

Postgraduate Diploma

Teaching Programs and Assessment in Art History in High School





Postgraduate Diploma Teaching Programs and Assessment in Art History in High School

- » 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-teaching-programs-assessment-art-history-high-school

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01

Introduction

The development of this program is intended to be a way to channel the development, both in teachers and future teachers, of a true notion of art history and the link of this concept within education and academic life.





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This Postgraduate Diploma in Teaching Programs and Assessment in Art History in High School will generate a sense of confidence in the performance of your profession, which will help you grow personally and professionally”

The advantage of successfully completing this online program for those who take it is firstly, the ease and access to personalized tutoring and all kinds of help and advice; in addition to having at any time and place of the resources provided, being able to have greater autonomy in learning and carrying out the proposed practices.

It is considered that teachers should be aware of the course of their discipline over time and the various legislative changes that have occurred in education, thereby seeking to improve their skills when teaching a constantly changing and evolving student body.

Precisely, in the search for the updating of teachers, this Postgraduate Diploma offers a special treatment with ICT, so current in our educational system and that are a very attractive vehicle to access the students.

In addition, by learning more about the different methodological and evaluative techniques, the educator will be able to develop the necessary capacity to establish a satisfactory teaching-learning process with the student.

Teaching history is a task of great responsibility, because it is a subject that is linked as a complement to teaching history, knowledge of the past, the present and future, as well as the understanding of the environment, more immediate history, as the most distant. Art history as a discipline aims to help cultivate aesthetic sensibility, fundamental to develop intellectual abstraction. Behind each piece of work, there are many elements, and the search and identification of these elements makes it an indispensable knowledge for high school students.

This Postgraduate Diploma offers numerous studies that the teacher of Art History will need to perform their work, looking for innovation and based on practical elements that will have an impact on the work in the classroom. TECH seeks the professional success of those who study this program that will result in the improvement of the educational system and, consequently, of society itself.

This **Postgraduate Diploma in Teaching Programs and Assessment of Art History in High School** contains the most complete and up-to-date educational program on the market. Its most notable features are:

- ♦ 75 case studies presented by experts in Teaching Programs and Assessment of Art History in High School. 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
- ♦ Latest news on Teaching Programs and Assessment in Art History in High School
- ♦ It contains practical exercises where the self-assessment process can be carried out to improve learning
- ♦ With special emphasis on innovative methodologies in Teaching Programs and Assessment of Art History in High School
- ♦ All of 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 Postgraduate Diploma in Teaching Programs and Assessment of Art History in High School

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This Postgraduate Diploma may be the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in Teaching Programs and Assessment in Art History in High School, you will obtain a qualification from TECH Technological University”

It includes in its teaching staff professionals belonging to the field of Methodology and Assessment in Art History in High School, who pour into this program the experience of their work, in addition to recognized specialists belonging to reference 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 an immersive program 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 throughout the program. For this purpose, the teachers will be assisted by an innovative interactive video system developed by recognized experts in the field of Methodology and Assessment in Art History in High School with extensive teaching experience.

Increase your decision-making confidence by updating your knowledge with this Postgraduate Diploma.

Take the opportunity to learn about the latest advances in Teaching Programs and Assessment in Art History in High School and improve the education of your students.



02

Objectives

The main objective of the Postgraduate Diploma in Teaching Programs and Assessment in Art History in High School is to complete the resources that every high school social sciences teacher should have in order to guarantee a further specialization, pedagogical competition and adequate skills to teach students, reinforcing and updating their knowledge and introducing them to new teaching areas, in line with the continuous change and evolution that the educational field experiences day by day.



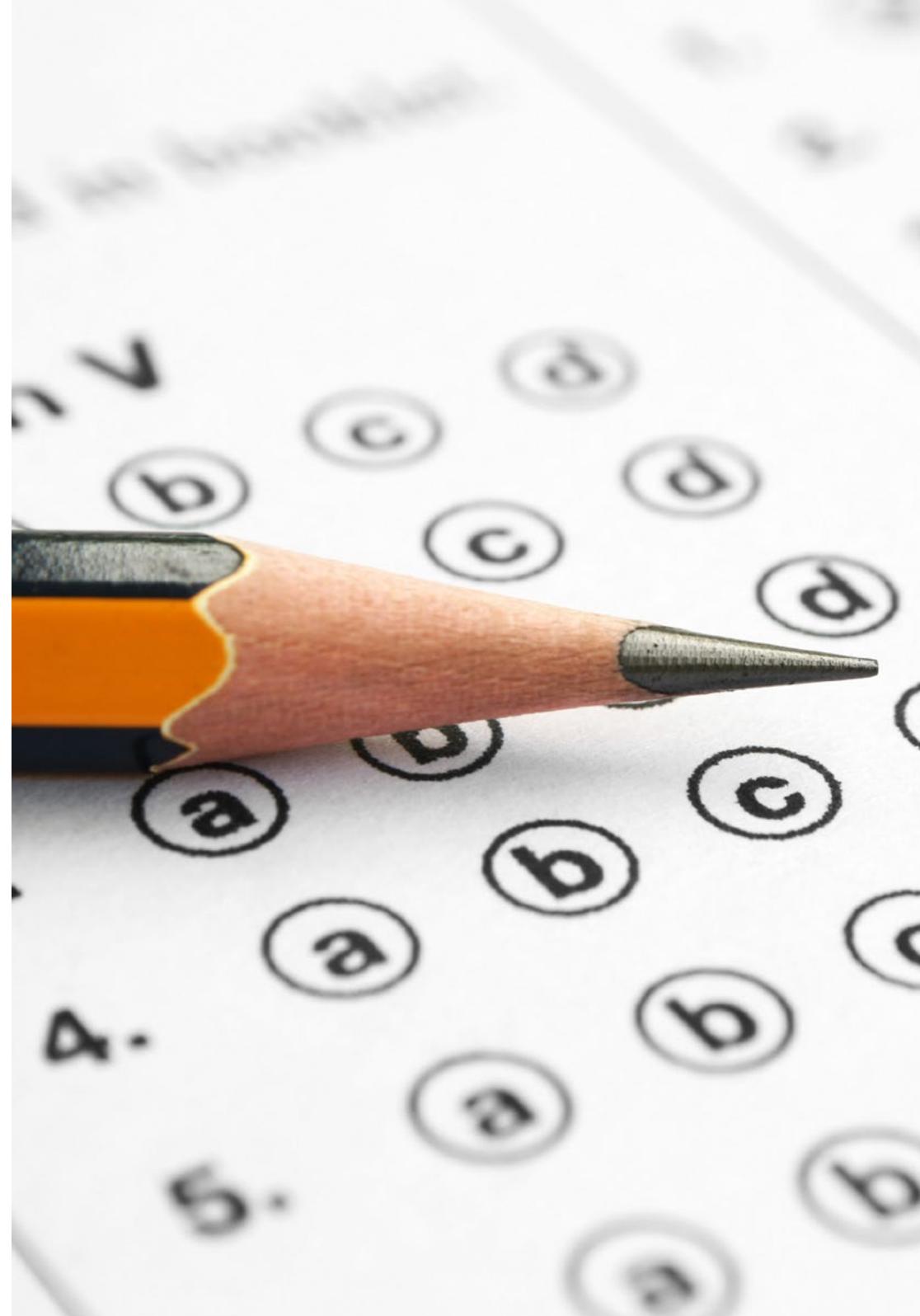
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This Postgraduate Diploma is designed to help you update your knowledge in Teaching Programs and Assessment in Art History in High School, with the use of the latest educational technology, to contribute with quality and confidence to the decision-making and monitoring of these students"



General Objective

- Within the development of this Postgraduate Certificate, our main objective is to complete the resources that every teacher of social sciences in high school should have in order to guarantee a later specialization, pedagogical capacity and adequate skills educate students, reinforcing and updating their knowledge and introducing them in new teaching areas with the continuous change and evolution that the educational field is experiencing day by day.





Specific Objectives

Module 1. The Importance of Teaching in Art History

- ♦ Identify the different methods and techniques of teaching art
- ♦ Analyze the different teaching methodologies of artistic currents
- ♦ Study in depth new techniques for teaching art and its impact on modern culture
- ♦ Prepare the future Art History teacher to make decisions, organize them and put them into practice, about the historical knowledge to be taught in a classroom, in a given center
- ♦ Know teaching resources (timelines, historical documents, historical maps, Web pages with didactic resources, Webquest, art galleries, etc.) and analyze their didactic use

Module 2. Teaching Programs

- ♦ Program and develop Art History contents reflecting its usefulness for everyday life
- ♦ Learn tools that facilitate the design and planning of teaching activities, linked to the different areas of study, curricular contents and training of basic skills
- ♦ Analyze teaching situations in the learning of Art History in the framework of High School, as well as the different ways of attending to the diversity of abilities, interests and culture in the High School stage

Module 3. Assessment

- ♦ Design new models of art evaluation, differentiating it from the conventional model
- ♦ Analyze the different points of view of the great promoters of art
- ♦ Elaborate forms of initial, educational and summative assessment that, in addition to measuring learning, constitute stimuli and reflection on the teaching process and on programming



Take the opportunity and take the step to get up to date on the latest developments in Teaching Programs and Assessment in Art History in High School”

03

Course Management

The program includes in its teaching staff reference experts in Teaching Programs and Assessment in Art History in High School, who pour into this program the experience of their work. In addition, other experts of renowned prestige participate in its design and planning, completing the program in an interdisciplinary manner.





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Learn from reference professionals, the latest advances in procedures in the field of Teaching Programs and Assessment in Art History in High School”

Management



Dr. Cañestro Donoso, Alejandro

- ♦ PhD in Art History from the University of Murcia
- ♦ Professor at Alicante University

Professors

Ms. Domínguez Alonso, Lourdes

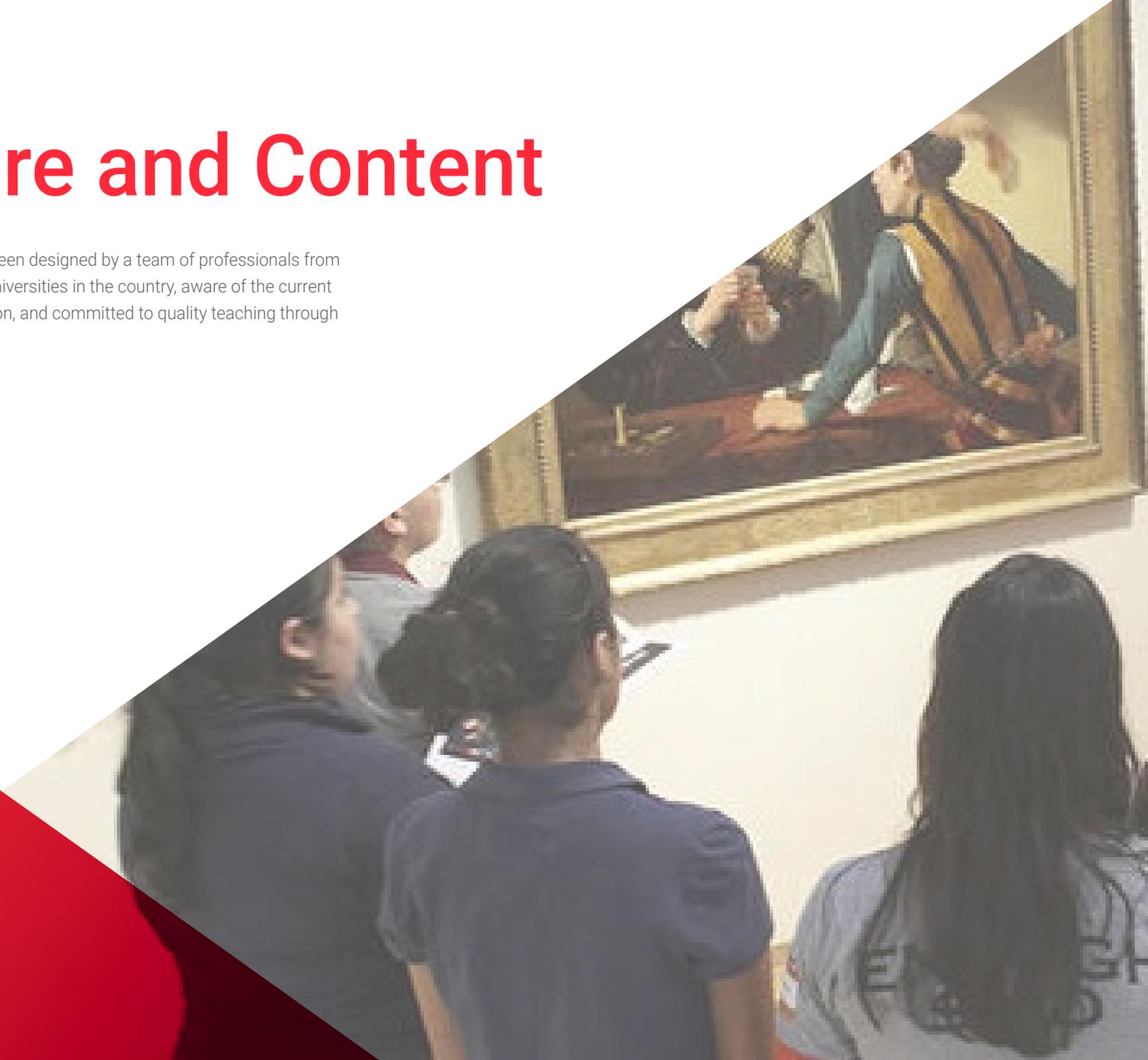
- ♦ Graduate in History, University of Alicante
- ♦ Master's Degree in Compulsory High School Teaching
- ♦ Vocational Training and Language Teaching



04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, aware of the current relevance of innovative specialization, and committed to quality teaching through new educational technologies.





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This Postgraduate Diploma in Teaching Programs and Assessment in Art History in High School contains the most complete and up-to-date program on the market”

Module 1. The Importance of Teaching in Art History

- 1.1. Art History as an Academic Discipline
 - 1.1.1 The Teaching of Historical Time
 - 1.1.2 Its place Within Humanities
 - 1.1.3 Knowledge of Change, Continuity and Permanence
- 1.2. The Art Historian as a Teacher
 - 1.2.1 Academic Profile of the Art Historian
 - 1.2.2 Art Historian as a Researcher and Teacher
 - 1.2.3 Career Opportunities and the Importance of Knowledge of Art and Heritage
- 1.3. Changes in the Didactic Conception of the Social Sciences
 - 1.3.1 From Memorization to More Dynamic Teaching
 - 1.3.2 Changes in Manuals and Textbooks
- 1.4. Interdisciplinary
 - 1.4.1 Auxiliary Sciences of Art History
 - 1.4.2 Need for Cooperation between Different Subjects
- 1.5. A Discipline of the Past, for the Present and the Future
 - 1.5.1 Historical Sources and Art as a Source of Knowledge
 - 1.5.2 The Importance of Art from an Early Age
 - 1.5.3 Need to Expand this Discipline in the Educational Curricula
- 1.6. Value of Humanistic Knowledge Today
 - 1.6.1 Crisis of the Humanities
 - 1.6.2 The Humanities and Their Work in Our Society
 - 1.6.3 Conclusion and Reflection on the Role of the Humanities in the Western World



Module 2. Teaching Programs

- 2.1. What Does Programming Involve?
 - 2.1.1 Different Meanings
 - 2.1.2 Programming as a Guide for the Teacher
 - 2.1.3 Different Types of Programs According to the Academic Course
- 2.2. Teaching Program and Its Different Sections
 - 2.2.1 Objectives
 - 2.2.2 Contents
 - 2.2.3 Learning Standards
- 2.3. Teaching Units and Their Sections
 - 2.3.1 Contents
 - 2.3.2 Objectives
 - 2.3.3 Sample Activities and Suggested Tasks
 - 2.3.4 Attention to Diversity Spaces and Resources Assessment Procedures Assessment Tools
- 2.4. Different Educational Curricula According to Autonomous Communities
 - 2.4.1 Comparison between Communities
 - 2.4.2 Common Elements of the Curricula
 - 2.4.3 Differences between Compulsory High School and Optional High School
- 2.5. Useful Bibliography for Our Programming
 - 2.5.1 Ausubel
 - 2.5.2 Piaget
 - 2.5.3 Combas Project
- 2.6. Possible Strategies for Defending Our Teaching Program or Unit
 - 2.6.1 How to Face the Presentation
 - 2.6.2 Presentation Models
 - 2.6.3 Annexes and Materials That Can be Attached
- 2.7. Examinations, Possible Approaches
 - 2.7.1 Multiple Choice Exams
 - 2.7.2 Medium or Long Examinations
 - 2.7.3 Advantages and Disadvantages of Each of Them and Development of Mixed Tests

- 2.8. Headings
 - 2.8.1 Examples and Templates
 - 2.8.2 Uses
 - 2.8.3 Templates or Rubrics as a Tool for Improvement
- 2.9. Activities, Exercises, Tasks and Their Different Levels of Complexity
 - 2.9.1 Differences and Examples
 - 2.9.2 Self-study
 - 2.9.3 Self-Assessment Exercise Approaches
- 2.10. Importance of Final Year of High School
 - 2.10.1 A Decisive Year and What It Means for Students
 - 2.10.2 How to Guide Our Students
 - 2.10.3 Features

Module 3. Assessment

- 3.1. Assessment Objectives
 - 3.1.1 Search for Problems or Deficiencies
 - 3.1.2 Establish Solutions
 - 3.1.3 Improve Teaching-Learning Process
- 3.2. Criteria to Follow
 - 3.2.1 Previous Assessment
 - 3.2.2 Establish the Most Adequate System
 - 3.2.3 Extraordinary Tests
- 3.3. Different Assessment Models
 - 3.3.1 Final
 - 3.3.2 Continuous
 - 3.3.3 Controls and Exams
- 3.4. Cases and Practical Examples
 - 3.4.1 Different Exam Models
 - 3.4.2 Different Rubrics
 - 3.4.3 Summative or Percentage Rating
- 3.5. The Importance of the Assessment System
 - 3.5.1 Different Systems According to the Characteristics of the Learners
 - 3.5.2 Roles of the Assessment Criteria
 - 3.5.3 List and Characteristics of Assessment Techniques and Tools





- 3.6. LOMCE and Assessment
 - 3.6.1 Assessment Criteria
 - 3.6.2 Standards
 - 3.6.3 Differences between Compulsory and Optional High School
- 3.7. Different Authors, Different Visions
 - 3.7.1 Zabalza
 - 3.7.2 Weiss
 - 3.7.3 Our Own Assessment Project
- 3.8. Different Realities, Different Assessment Systems
 - 3.8.1 Development of an Initial Assessment Examples and Templates
 - 3.8.2 Establish a Teaching Plan
 - 3.8.3 Verification of Learning through Controls
- 3.9. Self-Assessment as Teachers
 - 3.9.1 Questions to Ask Ourselves
 - 3.9.2 Analyzing Our Own Results
 - 3.9.3 Improve for the Next Academic Year

“ A unique, key, and decisive program to boost your professional development”

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.





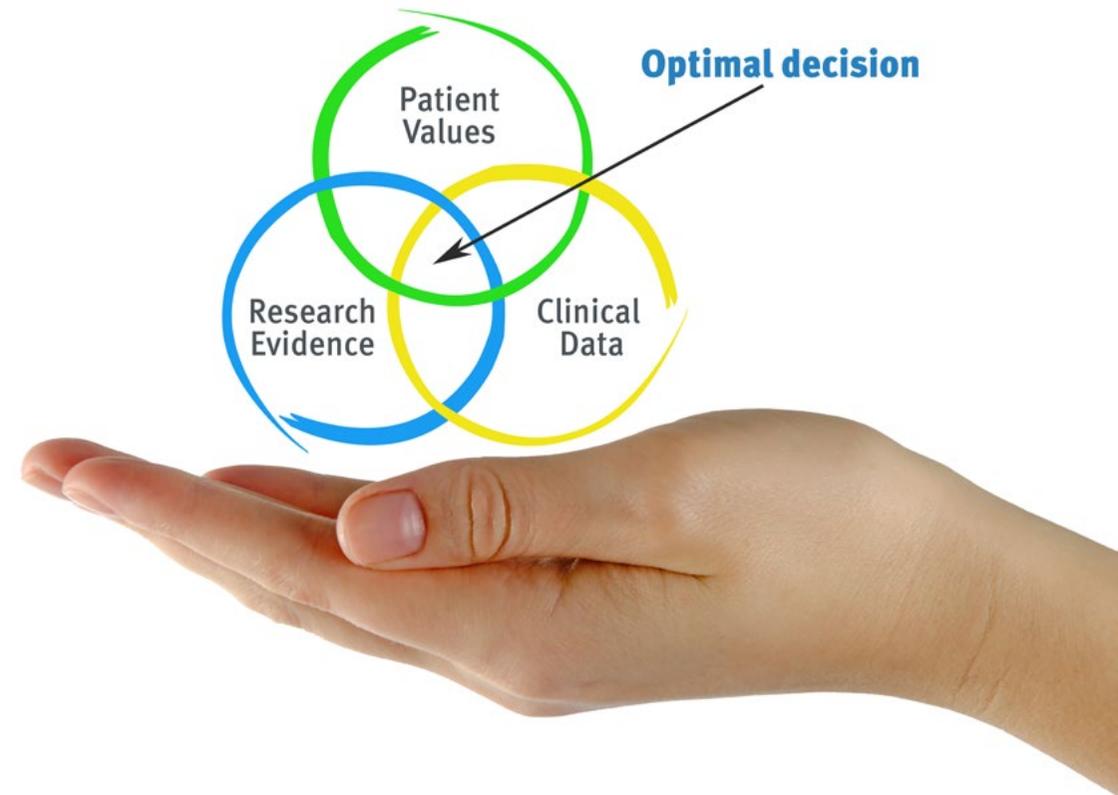
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

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

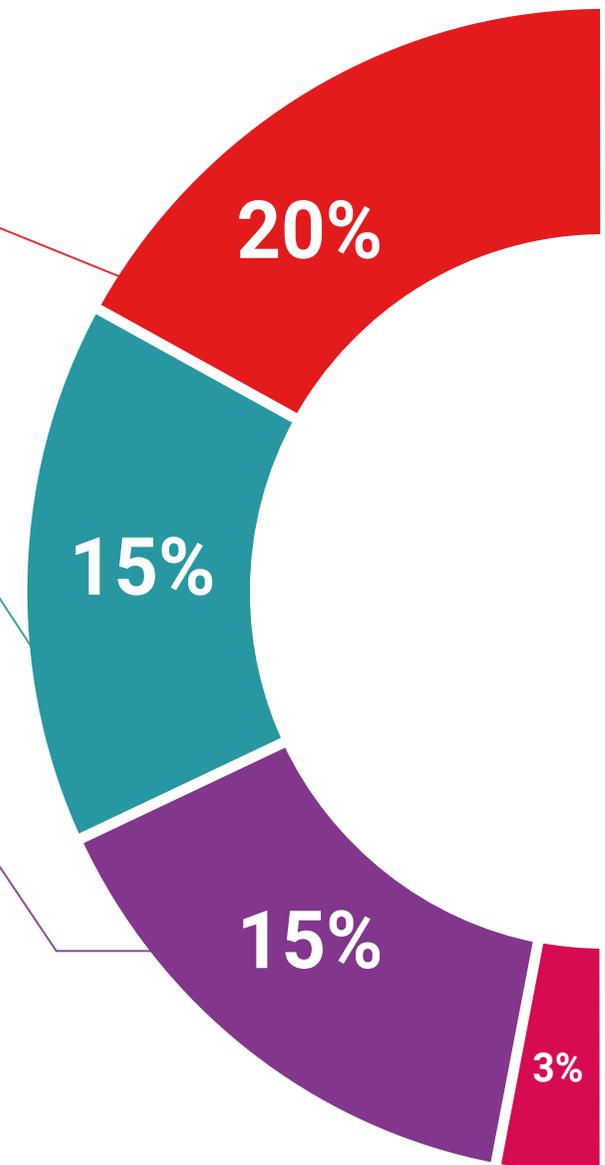
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

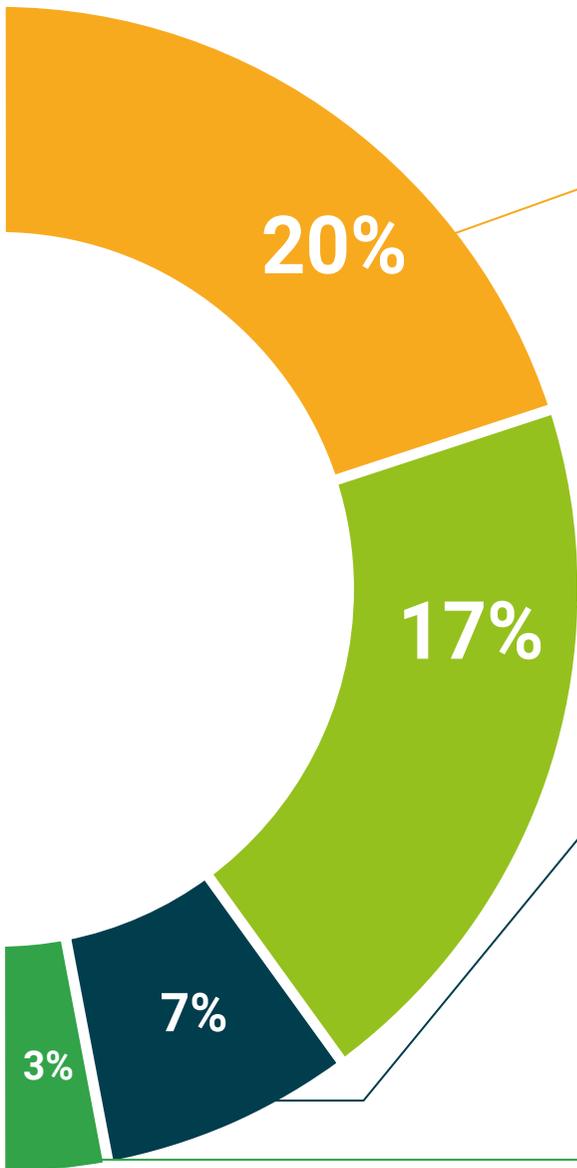
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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 Teaching Programs and Assessment in Art History in High School 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"

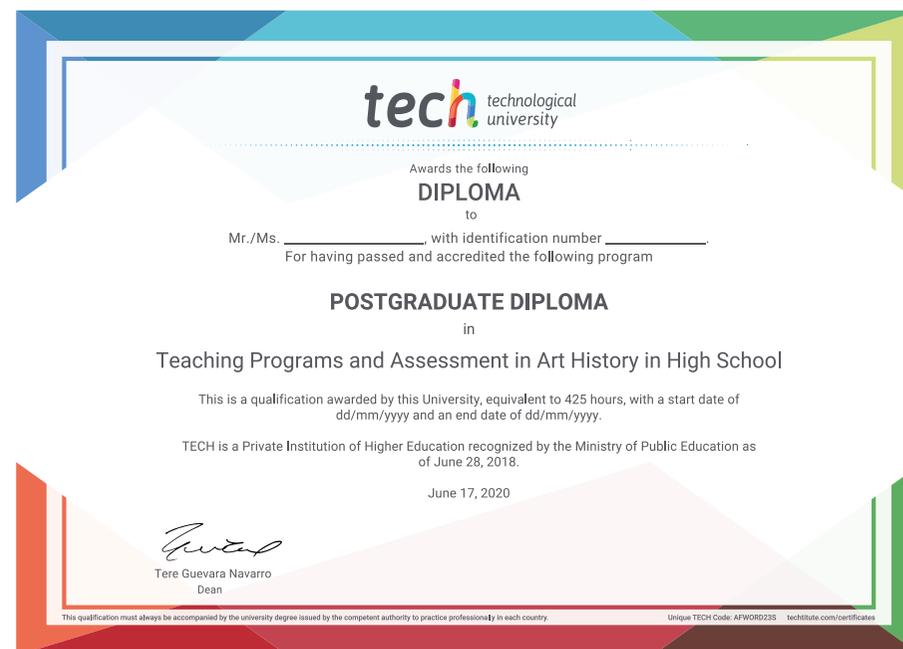
This **Postgraduate Diploma in Teaching Programs and Assessment in Art History in High School** contains the most complete and up-to-date program on the market.

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 career evaluation committees.

Title: **Postgraduate Diploma in Teaching Programs and Assessment in Art History in High School**

Official N° of Hours: **425 h.**



*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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