

Postgraduate Diploma

Digital Teaching  
for Teachers



tech global  
university



## Postgraduate Diploma

### Digital Teaching for Teachers

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 29 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitude.com/us/education/postgraduate-diploma/postgraduate-diploma-digital-teaching-teachers](http://www.techtitude.com/us/education/postgraduate-diploma/postgraduate-diploma-digital-teaching-teachers)

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# 01

# Introduction

The technological revolution requires teachers to guide a new type of student on their educational journey through new media. To achieve this, specialization focused on the acquisition of digital competencies, as outlined by the National Institute of Educational Technologies and Teacher Training (INTEF), is necessary. This program provides the tools to enhance professional productivity and ensure teachers do not fall behind in their teaching methods.





“

*The evolution of technology and its adaptation to people's needs invite us to be in a constant learning process. The new tools of information and communication technologies allow us to enhance our teaching capacity in the classroom”*

According to the RAE (Royal Spanish Academy), the term competence is defined as the skill, aptitude, or suitability to do something or intervene in a particular matter. Digital competence, then, will be the ability to handle information and communication technologies, not only to create resources but also to "intervene" in them.

The best way to acquire this skill or competence is through collaborative learning. This approach understands learning as a social process of knowledge construction, with the need to share knowledge to achieve a goal that transcends individual possibilities. The constructivist pedagogy upon which collaborative learning is based holds that knowledge is not received passively but is actively constructed by the individual.

Therefore, this specialization, based on collaborative learning and with the ultimate goal of acquiring digital skills or competencies, is inherently practical.

Developing digital competence in the education system requires proper integration of the use of ICT in the classroom and for teachers to receive the necessary education in this competence according to the Common Framework for Digital Competence of Educators established by the National Institute of Educational Technologies and Teacher Training (INTEF).

To develop these new teaching competencies, the professional will have, through this Postgraduate Certificate, multiple tools to apply in teaching and learning programs through virtual environments, which will promote new forms of communication, tutoring, and interaction.

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

- ♦ The development of practical cases presented by experts. Its graphic, schematic, and highly practical content provides the necessary knowledge to enhance digital competencies in teaching
- ♦ Video lessons on different resources and their practical approach
- ♦ Interactive learning system to dive deeper into the main 2.0 tools
- ♦ Includes theoretical lectures, questions to the expert, discussion forums on controversial issues and individual reflection papers
- ♦ Content that is accessible from any fixed or portable device with an internet connection



*Have you thought about what you're going to do to motivate the 'distracted generation'? Are we preparing to speak their language (the one of screens), or are we just continuing to blame them for being distracted?"*

“

*This Postgraduate Certificate could be the best investment you can make when selecting a professional development program for two reasons: in addition to updating your knowledge in digital teaching, you will earn a diploma for the Postgraduate Diploma issued by TECH Global University”*

The program includes faculty members from the field of pediatric nutrition, who bring their professional experience to this training, as well as recognized specialists from leading scientific societies.

Thanks to its multimedia content, developed with the latest educational technology, professionals will benefit from situated and contextual learning—simulated environments designed to provide immersive learning experiences that prepare them for real-life situations.

The design of this program is based on Problem-Based Learning, whereby students must try to solve the different professional practice situations that arise throughout the program. To achieve this, the educator will benefit from an innovative interactive video system created by renowned experts in the field of pediatric clinical nutrition with extensive teaching experience.

*Adequate digital competence is essential for effective educational leadership. This leadership cannot be exercised in the 21st century without sufficient digital culture and presence on the web.*

*Make the most of the opportunity to update your knowledge on web 2.0 learning tools to enhance the quality of your teaching.*



# 02 Objectives

This Postgraduate Diploma is designed to enable the learning of the main resources available to ensure teaching adapted to modern times, and thanks to the possibilities offered by technology, it presents an opportunity to increase effectiveness in teaching.







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*This professional development program will provide a sense of confidence in your teaching practice, helping you grow both personally and professionally”*



### General Objectives

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- Develop teaching competencies as well as manage, analyze, evaluate, and create resources applicable to training through ICTs and Web 2.0 tools



*Take the step to get up to date on the latest developments in Digital Teaching for Medicine”*





## Specific Objectives

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### Module 1: Introduction to Digital Teaching Competencies

- ♦ Define the social learning theories related to the teaching environment
- ♦ Identify the safest processes on the web and perform intelligent navigation
- ♦ Describe the teaching-learning process in the educational field
- ♦ Apply plans to detect training needs
- ♦ Develop objectives and competencies for application to training plans
- ♦ Explain the latest pedagogical trends in the field of social learning
- ♦ Define and explain the digital competencies of 21st-century teachers
- ♦ Describe the role of the 2.0 teacher and their involvement in collaborative learning
- ♦ List and implement the necessary materials for the appropriate use of ICT
- ♦ Use basic hypermedia and audiovisual languages
- ♦ Manage privacy and security settings (users, passwords, etc.)

### Module 2. Searching and Discriminating Information

- ♦ Apply techniques for discriminating information and avoiding information overload (infoxication)
- ♦ Incorporate the use of content curation tools into daily practice
- ♦ Describe techniques and resources for time management on the internet
- ♦ Explain to others how to manage time and reduce infoxication
- ♦ Identify areas of interest through information monitoring systems
- ♦ Tag, save, and share bookmarks to locate information later and classify it
- ♦ Set up a calendar and use it to manage time

- ♦ Set up and manage information with aggregators, RSS readers, etc
- ♦ Schedule a meeting using ICT resources
- ♦ Perform searches in specific environments or using alternative search engines
- ♦ Discriminate reliable information published on the web and use references
- ♦ Distinguish and choose the appropriate licenses
- ♦ Identify how to use materials found on the web
- ♦ Acquire habits and skills to help students in the renewal and constant update of knowledge through the pedagogical and investigative use of ICT
- ♦ Search for high-quality images, audios, and videos with appropriate copyrights
- ♦ Build a personal learning network (PLN)
- ♦ Produce, communicate, and disseminate the research process using tools and technological platforms

### Module 3. Emerging Technologies and Pedagogies

- ♦ Apply Web 2.0 resources for educational purposes
- ♦ Describe new preparation and learning formats, both as users and as designers of learning environments
- ♦ Integrate ICT resources (as tools, teaching resources, and learning content) into teaching plans and educational programs
- ♦ Apply new creative and innovative teaching strategies in the classroom, taking advantage of ICT resources
- ♦ Properly explain technological and procedural aspects so that students focus solely on the preparation

- ♦ Describe personal learning spaces and the management of technological systems applied to education
- ♦ Describe suitable tools for creating a digital portfolio
- ♦ Create appropriate presentations for educational purposes, both in face-to-face and video or podcast formats
- ♦ Apply different tools and resources to develop collaborative classroom work
- ♦ Apply gamification as a learning methodology in the classroom
- ♦ Implement storytelling techniques to enrich educational resources and teaching methodologies

#### **Module 4. Content Creation**

- ♦ Build interactive mind maps to organize ideas
- ♦ Explain the importance of using concept maps in the learning process and the assimilation of concepts
- ♦ Explain the uses and applications of collaborative work tools in teaching
- ♦ Experiment with various digital tools for teaching purposes
- ♦ Analyze and connect the created resources (contextualize them)
- ♦ Evaluate, discuss, and express opinions on the applicability and usability of projects
- ♦ Create and design websites, blogs, wikis
- ♦ Create and design digital portfolios
- ♦ Create a text, glossary, or dictionary collaboratively online
- ♦ Select and organize content and activities meaningfully
- ♦ Implement blogs in classroom work

- ♦ Create and edit images
- ♦ Create and edit audios and share them online
- ♦ Create video resources and share them online
- ♦ Publish and share your work through the internet

#### **Module 5. Communication, Dissemination, and Presentation of Information**

- ♦ Develop collaborative distance projects among students
- ♦ Describe the basic concepts and theories that explain the generation of communities of practice and their usefulness in teaching
- ♦ Describe the correct use of social networks for educational purposes
- ♦ Appropriately use networks such as Facebook and Twitter for educational purposes
- ♦ Develop a professional profile on LinkedIn
- ♦ Identify the concepts of digital identity and online reputation
- ♦ Develop communication strategies using synchronous tools
- ♦ Identify and apply various social networks and microblogging systems
- ♦ Generate debates, questions, or message exchanges in telematic forums
- ♦ Implement systems to facilitate teacher-student interaction (send tasks, communicate news) via telematic media
- ♦ Deliver an effective workshop, conference, or webinar
- ♦ Develop research work through networking with other institutions and peers
- ♦ Design multimedia presentations adapted to the receiving audience
- ♦ Build attractive and effective presentations



## Module 6. Evaluation of Digital Content in Virtual Learning Environments

- ♦ Explain different systems of competency evaluation
- ♦ Explain the different types of evaluation in digital environments
- ♦ Implement various online evaluation tools
- ♦ Describe objectives according to Bloom's Taxonomy applied to the evaluative stage
- ♦ Develop evaluation rubrics for learning
- ♦ Identify tools to create your own PLE (Personal Learning Environment)
- ♦ Explain the use of the portfolio as an educational and teaching resource
- ♦ Supervise the creation of self-learning diaries or PLEs by the student
- ♦ Objectively evaluate educational resources supported by ICT
- ♦ Use ICT aids and indexes for student evaluation and your own practice
- ♦ Perform individualized monitoring of each student's progress using technological resources

In addition to the proposed objectives and the competencies students will acquire in this program, the National Institute of Educational Technologies and Teacher Training (INTEF) includes the following attitudes among the digital competencies of 21st-century teachers:

- ♦ Open and critical attitude towards the Information Society and ICT
- ♦ Willingness towards continuous learning and permanent updating
- ♦ Acting with caution in the use of ICT



03

# Structure and Content

The structure of the content has been designed by a team of professionals from the best hospitals and universities worldwide, aware of the importance of current education to effectively intervene in the prevention, diagnosis, and treatment of potential nutritional problems, and committed to quality teaching through new educational technologies.





“

*This Postgraduate Diploma in Digital Teaching for Teachers contains the most complete and up-to-date program on the market”*

### Module 1. Introduction to Digital Teaching Competencies

- 1.1. Some Practical Issues and Reminder of Basic Technical Concepts
- 1.2. Basic Internet Terminology
- 1.3. The Digital Competencies of 21st-Century Teachers: Common Framework for Digital Teaching Competence
  - 1.3.1. Detecting Training Needs
  - 1.3.2. Formulating Objectives Based on Competencies: The Dreyfus and Miller Models
  - 1.3.3. Teaching Strategies for Competency-Based Training
- 1.4. The 2.0 Teacher and Collaborative Learning. Social Learning Theories
- 1.5. Internet Security

### Module 2. Searching and Discriminating Information

- 2.1. Internet Navigation: Searching and "Content Curation" or Discriminating Relevant Content
- 2.2. How to Find Quality Materials to Use in the Classroom
  - 2.2.1. Performing Searches in Specific Environments or Using Alternative Search Engines
  - 2.2.2. Main Databases and Bibliographic Sources of Interest for Educators
  - 2.2.3. Managing Bibliographic References
- 2.3. Strategies to Avoid Infocination
- 2.4. Monitoring Information and Trends
- 2.5. Content Syndication, Tagging, Social Bookmarks
  - 2.5.1. RSS (Really Simple Syndication)
  - 2.5.2. Application of Social Bookmarks and Tagging
- 2.6. Time Management and Task Management
  - 2.6.1. Event Scheduling
  - 2.6.2. Scheduling Meetings
  - 2.6.3. Task Management

- 2.7. Cloud Storage
  - 2.7.1. Advantages of Cloud Storage
  - 2.7.2. Tools for Storing and Managing Files
- 2.8. Licensing on the Internet and Citation Formats
- 2.9. New Forms of Education on the Internet: MOOCs (Massive Open Online Courses)
- 2.10. Resources and Applications to Use in the Classroom
  - 2.10.1. Refworks
  - 2.10.2. Endnote
  - 2.10.3. Mendeley
  - 2.10.4. Zotero
  - 2.10.5. Evernote
  - 2.10.6. Feedly
  - 2.10.7. Pinterest
  - 2.10.8. Educlipper
  - 2.10.9. Google Alerts
  - 2.10.10. Google Trends
  - 2.10.11. Pocket
  - 2.10.12. Delicious
  - 2.10.13. Google Calendar
  - 2.10.14. Doodle
  - 2.10.15. Remember the Milk
  - 2.10.16. Dropbox
  - 2.10.17. Google Drive
  - 2.10.18. Skydrive

**Module 3. Emerging Technologies and Pedagogies**

- 3.1. Emerging Pedagogies
  - 3.1.1. Gamification
  - 3.1.2. Flipped Classroom
  - 3.1.3. Storytelling
  - 3.1.4. Serious Games in Education
- 3.2. Emerging Technologies
  - 3.2.1. Augmented Reality
  - 3.2.2. Digital Whiteboards and Their Application in the Classroom
  - 3.2.3. Digital Backpack and MDM (Mobile Device Management) Environments
  - 3.2.4. Mobile Applications and Devices in the Classroom
- 3.3. Resources and Applications to Use in the Classroom
  - 3.3.1. Screenr
  - 3.3.2. Jing
  - 3.3.3. Duolingo
  - 3.3.4. Socrative
  - 3.3.5. Voki

**Module 4. Content Creation**

- 4.1. Concept Maps and Mind Maps
- 4.2. Collaborative Documents and Online Work
- 4.3. WebQuest
  - 4.3.1. Dodge's Task Taxonomy
  - 4.3.2. Components of a WebQuest
  - 4.3.3. Didactic Possibilities
  - 4.3.4. Tools for Creating WebQuests: Zunal
  - 4.3.5. WebQuest Repositories and Banks
- 4.4. The Blog as a Classroom Tool
  - 4.4.1. Educational Blogs of Reference
  - 4.4.2. How to Customize Your Blog and Make the Most of It

- 4.5. Podcasting and Audio Recording
  - 4.5.1. Creating a Collaborative Podcast Channel
  - 4.5.2. Teaching Experiences in Podcasts
- 4.6. Educational Video
  - 4.6.1. Collaborative Video Editors
  - 4.6.2. Teaching Experiences in Video
  - 4.6.3. Wikis and Collaborative Spaces
- 4.7. Basic Concepts about Moodle and LMS Environments
- 4.8. Creating Digital Magazines, Papers, and eBooks
  - 4.8.1. Content Publication
  - 4.8.2. Creating Interactive Digital Books
  - 4.8.3. Creating Papers Using Feeds and Social Networks
- 4.9. Editing, Publishing Images, and Creating Infographics
- 4.10. Resources for Students with Special Needs
- 4.11. Resources and Applications to Use in the Classroom
  - 4.11.1. Google Drive
  - 4.11.2. Zunal
  - 4.11.3. Freemind
  - 4.11.4. Cmapstools
  - 4.11.5. 21 Classes
  - 4.11.6. Blogger
  - 4.11.7. Wordpress
  - 4.11.8. Audacity
  - 4.11.9. Ivoox
  - 4.11.10. YouTube
  - 4.11.11. Vimeo
  - 4.11.12. Youtube Edu
  - 4.11.13. Wikispaces
  - 4.11.14. G-Sites
  - 4.11.15. Edmodo
  - 4.11.15. Issuu



- 4.11.17. Calameo
- 4.11.18. Scribd
- 4.11.19. Bubok
- 4.11.20. Myebook
- 4.11.21. Moglu
- 4.11.22. Scoop it
- 4.11.23. Paper.ly
- 4.11.24. Storify
- 4.11.25. Picmonkey
- 4.11.26. Instragram
- 4.11.27. Easel.ly
- 4.11.28. Google Public Data
- 4.11.29. Many Eyes

### Module 5. Communication, Dissemination, and Presentation of Information

- 5.1. Communities of Practice and Knowledge Management Platforms
- 5.2. Webcasting and Synchronous Sessions
- 5.3. Creating Effective Presentations
  - 5.3.1. Creating the Script
  - 5.3.2. Designing an Effective Presentation
  - 5.3.3. Presentation Setup: How to Give a Class Without Your Students Falling Asleep
- 5.4. Social Networks and Education
  - 5.4.1. Best Practices in Using Social Networks
  - 5.4.2. Digital Identity, Online Reputation
  - 5.4.3. Twitter for Learning and Teaching
  - 5.4.4. Facebook, the Social Network Par Excellence
  - 5.4.5. LinkedIn
  - 5.4.6. Google+

- 5.5. Resources and Applications to Use in the Classroom
  - 5.5.1. Prezi
  - 5.5.2. Power Point
  - 5.5.3. Glogster
  - 5.5.4. WiziQ
  - 5.5.5. Skype
  - 5.5.6. Google Hangouts
  - 5.5.7. Tynichat

### Module 6. Evaluation of Digital Content in Virtual Learning Environments

- 6.1. Summative and Formative Evaluation
- 6.2. Evaluation According to Bloom's Taxonomy and Different Levels of Learning
- 6.3. Evaluation of Competencies in the Digital Environment: Problem-Based Learning (PBL)
- 6.4. The Portfolio as an Evaluative and Teaching Tool
  - 6.4.1. Portfolio Monitoring as Part of the Learning Process
  - 6.4.2. Tools for Portfolio Creation
  - 6.4.3. The Rubric as a Key Element in Learning Evaluation
- 6.5. PLEs or Personal Learning Environments
- 6.6. Creating Evaluation Questionnaires and Interactive Exercises
- 6.7. Receiving, Correcting, and Detecting Plagiarism in Students' Work
- 6.8. Resources and Applications to Use in the Classroom
  - 6.8.1. Symbaloo
  - 6.8.2. Netvibes
  - 6.8.3. Google Forms
  - 6.8.4. SurveyMonkey
  - 6.8.5. Lime Survey
  - 6.8.6. Kubbuu
  - 6.8.7. Jcllc
  - 6.8.8. Hot Potatoes
  - 6.8.9. Blubbr
  - 6.8.10. Showbie
  - 6.8.11. DOC Cop
  - 6.8.12. Plagiarisma



“

*A unique, essential and decisive  
learning experience to boost your  
professional development”*



# 04

# Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



“

*TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”*



## The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes  
(which you might not be able to attend)”*



### The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want*”

## Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



## Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

*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.*





## A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



*The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"*

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
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.

### The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

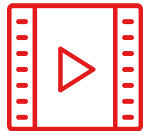
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

*Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.*

*You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.*



As such, the best educational materials, thoroughly prepared, will be available in this program:



#### 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.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



#### Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



#### Interactive Summaries

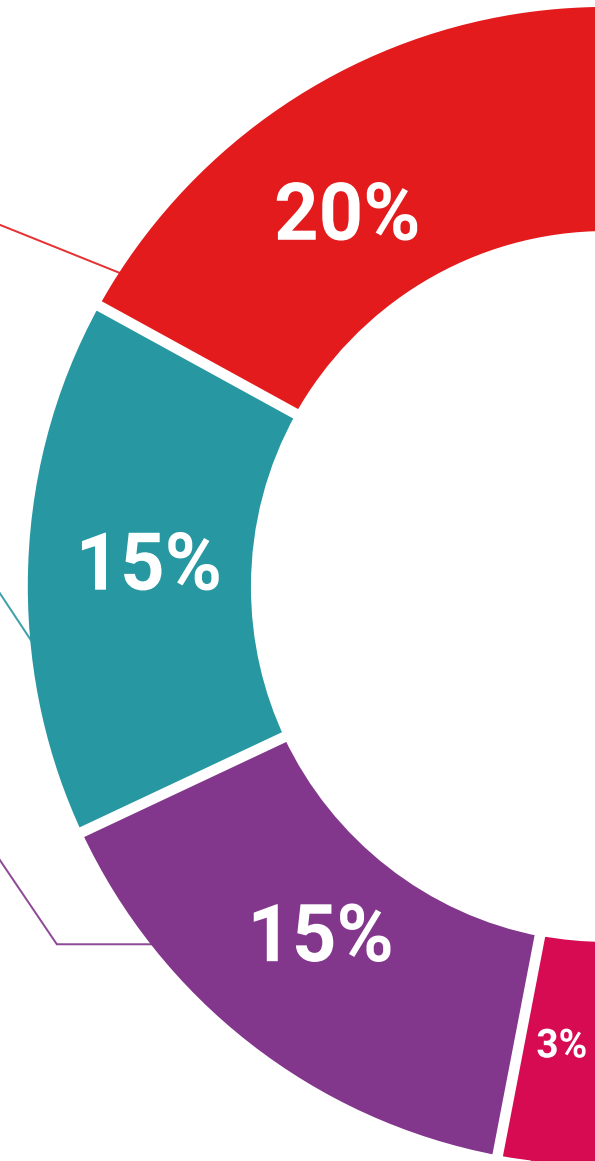
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

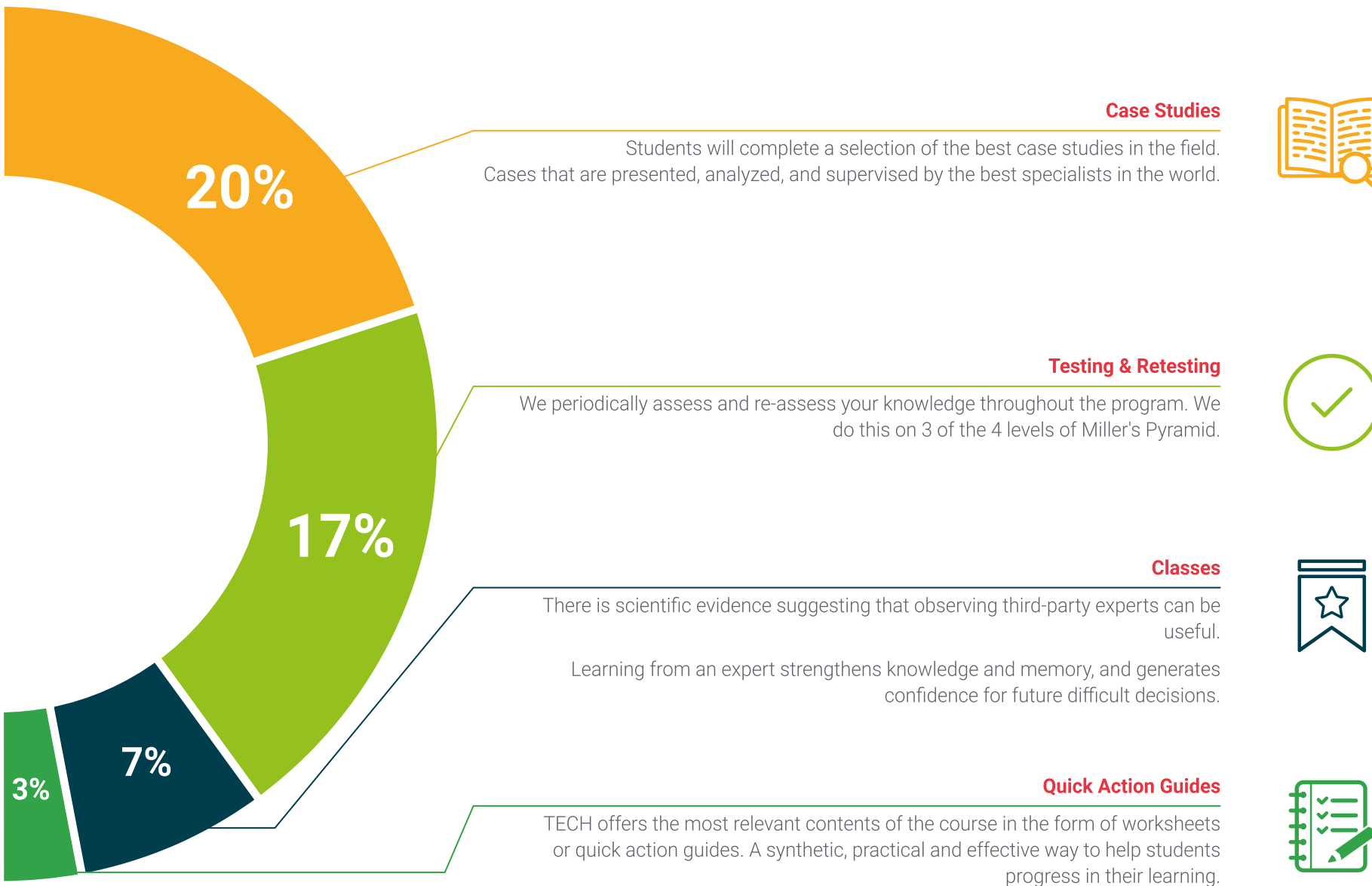
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.







# 05 Certificate

This Postgraduate Diploma in Digital Teaching for Teachers guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Diploma issued by TECH Global University.





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

This private qualification will allow you to obtain a diploma for the **Postgraduate Diploma in Digital Teaching for Teachers** 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.

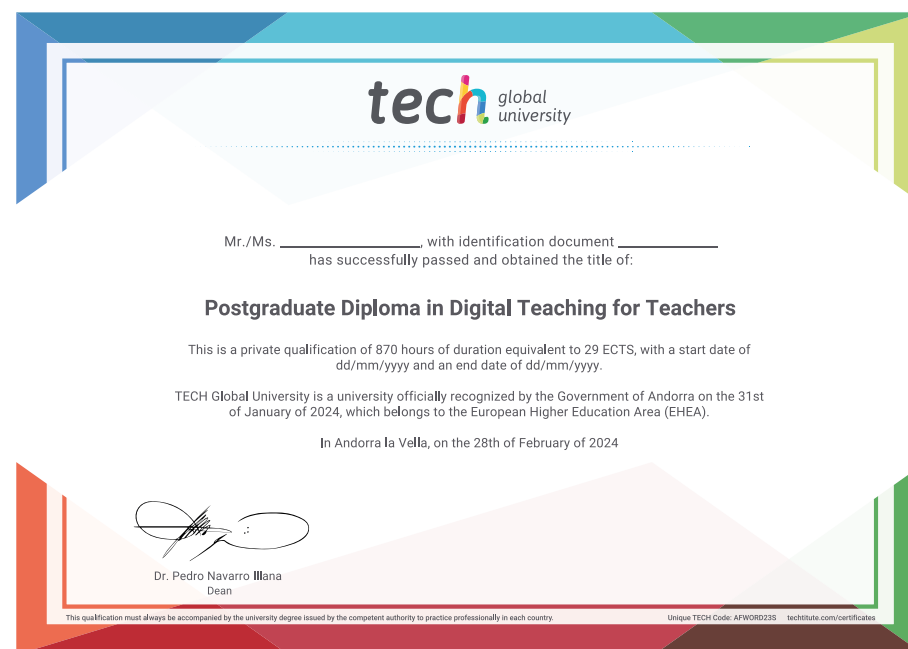
This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

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Digital Teaching  
for Teachers



**tech** global  
university