Postgraduate Diploma
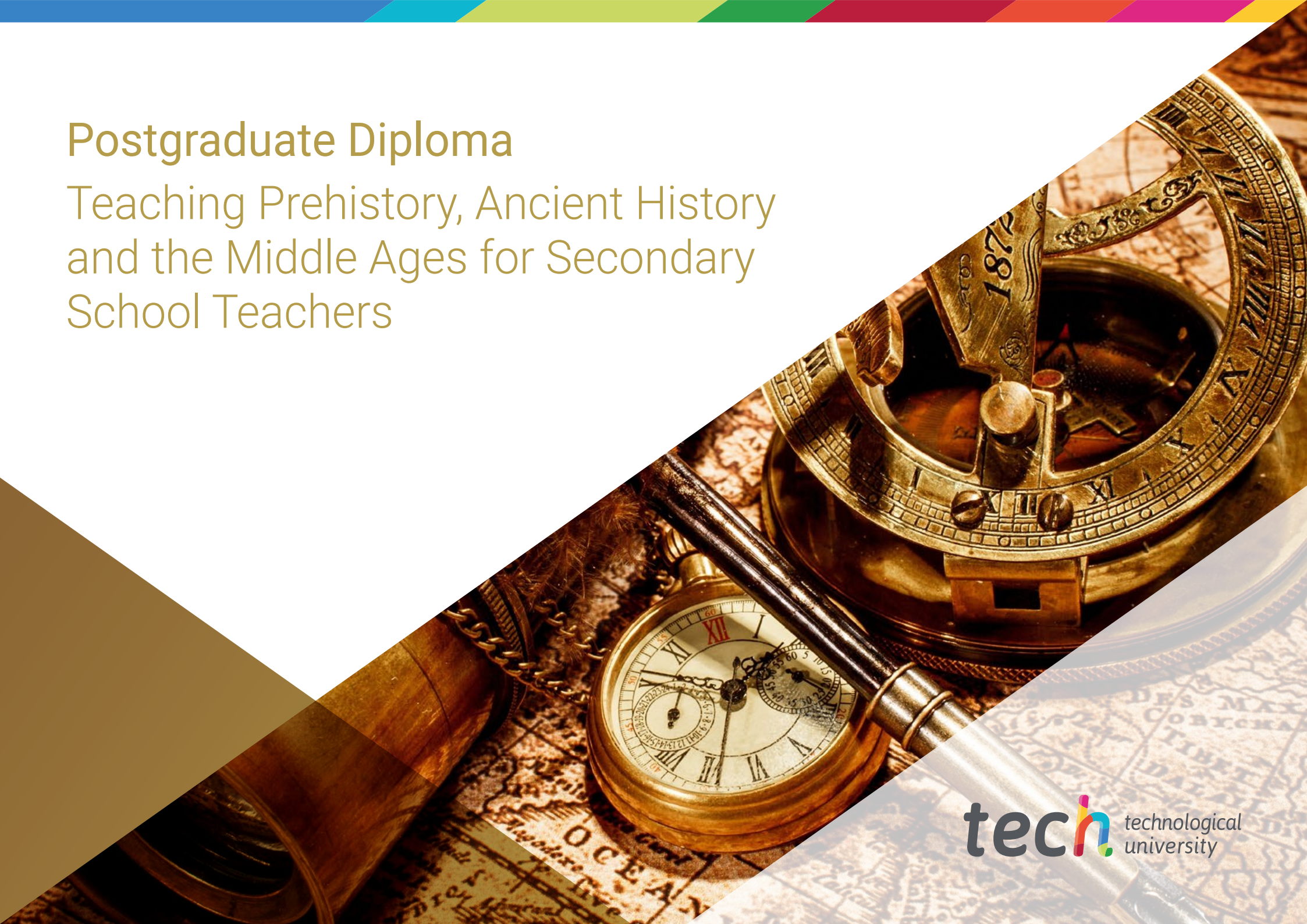
Teaching Prehistory, Ancient History and the Middle Ages for Secondary School Teachers

tech technological university

Postgraduate Diploma
Teaching Prehistory, Ancient History and the Middle Ages for Secondary School Teachers

- » Modality: **online**
- » Duration: **6 months**
- » Certificate: **TECH Technological University**
- » Schedule: **at your own pace**
- » Exams: **online**

Website: **www.techtitute.com/us/humanities/postgraduate-diploma/postgraduate-diploma-teaching-prehistory-ancient-history-middle-ages-secondary-school-teachers**

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01
Introduction

This program is aimed at teachers who, thinking about new possibilities for their classes, want to introduce methodologies supported by Internet services in their educational environments. 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.

"

Learn about the latest advances in teaching prehistory, ancient history and the Middle Ages for teachers"

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; and storing information "in the cloud" and a long etcetera of approaches that characterize 21st century education.

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

The **Postgraduate Diploma in Teaching Prehistory, Ancient History and the Middle Ages for Secondary School Teachers** contains the most complete and up-to-date program on the market. The most important features include:

- Development of more than 75 clinical cases presented by experts in teaching prehistory, ancient history and the Middle Ages for teachers
- 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
- Diagnostic and therapeutic innovations on assessment, diagnosis and intervention in teaching prehistory, ancient history and the Middle Ages for teachers
- It contains practical exercises where the self-assessment 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
- With special emphasis on evidence-based medicine and research methodologies in teaching prehistory, ancient history and the Middle Ages for teachers
- 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

"This Postgraduate Diploma is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in Teaching Prehistory, Ancient History and the Middle Ages for Secondary School Teachers, you will obtain a Postgraduate Diploma from TECH Technological University"

Increase your decision-making confidence by updating your knowledge with this Postgraduate Diploma.

Take the opportunity to learn about the latest advances in teaching prehistory, ancient history and the Middle Ages to teachers and improve the education of your students.

The program's teaching staff includes professionals from the sector who contribute their work experience to this training program, as well as renowned specialists from leading societies and prestigious universities.

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

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the course. For this purpose, students will be assisted by an innovative interactive video system created by renowned and experienced experts.

02
Objectives

The Postgraduate Diploma in Teaching Prehistory, Ancient History and the Middle Ages for Secondary School Teachers is oriented to facilitate the performance of professionals dedicated to working with adolescents and/or to guide them in their professional future.

" *This Postgraduate Diploma is designed to help you update your knowledge in teaching prehistory, ancient history and the Middle Ages to teachers, using the latest educational technology, to contribute with quality and security to the decision making and monitoring of these students"*

General Objectives

- The objective of this course is for students to acquire the necessary competencies that will enable them to practice the teaching profession in today's schools

- We intend to provide the necessary specialization to establish inferences between theoretical knowledge and the different interactive tools with didactic applications, which will enable them to master new techniques to generate knowledge

Specific Objectives

Module 1. Prehistory

- Understand and analyze what prehistory is
- Understand and analyze the process of hominization and its relevance today
- Know the main characteristics of human beings and their ways of life in each of the three stages in which prehistory is divided: Paleolithic, Neolithic and Metal Ages
- Acquire some notions of Anthropology and Archaeology
- Discover and analyze the first settlers on the American continent
- Analyze change and continuity in the different stages of prehistory
- Develop meaningful learning strategies through the use of concept maps and historical maps
- Develop oral and social interaction skills through group activities, respecting the contributions of others
- Value the importance of some prehistoric discoveries and inventions throughout history and human evolution
- Recognize the richness of this period in history and the importance of preserving it

Module 2. Ancient History

- Determine which were the first historical civilizations and locate them on a map
- Value the role played by the rivers on which the first peoples settled, which triggered political, economic and social changes
- Analyze and understand the social structures of the first historical civilizations
- Know and value the cultural and artistic heritage of Mesopotamia and Ancient Egypt
- Analyze the characteristics of the geographical space that allowed the Greek civilization to expand across the Mediterranean

- Distinguish and value the historical stages of Ancient Greece and Ancient Rome
- Compare the different forms of political organization in Ancient Greece
- Know the main features of religion in Antiquity
- Understand the significance of the Romanization process and identify its fundamental features
- Describe, value and know the importance of the Mayan and Olmec civilizations
- Know, identify and value the importance of the American civilizations in Antiquity

Module 3. The Middle Ages

- Identify the historical periods and territories formerly occupied by the Romans, where two medieval Christian cultures developed: Byzantine and Carolingian
- Recognize Justinian and Charlemagne as the most important figures in their respective empires and both their attempts to restore the ancient Roman Empire
- Describe the political, economic, social, and cultural features of both cultures
- Appreciate the importance of the Code of Justinian
- Rate Charlemagne's efforts to raise the Empire's cultural level
- Geographically locate and identify the natural features of the Arabian Peninsula
- Understand the role of Mohammed and Islam in the development of the Arab civilization and describe the phases of Islamic territorial expansion
- Recognize the political, economic and social features of the Islamic civilization and its legacy
- Recognize the circumstances that led to the invasion and settlement of Muslims in the Iberian Peninsula Identify the stages of government in Al-Andalus and observe its economic and social features

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

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

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

- Explain the political organization in feudal Europe

- Distinguish the different dependent relationships between the members of feudal society Define the concept of estate and explain the characteristics that differentiate the three estates

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

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

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

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

- Elaborate and/or interpret maps and timelines

"

A unique, crucial and decisive learning experience to boost your professional development"

03
Course Management

The program includes in its teaching staff reference specialists in Teaching Prehistory, Ancient History and the Middle Ages for Secondary School Teachers, who bring to 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 from leading professionals, the latest advances in procedures in the field of Teaching Prehistory, Ancient History and the Middle Ages for High School Teachers"

Management

Mr. Linares Tablero, Pedro

- Coordinator of the Family Accompaniment Centre of the Edith Stein School
- Head of Studies, Head of New Technologies and Academic Organization at Colegio Edith Stein
- Principal of Chesterton School
- Principal of Villamadrid School
- Degree in Philosophy and Educational Sciences from the Complutense University of Madrid.
- Postgraduate Diploma in Flipped Classroom in the Classroom by CEU Cardenal Herrera University

Professors

Mr. Alcocer Martín, Daniel

- Real Estate Advisory Partner. RE/MAX. Montepríncipe
- Head of Humanities Department at the Colegio Concertado
- Secondary Education Teacher at IES El Burgo de las Rozas
- Degree in History from the Complutense University of Madrid
- Specialist in International Relations, Security and Defence from the Complutense University of Madrid
- Master's Degree in Bioethics from the Universidad Rey Juan Carlos

Dr. Guerrero Cuesta, Daniel

- Specialty in Contemporary American History
- University Professor and Researcher
- PhD in the Department of American History I of the Faculty of Geography and History of the Complutense University of Madrid
- Degree in History, Complutense University of Madrid
- Specialty in Contemporary American History
- Master's Degree in American History and Anthropology
- Master's Degree in Teacher Training for Secondary and High School Education

Mr. Rodríguez Rodríguez, José Javier
- Geography and History Teacher, Sagrada Familia School in Moratalaz
- Specialist Professor in the Teaching of Spanish as a Foreign Language endorsed by the IL3 University of Barcelona
- Multidisciplinary lecturer in countries such as Chile and the United Kingdom
- Degree in History from the University of Alcalá de Henares
- Master's Degree in Middle and High School Teacher in the specialty of Geography and History by the University of Alcalá

Mr. Reig Ruiz, Pedro
- Geography and History Teacher, Nazaret Oporto School, Madrid
- Professor at IES Salvador Dalí
- Researcher at the University of Alcalá
- Writer at SegurCaixa Adeslas
- Degree in History, Complutense University of Madrid
- Master's Degree in Teacher Training for ESO and Bachillerato by the Complutense University of Madrid
- Master's Degree in History of the Hispanic Monarchy, Complutense University of Madrid

Mr. Lecuona Font, Enrique
- Specialist in Geography and Urban Law
- Researcher
- Monitor of Extracurricular Sports Activities at the Colegio Hispano Inglés Santa Cruz de Tenerife
- Research Professor of Associations in the Canary Islands at the University of La Laguna
- 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

Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice"

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 national territory, aware of the relevance of the current developments to be able to intervene in the specialization and support of high-capacity students, and committed to quality teaching through new educational technologies.

"

This Postgraduate Diploma in Teaching Prehistory, Ancient History and the Middle Ages for Secondary School Teachers contains the most complete and up-to-date scientific program on the market"

Module 1. Prehistory

Module 2. Ancient History

Module 3. Average Age

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.

Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

" *At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world"*

You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.

A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

Our program prepares you to face new challenges in uncertain environments and achieve success in your career"

The case method has been the most widely used learning system among the world's leading 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.

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

Relearning Methodology

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

We enhance the Case Study with the best 100% online teaching method: Relearning.

In 2019, we obtained the best learning results of all online universities in the world.

At TECH you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.

01 learning from evidence

02 relearning from evidence

03 testing

04 learning from an expert

05 neurocognitive context dependent learning

06 Von-Restorff effect

07 case based learning through storytelling

08 competencies testing (retesting)

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically. With this methodology we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.

This program offers the best educational material, prepared with professionals in mind:

Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then 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.

30%

10%

8%

20%

25%

4%

3%
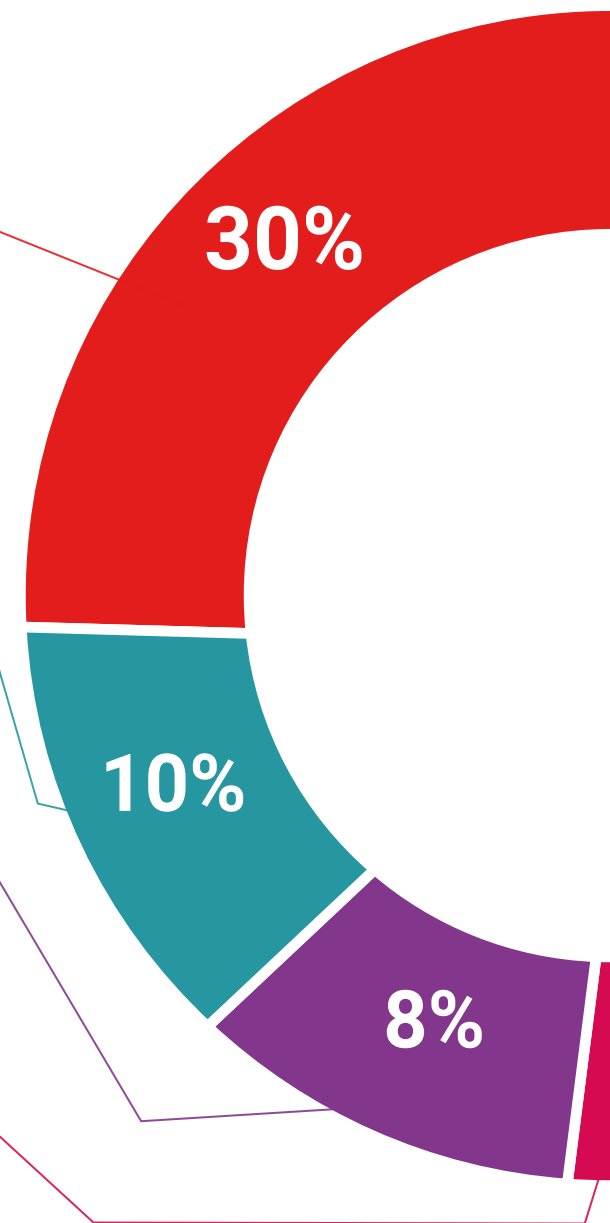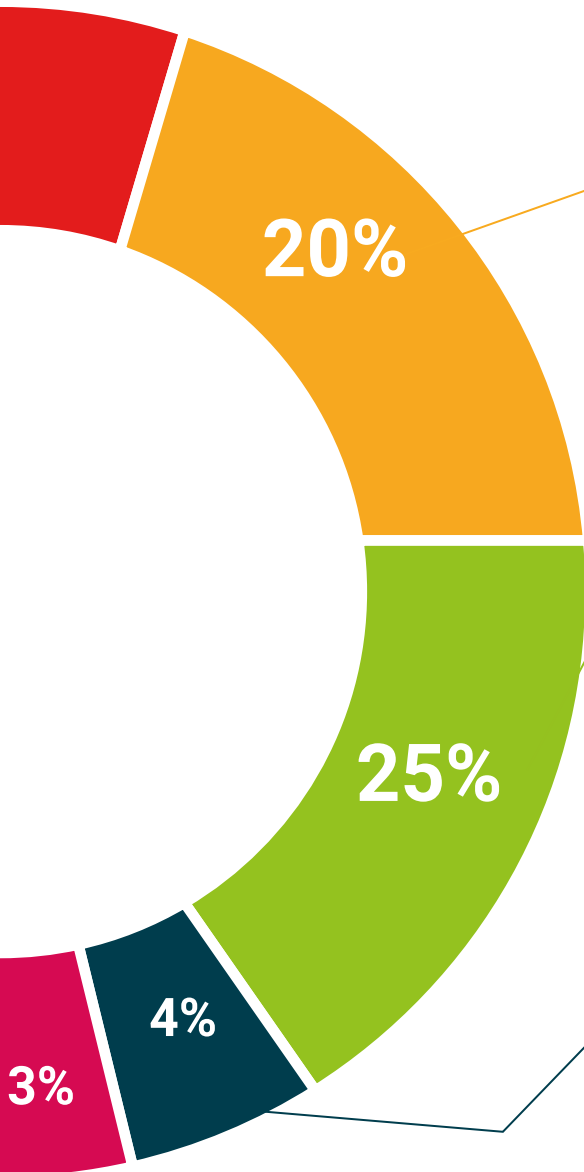
Case Studies

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.

Certificate

The Postgraduate Diploma in Teaching Prehistory, Ancient History and the Middle Ages for Secondary School Teachers 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"

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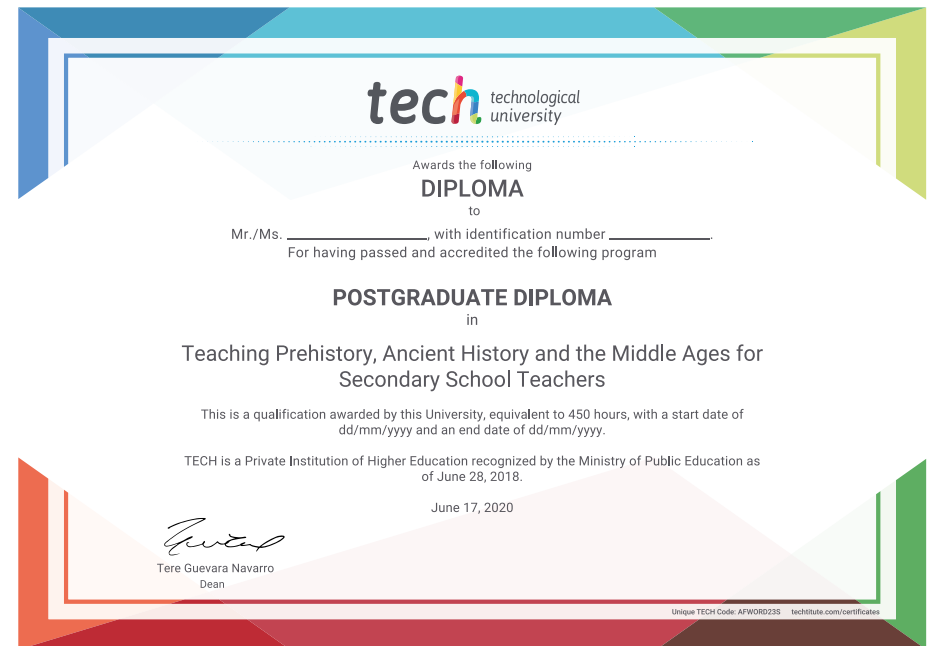
After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery*.

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 Prehistory, Ancient History and the Middle Ages for Secondary School Teachers**

Modality: **online**

Duration: **6 months**

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tech technological university

Awards the following

DIPLOMA

to

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

POSTGRADUATE DIPLOMA

in

Teaching Prehistory, Ancient History and the Middle Ages for Secondary School Teachers

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

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*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

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