Postgraduate Certificate
Digital Competencies in University Teaching

tech global university

Postgraduate Certificate
Digital Competencies in University Teaching

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

Website: **www.techtitute.com/us/education/postgraduate-certificate/digital-competences-university-teaching**

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01

Introduction

Advances in new technologies have led to the evolution of different sectors in society, including education. Educators must be trained to change the way they deliver lessons, moving from traditional textbooks to digital tools that change the way teaching and learning takes place. It is therefore necessary for professionals to continue their education in this field. This program offers students a quality and 100% online education that will contribute toward their personal and professional improvement.

" *Do not miss the opportunity to take this Postgraduate Certificate with us; you will notice you are better equipped to assist your students"*

The main objective of this Postgraduate Certificate is to encourage and strengthen the skills and abilities of university professors by incorporating the most current teaching tools in higher education. Professors will be able to transmit to their students the motivation required to continue with their studies, always from a commitment to educational quality.

Throughout the course, they will review the fundamental knowledge of education and teaching to learn the best way to guide and orient students on a daily basis.

This training stands out for its order and distribution of theoretical material, guided practical examples in all its modules, and motivational and explanatory videos. This content will enable our students to conduct a simple and clear study of the education offered in higher education institutions, with special emphasis on digital competencies.

They will be introduced to the main digital tools, which can then be applied in their lessons to make their daily work more didactic, to succeed as educations, and to enable the future success of their students.

In addition, as it is an online program, the student can choose where and when to study, which will allow him/her to combine his/her studies with his/her work and family life.

This **Postgraduate Certificate in Digital Competences in University Teaching** contains the most complete and up-to-date educational program on the market. The most important features include:

- Practical cases presented by experts in digital competences in university teaching
- 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 digital competences in university teaching
- Practical exercises where self-assessment can be used to improve learning
- Its special emphasis on innovative methodologies in digital competencies in university teaching
- 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

Gain new skills with this Postgraduate Certificate in Digital Competencies in University Teaching. It will allow you to improve your skills, give your CV a competitive edge and increase the quality of your lessons and delivery"

" *This Postgraduate Certificate is the best investment you can make in selecting a refresher program to update your knowledge of Digital Competencies in University Teaching"*

If you want to train with the best teaching methodology and multimedia, this is your best option.

This Postgraduate Certificate is 100% online, which will allow you to balance your professional life with your private life, while expanding your knowledge in the field.

The teaching staff includes higher education professionals who contribute their work experience to this training, as well as renowned specialists from leading societies and prestigious universities.

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

This program is designed around Problem-Based Learning, whereby students must try to solve the different professional practice situations that arise throughout the course. To that end, they will be assisted by an innovative, interactive video system developed by recognized and extensively experienced experts in digital competencies in university teaching.

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Objectives

This Postgraduate Certificate in Digital Competences in University Teaching is designed to facilitate professional performance based on the latest advances and newest treatments in higher education.

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Our goal is to achieve academic excellence and we will help you achieve it too"

General objectives

- Encourage skills and competences in university professors
- Understand the most up-to-date tools to work as a professor in higher education
- Learn how to motivate students to take interest in continuing their studies and pursuing academic/scientific research
- Update on the changes taking place in higher education

Seize the opportunity and take the step to get up to date on the latest developments in digital competencies in university teaching"

Specific objectives

- Learn to guide students' efforts towards new approaches to education
- Pursue competency-based learning, where knowledge is combined with its application in practical, diverse, changing and realistic situations
- Incorporate skill-based professional performance
- Learn to select those strategies, resources and tools that have been applied in education
- Know how to present and incorporate new methodologies, resources and techniques which allow the teacher to anticipate new challenges
- Work on the teaching of tomorrow, so that it can integrate educational change, which will inevitably go hand in hand with new social and technological developments
- Prepare students for a changing and more uncertain environment
- Learn to incorporate activities such as the use and enjoyment of new technologies and social networks, gamification in teaching, as well as online educational platforms

Course Management

The program's teaching staff includes leading experts in university teaching who contribute their vast work experience to this training program. Additionally, other recognized experts participate in its design and preparation, thus completing the program in an interdisciplinary manner.

"

Learn about the latest advances in Digital Competencies in University Teaching from leading experts in the field"

Management

Ms. Jiménez Romero, Yolanda

- Psychopedagogist and Primary School Teacher with a major in English
- Director of the University Teaching and Educational Coaching programs at TECH Technological University
- Co-director of the programs in Language Didactics in Infant and Primary School, Language and Literature Didactics in Secondary and High School, Bilingual Didactics in Secondary and High School and Bilingual Didactics in Infant and Primary School at TECH Technological University
- Co-director and Professor of the Neurosciences Program at TECH Technological University
- Co-director of the programs in Emotional Intelligence and Vocational and Professional Guidance at TECH Technological University
- Lecturer of the Visual Skills and Academic Achievement program at TECH Technological University
- Teacher in the High Abilities and Inclusive Education program.
- Educational psychologist
- Master's Degree in Neuropsychology of High Abilities
- Master's Degree in Emotional Intelligence
- Neurolinguistic Programming Practitioner

Professors

Ms. Álvarez Medina, Nazaret

- Degree in Educational Psychology Oberta University, Catalunya
- Degree in Elementary School Education with a Major in the English Language Camilo José Cela University
- Official Professional Master's Degree on Educational Treatment of Diversity
- Diploma in Teaching English as a Foreign Language La Laguna University
- Degree in Educational and Executive Coaching from the Complutense University of Madrid
- Educational counselor, official in the body of secondary education teachers in the community of Madrid
- Preparer of public education competitive examinations

Mr. Gutiérrez Barroso, César (PhD)

- Studying a PhD in History National University for Distance Learning (UNED) November 2018.
- Degree in History (Castilla La Mancha Universidad) 2001-2006
- Master's Degree in Multiple Intelligences for Secondary School (Alcalá de Henares University)
- Master's Degree in Museology Study Techniques Center (Madrid) 2007
- Middle School and High School Teacher at Liceo San Pablo School in Leganés Geography and History Teacher of 6th and 8th Grade and Senior year of High School (9/11/2018-11/09/2019)

Mr. Manzano García, Laureano
- Degree in Psychology from Autonomous University of Madrid, 1996
- Degree in Special Education from ESCUNI Madrid 2002
- Competitive examinations tutor in face-to-face and online classes, as well as distance tutoring for the specialist subjects of Special Education (teachers) and Educational Guidance (high school) Since 2002
- Teacher at Victoria Middle School and High School, Kent Since 2012

Mr. Pattier Bocos, Daniel
- PhD in Education Complutense University of Madrid. 2017- present
- Degree in Elementary Education Teaching Complutense University of Madrid. 2010-2014
- Master's Degree in Research and Innovation in Education UNED. 2014-2016
- University Professor in Didactics and Curricular Innovation (bilingual in English) Madrid Complutense University
- Creator of university materials and content UNIR, CEU Cardenal Herrera University
- Trainee University Lecturer Researcher in Education Complutense University of Madrid
- Finalist for the Best Teacher Prize in Spain, 2018

Mr. Fernández Cebrián, José María
- Degree in Teaching Complutense University of Madrid (2017-2010)
- Master's Degree in Education Center Management Antonio de Nebrija University (2012)
- Online Master's Degree in Secondary Teacher Training. Cardenal Herrara University (2018-2019)
- Online Trainer in Education Center Management CIESE-Comillas Foundation Since June 2019

Mr. Valero Moreno, Juan José
- Agricultural Engineer School of Agricultural Engineering Castilla - La Mancha University Albacete, 2000
- Master's Degree in Management of Occupational Risk Prevention, Excellence, Environment and Corporate Responsibility ESEA- Camilo Jose Cela University, 2014 Seville
- Master's Degree in Research and Innovation in Education Speciality: Quality and Equity in Education (100 ETCS) UNED. Madrid, 2014
- Master's Degree in Occupational Risk Prevention UNIR Online University, 2011

Mr. Visconti Ibarra, Martin
- General Director at Academia Europea Guadalajara
- Former General Director at Academia Europea Bilingual School
- Expert in Educational Sciences, Emotional Intelligence and Counselor
- Former Scientific Advisor to the Spanish Parliament
- Collaborator of the Juegaterapia Foundation
- Master's Degree in Management of Educational Centers
- Online Master's Degree in Learning Difficulties and Cognitive Processes
- Degree in Primary Education

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Structure and Content

The content has been designed and structured by the best professionals in university teaching, who have extensive experience and recognized prestige in the profession, backed by the volume of cases reviewed, studied, and diagnosed, and who also have extensive knowledge of new technologies applied to teaching.

We have the most complete and up-to-date program on the market. Don't hesitate and join our student community!"

Module 1. Competency-Based Learning in University Education

1.1. Learning Theories
    1.1.1. Concept of Learning
    1.1.2. Concepts Related to Teaching
        1.1.2.1. Educate
        1.1.2.2. Teach
        1.1.2.3. Instruct
    1.1.3. The Relationship Between Learning and Teaching
    1.1.4. The Evolution of Learning from Childhood to the University World
    1.1.5. Different Educational Institutions
1.2. The Sum of Learning: Learning by Competencies
    1.2.1. Learning Paths
    1.2.2. 10 Types of Learning
        1.2.2.1. Implicit and Explicit Learning
        1.2.2.2. Explicit Learning
        1.2.2.3. Associative Learning
        1.2.2.4. Rote Learning
        1.2.2.5. Experience-based / Situated Learning
        1.2.2.6. Learning by Observation
        1.2.2.7. Cooperative Learning
        1.2.2.8. Cooperative Learning
        1.2.2.9. Significant Learning
        1.2.2.10. Skill Based Learning
1.3. Competences Related to Self-Learning
    1.3.1. Basic Competencies
    1.3.2. Concept of Self-Learning
    1.3.3. Contextualization of Learning
    1.3.4. Self-regulated Learning
    1.3.5. Autonomous Learning

1.4. Competency-Based Learning at Different Educational Levels
    1.4.1. Competencies in Pre-School Education
    1.4.2. Competencies in Primary Education
    1.4.3. Competencies in High School Education
    1.4.4. Competencies in the University Environment
1.5. Skill Based Learning in Higher Education
    1.5.1. Characteristics of the University Student Body
    1.5.2. Characteristics of the University Teaching Staff
    1.5.3. Competencies from the Curriculum
    1.5.4. Prerequisites for Skill Based Learning at University
    1.5.5. Competencies and the Different University Specialties
1.6. Transversality of Competencies
    1.6.1. Resource Management
    1.6.2. Interpersonal Relations Management
    1.6.3. Information Management
    1.6.4. Evolution and Refreshing Knowledge in the Face of Change
    1.6.5. Technological Domain
1.7. Implementation of Competencies from the Curriculum
    1.7.1. Levels of Curriculum Specification
    1.7.2. Competencies from the Educational Administration
    1.7.3. Adequacy of Teaching and Curriculum Design
    1.7.4. Competencies in Students with Functional Diversity
1.8. Competency-Based Assessment
    1.8.1. What and How to Evaluate Now?
    1.8.2. Qualification Criteria
    1.8.3. Assessment of Knowledge, Attitudes, and Skills
    1.8.4. Objective and Subjective Assessment
    1.8.5. Interaction Between Skills
1.9. Skills of a University Professor
    1.9.1. Profiles of the University Teaching Staff
    1.9.2. Planning the Teaching/Learning Process
    1.9.3. Presenting Content to the Students
    1.9.4. Ability to Integrate Resources Outside University
    1.9.5. Suitability of the Teaching Practice to Meet the Demands of the Environment

Module 2. Teaching Tools and Resources for Teaching and Learning

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Methodology

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

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

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

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.

Optimal decision

Patient Values

Research Evidence

Clinical Data

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

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.

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.

01 learning from evidence

02 relearning from evidence

03 testing

04 learning from an expert

05 neurocognitive context dependent learning

06 Von-Restorff effect

07 case based learning through storytelling

08 competencies testing (retesting)

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 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.

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, students can watch them as many times as they 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 educational system for presenting multimedia content 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.

20%

15%

15%

3%

20%

17%

7%

3%
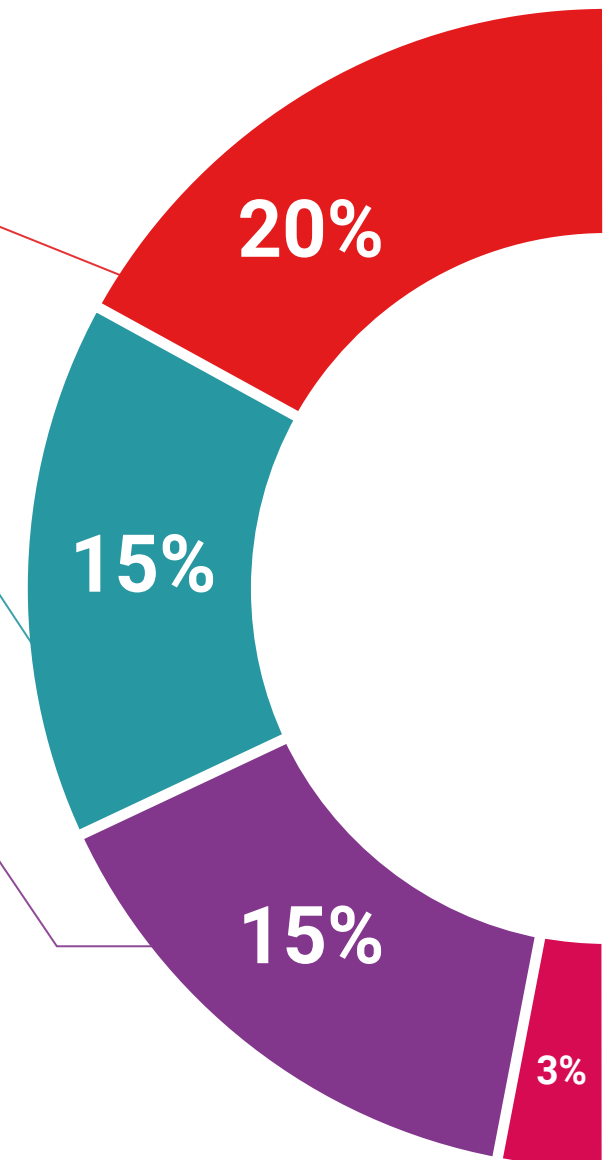
Expert-Led Case Studies and Case Analysis
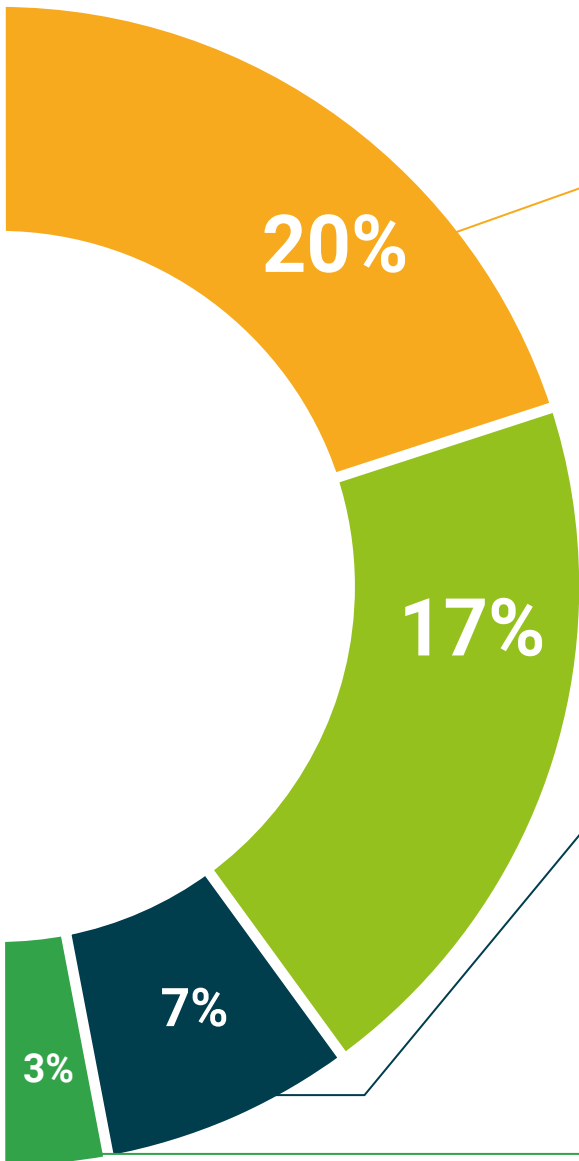
Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.

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 their 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.

Certificate

The Postgraduate Certificate in Digital Competencies in University Teaching guarantees you, in addition to the most rigorous and updated training, access to a Postgraduate Certificate issued by TECH Global University.

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

This program will allow you to obtain your **Postgraduate Certificate in Digital Competencies in University Teaching** 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: **Postgraduate Certificate in Digital Competencies in University Teaching**

Modality: **online**

Duration: **12 weeks**

Accreditation: **12 ECTS**

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

Postgraduate Certificate in Digital Competencies in University Teaching

This is a program of 360 hours of duration equivalent to 12 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
Rector

Unique TECH Code: AFWORD23S   techtitute.com/certificates

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

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