

Master's Degree

Gamification and Digital Resources

Accreditation/Membership



tech global
university



Master's Degree Gamification and Digital Resources

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

Website: www.techtitute.com/us/education/master/master-gamification-digital-resources

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01

Introduction to the Program

Game-based learning is increasingly gaining acceptance within the educational community, given the positive results achieved by students, who are able to acquire knowledge in a more engaging and motivating way, while the concepts are better integrated. Furthermore, the new technologies already present in classrooms provide digital competencies and various tools, with gamification serving as the key link to connect with students. In this context, TECH offers an innovative university program focused on the latest trends in Gamification and Digital Resources applied to Education. Additionally, it is offered in a flexible, fully online format.



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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"

It is evident that we are experiencing a new era, and consequently, the teaching professional now faces a classroom with students who are completely different, attracted to new technologies and motivated in distinct ways. The introduction of playful elements in the classroom, while not a new concept, has received significant momentum in recent years, accompanied by digital resources.

The teaching professional must be familiar with technological tools and apply the most effective gamification techniques, given their benefits. In this teaching process, understanding dynamics, games applied to competencies, and skills that aim to be enhanced in students are essential. This university program offers the most up-to-date information in the field of Gamification and Digital Resources used in the classroom. To achieve this, TECH has assembled a specialized faculty with extensive experience in the sector, allowing students to progress under the guidance of highly relevant professionals in their field.

Game-Based Learning, the role of the teacher, the organization of educational institutions around digital resources, the advantages and limitations of playful activities, as well as their application in business, are just some of the areas addressed in this qualification. A program where practical cases are of great importance, as a full module is dedicated to providing successful, easily applicable examples in the classroom.

And all of this is offered through a convenient 100% online qualification. TECH offers a program where students can access the syllabus whenever and wherever they wish. All they need is an electronic device (computer, tablet, or mobile) to connect to the Virtual Campus and view or download the multimedia content provided by the program. A flexible academic option, compatible with the most demanding responsibilities.

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 Gamification and Digital Resources** contains the most complete and up-to-date university program on the market. Its most notable features are:

- ♦ The development of practical cases presented by experts in Gamification and Digital Resources
- ♦ 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
- ♦ Special emphasis on innovative methodologies in the direction of Gamification and Digital Resources.
- ♦ 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"

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Enroll in a program that will provide you with the tools and strategies needed to keep your students motivated”

The faculty includes professionals from the field of Gamification and Digital Resources, sharing their practical experience, along with recognized specialists from leading organizations 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.

Dive visually and dynamically into the role of educators in the so-called digital school.

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



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

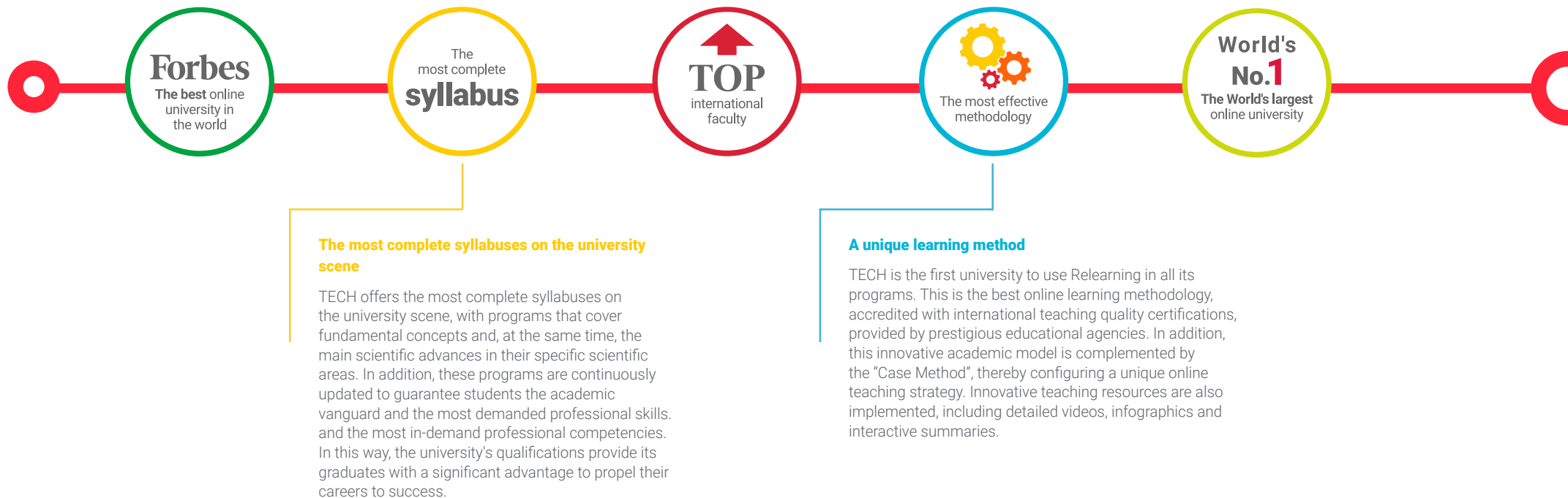
The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer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

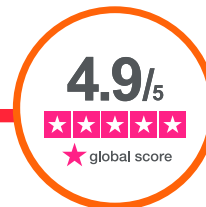
Leaders in employability

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.



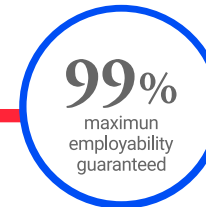
Google Premier Partner

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 Master's Degree has been designed to guide graduates from the psychopedagogical foundations to the implementation of advanced gamification strategies in the classroom. Through 10 modules, key aspects of learning, game mechanics, and digital educational transformation will be addressed. With resources like video summaries, interactive diagrams, and the Relearning system, students can progress dynamically and flexibly. As such, this program allows mastery from the use of apps and video games to designing gamified environments with a real impact on academic performance.





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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. Setting 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 Do I Do? Behaviorism
 - 2.2.2. Why Do I Behave Like That? Cognitivism
 - 2.2.3. I Need Dopamine! Motivation
- 2.3. Shall We Take a Look at History?
 - 2.3.1. Once Upon a Time... The Game
 - 2.3.2. What's Up, 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. 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 Treasureeeee...: 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. Were 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. Ludification 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. The Royal Game of Ur
 - 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. War Games/Wargame 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. Miniature Wargames
- 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
- 4.8. Once upon a Time in America, Magic, the TCGs and Ameritrash
 - 4.8.1. Magic and the TCG
 - 4.8.1.1. Magic, The Gathering
 - 4.8.1.2. Other TCG
 - 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
 - 4.9.2.3. Germans Conquering the World
 - 4.9.2.4. The Golden Age of Eurogames
 - 4.9.2.5. Eurogames and Education

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. Increasing Sales, Why Company Gamification Was Created, 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're 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. And 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 Switched Screens
 - 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 a 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 iGeneration or Generation Z
 - 7.3.1. Myths and Reality about Digital Natives
 - 7.3.2. Education in Digital Society
 - 7.3.3. 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. Additional Considerations
 - 7.8.3. Typical Objections

- 7.9. The Treasure Map
 - 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 Century
- 8.4. You Can't Do It on Your Own, but with Friends You Can
 - 8.4.1. Key Elements in Cooperative Learning in the Digital Context
 - 8.4.2. Google Suite 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. Competency-Based Assessment
 - 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 Clio Wars and Not Die Trying: Tools. Part I, Designing a Gamification
 - 10.3.1. Narrative Videos
 - 10.3.2. Follow-up
 - 10.3.3. Rewards
- 10.4. How to Design Clio Wars and Not Die Trying: Tools. Part II, Designing a Gamification
- 10.5. Bricolage in Gamification. Maintenance, Assessment and Updating in Clio Wars
- 10.6. Playing with History. Part I. Creating Games to Learn in Class: 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





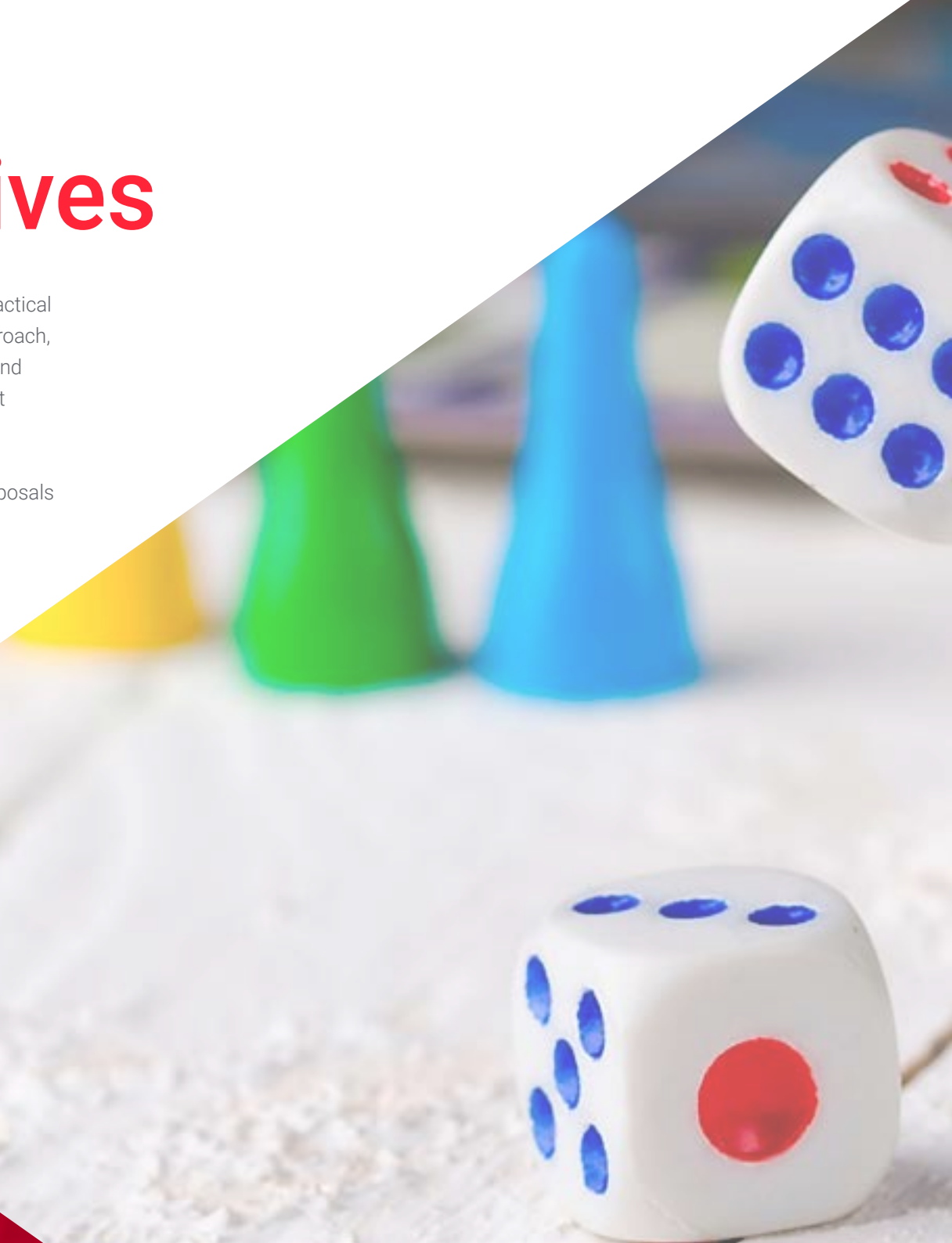
“

You will adapt Digital Resources to meet the learning needs of students with different styles and paces”

04

Teaching Objectives

This Master's Degree from TECH has been designed to provide educators with practical tools for implementing Gamification in the classroom. Through an innovative approach, graduates will be able to design game dynamics, apply strategies in educational and business environments, and lead the transition to a digital school. With permanent access to multimedia content, they will acquire competencies in the use of apps, interactive platforms, and educational video games. This program guarantees the development of skills to transform traditional methodologies into educational proposals adapted to the current context.



“

*Discover how the great games
in history inspire today's
educational innovation”*



General Objectives

- ♦ Identify the psychopedagogical foundations 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
- ♦ Manage teams through gamification
- ♦ Lead 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



Become an expert in designing games applied to real learning environments"





Specific Objectives

Module 1. Setting the Board: Psychopedagogical Aspects

- ♦ Apply the knowledge gained regarding direct and indirect learning assessment, with a solid theoretical foundation, to address any issues that arise in the work environment, adapting to new challenges related to your area of study
- ♦ Integrate the knowledge acquired on educational technology and reflect on the implications of professional practice, applying personal values to improve the quality of the service provided

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
- ♦ Develop Team Building strategies in companies

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

- ♦ Assess 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

Module 5. Gamification in the Company: 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

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





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 tracking tools

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

Module 9. Teachers in the Digital School

- ♦ Learn about the different digital platforms for communication between teachers and students.
- ♦ 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

05

Career Opportunities

This TECH program is an unparalleled opportunity for education professionals who want to master the most innovative strategies in Gamification and Learning Digitalization. Through mastering game-based methodologies, the use of apps, online environments, and team-building techniques, graduates of this program will enhance their skills and adapt to the most demanding educational environments. In this way, experts will energize the classroom experience and significantly improve student motivation.



“

You will apply advanced Gamification techniques in the classroom, promoting a more dynamic, participatory, and student-centered teaching approach”

Graduate Profile

The graduate of this Master's Degree will be a professional capable of designing, implementing, and evaluating gamified educational experiences that enhance learning. They will also have the ability to apply dynamics, mechanics, and game elements in both face-to-face and virtual environments, using resources like digital platforms to optimize teaching. Furthermore, they will be able to lead innovative processes in the academic environment with a focus on meaningful, collaborative, and autonomous learning.

You will design gamified learning experiences based on storytelling, motivation, and collaborative work"

- ♦ **Designing Gamified Learning Experiences:** Mastering game mechanics and dynamics for their effective integration into academic programs, fostering motivation, teamwork, and critical thinking
- ♦ **Application of Technological Resources for Teaching:** Using platforms such as Moodle, Google Classroom, iTunes U, Explain Everything, EdPuzzle, or mobile apps for creating and monitoring educational content
- ♦ **Management and Analysis of Gamified Learning:** Developing rubrics, playful evaluation systems, and data-driven monitoring strategies aimed at improving student performance and engagement
- ♦ **Development of Digital Competencies for Educators:** Creating presentations for Flipped Classroom, podcasts, YouTube channels, narrative videos, and print & play materials to transform traditional educational practices



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

- 1. Educational Gamification Technician:** responsible for transforming teaching and learning processes through the design of playful dynamics and digital tools.
- 2. Administrator of Digital Resources and Content for Education:** responsible for creating innovative materials based on gamification and active methodologies.
- 3. Coordinator of Innovative Pedagogical Projects:** leader of educational renewal proposals, integration of ICT, and application of methodologies such as Flipped Classroom or Team Building.
- 4. Developer of Virtual Learning Environments:** creator of gamified environments for learning on online educational platforms and e-learning.

“

Uses chance as a pedagogical tool to foster decision-making and critical thinking”

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

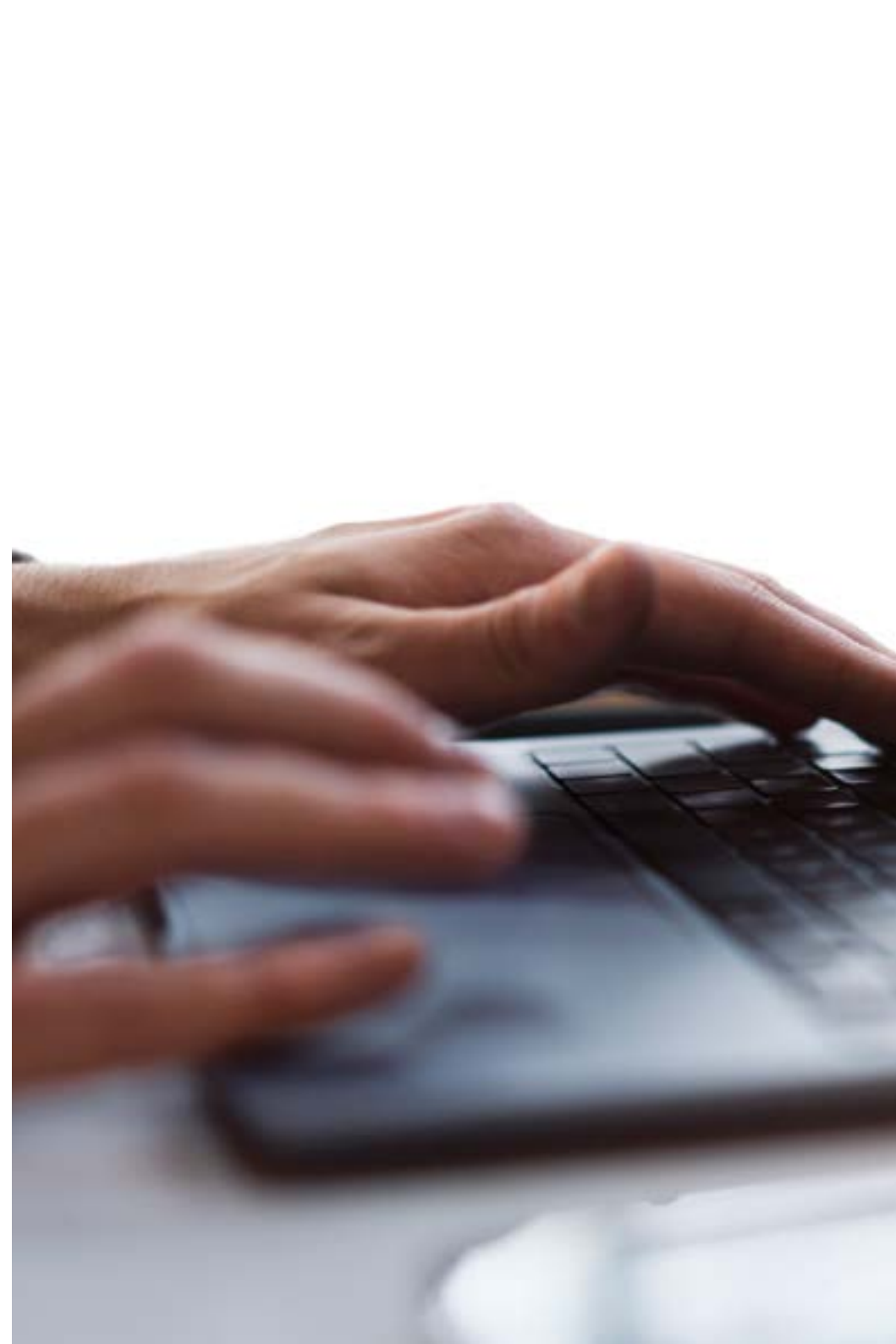
In TECH's study methodology, the student is the main protagonist.

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.

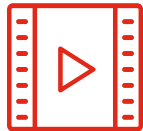
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

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

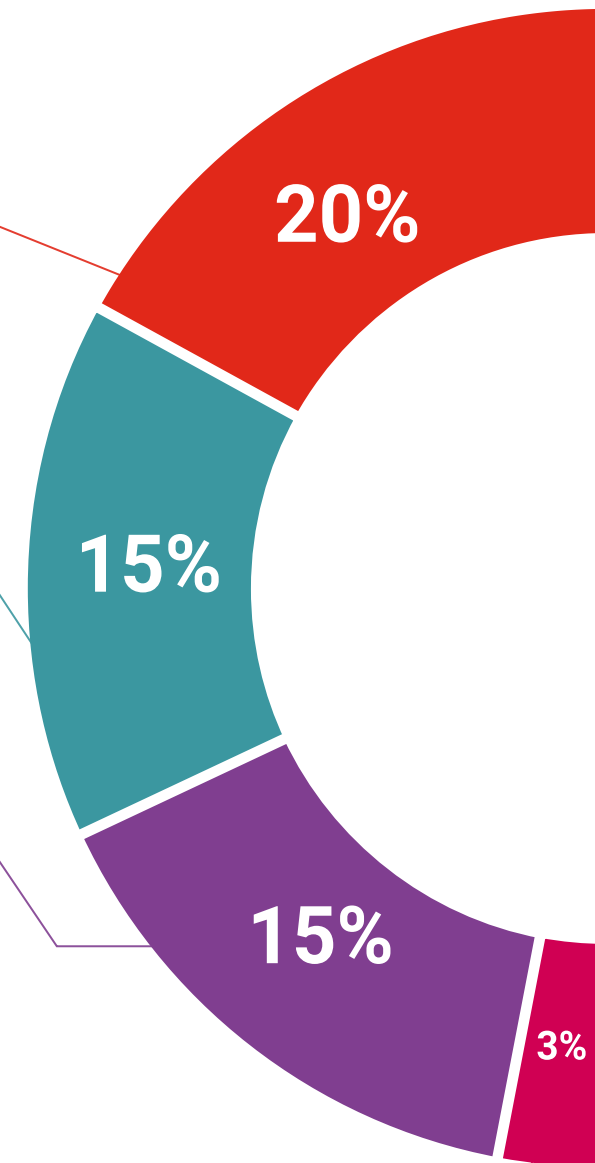
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

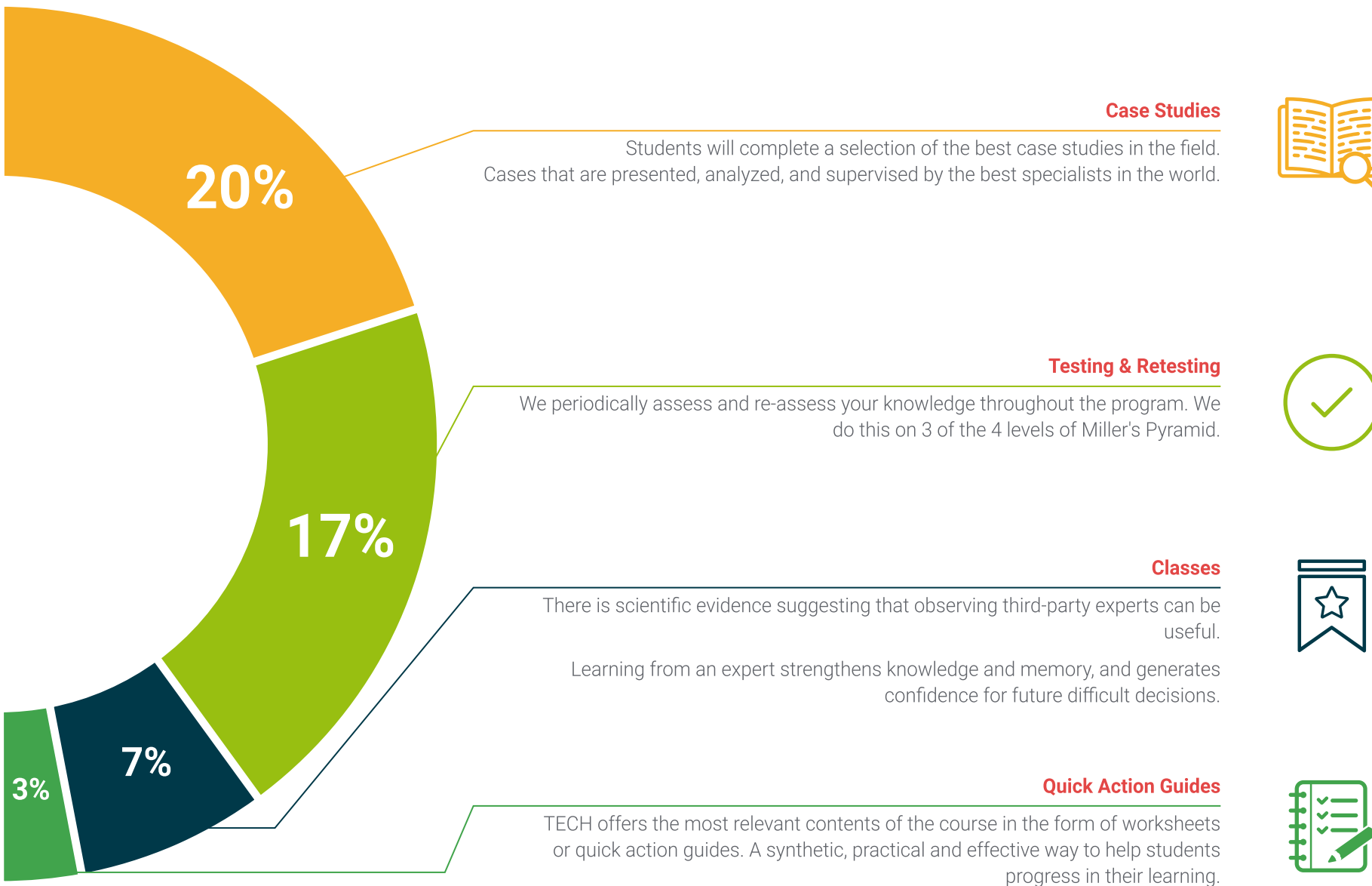
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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

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 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
- ♦ 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

Teachers

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

Mr. Illán, Raúl

- ♦ Business Coach in Gesem Human Resources
- ♦ Speaker at several international congresses
- ♦ Bachelor's Degree in Business Administration, specialization in Financial Management by the UCM
- ♦ Degree in Law
- ♦ Degree in Psychology

Dr. Fuster García, Carlos

- ♦ Doctorate in Social Sciences Didactics
- ♦ Doctorate in Specific Didactics with Specialization 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
- ♦ Bachelor's Degree in History from the University of Valencia
- ♦ Master's Degree in Secondary Education Teaching
- ♦ Master's Degree in Specific Didactics Research
- ♦ Master's Degree 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
- ♦ Expert in Games and Gamification

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 Secondary 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 Málaga 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
- ♦ Master's Degree in Leadership and Management of Educational Centers
- ♦ Bachelor's Degree in History and Science of Music
- ♦ Diploma in Music Teaching
- ♦ Florentino Pérez-Embid International Award from the Real Academia Sevillana de Buenas Letras for his first book *"Espejos enfrentados"*
- ♦ 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* (Dirty Tango of the Soul) from the Valparaíso Foundation





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 Talent Team, 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, Outstanding
- ♦ Postgraduate Diploma in e-Learning by the Spanish Confederation of Education Centers
- ♦ Course in Multiple Intelligences and Cooperative Learning, Nebrija University
- ♦ Diploma in Library Science from the Complutense University of Madrid

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

08

Certificate

The Master's Degree in Gamification and Digital Resources 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.



“

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



Master's Degree
Gamification
and Digital Resources

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

Master's Degree

Gamification and Digital Resources

Accreditation/Membership



tech global
university