Advanced Master's Degree

Digital Education and New Teaching Models

tech technological university

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Advanced Master's Degree
Digital Education and New Teaching Models

- Modality: **online**
- Duration: **2 years**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/pk/education/advanced-master-degree/advanced-master-degree-digital-education-new-teaching-models

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01

Introduction

New technologies are increasingly present in our lives and can be applied to practically any sector. In the case of teaching, technological tools have been a great advance, since they are an essential complement in the teaching and learning process. Therefore, it is paramount that the teacher is trained in the latest educational technology and all aspects of digital learning.

Teachers need to update their digital skills to advance their profession. In this Advanced Master's Degree, we give you the keys to digital education, in an intensive and complete specialization"

This Advanced Master's Degree offers a practical and complete vision of the application of new technologies in education, from the most basic tools to the development of digital teaching skills. An advance over the eminently theoretical programs, focused on teaching work in physical classrooms, which do not address in depth the use of technology in the educational context, without forgetting the role of teaching innovation.

This vision allows a better understanding of the functioning of the appropriate technology at different educational levels so that the professional can have different options for its application in his or her job according to his or her interest.

This Advanced Master's Degree addresses the studies required to specialize in Digital Education and New Teaching Models for those who want to enter the teaching world, all offered from a practical perspective and emphasizing the most innovative aspects in this regard.

Digital competencies for teachers will also be developed, and they will learn how to use teamwork, attention to student diversity with personalized attention, and how to organize, program, manage, and evaluate objectives and teaching-learning processes through the Flipped Classroom model, all to improve, increase and make better use of the time spent working in the classroom with active methodologies.

Throughout this specialization, the student will learn all of the current approaches to the different challenges posed by their profession. A high-level step that will become a process of improvement, not only on a professional level, but also on a personal level.

This challenge is one of TECH's social commitments: To help highly qualified professionals to specialize and develop their personal, social and labor competencies during the course of their training.

We will not only take you through the theoretical knowledge we offer, but we will introduce you to another way of studying and learning, one which is simpler, more organic, and efficient. We will work to keep you motivated and to create in you a passion for learning. And we will push you to think and develop critical thinking.

This Advanced Master's Degree is designed to give you access to the specific knowledge of this discipline in an intensive and practical way. A great value for any professional.

In addition, as it is a 100% online specialization, it is the student himself who decides where and when to study. Without the restrictions of fixed timetables or having to move between classrooms, this course can be combined with work and family life.

This **Advanced Master's Degree in Digital Education and New Teaching Models** contains the most complete and up-to-date educational program on the market. The most important features include:

- The latest technology in e-learning software
- Intensely visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- The development of practical case studies presented by practicing experts
- State-of-the-art interactive video systems
- Teaching supported by telepractice
- Continuous updating and recycling systems
- Self-regulated learning: full compatibility with other occupations
- Practical exercises for self-assessment and learning verification
- Support groups and educational synergies: Questions to the expert, discussion and knowledge forums
- Communication with the teacher and individual reflection work
- The availability of access to content from any fixed or portable device with an Internet connection
- The banks of complementary documentation are permanently available, even after the course

A high-level scientific specialization, supported by advanced technological development and the teaching experience of the best professionals"

A training program created for professionals who aspire for excellence, and that will enable you to acquire new skills and strategies easily and effectively"

A deep and comprehensive dive into strategies and approaches in Digital Education and New Models of Teaching.

Digital tools are an indispensable addition to the teaching and learning process.

Our teaching staff is made up of working professionals. In this way, we ensure that we provide you with the training update we are aiming for. A multidisciplinary team of doctors with training and experience in different environments, who will develop the theoretical knowledge in an efficient way, but above all, they will bring their practical knowledge from their own experience to the course.

This command of the subject is complemented by the effectiveness of the methodological design of this Advanced Master's Degree. Developed by a multidisciplinary team of e-Learning experts, it integrates the latest advances in educational technology. In this way, you will be able to study with a range of easy-to-use and versatile multimedia tools that will give you the necessary skills you need for your specialization.

The design of this program is based on Problem-Based Learning: An approach that conceives learning as a highly practical process. To achieve this remotely, we will use telepractice. With the help of an innovative interactive video system and learning from an expert, you will be able to acquire the knowledge as if you were facing the scenario you are learning at that moment. A concept that will allow you to integrate and fix learning in a more realistic and permanent way.

02

Objectives

Our objective is to train highly qualified professionals for work experience. An objective that is complemented, moreover, in a global manner, by promoting human development that lays the foundations for a better society. This objective is focused on helping professionals reach a much higher level of expertise and control. A goal that you will be able to achieve thanks to a highly intensive and detailed course.

If your goal is to improve in your profession, to acquire a qualification that will enable you to compete among the best, look no further: Welcome to TECH"

General Objectives

- Introduce students to the world of teaching, from a global perspective in order to prepare them for their future employment
- Learn about new tools and technologies applied to teaching In-depth exploration of digital competencies
- Show the different options and ways the teacher can work in his or her post
- Promote the acquisition of communication and knowledge transmission skills and abilities
- Encourage continuing education of students and interest in teaching innovation
- Changing the conception of time and space in the classroom
- Discover the new role of teachers and their attitude towards methodological change
- Incorporate new methodologies focused on cooperation, innovation and problem solving
- Learning tools and their application in a didactic sequence
- Evaluate, co-evaluate and self-evaluate using digital tools and rubrics
- Designing a Flipped Classroom
- Understand the importance of active learning methodologies in the Flipped Classroom and how the Flipped Classroom helps to improve other methodologies
- Know what the Flipped Classroom Model is
- Understand its integration in the methodological change of education
- Analyze the strengths of the model, possible difficulties and how to solve them
- Learn tools and their use for creating videos and material for use in the Flipped Classroom
- Know and discover play and gamification as a way of learning linked to the Flipped Classroom

Specific Objectives

- Differentiate between formal and informal learning
- Distinguish between implicit learning and non-formal learning
- Describe the processes of memory and attention in learning
- Determine the differences between active and passive learning
- Understand the role of the traditional school in learning
- Explain the characteristics of the 4.0 School
- Differentiate between digital immigrant and digital native
- Explain the importance of digital competencies in teachers
- Explain the use of technology in recreation among students
- Identify the use of educational technology by students
- Establish the defining characteristics of educational technology
- Describe the advantages and disadvantages of educational technology
- Discern the defining characteristics of distance learning
- Discover the advantages and disadvantages of distance learning over traditional education
- Explain the defining characteristics of Blended Learning
- Define the advantages and disadvantages of Blended Learning over traditional teaching
- Classify the defining characteristics of e-learning
- Explain the advantages and disadvantages of e-learning over traditional teaching
- Describe the new trends in digital communication
- Define the new perspectives in teaching, training and labor within the digital framework
- Explain the evolution of Facebook, how to create and manage a profile, how to use Facebook as a search engine and its use as a teaching tool
- Recognize all critical factors specific to the Apple environment in the development of our implementation model
- Value the importance of virtual learning environments as channels of instruction inside and outside the classroom
- Identify and estimate the pedagogical possibilities of Apple's proprietary Apps for the management, creation of content and evaluation
- To know the main Apps to develop a flipped classroom and gamification strategies, as well as to value these emerging methodologies as learning motivators
- Explain the evolution of Twitter, how to create and manage a profile, how to use Twitter as a search engine and its use as a teaching tool
- Explain the evolution of LinkedIn, how to create and manage a profile, how to use the network as a search engine and its use as a teaching tool
- Explain the evolution of YouTube, how to create and manage a profile, how to use YouTube as a search engine and its use as a teaching tool
- Explain the evolution of Instagram, how to create and manage a profile, how to use Instagram as a search engine and its use as a teaching tool
- List the different digital formats for the creation of content in the different social networks
- Define the uses that Social Networks provide for teachers
- Explain how to manage a communication crisis in Social Networks
- Describe the different tricks that will help them to be more effective in Social Networks

- Define the principles of the Flipped Classroom
- Describe the importance of the new role of the teacher in the classroom
- Explain the role of students and families within the Flipped Classroom Model
- Discover the benefits of the Flipped Classroom with the diversities of the classroom
- Identify the differences between traditional teaching and the Flipped Classroom
- Test the link between the Flipped Classroom model and Bloom's Taxonomy
- Distinguish between mobile and Wi-Fi networks
- Classify mobile devices: tablets and smartphones
- Discover the spread of the use of tablets in the classroom
- Learn about the electronic whiteboard
- Understand the management of the computerized student body
- Explain online classes and tutoring
- Identify FOMO
- Understand technology dependence
- Set Sleep Texting
- Discover Nomophobia
- Distinguish between Migrant vs Digital Native
- Identify technological difficulties in adults
- Learn about the new illnesses associated with technologies
- Introduction to technology assessment tools of technological implementation
- Identify the costs and benefits of technological implementation
- Know what cooperative learning is
- Visualize the problems presented and their solutions
- Create a cooperative context
- Know the three pillars of cooperative learning: positive interdependence, individual responsibility and equitable participation

- Understand when I have to use one cooperation pattern or another
- Know some simple and complex CA techniques
- Know different types of evaluation
- Develop the FC model in the student body
- Learn how to solve possible problems
- Prepare FC content
- Know how to work the FC model in the classroom only
- Working with motivational tools
- Know the most important features for the creation of your own videos
- Know digital tools for the elaboration and edition of own videos.
- Know how to do FC with little technology
- Discover tools for external material
- Know the origin of gamification
- Discover the basic elements used in gamification
- Identify gamification mechanics
- Using digital tools in gamification
- Integrate gamification in the classroom and in the content.
- Localize games and video games for gamification in learning
- Build gamification and games
- Improve logic and ingenuity in students
- Know the existing formats
- Learn how to use tools for an escape room
- Discover the educational values of an escape room
- Teach through questioning and challenges
- Improve the different methodologies with the FC
- Know inductive methodologies
- Work with inductive methodologies and FC
- Achieve the development of student self-regulation.
- Favor the teaching-learning processes through ICTs
- Develop digital competence
- Encourage active student learning by searching and inquiring in order to achieve learning
- Work with motivational tools
- Program with Bloom's taxonomy in mind
- Know how to use individual and group space
- Understand the importance of learning management systems
- Design a flipped unit
- Evaluate flipped learning
- Learn to use digital tools for evaluation
- Learn to manage the classroom with digital tools
- Evaluate in a playful way
- Reflect on the establishment of learning objectives
- Value the importance of feedback for the improvement of the learning process

03

Skills

Once all the contents have been studied and the objectives of the Advanced Master's Degree in Digital Education and New Teaching Models have been achieved, the professional will have superior competence and performance in this area. A very complete approach, in a high-level master's degree, which makes the difference.

Achieving excellence in any profession requires effort and perseverance. But, above all, the support of professionals, who will give you the boost you need, with the necessary means and assistance. At TECH, we offer you everything you need"

General Skills

- Understand Digital Teaching and Learning knowledge that provides an opportunity for entry or professional development in this area
- Understand the knowledge of educational technology and digital skills that will allow you to develop in this area
- Apply the knowledge acquired in a practical way, with a good theoretical basis, in order to solve any problem arising in the work environment, adapting to new challenges related to their area of study
- Integrate the knowledge gained in the Advanced Master's Degree with previous knowledge, as well as reflecting upon the implications for professional practice, applying to them personal values, thereby improving the quality of the service provided
- Transmit the theoretical and practical knowledge acquired, as well as develop the capacity for criticism and reasoning, before a specialized and non-specialized public, in a clear and unambiguous manner
- Develop self-learning skills that will allow them to continue training for the best performance of their job
- Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context
- Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study
- Integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments
- Communicate their conclusions and the ultimate knowledge and rationale behind them to specialized and non-specialized audiences in a clear and unambiguous manner
- Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous

Specific Skills

- Classify the characteristics of direct versus indirect learning
- Apply the different tools for content creation, social media management and social media analytics
- Explain how social networks arose and what changes they have brought about in the teaching field
- Explain meta-cognition and meta-intelligence in learning
- Explain the difference between a professional teaching network and a personal one, as well as the different elements to follow in each of them
- Use Apple's programming language and appreciate the growing importance of this kind of digital literacy
- Apply basic keys to analyze the data provided by social networks in order to make decisions about the content to be disseminated
- Practice digital conversation and the elements that define it
- Explain the basic rules in social networks for an adequate and effective use of profiles
- Apply techno-pedagogical criteria for the choice of different devices as management, teaching and learning tools
- Identify the key elements and tools in the analysis prior to the implementation of technology in the classroom
- Know how to apply the guidelines that should guide the design of the implementation model
- Apply the FC model together with other active methodologies in the classroom
- Create an inverted class or FC
- Creating your own content for an inverted or FC class
- Gamify the contents to be worked on
- Learn how to create an escape room to develop mental skills, creativity and critical thinking
- Create artwork with various tools
- Acquire ICT skills
- Learning to program and plan through the FC model
- Learning to evaluate in a different way

Our objective is very simple: to offer you quality specialized training, with the best teaching methods currently, so that you can reach new heights of excellence in your profession"

04

Course Management

Within the concept of total quality of our course, we are proud to put at your disposal a teaching staff of the highest level, chosen for their proven experience in the educational field. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.

Our professors bring their vast experience and their teaching skills to offer you a stimulating and creative specialized training program"

International Guest Director

Dr. **Stephanie Doscher** is an internationally renowned **educational leader**, recognized for her influence in the **field of global learning and comprehensive internationalization**. As **Director** of the **Office of Collaborative Online International Learning (COIL)** at Florida International University (FIU), she has forged a pioneering path in creating inclusive and accessible educational strategies for all students.

With a focus on leadership and organizational change, Dr. Doscher is recognized for her ability to facilitate meaningful transformations in educational settings. In addition, her emphasis on connection, collaboration, communication, and continuous improvement underscores her commitment to educational excellence and her vision of accessible global learning for all students.

Doscher's research interests encompass teaching and assessment strategies for global learning, as well as the intersection between global **learning, comprehensive internationalization, social innovation, and inclusive excellence**. His recent work focuses on the relationship between **diversity** and **knowledge production** through the **online COIL exchange**.

In fact, he has a prolific academic output, with multiple articles in renowned journals such as the Journal of International Students, EAIE Forum, and the International Association of Universities' Handbook of Internationalisation of Higher Education. She has also participated in presentations at various international conferences and workshops, enriching the academic dialogue on **global education**.

Likewise, her contributions as **co-author** of works such as "The Guide to COIL Online Exchange" and "Making Global Learning Universal: Promoting Inclusion and Success for All Students", have consolidated her position as a leading expert in the **global education field**. Both manuals have served to engage university students in collaborative global learning problem solving. Not to mention her prominent role as host of the **podcast** "Making Global Learning Universal".

Dr. Doscher, Stephanie

- Member of the Center for Leadership at FIU
- Global Learning Specialist
- Ph.D. in Educational Administration and Supervision from FIU
- Professional Master's Degree in Secondary Education from Western Washington University
- Member of:
- Association of American Colleges and Universities (AAC&U)
- American Evaluation Association (AEA)
- American International Education Association (AIEA)
- Comparative and International Education Society (CIES)

Thanks to TECH you will be able to learn with the best professionals in the world"

Management

Mr. Gris Ramos, Alejandro

- Graduate in Computer Management
- Master's Degree in E-Commerce and specialist in the latest technologies applied to teaching, Digital Marketing, web application development and Internet business

Mr. Azorín López, Miguel Ángel

- Teacher specialized in Physical Education
- Expert in Flipped Classroom (Level I Flipped Learning and Level I Instructor Flipped Learning, TOP-100 Flipped Learning Worldwide Teachers)

Professors

Mr. Albiol Martín, Antonio

- Master's Degree in Education and Information and Communication Technologies from the UOC
- Master's Degree in Literary Studies
- Graduate in Philosophy and Literature
- Head of CuriosiTIC: JABY School's ICT Integration Program in the classroom

Mr. Asencio Ferrández, Aarón

- Primary Specialty Teacher, Level I Flipped Learning

Mr. Cabezuelo Doblaré, Álvaro

- Psychologist expert in Digital Identity and Master' s Degree in Communication, Digital Marketing and Social Networks
- Teacher of Digital Identity, Social Media Manager in a Communication Agency and a Teacher in Aula Salud.

Mr. De la Serna, Juan Moisés

- Doctor in Psychology, Master in Neurosciences and Behavioral Biology
- Director of the Open Chair of Psychology and Neurosciences and science communicator
- Diploma in Labor Relations
- University Specialist in Clinical Hypnosis
- University Expert in Didactic Methodology

Ms. Payá López, Miriam

- Teacher specialized in English as a Foreign Language, ICT expert

05

Structure and Content

The contents of this Professional Master's Degree have been developed by the different experts on this course, with a clear purpose: To ensure that our students acquire each and every one of the necessary skills to become true experts in this field. The content of this course enables you to learn all aspects of the different disciplines involved in this field. A complete and well-structured program that will take you to the highest standards of quality and success.

Through a very well compartmentalized development, you will be able to access the most advanced knowledge of the moment in Digital Education and New Teaching Models"

Module 1. Digital Learning

1.1. Definition of Learning
- 1.1.1. Formal Learning vs. Informal
  - 1.1.1.1. The Characteristics of Formal Learning
  - 1.1.1.2. The Characteristics of Informal Learning
- 1.1.2. Implicit Learning vs. Non-formal
  - 1.1.2.1. The Characteristics of Implicit Learning
  - 1.1.2.2. The Characteristics of Non-Formal Learning

1.2. Psychological Processes Involved in Learning
- 1.2.1. Memory Vs. Attention
  - 1.2.1.1. Memory in Learning
  - 1.2.1.2. Attention in Learning
- 1.2.2. Meta-cognition Vs. Intelligence.
  - 1.2.2.1. Meta-cognition in Learning
  - 1.2.2.2. Intelligence and Learning

1.3. Types of Learning
- 1.3.1. Direct Learning vs. Indirect
  - 1.3.1.1. The Characteristics of Direct Learning
  - 1.3.1.2. The Characteristics of Indirect Learning
- 1.3.2. Active Learning vs. Liabilities
  - 1.3.2.1. The Characteristics of Active Learning
  - 1.3.2.2. The Characteristics of Passive Learning

1.4. Context in Learning
- 1.4.1. The Traditional School
  - 1.4.1.1. Family and Education
  - 1.4.1.2. School and Education
- 1.4.2. School 4.0
  - 1.4.2.1. Characteristics of School 2.0
  - 1.4.2.2. Characteristics of School 4.0

1.5. Teachers' Technological Skills
- 1.5.1. Digital Migrant vs. Digital Native
  - 1.5.1.1. Characteristics of the Digital Immigrant
  - 1.5.1.2. Characteristics of the Digital Native
- 1.5.2. Digital Competencies in Teachers
  - 1.5.2.1. Office Software in Education
  - 1.5.2.2. Management of Digital Elements

1.6. Students' Technological Skills
- 1.6.1. Recreational Technology
  - 1.6.1.1. Educational Games
  - 1.6.1.2. Gamification
- 1.6.2. Educational Technology
  - 1.6.2.1. The Internet in Schools
  - 1.6.2.2. Other Technological Devices in the Classroom

1.7. Traditional Teaching with Educational Technology
- 1.7.1. Defining Characteristics of Educational Technology
  - 1.7.1.1. Technological Advances in the Classroom
  - 1.7.1.2. Technological Provision in the Classroom
- 1.7.2. Advantages and Disadvantages of Educational Technology
  - 1.7.2.1. Advantages of Educational Technology
  - 1.7.2.2. Disadvantages of Educational Technology

1.8. Distance Learning
- 1.8.1. Defining Characteristics
  - 1.8.1.1. The Challenge of Distance Learning
  - 1.8.1.2. Characteristics of Distance Learners
- 1.8.2. Advantages and Disadvantages over Traditional Teaching
  - 1.8.2.1. Advantages of Distance Learning
  - 1.8.2.2. Disadvantages of Distance Learning

1.9. Blended Learning
- 1.9.1. Defining Characteristics
  - 1.9.1.1. Educational Technological Inclusion
  - 1.9.1.2. Blended Learning User Characteristics
- 1.9.2. Advantages and Disadvantages over Traditional Teaching
  - 1.9.2.1. Advantages of Blended Learning
  - 1.9.2.2. Disadvantages of Blended Learning

1.10. E-learning
- 1.10.1. Defining Characteristics
  - 1.10.1.1. New Challenges in the Virtualization of Education
  - 1.10.1.2. New E-learning Institutions
- 1.10.2. Advantages and Disadvantages over Traditional Teaching
  - 1.10.2.1. Advantages of E-learning
  - 1.10.2.2. Disadvantages of E-learning

Module 2. Digital Teaching

2.1. History of Technology in Education
- 2.1.1. History and Evolution of Technology
- 2.1.2. New Challenges

2.2. Internet in Schools
- 2.2.1. Internet Use in Schools
- 2.2.2. The Impact of the Internet on Education

2.3. Devices for Teachers and Students
- 2.3.1. Devices in the Classroom
- 2.3.2. The Electronic Whiteboard
- 2.3.3. Devices for Students
- 2.3.4. Tablets

2.4. Adaptation of School Materials and Costs
- 2.4.1. The Disappearance of Paper
- 2.4.2. Licenses and Costs

2.5. Technological Student Management
- 2.5.1. Adaptation of Students to New Technologies
- 2.5.2. Managing Students as Digital Natives

2.6. Online Tutoring
- 2.6.1. Advantages and Disadvantages
- 2.6.2. Implementation

2.7. Parents as Digital Migrants
- 2.7.1. Technology Training for Adults
- 2.7.2. How to Overcome the Technology Barrier?

2.8. Responsible Use of New Technologies
- 2.8.1. Privacy
- 2.8.2. Data Protection
- 2.8.3. Cyber Crimes in School

2.9. Addictions and Pathologies
- 2.9.1. Definition of Technology Addiction
- 2.9.2. How to Avoid Addiction
- 2.9.3. How to Get Out of an Addiction
- 2.9.4. New Pathologies Produced by Technology

2.10. Cyberbullying
- 2.10.1. Definition of Cyberbullying
- 2.10.2. How to Avoid Cyberbullying
- 2.10.3. How to Act in Cases of Cyberbullying

Module 3. Digital Identity and Digital Branding

3.1. Digital Identity
- 3.1.1. Definition of Digital Identity
- 3.1.2. Managing Digital Identity in Education
- 3.1.3. Areas of Application of Digital Identity

3.2. Blogs
- 3.2.1. Introduction to Blogging in Teaching
- 3.2.2. Blogs and Digital Identity

3.3. Roles in Digital Identity
- 3.3.1. Digital Identity of the Student Body
- 3.3.2. Digital Identity of Teachers

3.4. Branding
- 3.4.1. What is Digital Branding?
- 3.4.2. How to Work on Digital Branding?

3.5. How to Position Yourself in Digital Teaching?
- 3.5.1. Successful Cases of Teaching Branding
- 3.5.2. Typical Uses

3.6. Online Reputation
- 3.6.1. Online Reputation vs. Physical Reputation
- 3.6.2. Online Reputation in Teaching
- 3.6.3. Online Reputation Crisis Management

3.7. Digital Communication
- 3.7.1. Personal Communication and Digital Identity
- 3.7.2. Corporate Communication and Digital Identity

3.8. Communication Tools
- 3.8.1. Teacher Communication Tools
- 3.8.2. Teacher Communication Protocols

3.9. Teacher-Student Communication
- 3.9.1. E-mail
- 3.9.2. The Digital Agenda on the New Platforms

Module 4. Social Networks and Blogs in Teaching

4.1. Social Networks
- 4.1.1. Origin and Evolution
- 4.1.2. Social Networks for Teachers
- 4.1.3. Strategy, Analytics and Content

4.2. Facebook.
- 4.2.1. The Origin and Evolution of Facebook
- 4.2.2. Facebook Pages for Teacher Outreach
- 4.2.3. Groups
- 4.2.4. Facebook Search and Database
- 4.2.5. Tools

4.3. Twitter
- 4.3.1. The Origin and Evolution of Twitter
- 4.3.2. Twitter Profile for Teacher Outreach
- 4.3.3. Twitter Search and Database
- 4.3.4. Tools

4.4. LinkedIn
- 4.4.1. The Origin and Evolution of LinkedIn
- 4.4.2. LinkedIn Teaching Profile
- 4.4.3. LinkedIn Groups
- 4.4.4. LinkedIn Search and Database
- 4.4.5. Tools

4.5. YouTube
- 4.5.1. The Origins and Evolution of YouTube
- 4.5.2. YouTube Channel for Teacher Outreach

4.6. Instagram
- 4.6.1. The Origin and Evolution of Instagram
- 4.6.2. Instagram Profile for Teacher Outreach

4.7. Multimedia Contents
- 4.7.1. Photography.
- 4.7.2. Infographics
- 4.7.3. Videos
- 4.7.4. Live Videos

4.8. Blogging and Social Media Management
- 4.8.1. Basic Rules for Social Media Management
- 4.8.2. Uses in Teaching
- 4.8.3. Content Creation Tools
- 4.8.4. Social Media Management Tools
- 4.8.5. Social Networking Tips

4.9. Analytical Tools
- 4.9.1. What do we Analyze?
- 4.9.2. Google Analytics

4.10. Communication and Reputation
- 4.10.1. Source Management
- 4.10.2. Communication Protocols
- 4.10.3. Crisis Management

Module 5. Technological Innovation in Education

5.1. Advantages and Disadvantages of the use of Technology in Education
- 5.1.1. Technology as a Means of Education
- 5.1.2. Advantages of Use
- 5.1.3. Inconveniences and Addictions

5.2. Educational Neurotechnology
- 5.2.1. Neuroscience
- 5.2.2. Neurotechnology

5.3. Programming in Education
- 5.3.1. Benefits of Programming in Education
- 5.3.2. Scratch Platform
- 5.3.3. Confection of the First Hello World
- 5.3.4. Commands, Parameters and Events
- 5.3.5. Export of Projects

5.4. Introduction to the Flipped Classroom
- 5.4.1. What is it Based On?
- 5.4.2. Examples of Use
- 5.4.3. Video Recording
- 5.4.4. YouTube

5.5. Introduction to Gamification
- 5.5.1. What is Gamification?
- 5.5.2. Success Stories

5.6. Introduction to Robotics
- 5.6.1. The Importance of Robotics in Education
- 5.6.2. Arduino (Hardware)
- 5.6.3. Arduino (Programming Language)

5.7. Tips and Examples of Use in the Classroom
- 5.7.1. Combining Innovation Tools in the Classroom
- 5.7.2. Real Examples

5.8. Introduction to Augmented Reality
- 5.8.1. What is AR?
- 5.8.2. What are the Benefits in Education?

5.9. How to Develop Your Own Apps in AR
- 5.9.1. Unity
- 5.9.2. Examples of Use

5.10. Samsung Virtual School Suitcase
- 5.10.1. Immersive Learning
- 5.10.2. The Backpack of the Future

Module 6. The Apple Environment in Education

6.1. Mobile Devices in Education
- 6.1.1. The M-learning
- 6.1.2. A Problematic Decision

6.2. Why Choose an iPad for the Classroom?
- 6.2.1. Technopedagogical Criteria
- 6.2.2. Other Considerations
- 6.2.3. Typical Objections

6.3. What does My Center Need?
- 6.3.1. Educational Philosophy
- 6.3.2. Socioeconomic Criteria
- 6.3.3. Priorities

6.4. Designing our Own Model
- 6.4.1. "He Who Reads Much and Walks Much, Sees Much and Knows Much."
- 6.4.2. Fundamental Decisions
  - 6.4.2.1. Trolleys or 1:1 Ratio?
  - 6.4.2.2. What Concrete Model Have We Chosen?
  - 6.4.2.3. IDP or Television? Neither of the Two?

6.5. Apple's Educational Ecosystem
- 6.5.1. The DEP
- 6.5.2. Device Management Systems
- 6.5.3. What are Managed Apple IDs?
- 6.5.4. Apple School Manager

6.6. Other Critical Development Factors
- 6.6.1. Technical: Connectivity
- 6.6.2. Human: The Educational Community
- 6.6.3. Organizational

6.7. The Classroom in the Teacher's Hands
- 6.7.1. Teaching Management: Classroom and iDoceo
- 6.7.2. iTunes U as a Virtual Learning Environment

6.8. The Map to Discover Treasures
- 6.8.1. Apple's Office Suite
  - 6.8.1.1. Pages
  - 6.8.1.2. Keynote
  - 6.8.1.3. Numbers
- 6.8.2. Apps for Multimedia Production
  - 6.8.2.1. iMovie
  - 6.8.2.2. Garage Band
  - 6.8.2.3. Clips

6.9. Apple and Emerging Methodologies
- 6.9.1. Flipped Classroom: Explain Everything and EdPuzzle
- 6.9.2. Gamification: Kahoot, Socrative and Plickers

6.10. Everyone Can Program
- 6.10.1. Swift Playgrounds
- 6.10.2. Robotics with LEGO

Module 7. Google GSuite for Education

7.1. History of Google
- 7.1.1. Who is Google?
- 7.1.2. The Importance of Partnering with Google

7.2. Google and Education
- 7.2.1. Google's Involvement in Education
- 7.2.2. Present and Future Tools

7.3. Google Applications
- 7.3.1. Application Catalog
- 7.3.2. Gmail
- 7.3.3. Calendar
- 7.3.4. Google Sheets
- 7.3.5. Google Forms
- 7.3.6. Google Docs

7.4. Introduction to GSuite for Education
- 7.4.1. First Steps
- 7.4.2. Trial Version
- 7.4.3. Types of Technical Support
- 7.4.4. Technical Documentation

7.5. Application Procedures at your Center
- 7.5.1. Documentation and Requirements
- 7.5.2. Upgrade Version

7.6. Console Configuration
- 7.6.1. First Steps
- 7.6.2. Console Manager
- 7.6.3. Users
- 7.6.4. Profiles
- 7.6.5. Reports
- 7.6.6. Groups
- 7.6.7. Role of Administrator
- 7.6.8. Device Administration
- 7.6.9. Safety
- 7.6.10. Domains
- 7.6.11. Data Migration

7.7. Licence Configuration
- 7.7.1. User Permissions
- 7.7.2. Folder Permissions in Drive
- 7.7.3. Roles
- 7.7.4. Privacy Policy
- 7.7.5. Data Protection

7.8. Google Classroom for Teachers and Students
- 7.8.1. Instructions for Teachers
- 7.8.2. Instructions for Students

7.9. Typical Classroom Uses and Tips
- 7.9.1. Homework Correction
- 7.9.2. School Agenda
- 7.9.3. Usage Tips and Involvement of Students and Parents

7.9.4. Additional Components for more Advanced Use
7.9.4.1. Flubaroo
7.9.4.2. FormLimiter
7.9.4.3. Autocrat
7.9.4.4. Doctopus
7.10. Google Chromebook
7.10.1. Use of the Device
7.10.2. Pricing and Features

Module 8. ICT and its Practical and Interactive Application

8.1. New Technologies in Education
8.1.1. The Educational Context 2.0
8.1.2. Why use ICT?
8.1.3. The Digital Competencies of Teachers and Students
8.1.4. Summary
8.2. ICT in the Classroom and its Application
8.2.1. Digital Book
8.2.2. Digital Whiteboard
8.2.3. Digital Backpack
8.2.4. Mobile Devices
8.2.5. Summary
8.3. ICT on the Web and its Application
8.3.1. Browse, Search and Filter Information
8.3.2. Educational Software
8.3.3. Guided Activities on the Internet
8.3.4. Educational Blogs and Web Pages
8.3.5. Language and Literature Teacher Wikis
8.3.6. Learning Platforms: Moodle and Schoology
8.3.7. Google Classroom
8.3.8. Google Docs
8.3.9. MOOCs
8.3.10. Summary
8.4. Social Networks and their applications in Teaching
8.4.1. Introduction to Social Networks
8.4.2. Facebook.
8.4.3. Twitter
8.4.4. Instagram
8.4.5. LinkedIn
8.4.6. Summary
8.5. New Methodologies in the Classroom
8.5.1. Outlines, Concept, and Mind Maps
8.5.2. Infographics
8.5.3. Presentations and Moving Texts
8.5.4. Creation of Videos and Tutorials
8.5.5. Gamification
8.5.6. Flipped Classroom
8.5.7. Summary
8.6. Design of Collaborative Activities
8.6.1. Creation of Collaborative Activities
8.6.2. Reading and Writing with ICT
8.6.3. Expanding Dialogue and Reasoning Skills with ICTs.
8.6.4. Attention to Group Diversity
8.6.5. Scheduling and Monitoring of Activities
8.6.6. Summary
8.7. Evaluation with ICT
8.7.1. Assessment Systems with ICT
8.7.2. The e-Portfolio
8.7.3. Self-assessment, Peer Assessment, and Feedback
8.7.4. Summary
8.8. Possible Risks of the Web
8.8.1. Filtering Information and Infoxication
8.8.2. Online Distractors
8.8.3. Activity Tracking
8.8.4. Summary

8.9. My ICT Resources
- 8.9.1. Storage and Retrieval of Resources, Materials, and Tools
- 8.9.2. Updating Resources, Materials, and Tools
- 8.9.3. Summary

Module 9. Gamification as an Active Methodology

9.1. History, Definition and Concepts
- 9.1.1. History and Context
- 9.1.2. Definition
- 9.1.3. Initial Concepts

9.2. Components
- 9.2.1. Classification
- 9.2.2. Insignias and diplomas
- 9.2.3. Collectibles
- 9.2.4. Currency of Exchange
- 9.2.5. Keys
- 9.2.6. Awards

9.3. Mechanisms
- 9.3.1. Structural Gamifications
- 9.3.2. Content Gamifications

9.4. Digital Tools
- 9.4.1. Management Tools
- 9.4.2. Productivity Tools
  - 9.4.2.1. Insignias
  - 9.4.2.2. Letters
  - 9.4.2.3. Others

9.5. Gamification and Serious Games
- 9.5.1. Play in the Classroom
- 9.5.2. Typology of Games

9.6. Commercial Games Catalog
- 9.6.1. Games to Develop Competencies
- 9.6.2. Games to Develop Content

9.7. Video Games and APPS
- 9.7.1. Games to Develop Competencies
- 9.7.2. Games to Develop Content

9.8. Gamification Design
- 9.8.1. Approach, Objectives
- 9.8.2. Integration into the Curriculum
- 9.8.3. History
- 9.8.4. Aesthetics
- 9.8.5. Assessment

9.9. Game Design
- 9.9.1. Approach, Objectives
- 9.9.2. Integration into the Curriculum
- 9.9.3. History
- 9.9.4. Aesthetics
- 9.9.5. Assessment

9.10. Case Studies
- 9.10.1. From Gamification
- 9.10.2. From Ludification

Module 10. What is the Flipped Classroom Model?

10.1. The Flipped Classroom Model
- 10.1.1. Concept
- 10.1.2. History
- 10.1.3. What Is It and How Does It Work?

10.2. The New Role of the Teacher in the Flipped Classroom Model
- 10.2.1. The New Role of the Teacher
- 10.2.2. Classroom Work

10.3. The Role of Students in the Flipped Classroom Model
- 10.3.1. New Student Learning
- 10.3.2. Homework in Class, Lessons at Home

10.4. Involvement of Families in the Flipped Classroom Model
- 10.4.1. Family Participation
- 10.4.2. Communication with Parents

10.5. Differences between the Traditional Model and the Flipped Classroom Model
- 10.5.1. Traditional Class vs. Inverted Classroom
- 10.5.2. Working Hours

10.6. Personalization of Education
- 10.6.1. What is Personalized Learning?
- 10.6.2. How to Personalize Learning?
- 10.6.3. Examples of Learning Personalization

10.7. Attention to Diversity in the Flipped Classroom Model
- 10.7.1. What is Attention to Diversity?
- 10.7.2. How does the FC Model Help us to Put Attention to Diversity into Practice?

10.8. Benefits of the Flipped Classroom Model
- 10.8.1. Flexibility of Students in their Learning
- 10.8.2. Advance Content
- 10.8.3. Learning Environment around the Student Body
- 10.8.4. Collaboration among Students
- 10.8.5. Extra Time Outside the Classroom
- 10.8.6. More Time for Personalized Attention to Students

10.9. The Relationship of Bloom's Taxonomy to the Flipped Classroom Model
- 10.9.1. What is a Taxonomy?
- 10.9.2. History
- 10.9.3. Levels and Examples
- 10.9.4. Table of Verbs

Module 11. Initiation of the Model together with New Cooperative Learning Methodologies

11.1. Flipped Classroom and Cooperative Learning
- 11.1.1. What is Cooperative Learning?
- 11.1.2. Problems in Implementing Cooperative Learning

11.2. We Group our Students
- 11.2.1. We Design the Groupings
- 11.2.2. Arrangement, Distribution and Placement of Students in the Teams

11.3. We Create a Cooperative Class
- 11.3.1. Rules in the Cooperative
- 11.3.2. Cooperative Roles

11.4. The Three Pillars of Cooperative Learning
- 11.4.1. Positive Interdependence
- 11.4.2. Individual Responsibility
- 11.4.3. Equal Participation

11.5. Patterns of Cooperation for an Inverted Classroom
- 11.5.1. Group Work
- 11.5.2. Group Work and Individual Work
- 11.5.3. Individual and Group Work
- 11.5.4. Individual Work

11.6. Simple Cooperative Techniques
- 11.6.1. Three-minute Stop
- 11.6.2. Twitter Cooperative

11.7. Complex Cooperative Techniques
- 11.7.1. Jigsaw or Puzzle
- 11.7.2. Research Groups

11.8. Assessment
- 11.8.1. Teacher Evaluation
- 11.8.2. Self-evaluation
- 11.8.3. Co-evaluation

Module 12. Creating a Flipped Classroom

12.1. Teach the Students the Technique, Introduce them to the Model
- 12.1.1. Teaching how to Watch Videos
- 12.1.2. Convincing Students
- 12.1.3. Teaching How to Get Ideas

12.2. Content Preparation
- 12.2.1. The Pillars of FC
- 12.2.2. Advantages
- 12.2.3. Disadvantages

12.3. Create a Place for the Material
- 12.3.1. How to Share the Videos or the Material?
- 12.3.2. Where can I Find Material from Others?

12.4. Get to Know the FLIP-in-Class
- 12.4.1. "Flip in the Classroom" Mode
- 12.4.2. Reasons for Use
- 12.4.3. How to Work It?

12.5. Problems and Obstacles that May Occur
- 12.5.1. Obstacles that May Occur in Different Situations

12.6. Solving Possible Difficulties
- 12.6.1. How to Solve the Problems that Arise?

12.7. Why Flipped Classroom Really Works
- 12.7.1. Main Reason for FC Operation
- 12.7.2. Students' Perception of the FC Model

12.8. Tips to Remember
- 12.8.1. Tips for Customized Space
- 12.8.2. Making Time in the Classroom Engaging

12.9. Cornell Notes
- 12.9.1. What are Cornell Notes?
- 12.9.2. History of Cornell Notes
- 12.9.3. Format and Relationship to the FC
- 12.9.4. Notes and Memos

Module 13. Creation of Own Content, Flipped Classroom Tools

13.1. Introduction
- 13.1.1. Own Content
- 13.1.2. External Content
- 13.1.3. Tools and Apps

13.2. Tips for Creating Effective Videos
- 13.2.1. Importance of a Good Digital Design
- 13.2.2. Duration
- 13.2.3. Types of Plans
- 13.2.4. Voice, Intonation
- 13.2.5. Enriching Videos
- 13.2.6. Concreteness in the Video

13.3. Video Creation with Mobile, Tablet

13.3.1. How to Create Videos?
13.3.2. Video Editing
13.4. Video Creation with Screen Capture
13.4.1. How to Create Videos?
13.4.2. Video Editing
13.5. Video Creation with Chroma
13.5.1. Tools to be Used
13.5.2. Edition
13.6. Infrastructure Digital Devices
13.6.1. Versatility
13.6.2. Ease of Use
13.6.3. Costs
13.7. Other Important Elements in Video Creation and Editing
13.7.1. Instruments
13.7.2. Hardware
13.8. Doing Flipped Classroom with Little Technology
13.8.1. How to Do it with Almost No Technology?

Module 14. Escape Room in the Classroom

14.1. Escape Room History
14.1.1. Where does it Come From?
14.1.2. Popularity
14.2. Know the Format
14.2.1. When to Do it?
14.2.2. Escape Room of Interior
14.2.3. Escape Room of Interior
14.2.4. Creation of Formats
14.3. Steps to Take into Account
14.3.1. Narrative
14.3.2. Materials
14.3.3. Tests
14.4. Aspects that Trigger Attention
14.4.1. Surprise
14.4.2. Creativity
14.4.3. Emotion
14.5. Enhancing Learning through Motivation
14.5.1. Encourage Teamwork with a Common Goal among all the Team Members.
14.5.2. Create Spaces for Debate and Decision-Making
14.6. Aspects to Take into Consideration for its Creation
14.6.1. Classroom Configuration
14.6.2. Contents
14.6.3. Design to Solve Puzzles
14.6.4. Design of Riddles, Puzzles
14.6.5. Exciting Narrative
14.6.6. Order of Tests
14.6.7. Reward
14.7. Tools for Creation
14.7.1. Materials and their Possibilities
14.8. Case Study
14.8.1. Example of an Escape Room

Module 15. Raising the Bar with the Flipped Classroom

15.1. Inductive Methodologies
15.1.1. What are Inductive Methodologies?
15.1.2. Deductive Methodologies vs. Inductive Methodologies
15.1.3. Inductive Methodologies + FC
15.2. Projects and PBA
15.2.1. Description of the Method
15.2.2. Implementation Objectives
15.2.3. Characteristics and Phases
15.2.4. ABP and FC
15.3. Learning between Equals (Peer Instruction)
15.3.1. What is Peer Learning?
15.3.2. How does it Work?
15.3.3. Peer Instruction and FC

15.4. Flipped Mastery
- 15.4.1. What is the Master Class?
- 15.4.2. Ramsey Musallam's Work
- 15.4.3. Mastery Learning Cycles

15.5. Learning by doing
- 15.5.1. History
- 15.5.2. What is Learning by Doing?
- 15.5.3. Advantages
- 15.5.4. Proposals

15.6. Problem-based Learning
- 15.6.1. What is Problem-Based Learning?
- 15.6.2. Working with this Methodology
- 15.6.3. ABP + FC

15.7. SAMR Model
- 15.7.1. Integrating ICT into Educational Processes
- 15.7.2. Model Representation
- 15.7.3. Step-by-step Components of the SAMR Model

15.8. Blended Learning
- 15.8.1. What is blended learning?
- 15.8.2. Advantages
- 15.8.3. Examples of BL Systems
- 15.8.4. Strategies

15.9. JITT (Just-in-time-Teaching)
- 15.9.1. History
- 15.9.2. Methodology
- 15.9.3. JITT + FC

Module 16. Creation of Graphic Material, Flipped is not only Video. Designing a PLE (personal learning environment)

16.1. What is a Personal Learning Environment (PLE)?
- 16.1.1. Concept of PLE
- 16.1.2. Design your Own PLE

16.2. Classroom Platforms
- 16.2.1. Edmodo
- 16.2.2. Google Classroom

16.3. Creation of Interactive Material
- 16.3.1. Genial.ly

16.4. QR Codes
- 16.4.1. Educational Uses
- 16.4.2. QR Code Creation

16.5. Infographics
- 16.5.1. Pictochart
- 16.5.2. Canva

16.6. Mind Maps
- 16.6.1. GonConqr
- 16.6.2. Mindomo
- 16.6.3. Popplet

16.7. Creation of a Web site
- 16.7.1. WIX

16.8. Use of Social Networks in Learning
- 16.8.1. Twitter
- 16.8.2. Instagram

16.9. Working with PDF
- 16.9.1. Perrusall

Module 17. Programming and Planning in the Flipped Classroom Model

17.1. Why Turn Our Classroom Upside Down?
- 17.1.1. Evidence of the Need for the Inverted Classroom

17.2. Bloom's Taxonomy for Programming
- 17.2.1. We Define the Levels of Bloom's Taxonomy of Cognition

17.3. Individual Space
- 17.3.1. Individual Teacher and Student Space

17.4. Learning Management System
- 17.4.1. Google Classroom
- 17.4.2. Padlet

17.5. Group Space
- 17.5.1. What to Do in the Group Space?

17.6. Design of a Flipped Unit
- 17.6.1. Elements of a Flipped Unit
- 17.6.2. Example of a Flipped Unit

17.7. How can you Evaluate Your Class Upside Down?
- 17.7.1. Different Strategies for Evaluating Our Students

Module 18. A New Form of Evaluation

18.1. Kahoot
- 18.1.1. Description of the Tool
- 18.1.2. Game Modes
- 18.1.3. Creation of Activities

18.2. Socrative
- 18.2.1. Description of the Tool
- 18.2.2. Game Modes
- 18.2 3. Creation of Activities

18.3. Google Forms
- 18.3.1. Description of the Tool
- 18.3.2. Document Creation

18.4. EdPuzzle
- 18.4.1. Description of the Tool
- 18.4.2. Creation of Activities

18.5. Headings
- 18.5.1. Description of the Rubric Evaluation System
- 18.5.2. Creation of Rubrics

18.6. iDoceo
- 18.6.1. Description of the Tool
- 18.6.2. Learning to Manage the Classroom with iDoceo

18.7. Addittio
- 18.7.1. Description of the Tool
- 18.7.2. Learning to Manage the Classroom with Addittio

18.8. CoRubrics
- 18.8.1. Description of the Tool
- 18.8.2. Creating Rubrics with CoRubrics

18.9. Google Classroom
- 18.9.1. Description of the Tool
- 18.9.2. Learning to Manage Virtual Classrooms and their Assignments

A complete specialization that will take you through the knowledge you need to compete among the best."

06

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.

It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method"

The effectiveness of the method is justified by four fundamental achievements:

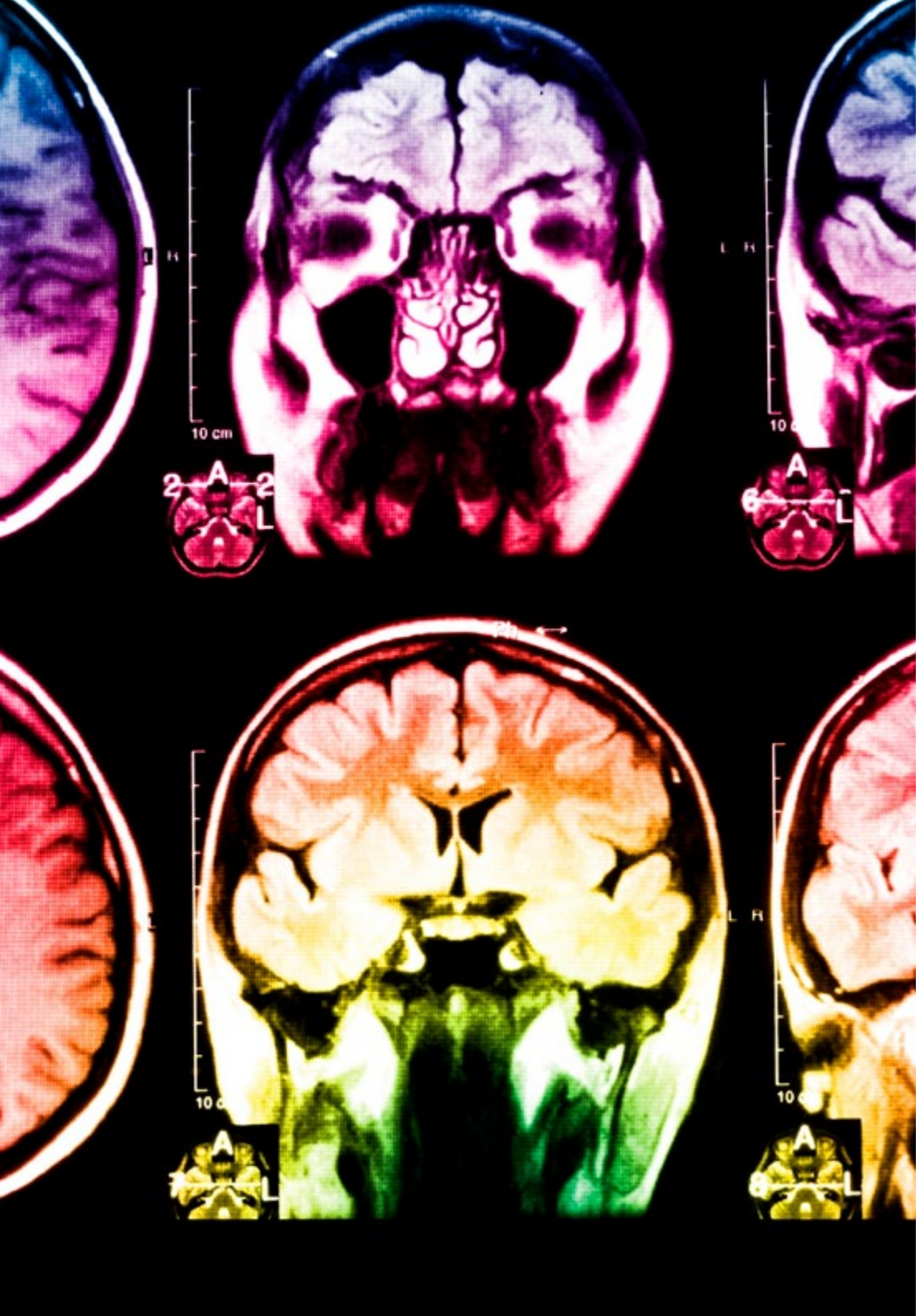
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.

Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. 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 specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

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.

The overall score obtained by our learning system is 8.01, according to the highest international standards.

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

Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really 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.

Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.

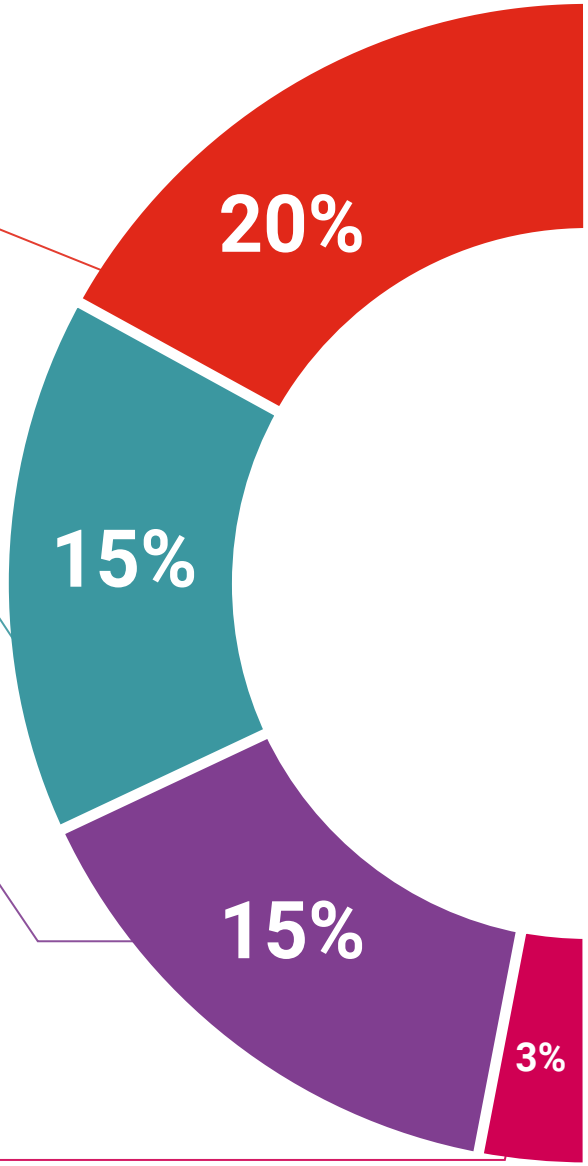
Interactive Summaries

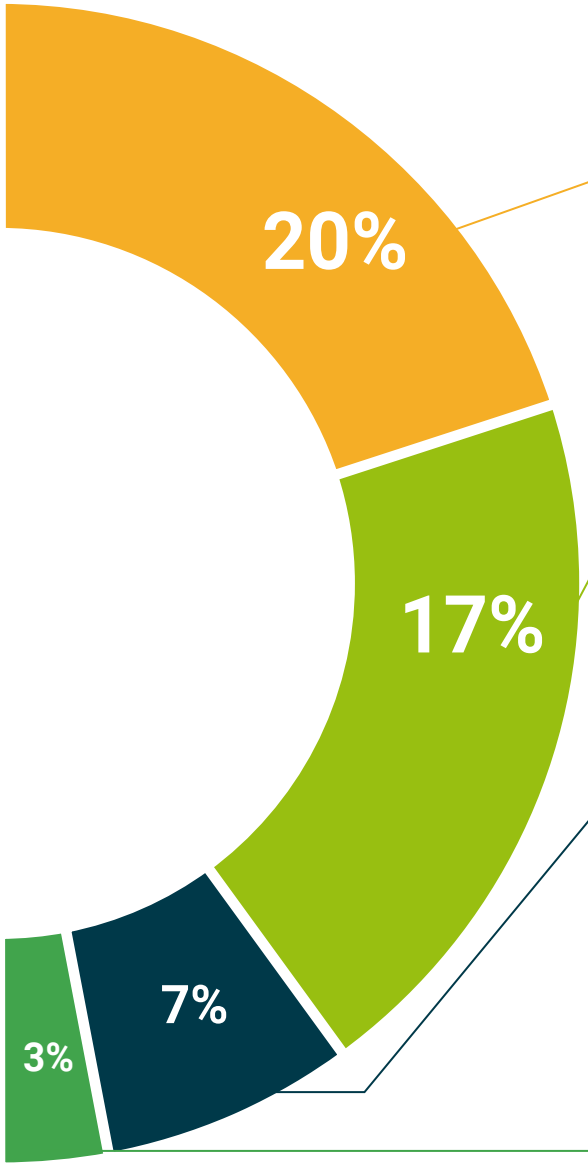
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".

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.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.

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 your goals.

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.

Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.

07

Certificate

The Advanced Master's Degree in Digital Education and New Teaching Models guarantees you, in addition to the most rigorous and updated training, access to a Advanced Master's Degree issued by TECH Technological University.

Successfully complete this program and receive your university degree without travel or laborious paperwork"

This **Advanced Master's Degree in Digital Education and New Teaching Models** contains the most complete and updated program on the market.

After the student has passed the evaluations, they will receive their corresponding **Advanced Master's Degree** issued by **TECH Technological University** by tracked delivery*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Advanced Master's Degree, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Advanced Master's Degree in Digital Education and New Teaching Models**

Official Nº of hours: **3,000 h.**


tech technological university

Awards the following

CERTIFICATE

to

Mr./Ms. _____, with identification number _____.

For having successfully passed and accredited the following program

ADVANCED MASTER'S DEGREE

in

Digital Education and New Teaching Models

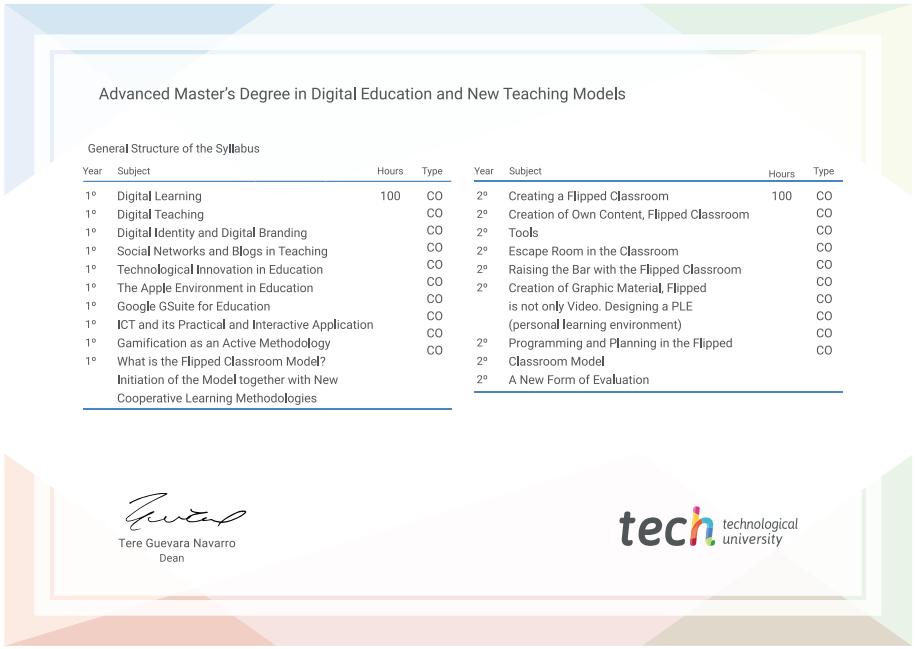
This is a qualification awarded by this University, equivalent to 3,000 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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


Advanced Master's Degree in Digital Education and New Teaching Models

General Structure of the Syllabus

Year	Subject	Hours	Type
1º	Digital Learning	100	CO
1º	Digital Teaching		CO
1º	Digital Identity and Digital Branding		CO
1º	Social Networks and Blogs in Teaching		CO
1º	Technological Innovation in Education		CO
1º	The Apple Environment in Education		CO
1º	Google GSuite for Education		CO
1º	ICT and its Practical and Interactive Application		CO
1º	Gamification as an Active Methodology		CO
1º	What is the Flipped Classroom Model? Initiation of the Model together with New Cooperative Learning Methodologies		CO

Year	Subject	Hours	Type
2º	Creating a Flipped Classroom	100	CO
2º	Creation of Own Content, Flipped Classroom		CO
2º	Tools		CO
2º	Escape Room in the Classroom		CO
2º	Raising the Bar with the Flipped Classroom		CO
2º	Creation of Graphic Material, Flipped is not only Video. Designing a PLE (personal learning environment)		CO
2º	Programming and Planning in the Flipped Classroom Model		CO
2º	A New Form of Evaluation		CO

Tere Guevara Navarro
Dean

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

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- Duration: **2 years**
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- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

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