

Postgraduate Diploma

Drawing and Visual Arts Teacher Training in High School Education





Postgraduate Diploma Drawing and Visual Arts Teacher Training in High School Education

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/in/education/postgraduate-diploma/postgraduate-diploma-drawing-visual-arts-teacher-training-high-school-education

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01

Introduction

Encouraging creativity, improving technical skills in drawing, or transmitting a passion for Art are just the tip of the iceberg of the mission of the teachers who teach the subject of Drawing and Visual Arts. With high school students eager for digital content, it is more than necessary for teachers to have the necessary tools and methodological knowledge to be able to design and plan attractive learning. For this reason, TECH has created this 100% online program that provides an advanced syllabus on this subject, the teaching syllabus and the most effective practical activities for teaching this subject. All this in addition to innovative multimedia material elaborated by a specialized teaching team.



“

Thanks to this Postgraduate Diploma you will be able to become an excellent teacher with broad skills for teaching Drawing and Visual Arts in High School Education"

It is undeniable that Art is part of the human being himself as a creator and as an observer of the work that others have produced. Proof of this is the artistic heritage that can be seen in any museum and art center. Artistic representations that are born not only from talent, but also from the cultivation of creativity and technique.

A learning process that must be promoted by the educational system and that requires highly qualified teaching professionals with up-to-date knowledge of the methodologies, syllabus design, and teaching of Drawing and Visual Arts subjects. In this sense, TECH has designed this 100% online university program that provides teachers with the tools, techniques, and methodologies to teach these lessons in High School Education.

A 6-month program that will take the high school students through the influence of pedagogical approaches in Art Education, the grammar of art, the teaching of drawing, and visual arts, and the programming of a teaching unit, taking into account the current educational requirements. The syllabus is complemented by video summaries of each topic, detailed videos, essential readings, and practical case studies.

An excellent opportunity for the professional who wishes to progress in this sector through a Postgraduate Diploma 100% online and compatible with daily responsibilities. You only need an electronic device with an Internet connection to consult the syllabus hosted on the virtual platform. Besides, students will be able to distribute the teaching load according to their needs and reduce the long hours of study, thanks to the Relearning system used by this educational institution in all its programs. An unparalleled opportunity to improve as a teacher through teaching that is at the forefront.

This **Postgraduate Diploma in Drawing and Visual Arts Teacher Training in High School Education** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of case studies presented by experts in teaching in High School Education
- ♦ The graphic, schematic and eminently practical contents of the book provide practical information on those disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Work in your classroom with the main Apps and digital resources in Art and squeeze the artistic potential of your students"

“

This is a program that will give you the freedom to distribute your course load according to your needs. Enroll now”

The program includes in its teaching staff professionals from the sector who bring to this training the experience of their work, as well as recognized specialists from leading companies and prestigious universities.

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

The design of this program focuses on Problem-Based Learning, by means of which the professional must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

A program of 450 intensive hours that will allow you to solve the main difficulties of high school students in learning artistic knowledge.

This program provides you with the resources you need to introduce your high school students to technical drawing and descriptive geometry in an attractive way.



02 Objectives

The main objective of this Postgraduate Diploma is to offer the future teacher an intensive and at the same time productive learning on the teaching of Drawing and Visual Arts in High School Education. For this, you will obtain in only 6 months the knowledge required for the realization of a program and Teaching Unit according to current educational criteria.



“

You will become an excellent teacher in Drawing and Visual Arts with the most innovative techniques and methods to develop the creativity of your high school students”



General Objectives

- ♦ Introduce students to the world of teaching, from a broad perspective that provides them with the necessary skills for the performance of their work
- ♦ Know the new tools and technologies applied to teaching
- ♦ Show the different options and ways the teacher can work in their post
- ♦ Promote the acquisition of communication and knowledge transmission skills and abilities
- ♦ Encourage continuing education for students



Case studies show you effective and engaging teaching units for teaching the subject of Drawing and Visual Arts. Enroll now”





Specific Objectives

Module 1. Complements for the Disciplinary Training in Drawing and Visual Arts

- ♦ Know the evolution of the history of Art in the Enlightenment
- ♦ Analyze the importance of the Academies of Fine Arts
- ♦ Analyze the main Academies of Fine Arts in Spain BORRAR
- ♦ Analyze the didactic references of the treatises
- ♦ Get to know the influence of the pedagogical currents in Art Education
- ♦ Gain knowledge about the main tendencies of Art Education nowadays

Module 2. Drawing and Plastic Arts Syllabus Design

- ♦ Know the concept and components of the curriculum
- ♦ Analyze curriculum perspectives and theories
- ♦ Know the different types of curriculum
- ♦ Analyze the different levels of curricular concreteness
- ♦ Get to know the importance of educational programming

Module 3. Drawing and Plastic Arts Teaching

- ♦ Know what is understood by the concept of didactics
- ♦ Analyze what is learning
- ♦ Understand how learning occurs in the human mind
- ♦ Analyze the different theories of learning
- ♦ Understand the influence of cognitivism in education
- ♦ Analyze the theory of meaningful learning

03

Course Management

TECH carries out a thorough selection process for the teachers who teach each of its programs. Therefore, the high school students who take this Postgraduate Diploma will have access to an advanced syllabus developed by a team of professionals with extensive experience in the education sector in both public and private schools. Also, thanks to his human quality and proximity, you will be able to solve any doubt you may have about the content of this 100% online program.



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You will be able to improve as a teacher thanks to this program, which has been developed by real specialists in the education sector"

Management



Dr. Barboyón Combey, Laura

- Teacher of Primary Education and Postgraduate Studies
- Teacher in Postgraduate University Studies of High School Teacher Formation
- Teacher of Primary Education in several schools
- Doctor in Education from the University of Valencia
- Master's Degree in Psychopedagogy from the University of Valencia
- Degree in Primary School Education with a major in English Teaching from the Catholic University of Valencia San Vicente Mártir



04

Structure and Content

This Postgraduate Diploma has a structure that has been designed by authentic experts with teaching experience in High School Education. In this way, the high school students who take this program will have access to a syllabus that will take them on a journey through the history of Art Education, teaching methodologies and the most disruptive didactics of Drawing and Plastic Arts. All of this, with didactics material that can be accessed 24 hours a day, from any electronic device with an Internet connection.



“

An advanced syllabus that will provide you with the necessary skills for effective programming in Drawing and Visual Arts in High School Education"

Module 1. Complements for the Disciplinary Training in Drawing and Visual Arts

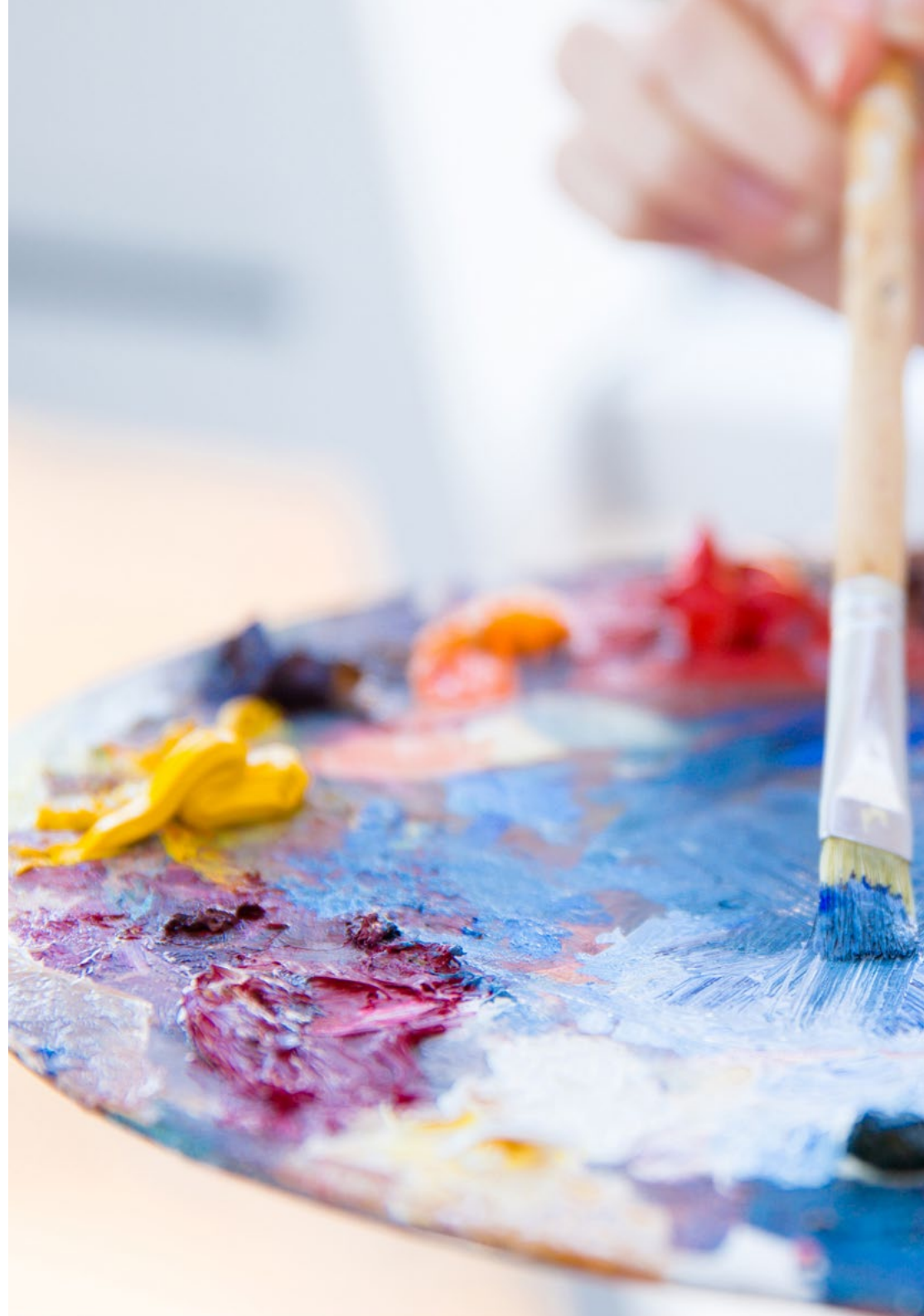
- 1.1. Historical Perspective and Contemporary Approaches to Arts Education
 - 1.1.1. Art and Education
 - 1.1.2. The Academies. The French Academy
 - 1.1.3. The Enlightenment, the Age of Enlightenment or of Education
 - 1.1.4. The Industrial Revolution and Artistic Education
 - 1.1.5. The Influence of Pedagogical Currents on Arts Education
 - 1.1.6. Bauhaus
 - 1.1.7. Art Education after World War II
 - 1.1.8. Creative Self-Expression
 - 1.1.9. Developments in Discipline-Based Art Education (DBAE)
 - 1.1.10. Postmodern Art Education
 - 1.1.11. Visual Studies: Education for Visual Culture
- 1.2. Historical and Artistic Heritage in the 21st Century The Role of Museums and Centers of Contemporary Art
 - 1.2.1. What Do We Understand by Cultural Heritage?
 - 1.2.2. Who Decides What is Heritage?
 - 1.2.3. Heritage Education
 - 1.2.4. Construction of Learning in Museums and Contemporary Art Centers
- 1.3. Introduction to Art Grammar
 - 1.3.1. Concepts
 - 1.3.2. Approaches between Art and Language
 - 1.3.3. A Grammar of Perception: Literacy
 - 1.3.4. Grammar of Creation
 - 1.3.5. Art in a Communicative Model
 - 1.3.6. The Iconicity-Abstraction Scale
- 1.4. The Image and its Sociological Aspects
 - 1.4.1. Introduction to the Study of the Image
 - 1.4.2. The Importance of Visual Literacy: a Brief History of the Image
 - 1.4.3. What is an Image?
 - 1.4.4. Language and the Visual Message
 - 1.4.5. The Image and the Construction of Identity
- 1.5. Cultural and Artistic Competence. Educating in Communication and Audiovisual Culture
 - 1.5.1. Concept and Characteristics
 - 1.5.2. Dimensions and Processes of Cultural and Artistic Learning
 - 1.5.3. Interrelation with other Competencies and Areas
 - 1.5.4. Cultural and Artistic Competence and the Design of Integrated Tasks
 - 1.5.5. Educating in the Media
 - 1.5.6. Communication and Mass Media
 - 1.5.7. Photography
 - 1.5.8. The Cinema
 - 1.5.9. The Comic Strip or Cartoon
 - 1.5.10. Radio and Television
 - 1.5.11. Advertising
 - 1.5.12. Internet
- 1.6. The Creation of Images and Objects and their Relation to Design The Principles of the Graphic-Visual Language
 - 1.6.1. Introduction Design Concepts and Areas
 - 1.6.2. Project Thinking and the Design Process
 - 1.6.3. The Design of Space and Objects
 - 1.6.4. Graphic Design
 - 1.6.5. Basic Elements Introduction
 - 1.6.6. Point
 - 1.6.7. Line
 - 1.6.8. The Shot
 - 1.6.9. Texture
 - 1.6.10. The Shape
 - 1.6.11. The Composition
- 1.7. Introduction to Technical Drawing and Descriptive Geometry
 - 1.7.1. Curricular Content for ESO
 - 1.7.2. Curricular Content for High School
 - 1.7.3. Presence of Geometry in Objects and Nature
 - 1.7.4. Dynamic Geometry ICT Resources



- 1.8. Drawing and Color in Art Education The Education of the Third Dimension
 - 1.8.1. Light and Color Perception
 - 1.8.2. Additive and Subtractive Mixing
 - 1.8.3. Dimensions of Color: Hue, Brightness and Saturation
 - 1.8.4. Color Symbology
 - 1.8.5. Drawing and the Color: Typology of the Drawing
 - 1.8.6. Color in Art
 - 1.8.7. Three-Dimensional Shapes in Space
 - 1.8.8. Factors that Help to Create the Spatial Notion
 - 1.8.9. Representation of Shapes in Space
 - 1.8.10. Perception of Shapes in Space
 - 1.8.11. The Light Creator of Space and Volumes
 - 1.8.12. Sculpture
 - 1.8.13. The Outlook
- 1.9. From Analog to Digital in the Arts Classroom. Arts Education from the Contemporary Perspective
 - 1.9.1. Previous Concepts
 - 1.9.2. Mediums
 - 1.9.3. Drawing and Painting Procedures, Techniques and Materials
 - 1.9.4. Engraving and Stamping
 - 1.9.5. Digital Technologies
 - 1.9.6. Towards the Confluence of Techniques and Processes
 - 1.9.7. Didactic Possibilities of Contemporary Art and Practice
 - 1.9.8. Art Education after Post Modernity Art Education
 - 1.9.9. Other Genres to Practice Art in (or without) the Classroom Art Installations
 - 1.9.10. Performance
 - 1.9.11. Expanded Classroom Concepts in the Arts The Net.Art or Digital Art
- 1.10. Transdisciplinary Practice from the Art: Creativity, Innovation and Research in ESO and High School
 - 1.10.1. Introduction: Concepts
 - 1.10.2. Transversal Culture: Art, Science, Technology
 - 1.10.3. Creativity and Innovation as Elements of Classroom Research
 - 1.10.4. Arts-Based Research (ABR)
 - 1.10.5. An Example of Research for Education

Module 2. Drawing and Visual Arts Syllabus Design

- 2.1. Syllabus and its Structure
 - 2.1.1. School Syllabus: Concept and Components
 - 2.1.2. Syllabus Design: Concept, Structure and Functioning
 - 2.1.3. Levels of Syllabus Specification
 - 2.1.4. Syllabus Model
 - 2.1.5. Educational Programming as a Working Tool in the Classroom
- 2.2. Legislation as a Guide to Syllabus Design And Key Competencies
 - 2.2.1. Review of Current National Educational Legislation
 - 2.2.2. What are Competencies?
 - 2.2.3. Types of Skills
 - 2.2.4. Key Competencies
 - 2.2.5. Description and Components of Key Competencies
- 2.3. The Spanish Education System Teaching Levels and Modalities
 - 2.3.1. Education System: Interaction between Society, Education and the School System
 - 2.3.2. The Educational System: Factors and Elements
 - 2.3.3. General Characteristics of the Spanish Educational System
 - 2.3.4. Configuration of the Spanish Educational System
 - 2.3.5. Compulsory High School Education
 - 2.3.6. High School
 - 2.3.7. Artistic Education
 - 2.3.8. Language Teaching
 - 2.3.9. Sports Education
 - 2.3.10. Adult Education
- 2.4. Analysis of the Drawing and Visual Arts Syllabus
 - 2.4.1. The Artistic Syllabus in Current Legislation and Regulations
 - 2.4.2. Structure of the Curricular Designs of the Subject: Plastic, Visual and Audiovisual Education Content Blocks
 - 2.4.3. Structure of the Syllabus Designs of the High School of Arts. Content Blocks





- 2.5. Didactic Programming I
 - 2.5.1. Context
 - 2.5.2. Objectives and Key Competencies
 - 2.5.3. Content Sequencing
 - 2.5.4. Evaluation Criteria and Learning Results
 - 2.5.5. Learning Standards
 - 2.5.6. Methodology
- 2.6. Didactic Programming II
 - 2.6.1. Introduction to Teaching Resources and Materials
 - 2.6.2. Working Materials and Resources in Art Education
 - 2.6.3. Evaluation: Procedures and Qualification Criteria
 - 2.6.4. Other Sections of the Programming that must be Considered: Measures of Attention to Diversity and Syllabus Adaptations TIC and Extracurricular Activities
- 2.7. The Didactic Unit I
 - 2.7.1. Introduction. Concepts
 - 2.7.2. Fundamental Phases in the Design Process of the Didactic Unit
 - 2.7.3. Sections that Make Up the Didactic Unit
 - 2.7.4. Deepening in the Fundamental Sections
- 2.8. The Didactic Unit II
 - 2.8.1. The Didactic Programming in Vocational Training Cycles
 - 2.8.2. The Didactic Unit (Work Unit) in Vocational Training Cycles
 - 2.8.3. General Conditions to be Fulfilled by Didactic Units or Work Units
 - 2.8.4. Validation of Didactic or Work Units
 - 2.8.5. The Design and Development of Didactic/Work Units as the Axis of Educational Research and Innovation
- 2.9. Programming Teaching Units
 - 2.9.1. The Didactic Unit in Compulsory High School Education: Designing in the Key of Competence
 - 2.9.2. Formulating Didactics Objectives
 - 2.9.3. Contents
 - 2.9.4. Formulation of Didactic Objectives
 - 2.9.5. Methodology: Didactics Principles
 - 2.9.6. Activities
 - 2.9.7. The Evaluation Criteria and Assessable Learning Standards
 - 2.9.8. Programming a Unit of Work

- 2.10. Examples of Didactic Unit
 - 2.10.1. Standards Used to Exemplify Didactic Units
 - 2.10.2. Example (Compulsory High School Education)
 - 2.10.3. Example (High School)
 - 2.10.4. Identification of the Title for which the Didactic Units are Exemplified
 - 2.10.5. The Didactic Unit in VET
 - 2.10.6. Examples:

Module 3. Drawing and Visual Arts Teaching

- 3.1. General Didactics and Learning Theories
 - 3.1.1. Introduction to the Concept of Teaching
 - 3.1.2. What Is Learning? How is it Produced?
 - 3.1.3. Introduction to Learning Theories and their Authors
 - 3.1.4. Influence of Cognitivism in Education
 - 3.1.5. The Learner at the Center: Meaningful Learning
- 3.2. Theories of Learning Applied to Art
 - 3.2.1. Developmental Psychology: Jean Piaget
 - 3.2.2. Luquet and Lowenfeld: Stages of Graph-Visual Development
 - 3.2.3. Cognitive Models and Art: Eisner, Gardner, Read
 - 3.2.4. Gestalt Theory and its Laws
 - 3.2.5. Perception and Visual Thinking: Rudolf Arheim
- 3.3. Learning Techniques and Strategies Applied to Art
 - 3.3.1. Introduction. The Learning-Strategies Relationship
 - 3.3.2. Types of Strategies: Primary, Secondary, Versatile
 - 3.3.3. Techniques for Learning to Learn. Orientation to Study
 - 3.3.4. Tools that Improve the Learning Process
 - 3.3.5. New Contributions to Improve the Learning Process
 - 3.3.6. Theories and Strategies for Fostering Creativity
 - 3.3.7. The Lateral Thinking and its Techniques. Edward de Bono
 - 3.3.8. Techniques and Methods for Creativity Development
 - 3.3.9. Mind Maps as Graphic Organizers

- 3.4. Teaching Methodologies
 - 3.4.1. Workshop Methodology
 - 3.4.2. Creative Self-Expression and Free Expression
 - 3.4.3. Developments in Discipline-Based Art Education (DBAE) and Other Initiatives or Approaches
 - 3.4.4. Introduction to Post-Modernism
 - 3.4.5. Postmodern Art Education
 - 3.4.6. Visual Culture
 - 3.4.7. Artistic Methodologies for Research and Innovation in Education
- 3.5. Learning Difficulties
 - 3.5.1. Difficulties Related to Visuospatial Perception
 - 3.5.2. Visual Impairments
 - 3.5.3. Color Vision Problems
- 3.6. Activities for the Learning of Drawing and Visual Arts
 - 3.6.1. Motivation: a Key Factor
 - 3.6.2. Socialization Activities
 - 3.6.3. Activities for Inter- and Transdisciplinarity
 - 3.6.4. Activities for Multiculturalism
 - 3.6.5. Web 2.0. Educational and Social Principles
 - 3.6.6. Activities for High School Activity Repositories
 - 3.6.7. Project-Based Activities. eTwinning
 - 3.6.8. Working with Educational Apps in Art
- 3.7. Teaching Resources I
 - 3.7.1. Previous Concepts
 - 3.7.2. Classification
 - 3.7.3. Factors to Take into Consideration in the Selection and/or Development of Resources for Drawing and Visual Arts
 - 3.7.4. The Textbook
 - 3.7.5. The Still Image
 - 3.7.6. The Blackboard
 - 3.7.7. The School Spaces, Excursions and Outings



- 3.8. Teaching Resources II: ICT Resources
 - 3.8.1. Educating in and with Technologies
 - 3.8.2. Supports: Interactive Whiteboard, Computers and Mobile Devices
 - 3.8.3. Applications and Useful Programs for the Teaching of Drawing and Visual Arts
 - 3.8.4. Internet
 - 3.8.5. Cloud Resources
 - 3.8.6. Social and Collaborative Tools: Blog, Wiki, Webquest and Scavenger Hunts
 - 3.8.7. Resources and Teaching Improvement/Innovation
 - 3.8.8. The Artist's Book
 - 3.8.9. The Portfolio and the Electronic Portfolio
 - 3.8.10. Audiovisual and Multimedia
 - 3.7.11. Virtual Reality and Augmented Reality
 - 3.8.12. Video Games and Gamification
- 3.9. Evaluation. General Principles
 - 3.9.1. Concept of Educational Evaluation Principles and Functions
 - 3.9.2. When Do We Evaluate? Phases and Processes
 - 3.9.3. What to Evaluate? Bloom's Taxonomy
 - 3.9.4. How to Evaluate? Techniques and Instruments of General Evaluation
 - 3.9.5. Criteria
- 3.10. Evaluation in Art
 - 3.10.1. Arts Education and its Evaluation General Considerations
 - 3.10.2. Artistic Knowledge Domains to be Evaluated Eisner
 - 3.10.3. Strategies and Instruments for Evaluating Artistic Learning
 - 3.10.4. The Rubric and the Item as Tools to Control Learning
 - 3.10.5. Other Aspects to Take into Account in the Evaluation of Works and Exercises

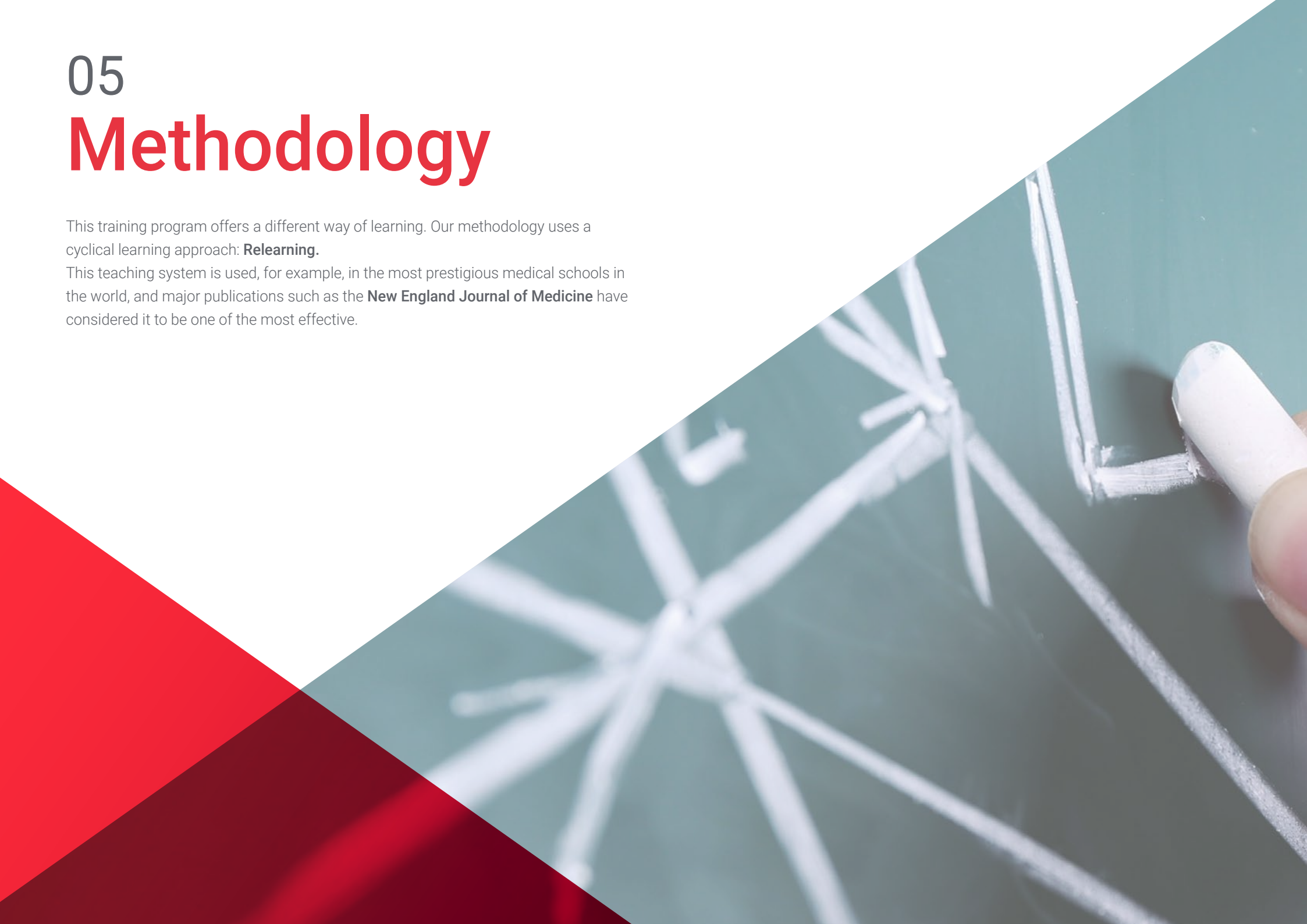
“ *This 100% online program provides you with the artistic methodologies to research and innovate in education* ”

05

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.





“

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

At TECH Education School we use the Case Method

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

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



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

“

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

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

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



Relearning Methodology

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.

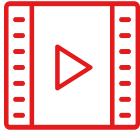
*Relearning will allow you to learn with less effort
and better performance, involving you more in
your specialization, developing a critical mindset,
defending arguments, and contrasting opinions:
a direct equation to success.*

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

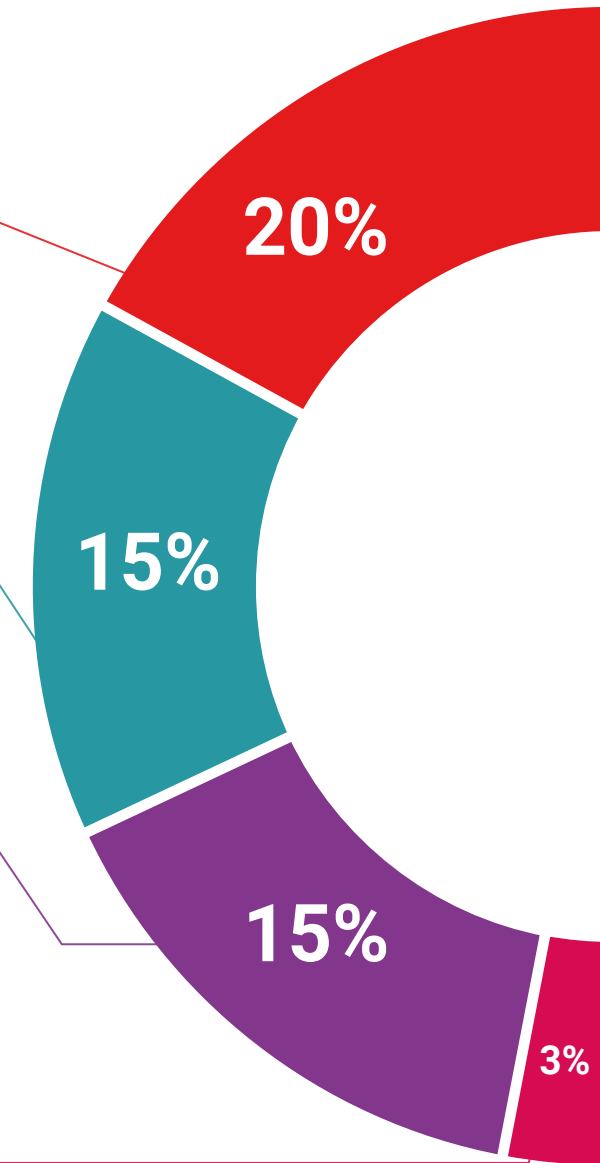
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

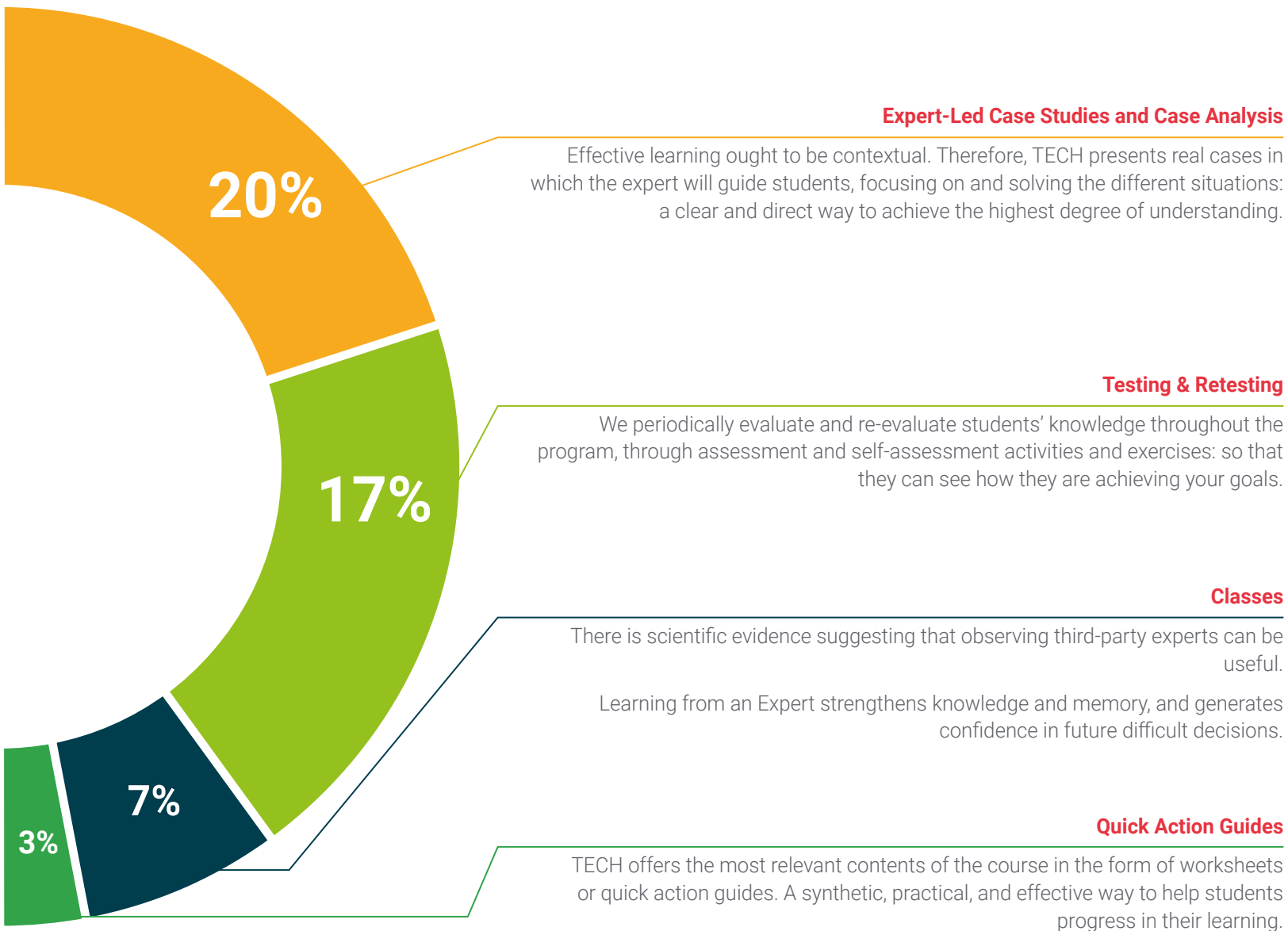
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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.





06

Certificate

The Postgraduate Diploma in Drawing and Visual Arts Teacher Training in High School Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



“

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

This **Postgraduate Diploma in Drawing and Visual Arts Teacher Training in High School Education** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Drawing and Visual Arts Teacher Training in High School Education**

Official N° of Hours: **450 h.**



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

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



Postgraduate Diploma Drawing and Visual Arts Teacher Training in High School Education

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
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Postgraduate Diploma

Drawing and Visual Arts

Teacher Training in High School Education

