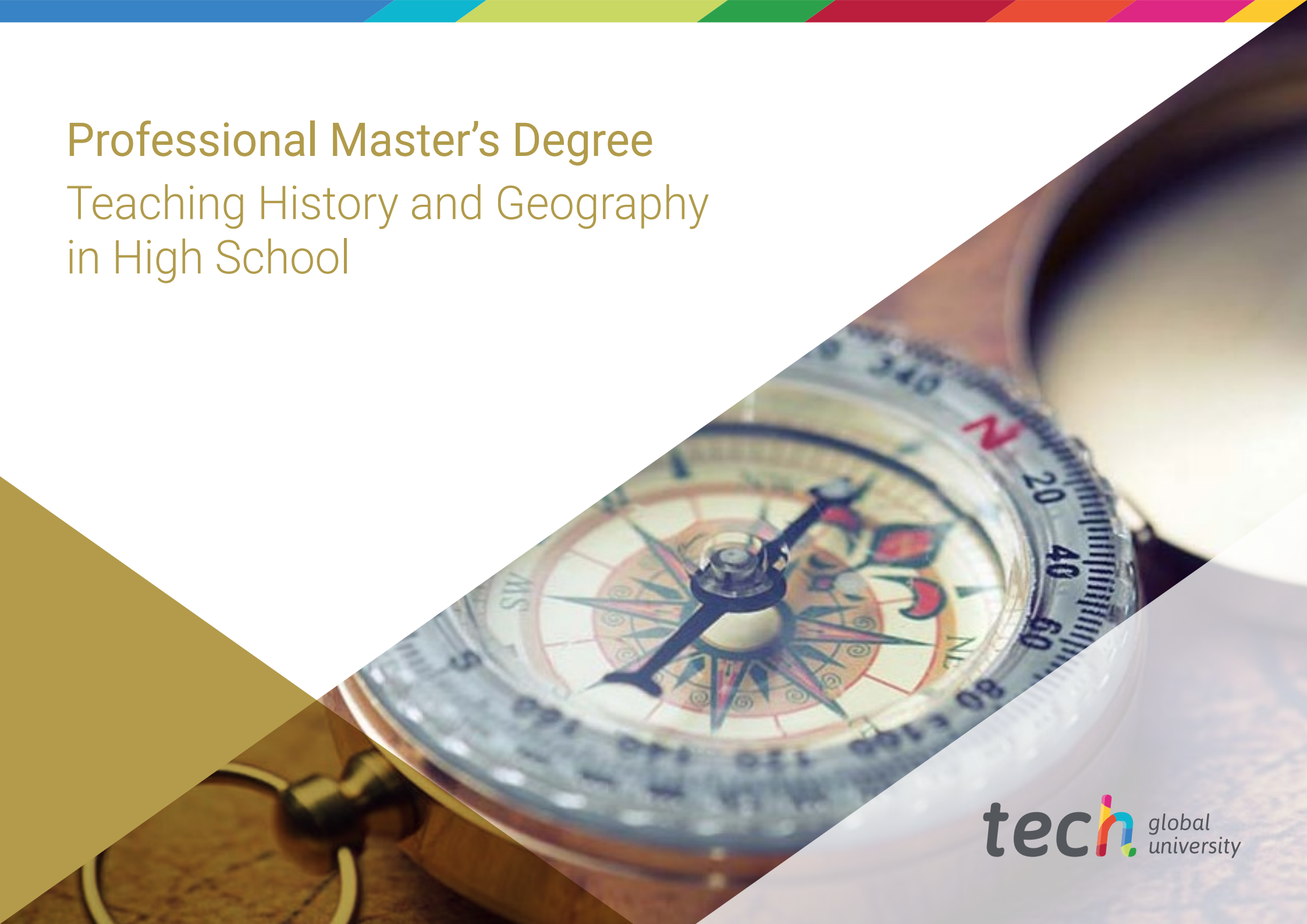
Professional Master's Degree

Teaching History and Geography in High School



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Professional Master's Degree
Teaching History and Geography in High School

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/humanities/professional-master-degree/master-teaching-history-geography-high-school

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01

Introduction

The learning of geography and history in High School is of special importance, since it constitutes the educational step prior to higher education and one that can determine students' professional orientation in these subjects. This education must be planned and developed for it to be effective and valuable, which requires specific knowledge and updates that Geography and History professionals can quickly and easily obtain through this complete educational program. An exceptional opportunity to study at a high-quality university.

A Professional Master's Degree created to specialize geography and history professionals in quality High School teaching, which will provide students with the best education in this area of work"

With the creation of this Professional Master's Degree, we intend to develop, both in active and future teachers, a knowledge of the reality of current social sciences and their link to education and academic life.

This program includes personalized tutoring and all kinds of help and advice in order to be successfully completed. The format of this Professional Master's Degree 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 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 program 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.

Update your knowledge through the Professional Master's Degree in Teaching History and Geography in High School"

This **Professional Master's Degree in Teaching History and Geography in High School** contains the most complete and up-to-date program on the market. The most important features include:

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

This Professional Master's Degree is the best investment you can make when selecting a refresher program for two reasons: in addition to updating your knowledge of Teaching History and Geography in High School, you will obtain a qualification from TECH Global University"

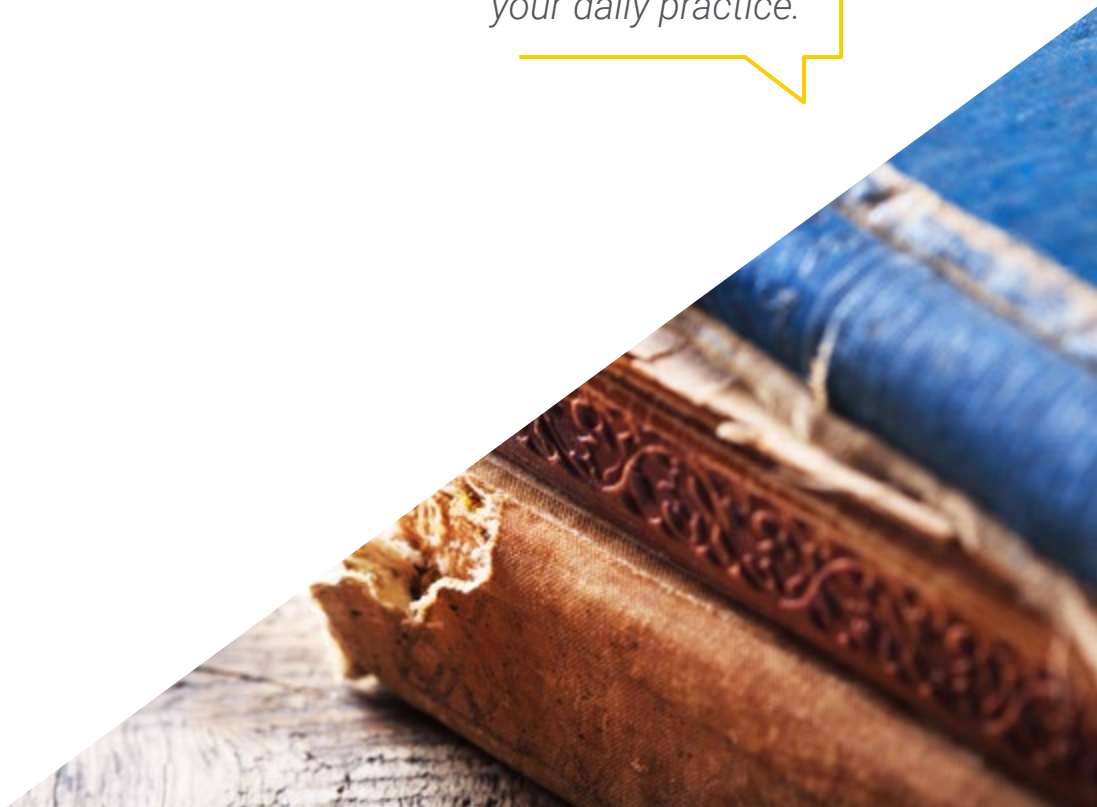
We promote your professional and personal growth through the highest quality teaching systems.

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

The teaching staff includes teaching professionals in the field of Teaching 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 student will must try to solve the different professional practice situations that arise during the course. 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 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.

A Professional Master's Degree created with the most efficient online teaching systems to allow students 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 continuing education and research

Specific Objectives

Module 1. Geography and History as Social Sciences

- Know the evolution of the Spanish educational legislation, developing tools to compare the different education laws
- Identify the role of Geography and History as precursors of modern education
- Analyze the social sciences and their application to different action fields

Module 2. 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 3. 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 4. Law for the Improvement of Educational Quality (LOMCE)

- Master the most important points established by LOMCE, knowing its objectives and the key competences it seeks to promote
- Identify the role of LOMCE and its impact on the current educational model

Module 5. Student Motivation

- Provide methodological tools for teachers to motivate students
- Delve into student motivation and teacher roles in this task, for which diverse cognitive theories must be introduced
- Have an impact on the motivation of adolescents specifically, getting to know them and being able to mediate in class conflicts

Module 6. 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 7. 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

Module 8. Educational Programming

- Instruct on how to develop educational programs in detail and in accordance with current standards Provide examples to that end
- Obtain tools to face school maladjustment and to know how to deal with teaching high-capacity students

Module 9. Assessment

- Know the different perspectives on assessments through different authors
- Delve into assessments, showing the objectives it should have, the criteria to be

followed, the existing models, its importance and its relation to the education law LOMCE

Module 10. 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

Seize the opportunity and take the step to get up to date on the latest developments in Teaching History and Geography in High School"

03

Skills

Teachers who take this Professional Master's Degree will optimally develop the necessary skills to teach their students in the current key competencies included in the education law LOMCE.

Acquire the competencies that will allow you to implement the requirements established by LOMCE in your teaching program and practice.

Basic Skills

- CAE: cultural awareness and expressions. Understand the value of social sciences and how they can be put into practice in academic life
- SIE: sense of initiative and entrepreneurship The acquisition of an entrepreneurial attitude, based on interest and motivation for learning Something that teachers who take the Professional Master's Degree must put into practice, since they will be led through various practices and exercises based on this initiative
- SCC: social and civic competences. As social science teachers, it is essential to have civic attitudes and knowledge of our society because only in this way can this competence be taught to students
- CLL: competence of learning to learn. Guided self-learning is valued especially in online education It is essential to develop the ability to acquire knowledge in an autonomous way
- DC: Digital Competencies. The Professional Master's Degree itself requires the use of digital media; it also introduces teachers to the use of digital tools
- MCCST: mathematical competence and basic competence in science and technology. One module will be entirely devoted to the treatment of ICT, indispensable tools nowadays that require teachers to constantly update
- LCC: linguistic communication competence. As social sciences or humanities teachers, the mastery of language is fundamental. It is the fundamental vehicle of human communication and its correct use is one of the pillars to properly function in society.

A path to achieve development and professional growth that will propel you towards a greater level of competitiveness in the employment market"

Specific Skills

- Be aware of the importance of teaching geography, history and art history
- Delve into the concept of social science, specifically history and geography
- Know the evolution of the concept of history over time, since myths were first recorded in writing until the development of new historiographical proposals Know the evolution of the concept of geography, from antiquity to the contemporary times
- Understand the development of historical periodization and what it entails
- Delve into the categorization of geography
- Know the path of History and Geography as educational disciplines
- Identify the profile of history and geography teachers
- Understand how the educational conception of social sciences has changed, and understand their interdisciplinary nature
- Learn the value of humanistic knowledge, both its importance in the past and the challenges it faces in the present
- Know how to recognize the difficulties of teaching geography and history today
- Provide an introduction to teaching methodology, teaching and learning models, behaviorist theories, cognitive theories, constructivist theories, etc.
- Develop methodological resources to apply them in the classroom
- Apply teaching methodology to the social sciences

04

Course Management

The program includes in its teaching staff leading specialists in Teaching History and Geography in High School, who pour into this program the experience of their work. Additionally, other recognized specialists participate in the design and preparation, which means the program is developed in an interdisciplinary manner.

Learn the latest advances in procedures in Teaching 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

05

Structure and Content

The contents have been structured and designed by a team of professionals from the best educational centers, universities, and companies in the national territory, who are aware of the relevance of current specialization in order to intervene in the education and support of students, and who are committed to quality teaching through new educational technologies.

A complete and effective teaching program, which will take you through the most complete education in Teaching History and Geography in High School"

Module 1. Geography and History as Social Sciences

1.1. Concept of Social Science
- 1.1.1. Social Sciences
- 1.1.2. Concept of History
- 1.1.3. Concept of Geography

1.2. Concept of History in Antiquity and the Middle Ages
- 1.2.1. Myth and Its Written Record
- 1.2.2. Greek and Roman Historians
- 1.2.3. History in Medieval Christianity

1.3. Renaissance, Baroque and Illustrated History
- 1.3.1. Renaissance and Baroque
- 1.3.2. The Enlightened Spirit
- 1.3.3. Illustrated Historiography

1.4. Academic Consecration of History (19th Century)
- 1.4.1. History as an Academic Discipline: Romanticism and Historicism
- 1.4.2. Positivism
- 1.4.3. National Histories
- 1.4.4. The Rankean Method
- 1.4.5. Langlois Seignobos
- 1.4.6. Historical Materialism

1.5. 20th Century History
- 1.5.1. Macroteoritic Models
- 1.5.2. The Annales School
- 1.5.3. New Historiographical Proposals

1.6. Geography in Antiquity
- 1.6.1. Greece
- 1.6.2. Rome
- 1.6.3. The Eastern World

1.7. Geography in the Middle Ages and Modernity
- 1.7.1. Medieval Geography: Different Sources
- 1.7.2. Modern Geography and Different Projections
- 1.7.3. The Importance of Geography and Cartography

1.8. Modern and Contemporary Geography
- 1.8.1. Modern Geography and Different Projections
- 1.8.2. Advances in Navigation
- 1.8.3. New Places and Routes

1.9. Historical Periodization
- 1.9.1. The First Periodizations
- 1.9.2. Cellarius and the Classical Division
- 1.9.3. Other Periodization Proposals

1.10. Categorization of Geography
- 1.10.1. Physical Geography
- 1.10.2. Human Geography
- 1.10.3. Regional Geography
- 1.10.4. Geopolitics

Module 2. The Importance of Teaching Geography and History

2.1. The Path of History in Education
- 2.1.1. History Emerges in Education
- 2.1.2. Its Place in the Humanities
- 2.1.3. Adapting History to Academic Life

2.2. The Path of Geography in Education
- 2.2.1. Geography in Education
- 2.2.2. Its Ambiguous Place between the Humanities and Other Sciences
- 2.2.3. Adapting Geography to Academic Life

2.3. Historians as Teachers
- 2.3.1. Academic Profile of Historians
- 2.3.2. Historians as Researchers and Teachers
- 2.3.3. The Importance of Knowing History

2.4. Geographer as Teachers
- 2.4.1. Academic Profile of Geographers
- 2.4.2. Geography and Spatial Planning Degree White Book
- 2.4.3. Professional Opportunities and the Importance of Geography Teachers

2.5. Art History as an Academic Discipline
- 2.5.1. Academic Profile of Art Historians
- 2.5.2. Fundamental Discipline to Know Our History and Environment
- 2.5.3. Professional Opportunities and the Importance of Knowing Art and Heritage

2.6. Changes in the Conception of the Teaching Approach to Social Sciences
- 2.6.1. Links between History and Geography
- 2.6.2. From Memorization to More Didactic Teaching
- 2.6.3. Changes in Workbooks and Textbooks

2.7. Interdisciplinarity
- 2.7.1. Auxiliary Sciences of History
- 2.7.2. Auxiliary Sciences of Geography
- 2.7.3. The Need for Cooperation between Different Subjects

2.8. A Discipline of the Past, for the Present and the Future
- 2.8.1. Historical Sources and Art as a Source of Knowledge
- 2.8.2. The Importance of Art from an Early Age
- 2.8.3. The Need to Expand the Discipline in Educational Curricula

2.9. The Value of Humanistic Knowledge Today
- 2.9.1. Crisis of the Humanities
- 2.9.2. The Humanities and Their Work in Our Society
- 2.9.3. Conclusion and Reflection on the Role of the Humanities in the Western World

Module 3. Current Methods

3.1. Difficulties in Teaching History
- 3.1.1. Social and Political Vision of History
- 3.1.2. Nature as a Social Science
- 3.1.3. Student Body Interest

3.2. Difficulties in Teaching Geography
- 3.2.1. Necessary Cognitive Development of the Student Body
- 3.2.2. Necessary Use of Tools and Resources
- 3.2.3. Learner's Need for a New Understanding of Their Environment

3.3. Teaching Methodology
- 3.3.1. Definition of Teaching Methodology
- 3.3.2. Methodology Efficacy
- 3.3.3. Traditional and Modern Methodologies

3.4. Teaching-Learning Models
- 3.4.1. Dimensions of Psychoeducational Knowledge
- 3.4.2. Models for the Teaching-Learning Process
- 3.4.3. Instructional Design

3.5. Lectures and Teacher Role
- 3.5.1. Positive Aspects of Lectures
- 3.5.2. Negative Aspects of Lectures
- 3.5.3. Lectures Today

3.6. Behavioral Learning Theories
- 3.6.1. Classical Conditioning
- 3.6.2. Operant Conditioning
- 3.6.3. Vicarious Conditioning

3.7. Cognitive Theories and Constructivist Theories
- 3.7.1. Classical Theories of School Learning
- 3.7.2. Cognitive Theories of Information Processing
- 3.7.3. Constructivism

3.8. Methodologies for Developing Competencies
- 3.8.1. Problem-Based Learning
- 3.8.2. Case Studies
- 3.8.3. Project-Based Learning.
- 3.8.4. Cooperative Learning
- 3.8.5. Didactic Contract

3.9. Didactic Methodology Applied to Social Sciences
- 3.9.1. Teachers as a Key Methodological Element
- 3.9.2. Expository Strategies
- 3.9.3. Inquiry Strategies

Module 4. Law for the Improvement of Educational Quality (LOMCE)

4.1. History of Spanish Educational Legislation
- 4.1.1. Chronological Explanation
- 4.1.2. Different Curricula
- 4.1.3. Future Previsions

4.2. Comparison LOE/LOMCE
- 4.2.1. Comparative Table
- 4.2.2. Analyzing Differences and Similarities
- 4.2.3. Reflection of the Different Laws in the Realities of the Classroom

4.3. State Competences and Autonomous Community Competences
- 4.3.1. State Competences
- 4.3.2. Autonomous Communities Competences
- 4.3.3. Education Inspector Work

4.4. LOMCE Objectives
- 4.4.1. Compulsory Secondary Education Objectives
- 4.4.2. Baccalaureate Objectives
- 4.4.3. LOMCE Educational Projects at the Center

4.5. Key Competences
- 4.5.1. Linguistic Competence
- 4.5.2. Mathematical Competence and Basic Competences in Science and Technology
- 4.5.3. Digital Competence
- 4.5.4. Learning to Learn
- 4.5.5. Social and Civic Competences
- 4.5.6. Sense of Initiative and Entrepreneurship
- 4.5.7. Cultural Awareness and Expressions

4.6. How to Apply Competencies to the Social Sciences
- 4.6.1. Each of the Competencies and Their Implications in the Discipline
- 4.6.2. Difficulties in Applying Certain Competencies in the Humanities

4.6.3. Difference between Basic Competencies and Key Competencies
4.7. Contents of Each Academic Year
4.7.1. ESO and Its Different Years
4.7.2. Baccalaureate and Its Different Years and Modalities
4.7.3. PAU and the Social Sciences
4.8. Educational Projects
4.8.1. How to Develop Educational Projects at the Center
4.8.2. How the Project Affects Students
4.8.3. Different Projects
4.9. Unpacking LOMCE, Brief Summary
4.9.1. LOMCE in Brief
4.9.2. Important Points
4.9.3. Table and Conclusions

Module 5. Student Motivation

5.1. Motivation and Its importance to Learners
5.1.1. The Reason to Seek Motivation
5.1.2. The Promotion of Curiosity in Social Sciences
5.1.3. Positive Reinforcement and Autonomy Reinforcement
5.2. Teacher Role in the Motivational Task
5.2.1. What to Do as Teachers to Become a Motivational Instrument
5.2.2. Proposal of Activities or Projects of Interest
5.2.3. Recourse to Current Events: Examples
5.3. Cognitive Theories
5.3.1. Conceptual and Procedural Knowledge
5.3.2. Intellectual Abilities and General Strategies
5.3.3. Rosenshine and Stevens
5.4. Cognitive Theories II
5.4.1. Different Opinions
5.4.2. Activity Examples
5.4.3. Situated Learning and Learner Engagement
5.5. Learning and Self-Learning
5.5.1. Research Work for the Students
5.5.2. Students as Their Own Teachers
5.5.3. Transversal Projects
5.6. Motivation in Adolescence
5.6.1. Understanding Adolescents
5.6.2. Assessing the Classroom Situation
5.6.3. Conflict Mediators
5.7. New Technologies as a Key Element in Academic Motivation
5.7.1. Using Social Media
5.7.2. Understanding Students' Social Reality and Their Motivations
5.7.3. Evolution of the Youth
5.8. Attributional Programs
5.8.1. What Are They?
5.8.2. Real Applications
5.8.3. Advantages in Adolescence
5.9. Self-Regulated Learning Theory
5.9.1. What Is It?
5.9.2. Real Applications
5.9.3. Project-Based Education and Motivation

Module 6. Adapting to Different Classroom Situations and Multiple Intelligences

6.1. Adolescence and High School Education
- 6.1.1. Most Problematic Years
- 6.1.2. Adolescents at Risk of Social Exclusion
- 6.1.3. Teachers, but Also Educators

6.2. Dysfunctions in Adolescence
- 6.2.1. Different Problems
- 6.2.2. Potential Solutions as Teachers and Educators
- 6.2.3. Real Examples and Solutions

6.3. School Maladjustment
- 6.3.1. School Absenteeism and Causes
- 6.3.2. School Failure
- 6.3.3. Situation in Spain

6.4. High-Capacity Students
- 6.4.1. Additional Material
- 6.4.2. Motivation and New Challenges
- 6.4.3. On How to Avoid Exclusion

6.5. Multiple Intelligences and Education
- 6.5.1. Theory of Multiple Intelligences
- 6.5.2. Types of Intelligence
- 6.5.3. Project Zero

6.6. Education Based on Multiple Teachings
- 6.6.1. Galton
- 6.6.2. Cattell
- 6.6.3. Wechler

6.7. Strategies, Guidelines and Activities
- 6.7.1. According to Piaget
- 6.7.2. Establish Student Abilities and Skills
- 6.7.3. Skill Reinforcement

6.8. Social Sciences and Multiple Intelligences
- 6.8.1. Linguistic Intelligence and Reasoning in Learning History.
- 6.8.2. Spatial Intelligence and Logic in Learning Geography
- 6.8.3. Plastic and Artistic Intelligence

6.9. Problems in a More Personalized Approach to Education
- 6.9.1. Lack of Resources
- 6.9.2. The Need for Greater Investment
- 6.9.3. Required Resources

Module 7. ICT

7.1. What Is ICT? Use in Education
- 7.1.1. Definition of ICT
- 7.1.2. Advantages
- 7.1.3. Digital Competencies in Educational Settings

7.2. ICT Use in High School
- 7.2.1. Digital Tools
- 7.2.2. Web-Based Tools
- 7.2.3. Mobile Devices

7.3. Social Networks
- 7.3.1. Definition of Social Networks
- 7.3.2. Main Social Networks
- 7.3.3. Using Social Networks in Education

7.4. Geographic Information System (GIS) and Its Importance in the Geography
- 7.4.1. GIS: What Is It?
- 7.4.2. GIS Organisation and Structures
- 7.4.3. GIS in Education

7.5. ICT in Teaching-Learning History and Geography
- 7.5.1. Web Resources of Historical and Geographical Interest
- 7.5.2. Interactive Websites
- 7.5.3. Gamification

7.6. Introduction to Developing Digital Teaching Material
- 7.6.1. Creating and Editing Videos
- 7.6.2. Creating Presentations
- 7.6.3. Creating Educational Games (Gamification)
- 7.6.4. Creating 3D Models
- 7.6.5. Google Tools

7.7. Use and publication of Digital Teaching Materials
- 7.7.1. Means of Publishing Audiovisual Resources
- 7.7.2. Means of Publishing Interactive Resources
- 7.7.3. Augmented Reality in the Classroom

7.8. Critical Spirit in the Use of Web Resources
- 7.8.1. Student Education in the Use of New Technologies
- 7.8.2. The Problem of Privacy Online
- 7.8.3. Treating Information on the Internet Critically

7.9. ICT Teaching Materials in Teaching History and Geography
- 7.9.1. First Cycle of Secondary Education (Middle School)
- 7.9.2. Second Cycle of Secondary Education (High School)
- 7.9.3. Baccalaureate (High School)

Module 8. Educational Programming

8.1. What Does Programming Consist of?
- 8.1.1. Different Meanings
- 8.1.2. Programming as a Teacher Guide
- 8.1.3. Different Types of Programs according to Academic Year

8.2. Educational Programming and Its Different Sections
- 8.2.1. Objectives
- 8.2.2. Contents
- 8.2.3. Learning Standards

8.3. Teaching Units and Sections
- 8.3.1. Contents
- 8.3.2. Objectives
- 8.3.3. Sample Activities and Suggested Tasks
- 8.3.4. Attention to Diversity: Spaces and Resources. Assessment Procedures. Assessment Tools

8.4. Different Educational Curricula according to Autonomous Communities
- 8.4.1. Comparison between Communities
- 8.4.2. Common Elements in Curricula
- 8.4.3. Differences between ESO and Bachillerato

8.5. Useful Bibliography for Educational Programming
- 8.5.1. Ausubel
- 8.5.2. Piaget
- 8.5.3. Combas Project

8.6. Possible Strategies when Defending an Educational Program or Unit
- 8.6.1. On How to Face the Presentation
- 8.6.2. Defence Models
- 8.6.3. Annexes and Materials that Can Be Enclosed

8.7. Examinations, Possible Approaches
- 8.7.1. Multiple-Choice Tests
- 8.7.2. Examinations of Medium or Long Development
- 8.7.3. Advantages and Disadvantages of Each and Elaborating Mixed Examinations

8.8. Rubrics
- 8.8.1. Examples and Templates
- 8.8.2. Uses
- 8.8.3. Templates or Rubrics as Tools for Improvement

8.9. Activities, Exercises, Tasks and the Different Levels of Complexity
- 8.9.1. Differences and Examples
- 8.9.2. Self-Study
- 8.9.3. Self-Assessment Exercise Plans

8.10. Importance of the 2nd year in Baccalaureate
- 8.10.1. A Decisive Year and What It Means for Students
- 8.10.2. On How to Guide Students
- 8.10.3. Features

Module 9. Assessment

9.1. Assessment Objectives
- 9.1.1. Search for Problems or Deficiencies
- 9.1.2. Establish Solutions
- 9.1.3. Improve the Teaching-Learning Process

9.2. Criteria to be Followed
- 9.2.1. Preliminary Assessment
- 9.2.2. Establishing the Most Adequate System
- 9.2.3. Extraordinary Tests

9.3. Different Assessment Models
- 9.3.1. Final Assessment
- 9.3.2. Continuous Assessment
- 9.3.3. Tests and Exams

9.4. Cases and Practical Examples
- 9.4.1. Different Exam Models
- 9.4.2. Different Headings
- 9.4.3. Cumulative or Percentage Grading

9.5. The Importance of the Assessment System
- 9.5.1. Different Systems according to the Features of the Student Body
- 9.5.2. Function of Assessment Criteria
- 9.5.3. List and Features of Assessment Techniques and Tools

9.6. LOMCE Evaluation
- 9.6.1. Assessment Criteria
- 9.6.2. Standards
- 9.6.3. Differences between Assessment in ESO and Baccalaureate

9.7. Different Authors, Different Visions
- 9.7.1. Zabalza
- 9.7.2. Weiss

9.7.3. Our Own Assessment Project
9.8. Different Realities, Different Assessment Systems
9.8.1. Preparing Initial Assessments: Examples and Templates
9.8.2. Establishing Teaching Plans
9.8.3. Checking Learning by Means of Tests
9.9. Self-Assessment as Teachers
9.9.1. Questions to Ask Ourselves
9.9.2. Analyzing Our Own Results
9.9.3. Improving for the Next Academic Year

Module 10. Teaching Outside the Classroom

10.1. History and Archaeology Museums
10.1.1. History in Museums
10.1.2. Archaeology Museums
10.1.3. History Museums
10.2. Museums and Art Galleries
10.2.1. Art in Museums
10.2.2. Art Museums
10.2.3. Art Galleries
10.3. Museum Accessibility
10.3.1. The Concept of Accessibility
10.3.2. Eliminating Physical Barriers
10.3.3. Visual and Cognitive Integration of Art and Heritage
10.4. Archaeological Heritage
10.4.1. Archaeological Objects
10.4.2. Archaeological Sites
10.4.3. The Value of Archaeological Heritage
10.5. Artistic Heritage
10.5.1. The Concept of Work of Art
10.5.2. Movable Works of Art
10.5.3. Historical-Artistic Monuments
10.6. Historical and Ethnological Heritage
10.6.1. Ethnological Heritage
10.6.2. Historical Ensembles
10.6.3. Historic Sites and Historic Gardens
10.7. Museology, Museography and Teaching
10.7.1. Concept of Museology
10.7.2. Concept of Museography
10.7.3. Museums and Teaching
10.8. The School in the Museum
10.8.1. School Visits to Museums
10.8.2. Museums at School
10.8.3. Coordination and Communication School-Museum
10.9. Heritage and School
10.9.1. Heritage Outside the Museum
10.9.2. Adapting Visits
10.9.3. Combination of Activities
10.10. Teaching in Museums through New Technologies
10.10.1. New Technologies in Museums
10.10.2. Augmented Reality
10.10.3. Virtual Reality

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

06

Methodology

This academic program offers students a different way of learning. Our methodology follows a cyclical learning process: 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

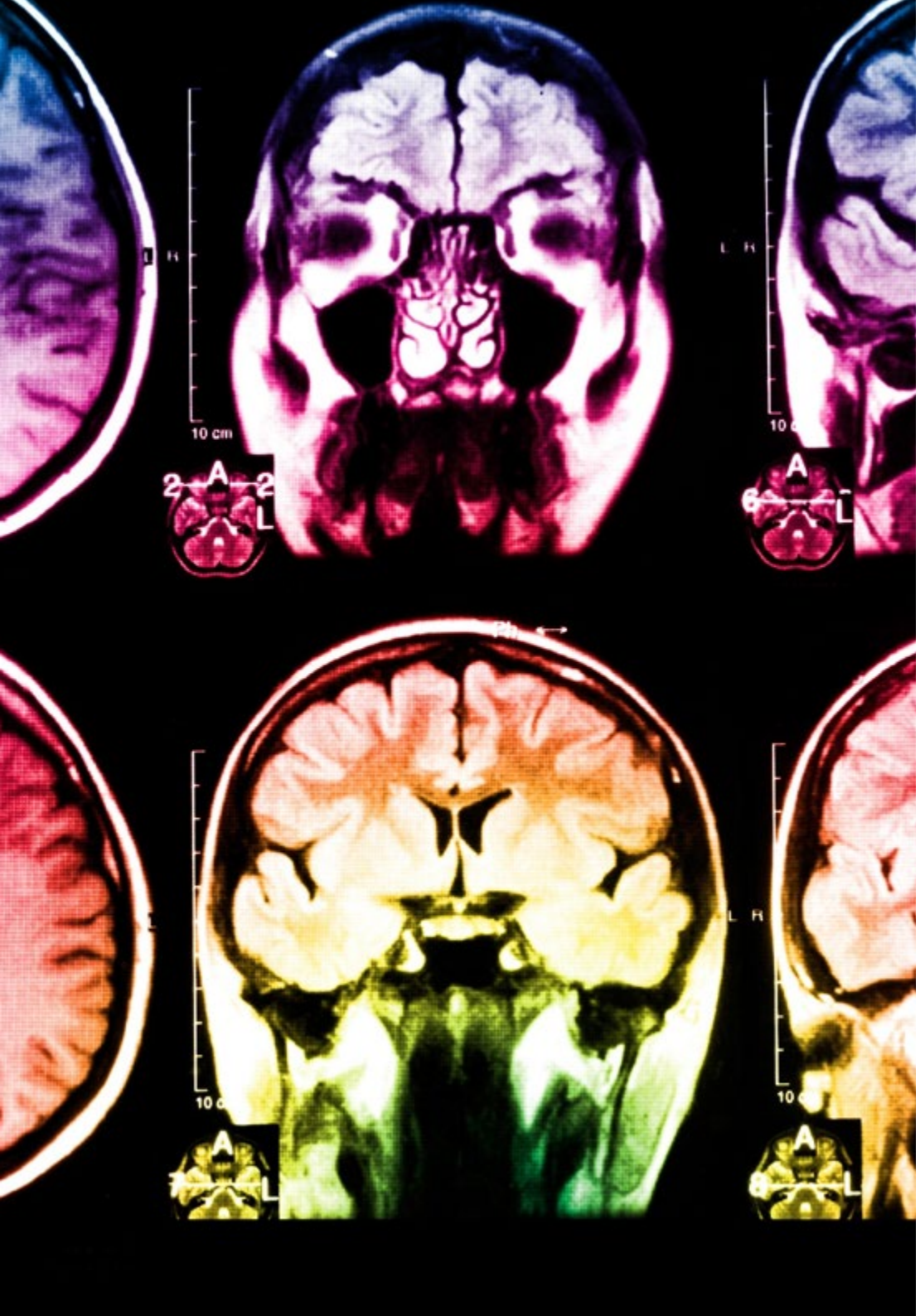
TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

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.



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.

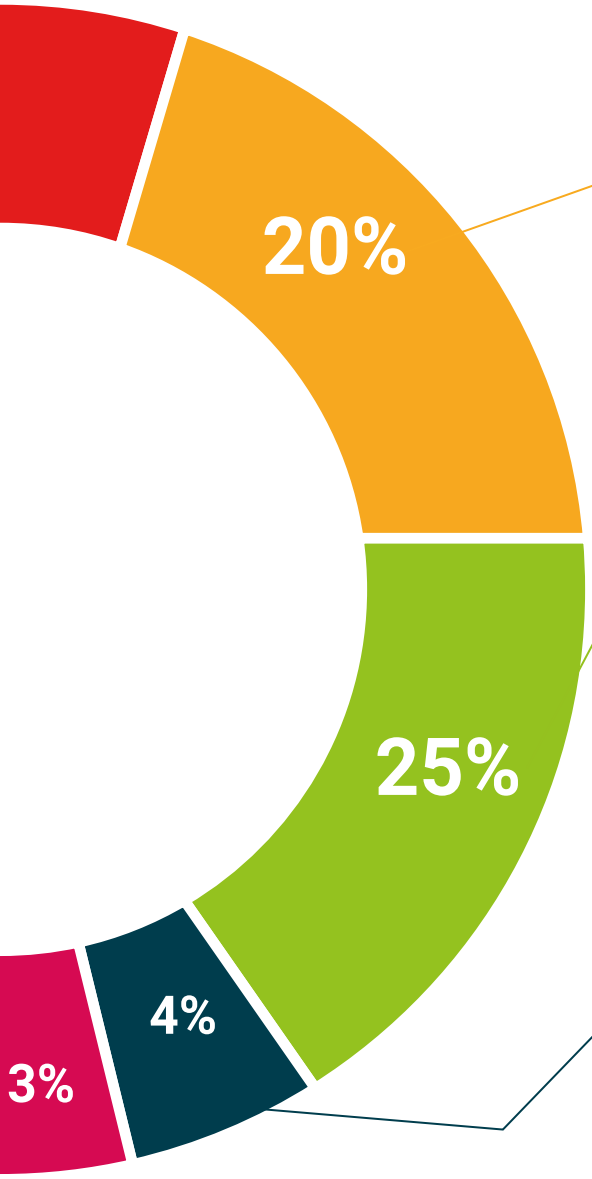
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

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.



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.

07

Certificate

The Professional Master's Degree in Teaching History and Geography in High School guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree issued by TECH Global University.

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

This program will allow you to obtain your **Professional Master's Degree diploma in Teaching History and Geography in High School** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra (***official bulletin***). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

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

Title: **Professional Master's Degree in Teaching History and Geography in High School**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**


tech global university

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

Professional Master's Degree in Clinical Ophthalmology

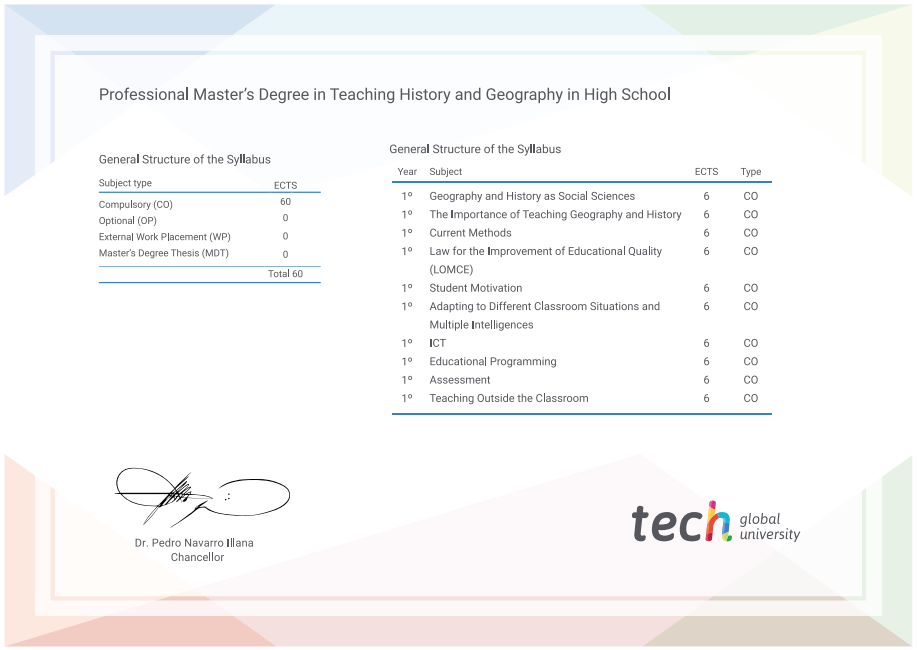
This is a program of 1,500 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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
Chancellor

Unique TECH Code: AFWORD23S techtitute.com/certificates


Professional Master's Degree in Teaching History and Geography in High School

General Structure of the Syllabus

Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Geography and History as Social Sciences	6	CO
1º	The Importance of Teaching Geography and History	6	CO
1º	Current Methods	6	CO
1º	Law for the Improvement of Educational Quality (LOMCE)	6	CO
1º	Student Motivation	6	CO
1º	Adapting to Different Classroom Situations and Multiple Intelligences	6	CO
1º	ICT	6	CO
1º	Educational Programming	6	CO
1º	Assessment	6	CO
1º	Teaching Outside the Classroom	6	CO

Dr. Pedro Navarro Illana
Chancellor

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*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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Professional Master's Degree

Teaching History and Geography in High School

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Professional Master's Degree

Teaching History and Geography in High School

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