

Master's Degree

Teaching Art History in High School



Master's Degree Teaching Art History in High School

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

Website: www.techtitude.com/us/education/master-degree/master-teaching-art-history-high-school

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01

Introduction

The development of this program is intended to be a way to channel the development, both in teachers and future teachers, of a true notion of art history and the link of this concept within education and academic life.

The advantage of successfully completing this online program for those who take it is first, the ease and access to personalized tutoring and all kinds of help and advice; in addition to having at any time and place of the resources provided, being able to have greater autonomy in learning and carrying out the proposed practices.

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This Master's Degree program in Teaching Art History in High School will generate a sense of confidence in the performance of your profession, which will help you to grow personally and professionally"

It is a given that teachers should be aware of the course of their discipline over time and of the various legislative changes that have taken place in the field of education, with the aim of improving their skills when it comes to specializing a constantly changing and evolving student body. Precisely, in the search for updating teachers, this program offers a special treatment with ICTs, which are currently in force in the educational system and are a very attractive vehicle to access students. In addition, by learning more about the different methodological and evaluative techniques, the educator will be able to develop the necessary capacity to establish a satisfactory teaching-learning process with the student.

This training helps professionals in this field to increase their ability to succeed, which results in better praxis and performance that will have a direct impact on educational outcomes, on the improvement of the educational system and on the social benefit for the whole community.

Teaching Art History is a task of great responsibility, because it is a subject that is linked as a complement to teaching History, knowledge of the past to the present and future, as well as the understanding of the environment or more immediate history as the most distant. Art history as a discipline aims to help cultivate aesthetic sensibility, fundamental to develop intellectual abstraction. Behind each piece of work, there are many elements and the search and identification of these elements makes it an indispensable knowledge for high school students.

This **Master's Degree in Teaching Art History in High School** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ 75 case studies presented by experts in Teaching Art History in High School 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
- ♦ New developments about Teaching Art History in High School
- ♦ It contains practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- ♦ With special emphasis on evidence-based methodologies in Teaching Art History in High School
- ♦ All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*Update your knowledge through
the Master's Degree in Teaching Art
History in High School"*

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This TECH Master's Degree may be the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in Teaching Art History in High School, you will obtain a TECH Master's Degree diploma from TECH Global University”

It includes in its teaching staff professionals belonging to the field of Teaching Art History in High School, who pour into this program the experience of their work, in addition to recognized specialists belonging to 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 an immersive program to learn in real situations.

This program is designed around Problem-Based Learning, whereby the educator must try to solve the different professional practice situations that arise throughout the program. For this purpose, the teachers will be assisted by an innovative interactive video system developed by recognized experts in the field of Teaching Art History in High School with extensive teaching experience.

Increase your decision-making confidence by updating your knowledge through this Master's Degree.

Take the opportunity to learn about the latest advances in Teaching Art History in High School and improve the education of your students.



02 Objectives

The Master's Degree in Teaching Art History in High School is aimed at facilitating the performance of the professional dedicated to working with students at this level.



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This Master's Degree is designed to help you update your knowledge in Teaching Art History in High School, with the use of the latest educational technology, to contribute with quality and confidence to the decision-making and monitoring of your students"



General Objective

- Within the development of this Master's Degree, our main objective is to complete the resources that every teacher of Social Sciences in high school should have in order to guarantee a later specialization, pedagogical capacity and adequate skills to educate students, reinforcing and updating their knowledge and introducing them in new teaching areas with the continuous change and evolution that the educational field is experiencing day by day



Take the opportunity and take the step to get up to date on the latest developments in Teaching Art History in High School"





Specific Objectives

Module 1. Art History Within the Social Sciences

- ♦ Analyze and critically evaluate the curriculum of Social Sciences and Art History in the regulations of High School
- ♦ Identify the role of art and its historical contribution to the social sciences
- ♦ Analyze the different manifestations of art that marked the past decades

Module 2. The Importance of Teaching in Art History

- ♦ Identify the different methods and techniques of teaching art
- ♦ Analyze the different teaching methodologies of artistic currents
- ♦ Study in depth new techniques for teaching art and its impact on modern culture
- ♦ Prepare the future Art History teacher to make decisions, organize them and put them into practice, about the historical knowledge to be taught in a classroom, in a given center
- ♦ Know teaching resources (timelines, historical documents, historical maps, Web pages with didactic resources, Webquest, art galleries, etc.) and analyze their didactic use

Module 3. Methodological Trends

- ♦ Identify the importance of art and its currents in history and its repercussions in history
- ♦ Develop in depth the artistic concepts rooted in history
- ♦ Learn more about the different methodological currents that have emerged throughout history

Module 4. LOMCE

- ♦ Recognize the contribution of art to the constitution of Spanish education
- ♦ Analyze the importance of art and its manifestation from the Spanish artists instructed in the current model of education
- ♦ Learn more about the current model of the LOMCE and its contribution to the national art

Module 5. Student Motivation

- ♦ Motivate students and show them the contribution of art to the great progress of humanity
- ♦ Establish a communication channel to support the student in art processes and projects of national and international nature
- ♦ Show the student the outlets and trades that come out of art and its different branches such as painting, music, etc

Module 6. Adaptation to Different Classroom Situations and Multiple Intelligences

- ♦ Identify the different classroom situations in art classes
- ♦ Identify the students who get the most out of the art subject

Module 7. ICTs

- ♦ Develop concrete learning strategies based on some of the learning theories, including information and communication technologies and information and multimedia resources, taking into special consideration some of the learning difficulties and their possible solutions

Module 8. Teaching Programs

- ♦ Program and develop Art History contents reflecting its usefulness for everyday life
- ♦ Learn tools that facilitate the design and planning of teaching activities, linked to the different areas of study, curricular contents and training of basic skills
- ♦ Analyze teaching situations in the learning of Art History in the framework of High School, as well as the different ways of attending to the diversity of abilities, interests and culture in the High School stage

Module 9. Assessment

- ♦ Design new models of art evaluation, differentiating it from the conventional model
- ♦ Analyze the different points of view of the great promoters of art
- ♦ Elaborate forms of initial, formative and summative assessment that, in addition to measuring learning, constitute stimuli and reflection on the teaching process and on programming

Module 10. Teaching Outside the Classroom

- ♦ Organize field trips to museums, conservatories and galleries that serve to nurture artistic concepts
- ♦ Encourage students to go to places that will allow them to make the most of their abilities





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*“A unique, key, and decisive
experience to boost your
professional development”*

03 Skills

After passing the assessments of the Master's Degree in Teaching Art History in High School, the professional will have acquired the necessary professional skills for a quality and up-to-date praxis based on the latest educational trends.





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With this program, you will be able to master new methodologies and strategies in Teaching Art History in High School"



General Skills

In addition, teachers who take the course will optimally develop the necessary skills to be able to prepare their students with the current key competencies included in the LOMCE:

- ♦ Understand the value of social sciences and how they can be put into practice in academic life
- ♦ The acquisition of an entrepreneurial attitude, based on interest and motivation for learning. This is something that the teacher who studies the Master's Degree must put into practice, since through their initiative they will be led through various practices and exercises
- ♦ As teachers of social sciences it is essential to have civic attitudes and knowledge of our society because only in this way, we can teach this skill to our students
- ♦ Guided self-learning is valued through online specialization It is essential to develop the ability to acquire knowledge autonomously
- ♦ This Master's Degree requires the use of digital media to be carried out; in addition, it introduces teachers to the use of digital tools
- ♦ One module of the Master's Degree will focus entirely on the treatment of ICTs, indispensable tools nowadays and which require constant updating of the teacher
- ♦ As teachers of social sciences or humanities, the mastery of language is fundamental It is the fundamental vehicle for human communication and its proper use is one of the pillars for the proper functioning of our societies



Specific Skills

- ♦ Artistic and cultural competence. It cultivates the students' aesthetic sense and the ability to be moved by works of art. It also contributes to the development of an active attitude in relation to the conservation of artistic heritage
- ♦ Competence in linguistic communication. It is contemplated in all those activities that strengthen the students' oral and written expression skills: elaboration of descriptive texts, expression and argumentation of personal opinions, definition of concepts related to Gothic art, etc
- ♦ Competence in the treatment of information and digital competence. It is developed in the activities that propose the analysis of iconographic sources and in those that use information technologies in the search, processing and critical analysis of information
- ♦ Social and citizenship competence. Work is done on activities that involve the development of interpersonal communication skills to organize assigned tasks, establish priorities, reach collaboration agreements, etc
- ♦ Autonomy and entrepreneurship. The students' capacity to assume proposals and to self-regulate their own learning process is strengthened
- ♦ Mathematical competence and basic competences in science and technology. Use of ICT, an indispensable tool nowadays, which require a constant updating of the teacher
- ♦ Learning how to learn competencies. Self-learning guided by the online mode of the Master's Degree is valued, making it essential to develop the ability to acquire knowledge autonomously

04

Course Management

The program includes in its teaching staff reference specialists in Teaching Art History in High School, who pour into this program the experience of their work. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.



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Learn from reference professionals, the latest advances in procedures in the field of Teaching Art History in High School”

Management



Dr. Cañestro Donoso, Alejandro

- ♦ PhD in Art History from the University of Murcia
- ♦ Professor at Alicante University

Professors

Ms. Domínguez Alonso, Lourdes

- ♦ Graduate in History, University of Alicante
- ♦ Master's Degree in Compulsory High School Teaching
- ♦ Vocational Training and Language Teaching



05

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers, universities and companies in the national territory, aware of the relevance of the program to intervene in the specialization and accompaniment of students, and committed to quality teaching through new educational technologies.





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This Master's Degree in Teaching Art History in High School, contains the most complete and up-to-date program on the market”

Module 1. Art History Within the Social Sciences

- 1.1. Concept of Social Science
 - 1.1.1 Social Sciences
 - 1.1.2 The Concept of Art
 - 1.1.3 Art as a Subject of Study, Social Document and Heritage
 - 1.1.4 Artistic Typologies
- 1.2. The Concept of Ancient, Medieval, Modern and Contemporary Art
 - 1.2.1 Historical References
 - 1.2.2 Location and Artistic Evolution
- 1.3. Ancient Art
 - 1.3.1 Prehistoric
 - 1.3.2 Middle East
 - 1.3.3 Egyptian
 - 1.3.4 Classical: Greece and Roma
- 1.4. Medieval Art
 - 1.4.1 Byzantine
 - 1.4.2 Islamic and Mudejar
 - 1.4.3 Pre-Romanesque
 - 1.4.4 Romanesque
 - 1.4.5 Gothic
- 1.5. Modern Art
 - 1.5.1 Renaissance
 - 1.5.2 Baroque and Rococo
- 1.6. Contemporary Art
 - 1.6.1 Neoclassicism and Romanticism
 - 1.6.2 From Realism to Modernism
 - 1.6.3 Vanguard
 - 1.6.4 Art in the 20th Century

Module 2. The Importance of Teaching in Art History

- 2.1. Art History as an Academic Discipline
 - 2.1.1 The Teaching of Historical Time
 - 2.1.2 Its place Within Humanities
 - 2.1.3 Knowledge of Change, Continuity and Permanence
- 2.2. The Art Historian as a Teacher
 - 2.2.1 Academic Profile of the Art Historian
 - 2.2.2 Art Historian as a Researcher and Teacher
 - 2.2.3 Career Opportunities and the Importance of Knowledge of Art and Heritage
- 2.3. Changes in the Didactic Conception of the Social Sciences
 - 2.3.1 From Memorization to More Dynamic Teaching
 - 2.3.2 Changes in Manuals and Textbooks
- 2.4. Interdisciplinary
 - 2.4.1 Auxiliary Sciences of Art History
 - 2.4.2 Need for Cooperation between Different Subjects
- 2.5. A Discipline of the Past, for the Present and the Future
 - 2.5.1 Historical Sources and Art as a Source of Knowledge
 - 2.5.2 The Importance of Art from an Early Age
 - 2.5.3 Need to Expand this Discipline in the Educational Curricula
- 2.6. Value of Humanistic Knowledge Today
 - 2.6.1 Crisis of the Humanities
 - 2.6.2 The Humanities and Their Work in Our Society
 - 2.6.3 Conclusion and Reflection on the Role of the Humanities in the Western World



Module 3. Methodological Trends

- 3.1. Difficulties of Teaching Art History
 - 3.1.1 Social and Political Vision
 - 3.1.2 Nature as a Social Science
 - 3.1.3 Student's Interest
- 3.2. Teaching Methodology
 - 3.2.1 Definition of Teaching Methodology
 - 3.2.2 Efficacy of Methodology
 - 3.2.3 Traditional and Modern Methodologies
- 3.3. Teaching-Learning Models
 - 3.3.1 Dimensions of Psychoeducational Knowledge
 - 3.3.2 Models of the Teaching-Learning Process
 - 3.3.3 Instructional Design
- 3.4. Master Class and the Role of the Teacher
 - 3.4.1 Positive Aspects of the Master Class
 - 3.4.2 Negative Aspects of the Master Class
 - 3.4.3 The Master Class at Present
- 3.5. Behavioral Learning Theories and Educational Applications
 - 3.5.1 Classical Conditioning
 - 3.5.2 Operant Conditioning
 - 3.5.3 Vicarious Conditioning/Observational Learning
- 3.6. Cognitive Theories and Constructivist Theories
 - 3.6.1 Classical Theories of School Learning
 - 3.6.2 Cognitive Theories of Information Processing
 - 3.6.3 Constructivism
- 3.7. Methodologies for Competency Development
 - 3.7.1 Problem-Based Learning
 - 3.7.2 Case Studies
 - 3.7.3 Project-Based Learning
 - 3.7.4 Cooperative Learning
- 3.8. Teaching Methodology Applied to Social Sciences
 - 3.8.1 Teacher as a Key Methodological Element
 - 3.8.2 Expository Strategies
 - 3.8.3 Inquiry Strategies

Module 4. LOMCE

- 4.1. History of Spanish Educational Legislation
 - 4.1.1 Chronological Explication
 - 4.1.2 Different Study Plans
 - 4.1.3 Future Previsions
- 4.2. LOE/LOMCE Comparative
 - 4.2.1 Comparative Table
 - 4.2.2 Analysis of Difference and Similarities
 - 4.2.3 Reflection of the Different Laws in the Realities of the Classroom
- 4.3. State and Regional Competencies
 - 4.3.1 State Competencies
 - 4.3.2 Autonomous Competencies
 - 4.3.3 The Job of the Educational Inspector
- 4.4. Objectives of LOMCE
 - 4.4.1 Objectives of Compulsory High School Education
 - 4.4.2 Objectives of High School
 - 4.4.3 LOMCE and Educational Projects at the Center
- 4.5. Key Competencies
 - 4.5.1 Linguistic Competence
 - 4.5.2 Mathematical Competence and Basic Competences in Science and Technology
 - 4.5.3 Digital Competencies
 - 4.5.4 Learning to Learn
 - 4.5.5 Social and Civic Competencies
 - 4.5.6 Sense of Initiative and Entrepreneurship
 - 4.5.7 Conscience and Cultural Expressions
- 4.6. How to Apply Competencies to Social Sciences
 - 4.6.1 Each of the Competencies and Their Implication in Our Discipline
 - 4.6.2 Difficulties in the Application of Certain Competencies in the Humanities
 - 4.6.3 Difference between Basic Competences and Key Competences
- 4.7. Content of Each Academic Course
 - 4.7.1 Compulsory High School Education and Its Different Courses
 - 4.7.2 High School and Its Different Courses and Modalities
 - 4.7.3 PAU and Social Sciences

- 4.8. Educational Projects
 - 4.8.1 How to Elaborate the Center's Educational Project?
 - 4.8.2 How Does the Project Affect Students?
 - 4.8.3 Different Projects
- 4.9. LOMCE and Educational Projects at the Center
 - 4.9.1 Different Centers and Different Realities
 - 4.9.2 Public Education, Private Education and Public Education
- 4.10. Unpacking the LOMCE, Brief Summary
 - 4.10.1 LOMCE Summarized
 - 4.10.2 Most Important Points
 - 4.10.3 Table and Conclusions

Module 5. Student Motivation

- 5.1. Motivation and Its Importance as a Learner
 - 5.1.1 The Rationale for the Search for Motivation
 - 5.1.2 Fostering Curiosity in the Social Sciences
 - 5.1.3 Positive Reinforcement and Autonomy Reinforcement
- 5.2. The Teacher's Role in the Motivational Task
 - 5.2.1 What to Do as a Teacher to Be a Motivational Tool?
 - 5.2.2 Proposal of Activities or Projects of Interest
 - 5.2.3 Recourse to Current Events Examples:
- 5.3. Behaviorist Theories
 - 5.3.1 Conceptual and Procedural Knowledge
 - 5.3.2 Intellectual Skills and General Strategies
 - 5.3.3 Hull and Spence
- 5.4. Humanist Theories
 - 5.4.1 Maslow
- 5.5. Cognitive Theories
 - 5.5.1 Different Opinions
 - 5.5.2 Examples of Possible Activities
 - 5.5.3 Situated Learning and Students Implication

- 5.6. Learning and Self-Learning
 - 5.6.1 Research Work for the Students
 - 5.6.2 The Student as Their Own Teacher
 - 5.6.3 Cross-Cutting Projects
- 5.7. Motivation in Adolescence
 - 5.7.1 Understand the Adolescent
 - 5.7.2 Assess Their Classroom Situation
 - 5.7.3 Conflict Mediators
- 5.8. New Technologies as a Key Element of Academic Motivation
 - 5.8.1 Using Social Media
 - 5.8.2 Understanding the Student's Social Reality and Motivations
 - 5.8.3 Evolution of Youth
- 5.9. Attributional Programs
 - 5.9.1 What Does It Consist in?
 - 5.9.2 Real Applications
 - 5.9.3 Advantages in Adolescence
- 5.10. Self-Regulated Learning Theory
 - 5.10.1 What Does It Consist in?
 - 5.10.2 Real Applications
 - 5.10.3 Project-Based Teaching and Its Motivation

Module 6. Adaptation to Different Classroom Situations and Multiple Intelligences

- 6.1. Adolescence and High School
 - 6.1.1 Most Problematic Courses
 - 6.1.2 Adolescents at Risk of Social Exclusion
 - 6.1.3 Teachers, But Also Educators
- 6.2. Dysfunctions in Adolescence
 - 6.2.1 Different Problems
 - 6.2.2 Possible Solutions as Teachers and Educators
 - 6.2.3 Real Examples and Solutions
- 6.3. School Maladjustment

- 6.3.1 School Absenteeism and Its Causes
- 6.3.2 School Failure
- 6.3.3 Spain's Situation
- 6.4. High-Capacity Students
 - 6.4.1 Enlargement Material
 - 6.4.2 Motivation and New Challenges
 - 6.4.3 How to Avoid Exclusion
- 6.5. Multiple Intelligences and Education
 - 6.5.1 Gardner's Theory
 - 6.5.2 Types of Intelligences
 - 6.5.3 Project Zero
- 6.6. Education Based on Multiple Learning
 - 6.6.1 Galton
 - 6.6.2 Cattell
 - 6.6.3 Wechsler
- 6.7. Strategies, Guidelines and Activities for Its Development
 - 6.7.1 According to Piaget
 - 6.7.2 Establish the Different Skills and Abilities of Our Students
 - 6.7.3 Strengthening Their Skills
- 6.8. Social Sciences and Multiple Intelligences
 - 6.8.1 Linguistic Intelligence and Reasoning in Learning History
 - 6.8.2 Spatial Intelligence and Logic in Learning Geography
 - 6.8.3 Plastic and Artistic Intelligence
- 6.9. Problems in Approaching More Personalized Education
 - 6.9.1 Lack of Resources
 - 6.9.2 Need for Greater Investment
 - 6.9.3 Necessary Resources

Module 7. ICTs

- 7.1. What is ICT? Their Use in Education
 - 7.1.1 Definition of ICT
 - 7.1.2 Advantages of Use
 - 7.1.3 Digital Skills in the Teaching Environment
- 7.2. Use of ICT at a High School
 - 7.2.1 Digital tools
 - 7.2.2 Web Tools
 - 7.2.3 Mobile Devices
- 7.3. Social Networks
 - 7.3.1 Definition of Social Media
 - 7.3.2 Main Social Media Outlets
 - 7.3.3 Use of Social Networks in Teaching
- 7.4. GIS and Its Importance in Geography
 - 7.4.1 Geographical Information Systems: What Are They?
 - 7.4.2 Organization and Structure of GIS
 - 7.4.3 Use of GIS in Teaching
- 7.5. ICTs in the Teaching-Learning of Art History
 - 7.5.1 Web Resources of Historical, Artistic and Museum Interest
 - 7.5.2 Interactive Webs
 - 7.5.3 Gamification
- 7.6. Introduction to the Development of Digital Teaching Material
 - 7.6.1 Creation and Video Editing
 - 7.6.2 Creation of Presentations
 - 7.6.3 Development of Educational Games (Gamification)
 - 7.6.4 Creation of 3D Models
 - 7.6.5 Google Tools
- 7.7. Use and Publication of Digital Teaching Materials
 - 7.7.1 Means of Publication of Audiovisual Resources
 - 7.7.2 Means of Publishing Interactive Resources
 - 7.7.3 Augmented Reality in the Classroom



- 7.8. Critical Spirit in the Use of Web Resources
 - 7.8.1 Education of Students in the Use of New Technologies
 - 7.8.2 Privacy Issues on the Internet
 - 7.8.3 Critical Treatment of Information on the Internet
- 7.9. Teaching Materials with ICTs in History and Geography Teaching
 - 7.9.1 First Cycle of Compulsory High School
 - 7.9.2 Second Cycle of Compulsory High School
 - 7.9.3 High School

Module 8. Teaching Programs

- 8.1. What Does Programming Involve?
 - 8.1.1 Different Meanings
 - 8.1.2 Programming as a Guide for the Teacher
 - 8.1.3 Different Types of Programs According to the Academic Course
- 8.2. Teaching Program and Its Different Sections
 - 8.2.1 Objectives
 - 8.2.2 Contents
 - 8.2.3 Learning Standards
- 8.3. Teaching Units and Their Sections
 - 8.3.1 Contents
 - 8.3.2 Objectives
 - 8.3.3 Sample Activities and Suggested Tasks
 - 8.3.4 Attention to Diversity Spaces and Resources Assessment Procedures Assessment Tools
- 8.4. Different Educational Curricula According to Autonomous Communities
 - 8.4.1 Comparison between Communities
 - 8.4.2 Common Elements of the Curricula
 - 8.4.3 Differences between Compulsory High School and Optional High School
- 8.5. Useful Bibliography for Our Programming
 - 8.5.1 Ausubel
 - 8.5.2 Piaget
 - 8.5.3 Combas Project

- 8.6. Possible Strategies for Defending Our Teaching Program or Unit
 - 8.6.1 How to Face the Presentation
 - 8.6.2 Presentation Models
 - 8.6.3 Annexes and Materials That Can be Attached
- 8.7. Examinations, Possible Approaches
 - 8.7.1 Multiple Choice Exams
 - 8.7.2 Medium or Long Examinations
 - 8.7.3 Advantages and Disadvantages of Each of Them and Development of Mixed Tests
- 8.8. Headings
 - 8.8.1 Examples and Templates
 - 8.8.2 Uses
 - 8.8.3 Templates or Rubrics as a Tool for Improvement
- 8.9. Activities, Exercises, Tasks and Their Different Levels of Complexity
 - 8.9.1 Differences and Examples
 - 8.9.2 Self-study
 - 8.9.3 Self-Assessment Exercise Plans
- 8.10. Importance of Final Year of High School
 - 8.10.1 A Decisive Year and What It Means for Students
 - 8.10.2 How to Guide Our Students
 - 8.10.3 Features

Module 9. Assessment

- 9.1. Assessment Objectives
 - 9.1.1 Search for Problems or Deficiencies
 - 9.1.2 Establish Solutions
 - 9.1.3 Improve Teaching-Learning Process
- 9.2. Criteria to Follow
 - 9.2.1 Previous Assessment
 - 9.2.2 Establish the Most Adequate System
 - 9.2.3 Extraordinary Tests
- 9.3. Different Assessment Models
 - 9.3.1 Final
 - 9.3.2 Continuous
 - 9.3.3 Controls and Exams

- 9.4. Cases and Practical Examples
 - 9.4.1 Different Exam Models
 - 9.4.2 Different Rubrics
 - 9.4.3 Summative or Percentage Rating
- 9.5. The Importance of the Assessment System
 - 9.5.1 Different Systems According to the Characteristics of the Learners
 - 9.5.2 Roles of the Assessment Criteria
 - 9.5.3 List and Characteristics of Assessment Techniques and Tools
- 9.6. Different Authors, Different Visions
 - 9.6.1 Zabalza
 - 9.6.2 Weiss
 - 9.6.3 Our Own Assessment Project
- 9.7. Different Realities, Different Assessment Systems
 - 9.7.1 Development of an Initial Assessment Examples and Templates
 - 9.7.2 Establish a Teaching Plan
 - 9.7.3 Verification of Learning through Controls
- 9.8. Self-Assessment as Teachers
 - 9.8.1 Questions to Ask Ourselves
 - 9.8.2 Analyzing Our Own Results
 - 9.8.3 Improve for the Next Academic Year





Module 10. Teaching Outside the Classroom

- 10.1. Historical and Archaeological Museums
 - 10.1.1 The History in Museums
 - 10.1.2 Archaeological Museums
 - 10.1.3 Historical Museums
- 10.2. Museums and Art Galleries
 - 10.2.1 Art in Museums
 - 10.2.2 Art Museums
 - 10.2.3 Art Galleries
 - 10.2.4 Institutional and Emblematic Buildings as a Cultural Enclave
- 10.3. Accessibility in Museums
 - 10.3.1 The Concept of Accessibility
 - 10.3.2 Eliminating Physical Barriers
 - 10.3.3 Visual and Cognitive Integration of Art and Heritage
- 10.4. Artistic Heritage
 - 10.4.1 The Concept of a Work of Art
 - 10.4.2 The Furniture Work of Art
 - 10.4.3 Historic-Artistic Monuments
- 10.5. Museology, Museography and Teaching
 - 10.5.1 Concept of Museology
 - 10.5.2 Concept of Museography
 - 10.5.3 Museums and Teaching
- 10.6. The School in the Museum
 - 10.6.1 School Visits in Museums
 - 10.6.2 Museums at School
 - 10.6.3 Coordination and Communication between School and Museum
- 10.7. Heritage and School
 - 10.7.1 Heritage Outside the Museum
 - 10.7.2 Adequacy of Visits
 - 10.7.3 Combination of Activities
- 10.8. Teaching in Museums and Art Galleries through New Technologies
 - 10.8.1 New Technologies in the Museum
 - 10.8.2 Augmented Reality
 - 10.8.3 Virtual Reality

06

Methodology

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

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





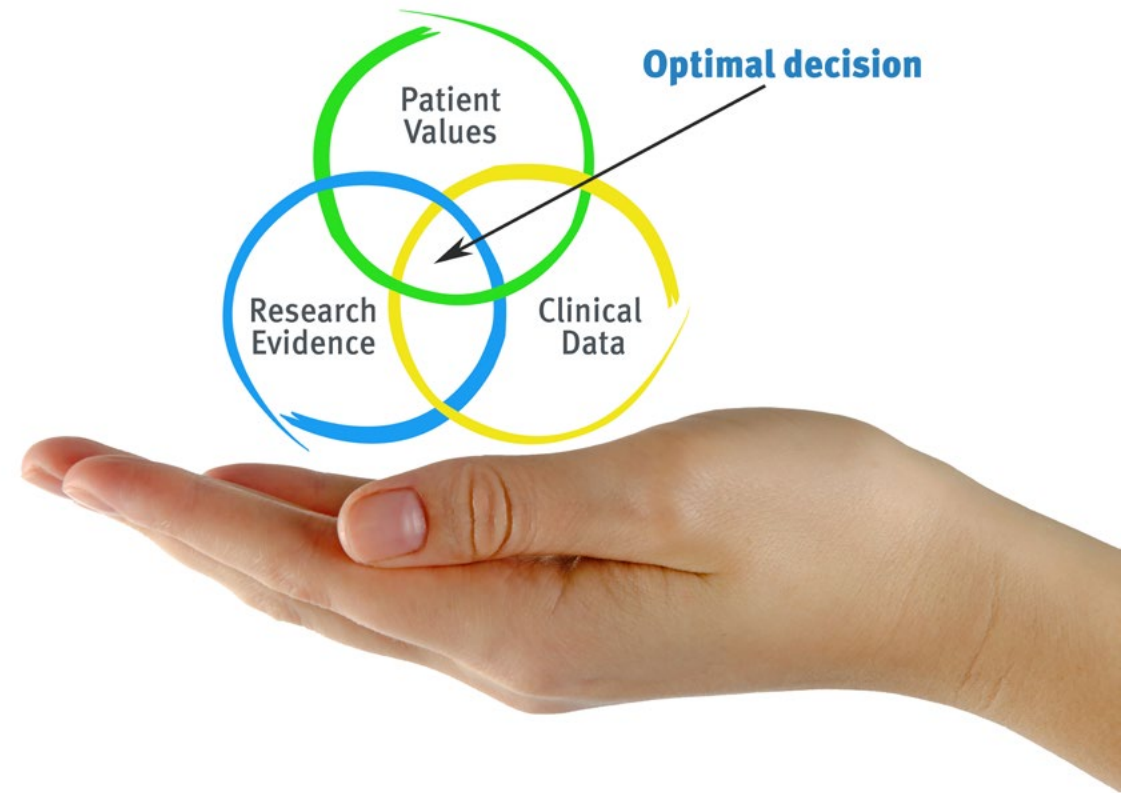
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

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.

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

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

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



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.

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



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

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

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

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

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



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



Study Material

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

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



Educational Techniques and Procedures on Video

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



Interactive Summaries

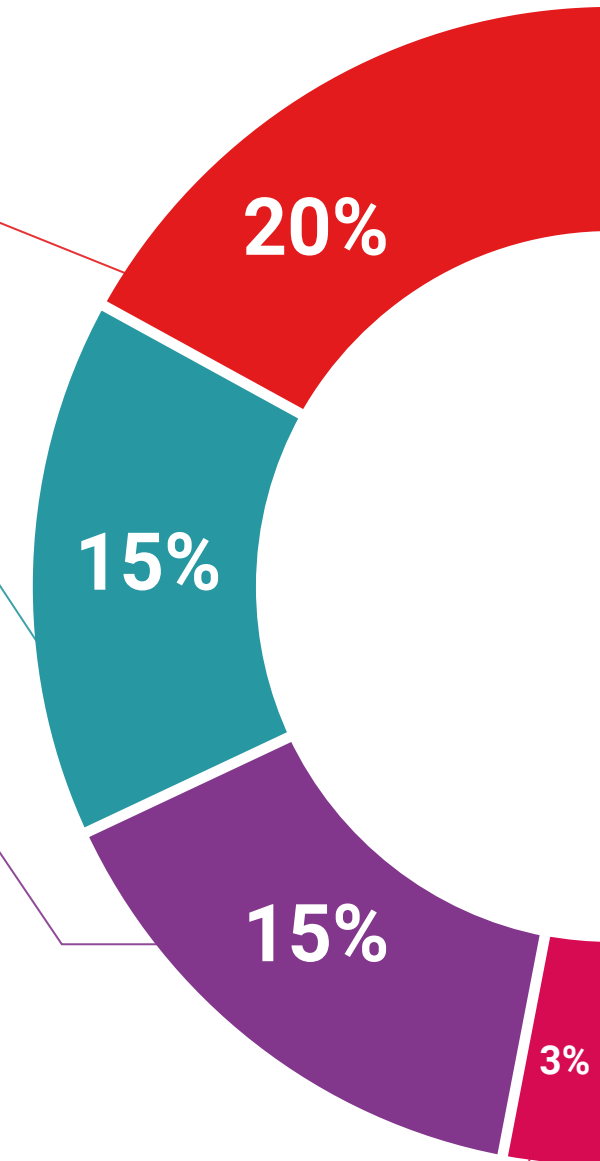
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

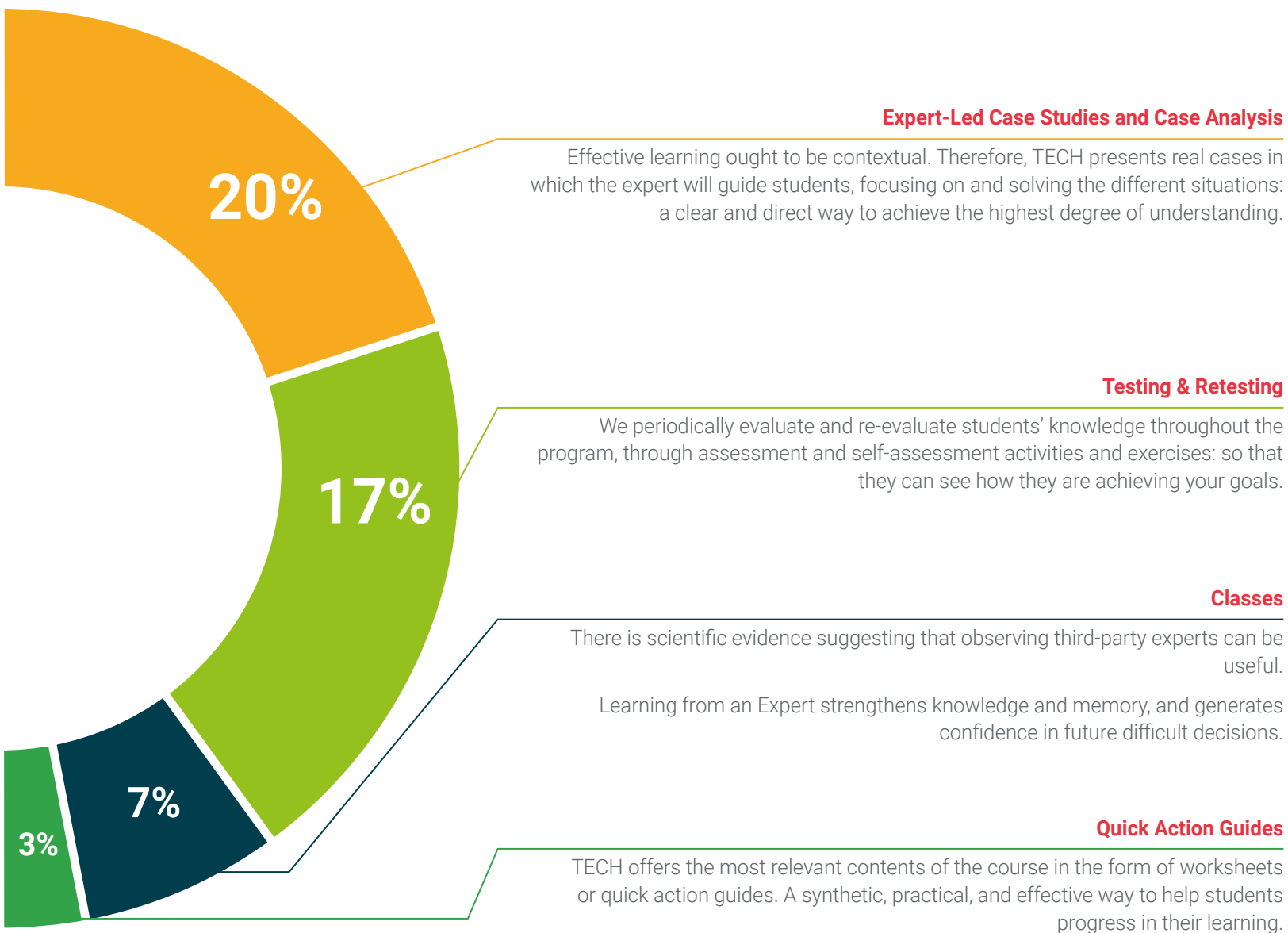
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



Additional Reading

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





07

Certificate

The Master's Degree in Teaching Art History in High School guarantees students, in addition to the most rigorous and up-to-date education, access to a 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 program will allow you to obtain your **Master's Degree diploma in Teaching Art History in High School** 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.

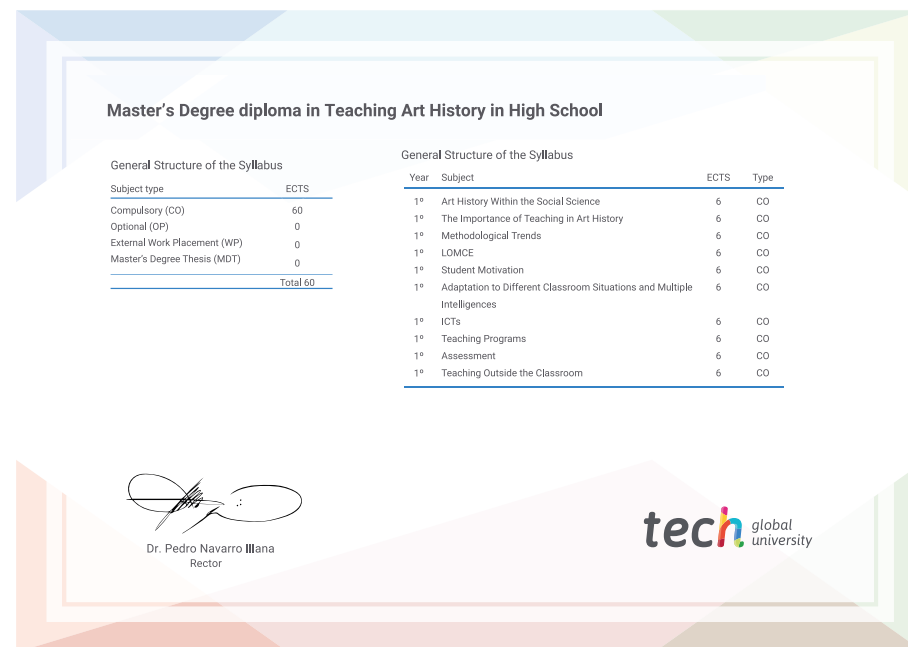
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Master's Degree in Teaching Art History in High School**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**



future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present quality
online training
development language
virtual classroom



Professional Master's Degree

Teaching Art History
in High School

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

Master's Degree

Teaching Art History in High School

