Postgraduate Diploma

Ethics, Psychology and Aesthetics

tech technological university

tech technological university

Postgraduate Diploma
Ethics, Psychology and Aesthetics

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

Website: www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-ethics-psychology-aesthetics

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01

Introduction

Philosophy scrutinizes, under the light of humanistic knowledge, the types of interactions that take place in life and society. Ethics, Psychology and Aesthetics are the central areas in this comprehensive program. Specific philosophical branches that will address many interesting ways of thinking and forms of abstraction guided by the educational objective set.

Ethics, Psychology and Aesthetics analyzed from the perspective of Philosophy, and an approach created specifically for teachers"

This program approaches Philosophy from a global perspective, focusing specifically on teaching. Students can expect to gain a complete body of knowledge of the most fundamental philosophical themes, from the most purely theoretical and metaphysical to the most practical and active human issues.

In today's job market, professionals from other fields who complement their education with programs in philosophy are highly valued and sought after. Philosophers' ability to see things from another point of view, to think, as it were: *Outside the Box*, is a fundamental asset in the world of work.

Philosophy helps to see things, as the great Spinoza used to say: *Aespecie Aeternitatis*. That is to say, under a prism of eternity, knowing that in the great context of the world and the universe our actions are both relevant and insignificant.

The role of philosophy as a consolatory discipline in the face of the evils and misfortunes in the world has always been fundamental, as it allows us to better understand our nature, our actions, our morality, and our being. In short, philosophy helps us to grow as people, to mature as individuals, to be more responsible citizens and to improve our work performance.

Throughout the program, students will have the opportunity to access the most important developments in philosophy applied to teaching. Guided by a very complete but very specific syllabus, students will acquire the knowledge and routines required to teach this subject or those applicable to other areas of life.

An opportunity created to add enormous value to students' CV.

This **Postgraduate Diploma in Ethics, Psychology and Aesthetics** contains the most complete and up-to-date program on the market. The most important features include:

- The latest technology in online teaching software
- A highly visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- Practical cases presented by practising experts
- State-of-the-art interactive video systems
- Teaching supported by telepractice
- Continuous updating and recycling systems
- Autonomous learning: full compatibility with other occupations
- Practical exercises for self-assessment and learning verification
- Support groups and educational synergies: questions to the expert, debate and knowledge forums
- Communication with the teacher and individual reflection work
- Content that is available from any fixed or portable device with an Internet connection
- Supplementary documentation databases are permanently available, even after the course has finished

Submerge yourself into the expertise of the great thinkers of our time: "When a human being knows not what to do, the only thing left is to think." (José Ortega y Gasset)

A complete and well-developed program that will enable you to include knowledge of this branch of philosophy in your teaching"

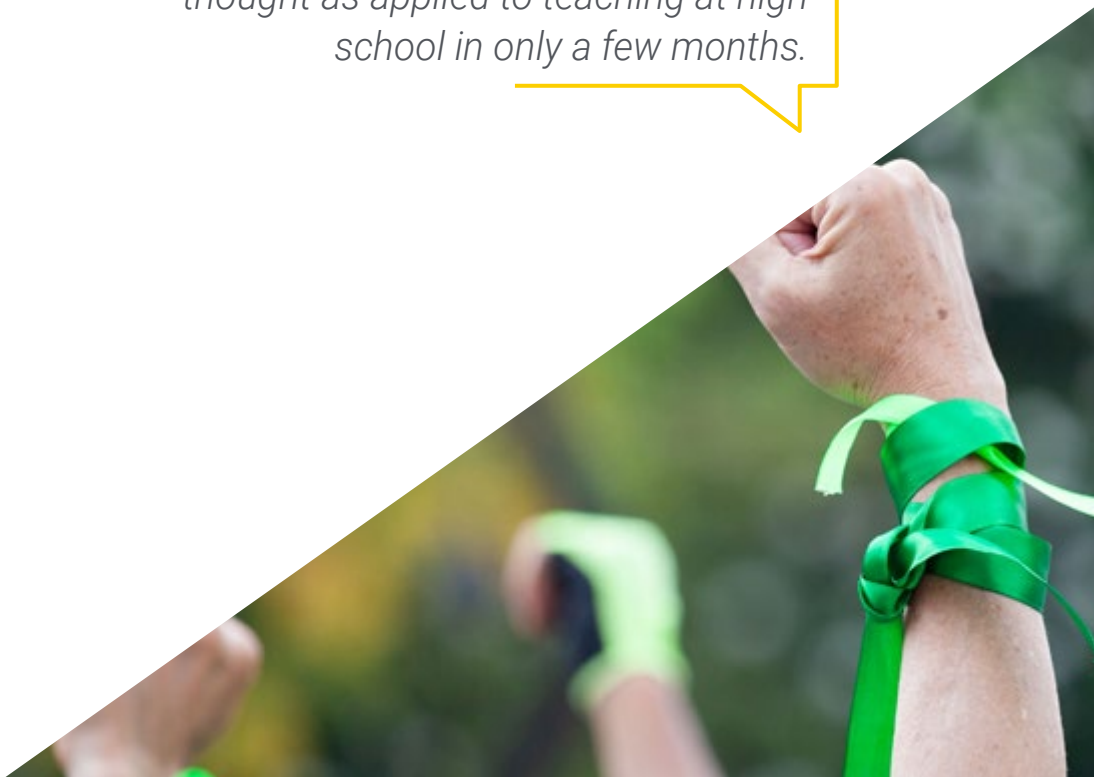
Our teaching staff is composed of Philosophy professionals who are practising specialists. In this way we ensure that we deliver the educational update we are aiming for. A multidisciplinary team of trained and experienced professionals who will cover the theoretical knowledge in an efficient way, but, above all, who will bring the practical knowledge derived from their own experience to the course: one of the differential qualities of thisg program.

The effectiveness of our methodological design enhances mastery of the subject matter. Developed by a multidisciplinary team of e-learning experts, it integrates the latest advances in educational technology. In this way, students will be able to study with a range of convenient and versatile multimedia tools that will provide them with the operability they need during the training.

The design of this program is based on Problem-Based Learning: an approach that conceives learning as a highly practical process. To achieve this remotely, with the help of an innovative, interactive video system, and through telepractice and Learning From an Expert systems, students will be able to acquire the knowledge as if they were working on the case in real life. A concept that will allow students to integrate and memorize what they have learnt in a more realistic and permanent way.

Through a learning system based on the ABP method, the theoretical knowledge in this Postgraduate Diploma will be used to solve real situations in a practical context.

Gain the abilities offered by philosophical thought as applied to teaching at high school in only a few months.



02

Objectives

TECH aims to prepare highly qualified professionals for the workplace. An objective that is complemented, moreover, in a global manner, by promoting human development that lays the foundations for a better society. This objective is focused on helping education professionals reach a much higher level of expertise and command. A goal students will be able to achieve with a highly intensive and precise course that lasts only six months.

Our goal is yours: Provide you with the best online specialization in teaching philosophy available on the market today"

General Objectives

- Possess advanced skills delving into research in the different branches of Philosophy, according to the student's choice of specialty
- Develop a high reflective and critical capacity in philosophical questions and topics, both from a historical and systematic point of view, in order to provide students with a clear understanding of the topics within current schools of thought, which will also be useful for research
- Master the methodological bases and knowledge that allow for the integration of multiple bodies of philosophical knowledge in a personal work project
- Have a fluent command of interdisciplinarity, as a basic element of philosophical reflection in its essential openness to other fields of culture and knowledge, and in the development of a reflective understanding of the conceptual foundations of these other fields

Specific Objectives

Module 1. Political Community: Citizenship, Social Ties and Otherness

- Identify the role of politics in philosophy
- Analyze individual self and otherness

Module 2. Teaching Civics in Schools

- Identify the foundations of civics and reflect them at school
- Promote philosophical teaching in schools

Module 3. Gender in Question. Feminism(s): Debates, Struggles and Diversions

- Identify the role of feminism in today's society
- Look at both the strengths and arguments of the debate
- Develop debating techniques

Take the opportunity to learn about the latest advances in this area in order to apply it to your daily practice"

03

Course Management

In accordance with concept of offering the highest quality, TECH is proud to work with a teaching staff of the highest level, chosen for their proven track record in the field of education. Professionals from different areas and fields of expertise that make up a complete, multidisciplinary team. A unique opportunity to learn from the best.

An impressive teaching staff, made up of professionals from different areas of expertise, will be your teachers during your training: a unique opportunity not to be missed"

Management

Dr. Agüero, Gustavo A.

- PhD in Philosophy, National University of Cordoba, Argentina
- Professor of Introduction to Philosophical Thought, Faculty of Languages, UNC
- Director of the Research Group GRASP 08 on Philosophy of Language, Mind and Education Secretariat of Science and Technology, UNC
- Director of the Research Group on Philosophy of Law, National University of San Luis

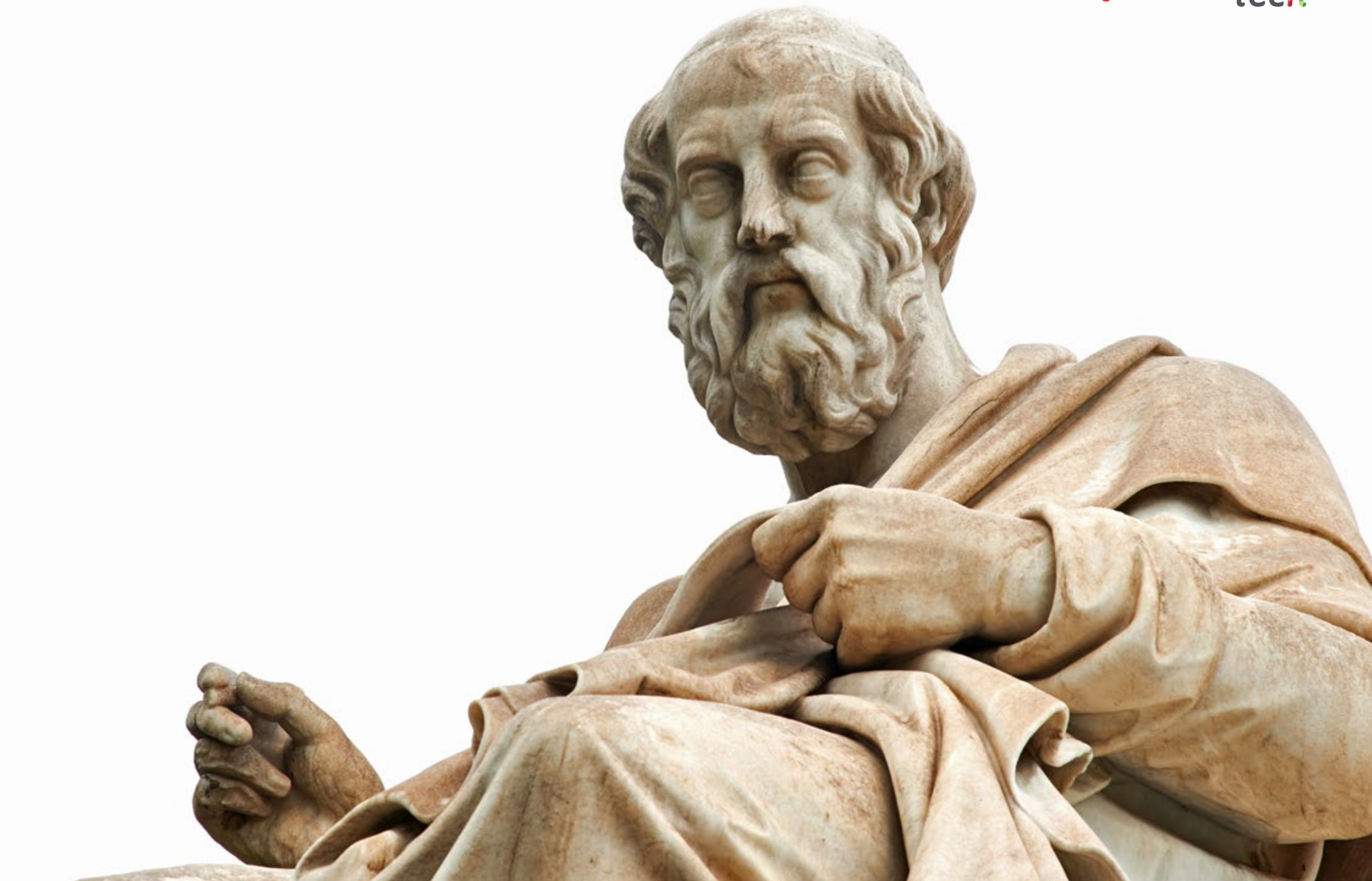
Professors

Ms. Testa, Ana I.

- Degree in Philosophy, National University of Cordoba, Argentina
- Specialist in the areas of Science, Technology and Society
- Professor of Philosophy of Education and Philosophy Teaching, Faculty of Philosophy and Humanities, UNC
- Member of the Research Group GRASP 08 on Philosophy of Language, Mind and Education (directed by Dr. Gustavo A. Agüero) Secretariat of Science and Technology at UNC

Dr. Amaya, Luis M.

- Degree in Philosophy, National University of Cordoba, Argentina
- Professor of Philosophy, Secondary and Higher Education Institute
- Executive Director, Social and Cultural Research Group, Cordoba, Argentina



04

Structure and Content

The contents of this training have been developed by the different teachers of this program, with a clear purpose: to ensure that our students acquire each and every one of the skills necessary to become true experts in this field.

The content of this program enables you to learn all aspects of the different disciplines involved in this field: A complete and well-structured program that will take you to the highest standards of quality and success.

A comprehensive teaching program, structured in well-developed teaching units, oriented towards efficient and swift learning that is compatible with your personal and professional life"

Module 1. Political Community: Citizenship, Social Ties and Otherness

1.1. Nature
- 1.1.1. What Is Given, What Is There
- 1.1.2. What Do We Call Nature?
- 1.1.3. Object Demarcation Criteria
- 1.1.4. Genesis and Ontogenesis
- 1.1.5. The Leap to Culture
- 1.1.6. Gregariousness and Community
- 1.1.7. Mutual Support and Care: The First Form of Bonding
- 1.1.8. Food and Habitat: Nomadism, Sedentarism and Performativity
- 1.1.9. Representations: Old Marks in Symbolization
- 1.1.10. Language: Scribbling on Stone

1.2. Culture
- 1.2.1. The Founding Artifice
- 1.2.2. On the Nature of Artifice
- 1.2.3. Artifice and Truth
- 1.2.4. Artifice and Humanity
- 1.2.5. An Inescapable and Normative Second Skin
- 1.2.6. The Other Who Comes
- 1.2.7. The Other Who Interpolates
- 1.2.8. Gathering and Providing Order
- 1.2.9. The Emergence of 'Morals'
- 1.2.10. Law, Order and Justice

1.3. Chaos and Cosmos
- 1.3.1. Chaos with no Metaphysics
- 1.3.2. Chaos Sense and Nonsense
- 1.3.3. The Cosmos as Institution
- 1.3.4. Sacred and Pagan
- 1.3.5. The Emergence of Sense, and Its Fragility
- 1.3.6. Unique Senses. That Which We Call Religion
- 1.3.7. Plural Senses: The Unsettling Philosophical Inquiry
- 1.3.8. Cosmos and Political Forms
- 1.3.9. Cosmos and Community
- 1.3.10. Cosmos and Telos

1.4. Beasts and Gods
- 1.4.1. In the Beginning Was 'the Verb': Homer for Us
- 1.4.2. External to Humans: Beasts
- 1.4.3. External to Humans: Gods
- 1.4.4. The Wrath of Extremes
- 1.4.5. The Spur of the Logos
- 1.4.6. The Performativity of Logos
- 1.4.7. Logos and Historicity
- 1.4.8. The Question of 'the Bestial' in the Present
- 1.4.9. Modern Gods
- 1.4.10. Lay Holiness and Politics

1.5. Human Beings
- 1.5.1. In the Beginning Was 'the Other'
- 1.5.2. Death, the Word, Sexuality as Ontogenesis
- 1.5.3. Logos as Normative Agent
- 1.5.4. Impossible and Necessary 'Nature'
- 1.5.5. Ethics, Aesthetics and Asceticism
- 1.5.6. The Imaginary Institution of Society
- 1.5.7. Imagination and Truth
- 1.5.8. Consolidating Meaning to Become Human
- 1.5.9. Structuring Structures
- 1.5.10. Ecce Homo to Homo Sapiens

1.6. The State and the Contract
- 1.6.1. The Necessary Beast Among Us. What Is It, What Does It Do, What Does It Impose and Found?
- 1.6.2. The Norm and 'the Name of the Father'
- 1.6.3. Renunciation and Delegation to Make Life 'in Common' Possible
- 1.6.4. Freedom in Modernity A Decisive Category in the Idiosyncrasy of the Contemporary Subject
- 1.6.5. Freedom and Community. The 'Destiny' of the Polis
- 1.6.6. Why Is Freedom a Crucial Category in Contemporary Times?
- 1.6.7. 'Thing Subtracted' from the Greeks Today?
- 1.6.8. Hobbes Among Us, in Light of the Postmodern Condition
- 1.6.9. Machiavelli at Last?
- 1.6.10. Contemporaneity and State of Exception

1.7. Ties
- 1.7.1. With 'the Other' in the Body
- 1.7.2. Subject, Identity, Individual. Chaff and Wheat
- 1.7.3. A Singularity Among 'the Skein'
- 1.7.4. Ties, Love, and Dislike…
- 1.7.5. Love as a Political Category
- 1.7.6. Love and Subversion
- 1.7.7. Love and Scepticism
- 1.7.8. Cynicism Today
- 1.7.9. The Drives of the Soul
- 1.7.10. Perverse Passions

1.8. Citizens
- 1.8.1. A Political Attribution
- 1.8.2. Polis and Citizenship
- 1.8.3. Liberal Democracies and Citizenship
- 1.8.4. Postdemocratic Societies and Citizenship
- 1.8.5. Postmodern Atomization
- 1.8.6. From Community as Destiny to Self-Entrepreneurship
- 1.8.7. What Citizenship Today?
- 1.8.8. Human Rights and Citizenship
- 1.8.9. Globalization, the Human Condition and Rights of Citizenship
- 1.8.10. Human Rights and Cruelty

1.9. The Foreigner
- 1.9.1. What Is Immigration, Who Decides, What Is Proposed?
- 1.9.2. Where Does the Foreigner Dwell?
- 1.9.3. Hospitality, Politics and the Condition of Humanity?
- 1.9.4. Hostility, Segregation and Fascism
- 1.9.5. Building an Image of the Abject
- 1.9.6. Eliminating the Abject
- 1.9.7. The Human Condition and Cruelty
- 1.9.8. Aporophobia?
- 1.9.9. Those 'Swimmers' that Float in the Sea and End Up on Our Shores
- 1.9.10. What Would Homer Have Said?

1.10. The Other among Us
- 1.10.1. The Other, that Unbearable Interpellation
- 1.10.2. The Other's Wickedness, One's Own Beauty
- 1.10.3. "Beautiful Soul": The Forclusion of Responsibility, the Emergence of Hatred and the
- 1.10.4. Legitimacy of Anger
- 1.10.5. The Return of the Dark Gods: The Far Right upon Request
- 1.10.6. What is Fascism Today?
- 1.10.7. From Past to Present Concentration Camps
- 1.10.8. The Logic and Purpose of Concentrationary Devices
- 1.10.9. What Is on the Horizon?
- 1.10.10. A Question Staring Us in the Face

Module 2. Teaching Civics in Schools

2.1. School as Community
- 2.1.1. School and Experience
- 2.1.2. Learning for Life?
- 2.1.3. The Perception of Authority
- 2.1.4. The Concepts of Childhood and Adolescence
- 2.1.5. Not Speaking for Students
- 2.1.6. Repetition and Assessment
- 2.1.7. International Assessments and Education Policies

2.2. Appealing to Interest
- 2.2.1. The Relevance of the Contents
- 2.2.2. Interests and Daily Life
- 2.2.3. Defining Interests as a Teacher
- 2.2.4. The Articulation between Content and Interests
- 2.2.5. The Image of the Teacher as a Referee
- 2.2.6. Communication with Students
- 2.2.7. Is It Possible to Be a Peer?

2.3. Citizenship and School
- 2.3.1. Generating Cooperative Environments
- 2.3.2. Playing as a Metaphor for Citizenship
- 2.3.3. Social Commitment
- 2.3.4. How to Generate Citizenship at School
- 2.3.5. Appealing to Resources at Hand
- 2.3.6. Respect for Peers
- 2.3.7. Thinking about the School's Contributions to the Community

2.4. Social Networks and Citizenship Building
- 2.4.1. Intervention in Social Networks
- 2.4.2. Social Networks, Childhood and Adolescence
- 2.4.3. Instances of Community Generation
- 2.4.4. On What Trends Are
- 2.4.5. Philosophical-Political Resources on Social Networks
- 2.4.6. How to Avoid Falling Prey to *Fake News*?
- 2.4.7. What Is Virtual Reality?

2.5. Citizenship and the World of Work
- 2.5.1. Students' Idea of the World of Work
- 2.5.2. The Link between Life and Work
- 2.5.3. The Link between Education and Work
- 2.5.4. Unproductive Time
- 2.5.5. Why Should We Like Work?
- 2.5.6. Working on Oneself
- 2.5.7. Community and Entrepreneurship

2.6. Who Decides in the Community?
- 2.6.1. Teaching the Democratic System
- 2.6.2. Detecting Social Change
- 2.6.3. How Is a Law Promoted?
- 2.6.4. Instances of Democratic Dialogue
- 2.6.5. Democracy and Participation
- 2.6.6. Democracy and Consumerism
- 2.6.7. The Media as a Fourth Power

2.7. How to Complain in the Face of Injustice?
- 2.7.1. Understanding and Complaints
- 2.7.2. The Intrinsic Slowness of Democracy
- 2.7.3. The Use of Poverty in the Media
- 2.7.4. Thinking about the Needs of the School
- 2.7.5. How Much Should Be Invested in Education
- 2.7.6. Using Social Networks to Complain
- 2.7.7. Argue in Favor of a Proposal

2.8. Considering the Classroom
- 2.8.1. The Classroom and Diversity
- 2.8.2. The Classroom and Disability
- 2.8.3. The Classroom and Standardization
- 2.8.4. The Classroom and Debate
- 2.8.5. The Classroom and Fun
- 2.8.6. Being Peers and Being Students
- 2.8.7. Solidarity and Exclusion

2.9. Considering the World from the Classroom
- 2.9.1. Thinking about Violence
- 2.9.2. Thinking about Gender Perspective
- 2.9.3. Thinking about Inequality
- 2.9.4. Thinking about Animal Ethics
- 2.9.5. Thinking about Nature
- 2.9.6. Thinking about the World of Technology: Artificial Intelligence
- 2.9.7. Thinking about the Control of Information

2.10. Teaching Resources for Thinking about Teaching
- 2.10.1. Making Arguments Explicit
- 2.10.2. The Importance of Reconsidering the Question
- 2.10.3. The Practical in Philosophy
- 2.10.4. Writing about Philosophy
- 2.10.5. Digital Resources and Philosophy
- 2.10.6. Films, Series and Philosophy
- 2.10.7. Learning Philosophy through Fiction

Module 3. Gender in Question. Feminism(s): Debates, Struggles and Diversions

3.1. The Value of the Humanities in Human Issues
- 3.1.1. Why the Humanities Today?
- 3.1.2. Philosophy and Gender Issues, a Gourmet Pairing
- 3.1.3. Anthropology and Sociology, Approaching Gender through 'the Social'
- 3.1.4. Psychoanalysis, the Unwanted Visitor
- 3.1.5. Transdiscipline and Toolbox
- 3.1.6. What Kind of Epistemology for What Kind of Issues?
- 3.1.7. Knowledges, Colonization and Decolonization
- 3.1.8. What Is a Subject?
- 3.1.9. On Subjectivity(ies)?
- 3.1.10. Our Time. Elusive and Thorny Etchings

3.2. On the Gender Perspective
- 3.2.1. What Do We Mean When We Talk About Gender Perspective?
- 3.2.2. From Women's Studies to Gender Studies
- 3.2.3. The World Tuned to Gender
- 3.2.4. Patriarchy and Hegemonic Masculinity
- 3.2.5. The Mandates of Hegemonic Masculinity
- 3.2.6. Gender Stereotypes
- 3.2.7. Gender Socialization
- 3.2.8. Gender Expectations
- 3.2.9. Violence

3.3. Analysis of Feminisms: First Wave
- 3.3.1. First Wave
- 3.3.2. Enlightened Feminism
- 3.3.3. The Critique of the Feminine Condition
- 3.3.4. Attribution of the Feminine Condition
- 3.3.5. The Civil Rights in Question
- 3.3.6. Concerning Power: Sexes and Social Relationships
- 3.3.7. The Controversy of the Masters of Knowledge
- 3.3.8. The Controversy of the Masters of Wealth
- 3.3.9. Intellectual References: Olympe de Gouges, Mary Wollstonecraft, Poullain de la Barre

3.4. Analysis of Feminisms: Second Wave
- 3.4.1. Suffragism
- 3.4.2. Declaration of Sentiments: Ecce Mulier
- 3.4.3. Towards Full Citizenship
- 3.4.4. The Emergence of the Popular Classes
- 3.4.5. De Jure and De Facto Inequalities
- 3.4.6. Family, Sexuality and Work
- 3.4.7. Reference Work: The Forms of Subjection, John Stuart Mill and Harriet Taylor
- 3.4.8. Betty Friedan and the Mystique of Femininity
- 3.4.9. Shulamith Firestone and the Dialectics of Relationships
- 3.4.10. Simone de Beauvoir and the Second Sex

3.5. Analysis of Feminisms: Third Wave
- 3.5.1. The Agitated '60s, 'Libertarian Revolutions'
- 3.5.2. The Transmutation of All Values
- 3.5.3. A Libertarian Morality among Liberals
- 3.5.4. The Private as Political
- 3.5.5. The Politicization of Desire
- 3.5.6. Denaturalizing / Politicizing / Re-Signifying
- 3.5.7. A New Epistemology
- 3.5.8. A Constructivist Anthropology
- 3.5.9. Structuralism, Post-Structuralism and Beyond
- 3.5.10. Butler and Identities

3.6. Analysis of Feminisms: Fourth Wave
- 3.6.1. Since When and Why. A Necessary Justification
- 3.6.2. Postmodernism and Poststructuralism
- 3.6.3. The Radicalization of the Political
- 3.6.4. Sorority as a Battering Ram
- 3.6.5. Identities? What for? Beyond
- 3.6.6. Science as an Ally
- 3.6.7. Cyborgs
- 3.6.8. Queers
- 3.6.9. Sorority as a Battering Ram
- 3.6.10. Preciado and the Countersexual Manifesto

3.7. Contemporary Debates
- 3.7.1. Contemporary Debates
- 3.7.2. The Emergence of Radicalism. Political Postulates in Gender Discourse
- 3.7.3. Scientific Discourse and Nomadic Identities
- 3.7.4. Discourse on Gender and Freedoms: Philosophical Approaches
- 3.7.5. Patriarchy, Does It Still Today? Under What Forms? Reflection
- 3.7.6. What Is Pedagogy Based on Cruelty?
- 3.7.7. Conflict and Violence Analysis: Eliminating the Other
- 3.7.8. Punitiveness and "Death to Males"
- 3.7.9. The Denial of Sexual Difference
- 3.7.10. Feminisms, Epochs and Subjectivities

3.8. Debates and Struggles
- 3.8.1. Towards 'the Revolution'. A New Utopia?
- 3.8.2. Revolution, Emancipation, Rebellion. Much More than Random Signifiers
- 3.8.3. Capitalist Discourse and Contestation/Subsumption Practices
- 3.8.4. Liberation, Freedom and Gender
- 3.8.5. Does Feminism(s) Understand Sexuality?
- 3.8.6. Epoch, Revolt and the Voice of the Master
- 3.8.7. Can any Feminism(s) become Segregationist?
- 3.8.8. What Kind of Epistemologies for What Kind of Struggles?

3.9. Diversions
- 3.9.1. Voluntary Interruption of Pregnancy: Legalization and Counter-Offensive
- 3.9.2. *Me Too*: Corporate Sorority?
- 3.9.3. Agenda, What Agenda? What Is at Stake?
- 3.9.4. Public Protests and Public Lynchings: Does the End Justify the Means?
- 3.9.5. On the Risk of 'Being Talked About'
- 3.9.6. Battlefield and Strategies
- 3.9.7. Hegemony and Legitimacy
- 3.9.8. Is There a Scientific Feminism?
- 3.9.9. Institutionalization of Conflict and the Party System

3.10. By Way of (Un)Conclusion
- 3.10.1. Gender and 'Attitude in Modernity', from Foucault to Kant
- 3.10.2. Abandon the Enlightenment?
- 3.10.3. Why an Ontogenesis for Politics Would Be Necessary
- 3.10.4. Is a Feminist Policy beyond Possible Normativity?
- 3.10.5. To Forclude or Not to Forclude, That Is the Question
- 3.10.6. Of Dead Dogs and their Howling: From Freud to Lacan
- 3.10.7. A Necessary Debate on Manhood
- 3.10.8. The Risks of Postulating Posthuman Extremes
- 3.10.9. In the Meantime... What to Do with the Victims?

A complete program that will take you through the knowledge you need to compete among the best"

05

Methodology

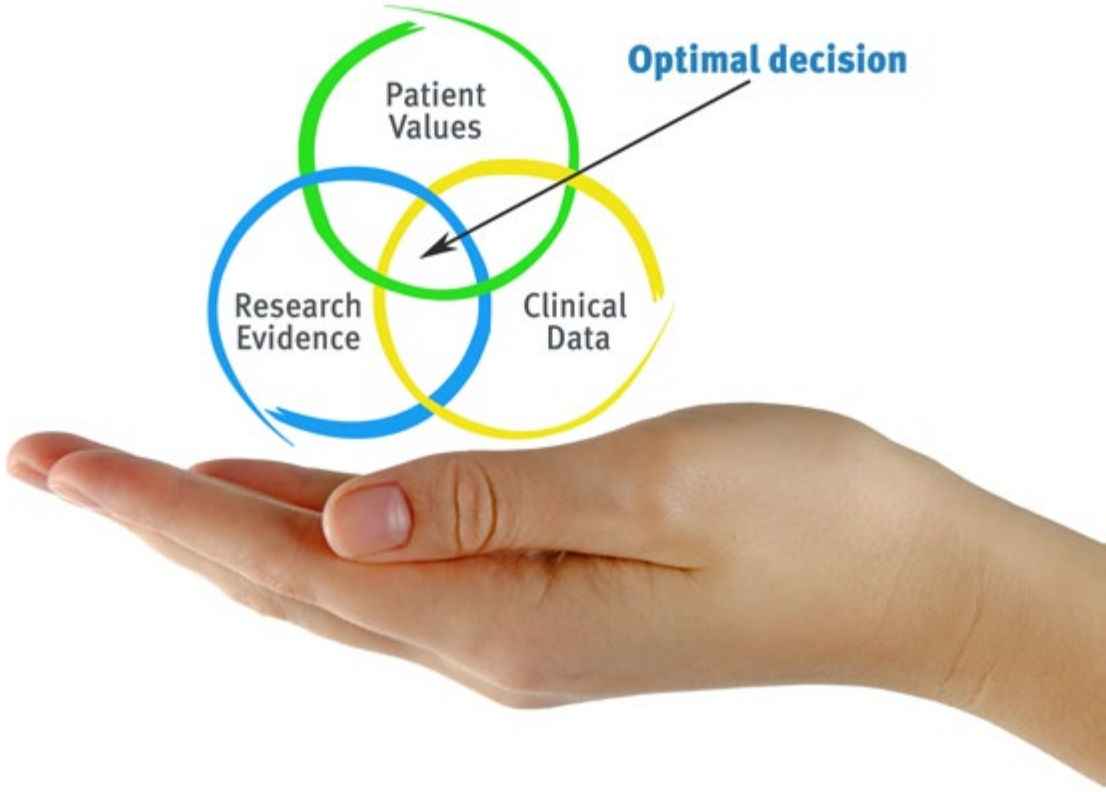
This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**
This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered 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:

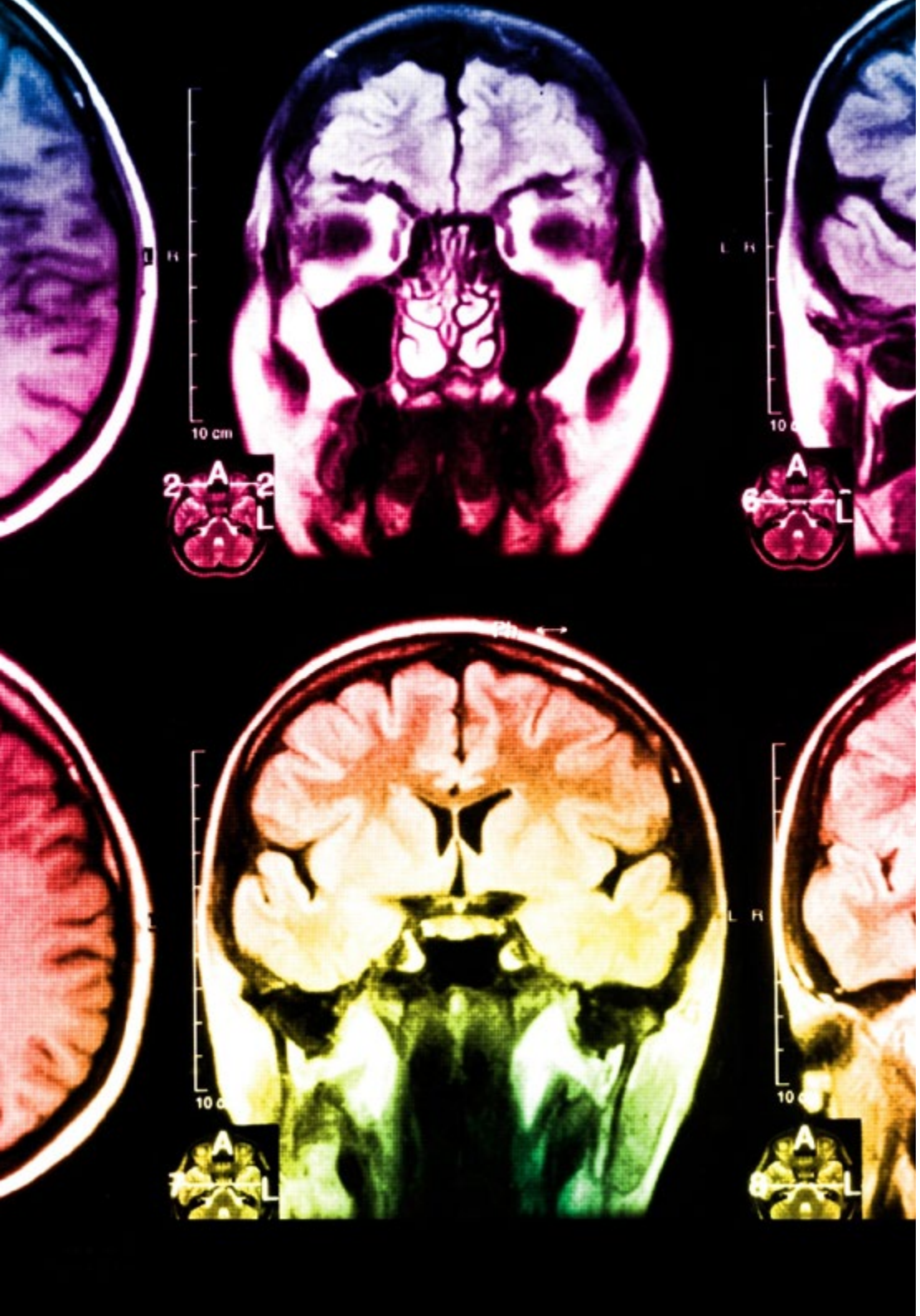
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. 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 adapted in audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.

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, students can watch them as many times as they want.

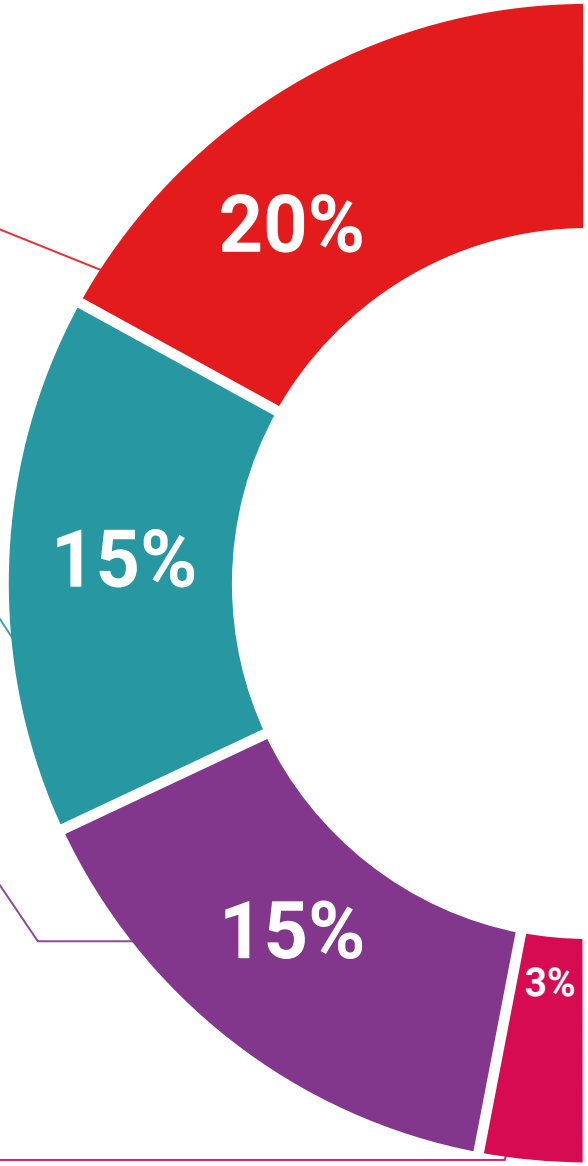
Interactive Summaries

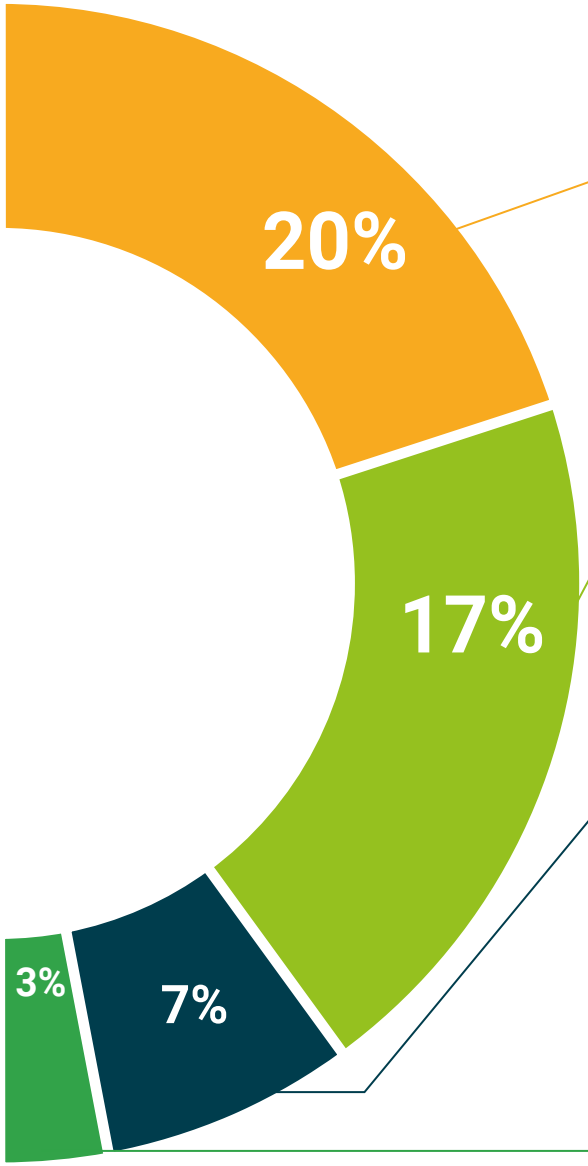
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

Additional Reading

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





Expert-Led Case Studies and Case Analysis

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

Testing & Retesting

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

Classes

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

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

Quick Action Guides

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

06

Certificate

The Postgraduate Diploma in Ethics, Psychology and Aesthetics 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 Ethics, Psychology and Aesthetics** 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 diploma 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 Ethics, Psychology and Aesthetics**

Official Nº of hours: **450 h.**

tech technological university

Awards the following

DIPLOMA

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE DIPLOMA

in

Ethics, Psychology and Aesthetics

This is a qualification awarded by this University, equivalent to 450 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates

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

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Postgraduate Diploma
Ethics, Psychology and Aesthetics

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

Postgraduate Diploma

Ethics, Psychology and Aesthetics

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