
 - 3.6.3. Historic Sites and Historic Gardens
- 3.7. Museology, Museography and Teaching
 - 3.7.1. Concept of Museology
 - 3.7.2. Concept of Museography
 - 3.7.3. Museums and Teaching
- 3.8. The School in the Museum
 - 3.8.1. School Visits to Museums
 - 3.8.2. Museums at School
 - 3.8.3. Coordination and Communication School-Museum
- 3.9. Heritage and School
 - 3.9.1. Heritage Outside the Museum
 - 3.9.2. Adapting Visits
 - 3.9.3. Combination of Activities
- 3.10. Teaching in Museums through New Technologies
 - 3.10.1. New Technologies in Museums
 - 3.10.2. Augmented Reality
 - 3.10.3. Virtual Reality





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

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.

“

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 Methodology in History and Geography in High School guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



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Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”

This **Postgraduate Diploma in Teaching Methodology in History and Geography in High School** contains the most complete and up-to-date scientific 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 certificate 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 Methodology in History and Geography in High School**

Official Number of Hours: **450 h.**



*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.

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



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