Postgraduate Diploma
Latin and Classical Culture Teacher Training in High School Education

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Postgraduate Diploma
Latin and Classical Culture Teacher Training in High School Education

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

Website: www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-latin-classical-culture-teacher-training-high-school-education

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01

Introduction

Oedipus Rex, Antigone, the Aeneid, or the Odyssey are essential readings that every High School Education student should know in order to understand Western literature and the roots of many existing languages. A challenge that seems gigantic given the prevalence of audiovisual content. However, this challenge is much more feasible with the right methodological tools and techniques. For this reason, TECH has created this program that provides the teaching professional with the necessary elements to carry out an adequate planning, development and evaluation of the subject of Latin and Classical Culture Literature. A 100% online program with the most advanced and current content on programming, teaching units and innovative learning. A unique opportunity that only offered this educational institution, the largest digital university in the world.

This 100% online Postgraduate Diploma will allow you in just 6 months to obtain the information you need to design the perfect Latin and Classical Culture program"

The approach of Latin and Classical Culture Literature to High School Education students is the opening to the origins and evolution of the Western world, to comedy, poetry, and epic adventures of heroes that still survive thanks to the works of Homer, Virgil, Sophocles, or Euripedes.

Transmitting this knowledge with passion nowadays requires the application of the most attractive and effective methodologies in a widely digitalized environment. Faced with this challenge, TECH provides teaching professionals with the pedagogical tools they need through this Postgraduate Diploma in Latin and Classical Culture Teacher Training in High School Education.

A program based on an exhaustive and intensive content that will allow the student to design and develop a program and teaching unit, according to the existing curricular requirements, as well as to apply the most successful teaching-learning procedures. For this purpose, you will also have access to multimedia teaching resources (video summaries of each topic, detailed videos), specialized readings and practical case studies, which will lead you to acquire a much more complete and dynamic learning experience.

During this 6-month educational program, students will be assisted by an expert team of teachers with extensive professional experience in the education sector, who will guide them and answer any questions they may have about the content of this training.

This institution offers, in this way, an excellent opportunity to progress in the field of education through a flexible and convenient university program. Students only need an electronic device with an Internet connection (cell phone, tablet, or computer) to be able to accessed, at any time, the contents hosted on the virtual platform. In this way, without fixed schedules and distributing the course load according to their needs, graduates will be able to combine this Postgraduate Diploma with their most demanding responsibilities.

This **Postgraduate Diploma in Latin and Classical Culture Teacher Training in High School Education** contains the most complete and up-to-date educational program on the market. The most important features include:

- Practical cases presented by experts in education
- The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- Practical exercises where self-assessment can be used to improve learning
- Its special emphasis on innovative methodologies
- 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

A program that will allow you to delve into the role of the teacher in High School Education and the transmission of knowledge"

Apply the concepts addressed in this program and create stimulating learning environments in your classes for High School students"

The program's teaching staff includes professionals from the field who contribute their work experience to this educational program, 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 the professional must try to solve the different professional practice situations that arise during the educational year. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

Multimedia resources are available 24 hours a day, from any electronic device with an Internet connection.

Bring the texts of The Odyssey or The Iliad closer to your high school students in a much more attractive way through Classroom Learning Technologies.

02

Objectives

The objective of this Postgraduate Diploma is to provide students with advanced learning from the teaching-learning processes currently used in the subject of Latin and Classical Culture in High School Education. A goal that will be possible to achieve thanks to the numerous multimedia teaching resources provided by TECH and the teacher's team that will guide the professional at all times.

With this university program you will be able to design a teaching program for Latin and Classical Culture"

General Objectives

- Introduce students to the world of teaching, from a global perspective in order to prepare them for their future employment
- Know the new tools and technologies applied to teaching
- Show the different options and ways the teacher can work in their post
- Promote the acquisition of communication and knowledge transmission skills and abilities
- Encourage continuing education for students

Reduce your study hours thanks to the Relearning system the Relearning system used by TECH and make this Postgraduate Diploma compatible with your daily responsibilities"

Specific Objectives

Module 1. Complements for the Disciplinary Training in Latin and Classical Language

- Recall the most important aspects of the Latin language and its various dialects
- Understand how the language emerged and how it has evolved to the present day
- Apply the knowledge to identify the different dialects
- Analyze the various changes that occurred in the transition from Latin to Romance languages

Module 2. Latin and Classical Culture Syllabus Design

- Understand how the syllabus works
- Analyze the parts of the syllabus
- Evaluate each concept
- Apply what has been learned to practice

Module 3. Latin and Classical Culture Teaching

- Know what teaching is and how it works
- Understand the various learning theories
- Analyze the elements of general teaching methods
- Apply what has been learned to practice

03

Course Management

The students who enter this program can count on a team of teachers versed in education and pedagogy with extensive experience in the sector. In this way, the professionals are guaranteed to receive in this Postgraduate Diploma, the knowledge they need to progress as teachers in the area of Latin and Classical Culture. In addition, the proximity of the faculty of this program will allow you to resolve any questions you may have about the content of this program.

TECH carries out a rigorous selection process of the faculty that teaches each of its programs in order to offer quality learning"

Management

Dr. Barboyón Combey, Laura

- Teacher of Primary Education and Postgraduate Studies
- Teacher in Postgraduate University Studies of High School Teacher Formation
- Teacher of Primary Education in several schools
- Doctor in Education from the University of Valencia
- Master's Degree in Psychopedagogy from the University of Valencia
- Degree in Primary School Education with a major in English Teaching from the Catholic University of Valencia San Vicente Mártir

04

Structure and Content

The syllabus of this Postgraduate Diploma is structured to provide in only 6 months the most valuable information for the teaching of Latin and Classical Culture in High School. In this way, the students of this program will take an educational journey through the complements for the disciplinary formation, the syllabus design, and the teaching of this subject. It also has a library of multimedia resources that you can access whenever and wherever you want.

A syllabus that gives you the theoretical and practical perspective you need to progress as a teacher of Latin and Classical Culture"

Module 1. Complements for the Disciplinary Training in Latin and Classical Language

1.1. Historical and Linguistic Framework of Latin
- 1.1.1. Historical-Geographic Location
- 1.1.2. Latin Among the World's Major Language Families
- 1.1.3. Classical Latin and Vulgar Latin
- 1.1.4. Writers in the Time of Classical Latin

1.2. Phonetic, Morphological and Syntactic Elements of Latin
- 1.2.1. Latin Phonetics
- 1.2.3. Latin Morphology
- 1.2.4. Latin Syntax
- 1.2.5. Linguistic Differences between Classical Latin and Vulgar Latin

1.3. The Eclectic Method and Language-Culture
- 1.3.1. The Relation between Language and Culture
- 1.3.2. Which Method Should Be Used?
- 1.3.3. Teaching Contexts and Globalization

1.4. Teacher Didactic Research: Planning, Development and Evaluation of Projects in Latin and Classical Culture Education
- 1.4.1. Characteristics of Today's Society
- 1.4.2. Faculty Research and its Cycles
- 1.4.3. Elaboration of a Work Plan
- 1.4.4. Performance in the Classroom
- 1.4.5. Data Analysis and Process Evaluation

1.5. The Latin as a Subject Contemplated from the Syllabus
- 1.5.1. Latin: Object and Protagonist of its Own Syllabus
- 1.5.2. The Prescribers of the Latin Syllabus
- 1.5.3. The Consumers of the Syllabus Application
- 1.5.4. The Educational Roles Reserved for the Latin Syllabus

1.6. Specific Approaches to Latin
- 1.6.1. Content-Based Instruction
- 1.6.2. Language Immersion
- 1.6.3. Vocational Instruction
- 1.6.4. Bilingual Education
- 1.6.5. Special Purpose Education
- 1.6.6. Corpus-Based Instruction

1.7. Phonetic, Morphological and Syntactic Elements of Latin
- 1.7.1. Latin Phonetics
- 1.7.2. Latin Morphology
- 1.7.3. Latin Syntax
- 1.7.4. Linguistic Differences between Classical Latin and Vulgar Latin

1.8. Latin Declension and Conjugation
- 1.8.1. Stating the Latin Noun
- 1.8.2. Stating the Latin Adjective
- 1.8.3. Stating and Classifying the Latin Conjugation

1.9. Greco-Roman Science and Literature
- 1.9.1. Science in Ancient Greece and Rome
- 1.9.2. Astronomy, Mathematics and Physics
- 1.9.3. Medicine
- 1.9.4. Representatives of Greco-Roman Literature
- 1.9.5. Latin Poetry
- 1.9.6. Latin Comedy

1.10. Current Methods
- 1.10.1. Functional Syllabus
- 1.10.2. Non-Functional Syllabus
- 1.10.3. Communicative Method

Module 2. Latin and Classical Culture Syllabus Design

2.1. Syllabus and its Structure
- 2.1.1. School Syllabus: Concept and Components
- 2.1.2. Syllabus Design: Concept, Structure and Functioning
- 2.1.3. Levels of Syllabus Specification
- 2.1.4. Syllabus Model
- 2.1.5. Educational Programming as a Working Tool in the Classroom

2.2. Latin and Classical Culture Syllabus Analysis
- 2.2.1. Annual General Programming Aspects in Latin and Classical Culture
- 2.2.2. Subject Blocks by Educational Stages
- 2.2.3. Blocks of Contents by Subject

2.3. Educational Programming: Basic Elements
- 2.3.1. Context
- 2.3.2. Objectives Key Competencies
- 2.3.3. Contents

2.4. Teaching Programming: Methodology, Materials, Evaluation and Complementary Elements
- 2.4.1. Evaluation Criteria and Learning Results
- 2.4.2. Methodology
- 2.4.3. Materials, Resources
- 2.4.4. Evaluation: Procedures and Qualification Criteria
- 2.4.5. ICT and Sociocultural Activities, Diversity Attention Measures and Syllabus Adaptations

2.5. Teaching Units in High School Education
- 2.5.1. Definition of Teaching Unit
- 2.5.2. Elements that Make Up a Teaching Unit
- 2.5.3. Methodology

2.6. Teaching Unit in Vocational Training and Adult Education
- 2.6.1. Definition of Working Unit
- 2.6.2. Elements that Make Up a Teaching Unit
- 2.6.3. Methodology

2.7. Programming of a Teaching Unit in ESO, High School, Vocational Training and Adult Education
- 2.7.1. How to Program a Teaching Unit in ESO?
- 2.7.2. How to Program a Teaching Unit in High School?
- 2.7.3. How to Program a Work Unit in Vocational Training?
- 2.7.4. How to Program a Teaching Unit in Adult Education?

2.8. Examples of Didactic Unit
- 2.8.1. Methods
- 2.8.2. Typology of Activities
- 2.8.3. Grouping
- 2.8.4. Resources to be Used
- 2.8.5. Work Unit in Basic Vocational Training
- 2.8.6. Teaching Unit in High School Education for Adults

Module 3. Latin and Classical Culture Teaching

3.1. General Didactics and Learning Theories
- 3.1.1. Introduction to the Concept of Teaching
- 3.1.2. What Is Learning? How is it Produced?
- 3.1.3. Introduction to Learning Theories and their Authors
- 3.1.4. Influence of Cognitivism in Education
- 3.1.5. The Learner at the Center: Meaningful Learning

3.2. The Teaching Role. Analysis of the Student's Reality
- 3.2.1. Decalogue of Post-Digital Learning
- 3.2.2. Exciting Teachers and Stimulating Learning Environments
- 3.2.3. Five Dimensions of Expert Teachers
- 3.2.4. The New Roles of the Teacher
- 3.2.5. The Role of the Student
- 3.2.6. How Do Students Learn?
- 3.2.7. Learning Styles
- 3.2.8. Metacognition.

3.3. Theories of Learning Applied to the Specialty
- 3.3.1. Learning Theories
- 3.3.2. Implicit Theories
- 3.3.3. Implicit Theories in Vocational and Education Training
- 3.3.4. The Dual Vocational Training Model
- 3.3.5. Bloom's Taxonomy and the SAMR Model

3.4. Learning Difficulties
- 3.4.1. Characterization of Reading Learning Difficulties
- 3.4.2. Dyslexia as a Specific Learning Difficulty
- 3.4.3. Main Difficulties in Reading Comprehension
- 3.4.4. Errors in the Construction of the Written Language
- 3.4.5. Specific Errors in the Construction of Written Language
- 3.4.6. Characterization of the Difficulties of Written Language Production
- 3.4.7. Digraphy as a Specific Handwriting Learning Difficulty

3.5. *Thinking-Based Learning*
- 3.5.1. Explanatory Fundamentals
- 3.5.2. Blooms Taxonomy
- 3.5.3. Learning to Think
- 3.5.4. *Learning by Doing*
- 3.5.5. Headings
- 3.5.6. Various Assessment Models

3.6. Teaching- Learning Activities
- 3.6.1. Towards Personalized Teaching
- 3.6.2. Learning Situations in Personalized Plan
- 3.6.3. Techniques that Favor Personalized Teaching
- 3.6.4. Personalized Programming of the Teaching-Learning Process
- 3.6.5. Guide to Self-Employment
- 3.6.6. Design of Activities

3.7. Didactic Resources Selection and Classification
- 3.7.1. Teaching Resources, Means and Materials
- 3.7.2. Functions of the Teaching Resources in Vocational Training
- 3.7.3. Types of Teaching Resources
- 3.7.4. Elaboration and Selection of Teaching Materials and Resources
- 3.7.5. Elaboration of Digital Resources
- 3.7.6. Rights of the Author
- 3.7.7. Introduction to Resource Selection and Classification
- 3.7.8. Methodology for the Development of a Repertoire
- 3.7.9. Classification of Resources
- 3.7.10. Search and Selection of Resources
- 3.7.11. Analysis (Cataloging and Critical Appraisal) of Resources
- 3.7.12. Presentation of the Resource Repository

3.8. Digital Competence
- 3.8.1. What Is Meant by Digital Competence?
- 3.8.2. Digital Competence Framework for Educators
- 3.8.3. Content Curation
- 3.8.4. Classroom Learning Technologies (CLT)
- 3.8.5. Creating Digital Content
- 3.8.6. Social Networks in the Classroom

3.9. Communication Strategies
- 3.9.1. Audiovisual Environments
- 3.9.2. Storytelling in the Classroom
- 3.9.3. Using Podcasts
- 3.9.4. Video Communication Resource
- 3.9.5. Other Communication Elements
- 3.9.6. Classroom Applications

3.10. *Flipped Classroom*
- 3.10.1. Definition of Flipped Classroom
- 3.10.2. Model Fundamentals
- 3.10.3. Work Prior to Implementation
- 3.10.4. Tools
- 3.10.5. Design, A Necessary Step
- 3.10.6. Lessons from Experience

Apply the techniques that favor personalized teaching to your High School Education students and achieve positive results in Latin and Classical Culture"

05

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:

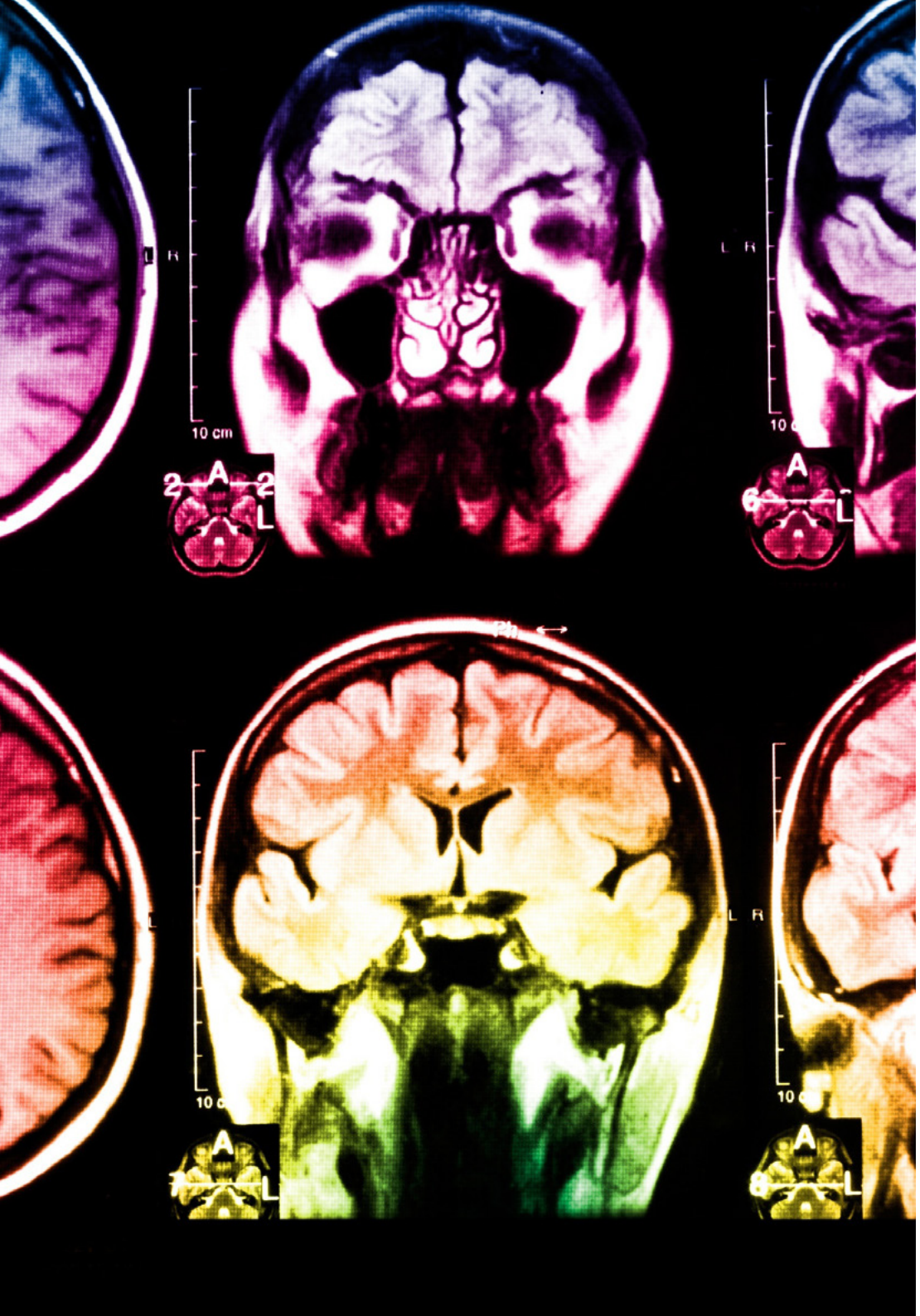
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. 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.

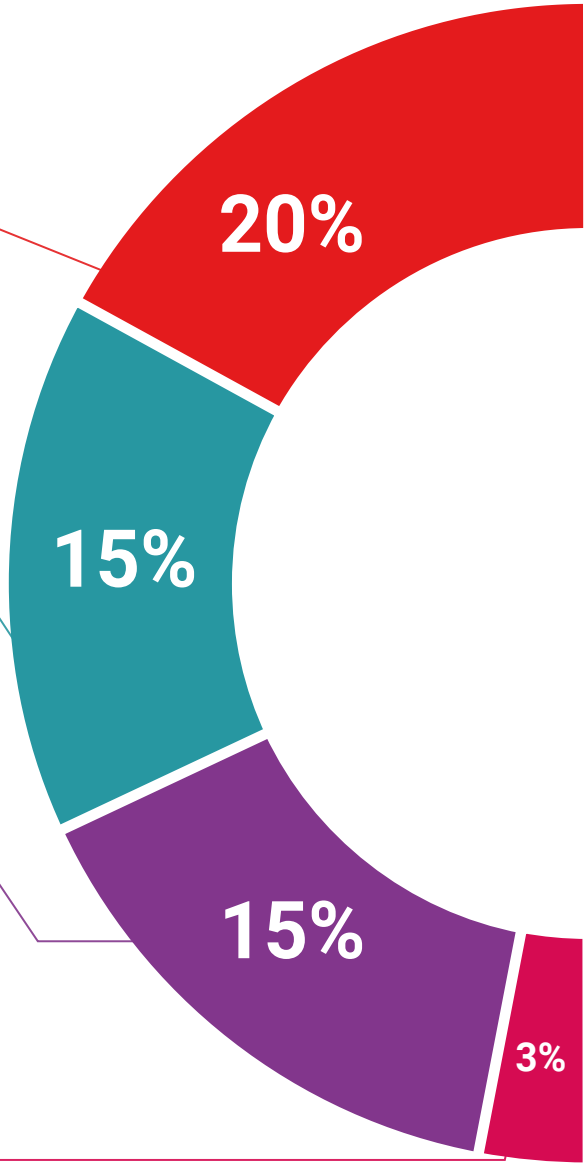
Interactive Summaries

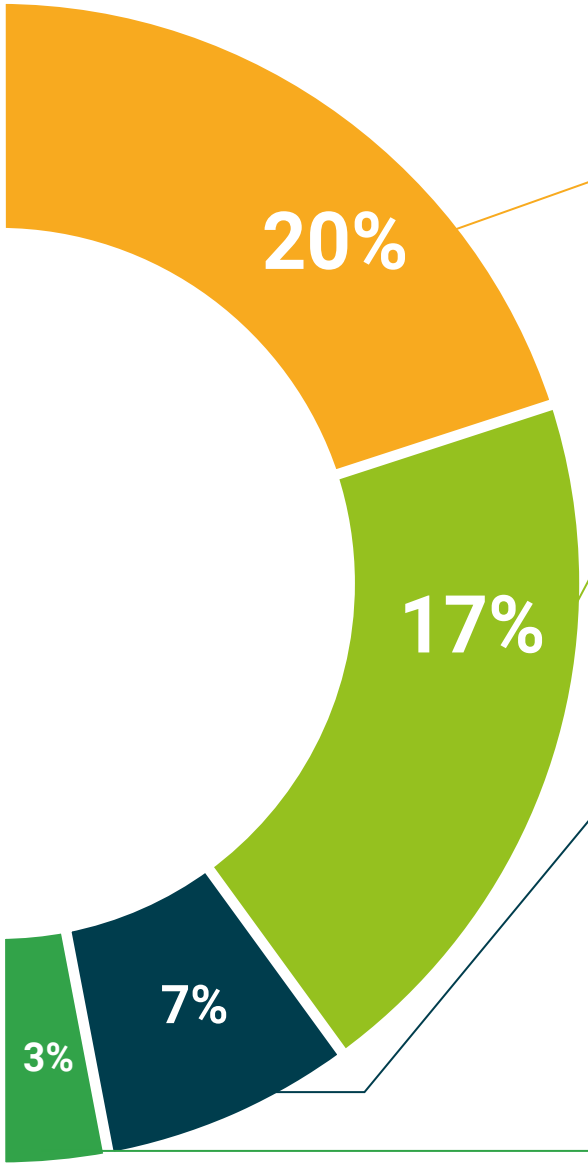
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.

06

Certificate

This Postgraduate Diploma in Latin and Classical Culture Teacher Training in High School Education guarantees students, in addition to the most rigorous and up-to-date education, access to a 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 program will allow you to obtain your **Postgraduate Diploma in Latin and Classical Culture Teacher Training in High School Education** 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 Diploma in Latin and Classical Culture Teacher Training in High School Education**

Modality: **online**

Duration: **6 months**

Credits: **18 ECTS**

tech global university

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

Postgraduate Diploma in Latin and Classical Culture Teacher Training in HighSchool Education

This is a program of 450 hours of duration equivalent to 18 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Chancellor

Unique TECH Code: AFWORD23S techtitute.com/certificates

*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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