

Master's Degree

Digital Teaching and Learning

Accreditation/Membership



tech global
university



Master's Degree Digital Teaching and Learning

- » Modality: Online
- » Duration: 12 months.
- » Certificate: TECH Global University
- » Accreditation: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techitute.com/us/education/master-degree/master-digital-teaching-learning

Index

01

Introduction to the Program

p. 4

02

Why Study at TECH?

p. 8

03

Syllabus

p. 12

04

Teaching Objectives

p. 22

05

Career Opportunities

p. 26

06

Study Methodology

p. 30

07

Teaching Staff

p. 40

08

Certificate

p. 48

01

Introduction to the Program

Digital Teaching and Learning represents the evolution of traditional educational methods, integrating technology and pedagogy to enhance teaching. In a world where UNESCO highlights that 90% of countries have adopted digital platforms for education, it is essential for education professionals to update their strategies. TECH offers an academic experience with a complete journey through the most innovative tools, active methodologies, and virtual environments that optimize the teaching-learning process. Additionally, professionals will gain access to new opportunities in digital education, from personalized learning to the use of artificial intelligence applied to teaching. An advanced degree, 100% online, with the flexibility and quality that modern education demands.



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*A comprehensive and 100% online program,
exclusive to TECH, with an international perspective
backed by our membership in the Association for
Teacher Education in Europe”*

Technological advancement has completely redefined traditional educational models, creating new opportunities and challenges for both teachers and students. Digitalization has allowed for the implementation of innovative methodologies, such as data-driven learning, artificial intelligence applied to teaching, and the use of immersive virtual environments.

According to the Organization for Economic Cooperation and Development, over 80% of teachers believe that developing digital skills is key to improving educational quality and inclusion in the classroom. In the face of this transformation, the ability to integrate technological tools effectively has become an essential skill for education professionals.

To address this growing demand, TECH offers this Master's degree in Digital Teaching and Learning. This advanced university program provides an in-depth immersion in the most innovative strategies and tools in the educational field. Throughout this academic journey, professionals in education, pedagogy, and teaching will explore everything from personalized learning to gamification, the use of interactive platforms, and the design of teaching experiences in hybrid and virtual environments, among other highly relevant aspects in today's world.

This degree prioritizes a highly practical approach, moving away from traditional models and fostering the real-world application of acquired knowledge. Through a 100% online methodology based on the Relearning learning method, graduates will have the opportunity to assimilate concepts in a dynamic and progressive manner. It is a high-level qualification designed without strict schedules or commuting requirements, with educational resources accessible 24/7. Additionally, to further boost the professional careers of teachers and position them as leaders in an ever-evolving sector, they will have exclusive access to 10 Masterclasses led by a renowned International Guest Director.

Furthermore, thanks to TECH's membership in the **Association for Teacher Education in Europe (ATEE)**, professionals will have access to specialized academic journals and discounts on publications. They will also be able to attend webinars or conferences at no cost and receive linguistic support. Additionally, they will be included in the ATEE consultancy database, thereby expanding their professional network and gaining access to new opportunities.

This **Master's Degree in Digital Teaching and Learning** contains the most complete and up-to-date university program on the market. Its most notable features are:

- ♦ The development of case studies presented by experts in Digital Teaching and Learning
- ♦ 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
- ♦ Practical exercises where the self-assessment process can be carried out 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 renowned International Guest Director will offer 10 intensive Masterclasses to dive into the latest advances in Digital Teaching and Learning"

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A curriculum based on the disruptive Relearning system, which will facilitate the assimilation of complex concepts in a quick and flexible way.

The program includes a faculty composed of professionals from the field of Digital Teaching and Learning, bringing their practical experience into the program, alongside recognized specialists from reputable 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 an immersive learning experience designed to prepare for real-life situations.

This program is designed around Problem-Based Learning, whereby the student must try to solve the different professional practice situations that arise throughout the program. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.

You will integrate active methodologies such as flipped classroom, gamification, and project-based learning in digital contexts.

You will promote inclusion, accessibility, and digital citizenship throughout the educational process.



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 has a huge faculty of more than 6,000 professors of the highest international prestige.



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Study at the largest online university in the world and ensure your professional success. The future begins at TECH”

The world's best online university, according to FORBES

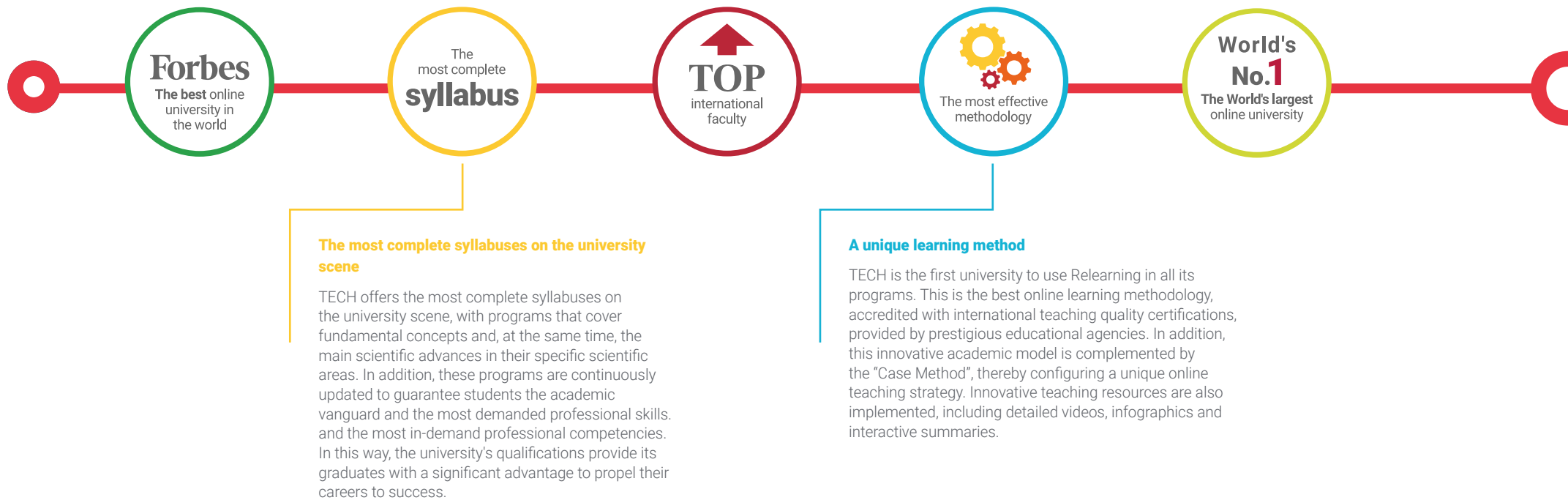
The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer 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 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.



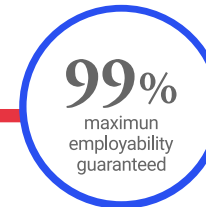
Google Premier Partner

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

The content of this high-level university program at TECH has been developed by a team of specialists in digital education, ensuring a practical and up-to-date approach. Throughout the learning journey, professionals will develop key skills in digital teaching, mastering tools within the Apple environment in education. Additionally, they will delve into innovative methodologies such as gamification and the flipped classroom model, optimizing student participation and learning. They will also explore strategies for digital branding, social media, and teaching blogs, expanding their educational impact within the digital ecosystem.





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You will learn to manage digital tools applied to teaching, enhancing your impact within the digital educational ecosystem”

Module 1. Digital Learning

- 1.1. The Definition of Learning
 - 1.1.1. Formal vs. Informal Learning
 - 1.1.1.1. The Characteristics of Formal Learning
 - 1.1.1.2. The Characteristics of Informal Learning
 - 1.1.2. Implicit vs. Non-formal Learning
 - 1.1.2.1. The Characteristics of Implicit Learning
 - 1.1.2.2. The Characteristics of Non-Formal Learning
- 1.2. The Psychological Processes Involved in Learning
 - 1.2.1. Memory vs. Attention
 - 1.2.1.1. Memory in Learning
 - 1.2.1.2. Attention in Learning
 - 1.2.2. Meta-cognition Vs. Intelligence
 - 1.2.2.1. Meta-Cognition in Learning
 - 1.2.2.2. Intelligence and Learning
- 1.3. Types of Learning
 - 1.3.1. Direct vs. Indirect Learning
 - 1.3.1.1. The Characteristics of Direct Learning
 - 1.3.1.2. The Characteristics of Indirect Learning
 - 1.3.2. Active vs. Passive Learning
 - 1.3.2.1. The Characteristics of Active Learning
 - 1.3.2.2. The Characteristics of Passive Learning
- 1.4. Context in Learning
 - 1.4.1. The Traditional School
 - 1.4.1.1. Family and Education
 - 1.4.1.2. School and Education
 - 1.4.2. School 4.0
 - 1.4.2.1. Characteristics of School 2.0
 - 1.4.2.2. Characteristics of School 4.0
- 1.5. Teachers' Technological Skills
 - 1.5.1. Digital Immigrant vs. Digital Native
 - 1.5.1.1. Characteristics of the Digital Immigrant
 - 1.5.1.2. Characteristics of the Digital Native
 - 1.5.2. Digital Competencies in Teachers
 - 1.5.2.1. Office Software in Education
 - 1.5.2.2. Management of Digital Elements
- 1.6. Students' Technological Skills
 - 1.6.1. Recreational Technology
 - 1.6.1.1. Educational Games
 - 1.6.1.2. Gamification
 - 1.6.2. Educational Technology
 - 1.6.2.1. The Internet in Schools
 - 1.6.2.2. Other Technological Devices in the Classroom
- 1.7. Traditional Teaching with Educational Technology
 - 1.7.1. Defining Characteristics of Educational Technology
 - 1.7.1.1. Technological Advances in the Classroom
 - 1.7.1.2. Technological Provision in the Classroom
 - 1.7.2. Advantages and Disadvantages of Educational Technology
 - 1.7.2.1. Advantages of Educational Technology
 - 1.7.2.2. Disadvantages of Educational Technology
- 1.8. Distance Learning
 - 1.8.1. Defining Characteristics
 - 1.8.1.1. The Challenge of Distance Learning
 - 1.8.1.2. Characteristics of Distance Learners
 - 1.8.2. Advantages and Disadvantages over Traditional Teaching
 - 1.8.2.1. Advantages of Distance Learning
 - 1.8.2.2. Disadvantages of Distance Learning
- 1.9. *Blended learning*
 - 1.9.1. Defining Characteristics
 - 1.9.1.1. Educational Technological Inclusion
 - 1.9.1.2. Blended Learning User Characteristics
 - 1.9.2. Advantages and Disadvantages over Traditional Teaching
 - 1.9.2.1. Advantages of Blended Learning
 - 1.9.2.2. Disadvantages of Blended Learning

- 1.10. E-Learning
 - 1.10.1. Defining Characteristics
 - 1.10.1.1. New Challenges in the Virtualization of Education
 - 1.10.1.2. New E-Learning Institutions
 - 1.10.2. Advantages and Disadvantages over Traditional Teaching
 - 1.10.2.1. Advantages of E-Learning
 - 1.10.2.2. Disadvantages of E-Learning

Module 2. *Digital Teaching*

- 2.1. Technology in Education
 - 2.1.1. History and Evolution of Technology
 - 2.1.2. New Challenges
- 2.2. Internet in Schools
 - 2.2.1. Internet Use in Schools
 - 2.2.2. The Impact of the Internet on Education
- 2.3. Devices for Teachers and Students
 - 2.3.1. Devices in the Classroom
 - 2.3.2. The Electronic Whiteboard
 - 2.3.3. Devices for Students
 - 2.3.4. Tablets
- 2.4. Online Tutoring
 - 2.4.1. Advantages and Disadvantages
 - 2.4.2. Implementation
- 2.5. Creativity in Schools
- 2.6. Parents and Teachers as Digital Migrants
 - 2.6.1. Technology Training for Adults
 - 2.6.2. How to Overcome the Technology Barrier
- 2.7. Responsible Use of New Technologies
 - 2.7.1. Privacy
 - 2.7.2. Cybercrime at the School Stage

- 2.8. Addictions and Pathologies
 - 2.8.1. Definition of Technology Addiction
 - 2.8.2. How to Avoid Addiction
 - 2.8.3. How to Get Out of an Addiction
 - 2.8.4. New Pathologies Produced by Technology
- 2.9. *Cyberbullying*
 - 2.9.1. Definition of Cyberbullying
 - 2.9.2. How to Avoid Cyberbullying
 - 2.9.3. How to Act in Cases of Cyberbullying
- 2.10. Technology in Education

Module 3. *Digital Identity and Digital Branding*

- 3.1. Digital Identity
 - 3.1.1. Definition of Digital Identity
 - 3.1.2. Managing Digital Identity in Education
 - 3.1.3. Fields of Application of Digital Identity
- 3.2. Blogs
 - 3.2.1. Introduction to Blogging in Teaching
 - 3.2.2. Blogs and Digital Identity
- 3.3. Roles in Digital Identity
 - 3.3.1. Digital Identity of the Student Body
 - 3.3.2. Digital Identity of Teachers
- 3.4. *Branding*
 - 3.4.1. What Digital Branding Is
 - 3.4.2. How Digital Branding Works
- 3.5. How to Position Yourself in Digital Teaching
 - 3.5.1. Successful Cases of Teaching Branding
 - 3.5.2. Typical Uses
- 3.6. Online Reputation
 - 3.6.1. Online vs. Physical Reputation
 - 3.6.2. Online Reputation in Teaching
 - 3.6.3. Online Reputation Crisis Management

- 3.7. Digital Communication
 - 3.7.1. Personal Communication and Digital Identity
 - 3.7.2. Corporate Communication and Digital Identity
- 3.8. Communication Tools
 - 3.8.1. Teacher Communication Tools
 - 3.8.2. Teacher Communication Protocols
- 3.9. Evaluation with ICT
- 3.10. Material Management Resources

Module 4. Social Networks and Blogs in Teaching

- 4.1. Social Media
 - 4.1.1. Origin and Evolution
 - 4.1.2. Social Networks for Teachers
 - 4.1.3. Strategy, Analytics and Content
- 4.2. Facebook
 - 4.2.1. The Origin and Evolution of Facebook
 - 4.2.2. Facebook Pages for Teacher Outreach
 - 4.2.3. Groups
 - 4.2.4. Facebook Search and Database
 - 4.2.5. Tools
- 4.3. Twitter
 - 4.3.1. The Origin and Evolution of Twitter for Educational Dissemination
 - 4.3.2. Twitter Search and Database
 - 4.3.3. Tools
- 4.4. LinkedIn
 - 4.4.1. The Origin and Evolution of LinkedIn
 - 4.4.2. LinkedIn Teaching Profile
 - 4.4.3. LinkedIn Groups
 - 4.4.4. LinkedIn Search and Database
 - 4.4.5. Tools
- 4.5. YouTube
 - 4.5.1. The Origins and Evolution of YouTube
 - 4.5.2. YouTube Channel for Teacher Outreach

- 4.6. Instagram
 - 4.6.1. The Origin and Evolution of Instagram
 - 4.6.2. Instagram Profile for Teacher Outreach
- 4.7. Multimedia Contents
 - 4.7.1. Photography
 - 4.7.2. Infographics
 - 4.7.3. Videos
 - 4.7.4. Live Videos
- 4.8. Blogging and Social Media Management
 - 4.8.1. Basic Rules for Social Media Management
 - 4.8.2. Uses in Teaching
 - 4.8.3. Content Creation Tools
 - 4.8.4. Social Media Management Tools
 - 4.8.5. Social Networking Tips
- 4.9. Analytical Tools
 - 4.9.1. What Do We Analyze?
 - 4.9.2. Google Analytics
- 4.10. Communication and Reputation
 - 4.10.1. Source Management
 - 4.10.2. Communication Protocols
 - 4.10.3. Crisis Management

Module 5. Technological Innovation in Education

- 5.1. Advantages and Disadvantages of the Use of Technology in Education
 - 5.1.1. Technology as a Means of Education
 - 5.1.2. Advantages of Using It
 - 5.1.3. Inconveniences and Addictions
- 5.2. Educational Neurotechnology
 - 5.2.1. Neuroscience
 - 5.2.2. Neurotechnology

- 5.3. Programming in Education
 - 5.3.1. Benefits of Programming in Education
 - 5.3.2. Scratch Platform
 - 5.3.3. Confection of the First “Hello World”
 - 5.3.4. Commands, Parameters and Events
 - 5.3.5. Export of Projects
- 5.4. Introduction to the Flipped Classroom
 - 5.4.1. What It Is Based On?
 - 5.4.2. Examples of Use
 - 5.4.3. Video Recording
 - 5.4.4. YouTube
- 5.5. Introduction to Gamification
 - 5.5.1. What Is Gamification?
 - 5.5.2. Success Stories
- 5.6. Introduction to Robotics
 - 5.6.1. The Importance of Robotics in Education
 - 5.6.2. Arduino (Hardware)
 - 5.6.3. Arduino (Programming Language)
- 5.7. Introduction to Augmented Reality
 - 5.7.1. What is AR?
 - 5.7.2. What Are the Benefits in Education?
- 5.8. How to Develop Your Own Apps in AR
 - 5.8.1. Vuforia
 - 5.8.2. Unity
 - 5.8.3. Examples of Use
- 5.9. Samsung Virtual School Suitcase
 - 5.9.1. Immersive Learning
 - 5.9.2. The Backpack of the Future
- 5.10. Tips and Examples of Use in the Classroom
 - 5.10.1. Combining Innovation Tools in the Classroom
 - 5.10.2. Real-Life Examples

Module 6. Gamification as an Active Methodology

- 6.1. History, Definition and Concepts
 - 6.1.1. History and Context
 - 6.1.2. Definition
 - 6.1.3. Initial Concepts
- 6.2. Elements
 - 6.2.1. Classification
 - 6.2.2. Insignias and Diplomas
 - 6.2.3. Collectibles
 - 6.2.4. Currency of Exchange
 - 6.2.5. Keys
 - 6.2.6. Awards
- 6.3. Mechanisms
 - 6.3.1. Structural Gamification
 - 6.3.2. Content Gamification
- 6.4. Digital Tools
 - 6.4.1. Management Tools
 - 6.4.2. Productivity Tools
 - 6.4.2.1. Insignias
 - 6.4.2.2. Letters
 - 6.4.2.3. Other
- 6.5. Gamification and Serious Games
 - 6.5.1. Play in the Classroom
 - 6.5.2. Typology of Games
- 6.6. Commercial Games Catalog
 - 6.6.1. Games to Develop Skills
 - 6.6.2. Games to Develop Content
- 6.7. Video Games and Apps
 - 6.7.1. Games to Develop Skills
 - 6.7.2. Games to Develop Content

- 6.8. Gamification Design
 - 6.8.1. Approach, Objectives
 - 6.8.2. Integration into the Curriculum
 - 6.8.3. History
 - 6.8.4. Aesthetics
 - 6.8.5. Evaluation
- 6.9. Game Design
 - 6.9.1. Approach, Objectives
 - 6.9.2. Integration into the Curriculum
 - 6.9.3. History
 - 6.9.4. Aesthetics
 - 6.9.5. Evaluation
- 6.10. Case Studies
 - 6.10.1. From Gamification
 - 6.10.2. From Ludification

Module 7. What Is the Flipped Classroom Model?

- 7.1. The *Flipped Classroom* Model
 - 7.1.1. Concept
 - 7.1.2. History
 - 7.1.3. What Is It and How Does It Work?
- 7.2. The New Role of the Teacher in the Flipped Classroom Model
 - 7.2.1. The New Role of the Teacher
 - 7.2.2. Classroom Work
- 7.3. The Role of Students in the Flipped Classroom Model
 - 7.3.1. New Student Learning
 - 7.3.2. Homework in Class, Lessons at Home
- 7.4. Involvement of Families in the Flipped Classroom Model
 - 7.4.1. Family Participation
 - 7.4.2. Communication with Parents
- 7.5. Differences between the Traditional Model and the Flipped Classroom Model
 - 7.5.1. Traditional Classroom vs. Flipped Classroom
 - 7.5.2. Working Hours

- 7.6. Personalization of Education
 - 7.6.1. What Is Personalized Learning?
 - 7.6.2. How to Personalize Learning
 - 7.6.3. Examples of Learning Personalization
- 7.7. Attention to Diversity in the Flipped Classroom Model
 - 7.7.1. What Is Attention to Diversity?
 - 7.7.2. How Does the FC Model Help Us to Put Attention to Diversity into Practice?
- 7.8. Benefits of the Flipped Classroom Model
 - 7.8.1. Flexibility of Students in Their Learning
 - 7.8.2. Advance Content
 - 7.8.3. Learning Environment around the Student Body
 - 7.8.4. Collaboration among Students
 - 7.8.5. Extra Time Outside the Classroom
 - 7.8.6. More Time for Personalized Attention to Students
- 7.9. The Relationship of Bloom's Taxonomy to the Flipped Classroom Model
 - 7.9.1. What Is a Taxonomy?
 - 7.9.2. History
 - 7.9.3. Levels and Examples
 - 7.9.4. Table of Verbs

Module 8. The Apple Environment in Education

- 8.1. Mobile Devices in Education
 - 8.1.1. The M-Learning
 - 8.1.2. A Problematic Decision
- 8.2. Why Choose an iPad for the Classroom?
 - 8.2.1. Technopedagogical Criteria
 - 8.2.2. Additional Considerations
 - 8.2.3. Typical Objections
- 8.3. What Does My Center Need?
 - 8.3.1. Educational Philosophy
 - 8.3.2. Socioeconomic Criteria
 - 8.3.3. Priorities

- 8.4. Designing Our Own Model
 - 8.4.1. "He Who Reads Much and Walks Much, Sees Much and Knows Much"
 - 8.4.2. Fundamental Decisions
 - 8.4.2.1. Trolleys or 1:1 Ratio?
 - 8.4.2.2. What Concrete Model Have We Chosen?
 - 8.4.2.3. IDP or Television? Neither of the Two?
- 8.5. Apple's Educational Ecosystem
 - 8.5.1. The DEP
 - 8.5.2. Device Management Systems
 - 8.5.3. What Are Managed Apple IDs?
 - 8.5.4. Apple School Manager
- 8.6. Other Critical Development Factors
 - 8.6.1. Technical: Connectivity
 - 8.6.2. Human: The Educational Community
 - 8.6.3. Organizational
- 8.7. The Classroom in the Teacher's Hands
 - 8.7.1. Teaching Management: Classroom and iDoceo
 - 8.7.2. iTunes U as a Virtual Learning Environment
- 8.8. The Treasure Map
 - 8.8.1. Apple's Office Suite
 - 8.8.1.1. *Pages*
 - 8.8.1.2. *Keynote*
 - 8.8.1.3. *Numbers*
 - 8.8.2. Multimedia Production Apps
 - 8.8.2.1. iMovie
 - 8.8.2.2. *Garage Band*
 - 8.8.2.3. *Clips*
- 8.9. Apple and Emerging Methodologies
 - 8.9.1. *Flipped Classroom: Explain Everything and EdPuzzle*
 - 8.9.2. Gamification: *Kahoot, Socrative and Plickers*
- 8.10. Everyone Can Program
 - 8.10.1. *Swift Playgrounds*
 - 8.10.2. Robotics with LEGO

Module 9. Google GSuite for Education

- 9.1. The Google Classroom
 - 9.1.1. History of Google
 - 9.1.2. Who Google Is Today
 - 9.1.3. The Importance of Partnering with Google
 - 9.1.4. Catalogue of Google Apps
- 9.2. Google and Education
 - 9.2.1. Google's Involvement in Education
 - 9.2.2. Application Procedures at Your Center
 - 9.2.3. Versions and Types of Technical Support
 - 9.2.4. First Steps with the Management Console GSuite
 - 9.2.5. Users and Groups
- 9.3. Google GSuite Advanced Use
 - 9.3.1. Profiles
 - 9.3.2. Reports
 - 9.3.3. Role of Administrator
 - 9.3.4. Device Administration
 - 9.3.5. Security
 - 9.3.6. Domains
 - 9.3.7. Data Migration
 - 9.3.8. Groups and Mailing Lists
- 9.4. Tools for Information Search in the Classroom
 - 9.4.1. Google Search
 - 9.4.2. Advanced Information Search
 - 9.4.3. Integration of the Search Engine
 - 9.4.4. Google Chrome
 - 9.4.5. Google News
 - 9.4.6. Google Maps
 - 9.4.7. YouTube

- 9.5. Google Tools for Communication in the Classroom
 - 9.5.1. Introduction to Google Classroom
 - 9.5.2. Instructions for Teachers
 - 9.5.3. Instructions for Students
- 9.6. Google Classroom: Advanced Uses and Additional Components
 - 9.6.1. Advanced Uses of Google Classroom
 - 9.6.2. Flubaroo
 - 9.6.3. FormLimiter
 - 9.6.4. Autocrat
 - 9.6.5. Doctopus
- 9.7. Tools for Organizing Information
 - 9.7.1. First Steps in Google Drive
 - 9.7.2. File and Folder Organization
 - 9.7.3. Share Files
 - 9.7.4. Storage
- 9.8. Tools for Cooperative Working with Google
 - 9.8.1. Calendar
 - 9.8.2. Google Sheets
 - 9.8.3. Google Docs
 - 9.8.4. Google Presentations
 - 9.8.5. Google Forms
- 9.9. Tools for Classroom Publication
 - 9.9.1. Google+
 - 9.9.2. Blogger
 - 9.9.3. Google Sites
- 9.10. Google Chromebook
 - 9.10.1. Use of the Device
 - 9.10.2. Pricing and Features

Module 10. ICT as a Management and Planning Tool

- 10.1. ICT Tools in the Center
 - 10.1.1. Disruptive Factors in ICTs
 - 10.1.2. ICT Objectives
 - 10.1.3. Good Practice in the Use of ICTs
 - 10.1.4. Criteria for Choosing Tools
 - 10.1.5. Security
- 10.2. Communication
 - 10.2.1. Communication Plan
 - 10.2.2. Instant Messaging Managers
 - 10.2.3. Video Conferences
 - 10.2.4. Remote Device Access
 - 10.2.5. School Management Platforms
 - 10.2.6. Other Means
- 10.3. E-Mail
 - 10.3.1. E-Mail Management
 - 10.3.2. Replying and Forwarding
 - 10.3.3. Signatures
 - 10.3.4. Classifying and Tagging Emails
 - 10.3.5. Rules
 - 10.3.6. E-Mail Lists
 - 10.3.7. Aliases
 - 10.3.8. Advanced Tools
- 10.4. Document Generation
 - 10.4.1. Word Processors
 - 10.4.2. Spreadsheets
 - 10.4.3. Forms
 - 10.4.4. Corporate Image Templates

- 10.5. Task Management Tools
 - 10.5.1. Inventory Management
 - 10.5.2. Lists
 - 10.5.3. Tasks
 - 10.5.4. Notices
 - 10.5.5. Approaches to Use
- 10.6. Schedules
 - 10.6.1. Digital Calendars
 - 10.6.2. Events
 - 10.6.3. Appointments and Meetings
 - 10.6.4. Invitations and Attendance Confirmation
 - 10.6.5. Links to Other Tools
- 10.7. Social Media
 - 10.7.1. Social Networks and the Center
 - 10.7.2. LinkedIn
 - 10.7.3. Twitter
 - 10.7.4. Facebook
 - 10.7.5. Instagram
- 10.8. Introduction and Parameter Setting of Alexia
 - 10.8.1. What Is Alexia?
 - 10.8.2. Applying and Registering the Center on the Platform
 - 10.8.3. First Steps with Alexia
 - 10.8.4. Alexia Technical Support
 - 10.8.5. Center Configuration
- 10.9. Licensing and Administrative Management on Alexia
 - 10.9.1. Access Permission
 - 10.9.2. Roles
 - 10.9.3. Billing
 - 10.9.4. Sales
 - 10.9.5. Formative Cycles
 - 10.9.6. Extracurricular Activities and Other Services
- 10.10. Alexia. Teacher Education
 - 10.10.1. Areas (Subjects)
 - 10.10.2. Assessing
 - 10.10.3. Taking Attendance
 - 10.10.4. Agenda/Calendar
 - 10.10.5. Communication
 - 10.10.6. Interviews
 - 10.10.7. Sections
 - 10.10.8. Students
 - 10.10.9. Birthdays
 - 10.10.10. Links
 - 10.10.11. Mobile APP
 - 10.10.12. Utilities



This university program aims to train education professionals in the advanced use of digital tools and innovative methodologies”

04

Teaching Objectives

This university program aims to train education professionals in the advanced use of digital tools and innovative methodologies. Graduates will be able to design effective digital learning environments, enhance student participation, and optimize teaching using collaborative platforms. As such, this Master's Degree in Digital Teaching and Learning ensures that educators gain competencies in educational innovation and lead the digital transformation in the academic sector.



“

You will develop innovative interactive strategies, enhancing student participation through the use of collaborative platforms and digital resources.

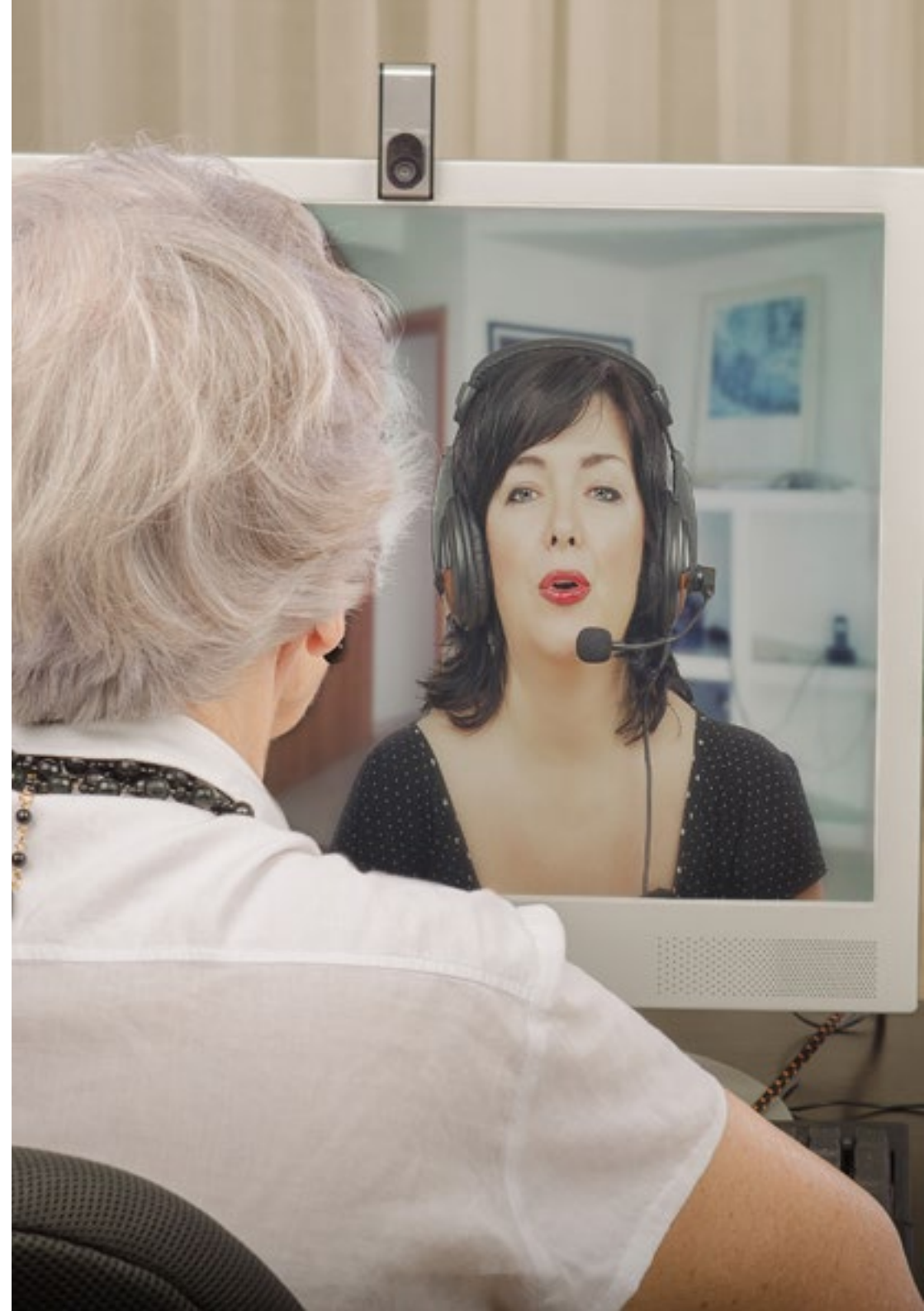


General Objectives

- ♦ Introduce the student to the world of teaching from a broad perspective, equipping them for their future work
- ♦ Learn about the new tools and technologies applied to teaching Explore digital competencies in-depth
- ♦ Showcase the different options and ways the teacher works in their role
- ♦ Promote the acquisition of communication skills and the effective transmission of knowledge

“

You will be prepared to drive the future of education with active methodologies that foster creativity, autonomy, and interaction in the digital classroom”





Specific Objectives

Module 1. *Digital Learning*

- ♦ Understand the role of the traditional school in learning
- ♦ Explain the use of technology in leisure among students

Module 2. *Digital Teaching*

- ♦ Differentiate between digital migrants and digital natives
- ♦ Explain the importance of digital competencies in teachers

Module 3. *Digital Identity and Digital Branding*

- ♦ Classify the defining characteristics of virtual education
- ♦ Explain the advantages and disadvantages of virtual education compared to traditional education

Module 4. *Social Networks and Blogs in Teaching*

- ♦ Describe the evolution of Facebook, how to create and manage a profile, how to use the network as a search tool, and its application as a teaching resource
- ♦ Explain the evolution of Twitter, how to create and manage a profile, how to use the network as a search tool, and its application as a teaching resource

Module 5. *Technological Innovation in Education*

- ♦ Differentiate between mobile networks and Wi-Fi
- ♦ Learn about the electronic whiteboard

Module 6. *Gamification as an Active Methodology*

- ♦ Establish the concept of Sleep Texting
- ♦ Understand technological dependency

Module 7. *What Is the Flipped Classroom Model?*

- ♦ Become familiar with the main Apps for developing a flipped classroom and gamification strategies, as well as appreciate these emerging methodologies as enhancers of learning
- ♦ Describe the importance of the teacher's new role within the classroom

Module 8. *The Apple Environment in Education*

- ♦ Identify all the critical factors of the Apple environment in the development of our implementation model
- ♦ Identify and assess the pedagogical possibilities of Apple's proprietary Apps for management, content creation, and evaluation

Module 9. *Google GSuite for Education*

- ♦ Describe and understand the tools provided by this platform
- ♦ Engage in chats between teachers and students to resolve problems and questions

Module 10. *ICT as a Management and Planning Tool*

- ♦ Become familiar with the different types of management platforms
- ♦ Learn about the common features offered by school management platforms

05

Career Opportunities

TECH represents an excellent opportunity for educators seeking to update their competencies and access new opportunities in the digital education sector. Thanks to this postgraduate certificate, professionals will master the use of cutting-edge technological tools to optimize their regular teaching practices. Furthermore, educators will implement active methodologies and employ innovative pedagogical strategies in virtual environments. This will enable them to adapt to the needs of digital learning, optimizing interaction with students and fostering their active participation through digital resources.



“

*You will lead digital transformation projects
in academic institutions, driving innovation
and long-term sustainability”*

Graduate Profile

The graduate of this postgraduate certificate will be a highly skilled professional capable of integrating state-of-the-art technological tools into educational contexts. They will also be proficient in using educational platforms and active methodologies that optimize learning. Additionally, they will possess advanced skills in using social media, digital branding, and interactive strategies, enhancing student participation. Their profile will be oriented toward innovation and continuous improvement, applying the latest trends in teaching and digital learning. In this way, they will be prepared to lead educational change and adapt to the new demands of the digital environment.

You will master the use of virtual learning environments, interactive tools, and digital resources to optimize teaching.

- ♦ **Design of Virtual Learning Environments:** Ability to create dynamic digital educational spaces, using interactive platforms and innovative methodologies.
- ♦ **Integration of Technology in Teaching:** Ability to implement digital tools in education, optimizing the learning experience.
- ♦ **Management of Educational Platforms:** Proficiency in environments such as Google G Suite for Education and Apple Education to enhance planning and collaborative work.
- ♦ **Advanced Use of Social Media and Digital Branding:** Development of strategies to strengthen digital identity and encourage participation in the virtual classroom.





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

- 1. Digital Education Project Coordinator:** Leader in the implementation of technological solutions in the educational field, driving the digital transformation of institutions.
- 2. Educational Platforms Technician:** Responsible for the administration and optimization of virtual learning environments, ensuring a smooth and effective educational experience.
- 3. Educational Technology Consultant:** Advisor on the integration of digital tools into the teaching-learning process, with a focus on continuous improvement.
- 4. Educational Digitalization Project Administrator:** Responsible for leading digitalization initiatives, promoting the use of advanced technologies to enhance learning.
- 5. Digital Branding Consultant for Educators:** In charge of advising teachers and educational institutions on building and managing their digital identity.



You will optimize student participation through interactive strategies and dynamic learning environments”

06

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

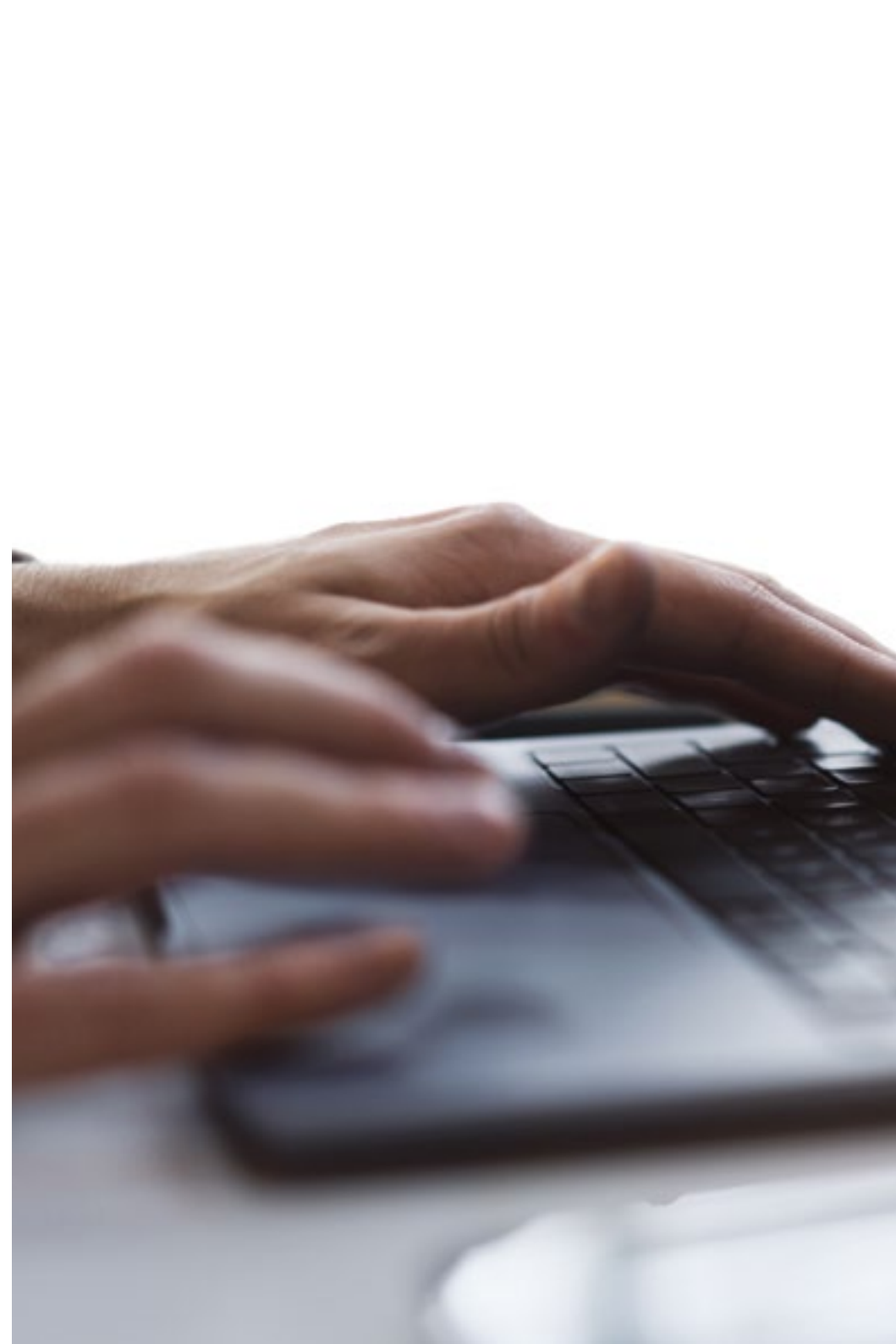
In TECH's study methodology, the student is the main protagonist.

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.

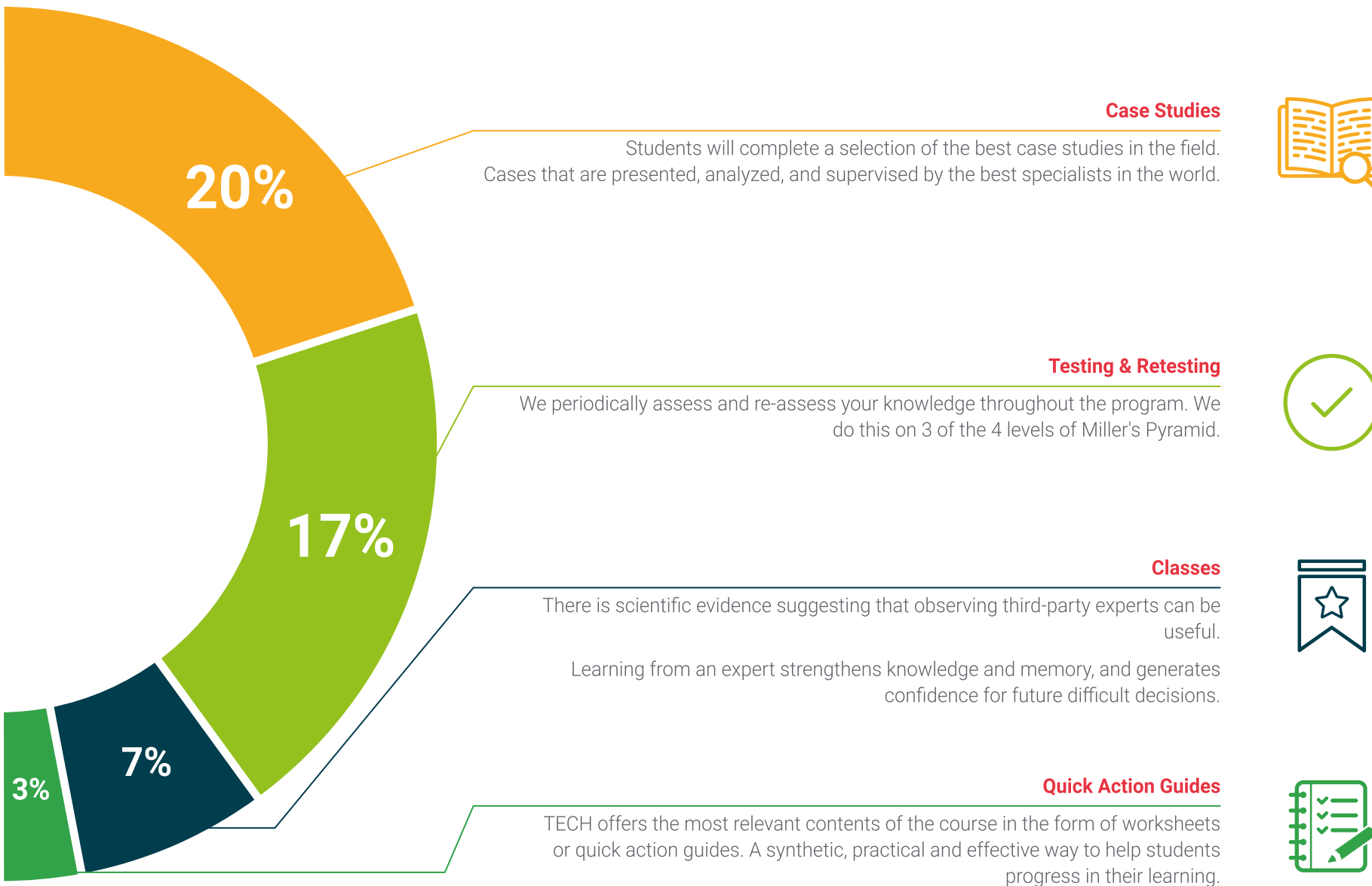
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





07

Teaching Staff

The teaching staff selected by TECH for this Master's Degree in Digital Teaching and Learning is composed of prestigious professionals with extensive experience in the field of digital education and the application of innovative technologies in education. These experts not only master the most advanced tools and methodologies but have also led cutting-edge educational projects in academic institutions and technological platforms. Their experience includes the implementation of approaches such as gamification, flipped classrooms, and the use of social media in teaching. Furthermore, their up-to-date knowledge ensures that graduates acquire a deep and practical understanding of the latest trends and techniques in the field of education.





“

The teaching staff consists of specialists with a solid professional career in Digital Teaching and Learning”

LESSON 1 : 4 WAYS TO USE COMPUTER



1. Create documents (e.g. letters, memos, and...)
2. Store data (e.g. recipes, CDs, contact...)
3. Budgeting & Saving
4. Research (e.g. travel plans, ge...

International Guest Director

Dr. Stephanie Doscher is an internationally renowned educational leader, recognized for her influence in the field of **global learning** and **comprehensive internationalization**. As Director of the Office of Collaborative Online International Learning (COIL) at Florida International University (FIU), she has forged a pioneering path in creating inclusive and accessible educational strategies for all students.

With a focus on leadership and organizational change, Dr. Doscher is recognized for her ability to facilitate meaningful transformations in educational settings. In addition, her emphasis on connection, collaboration, communication, and continuous improvement underscores her commitment to **educational excellence** and her vision of **accessible global learning for all students**.

Doscher's research interests encompass teaching and assessment strategies for **global learning**, as well as the convergence between **global learning**, **comprehensive internationalization**, social innovation, and inclusive excellence. Her recent work focuses on the relationship between **diversity and knowledge production** through the COIL virtual exchange.

In fact, she has a prolific academic output, with multiple articles in renowned journals such as the Journal of International Students, EAIE Forum, and the International Association of Universities' Handbook of Internationalization of Higher Education. She has also participated in presentations at various international conferences and workshops, enriching the academic dialogue on global education.

Likewise, her contributions as co-author of works such as *"The Guide to COIL Virtual Exchange"* and *"Making Global Learning Universal: Promoting Inclusion and Success for All Students,"* have consolidated her position as a leading expert in the global education arena. Both manuals have served to engage university students in collaborative global learning problem solving. Not to mention her prominent role as host of the podcast "Making Global Learning Universal."



Dr. Doscher, Stephanie

- Director of Office of Collaborative Online International Learning (COIL), FIU, Miami, United States United States
- Global Learning Specialist
- Ph.D. in Educational Administration and Supervision from FIU
- Master's Degree in High School Education from Western Washington University
- Member of: Center for Leadership en FIU, Association of American Colleges and Universities (AAC&U), American Evaluation Association (AEA), American International Education Association (AIEA), Comparative and International Education Society (CIES), European International Education Association (EAIE), Florida Consortium for International Education (FCIE), NAFSA: Association of International Educators, Professional and Organizational Development Network (POD)
- Featured Awards: Institute for International Education's Andrew Heiskell Award for Campus Internationalization (2016), APLU Gold Award for Institutional Award for Global Learning, Research, and Engagement (2019), NAFSA Senator Paul Simon Award for Campus Internationalization (2021)

“

Thanks to TECH, you will be able to learn with the best professionals in the world"

Management



Mr. Gris Ramos, Alejandro

- ♦ Technical Engineer in Computer Management
- ♦ CEO & Founder from Club de Talentos
- ♦ CEO Persatrace, Online Marketing Agency
- ♦ Business Development Director at Alenda Golf
- ♦ Director of the PI Study Center
- ♦ Director of Web Application Engineering Department at Brilogic
- ♦ Web programmer at Grupo Ibergest
- ♦ Software/web programmer at Reebok Spain
- ♦ Technical Engineer in Computer Management
- ♦ Master's Degree in Digital Teaching and Learning, TECH Global University
- ♦ Master's Degree in High Abilities and Inclusive Education
- ♦ Master's Degree in E-Commerce
- ♦ Specialist in the latest technologies applied to teaching, digital marketing, web application development and Internet business



Teachers

Mr. Cabezuelo Doblaré, Álvaro

- ♦ Psychologist expert in Digital Identity
- ♦ Teacher of Graphic Design, Digital Marketing and Social Networks at Granada Art School.
- ♦ Associate Professor in the Higher Cycle of Marketing and Advertising at the Queen Elizabeth International Training Center
- ♦ Teaching Staff at Terceto Comunicación
- ♦ Social Media at Making Known, Comunicación Estratégica
- ♦ Social Media and Psychologist at the StopHaters Association
- ♦ Social Media at HENDRIX Agency
- ♦ Social Media Manager at Doctor Trece
- ♦ Teaching staff of Social Networks for Business at the Granada Chamber of Commerce.
- ♦ Teacher of Digital Identity and Social Media Manager in a Communication Agency.
- ♦ Teacher at Aula Salud
- ♦ Degree in Psychology from the University of Granada
- ♦ Master's Degree in Social Media, Community Manager and Audiovisual Communication at Complutense University of Madrid
- ♦ Master's Degree in Adult Clinical Psychology, Clinical Psychology from the Aaron Beck Center for Psychology. Aaron Beck Center for Psychology

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

Mr. Albiol Martín, Antonio

- ♦ ICT Coordinator at JABY School
- ♦ Head of the Department of Spanish Language and Humanities
- ♦ Professor of Spanish Language and Literature
- ♦ Bachelor's Degree in Philosophy from the Complutense University of Madrid
- ♦ Master's Degree in Literary Studies. Complutense University of Madrid
- ♦ Master's Degree in Education and ICT, Specialty in E-Learning. Open University of Catalonia



Dr. De la Serna, Juan Moisés

- ♦ Psychologist and Expert Writer in Neurosciences
- ♦ Writer specialized in Psychology and Neurosciences
- ♦ Author of the Open Chair of Psychology and Neurosciences
- ♦ Scientific Disseminator
- ♦ Doctorate in Psychology
- ♦ Bachelor's Degree in Psychology. University of Seville
- ♦ Master's Degree in Neurosciences and Behavioral Biology. Pablo de Olavide University, Seville
- ♦ Expert in Teaching Methodology. La Salle University
- ♦ University Specialist in Clinical Hypnosis, Hypnotherapy. National University of Distance Education - UNED.
- ♦ Diploma in Social Graduate, Human Resources Management, Personnel Administration. University of Seville
- ♦ Expert in Project Management, Administration and Business Management. Federation of Services U.G.T
- ♦ Trainer of Trainers. Official College of Psychologists of Andalusia

“

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

08

Certificate

The Master's Degree in Digital Teaching and Learning guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Master's Degree 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 **Master's Degree in Digital Teaching and Learning** 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.

TECH is a member of the prestigious **Association for Teacher Education in Europe (ATEE)**, the leading international association dedicated to teacher training. This partnership highlights its commitment to academic advancement and quality.

Accreditation/Membership



Title: **Master's Degree in Digital Teaching and Learning**

Modality: **online**

Duration: **12 months**.

Accreditation: **60 ECTS**




Master's Degree in Digital Teaching and Learning

General Structure of the Syllabus

Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
Total	60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1*	Digital Learning	6	CO
1*	Digital Teaching	6	CO
1*	Digital Identity and Digital Branding	6	CO
1*	Social Networks and Blogs in Teaching	6	CO
1*	Technological Innovation in Education	6	CO
1*	Gamification as an Active Methodology	6	CO
1*	What is the Flipped Classroom Model?	6	CO
1*	The Apple Environment in Education	6	CO
1*	Google GSuite for Education	6	CO
1*	ICT as a Management and Planning Tool	6	CO



Dr. Pedro Navarro Illana
Dean

tech global
university



Master's Degree Digital Teaching and Learning

- » Modality: Online
- » Duration: 12 months.
- » Certificate: TECH Global University
- » Accreditation: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Master's Degree

Digital Teaching and Learning

Accreditation/Membership

A woman with long brown hair, wearing a black headset with a microphone, is smiling and looking at a laptop screen. She is wearing an orange long-sleeved top. The background is a blurred office setting. A white coffee cup is on the desk in front of her. The image is partially covered by a large red diagonal shape on the left and bottom-left, and a white diagonal shape on the right.

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