

Professional Master's Degree

Gamification and Digital Resources





Professional Master's Degree Gamification and Digital Resources

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

Website: www.techtute.com/us/education/professional-master-degree/master-gamification-digital-resources

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01

Introduction

Game-based learning is increasingly accepted by the education community, due to the positive results obtained by students, who are able to acquire knowledge in a more attractive and motivating way, while at the same time these concepts are much better integrated. In addition, the new technologies already included in the classrooms provide digital skills and multiple tools with gamification as the connecting axis with the student. The teaching professionals who wish to progress in their professional field must be aware of the techniques and methodological strategies used most effectively today. A knowledge that will be transmitted in this 100% online program by the specialized teaching team, which will provide endless resources enemies of boredom to be transferred to the classroom regardless of the subject being taught.





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Do you want to create engaging games for your students that are really effective? This Professional Master's Degree offers you the most effective gamification tools. Enroll now”

It is evident that we are living in new times and therefore, teaching professionals find themselves in the classroom with totally different students, attracted by new technologies and who are motivated in a different way. The introduction of ludic elements in the classroom, although not new, has undergone an important boost in recent years accompanied by digital resources.

The teaching professional must know the technological tools and use the most effective gamification techniques, given their benefits. In this teaching process, knowledge of the dynamics and games applied to the competencies and skills to be promoted in the students are key. This Professional Master's Degree, with a theoretical-practical approach, provides the most up-to-date information in the field of Gamification and Digital Resources used in the classroom. For this, TECH has a specialized teaching team with extensive experience in the sector, which will allow students to progress with a relevant faculty in their professional field.

Game-based learning (GBL), the role of teachers themselves, the organization of schools around digital resources, the advantages and limitations of play activities, as well as their application in companies are just some of the points addressed by this program. A program where practical cases will have great relevance, since a complete module is dedicated to providing successful and easily applicable examples in the classroom.

The teaching professional is, therefore, facing an excellent opportunity to acquire intensive learning, according to their current needs, and through a 100% online program. TECH offers a program where students can access the syllabus whenever and wherever they want. All you need is an electronic device (computer, tablet or cell phone) with which you can connect to the virtual campus to access or download the multimedia content offered by this program. A flexible academic option, compatible with the most demanding responsibilities.

This **Professional Master's Degree in Gamification and Digital Resources**

contains the most complete and up-to-date educational program on the market. Its most outstanding features are:

- ♦ The development of practical cases presented by experts in Education and Gamification.
- ♦ 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 self-assessment can be used to improve learning.
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



With this program you will achieve objectives, consolidate concepts, teach cooperation to your students, and all through play"

“

It provides a visual and dynamic insight into the role of teachers in the so-called digital school”

The program includes in its teaching staff professionals of the sector who pour into this training the experience of their work, in addition to recognized specialists from reference societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to learn in real situations.

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

Enroll in a Professional Master’s Degree that will give you the tools and strategies you need to keep your students motivated.

Grow your career with the mastery of Game-Based Learning. Enroll now.



02

Objectives

This Professional Master's Degree has been designed to offer students all the tools available for the implementation of Gamification projects in the classroom, from its creation and management, also taking advantage of the many existing digital resources. To this end, the faculty that teaches this program will contribute its extensive knowledge through the multimedia content to which the graduate will have access 24 hours a day.





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The teaching team of this program will guide you to apply the best gamification strategies in your school”



General Objectives

- ♦ Identify the psycho-pedagogical assumptions of innovations in Gamification and Digital Resources
- ♦ Design your own gamifications and games, both at a private and commercial level
- ♦ Select the games that can be used in GBL according to needs and objectives
- ♦ Apply gamification strategies in business environments
- ♦ Apply gamification strategies in academic environments
- ♦ Managing teams through gamification
- ♦ Leading the digital transition in centers
- ♦ Identify the elements of the new digital school
- ♦ Transform classes to adapt to the new educational paradigm
- ♦ Complete a portfolio of innovations in gamification, GBL and digital resources



Specific Objectives

Module 1. Positioning the Board: Psychopedagogical Aspects

- ♦ Apply the knowledge acquired in terms of direct and indirect learning assessment, based on solid theory, with which to solve any problem that arises in the work environment, adapting to new challenges in the area of study
- ♦ Integrate the knowledge acquired on educational technology, as well as reflect on the implications of the professional practice, applying personal values to improve the quality of the service offered.
- ♦ Develop self-learning skills that will allow for continuous training to deliver the best performance on the job

Module 2. Gamification Fundamentals How to Gamify and Not Die Trying

- ♦ Differentiate the different dynamics related to gamification
- ♦ Recognize the different gamification mechanics
- ♦ Distinguish player type according to different authors
- ♦ Analyze the 3 key factors that demonstrate the purpose of a gamified process
- ♦ Discover the advantages of gamification in different environments
- ♦ Identify the differences between gamification and ludification

Module 3. Game Elements and Mechanics

- ♦ Explain the game evolution
- ♦ Describe the different types of games
- ♦ Use video games in the classroom
- ♦ Apply team building techniques
- ♦ Develop *Team Building* strategies in companies

Module 4. Gamification and Game-Based Learning (GBL)

- ♦ Asses applying GBL for the most common boards games
- ♦ Elaborate tables of competencies of the same
- ♦ Manage tasks in a gamified way
- ♦ Define strategies and tools for action monitoring
- ♦ Acquire strategies to foster team cohesion

Module 5. Gamification in Companies Human Resources, Marketing and Sales

- ♦ Develop motivational strategies through shared challenges
- ♦ Apply tools to encourage digital collaboration
- ♦ Define strategies to foster work group motivation
- ♦ Increase the functional analysis of a group
- ♦ Manage repetitive tasks in a different way

Module 6. Gamification in Companies II: Team Management

- ♦ Manage the work environment as effectively and functionally as possible
- ♦ Acquire strategies to generate quality gamifications
- ♦ Transform a control panel into a fully gamified scenario
- ♦ Work with web applications and apps to manage work development based on gamification
- ♦ Acquire strategies for the use of different gamification elements
- ♦ Elaborate individual tasks and their rubrics
- ♦ Elaborate collective tasks and their rubrics

Module 7. How to Organize a Digital School

- ♦ Create scripts/presentations based on *flipped classroom* videos
- ♦ Use *Explain Everything* to create video lessons
- ♦ Use strategies that allow students to work both individually and collectively
- ♦ Develop gamification mechanics
- ♦ Develop a narrative video
- ♦ Create monitoring tools
- ♦ Design rewards

Module 8. New Times, New Students

- ♦ Create content on EdPuzzle
- ♦ Create tasks on EdPuzzle
- ♦ Use design tools to produce *Print and Play* games
- ♦ Create and manage a YouTube channel
- ♦ Create and manage a Podcast

Module 9. Teachers in the Digital School

- ♦ Gain knowledge about the different teacher-student communication through digital platforms
- ♦ Create innovative multimedia content for the classroom

Module 10. Case Studies

- ♦ Create materials on Moodle
- ♦ Create assignments on Moodle
- ♦ Create materials and assignments using Google Classroom
- ♦ Create materials and assignments using iTunes U

03 Skills

The syllabus of this university program has been designed to broaden the competencies and skills of the teaching professional. In this way, at the end of the 12-month program, students will be able to apply different mechanics that constitute gamification, identify the main differences between ludification and gamification, as well as implement the different existing games adapted to the subject they are going to teach. Practical examples provided by the teaching staff will make this capacity building easier.





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Be a teacher with digital skills, able to apply the most effective techniques through games, thanks to this program”



General Skills

- ♦ Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context
- ♦ Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to the field of study
- ♦ Integrate knowledge and face the complexity of making judgments based on information that, while incomplete or limited, includes reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- ♦ Communicate conclusions – and the ultimate knowledge and rationale behind them – to specialized and non-specialized audiences in a clear and unambiguous manner
- ♦ Acquire the learning skills that will enable further studying in a largely self-directed or autonomous manner



Specific Skills

- ♦ Apply the knowledge acquired in terms of direct and indirect learning assessment, based on solid theory, with which to solve any problem that arises in the work environment, adapting to new challenges in the area of study
- ♦ Integrate the knowledge acquired on educational technology, as well as reflect on the implications of the professional practice, applying personal values to improve the quality of the service offered.
- ♦ Develop self-learning skills that will allow for continuous training to deliver the best performance on the job
- ♦ Differentiate the different dynamics related to gamification
- ♦ Recognize the different gamification mechanics
- ♦ Distinguish player type according to different authors
- ♦ Analyze the 3 key factors that demonstrate the purpose of a gamified process
- ♦ Discover the advantages of gamification in different environments
- ♦ Identify the differences between gamification and ludification
- ♦ Explain the game evolution
- ♦ Describe the different types of games
- ♦ Use video games in the classroom
- ♦ Apply team building techniques
- ♦ Develop *Team Building* strategies in companies
- ♦ Assess applying GBL for the most common board games
- ♦ Elaborate tables of competencies of the same
- ♦ Manage tasks in a ramified way

- ♦ Define strategies and tools for action monitoring
 - ♦ Acquire strategies to foster team cohesion
 - ♦ Develop motivational strategies through shared challenges
 - ♦ Apply tools to encourage digital collaboration
 - ♦ Define strategies to foster work group motivation
 - ♦ Increase the functional analysis of a group
 - ♦ Manage repetitive tasks in a different way
 - ♦ Manage the work environment as effectively and functionally as possible
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 - ♦ Transform a control panel into a fully gamified scenario
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 - ♦ Use *Explain Everything* to create video lessons
 - ♦ Use strategies that allow students to work both individually and collectively
 - ♦ Develop gamification mechanics
 - ♦ Develop a narrative video
 - ♦ Create monitoring tools
 - ♦ Design rewards
- ♦ Create and manage a YouTube channel
 - ♦ Create and manage a Podcast
 - ♦ Create content on EdPuzzle
 - ♦ Create tasks on EdPuzzle
 - ♦ Use design tools to produce *Print and Play* games
 - ♦ Creating materials on Moodle
 - ♦ Create assignments on Moodle
 - ♦ Create materials and assignments using Google Classroom
 - ♦ Create materials and assignments using iTunes U



An educational option that will open new professional paths through the mastery of the existing digital resources in teaching"

04

Course Management

TECH is committed to offering all its students a quality program that is accessible to all. To this end, it rigorously selects all the personnel who teach in each of its programs. As a result, students in this program will have before them a management and teaching team with high qualifications in Education, Technology, Psychology and Business Administration. A multidisciplinary team that will bring its extensive knowledge and experience in this field to the syllabus. All this, with the main objective of achieving the employment progression of the students of this program.



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In this Professional Master's Degree you will work with relevant professionals with experience in the application of Gamification in the classroom”

Management



Mr. Morilla Ordóñez, Javier

- ♦ Contemporary History and ICT Specialist Teacher
- ♦ Head of Studies at JABY School
- ♦ Apple Distinguished Educator
- ♦ Professor at the Complutense University and the University of Alcalá
- ♦ Degree in Philosophy, Letters and History from the University of Alcalá
- ♦ Specialist in Gamification, Flipped Classroom and Digital Transition.
- ♦ Author of the History content in the Geniox Project for Oxford University Press.



Mr. Albiol Martín, Antonio

- ♦ ICT Coordinator at JABY School
- ♦ Head of the Department of Spanish Language and Humanities
- ♦ Professor of Spanish Language and Literature
- ♦ 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

Professors

Dr. De la Serna, Juan Moisés

- ♦ Writer specializing in Psychology and Neurosciences
- ♦ Author of the Open Chair in Psychology and Neurosciences
- ♦ Scientific disseminator
- ♦ PhD in Psychology
- ♦ 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

Dr. Fuster García, Carlos

- ♦ PhD in Social Sciences Didactics
- ♦ PhD in Specific Didactics, specializing in Social Sciences
- ♦ Teacher of Secondary and University Education in different institutions in Spain.
- ♦ Internship tutor for the Teacher Training Degree
- ♦ Collaborator of the GEA-CLÍO research group.

- ♦ Degree in History, University of Valencia
- ♦ University Master's Degree in Secondary Education Teaching
- ♦ Professional Master's Degree in Specific Didactics Research
- ♦ Professional Master's Degree in in Comics and Education

Mr. Herrero Gonzalez, Jesús

- ♦ Psychologist Diploma in Games and Gamification
- ♦ DEVIR Specialist
- ♦ Specialist in the chain of Hobby and Toy Stores Poly
- ♦ Psychology Graduate
- ♦ Master's Degree in Education
- ♦ Postgraduate Diploma in Games and Gamification

Mr. Arcusa, Raúl

- ♦ Business Coaching
- ♦ Business Coaching in Gesem HR. Manager
- ♦ Speaker at several international congresses
- ♦ Degree in Business Administration, specialization in Financial Management by UCM
- ♦ Law Degree
- ♦ Degree in Psychology

Ms. López Gómez, Virginia

- ♦ Expert Trainer in Active Methodologies and Digital Tools.
- ♦ Creator of Serendipia Educativa, a research and education group.
- ♦ Co-founder of the Equipo Talentos, specializing in Training on Teaching and Learning Activities with Digital Resources.
- ♦ Teacher trainer for the Community of Madrid and the Junta de Andalucía in PBL courses.
- ♦ Creation of DRRD Gamification or ICT
- ♦ Degree in Documentation from the Complutense University of Madrid
- ♦ Certificate in Pedagogical Aptitudes
- ♦ Postgraduate in Gamification in the Classroom: Learning Through Play, Cum Laude
- ♦ Postgraduate Diploma in e-Learning by the Spanish Confederation of Education Centres.
- ♦ Course in Multiple Intelligences and Cooperative Learning, Nebrija University.
- ♦ Diploma in Library Science from the Complutense University of Madrid.





Mr. Martín Centeno, Óscar

- ♦ Writer and Lecturer
- ♦ President of the Council of Directors of Early Childhood, Primary and Special Education in the Community of Madrid
- ♦ Director of the Santo Domingo Infant, Primary and High School Education Center in Algete. Madrid
- ♦ Director of documentaries, multimedia educational proposals and video art pieces for the Reina Sofía National Museum, the Thyssen-Bornemisza National Museum and Malaga City Council.
- ♦ Trainer of teachers in the Community of Madrid in courses on ICT in the Classroom, Digital Resources and Encouraging Reading in the Digital Age.
- ♦ Professional Master's Degree in Leadership and Management of Educational Centers.
- ♦ Degree in History and Science of Music
- ♦ Postgraduate Certificate in Music Teaching
- ♦ Florentino Pérez-Embid International Award from the Real Academia Sevillana de Buenas Letras for his first book Espejos enfrentados (Confronted Mirrors).
- ♦ Nicolás del Hierro Poetry Prize for his second book Las Cántigas del Diablo (The Devil's Canticles).
- ♦ International Paul Beckett Award for his third book "Sucio tango del alma" by the Valparaíso Foundation

05

Structure and Content

Detailed videos, video summaries or interactive diagrams are part of the multimedia resources to which students who take part in this Professional Master's Degree will have access. Through these multimedia tools and the Relearning system, students will progress through the 10 modules that make up this study plan in a much more dynamic and natural way. In this way, the students will learn in depth about the learning processes, the different games and resources necessary to apply them in the classroom, as well as the evaluation of the contents through gamification.





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A syllabus that will take you from the game board to the apps and electronic devices used in today's classroom"

Module 1. Positioning the Board: Psychopedagogical Aspects

- 1.1. The Learning Process
 - 1.1.1. The Definition of Learning
 - 1.1.2. The Characteristics of Learning
- 1.2. Cognitive Processes in Learning
 - 1.2.1. Basic Processes
 - 1.2.2. Superior Processes
- 1.3. Cognition and Meta-cognition in Learning
 - 1.3.1. Cognition in Learning
 - 1.3.2. Meta-cognition in Learning
- 1.4. Learning Assessment
 - 1.4.1. Direct Assessment
 - 1.4.2. Indirect Assessment
- 1.5. Learning Difficulties
 - 1.5.1. Differences in Ability
 - 1.5.2. Environmental Difficulties
- 1.6. The Role of Games in Development
 - 1.6.1. The Social Role in Games
 - 1.6.2. Therapeutic Games
- 1.7. The Role of Games in Learning
 - 1.7.1. Learning Content
 - 1.7.2. Procedural Learning
- 1.8. Educational Technology
 - 1.8.1. School 4.0
 - 1.8.2. Digital Skills
- 1.9. Technological Difficulties
 - 1.9.1. Access to Technologies
 - 1.9.2. Technological Skills
- 1.10. Technological Resources
 - 1.10.1. Blogs and Forums
 - 1.10.2. YouTube and Wikis



Module 2. Gamification Fundamentals. How to Gamify and Not Die Trying

- 2.1. Gamifying
 - 2.1.1. What is Gamifying?
 - 2.1.2. What Is It Not?
- 2.2. The Working Brain: Behavior Models
 - 2.2.1. "What to Do?": Behaviorism
 - 2.2.2. "Why Behave Like That?" Cognitivism
 - 2.2.3. "Need Dopamine!" Motivation
- 2.3. Reviewing History
 - 2.3.1. Once Upon a Time... The Game
 - 2.3.2. "What's New, Doc?" Games Today
- 2.4. *Move, Move, Move...* Dynamics
 - 2.4.1. Don't Go There! - Game Restrictions and Limitations
 - 2.4.2. "Tell Me a Story": The Narrative
 - 2.4.3. Put Heart into It: Emotions
 - 2.4.4. "I'm Getting Older!": Player Progress or Evolution
 - 2.4.5. "Being Worth It": Status and Recognition
 - 2.4.6. Wow! You Too?: Social Relationships and Interactions
- 2.5. Can't Do without Them... Mechanics!
 - 2.5.1. Go for It!: Challenges and Objectives
 - 2.5.2. Superman: Competition
 - 2.5.3. The League of Extraordinary Gentlemen: Cooperation
 - 2.5.4. "How Did I Do?" *Feedback*
 - 2.5.5. My treasureeee...: Rewards
 - 2.5.6. My Turn!: Taking Turns
- 2.6. Three 'People', One Destiny: Classifying Players
 - 2.6.1. Richard Bartle's Theory: Betting at 4
 - 2.6.2. Andrzej Marczewski's Theory: Raising to 5
 - 2.6.3. Amy Jo Kim's Theory: Leaving It at 4
- 2.7. To What End?
 - 2.7.1. Motivation: "You Like Me"
 - 2.7.2. Loyalty: "Stay With Me"
 - 2.7.3. Optimization: "If We Did Better"
- 2.8. Advantages of Gamification

Module 3. Game Elements and Mechanics

- 3.1. Playing with Concepts and Conceptualizing Games: An Introduction
 - 3.1.1. What Are Game Mechanics?
 - 3.1.2. Basic Concepts
- 3.2. Starting from the Beginning: Basic Mechanics
 - 3.2.1. Game Frameworks
 - 3.2.1.1. Grouping
 - 3.2.1.2. Cooperation and Competition
 - 3.2.2. Time
- 3.3. "Chance and You": Randomization Mechanics
 - 3.3.1. Chance as a Resource
 - 3.3.2. Possibility, Probability and Certainty
- 3.4. Together, but Not in Each Other's Pockets: Mechanics and Interaction
 - 3.4.1. Interaction and Non-interaction
 - 3.4.2. The Scope
- 3.5. No Game without This: Interacting with the System
 - 3.5.1. Resources
 - 3.5.2. Space Mechanics
 - 3.5.3. Puzzles and Questions
- 3.6. Without this There is No Game II: Player Interaction
 - 3.6.1. Social Mechanics
 - 3.6.2. The Narrative
- 3.7. From Start to Finish: Reward and Completion Mechanics
 - 3.7.1. Winning Conditions
 - 3.7.2. Comparative Systems
 - 3.7.3. Winning and Losing in Cooperative Games
 - 3.7.4. Combinations

- 3.8. There Is Something Out There: Rewards beyond the Classroom
 - 3.8.1. Classics
 - 3.8.2. Other Forms of Reward
- 3.9. On Unforeseen Obstacles and Unexpected Mistakes: Problems and Difficulties
 - 3.9.1. Where the Games Not Fun?
 - 3.9.2. Chance and Controlling It
 - 3.9.3. Snowballs and Wells
 - 3.9.4. What Time Is It?
 - 3.9.5. The Milkmaid's Tale
 - 3.9.6. Alphas, Betas and Trial Versions

Module 4. Gamification and Game-Based Learning (GBL)

- 4.1. "Do You Know What We're Playing?"
 - 4.1.1. Differences between Ludification and Gamification
 - 4.1.2. Ludification and Games
 - 4.1.3. History of Games
- 4.2. "What Do You Want to Play?"
 - 4.2.1. By Their Objectives
 - 4.2.1.1. Competitive Games
 - 4.2.1.2. Collaborative Games
 - 4.2.2. Game Elements
 - 4.2.2.1. Board Games
 - 4.2.2.2. Card Games
 - 4.2.2.3. Dice Games
 - 4.2.2.4. Pencil and Paper (Role)
- 4.3. Our Forefather's Board Games
 - 4.3.1. First Civilizations, First Games
 - 4.3.1.1. Senet
 - 4.3.1.2. Real Ur Game
 - 4.3.2. Mancala
 - 4.3.3. Chess
 - 4.3.4. *Backgammon*
 - 4.3.5. *Parcheesi*
 - 4.3.6. Goose Game

- 4.4. Who Wants to Be a Millionaire?
 - 4.4.1. The Game of Life
 - 4.4.1.1. *The Mansion of Happiness*
 - 4.4.1.2. *The Checkered Game of Life*
 - 4.4.1.3. *The Game of Life*
 - 4.4.1.4. What Do We Learn from The Game of Life about Values
 - 4.4.2. *Monopoly*
 - 4.4.2.1. *The Landlord's Game*
 - 4.4.2.2. *Finance* and Others
 - 4.4.2.3. Darrow's *Monopoly*
 - 4.4.2.4. Patents, Designs and What to Consider in Ludification
 - 4.4.3. *Scrabble*
- 4.5. A Successful Game Has Been Written
 - 4.5.1. *Risk*
 - 4.5.2. *Clue*
 - 4.5.3. *Trivial Pursuit*
 - 4.5.4. *Pictionary*
- 4.6. Wargames and Simulating History
 - 4.6.1. Origin: Avalon Hill
 - 4.6.2. The Maturity of *Wargames*
 - 4.6.3. The CDG Revolution
 - 4.6.4. Latest Trends in Wargaming
 - 4.6.5. *Wargames* Miniatures
 - 4.6.6. Strategy Games in Spain BORRAR
- 4.7. Ring, Pencil and Paper Company
 - 4.7.1. The Beginning
 - 4.7.2. The Golden Age and First Controversies
 - 4.7.3. The Narrative Role
 - 4.7.4. Role-playing Games in the 21st Century
 - 4.7.5. Role-Playing Games in Spain BORRAR

- 4.8. Once Upon a Time in America, Magic TCGs and *Ameritrash*
 - 4.8.1. Magic and TCGs
 - 4.8.1.1. *Magic, The Gathering*
 - 4.8.1.2. Other TCGs
 - 4.8.1.3. LCGs
 - 4.8.2. *Ameritrash*
 - 4.8.2.1. Concept
 - 4.8.2.2. Development
 - 4.8.3. Mixing Hybrid Games
- 4.9. Beyond Cars and Sausages. The Board Game Revolution in Germany
 - 4.9.1. Germany Changes the Rules
 - 4.9.1.1. The German Toy Industry
 - 4.9.1.2. Social Consideration of Games in Germany
 - 4.9.1.3. A Different Type of Game
 - 4.9.2. Eurogames
 - 4.9.2.1. Prehistory
 - 4.9.2.2. The Settlers of Catan (aka Catan or Settlers)
 - 4.9.2.3. Germans Conquering the World
 - 4.9.2.4. The Golden Age of *Eurogames*
 - 4.9.2.5. *Eurogames* and Education
- 4.10. Going Shopping. Analysis of the Main Commercial Offer in Spain
 - 4.10.1. *Wargames*
 - 4.10.2. Role-playing Games
 - 4.10.3. *Eurogames*
 - 4.10.4. Hybrid
 - 4.10.5. Children's Games

Module 5. Gamification in the Company Human Resources, Marketing and Sales

- 5.1. Gamification in Companies
 - 5.1.1. Why Gamify in Companies?
 - 5.1.2. Gamification Superpowers (+)
 - 5.1.3. Kryptonite in Gamification (-)
- 5.2. Increase Sales: That Is Why Company Gamification Was Born, Right?
- 5.3. Marketing the Art of Desire
 - 5.3.1. "What's Up"?: Communication
 - 5.3.2. "I Want a Like!": Social Networks
- 5.4. Gamifying Human Resources
 - 5.4.1. "You Worth It! Talent Attention, Management and Retention
 - 5.4.2. "That's Us"! Consolidating Company Culture
 - 5.4.3. "I'm in"! Motivation and Fulfilling Internal Bureaucracy
- 5.5. Why Not... Creditors!

Module 6. Gamification in Companies II: Team Management

- 6.1. How Do You Play?
 - 6.1.1. General Concepts
 - 6.1.2. Narratives for Joint Gamification
 - 6.1.3. Gamified Task Management
 - 6.1.4. Monitoring Actions
- 6.2. "Everybody Plays Here"
 - 6.2.1. Motivation through Joint Challenges
 - 6.2.2. Work Itinerary as a Shared Journey
 - 6.2.3. Collaboration in the Digital Village
- 6.3. "We're Motivated"
 - 6.3.1. Locate the Nodes to Motivate the Entire Network
 - 6.3.2. Transforming Repetitive Tasks into Stimulating Challenges
 - 6.3.3. Transforming the Environment through Joint Actions
 - 6.3.4. How to Make Collaboration a Win-Win for Everyone
 - 6.3.5. Possibilities for Turning a Minuscule Task into a Transformative Task
 - 6.3.6. Informal Settings: Targeted Conversation Using Gamification Strategies

- 6.4. We Have Come Up with a Great Idea
 - 6.4.1. History Evolves with Everyone's Participation
 - 6.4.2. The Narrative Becomes Our Gantt Chart
 - 6.4.3. Work Management through History Management
- 6.5. Running Up the Scorecard
 - 6.5.1. Badges Focused on Management, Not on Awarding
 - 6.5.2. A Power Card Is a Responsibility Card
 - 6.5.3. Strategies for Establishing Channels to Leverage Management Autonomy
- 6.6. I Have Just Ignored the Screen
 - 6.6.1. Level Concept within Joint Work
 - 6.6.2. Possibilities for Distributing Functions Based a Different Levels
- 6.7. Council of the Wise
 - 6.7.1. A Community that Works Cooperatively Also Learns Cooperatively
 - 6.7.2. How to Link Individual Knowledge from Joint Narratives?
 - 6.7.3. Formulas for Sharing knowledge, Teaching Internally and Motivating Key People.
- 6.8. This Team Works because We Are Not Similar in Any Way
 - 6.8.1. Work Roles Based on Game Roles
 - 6.8.2. Features of the Different Roles in Shared Narratives
 - 6.8.3. People Who Generate Stories: Narrative Twists from Individual Contributions
- 6.9. Magician Tricks
 - 6.9.1. Transforming Control Panels into Gamified Scenarios
 - 6.9.2. Online Applications and Gamification Management Apps
 - 6.9.3. Virtual and Physical Environments: Relation and Connection
- 6.10. "Let's Count Up"
 - 6.10.1. Initial Assessment: Starting Point for Our Story
 - 6.10.2. Processual Assessment: Evaluate Narrative Development to Assess Performance and Make Adjustments
 - 6.10.3. Reviewing the Effectiveness
 - 6.10.4. Reviewing Roles as a Formula for Assessing Individual Performance
 - 6.10.5. Assessing Connections between Different Participants and Their Ability to Make the Processes Flow



- 6.10.6. Evaluating Challenge Fulfillment
 - 6.10.6.1. Final Assessment Assembly
 - 6.10.6.2. Celebrating Success Together
- 6.10.7. Measurable Results
 - 6.10.7.1. Levels
 - 6.10.7.2. Medals
 - 6.10.7.3. Points

Module 7. How to Organize a Digital School

- 7.1. Before Starting
 - 7.1.1. Education in Digital Society
 - 7.1.2. What Is n Digital School?
- 7.2. The School Institution in Digital Society
 - 7.2.1. The Management Team's Drive
 - 7.2.2. The Fundamental Role of Educators
 - 7.2.3. Families and Schools in Digital Society
- 7.3. Students Belonging to *i*Generation or Generation Z
 - 7.3.1. Myths and Reality about Digital Natives
 - 7.3.2. Education in Digital Society
 - 7.3.3. The *M-learning*
 - 7.3.4. The Trojan Horse?
- 7.4. What does My Center Need?
 - 7.4.1. Educational Philosophy
 - 7.4.2. "He Who Reads Much and Walks Much, Sees Much and Knows Much."
- 7.5. Analyzing before Starting
 - 7.5.1. Priorities
 - 7.5.2. Fundamental Decisions
 - 7.5.2.1. Trolleys or 1:1 Ratio?
 - 7.5.2.2. What Concrete Model Have We Chosen?
 - 7.5.2.3. IDP or Television? Neither of the Two?
 - 7.5.3. Planning
- 7.6. Design as the Key to Implementation
 - 7.6.1. The DEP
 - 7.6.2. What are Managed Apple IDs?
 - 7.6.3. Device Management Systems
 - 7.6.4. Apple School Manager
 - 7.6.5. Buying in Bulk
- 7.7. The Importance of a Good Foundation: Development
 - 7.7.1. Connectivity
 - 7.7.2. Human: The Educational Community
 - 7.7.3. Organizational
 - 7.7.4. Training
- 7.8. Why Choose an iPad for the Classroom?
 - 7.8.1. Technopedagogical Criteria
 - 7.8.2. Other Considerations
 - 7.8.3. Typical Objections
- 7.9. The Map to Discover Treasures
 - 7.9.1. Apple's Office Suite
 - 7.9.1.1. Pages
 - 7.9.1.2. Keynote
 - 7.9.1.3. Numbers
 - 7.9.2. Multimedia Creation Apps
 - 7.9.2.1. iMovie
 - 7.9.2.2. Garage Band
 - 7.9.3. The Classroom in the Teacher's Hands
 - 7.9.3.1. Teaching Management: Classroom
 - 7.9.3.2. iTunes U as a Virtual Learning Environment
 - 7.9.4. *Swift Playgrounds* and LEGO
- 7.10. Assessment and Program Continuity
 - 7.10.1. Untimely Assessment
 - 7.10.2. New Cycle Commitments

Module 8. New Times, New Students

- 8.1. New Times, New Students
 - 8.1.1. Digital Age Learner Virtualities and Limits
 - 8.1.2. PISA as a Benchmark for Current Education
 - 8.1.3. Other Benchmarks for Current Education
- 8.2. Competent but Happy Too
 - 8.2.1. Digital Competence as Transverse Axis Learning
 - 8.2.2. Digital Competence Dimensions
 - 8.2.3. Searching for Happiness on Google, Not to Be Found
- 8.3. Active and Independent Students
 - 8.3.1. Project-Based Learning in the Digital Context
 - 8.3.2. Other Active Methodologies
 - 8.3.3. Independent Learning in the 21st 21st Century
- 8.4. You Can't Do It on Your Own, You Can with Friends
 - 8.4.1. Key Elements in Cooperative Learning in the Digital Context
 - 8.4.2. Google Suit in Cooperative Learning
- 8.5. Creative and Communicative Students
 - 8.5.1. Digital Narration
 - 8.5.2. Audiovisual Format
 - 8.5.3. *Flipped Classroom*
- 8.6. Are Our Students Sufficiently Stimulated?
 - 8.6.1. Resources to Speak the Same Language as the Students Do
 - 8.6.2. Digital Interactive Whiteboards: Good Practices
 - 8.6.3. To Project or Not to Project, That Is the Question
- 8.7. Enemies of Boredom
 - 8.7.1. Contests and Challenges
 - 8.7.2. Characters, Plots and Powers
- 8.8. Like, Share, Comment
 - 8.8.1. Social Media
 - 8.8.2. Social Learning Environments and Gamification Platforms

- 8.9. Giving Feedback
 - 8.9.1. Skills evaluation
 - 8.9.2. Self-Assessment and Co-Assessment
 - 8.9.3. Gamified Hetero Assessment
- 8.10. Playable Demos
 - 8.10.1. In the Classroom
 - 8.10.2. At Home
 - 8.10.3. Board Games

Module 9. Teachers in the Digital School

- 9.1. Rethinking Education: Aiming toward 2030 Society
 - 9.1.1. What Education Do We Need in the 21st Century?
 - 9.1.2. Education for Global Citizenship
 - 9.1.3. The Digital Role in School
 - 9.1.4. Challenges and Objectives for the Education of the 21st Century
- 9.2. Teacher Digital Competence
 - 9.2.1. Being Competent in Education
 - 9.2.2. Digital Educational Technology
 - 9.2.3. Distribution Models of ICT to School ICT Distribution Models in Schools
 - 9.2.4. Teacher Digital Competence
- 9.3. Teacher Training in the Digital School
 - 9.3.1. Teacher Training: A Brief State of Play
 - 9.3.2. Teacher Role in the 21st Century
 - 9.3.3. Teacher Skills in the Digital School
 - 9.3.4. Digital Teaching Competence Portfolio
- 9.4. The Inefficiency of the Lone Teacher
 - 9.4.1. The Education Project and the Curricular Project
 - 9.4.2. Work Group Culture
 - 9.4.3. Technology at the Service of Cooperative Work: Management, Training and Collaboration
- 9.5. TPACK: A Model for Today's Teachers
 - 9.5.1. The TPACK Model
 - 9.5.2. Knowing How to Use the TPACK Model
 - 9.5.3. Implementing the TPACK Model

- 9.6. Creative and Communicative Materials
 - 9.6.1. Digital Narration in the Classroom
 - 9.6.2. Digital Books in School
 - 9.6.3. Creating Open Educational Resources
 - 9.6.4. Visualizing Thoughts and Ideas
 - 9.6.5. Video Narration
 - 9.6.6. Video Games
- 9.7. Assessment in the Digital Era
 - 9.7.1. Toward Authentic Learning Assessment
 - 9.7.2. Technology in Assessment
 - 9.7.3. Assessment Tools with Educational Technology
 - 9.7.4. Electronic Rubric Assessment
- 9.8. Teacher Student Communication through Digital Platforms
 - 9.8.1. Introduction to Virtual Platforms in Education
 - 9.8.2. Pedagogic Dimensions in Virtual Classrooms
 - 9.8.3. Didactic Planning for Virtual Classrooms
 - 9.8.4. Platforms to Create Virtual Classrooms
- 9.9. Families and Schools: Breeding the Digital Gap
 - 9.9.1. The Role of the Family in the Digital School
 - 9.9.2. The Importance of Relationships and in the Educational Environment
 - 9.9.3. Family School Communication Platforms
- 9.10. Teaching Resources in the Age of Knowledge
 - 9.10.1. Teaching How to Think through the Curriculum
 - 9.10.2. Bloom's Taxonomy for the Digital Age
 - 9.10.3. The Integrated Didactic Unit as a Planning Tool
 - 9.10.4. Redesigning Exams as an Assessment Tool

Module 10. Case Studies

- 10.1. What's Up , Doc? The Need for Innovation
- 10.2. Let's Play Flipped Classroom: Innovation Approach and Objectives in the Classroom: Gamification with *Flipped Classroom*
- 10.3. How to Design Clío Wars and Not Die Trying: Tools. Part I , Designing Gamifications
 - 10.3.1. Narrative Videos
 - 10.3.2. Monitoring
 - 10.3.3. Rewards
- 10.4. How to Design Clío Wars and Not Die Trying: Tools. Part II , Designing Gamifications
- 10.5. Bricolage in Gamification. Maintenance, Assessment and Updating in Clío Wars
- 10.6. Playing with History Part I. Creating Games to Learn in Class: Cour Des Miracles (Court of Miracles)
- 10.7. Playing with History. Part II. Creating Games to Learn in Class. Arrow of Time and The War to End All Wars
- 10.8. *Knock, Knock, Knocking on the Escape Room Door.* Designing an *Escape Room* in Class and Implementing It into Gamification
- 10.9. Upside Down, Inside Out. Elaborating Video Lessons
- 10.10. Video *Killed the Radio Star.* Working with Video Lessons



Design your own Scape Room, videos or develop the Flipped Classroom pedagogical model in your classroom with this university program. Enroll now"

06

Methodology

This program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





“

Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization”

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program, students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

“

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method.

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

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have prepared more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

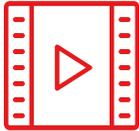
Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then adapted in audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high-quality pieces in each and every one of the materials that are made available to the student.



Video Education Techniques and Procedures

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, students can watch them as many times as they want.



Interactive Summaries

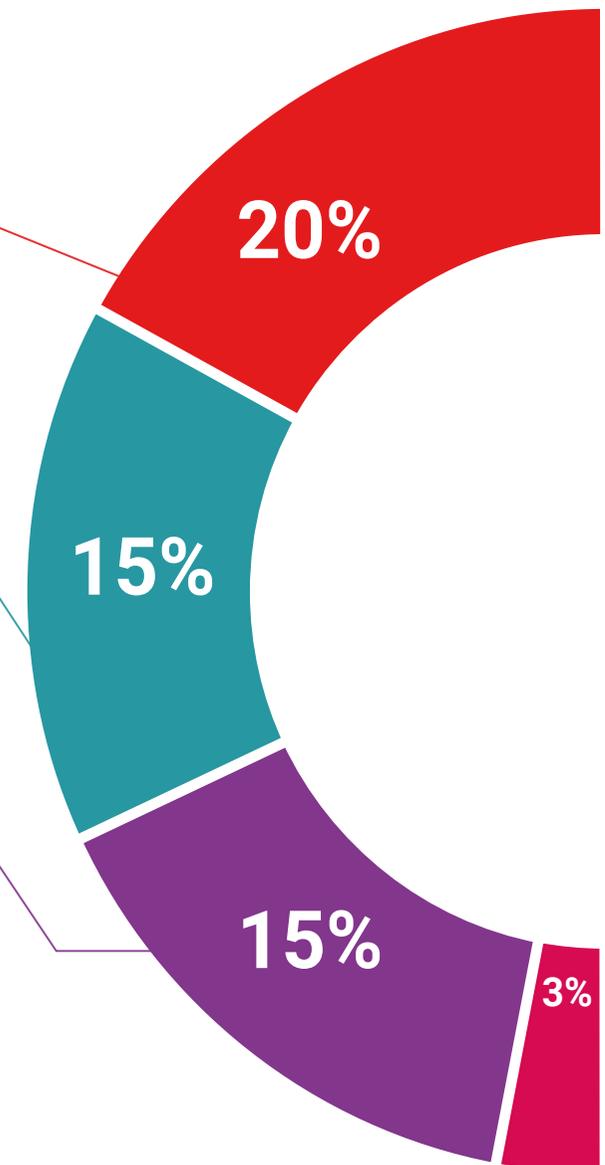
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

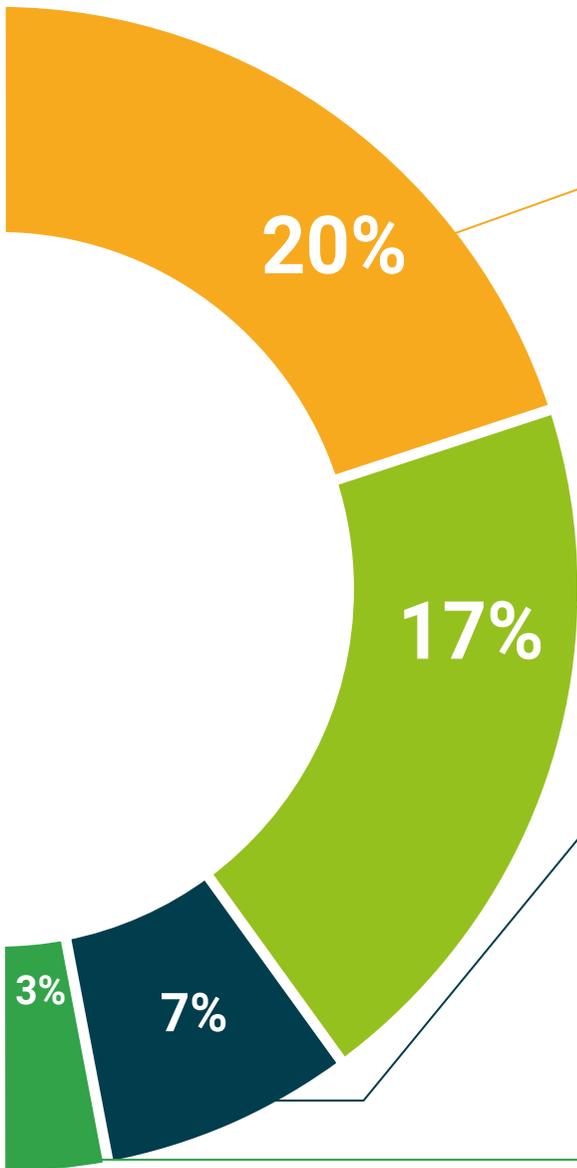
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically assess and re-assess students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical and effective way to help students progress in their learning.



07

Certificate

The Professional Master's Degree in Gamification and Digital Resources guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree diploma issued by TECH Global University.



“

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

This program will allow you to obtain your **Professional Master's Degree diploma in Gamification and Digital Resources** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

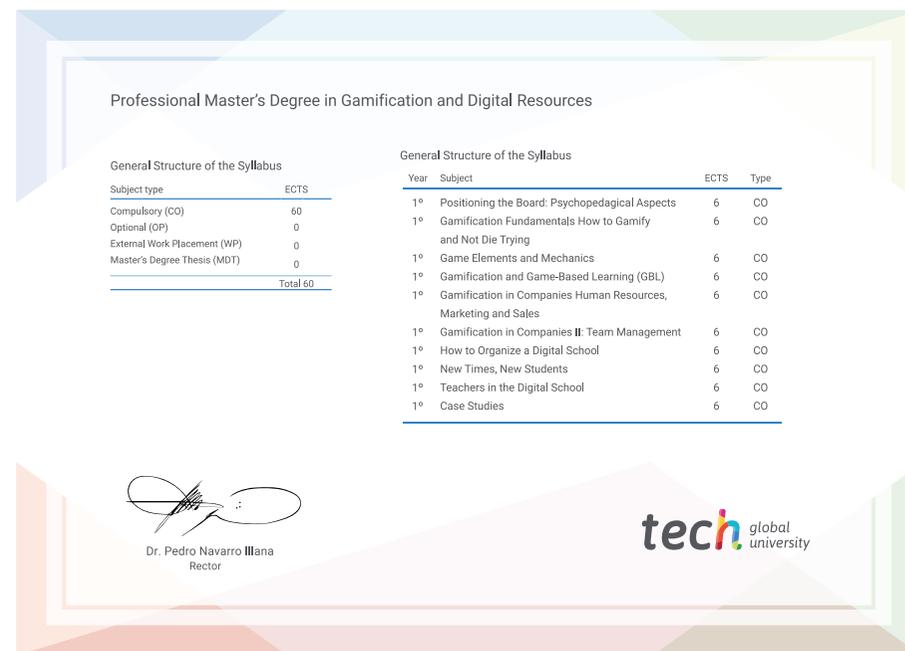
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Professional Master's Degree in Gamification and Digital Resources**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**



*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.



Professional Master's Degree

Gamification and Digital Resources

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

Professional Master's Degree

Gamification and Digital Resources

