

Postgraduate Diploma Geography and History Teacher Training in High School Education



Postgraduate Diploma Geography and History 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.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-geography-history-teacher-training-high-school-education

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01

Introduction

Learning about the world around the student, as well as the historical events that have marked the past and present of humanity, are essential to their educational and personal development. Knowledge that teachers must transmit in an attractive way, applying the most effective methodologies in the teaching-learning process. In this line, TECH has created this 100% online program that provides teachers with the most efficient tools, techniques and methods for teaching Geography and History subjects to high school students. All this, in only 6 months and through content developed by real experts in the education sector.





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This 100% online Postgraduate Diploma will allow you to bring the subjects of Geography and History to your classroom in an attractive way for High School students"

Historical-geographical learning should provide students with the necessary knowledge to be able to perfectly understand the world around them, from the locality in which they live to the furthest point of their environment. A path that can be attractive and dynamic if the precise and modern methodologies are applied, in accordance with the needs of the student's educational stage.

Given this reality, it is necessary that the teaching professional has the pedagogical knowledge, tools and methodological techniques essential for the teaching of Geography and History subjects in High School. In this sense, TECH provides in this Postgraduate Diploma the most advanced and intensive syllabus, exclusively online.

It is a program that will allow the teacher to update the teaching program, the main complements for the disciplinary training of these subjects, and the syllabus design of the same. This content will be complemented with multimedia teaching resources that can be accessed comfortably from any electronic device with an Internet connection.

In addition, thanks to the Relearning method, used by TECH in all its programs, students will considerably reduce the hours of study and memorization, while obtaining a solid learning experience.

It is undoubtedly an excellent opportunity to progress in the Education sector through a 100% online and flexible program. Students can consult the syllabus at any time, without fixed class schedules, and can distribute the course load according to their needs. A unique opportunity to combine daily responsibilities with a first-class educational program.

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

- ♦ Practical cases presented by experts in education
- ♦ The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used 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



Access to key information for psycho-pedagogical guidance for students with special educational needs"

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This program will provide you with examples of teaching units for the teaching of History and Geography at the high school level”

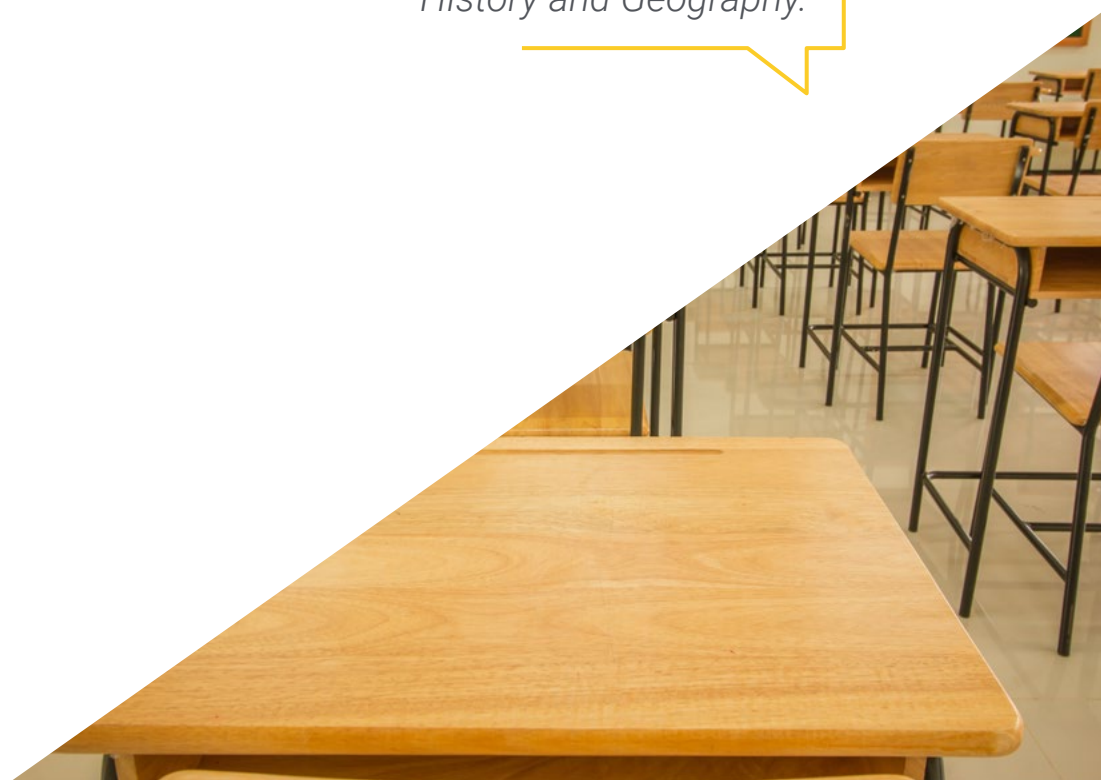
The program’s teaching staff includes professionals from the sector who contribute their work experience to this training program, as well as renowned specialists from leading societies and prestigious universities.

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

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the educational year. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

Enroll now in a university program that will allow you to progress in the teaching field through advanced content available 24 hours a day.

Thanks to this program you will be able to successfully face the main adversities in the teaching of History and Geography.



02

Objectives

The main objective of this Postgraduate Diploma is to offer students all the resources and tools they need to develop an adequate programming of Geography and History subjects. For this purpose, the graduates have both the necessary pedagogical material and a team of specialists in this field, who will guide them at all times so that they can successfully achieve their goals.





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TECH offers you pedagogical tools in which it has used the latest technology applied to educational teaching”



General Objectives

- ♦ Introduce students to the world of teaching, from a broad perspective that will enable them for future 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



You are just one step away from achieving your goal of professional improvement. Take a Postgraduate Diploma that will show you the latest trends in teaching Geography and History"





Specific Objectives

Module 1. Complements for the Disciplinary Training of Geography and History

- ♦ Define what the social sciences are and, specifically, History and Geography
- ♦ Study the defining characteristics of the social sciences and their disciplines, including their method of study and most current concepts
- ♦ Gather information on the problems facing the Social Sciences today and review the proposals for responding to these problems
- ♦ Review what have been some of the most important proposals in the role of the teacher in the transmission of the value of Social Sciences and propose what should be the objectives for the future of the subjects

Module 2. Geography and History Syllabus Design Curriculum Design

- ♦ Develop the concept of syllabus
- ♦ Get to know the structure and functioning of the syllabus
- ♦ Master the terminology

Module 3. Teaching of Geography and History

- ♦ Understand the difficulties that History has gone through over time
- ♦ Analyze the different aspects that encompass the teaching of History
- ♦ Value the most important aspects of History
- ♦ Apply what has been learned to practice

03

Course Management

In its maxim to offer all its students a high-level education, TECH carries out a meticulous selection process of the faculty that teaches each of the programs. That is why the graduate who takes this Postgraduate Diploma will have the guarantee of accessing the most advanced syllabus, prepared by a specialized team of teachers with extensive professional experience in the Education sector. In addition, you will be able to resolve any doubts you may have about the content of this program throughout its development.





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TECH has brought together in this program professionals with extensive experience in the education sector and in the application of innovative learning methodologies.”

Management



Dr. Barboyon Combeyro, 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

The syllabus of this Postgraduate Diploma has been structured to offer the most relevant information for the teaching of Geography and History subjects in High School. A syllabus that covers the main complements for disciplinary training and that gradually introduces students to the most current syllabus design and the most current teaching methods. For this purpose, it also has video summaries of each topic, videos in detail, readings and case studies, which make up the extensive library of resources provided by TECH.





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Easily access the library of multimedia resources through any electronic device you have with an Internet connection”

Module 1. Complements for the Disciplinary Training of Geography and History

- 1.1. Concept of Social Science
 - 1.1.1. Social Sciences
 - 1.1.2. Concept of History
 - 1.1.3. Concept of Geography
- 1.2. Concept of History in Antiquity and the Middle Ages
 - 1.2.1. Myth and Its Written Record
 - 1.2.2. Greek and Roman Historians
 - 1.2.3. History in Medieval Christianity
- 1.3. Renaissance, Baroque and Enlightenment History
 - 1.3.1. Renaissance and Baroque
 - 1.3.2. The Enlightened Spirit
 - 1.3.3. Illustrated Historiography
- 1.4. Academic Consecration of History (19th Century)
 - 1.4.1. History as an Academic Discipline: Romanticism and Historicism
 - 1.4.2. Positivism
 - 1.4.3. National Histories
 - 1.4.4. The Rankean Method
 - 1.4.5. Langlois Seignobos
 - 1.4.6. Historical Materialism
- 1.5. History in the 20th Century
 - 1.5.1. Macroteoric Models
 - 1.5.2. The Annales School
 - 1.5.3. New Historiographical Proposals
- 1.6. Geography in Antiquity
 - 1.6.1. Greece:
 - 1.6.2. Rome
 - 1.6.3. The Eastern World
- 1.7. Geography in the Middle Ages and Modernity
 - 1.7.1. Medieval Geography: Different Sources
 - 1.7.2. Modern Geography and Different Projections
 - 1.7.3. The Importance of Geography and Cartography

- 1.8. Modern and Contemporary Geography
 - 1.8.1. Modern Geography and Different Projections
 - 1.8.2. Advances in Navigation
 - 1.8.3. New Places and Routes
- 1.9. Historical Periodization
 - 1.9.1. The First Periodizations
 - 1.9.2. Cellarius and the Classical Division
 - 1.9.3. Other Periodization Proposals
- 1.10. Categorization of Geography
 - 1.10.1. Physical Geography
 - 1.10.2. Human Geography
 - 1.10.3. Regional Geography
 - 1.10.4. Geopolitics

Module 2. Geography and History Syllabus Design Curriculum 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

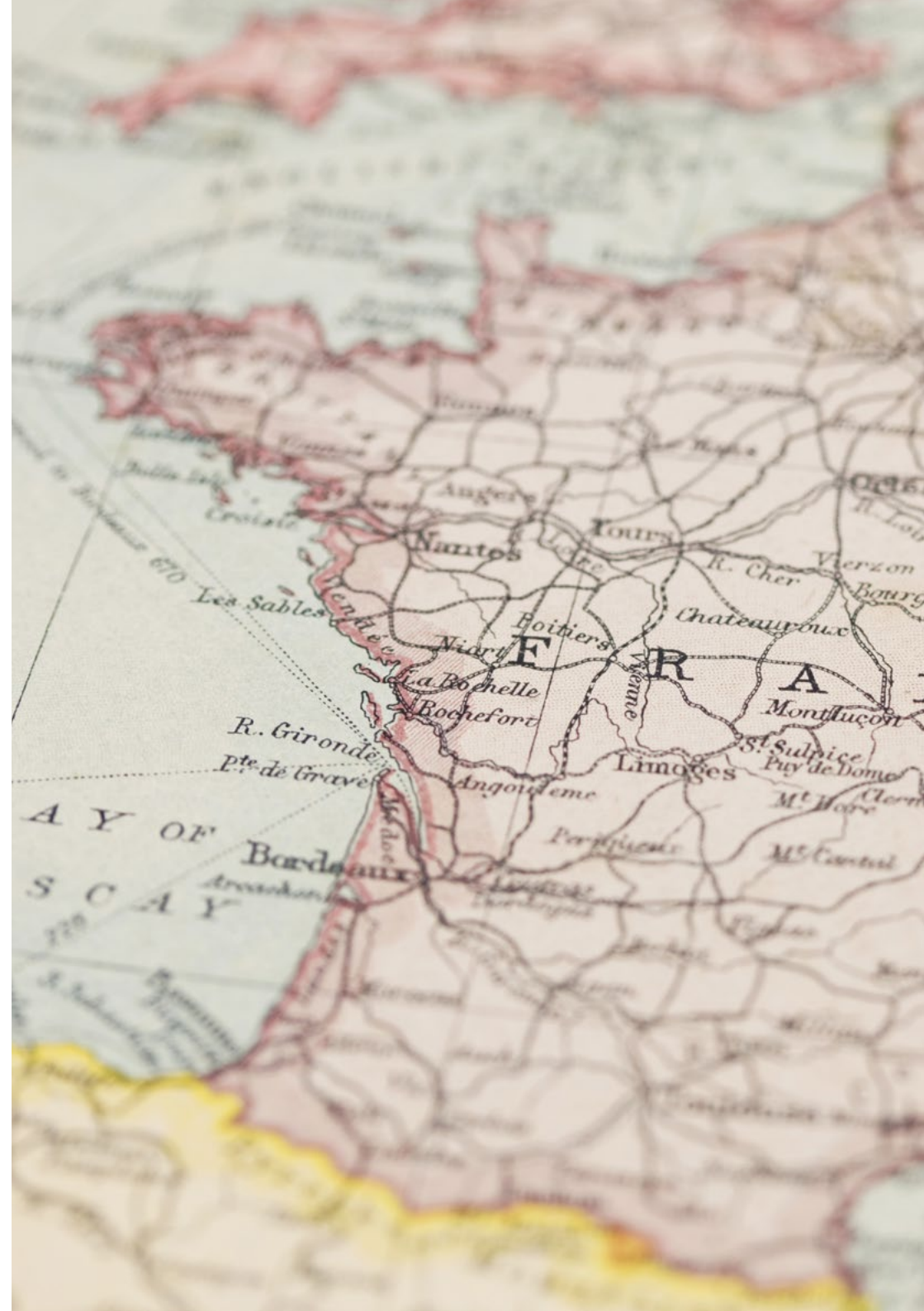


- 2.3. The Spanish Education System Teaching Levels and Modalities
 - 2.3.1. Education System: Interaction between Society, Education and the School System
 - 2.3.2. The Educational System: Factors and Elements
 - 2.3.3. General Characteristics of the Spanish Educational System
 - 2.3.4. Configuration of the Spanish Educational System
 - 2.3.5. High School Education
 - 2.3.6. Baccalaureate
 - 2.3.7. Vocational Training
 - 2.3.8. Artistic Education
 - 2.3.9. Language Teaching
 - 2.3.10. Sports Education
 - 2.3.11. Adult Education
- 2.4. History of Spanish Educational Legislation
 - 2.4.1. Chronological Explanation
 - 2.4.2. Different Curricula
 - 2.4.3. Future Previsions
- 2.5. Educational Programming and Its Different Sections
 - 2.5.1. Objectives
 - 2.5.2. Contents
 - 2.5.3. Learning Standards
- 2.6. Teaching Units and Sections
 - 2.6.1. Contents
 - 2.6.2. Objectives
 - 2.6.3. Sample Activities and Suggested Tasks
 - 2.6.4. Attention to Diversity Spaces and Resources. Assessment Procedures
Assessment Tools
- 2.7. Different Educational Curricula according to Autonomous Communities
 - 2.7.1. Comparison between Communities
 - 2.7.2. Common Elements in Curricula
 - 2.7.3. Differences between ESO and Bachillerato

- 2.8. Teaching Units and Sections
 - 2.8.1. Contents
 - 2.8.2. Objectives
 - 2.8.3. Sample Activities and Suggested Tasks
 - 2.8.4. Attention to Diversity Spaces and Resources. Assessment Procedures
Assessment Tools
- 2.9. Example of a Didactic Unit for the History of Art for High School Programming Proposal
 - 2.9.1. Contents
 - 2.9.2. Teaching Objectives
 - 2.9.3. Commentary on Artworks and Learning Activities. Direct and Indirect
Observation
- 2.10. Example of Programming and Evaluation by Competencies for a Geography
Teaching Unit
 - 2.10.1. Teaching Approach
 - 2.10.2. Assessment

Module 3. Teaching of Geography and History

- 3.1. Difficulties in Teaching History
 - 3.1.1. Social and Political Vision of History
 - 3.1.2. Nature as a Social Science
 - 3.1.3. Student Body Interest
- 3.2. Difficulties in Teaching Geography
 - 3.2.1. Necessary Cognitive Development of the Student Body
 - 3.2.2. Necessary Use of Tools and Resources
 - 3.2.3. Learner's Need for a New Understanding of Their Environment
- 3.3. Teaching Methodology
 - 3.3.1. Definition of Teaching Methodology
 - 3.3.2. Methodology Efficacy
 - 3.3.3. Traditional and Modern Methodologies
- 3.4. Teaching-Learning Models
 - 3.4.1. Dimensions of Psychoeducational Knowledge
 - 3.4.2. Models of the Teaching-Learning Process
 - 3.4.3. Instructional Design





- 3.5. Lectures and Teacher Role
 - 3.5.1. Positive Aspects of Lectures
 - 3.5.2. Negative Aspects of Lectures
 - 3.5.3. Lectures Today
- 3.6. Behavioral Learning Theories
 - 3.6.1. Classical conditioning
 - 3.6.2. Operant Conditioning
 - 3.6.3. Vicarious Conditioning
- 3.7. Cognitive Theories and Constructivist Theories
 - 3.7.1. Classical Theories of School Learning
 - 3.7.2. Cognitive Theories of Information Processing
 - 3.7.3. Constructivism
- 3.8. Methodologies for Developing Competencies
 - 3.8.1. Problem-based Learning
 - 3.8.2. Case Studies
 - 3.8.3. Project-Based Learning
 - 3.8.4. Cooperative Learning
 - 3.8.5. Didactic Contract
- 3.9. Teaching Methodology Applied to Social Sciences
 - 3.9.1. Teachers as a Key Methodological Element
 - 3.9.2. Expository Strategies
 - 3.9.3. Inquiry Strategies
- 3.10. The Importance of the Assessment System
 - 3.10.1. Different Systems according to the Features of the Student Body
 - 3.10.2. Function of Assessment Criteria
 - 3.10.3. List and Features of Assessment Techniques and Tools

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.





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

At TECH Education School we use the Case Method

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

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



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

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

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

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



Relearning Methodology

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

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



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

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

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

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

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

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



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



Study Material

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

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



Educational Techniques and Procedures on Video

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



Interactive Summaries

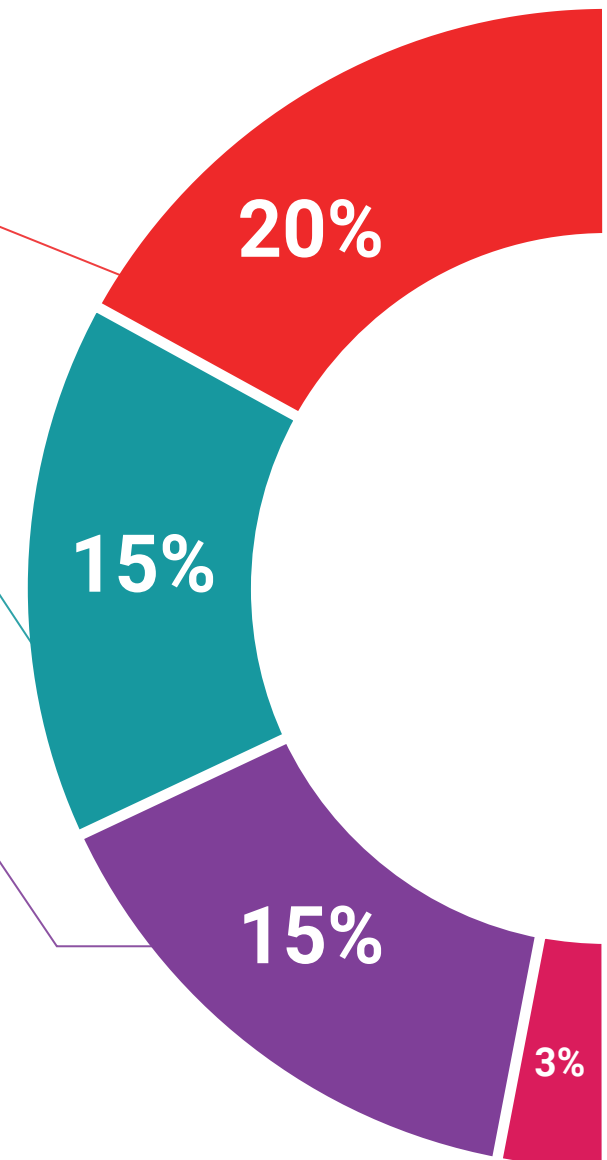
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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



Additional Reading

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





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 your 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 Geography and History 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.



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

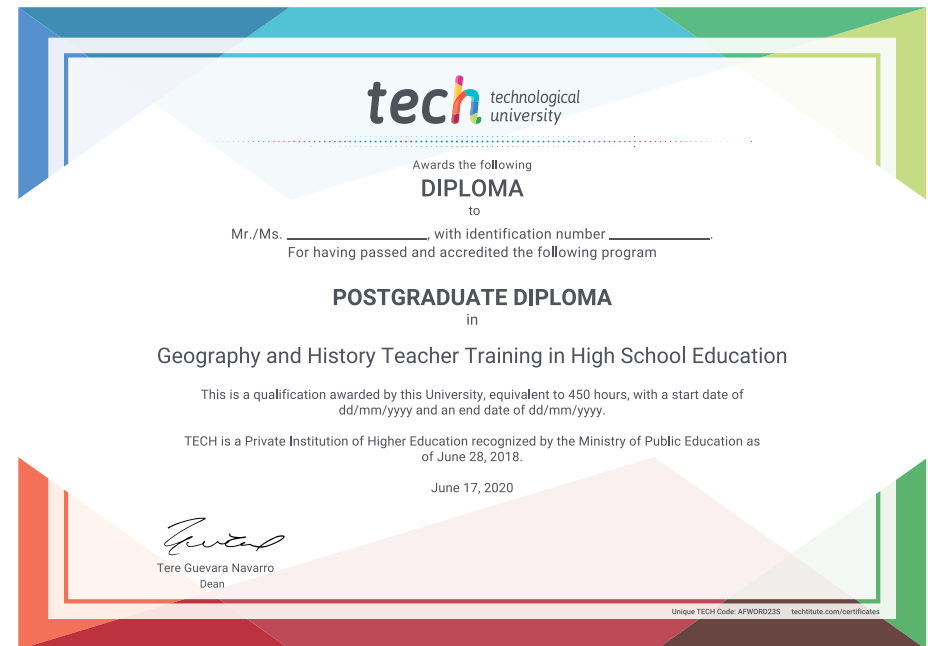
This **Postgraduate Diploma in Geography and History Teacher Training in High School Education** contains the most complete and up-to-date program on the market.

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

The 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 Geography and History Teacher Training in High School Education**

Official N° of Hours: **450 hours**.



*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.

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

tech technological
university

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