

Hybrid Master's Degree Flipped Classroom



Hybrid Master's Degree

Flipped Classroom

Modality: Hybrid (Online + Internship)

Duration: 12 months

Certificate: TECH Global University

Credits: 60 + 4 ECTS

Website: www.techtitude.com/us/education/hybrid-master-degree/hybrid-master-degree-flipped-classroom

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01

Introduction to the Program

The Flipped Classroom pedagogical model has gained relevance in recent years by reorganizing traditional teaching dynamics. In this approach, students access theoretical content outside the classroom, through resources such as videos, readings or podcasts, allowing class time to be devoted to practical activities, debates and problem solving. This methodology promotes student autonomy, encourages active learning and facilitates greater personalization of the educational process. In this context, TECH has developed a comprehensive program, whose 100% online theory will be accessible from any electronic device with an Internet connection. In addition, there will be a practical period of 3 weeks in one of the most reputable educational centers.



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With this Hybrid Master's Degree, you will have the opportunity to transform your educational practice through an innovative approach, which combines theory and practical application”

The Flipped Classroom model continues to consolidate itself as an effective educational strategy, where technology has transformed the dynamics of learning. In fact, according to a Harvard University study, this methodology improves student participation by 25% by moving theoretical instruction out of the classroom and dedicating classroom time to discussions and problem solving.

This is how this Hybrid Master's Degree was created, designed to train teachers in the effective implementation of this methodology, promoting the transformation of traditional educational dynamics. In this sense, they will analyze the fundamental principles of the model, discovering how it redefines the role of the teacher and encourages the participation of students and their families.

They will also delve into practical strategies for creating collaborative environments, integrating active methodologies such as cooperative learning and gamification, and designing innovative educational resources. In this way, professionals will develop their own inverted classes, face common challenges and take advantage of digital tools for the creation of their own content, from videos to graphic materials.

Finally, training in planning and evaluation within the Flipped Classroom model will be included. As a result, professionals will acquire skills to program activities based on Bloom's taxonomy, manage group and individual learning spaces and evaluate progress effectively. In addition, the importance of feedback as a tool for continuous improvement will be emphasized, as well as the application of playful and digital methods to enrich the educational experience.

In this way, TECH has designed a comprehensive program, which will be perfectly adapted to the graduates' work and personal schedules, and will be divided into two key areas. First, the 100% online theoretical preparation, which will be based on the revolutionary Relearning methodology, consisting of the reiteration of key concepts for an optimal assimilation of the contents. Finally, students will have access to a comprehensive practical internship at a reputable educational center of their choice.

This **Hybrid Master's Degree in Flipped Classroom** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ Development of more than 100 case studies presented by education professionals, experts in Flipped Classroom and university professors with extensive experience in this field
- ♦ Its graphic, schematic and practical contents provide essential information on those disciplines that are indispensable for professional practice
- ♦ 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 available from any fixed or portable device with an Internet connection
- ♦ Furthermore, you will be able to carry out a internship in one of the best companies



You will analyze the key differences with conventional teaching, connecting the Flipped Classroom with Bloom's taxonomy and highlighting its benefits in addressing classroom diversities"

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The exclusive 3-week internship will provide you with a valuable opportunity to apply, in a real and supervised manner, the knowledge acquired throughout the program”

In this Master's proposal, of professionalizing character and blended learning modality, the program is aimed at updating Education professionals who develop their functions in educational centers, and who require a high level of qualification. The contents are based on the latest scientific evidence, and oriented in a didactic way to integrate theoretical knowledge into educational practice, and the theoretical-practical elements will facilitate the updating of knowledge and allow decision making in patient management.

Thanks to its multimedia content elaborated with the latest educational technology, they will allow the education professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train in real situations. The design of this program is based on Problem-Based Learning, by means of which the student must try to solve the different professional practice situations that arise during the program. For this purpose, students will be assisted by an innovative interactive video system created by renowned experts.

You will master advanced techniques, such as the use of educational Escape Rooms, which enhance the ingenuity and logic of students while encouraging active learning. Enroll now!

You will create an active and dynamic learning environment that fosters the development of critical and collaborative skills in your students, through the best teaching materials in the academic landscape.



02

Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it relies on an enormous faculty of more than 6,000 professors of the highest international renown.



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*Study at the world's largest online university
and guarantee your professional success.
The future starts at TECH”*

The world's best online university, according to FORBES

The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.



The most complete syllabuses on the university scene

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

A unique learning method

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

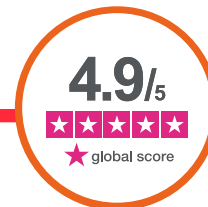
Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.



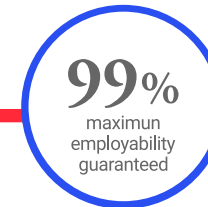
Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.



The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.



03 Syllabus

Throughout the program, teachers will examine everything from the basic principles of the Flipped Classroom model to advanced techniques such as gamification and the design of educational Escape Rooms. It will also include the development of proprietary digital content, the use of technological tools and innovative assessment strategies, allowing professionals to create dynamic and personalized learning experiences. In addition, through effective planning and student self-regulation, graduates will be equipped with the necessary competencies to lead more interactive, inclusive classrooms adapted to the demands of modern education.



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You will understand the fundamental principles of the Flipped Classroom, highlighting the evolution of the teacher's role and the importance of involving students and their families in the learning process”

Module 1. What Is the Flipped Classroom Model?

- 1.1. The Flipped Classroom Model
 - 1.1.1. Concept
 - 1.1.2. History
 - 1.1.3. What Is It and How Does It Work?
- 1.2. The New Role of the Teacher in the Flipped Classroom Model
 - 1.2.1. The New Role of the Teacher
 - 1.2.2. Classroom Work
- 1.3. The Role of Students in the Flipped Classroom Model
 - 1.3.1. New Student Learning
 - 1.3.2. Homework in Class, Lessons at Home
- 1.4. Involvement of Families in the Flipped Classroom Model
 - 1.4.1. Family Participation
 - 1.4.2. Communication with Parents
- 1.5. Differences between the Traditional Model and the Flipped Classroom Model
 - 1.5.1. Traditional Class vs. Inverted Classroom
 - 1.5.2. Working Hours
- 1.6. Personalization of Education
 - 1.6.1. What Is Personalized Learning?
 - 1.6.2. How to Personalize Learning
 - 1.6.3. Examples of Learning Personalization
- 1.7. Attention to Diversity in the Flipped Classroom Model
 - 1.7.1. What Is Attention to Diversity?
 - 1.7.2. How Does the FC Model Help Us to Put Attention to Diversity into Practice?
- 1.8. Benefits of the Flipped Classroom Model
 - 1.8.1. Flexibility of Students in Their Learning
 - 1.8.2. Advance Content
 - 1.8.3. Learning Environment around the Student Body
 - 1.8.4. Collaboration among Students
 - 1.8.5. Extra Time Outside the Classroom
 - 1.8.6. More Time for Personalized Attention to Students
- 1.9. The Relationship of Bloom's Taxonomy to the Flipped Classroom Model
 - 1.9.1. What Is a Taxonomy?
 - 1.9.2. History
 - 1.9.3. Levels and Examples
 - 1.9.4. Table of Verbs

Module 2. Initiation of the Model Together with New Cooperative Learning Methodologies

- 2.1. Flipped Classroom and Cooperative Learning
 - 2.1.1. What Is Cooperative Learning?
 - 2.1.2. Problems in Implementing Cooperative Learning
- 2.2. We Group Our Students
 - 2.2.1. We Design the Groupings
 - 2.2.2. Arrangement, Distribution and Placement of Students in the Teams
- 2.3. We Create a Cooperative Class
 - 2.3.1. Rules in the Cooperative
 - 2.3.2. Cooperative Roles
- 2.4. The Three Pillars of Cooperative Learning
 - 2.4.1. Positive Interdependence
 - 2.4.2. Individual Responsibility
 - 2.4.3. Equal Participation
- 2.5. Patterns of Cooperation for an Inverted Classroom
 - 2.5.1. Group Work
 - 2.5.2. Group Work and Individual Work
 - 2.5.3. Individual and Group Work
 - 2.5.4. Individual Work
- 2.6. Simple Cooperative Techniques
 - 2.6.1. Three-Minute Stop
 - 2.6.2. Twitter Cooperative
- 2.7. Complex Cooperative Techniques
 - 2.7.1. Jigsaw or Puzzle
 - 2.7.2. Research Groups
- 2.8. Assessment
 - 2.8.1. Teacher Evaluation
 - 2.8.2. Self-Evaluation
 - 2.8.3. Co-Evaluation

Module 3. Creating a Flipped Classroom

- 3.1. Teach the Students the Technique, Introduce Them to the Model
 - 3.1.1. Teaching How to Watch Videos
 - 3.1.2. Convincing Students
 - 3.1.3. Teaching How to Get Ideas
- 3.2. Content Preparation
 - 3.2.1. The Pillars of FC
 - 3.2.2. Advantages
 - 3.2.3. Disadvantages
- 3.3. Creating a Place for the Material
 - 3.3.1. How to Share the Videos or the Material
 - 3.3.2. Where Can I Find Material from Others?
- 3.4. Get to Know the FLIP-in-Class
 - 3.4.1. "Flip in the Classroom" Mode
 - 3.4.2. Reasons for Use
 - 3.4.3. How to Work It
- 3.5. Problems and Obstacles that May Occur
 - 3.5.1. Obstacles that May Occur in Different Situations
- 3.6. Solving Possible Difficulties
 - 3.6.1. How to Solve the Problems that Arise
- 3.7. Why Flipped Classroom Really Works
 - 3.7.1. Main Reason for FC Operation
 - 3.7.2. Students' Perception of the FC Model
- 3.8. Tips to Remember
 - 3.8.1. Tips for Customized Space
 - 3.8.2. Making Time in the Classroom Engaging
- 3.9. Cornell Notes
 - 3.9.1. What Are Cornell Notes?
 - 3.9.2. History of Cornell Notes
 - 3.9.3. Format and Relationship to the FC
 - 3.9.4. Notes and Memos

Module 4. Creation of Own Content, Flipped Classroom Tools

- 4.1. Introduction
 - 4.1.1. Own Content
 - 4.1.2. External Content
 - 4.1.3. Tools and Apps
- 4.2. Tips for Creating Effective Videos
 - 4.2.1. Importance of a Good Digital Design
 - 4.2.2. Duration
 - 4.2.3. Types of Plans
 - 4.2.4. Voice, Intonation
 - 4.2.5. Enriching Videos
 - 4.2.6. Concreteness in the Video
- 4.3. Video Creation with Mobile or Tablet
 - 4.3.1. How to Create Videos
 - 4.3.2. Video Editing
- 4.4. Video Creation with Screen Capture
 - 4.4.1. How to Create Videos
 - 4.4.2. Video Editing
- 4.5. Making Videos with Chroma Key
 - 4.5.1. Tools to Be Used
 - 4.5.2. Edition
- 4.6. Infrastructure Digital Devices
 - 4.6.1. Versatility
 - 4.6.2. Ease of Use
 - 4.6.3. Costs
- 4.7. Other Important Elements in Video Creation and Editing
 - 4.7.1. Instruments
 - 4.7.2. Hardware
- 4.8. Doing Flipped Classroom with Little Technology
 - 4.8.1. How to Do It with Almost No Technology

Module 5. Gamification as an Active Methodology. Flipped + Gamification

- 5.1. History, Definition and Concepts
 - 5.1.1. History and Context
 - 5.1.2. Definition
 - 5.1.3. Initial Concepts
- 5.2. Components
 - 5.2.1. Classification
 - 5.2.2. Insignias and Diplomas
 - 5.2.3. Collectibles
 - 5.2.4. Currency of Exchange
 - 5.2.5. Keys
 - 5.2.6. Awards
- 5.3. Mechanisms
 - 5.3.1. Structural Gamification
 - 5.3.2. Content Gamification
- 5.4. Digital Tools
 - 5.4.1. Management Tools
 - 5.4.2. Productivity Tools
 - 5.4.2.1. Insignias
 - 5.4.2.2. Letters
 - 5.4.2.3. Others
- 5.5. Gamification and Serious Games
 - 5.5.1. Play in the Classroom
 - 5.5.2. Typology of Games
- 5.6. Commercial Games Catalog
 - 5.6.1. Games to Develop Skills
 - 5.6.2. Games to Develop Content
- 5.7. Video Games and Apps
 - 5.7.1. Games to Develop Skills
 - 5.7.2. Games to Develop Content

- 5.8. Gamification Design
 - 5.8.1. Approach, Objectives
 - 5.8.2. Integration into the Curriculum
 - 5.8.3. History
 - 5.8.4. Aesthetics
 - 5.8.5. Assessment
- 5.9. Game Design
 - 5.9.1. Approach, Objectives
 - 5.9.2. Integration into the Curriculum
 - 5.9.3. History
 - 5.9.4. Aesthetics
 - 5.9.5. Assessment

Module 6. Escape Room in the Classroom

- 6.1. Escape Room History
 - 6.1.1. Where Does It Come from?
 - 6.1.2. Popularity
- 6.2. Know the Format
 - 6.2.1. When Should It Be Done?
 - 6.2.2. Interior Escape Room
 - 6.2.3. Exterior Escape Room
 - 6.2.4. Creation of Formats
- 6.3. Steps to Take into Account
 - 6.3.1. Narrative
 - 6.3.2. Materials
 - 6.3.3. Tests
- 6.4. Aspects that Trigger Attention
 - 6.4.1. Surprise
 - 6.4.2. Creativity
 - 6.4.3. Emotion
- 6.5. Enhancing Learning through Motivation
 - 6.5.1. Encourage Teamwork with a Common Goal among All the Team Members
 - 6.5.2. Create Spaces for Debate and Decision-Making

- 6.6. Aspects to Take into Consideration for Its Creation
 - 6.6.1. Classroom Configuration
 - 6.6.2. Contents
 - 6.6.3. Design to Solve Puzzles
 - 6.6.4. Design of Riddles, Puzzles
 - 6.6.5. Exciting Narrative
 - 6.6.6. Order of Tests
 - 6.6.7. Reward
- 6.7. Tools for Creation
 - 6.7.1. Materials and Their Possibilities
- 6.8. Case Study
 - 6.8.1. Example of an Escape Room

Module 7. Raising the Bar with the Flipped Classroom

- 7.1. Inductive Methodologies
 - 7.1.1. What Are Inductive Methodologies?
 - 7.1.2. Deductive Methodologies vs. Inductive Methodologies
 - 7.1.3. Inductive Methodologies + FC
- 7.2. Projects and PBA
 - 7.2.1. Description of the Method
 - 7.2.2. Implementation Objectives
 - 7.2.3. Characteristics and Phases
 - 7.2.4. ABP and FC
- 7.3. Learning between Equals (Peer Instruction)
 - 7.3.1. What Is Peer Learning?
 - 7.3.2. How Does It Work?
 - 7.3.3. Peer Instruction and FC
- 7.4. *Flipped Classroom*
 - 7.4.1. What Is the Flipped Classroom Model?
 - 7.4.2. Ramsey Musallam's Work
 - 7.4.3. Flipped Classroom and Learning Cycles

- 7.5. Learning by Doing
 - 7.5.1. History
 - 7.5.2. What Is Learning by Doing?
 - 7.5.3. Advantages
 - 7.5.4. Proposals
- 7.6. Problem-Based Learning
 - 7.6.1. What Is Problem-Based Learning?
 - 7.6.2. Working with This Methodology
 - 7.6.3. ABP + FC
- 7.7. SAMR Model
 - 7.7.1. Integrating ICT into Educational Processes
 - 7.7.2. Model Representation
 - 7.7.3. Step-by-Step Components of the SAMR Model
- 7.8. *Blended Learning*
 - 7.8.1. What Is Blended Learning?
 - 7.8.2. Advantages
 - 7.8.3. Examples of BL Systems
 - 7.8.4. Strategies
- 7.9. JITT (Just-in-Time Teaching)
 - 7.9.1. History
 - 7.9.2. Study Methodology
 - 7.9.3. JITT + FC

Module 8. Creation of Graphic Material, Flipped Is Not Just Video. Designing a PLE (Personal Learning Environment)

- 8.1. What Is a Personal Learning Environment (PLE)?
 - 8.1.1. Concept of PLE
 - 8.1.2. Design your Own PLE
- 8.2. Classroom Platforms
 - 8.2.1. Edmodo
 - 8.2.2. Google Classroom
- 8.3. Creation of Interactive Material
 - 8.3.1. Genial.ly

- 8.4. QR Codes
 - 8.4.1. Educational Uses
 - 8.4.2. QR Code Creation
- 8.5. Infographics
 - 8.5.1. Piktochart
 - 8.5.2. Canva
- 8.6. Mind Maps
 - 8.6.1. GoConqr
 - 8.6.2. Mindomo
 - 8.6.3. Popplet
- 8.7. Creation of a Web
 - 8.7.1. WIX
- 8.8. Use of Social Networks in Learning
 - 8.8.1. Twitter
 - 8.8.2. Instagram
- 8.9. Working with PDF
 - 8.9.1. Perusall

Module 9. Programming and Planning in the Flipped Classroom Model

- 9.1. Why Turn Our Classroom Upside Down?
 - 9.1.1. Evidence of the Need for the Inverted Classroom
- 9.2. Bloom's Taxonomy for Programming
 - 9.2.1. We Define the Levels of Bloom's Taxonomy of Cognition
- 9.3. Individual Space
 - 9.3.1. Individual Teacher and Student Space
- 9.4. Learning Management System
 - 9.4.1. Google Classroom
 - 9.4.2. Padlet
- 9.5. Group Space
 - 9.5.1. What to Do in the Group Space?
- 9.6. Design of a Flipped Unit
 - 9.6.1. Elements of a Flipped Unit
 - 9.6.2. Example of a Flipped Unit
- 9.7. How Can You Evaluate Your Flipped Class?
 - 9.7.1. Different Strategies for Evaluating Our Students





Module 10. A New Form of Evaluation

- 10.1. Kahoot
 - 10.1.1. Description of the Tool
 - 10.1.2. Game Modes
 - 10.1.3. Creation of Activities
- 10.2. Socrative
 - 10.2.1. Description of the Tool
 - 10.2.2. Game Modes
 - 10.2.3. Creation of Activities
- 10.3. Google Forms
 - 10.3.1. Description of the Tool
 - 10.3.2. Document Creation
- 10.4. EdPuzzle
 - 10.4.1. Description of the Tool
 - 10.4.2. Creation of Activities
- 10.5. Headings
 - 10.5.1. Description of the Rubric Evaluation System
 - 10.5.2. Creation of Rubrics
- 10.6. iDoceo
 - 10.6.1. Description of the Tool
 - 10.6.2. Learning to Manage the Classroom with iDoceo
- 10.7. Additio
 - 10.7.1. Description of the Tool
 - 10.7.2. Learning to Manage the Classroom with Additio
- 10.8. CoRubrics
 - 10.8.1. Description of the Tool
 - 10.8.2. Creating Rubrics with CoRubrics
- 10.9. Google Classroom
 - 10.9.1. Description of the Tool
 - 10.9.2. Learning to Manage Virtual Classrooms and Their Assignments

04

Teaching Objectives

Through this program, graduates will be expected to understand the fundamentals of the Flipped Classroom, acquire skills in the design of interactive digital content and be able to integrate active methodologies, such as cooperative learning and gamification. They will also develop digital skills and innovative assessment strategies, preparing teachers to manage dynamic, inclusive and autonomous learning-oriented classrooms. They will be empowered to personalize teaching, cater to student diversity and maximize positive impact.



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Handle technological tools that allow the creation of own content, such as videos, adapting the model to contexts with little technology, and ensuring accessible teaching”



General Objective

- The general objective of the Hybrid Master's Degree in Flipped Classroom will be to incorporate digital tools and techniques to design effective didactic sequences, evaluating, co-evaluating and self-evaluating through rubrics and technological platforms. Students will also delve into the design and application of the Flipped Classroom model, understanding how it favors active learning and how it can be integrated and enhance other methodologies. In addition, teachers will analyze the creation of digital content, including the production of videos and specific materials, and the use of gamification as a motivational tool that complements flipped learning



You will design playful learning experiences, integrating digital tools to efficiently evaluate and manage the classroom, thanks to an extensive library of innovative multimedia resources"





Specific Objectives

Module 1. What Is the Flipped Classroom Model?

- ♦ Know the principles of the Flipped Classroom
- ♦ Understand the importance of the new role of the teacher in the classroom
- ♦ Understand the role of the students and families within the flipped classroom model
- ♦ Discover the benefits of the flipped classroom with the diversities of the classroom
- ♦ Identify the differences between traditional teaching and the flipped classroom
- ♦ Test the link between the flipped classroom model and Bloom's taxonomy

Module 2. Initiation of the Model Together with New Cooperative Learning Methodologies

- ♦ Know what cooperative learning is
- ♦ Visualize the problems presented and their solutions
- ♦ Create a cooperative context
- ♦ Know the three pillars of cooperative learning: positive interdependence, individual responsibility and equitable participation
- ♦ Understand when I have to use one cooperation pattern or another
- ♦ Know some simple and complex CA techniques
- ♦ Know the different types of assessment

Module 3. Creating a Flipped Classroom

- ♦ Develop the FC model in the student body
- ♦ Learn how to solve possible problems
- ♦ Prepare FC content
- ♦ Know how to work the FC model in the classroom only
- ♦ Work with motivational tools

Module 4. Creation of Own Content, Flipped Classroom Tools

- ♦ Know the most important features for the creation of your own videos
- ♦ Know digital tools for the elaboration and edition of own videos
- ♦ Know how to do FC with little technology
- ♦ Discover tools for external material

Module 5. Gamification as an Active Methodology. Flipped + Gamification

- ♦ Know the origin of gamification
- ♦ Discover the basic elements used in gamification
- ♦ Identify gamification mechanics
- ♦ Use digital tools in gamification
- ♦ Integrate gamification in the classroom and in the content
- ♦ Localize games and video games for gamification in learning
- ♦ Build gamification and games

Module 6. Escape Room in the Classroom

- ♦ Improve logic and ingenuity in students
- ♦ Know the existing formats
- ♦ Learn how to use tools for an escape room
- ♦ Discover the educational values of an escape room

Module 7. Raising the Bar with the Flipped Classroom

- ♦ Teach through questioning and challenges
- ♦ Improve the different methodologies with the FC
- ♦ Know inductive methodologies
- ♦ Work with inductive methodologies and FC





**Module 8. Creation of Graphic Material, Flipped Is Not Just Video.
Designing a PLE (Personal Learning Environment)**

- ♦ Achieve the development of student self-regulation
- ♦ Favor the teaching-learning processes through ICTs
- ♦ Develop digital competence
- ♦ Encourage active student learning by searching and inquiring in order to achieve learning
- ♦ Work with motivational tools

Module 9. Programming and Planning in the Flipped Classroom Model

- ♦ Program with Bloom's taxonomy in mind
- ♦ Know how to use individual and group space
- ♦ Understand the importance of learning management systems
- ♦ Design a flipped unit
- ♦ Evaluate flipped learning

Module 10. A New Form of Evaluation

- ♦ Learn to use digital tools for evaluation
- ♦ Learn to manage the classroom with digital tools
- ♦ Evaluate in a playful way
- ♦ Reflect on the establishment of learning objectives
- ♦ Value the importance of feedback for the improvement of the learning process

05

Internship

Through the practical experience, included in the academic itinerary, teachers will be able to design and develop flipped learning sessions in authentic educational environments, putting into practice methodologies such as cooperative learning, gamification and the creation of digital content. In addition, they will receive personalized feedback to refine their strategies and adapt them to the diversity of their classrooms. In this way, this approach will not only strengthen the digital and pedagogical skills of the professionals, but will also foster the confidence and creativity needed to lead innovations in the educational field.



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You will implement the Flipped Classroom model in a real environment, either in your own classrooms or in designated educational centers, always under the supervision of real experts in the methodology”

The Internship Program of this Flipped Classroom program consists of a practical internship in a renowned educational center, lasting 3 weeks, from Monday to Friday, with 8 consecutive hours of practical training, always with an assistant specialist. Consequently, this internship will allow the teacher to work with real students, alongside a team of professionals of reference in this area of education, applying the most innovative pedagogical strategies and planning.

Likewise, in this completely practical training proposal, the activities will be aimed at developing and perfecting the skills necessary for the provision of educational services in the field of Flipped Classroom, which requires a high level of qualification. These internships will be oriented to the specific training for the exercise of this activity, in a safe environment for the student and with a high professional performance.

The practical part will be carried out with the active participation of the student performing the activities and procedures of each area of competence (learning to learn and learning to do), with the accompaniment and guidance of teachers and other fellow trainees that facilitate teamwork and multidisciplinary integration as transversal competencies for educational praxis (learning to be and learning to relate).

The procedures described below will be the basis of the practical part of the training, and its realization will be subject to the center's own availability and workload, being the proposed activities the following:





Module	Practical Activity
Planning and Designing the Flipped Classroom	Design a didactic sequence using the Flipped Classroom model adapted to the group of students
	Create interactive digital content, such as educational videos, to facilitate students' autonomous learning outside the classroom
	Plan collaborative activities and discussions within the classroom to apply the acquired knowledge in a practical way
	Integrate technological and digital tools to personalize learning and respond to specific student needs
Pedagogical and Methodological Innovation	Implement active methodologies, such as project-based learning and cooperative learning, in the classroom
	Apply gamification as a motivational strategy to reinforce learning within the Flipped Classroom model
	Use problem-solving strategies to foster critical reflection and independent thinking among students
	Integrate and combine different methodologies to promote autonomous learning and class participation
Evaluation and Feedback	Apply formative assessment techniques through the use of digital tools and assessment rubrics
	Implement self-assessment and co-assessment to engage students in the process of monitoring their own learning
	Evaluate the impact of the activities invested in student learning, adjusting the approach according to the results obtained
	Provide constructive feedback to students to improve their academic performance and enhance their autonomous learning
Content Creation	Develop additional educational materials, such as infographics and podcasts, to complement the audiovisual resources in the Flipped Classroom
	Create quality visual and multimedia resources to make teaching more attractive and facilitate the understanding of complex concepts
	Design activities that encourage inquiry and autonomous student research using digital resources and interactive materials
	Adapt the resources created to different proficiency levels and learning styles, ensuring their accessibility for all learners
Classroom Management and Professional Development	Manage the classroom through the use of digital platforms that facilitate communication and task organization between teachers and students
	Reflect on one's own teaching practice, identifying strengths and areas for improvement in the implementation of the Flipped Classroom
	Participate in joint planning with other teachers to share best practices and improve the educational quality of the center
	Establish an inclusive learning environment that fosters collaboration among students and promotes participation

Civil Liability Insurance

The university's main concern is to guarantee the safety of the interns, other collaborating professionals involved in the internship process at the center. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, the university commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the stay at the internship center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the Internship Program period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.



General Conditions of the Internship Program

The general terms and conditions of the internship agreement for the program are as follows:

1. TUTOR: During the Hybrid Master's Degree, students will be assigned two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned an academic tutor, whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

2. DURATION: The internship program will have a duration of three continuous weeks, in 8-hour days, 5 days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

3. ABSENCE: If the student does not show up on the start date of the Hybrid Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

4. CERTIFICATION: Professionals who pass the Hybrid Master's Degree will receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: the Hybrid Master's Degree shall not constitute an employment relationship of any kind.

6. PRIOR EDUCATION: Some centers may require a certificate of prior education for the Hybrid Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

7. DOES NOT INCLUDE: The Hybrid Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

06

Internship Centers

The Internship centers have been carefully selected for their commitment to pedagogical innovation and their willingness to incorporate the Flipped Classroom model into their daily practice. As such, being aligned with the most current trends in education, they will offer teachers the opportunity to interact with a diverse student body, experiencing firsthand the challenges and benefits of flipped teaching. In addition, they will have a team of professionals ready to accompany and guide them in their implementation process, ensuring a rich and meaningful experience.



“

The internship centers attached to this Hybrid Master's Degree in Flipped Classroom will provide you with a real and diverse educational environment, where you will be able to apply all the methodologies acquired”

tech 34 | Internship Centers



The student will be able to complete the practical part of this Hybrid Master's Degree at the following centers:



Educational

Instituto Rambla Barcelona

Country	City
Spain	Barcelona

Address: Rambla de Catalunya,
16, 08007 Barcelona

Rambla Instituto offers a wide variety of high quality of high quality training programs in a variety in a variety of areas of study

Related internship programs:

- Digital Education, E-Learning and Social Media





Instituto Rambla Madrid

Country City
Spain Madrid

Address: C/ Gran Vía, 59, 10A, 28013 Madrid

Rambla Instituto offers a wide variety of high quality of high quality training programs in a variety in a variety of areas of study

Related internship programs:

- Digital Education, E-Learning and Social Media



Instituto Rambla Valencia

Country City
Spain Valencia

Address: Carrer de Jorge Juan, 17, 46004
València, Valencia

Rambla Instituto offers a wide variety of high quality of high quality training programs in a variety in a variety of areas of study

Related internship programs:

- Digital Education, E-Learning and Social Media

07

Career Opportunities

Teachers will be trained to implement the Flipped Classroom model in different educational levels, from Primary Education to Secondary and Higher Education. In addition, they will be able to work as trainers in educational institutions or as consultants in projects related to the integration of new methodologies and technologies in the classroom. They will also have the possibility of assuming educational leadership roles, such as innovation coordinators or those responsible for teacher training, contributing to the transformation of teaching systems in their local and global contexts.



“

The Hybrid Master's Degree in Flipped Classroom will open up various career opportunities, allowing you to adapt to current educational needs and lead the pedagogical innovation in your center”

Graduate Profile

Graduates will be highly trained in the use of innovative methodologies, especially in the inverted teaching model. In this sense, this professional will have a deep knowledge of digital tools and pedagogical strategies that promote active and autonomous learning, adapted to the individual needs of students. They are also prepared to design and apply effective didactic sequences that foster collaboration, creativity and critical thinking in the classroom.

You will become a pedagogical leader capable of managing dynamic educational environments, evaluating the impact of your practices and contributing to the continuous improvement of education.

- ♦ **Digital Competence:** Use digital tools and technological platforms to create, manage and evaluate educational content, adapting to the needs of students
- ♦ **Collaborative Work:** Encourage cooperation among students, using active methodologies and cooperative learning, promoting interaction, exchange of ideas and teamwork in the classroom
- ♦ **Classroom Management and Autonomous Learning:** Manage a flexible learning environment, in which students assume an active role in their educational development, optimizing time in class to resolve doubts and apply what they have learned
- ♦ **Innovative Evaluation:** Implement formative and summative assessment systems through digital tools and rubrics, encouraging self-assessment and co-assessment, and allowing for continuous monitoring and a personalized approach





After completing the program, you will be able to use your knowledge and skills in the following positions:

- 1. Primary / Secondary Education teacher focused on Flipped Classroom:** Teacher in schools implementing the Flipped Classroom model in their classes.
- 2. Educational Technology Trainer:** Specialist in charge of training other teachers in the use of digital tools and innovative methodologies.
- 3. Pedagogical Innovation Coordinator:** Professional in charge of leading educational innovation projects within educational institutions.
- 4. Flipped Classroom Educational Consultant:** Advisor who provides support to schools, universities and educational centers in the implementation of the Flipped Classroom model.
- 5. Instructional Designer:** Specialist in the creation of digital educational materials and resources that facilitate invested learning.
- 6. Teacher Training Manager:** Professional who coordinates and manages continuous training programs for teachers, focusing on active methodologies and Flipped Classroom.
- 7. Educational Technology Coordinator:** In charge of managing the use of technology in the educational environment, supporting teachers in its integration in the classroom.
- 8. Leader of Innovation Projects in Education:** Professional who leads innovative educational initiatives within academic or educational institutions.
- 9. University Professor of Active Methodologies:** University teacher specialized in teaching active methodologies, including the Flipped Classroom model.
- 10. Researcher in Education and New Methodologies:** Professional dedicated to research on the impact of innovative pedagogical models, such as the Flipped Classroom, on learning.

08

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.

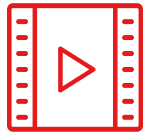
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

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

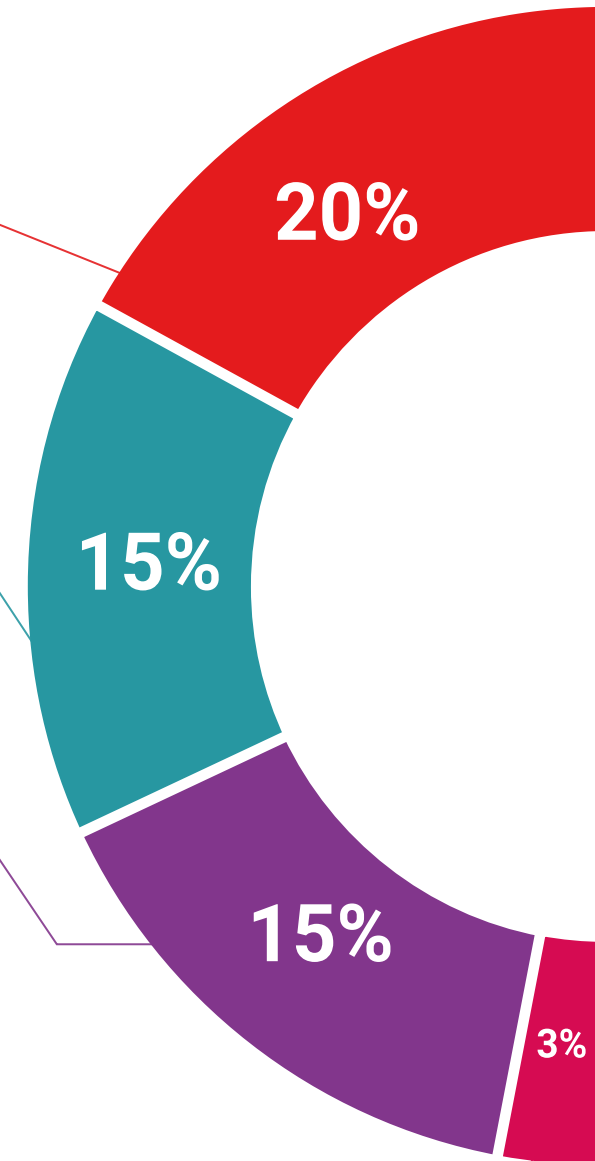
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

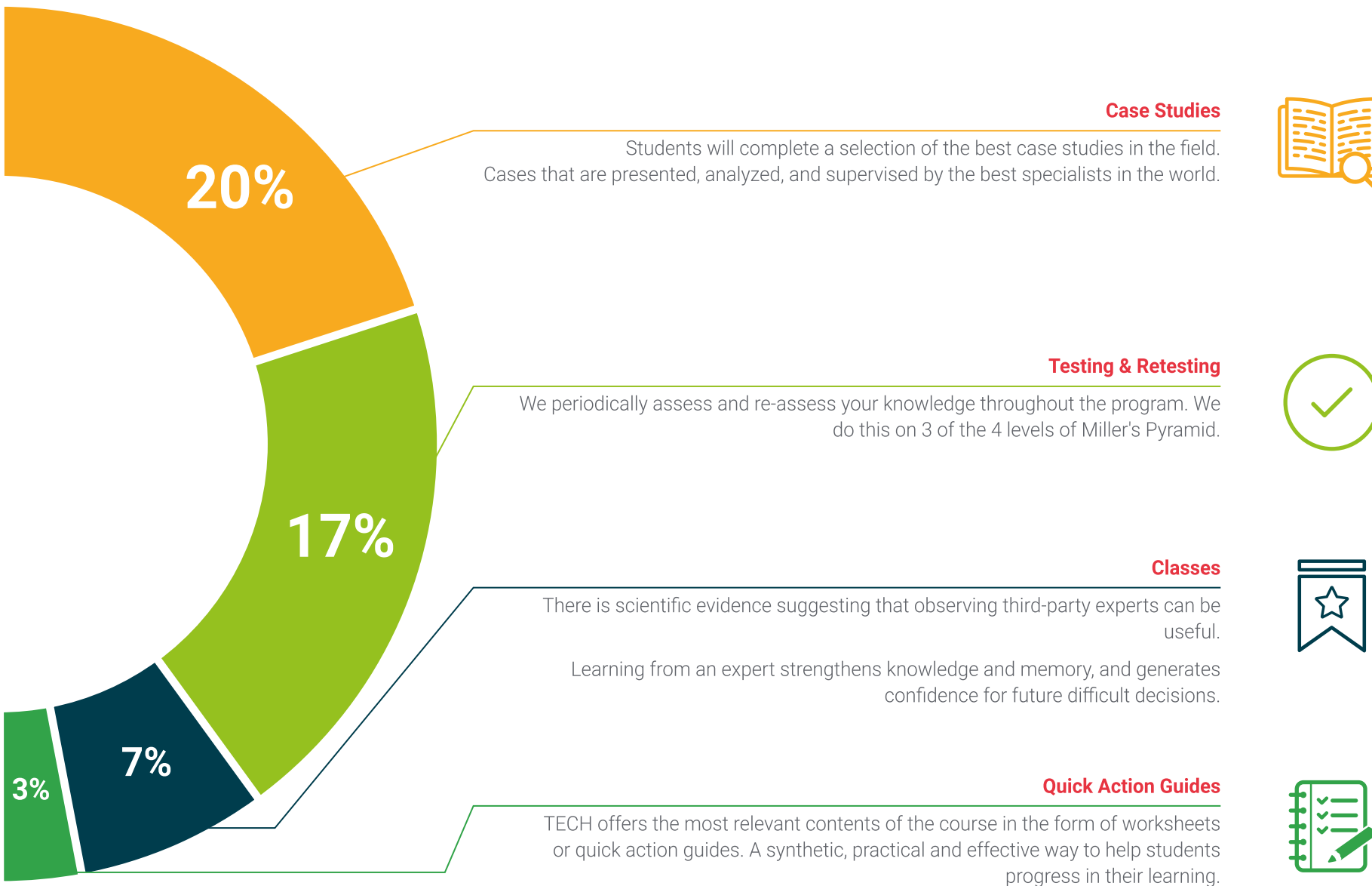
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





09

Teaching Staff

The teaching staff is composed of a team of experts in innovative education, digital pedagogy and active methodologies, with extensive experience in research and teaching practice. As such, they have a deep knowledge of the Flipped Classroom model, as well as other contemporary educational strategies, such as cooperative learning, gamification and the use of technologies for content creation. In addition, they will not only offer up-to-date theoretical knowledge, but also practical advice and personalized guidance to graduates, ensuring that they acquire the necessary tools to successfully implement the flipped model.





“

TECH faculty will guide you in the application of the knowledge acquired, providing continuous support to ensure that you become an agent of change in your own classroom”

Management



Mr. Azorín López, Miguel Ángel

- ♦ Teacher specialized from Physical Education Primary
- ♦ Primary School Teacher at Colegio Padre Dehon. Novelda, Spain
- ♦ Creator of the Flipped Primary App
- ♦ Collaborating teacher at Ineverycrea
- ♦ Genially Ambassador
- ♦ Google Trainer
- ♦ Edpuzzle Coach
- ♦ Teaching Degree with Specialization in Physical Education from the University of Alicante
- ♦ Expert in Flipped, Level I Flipped Learning and Level I Instructor Flipped Learning
- ♦ Candidato Top 100 Flipped Learning Profesores del mundo



Professors

Ms. Payá López, Miriam

- ♦ English Teacher, ICT Specialist
- ♦ Primary Education Teacher, Specialist in Foreign Language (English) at Padre Dehon School
- ♦ Diploma, Teacher of Foreign Language (English) from the University of Alicante
- ♦ Specialist in Visual Thinking

Mr. Asencio Ferrández, Aarón

- ♦ Flipped Primary App Ambassador as a Primary School Teacher
- ♦ Teacher specialized in Primary Education, Level I Flipped Learning
- ♦ Primary School Teacher. San José Cluny School in Novelda
- ♦ Level I Flipped Learning
- ♦ Flipped Primary App Ambassador
- ♦ Edpuzzle Coach
- ♦ Included in the TOP-110 flipped learning worldwide teachers list twice
- ♦ Nominated for the Educa Abanca Awards as best Primary School teacher in Spain
- ♦ Best Flipped Classroom experience in primary education in the III European FlipconBias Congress
- ♦ "Important" award from the newspaper "Información"
- ♦ INTEF course on flipped classroom and several other courses on cooperative learning and multiple intelligences

10 Certificate

This Hybrid Master's Degree in Flipped Classroom guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Hybrid Master's Degree 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 **Hybrid Master's Degree in Flipped 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.



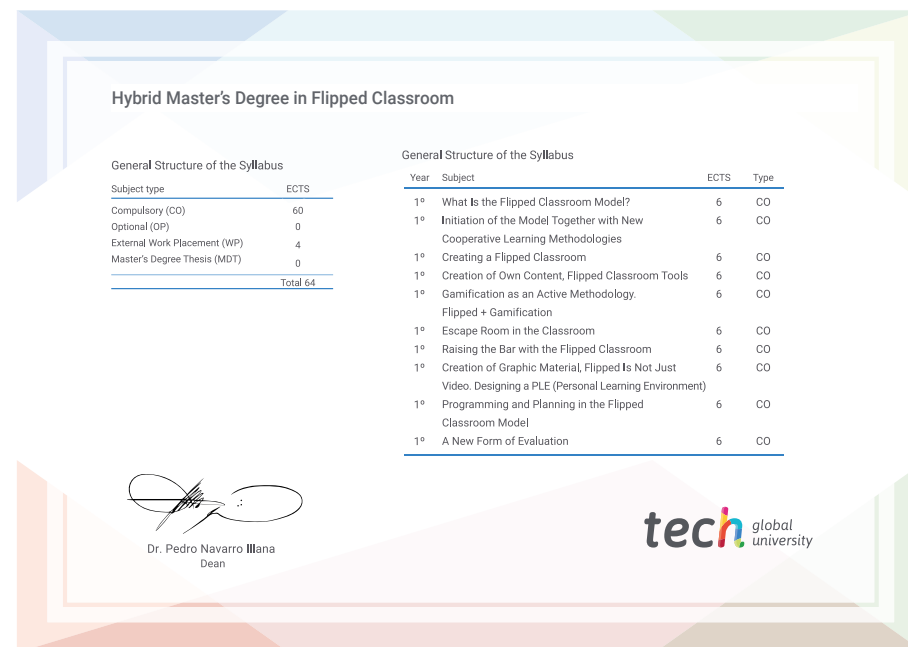
This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Hybrid Master's Degree in Flipped Classroom**

Modality: **online**

Duration: **12 months**

Accreditation: **60 + 4 ECTS**





Hybrid Master's Degree Flipped Classroom

Modality: Hybrid (Online + Internship)

Duration: 12 months

Certificate: TECH Global University

Credits: 60 + 4 ECTS

Hybrid Master's Degree Flipped Classroom

