

Postgraduate Diploma

Teaching and Communication in the High School Classroom



Postgraduate Diploma

Teaching and Communication in the High School Classroom

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitude.com/us/education/postgraduate-diploma/postgraduate-diploma-teaching-communication-high-school-classroom

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01

Introduction

This Postgraduate Diploma addresses an important need for highly qualified professionals who wish to perform their role in high school settings. To do so, they must develop a range of communication skills, as well as learn how to use innovative teaching resources to support their classes.

In this program, professionals are not only introduced to the teaching realities they will encounter, but are also trained to make the most of their experience, all while mastering the latest technologies applied to the classroom.

This Postgraduate Diploma contains the most complete and up-to-date scientific program on the market.



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This Postgraduate Diploma in Teaching and Communication in the High School Classroom will instill a sense of confidence in your professional performance, helping you grow both personally and professionally”

Teachers will not only be qualified for professional performance in the classroom, but will also be able to propose educational innovations to improve the quality of teaching, increasing student motivation.

This is an advance over the eminently pedagogical programs, focused on teaching, which do not address in depth the educational context and the characteristics of students as central axes, without forgetting the role of teaching innovation.

This perspective allows for a better understanding of how high schools function from various angles, enabling professionals to apply different approaches in their work based on their interests.

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

This **Postgraduate Diploma in Teaching and Communication in the High School Classroom** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ Development of practical cases presented by experts in Teaching and Communication in the High School Classroom. 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
- ♦ Updates on Teaching and Communication in the High School Classroom
- ♦ It contains practical exercises where the self-assessment process can be carried out to improve learning
- ♦ With a special emphasis on innovative methodologies in Teaching and Communication in the High School Classroom
- ♦ All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an internet connection



*Update your knowledge through
the Postgraduate Diploma in
Teaching and Communication
in the High School Classroom"*

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This Postgraduate Diploma could be the best investment you can make in selecting a professional development program for two key reasons: not only will you update your knowledge in Teaching and Communication in the High School Classroom, but you will also earn a diploma for the Postgraduate Diploma issued by TECH Global University”

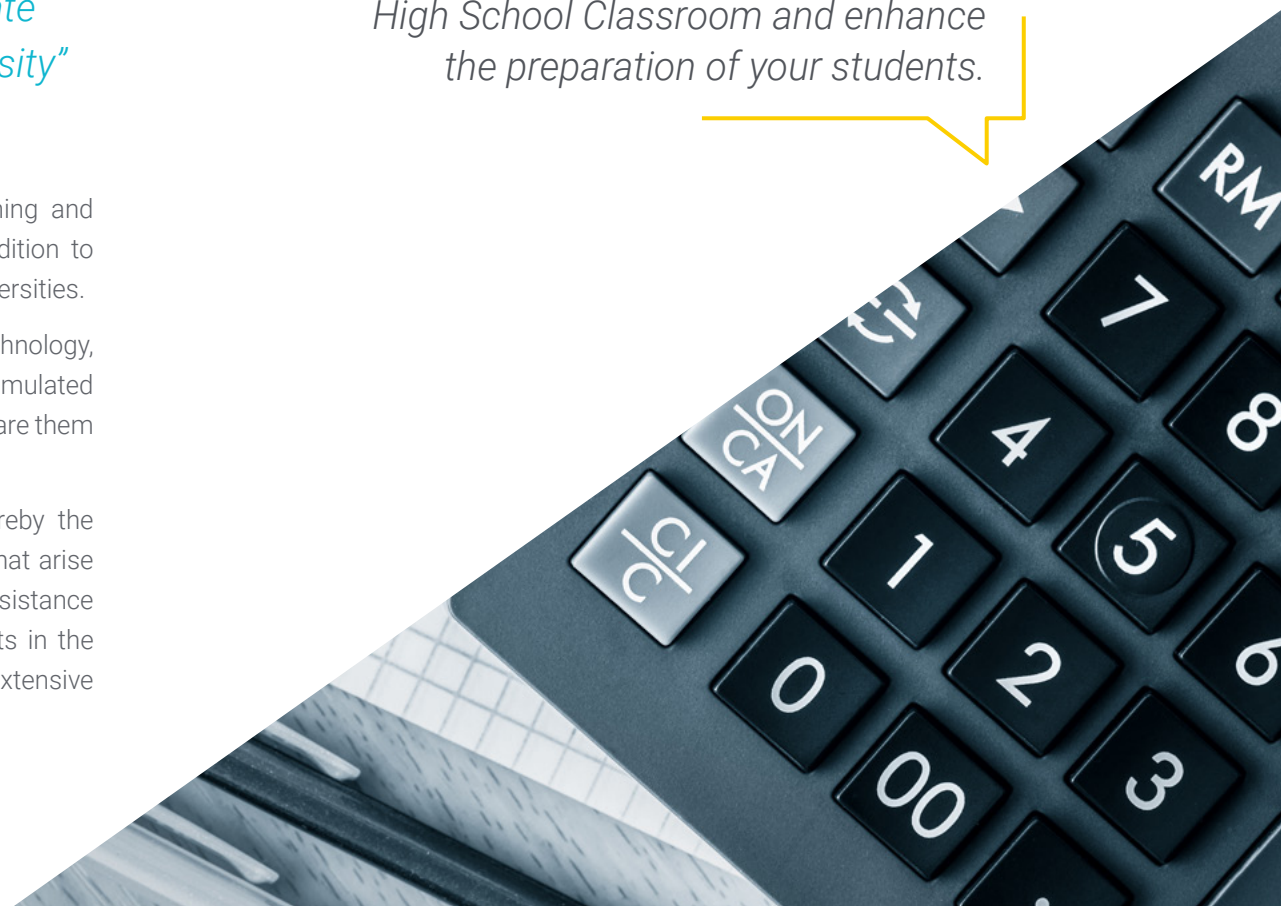
Its teaching staff includes professionals belonging to the field of teaching and pedagogy, who bring to this training the experience of their work, in addition to recognized specialists belonging to prestigious reference societies and universities.

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 the educators must try to solve the different professional practice situations that arise throughout the program. To achieve this, educators will benefit from the assistance of a cutting-edge interactive video system developed by renowned experts in the field of Teaching and Communication in the High School Classroom, with extensive teaching experience.

Increase your decision-making confidence by updating your knowledge through this specialist course.

Make the most of the opportunity to learn about the latest advancements in Teaching and Communication in the High School Classroom and enhance the preparation of your students.



02 Objectives

The Postgraduate Diploma in Teaching and Communication in the High School Classroom is designed to support professionals dedicated to working with High School Education students.



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This Postgraduate Diploma is designed to help you update your knowledge of Teaching and Communication in the High School Classroom, using the latest educational technology, to contribute to quality and confidence in decision-making and monitoring of your students”



General Objectives

- ♦ Describe in depth the meaning of learning and the role of the teacher in this field
- ♦ Differentiate between the various psychological processes related to learning in high Adolescence
- ♦ Promote the acquisition of communication skills and knowledge transmission
- ♦ Encourage students' continued education and interest in teaching innovation
- ♦ Approach the integration of adolescents in the classroom
- ♦ Discover the characteristics of the educational institution
- ♦ Understand the advantages and disadvantages of collaborative learning
- ♦ Distinguish between advantages and disadvantages of competency-based learning
- ♦ Explore communication processes
- ♦ Prepare reports and written assignments
- ♦ Learn about blogs and forums
- ♦ Observe teaching difficulties
- ♦ Understand classroom difficulties
- ♦ Learn about classroom materials
- ♦ Differentiate consultation materials
- ♦ Explore teaching resources on the internet
- ♦ Develop wikis and consultation material online
- ♦ Understand the teacher's profile
- ♦ Explore the substitute teacher's profile
- ♦ Develop the ability to transmit information
- ♦ Comprehend the ability to teach
- ♦ Assume the voice warm-up
- ♦ Explore voice-related issues
- ♦ Learn about teacher's emotional problems
- ♦ Tackle school bullying
- ♦ Discover the role of the tutor
- ♦ Review the difficulties of the tutor
- ♦ Understand the rules of coexistence
- ♦ Comprehend the role of adolescence and coexistence
- ♦ Explore the development of emotional intelligence
- ♦ Check emotional intelligence in adolescents
- ♦ Differentiate the purpose of studies in adolescents
- ♦ Learn about ways to motivate adolescent students



Specific Objectives

- ♦ Understand the processes of teaching transmission
- ♦ Develop voice skills in the classroom
- ♦ Comprehend voice care in the classroom
- ♦ Explore the use of the blackboard
- ♦ Learn about the use of projectors
- ♦ Understand images and usage licenses
- ♦ Develop skills in using author's images
- ♦ Explore video as a support material
- ♦ Discover teaching through videos

- ♦ Explore classroom problems with adolescents
- ♦ Develop effective conflict management skills
- ♦ Understand the final exercise of studies
- ♦ Discover internships in companies
- ♦ Differentiate between educational districts
- ♦ Understand the state system
- ♦ Explore the autonomous communities system
- ♦ Learn about European legislation on education
- ♦ Assume the objectives and functions of high schools
- ♦ Review the peculiarities of high schools
- ♦ Recognize the objectives and functions of vocational training schools
- ♦ Discover the peculiarities of vocational training schools
- ♦ Assume the teacher's role with students
- ♦ Explore the teacher's administrative tasks
- ♦ Analyze the role of the counselor with students
- ♦ Understand the administrative tasks of the counselor
- ♦ Learn about the roles of the inspector
- ♦ Determine the administrative tasks of the inspector
- ♦ Assume the role of the director
- ♦ Explore the administrative tasks of the principal
- ♦ Understand the implications of school evaluation
- ♦ Comprehend international evaluation



03

Course Management

The program includes a faculty of leading experts in Teaching and Communication in the High School Classroom, who bring their professional experience into this education. In addition, other experts of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary way.



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Learn from leading professionals the latest advancements in procedures within the field of Teaching and Communication in the High School Classroom”

Management



Dr. De la Serna, Juan Moisés

- ♦ PhD in Psychology and Master's Degree in Neurosciences and Behavioral Biology
- ♦ Author of the Cátedra Abierta de Psicología y Neurociencias and scientific disseminator

Management



Ms. Jiménez Romero, Yolanda

- ♦ Territorial Director of the Extremadura-Castile La Mancha Institute of High Abilities
- ♦ Degree in Elementary Education
- ♦ Master's Degree in Neuropsychology of High Abilities
- ♦ Master's Degree in Emotional Intelligence. Specialist in NPL



04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational institutions and universities in the country, who are aware of the relevance of up-to-date, innovative learning and are committed to quality teaching using new educational technologies.



“

This Postgraduate Diploma in Teaching and Communication in the High School Classroom contains the most complete and up-to-date scientific program on the market”

Module 1. Communication in the Classroom

- 1.1. Learning to Teach
 - 1.1.1. Communication Processes
 - 1.1.2. Teaching Transmission Processes
- 1.2. Oral Expression
 - 1.2.1. Voice in the Classroom
 - 1.2.2. Voice Care in the Classroom
- 1.3. Communication Support Systems
 - 1.3.1. The Use of the Blackboard
 - 1.3.2. The Use of Projectors
- 1.4. The Use of Images in Teaching
 - 1.4.1. Images and Licenses for Use
 - 1.4.2. Author Images
- 1.5. The Use of Video in Teaching
 - 1.5.1. Video as a Support Material
 - 1.5.2. Teaching through Videos
- 1.6. Written Communication
 - 1.6.1. The Reports and Written Assignments
 - 1.6.2. Blogs and Forums
- 1.7. Communication Difficulties
 - 1.7.1. Teaching Difficulties
 - 1.7.2. Classroom Difficulties
- 1.8. Collaborative Processes vs. Competition
 - 1.8.1. Advantages and Disadvantages of Collaborative Learning
 - 1.8.2. Advantages and Disadvantages of Competency-Based Learning
- 1.9. Development of Support Materials
 - 1.9.1. Classroom Supplies
 - 1.9.2. Consultation Material
- 1.10. Development of Network Teaching
 - 1.10.1. Teaching Resources on the Internet
 - 1.10.2. Wikis and Reference Material on the Internet



Module 2. Teaching

- 2.1. Professional Profile of the High School Teacher
 - 2.1.1. Profile of the Teacher
 - 2.1.2. Profile of the Substitute Teacher
- 2.2. Specific Communication Skills
 - 2.2.1. Transmission of Information
 - 2.2.2. Ability to Teach
- 2.3. Voice Care
 - 2.3.1. Voice Warm-Up
 - 2.3.2. Voice-Related Issues
- 2.4. Psychosocial Risks in Teaching
 - 2.4.1. Emotional Problems of the Teacher
 - 2.4.2. School Bullying
- 2.5. Tutorial Action
 - 2.5.1. Role of the Tutor
 - 2.5.2. Difficulties of the Tutor
- 2.6. Education in Values of Coexistence
 - 2.6.1. Rules of Coexistence
 - 2.6.2. Adolescence and Coexistence
- 2.7. Emotional Intelligence in Students
 - 2.7.1. Development of Emotional Intelligence
 - 2.7.2. Emotional Intelligence in Adolescents
- 2.8. Motivation in Students
 - 2.8.1. Purpose of Studies
 - 2.8.2. Ways to Motivate Students
- 2.9. Conflict Management in the Classroom
 - 2.9.1. Classroom Problems
 - 2.9.2. Effective Conflict Management
- 2.10. Practicum and External Internships
 - 2.10.1. Final Exercise of Studies
 - 2.10.2. Company Internships

Module 3. The Educational System

- 3.1. The Educational Institution
 - 3.1.1. Definition of Educational Institution
 - 3.1.2. Ownership
 - 3.1.3. Characteristics of an Educational Institution
 - 3.1.4. Smart Educational Institution
 - 3.1.5. Educational Project of the Institution
 - 3.1.6. Collegiate Bodies
- 3.2. Organization of Education
 - 3.2.1. European Legislation
- 3.3. Organization of High Schools
 - 3.3.1. Objectives and Functions of High Schools
 - 3.3.2. Peculiarities of High Schools
- 3.4. Organization of Vocational Training Centers
 - 3.4.1. Objectives and Functions of Vocational Training Centers
 - 3.4.2. Peculiarities of Vocational Training Centers
- 3.5. Teacher Functions in Educational Institutions
 - 3.5.1. Work with Students
 - 3.5.2. Administrative Tasks
- 3.6. Guidance Counselor Functions in Educational Institutions
 - 3.6.1. Work with Students
 - 3.6.2. Administrative Tasks
- 3.7. Inspector Functions in Educational Institutions
 - 3.7.1. Inspector Duties
 - 3.7.2. Administrative Tasks
- 3.8. Director Functions in Educational Institutions
 - 3.8.1. Director Duties
 - 3.8.2. Administrative Tasks
- 3.9. Processes of Educational Institution Evaluation
 - 3.9.1. Institution Evaluation

05

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.

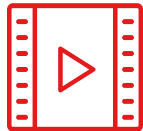
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

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

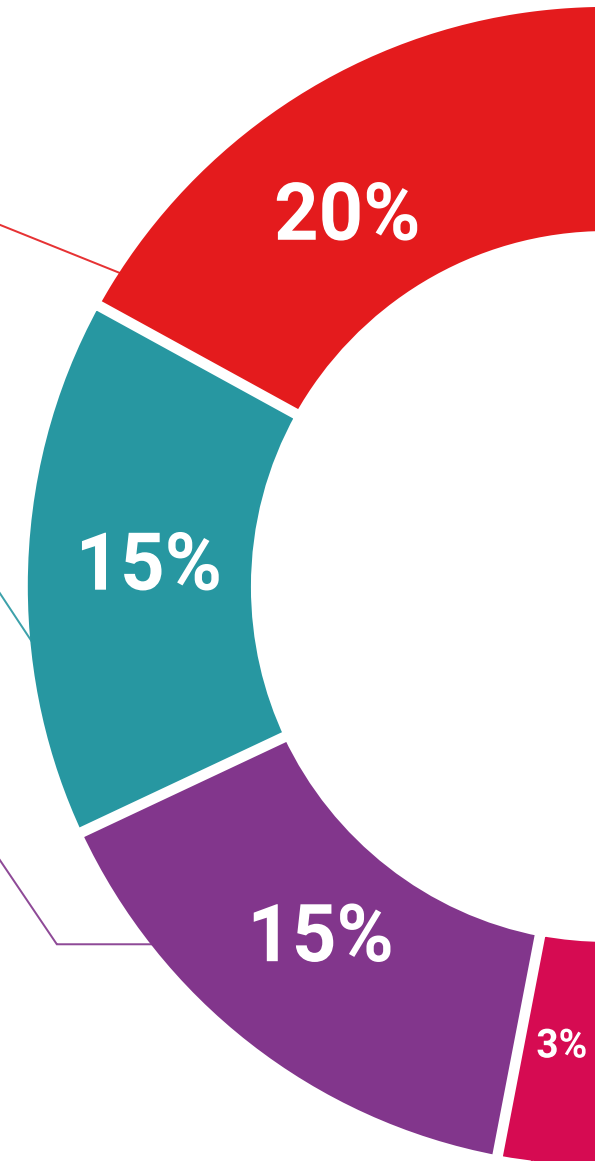
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

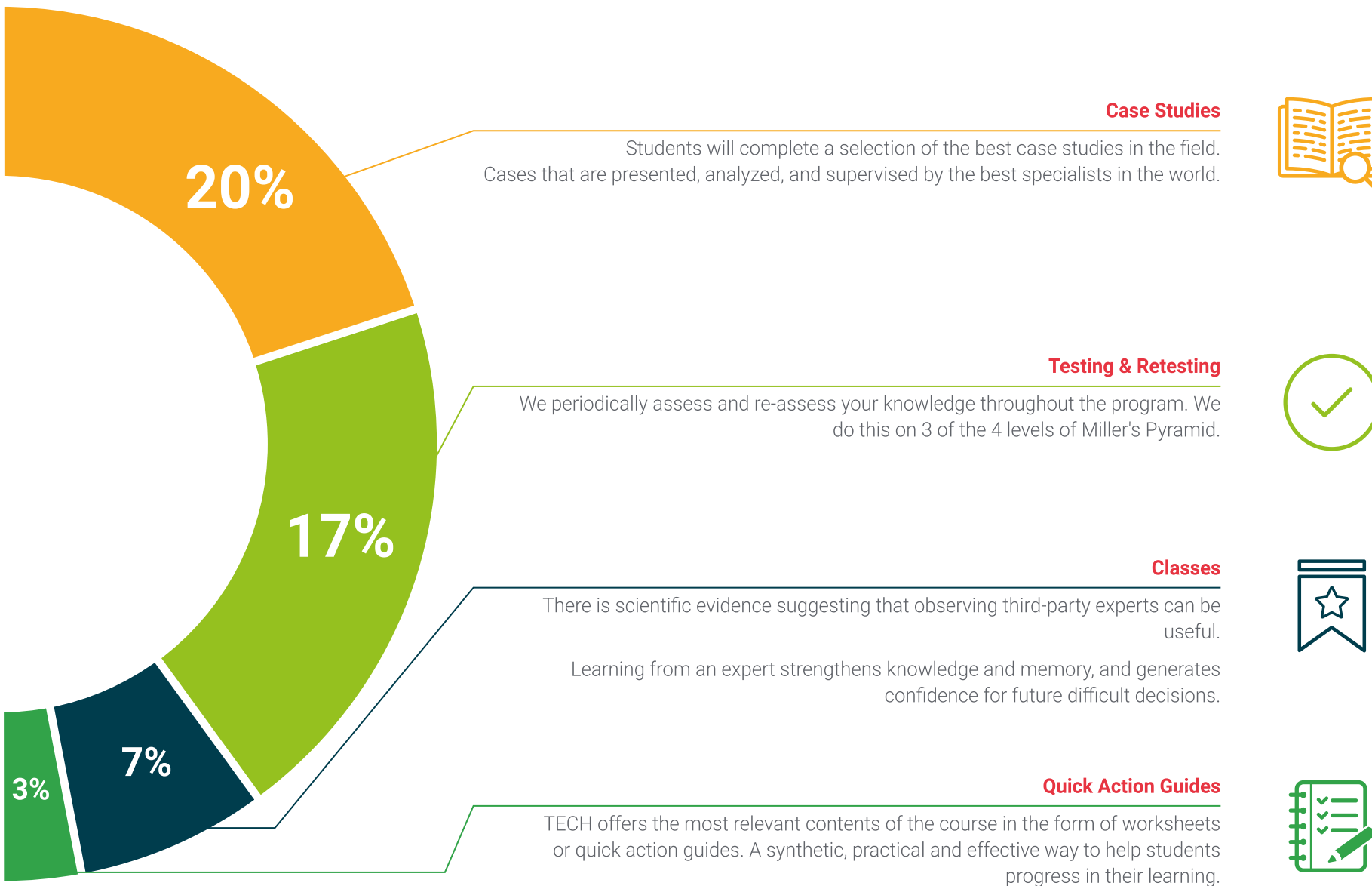
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





06

Certificate

The Postgraduate Diploma in Teaching and Communication in the High School Classroom 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.



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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 Teaching and Communication in the High School Classroom** 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.

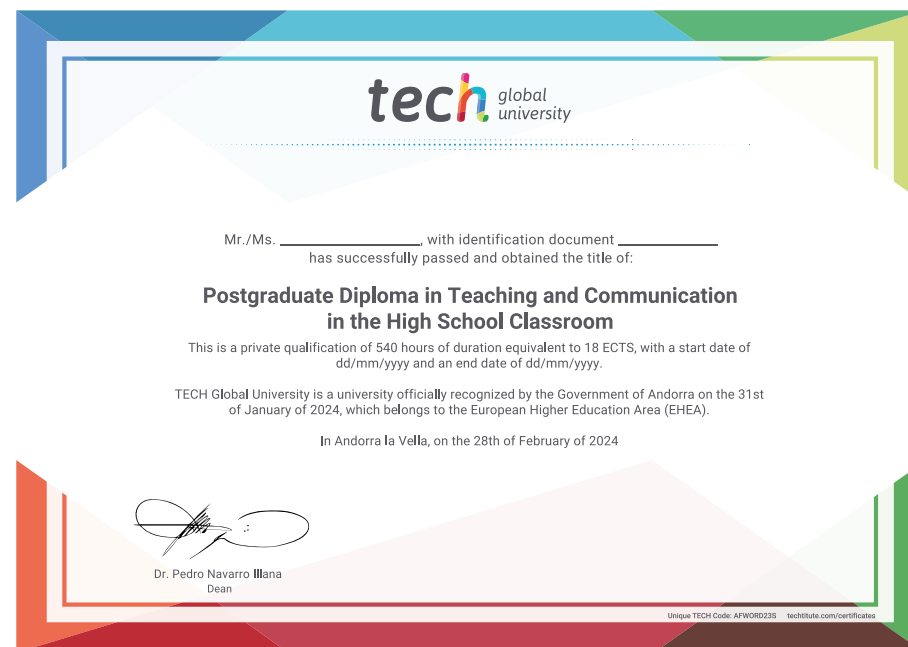
This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Teaching and Communication in the High School Classroom**

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- » Modality: online
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Teaching and Communication in the High School Classroom