

Postgraduate Certificate

Teaching Ancient History for High School Teachers





Postgraduate Certificate

Teaching Ancient History for High School Teachers

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Accreditation: 6 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitude.com/us/education/postgraduate-certificate/teaching-ancient-history-high-school-teachers

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01

Introduction

This Postgraduate Certificate is aimed at teachers who, looking for new possibilities for their classes, wish to introduce methodologies supported by internet services into their educational environments. With this Postgraduate Certificate, we aim, through a constructivist process, to transform the most relevant content of Social Sciences into learning experiences. To achieve this, a team of expert educators in the teaching of Human Sciences has designed a roadmap that carefully establishes a sequential relationship between the content presented and its subsequent connection with the resources.



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This Postgraduate Certificate in Teaching Ancient History for High School Teachers will instill a sense of confidence in the performance of your profession, helping you grow both personally and professionally”

Aimed at Social Science teachers, the program's design is rooted in reality, which results in a holistic and meaningful education. Special care has been taken to create motivating learning environments aimed at building a favorable attitude towards new knowledge.

The pace, difficulty and complexity of the methodologies used will progress in tandem with the Postgraduate Certificate, as will the assessments, which focus on evidence of learning at the end of each section and module.

Upon completion of the Postgraduate Certificate, teachers will have mastered a wide range of activities, tools and contents that will enable them to guide their students in those tasks that they need, suggest others that they can perform by themselves and even propose a third group of tasks: those that are performed with a social and collaborative nature.

One of the most relevant features of the program is enabling teachers to define their own instructional designs. They will be able to extrapolate the techniques and methodological strategies used, such as project management; preparing presentations, diagrams and mind maps; creating documents (infographics, maps, audio files, albums, boards, chronological axes, etc); creating educational blogs and wikis; cloud computing and storing of information; and a long etcetera of approaches that characterize education in the 21st century.

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"

This **Postgraduate Certificate in Teaching Ancient History for High School Teachers** contains the most complete and up-to-date educational program on the market.

The most important features include:

- ♦ Development of more than 75 practical cases presented by experts in Teaching Ancient History for High School Teachers. 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
- ♦ The latest developments on detection and intervention in Teaching Ancient History for High School Teachers
- ♦ It contains practical exercises where the self-evaluation process can be carried out to improve learning
- ♦ Algorithm-based interactive learning system for decision-making in the situations which are presented to the student
- ♦ With special emphasis on evidence-based methodologies in Teaching Ancient History for High School Teachers
- ♦ All 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 program of the Postgraduate Certificate in Teaching Ancient History for High School Teachers"



This Postgraduate Certificate could be the best investment you make in selecting a professional development program for two reasons: in addition to updating your knowledge in Teaching Ancient History for High School Teachers, you will receive a diploma from TECH Global University”

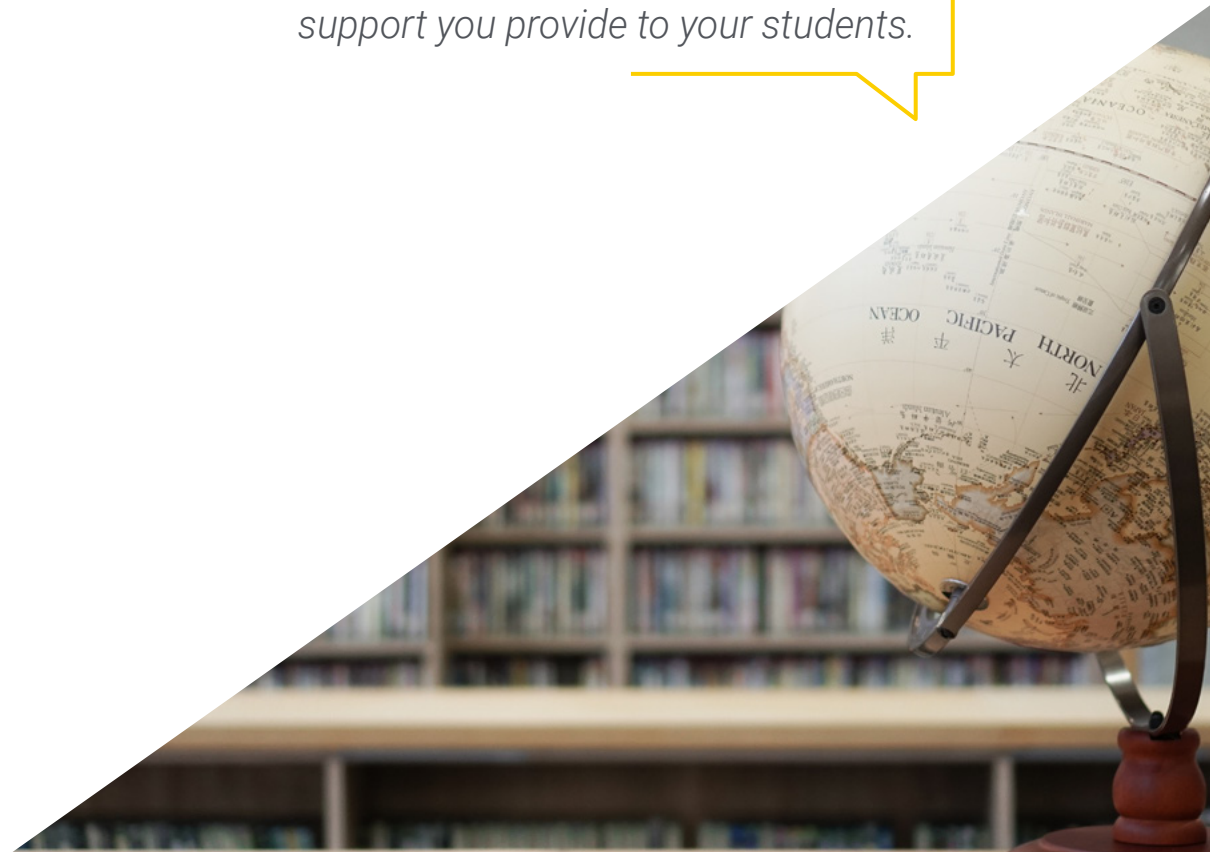
The program includes faculty members from the field of Teaching Ancient History for High School Teachers, who bring their professional experience into this training, alongside recognized specialists from leading societies and prestigious universities.

Thanks to its multimedia content, developed with the latest educational technology, professionals will benefit from situated and contextual learning—simulated environments designed to provide immersive learning experiences that prepare them for real-life situations.

The design of this program is based on problem-based learning, by means of which the professional must try to solve the different professional practice situations that arise throughout the Postgraduate Certificate. To support this, professionals will have access to an innovative interactive video system created by renowned experts in the field of Teaching Ancient History for High School Teachers, with extensive teaching experience.

Increase your decision-making confidence by updating your knowledge through this Postgraduate Certificate.

Take advantage of the opportunity to learn about the latest advancements in Teaching Ancient History for High School Teachers and improve the support you provide to your students.



02 Objectives

The Postgraduate Certificate in Teaching Ancient History for High School Teachers is designed to support professionals dedicated to working with adolescents and/or guiding them in their future careers.





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This Postgraduate Certificate is aimed at helping you update your knowledge in Teaching Ancient History for High School Teachers, using the latest educational technology to contribute effectively and confidently to decision-making and student monitoring”



General Objectives

- ♦ This Postgraduate Certificate aims to ensure that students acquire the necessary competencies to pursue a teaching career in today's schools
- ♦ We aim to provide the training required to establish inferences between theoretical knowledge and different interactive tools with didactic applications, enabling you to master new techniques to generate knowledge





Specific Objectives

- Determine the first historical civilizations and locate them on a map
- Assess the role of the rivers where the first settlements were established, triggering political, economic, and social changes
- Analyze and understand the social structures of the first historical civilizations
- Learn about and value the cultural and artistic heritage of Mesopotamia and Ancient Egypt
- Analyze the geographic characteristics that allowed Greek civilization to expand across the Mediterranean
- Distinguish and evaluate the historical stages of Ancient Greece and Ancient Rome
- Compare the different political organizations of Ancient Greece
- Learn about the main features of religion in Antiquity
- Understand the significance of the process of Romanization and identify its key characteristics
- Describe, assess, and understand the importance of the Maya and Olmec civilizations
- Learn, identify, and value the importance of the ancient American civilizations



Take advantage of the opportunity and take the step to get up to date with the latest advancements in intervention in Teaching Ancient History for High School Teachers"

03

Course Management

The program includes a faculty of leading specialists in Teaching Ancient History for High School Teachers, who bring their professional experience into this training. Additionally, other renowned specialists participate in the design and development of the program, offering an interdisciplinary approach.



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Learn from leading professionals about the latest advancements in procedures within the field of Teaching Ancient History for High School Teachers”

Management



Mr. Linares Tablero, Pedro

- ♦ University Course in Primary Education Teaching, specializing in Social Sciences
- ♦ Bachelor's degree in Education Sciences, with 26 years of teaching experience as a School Counselor
- ♦ Primary School Teacher; Secondary School Teacher (Social Sciences: Geography and History, and Education for Citizenship)
- ♦ Vocational Education and Training (VET) - Level 2 (Organization of Care for People in Situations of Dependency) and VET - Level 3 (Didactics of Early Childhood Education)
- ♦ Between December 2008 and August 2014, he held leadership positions (Director and Head of Studies) at private schools in the Community of Madrid



Mr. Rodríguez Cuadrado, José

- ♦ Graduated in Business Administration from Lancaster University (UK) and in Humanities from the International University of La Rioja, Mr. Rodríguez Cuadrado has taught geography, history, language and literature, classical culture, English, German, and economics in various schools for 8 years since completing his Master's Degree in Education at the Autonomous University of Madrid
- ♦ Before that, he worked in the banking sector both in Spain and abroad



Teachers

Mr. Alcocer, Daniel

- ♦ Bachelor's Degree in History, Complutense University of Madrid
- ♦ Specialist in International Relations, Security and Defense
- ♦ Master's Degree in Bioethics, Rey Juan Carlos University of Madrid Teacher Training Course from the Institute of Education Sciences at UCM
- ♦ He has been teaching since 2003, as a Secondary School and High School teacher
- ♦ He has served as Head of the Humanities Department at the Private Secondary School in Madrid, where he has been working since 2005
- ♦ He has held responsibility and leadership roles in Private Education since 2005

Mr. De la Serna, Juan Moisés

- ♦ Doctor in Psychology
- ♦ Master's Degree in Neurosciences and Behavioral Biology
- ♦ Director of the Open Chair of Psychology and Neurosciences and scientific communicator
- ♦ University Course in Labor Relations
- ♦ University Specialist in Clinical Hypnosis
- ♦ University Expert in Didactic Methodology

Mr. García, Rubén

- ♦ Bachelor's degree in Art History from the University of Salamanca
- ♦ Advanced Studies Diploma from the Complutense University of Madrid (Department of Ancient and Modern Art)
- ♦ Specialized in 16th-century Spanish art
- ♦ Teacher Training Course from the La Vaguada Institute in Zamora
- ♦ He has been teaching Secondary and High School since 2009
- ♦ He has published in Catalogs of the Ethnographic Museum of Castilla y León
- ♦ Responsible for didactics at the Ethnographic Museum of Castilla y León
- ♦ Consultant for the Heritage Restoration Company ECRA

Mr. Guerrero Cuesta, Daniel

- ♦ Graduate in History from the Complutense University of Madrid
- ♦ Master's Degree in History and Anthropology of America
- ♦ Master's Degree in Teacher Training for Secondary Education and High School from UNIR
- ♦ Currently pursuing doctoral studies in the Department of History of America I at the Faculty of Geography and History at UCM, specializing in Contemporary History of America

Mr. Lecuona, Enrique

- ♦ Bachelor's Degree in Geography from the University of La Laguna
- ♦ Teacher Training Course from Alfonso X el Sabio University. Master's Degree in Urban Law from the University of La Laguna
- ♦ He has worked as a researcher at the Registry of Associations and Foundations of the Canary Islands and as a collaborator in various projects linked to the University of La Laguna
- ♦ He currently works in the private sector



Mr. Reig, Pedro

- ♦ Geography and History teacher at Nazaret Oporto School in Madrid
- ♦ Bachelor's Degree in History, Master's in History of the Hispanic Monarchy (specializing in Modern History), and Master's in Teacher Training for Secondary Education and High School at Complutense University of Madrid
- ♦ He has worked as a cultural advisor, as well as an assistant in developing teaching resources for secondary schools, and in communication and press roles in the private sector

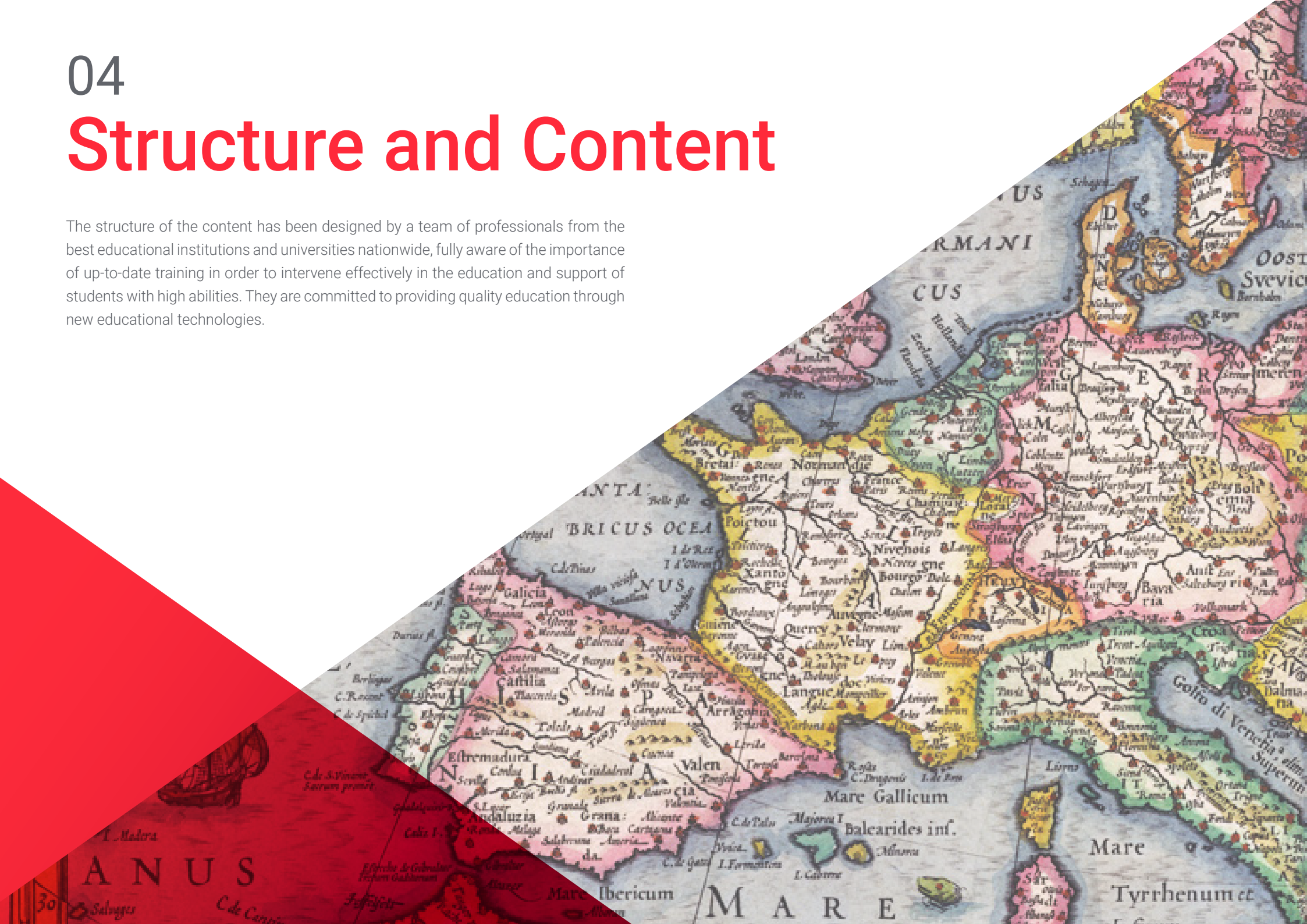
Mr. Rodríguez Rodríguez, José Javier

- ♦ Bachelor's degree in History from the University of Alcalá de Henares, having been an exchange student at the University of Tampere (Finland) and the Pontifical Catholic University of Chile (Chile)
- ♦ Master's Degree in Teacher Training for Secondary Education and High School in Geography and History from the University of Alcalá
- ♦ Specialist Teacher in Teaching Spanish as a Foreign Language accredited by IL3 University of Barcelona
- ♦ After his academic training, he has worked in teaching in countries like Chile and the United Kingdom
- ♦ He currently teaches as a Geography and History tutor at Sagrada Familia School in Moratalaz, Madrid

04

Structure and Content

The structure of the content has been designed by a team of professionals from the best educational institutions and universities nationwide, fully aware of the importance of up-to-date training in order to intervene effectively in the education and support of students with high abilities. They are committed to providing quality education through new educational technologies.

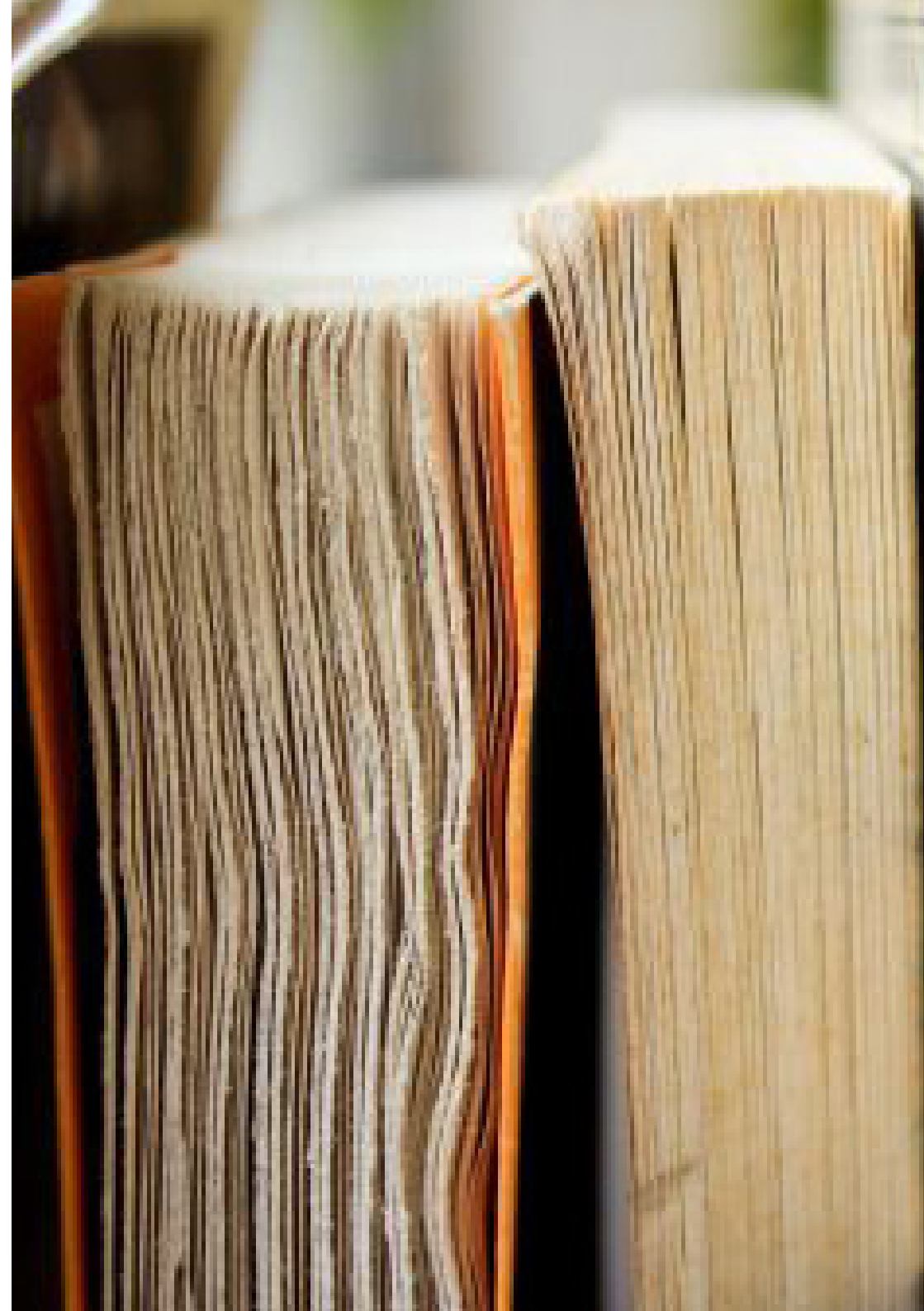


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This Postgraduate Certificate in Teaching Ancient History for High School Teachers contains the most complete and up-to-date scientific program on the market”

Module 1. Ancient History

- 1.1. Mesopotamia
 - 1.1.1. Mesopotamia: The Origin of Civilization
 - 1.1.2. Sumer and Akkad
 - 1.1.3. Babylon and Assyria
- 1.2. Ancient Egypt
 - 1.2.1. Egypt: Geographic Environment and Historical Context
 - 1.2.2. Predynastic Period
 - 1.2.3. Protodynastic Period
 - 1.2.4. Archaic Period
 - 1.2.5. Old Kingdom
 - 1.2.6. First Intermediate Period
 - 1.2.7. Middle Kingdom
 - 1.2.8. Second Intermediate Period
 - 1.2.9. New Kingdom
 - 1.2.10. Third Intermediate Period
 - 1.2.11. Late Period
 - 1.2.12. Ptolemaic Egypt
- 1.3. Ancient Greece
 - 1.3.1. Ancient Greece: Geographical Space
 - 1.3.2. Aegean Civilizations in the Bronze Age
 - 1.3.3. Dark Age
 - 1.3.4. Archaic Age
 - 1.3.5. Classical Greece
 - 1.3.6. Hellenistic Greece
- 1.4. Ancient Rome
 - 1.4.1. Geographic Space of Ancient Rome
 - 1.4.2. Origins of Ancient Rome
 - 1.4.3. Monarchical Period
 - 1.4.4. Republican Period
 - 1.4.5. High Imperial Period
 - 1.4.6. Late Imperial Period



- 1.5. Romanization Process
 - 1.5.1. Concept of Romanization
 - 1.5.2. Romanization Process
 - 1.5.3. Factors and Consequences
- 1.6. Ancient American Cultures
 - 1.6.1. Antiquity in America
 - 1.6.2. Maya Civilization
 - 1.6.3. Aztec Civilization
 - 1.6.4. Inca Civilization
- 1.7. Web 2.0 Tools Applied to Ancient History
 - 1.7.1. Web 2.0 Tools in Education
 - 1.7.2. Types of Web 2.0 Tools
 - 1.7.3. Web 2.0 Tools Applied to Ancient History
- 1.8. Assessment Systems
 - 1.8.1. Application of Assessments in Learning
 - 1.8.2. The Cooperative Model and Assessments
 - 1.8.3. Self-Assessment
 - 1.8.4. Peer Assessment
 - 1.8.5. Co-Assessment
 - 1.8.6. Applying the Cooperative Model to an Ancient History Course
- 1.9. Activities
 - 1.9.1. Theoretical Approaches to Activities in Teaching
 - 1.9.2. Types of Activities
 - 1.9.3. Application of Activities in Ancient History
- 1.10. Assessment Tests
 - 1.10.1. Objectives
 - 1.10.2. Practical Application of Assessment
 - 1.10.3. Rubrics
 - 1.10.4. Checklists
 - 1.10.5. Rating Scales
 - 1.10.6. Portfolios/Notebooks
 - 1.10.7. Other types

05

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.



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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.

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*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.

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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.

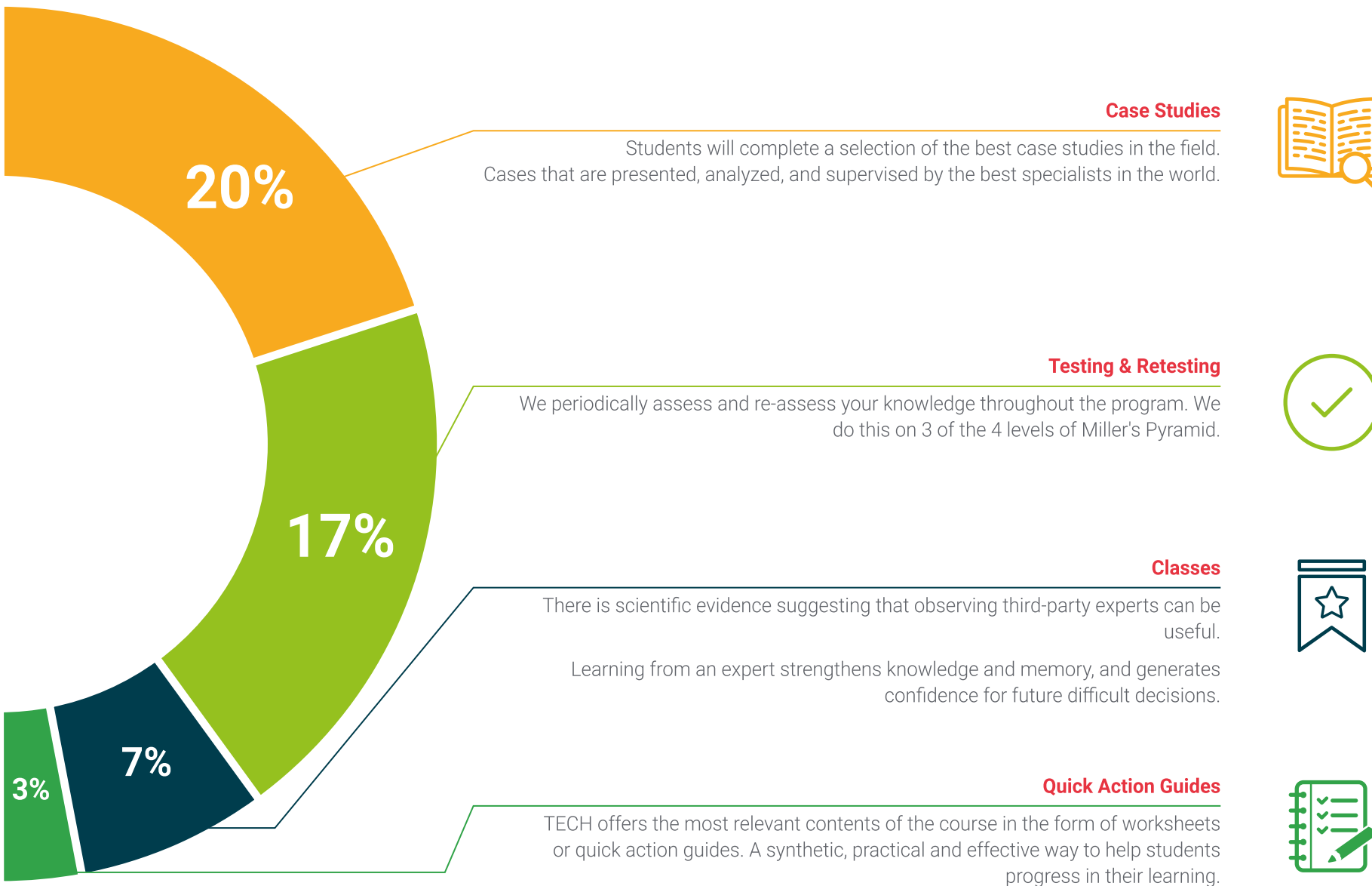
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





06

Certificate

The Postgraduate Certificate in Teaching Ancient History for High School Teachers guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Certificate issued by TECH Global University.



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

This private qualification will allow you to obtain a diploma for the **Postgraduate Certificate in Teaching Ancient History for High School Teachers** endorsed by TECH Global University, the world's largest online university.

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

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

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Postgraduate Certificate Teaching Ancient History for High School Teachers

