

# Master's Degree Flipped Classroom

Accreditation/Membership



**tech** global  
university



## Master's Degree Flipped Classroom

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/education/master-degree/master-flipped-classroom](http://www.techtute.com/us/education/master-degree/master-flipped-classroom)

# Index

01

Introduction to the Program

---

p. 4

02

Why Study at TECH?

---

p. 8

03

Syllabus

---

p. 12

04

Teaching Objectives

---

p. 20

05

Career Opportunities

---

p. 24

06

Study Methodology

---

p. 28

07

Teaching Staff

---

p. 38

08

Certificate

---

p. 42

# 01

# Introduction to the Program

The traditional educational model, based on one-way teaching, has given way to active methodologies that enhance meaningful learning. Among them, the Flipped Classroom has gained significant relevance by transforming classroom dynamics, fostering student participation and autonomy. According to a UNESCO report, the use of innovative approaches improves knowledge retention and strengthens teacher-student interaction. Aware of this evolution, TECH Global University presents a cutting-edge academic program that trains education professionals in the effective implementation of this model. Through a 100% online approach, with interactive materials and updated resources, graduates acquire the necessary competencies to energize their classes and meet the challenges of today's educational landscape.





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*A comprehensive and 100% online program, exclusive to TECH, with an international perspective backed by our membership in the Association for Teacher Education in Europe"*

The evolution of the educational model has led teaching professionals to rethink their pedagogical strategies, incorporating active methodologies that foster student participation and enhance their learning process. Among these, Flipped Classroom has proven to be one of the most effective, as it moves part of the theoretical content outside the classroom to make room for dynamic and collaborative activities during class time. In fact, a UNESCO report reveals that the application of innovative approaches improves knowledge retention and strengthens critical thinking, which are essential skills in today's education.

In response, TECH Global University introduces an innovative Master's Degree in Flipped Classroom. The academic journey will delve into aspects ranging from the personalization of teaching and cooperative patterns for a flipped classroom, to the creation of original content to enhance the classroom experience. As a result, graduates will develop advanced competencies to transform their teaching practice, designing active, flexible, and student-centered learning experiences.

Thanks to the flexibility of this academic program, graduates will be able to access the content at any time and from any device with internet access, ensuring a continuous and updated learning experience. Moreover, teachers seeking to update their knowledge will benefit from the Relearning method, a TECH Global University pioneering learning model that guarantees effective knowledge assimilation at their own pace.

Furthermore, thanks to TECH's membership in the **Association for Teacher Education in Europe (ATEE)**, professionals will have access to specialized academic journals and discounts on publications. They will also be able to attend webinars or conferences at no cost and receive linguistic support. Additionally, they will be included in the ATEE consultancy database, thereby expanding their professional network and gaining access to new opportunities.

This **Master's Degree in Flipped Classroom** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ Practical cases presented by experts in Flipped Classroom
- ♦ 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
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies in Flipped Classroom
- ♦ 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



*You will apply learning personalization strategies, tailored to different educational levels and student profiles"*

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*With the Relearning system, you will not need to invest excessive hours in study and will focus on the most relevant concepts”*

The program includes faculty members from the Flipped Classroom field, who bring their professional experience to this program, alongside recognized specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will provide professionals with situated and contextualized learning—meaning a simulated environment that offers immersive study, preparing you to face real-world situations.

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

*You will master digital tools for the creation of educational content, platform management, and evaluation.*

*You will promote collaborative work and critical thinking, integrating the Flipped Classroom with other active methodologies.*



02

# Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs, available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it has a huge faculty of more than 6,000 professors of the highest international prestige.





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*Study at the largest online university in the world and ensure your professional success. The future begins at TECH”*

**The world's best online university, according to FORBES**

The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future"

**Forbes**  
Mejor universidad  
online del mundo

**Plan**  
de estudios  
más completo

**The most complete syllabuses on the university scene**

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

**The best top international faculty**

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistuba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

Profesorado  
**TOP**  
Internacional

La metodología  
más eficaz

**A unique learning method**

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

**The world's largest online university**

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs in eleven different languages position us as the largest educational institution in the world.

**nº1**  
Mundial  
Mayor universidad  
online del mundo

**The official online university of the NBA**

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

**Leaders in employability**

TECH has become the leading university in employability. 99% percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.



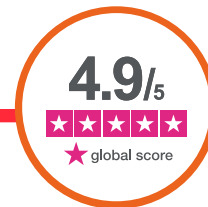
**Google Premier Partner**

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.



**The official online university of the NBA**

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.



**The top-rated university by its students**

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.



**Leaders in employability**

TECH has become the leading university in employability. 99% percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.

# 03

# Syllabus

The syllabus for this academic program is designed by a team of specialists in active methodologies, ensuring a comprehensive and up-to-date learning experience. Throughout the academic journey, education professionals will delve into the Flipped Classroom model, from its conceptualization to its advanced implementation. They will also develop skills to design effective flipped classrooms, create original content, and apply innovative digital tools. Additionally, they will explore gamification, escape room-based learning, and strategic session planning, providing them with the resources needed to transform the classroom into a dynamic, participatory space that aligns with current educational challenges.



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*You will gain a deep understanding of the Flipped Classroom model, applying cooperative learning methodologies and enhancing participation in the classroom”*

## Module 1. What Is the Flipped Classroom Model?

- 1.1. The Flipped Classroom Model
  - 1.1.1. Concept
  - 1.1.2. History
  - 1.1.3. What Is It and How Does It Work?
- 1.2. The New Role of the Teacher in the Flipped Classroom Model
  - 1.2.1. The New Role of the Teacher
  - 1.2.2. Classroom Work
- 1.3. The Role of Students in the Flipped Classroom Model
  - 1.3.1. New Student Learning
  - 1.3.2. Homework in Class, Lessons at Home
- 1.4. Involvement of Families in the Flipped Classroom Model
  - 1.4.1. Family Participation
  - 1.4.2. Communication with Parents
- 1.5. Differences between the Traditional Model and the Flipped Classroom Model
  - 1.5.1. Traditional Class vs. Inverted Classroom
  - 1.5.2. Working Hours
- 1.6. Personalization of Education
  - 1.6.1. What Is Personalized Learning?
  - 1.6.2. How to Personalize Learning
  - 1.6.3. Examples of Learning Personalization
- 1.7. Attention to Diversity in the Flipped Classroom Model
  - 1.7.1. What Is Attention to Diversity?
  - 1.7.2. How Does the FC Model Help Us to Put Attention to Diversity into Practice?
- 1.8. Benefits of the Flipped Classroom Model
  - 1.8.1. Flexibility of Students in Their Learning
  - 1.8.2. Advance Content
  - 1.8.3. Learning Environment around the Student Body
  - 1.8.4. Collaboration among Students
  - 1.8.5. Extra Time Outside the Classroom
  - 1.8.6. More Time for Personalized Attention to Students

- 1.9. The Relationship of Bloom's Taxonomy to the Flipped Classroom Model
  - 1.9.1. What Is a Taxonomy?
  - 1.9.2. History
  - 1.9.3. Levels and Examples
  - 1.9.4. Table of Verbs

## Module 2. Initiation of the Model Together with New Cooperative Learning Methodologies

- 2.1. Flipped Classroom and Cooperative Learning
  - 2.1.1. What Is Cooperative Learning?
  - 2.1.2. Problems in Implementing Cooperative Learning
- 2.2. We Group Our Students
  - 2.2.1. We Design the Groupings
  - 2.2.2. Arrangement, Distribution and Placement of Students in the Teams
- 2.3. We Create a Cooperative Class
  - 2.3.1. Rules in the Cooperative
  - 2.3.2. Cooperative Roles
- 2.4. The Three Pillars of Cooperative Learning
  - 2.4.1. Positive Interdependence
  - 2.4.2. Individual Responsibility
  - 2.4.3. Equal Participation
- 2.5. Patterns of Cooperation for an Inverted Classroom
  - 2.5.1. Group Work
  - 2.5.2. Group Work and Individual Work
  - 2.5.3. Individual and Group Work
  - 2.5.4. Individual Work
- 2.6. Simple Cooperative Techniques
  - 2.6.1. Three-Minute Stop
  - 2.6.2. Twitter Cooperative
- 2.7. Complex Cooperative Techniques
  - 2.7.1. Jigsaw or Puzzle
  - 2.7.2. Research Groups
- 2.8. Evaluation
  - 2.8.1. Teacher Evaluation
  - 2.8.2. Self-Evaluation
  - 2.8.3. Co-Evaluation

**Module 3. Creating a Flipped Classroom**

- 3.1. Teach the Students the Technique, Introduce Them to the Model
  - 3.1.1. Teaching How to Watch Videos
  - 3.1.2. Convincing Students
  - 3.1.3. Teaching How to Get Ideas
- 3.2. Content Preparation
  - 3.2.1. The Pillars of FC
  - 3.2.2. Advantages
  - 3.2.3. Disadvantages
- 3.3. Creating a Place for the Material
  - 3.3.1. How to Share the Videos or the Material
  - 3.3.2. Where Can I Find Material from Others?
- 3.4. Get to Know the FLIP-in-Class
  - 3.4.1. "Flip in the Classroom" Mode
  - 3.4.2. Reasons for Use
  - 3.4.3. How to Work It
- 3.5. Problems and Obstacles that May Occur
  - 3.5.1. Obstacles that May Occur in Different Situations
- 3.6. Solving Possible Difficulties
  - 3.6.1. How to Solve the Problems that Arise
- 3.7. Why Flipped Classroom Really Works
  - 3.7.1. Main Reason for FC Operation
  - 3.7.2. Students' Perception of the FC Model
- 3.8. Tips to Remember
  - 3.8.1. Tips for Customized Space
  - 3.8.2. Making Time in the Classroom Engaging
- 3.9. Cornell Notes
  - 3.9.1. What Are Cornell Notes?
  - 3.9.2. History of Cornell Notes
  - 3.9.3. Format and Relationship to the FC
  - 3.9.4. Notes and Memos

**Module 4. Creation of Own Content, Flipped Classroom Tools**

- 4.1. Introduction
  - 4.1.1. Own Content
  - 4.1.2. External Content
  - 4.1.3. Tools and Apps
- 4.2. Tips for Creating Effective Videos
  - 4.2.1. Importance of a Good Digital Design
  - 4.2.2. Duration
  - 4.2.3. Types of Plans
  - 4.2.4. Voice, Intonation
  - 4.2.5. Enriching Videos
  - 4.2.6. Concreteness in the Video
- 4.3. Video Creation with Mobile or Tablet
  - 4.3.1. How to Create Videos
  - 4.3.2. Video Editing
- 4.4. Video Creation with Screen Capture
  - 4.4.1. How to Create Videos
  - 4.4.2. Video Editing
- 4.5. Making Videos with Chroma Key
  - 4.5.1. Tools to Be Used
  - 4.5.2. Edition
- 4.6. Infrastructure Digital Devices
  - 4.6.1. Versatility
  - 4.6.2. Ease of Use
  - 4.6.3. Costs
- 4.7. Other Important Elements in Video Creation and Editing
  - 4.7.1. Assessment Instruments
  - 4.7.2. Hardware
- 4.8. Doing Flipped Classroom with Little Technology
  - 4.8.1. How to Do It with Almost No Technology

**Module 5. Gamification as an Active Methodology. Flipped + Gamification**

- 5.1. History, Definition and Concepts
  - 5.1.1. History and Context
  - 5.1.2. Definition
  - 5.1.3. Initial Concepts
- 5.2. Elements
  - 5.2.1. Insignias and Diplomas
  - 5.2.2. Classification
  - 5.2.3. Collectibles
  - 5.2.4. Currency of Exchange
  - 5.2.5. Keys
  - 5.2.6. Awards
- 5.3. Mechanisms
  - 5.3.1. Structural Gamification
  - 5.3.2. Content Gamification
- 5.4. Digital Tools
  - 5.4.1. Management Tools
  - 5.4.2. Productivity Tools
    - 5.4.2.1. Insignias
    - 5.4.2.2. Letters
    - 5.4.2.3. Other
- 5.5. Gamification and Serious Games
  - 5.5.1. Play in the Classroom
  - 5.5.2. Typology of Games
- 5.6. Commercial Games Catalog
  - 5.6.1. Games to Develop Skills
  - 5.6.2. Games to Develop Content
- 5.7. Video Games and Apps
  - 5.7.1. Games to Develop Skills
  - 5.7.2. Games to Develop Content







- 5.8. Gamification Design
  - 5.8.1. Approach, Objectives
  - 5.8.2. Integration into the Curriculum
  - 5.8.3. History
  - 5.8.4. Aesthetics
  - 5.8.5. Evaluation
- 5.9. Game Design
  - 5.9.1. Approach, Objectives
  - 5.9.2. Integration into the Curriculum
  - 5.9.3. History
  - 5.9.4. Aesthetics
  - 5.9.5. Evaluation

## Module 6. Escape Room in the Classroom

- 6.1. Escape Room History
  - 6.1.1. Where Does It Come from?
  - 6.1.2. Popularity
- 6.2. Know the Format
  - 6.2.1. When Should It Be Done?
  - 6.2.2. Interior Escape Rooms
  - 6.2.3. Exterior Escape Rooms
  - 6.2.4. Creation of Formats
- 6.3. Steps to Take into Account
  - 6.3.1. Narrative
  - 6.3.2. Materials
  - 6.3.3. Tests
- 6.4. Aspects that Trigger Attention
  - 6.4.1. Surprise
  - 6.4.2. Creativity
  - 6.4.3. Emotion
- 6.5. Enhancing Learning through Motivation
  - 6.5.1. Encourage Teamwork with a Common Goal among All the Team Members
  - 6.5.2. Create Spaces for Debate and Decision-Making

- 6.6. Aspects to Take into Consideration for Its Creation
  - 6.6.1. Classroom Configuration
  - 6.6.2. Content Strategy
  - 6.6.3. Design to Solve Puzzles
  - 6.6.4. Design of Riddles, Puzzles
  - 6.6.5. Exciting Narrative
  - 6.6.6. Order of Tests
  - 6.6.7. Reward
- 6.7. Tools for Creation
  - 6.7.1. Materials and Their Possibilities
- 6.8. Practical Case
  - 6.8.1. Example of an Escape Room

## Module 7. Raising the Bar with the Flipped Classroom

- 7.1. Inductive Methodologies
  - 7.1.1. What Are Inductive Methodologies?
  - 7.1.2. Deductive Methodologies vs. Inductive Methodologies
  - 7.1.3. Inductive Methodologies + FC
- 7.2. Projects and PBA
  - 7.2.1. Description of the Method
  - 7.2.2. Implementation Objectives
  - 7.2.3. Characteristics and Phases
  - 7.2.4. ABP and FC
- 7.3. Learning between Equals (Peer Instruction)
  - 7.3.1. What Is Peer Learning?
  - 7.3.2. How Does It Work?
  - 7.3.3. Peer Instruction and FC
- 7.4. *Flipped Classroom*
  - 7.4.1. What Is the Flipped Classroom Model?
  - 7.4.2. Ramsey Musallam's Work
  - 7.4.3. Flipped Classroom and Learning Cycles

- 7.5. *Learning by Doing*
  - 7.5.1. History
  - 7.5.2. What Is Learning by Doing?
  - 7.5.3. Advantages
  - 7.5.4. Proposals
- 7.6. Problem-Based Learning
  - 7.6.1. What is Problem-Based Learning?
  - 7.6.2. Working with This Methodology
  - 7.6.3. ABP + FC
- 7.7. SAMR Model
  - 7.7.1. Integrating ICT into Educational Processes
  - 7.7.2. Model Representation
  - 7.7.3. Step-by-Step Components of the SAMR Model
- 7.8. *Blended learning*
  - 7.8.1. What is *Blended Learning*?
  - 7.8.2. Advantages
  - 7.8.3. Examples of BL Systems
  - 7.8.4. Strategies
- 7.9. JITT (Just-in-Time Teaching)
  - 7.9.1. History
  - 7.9.2. Methodology
  - 7.9.3. JITT + FC

## Module 8. Creation of Graphic Material, Flipped Is Not Just Video Designing a PLE (Personal Learning Environment)

- 8.1. What Is a Personal Learning Environment (PLE)?
  - 8.1.1. Concept of PLE
  - 8.1.2. Design your Own PLE
- 8.2. Classroom Platforms
  - 8.2.1. Edmodo
  - 8.2.2. Google Classroom

- 8.3. Creation of Interactive Material
  - 8.3.1. Genial.ly
- 8.4. QR Codes
  - 8.4.1. Educational Uses
  - 8.4.2. QR Code Creation
- 8.5. Infographics
  - 8.5.1. Piktochart
  - 8.5.2. Canva
- 8.6. Mind Maps
  - 8.6.1. GoConqr
  - 8.6.2. Mindomo
  - 8.6.3. Popplet
- 8.7. Creation of a Web
  - 8.7.1. WIX
- 8.8. Use of Social Networks in Learning
  - 8.8.1. Twitter
  - 8.8.2. Instagram
- 8.9. Working with PDF
  - 8.9.1. Perusall

### Module 9. Programming and Planning in the Flipped Classroom Model

- 9.1. Why Turn Our Classroom Upside Down?
  - 9.1.1. Evidence of the Need for the Inverted Classroom
- 9.2. Bloom's Taxonomy for Programming
  - 9.2.1. We Define the Levels of Bloom's Taxonomy of Cognition
- 9.3. Individual Space
  - 9.3.1. Individual Teacher and Student Space
- 9.4. Learning Management System
  - 9.4.1. Google Classroom
  - 9.4.2. Padlet
- 9.5. Group Space
  - 9.5.1. What to Do in the Group Space?
- 9.6. Design of a Flipped Unit
  - 9.6.1. Elements of a Flipped Unit
  - 9.6.2. Example of a Flipped Unit
- 9.7. How Can You Evaluate Your Flipped Class?
  - 9.7.1. Different Strategies for Evaluating Our Students

### Module 10. A New Form of Evaluation

- 10.1. Kahoot
  - 10.1.1. Description of the Tool
  - 10.1.2. Game Modes
  - 10.1.3. Creation of Activities
- 10.2. Socrative
  - 10.2.1. Description of the Tool
  - 10.2.2. Game Modes
  - 10.2.3. Creation of Activities
- 10.3. Google Forms
  - 10.3.1. Description of the Tool
  - 10.3.2. Document Creation
- 10.4. EdPuzzle
  - 10.4.1. Description of the Tool
  - 10.4.2. Creation of Activities
- 10.5. Headings
  - 10.5.1. Description of the Rubric Evaluation System
  - 10.5.2. Creation of Rubrics
- 10.6. iDoceo
  - 10.6.1. Description of the Tool
  - 10.6.2. Learning to Manage the Classroom with iDoceo
- 10.7. Additio
  - 10.7.1. Description of the Tool
  - 10.7.2. Learning to Manage the Classroom with Additio
- 10.8. CoRubrics
  - 10.8.1. Description of the Tool
  - 10.8.2. Creating Rubrics with CoRubrics
- 10.9. Google Classroom
  - 10.9.1. Description of the Tool
  - 10.9.2. Learning to Manage Virtual Classrooms and Their Assignments

# 04

# Teaching Objectives

Graduates will be prepared to redesign the teaching-learning process, promoting student autonomy and optimizing classroom time. This academic experience aims to equip education professionals with the necessary competencies to effectively implement the Flipped Classroom model. They will develop skills in creating digital educational content, using technological tools, and applying active methodologies such as gamification and cooperative learning. Additionally, they will gain a strategic vision to manage virtual learning environments, design interactive experiences, and lead educational innovation projects in various academic contexts.





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*Manage virtual learning environments, acquiring key competencies in planning, designing, and evaluating interactive sessions with the Flipped Classroom model”*



## General Objectives

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- ♦ Changing the conception of time and space in the classroom
- ♦ Discover the new role of teachers and their attitude towards methodological change
- ♦ Incorporate new methodologies focused on cooperation, innovation and problem solving
- ♦ Learn about tools and their application in a didactic sequence
- ♦ Evaluate, co- and self-evaluate using digital tools and rubrics
- ♦ Learn how to design a Flipped Classroom
- ♦ Understand the importance of active learning methodologies in the Flipped Classroom and how this model helps to improve other methodologies
- ♦ Find out what the Flipped Classroom model is



*You will master the creation of digital educational content, optimizing learning through the technological tools you will learn in this Master's Degree"*





## Specific Objectives

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### Module 1. What Is the Flipped Classroom Model?

- ♦ Know the principles of the Flipped Classroom
- ♦ Understand the importance of the new role of the teacher in the classroom

### Module 2. Initiation of the Model together with New Cooperative Learning Methodologies

- ♦ Know what cooperative learning is
- ♦ Create a cooperative context

### Module 3. Creating a Flipped Classroom

- ♦ Develop the FC model in the student body
- ♦ Learn how to solve possible problems

### Module 4. Creation of Own Content, Flipped Classroom Tools

- ♦ Know the most important features for the creation of your own videos
- ♦ Delve into digital tools for creating and editing your own videos

### Module 5. Gamification as an Active Methodology Flipped + Gamification

- ♦ Know the origin of gamification
- ♦ Discover the basic elements used in gamification

### Module 6. Escape Room in the Classroom

- ♦ Improve logic and ingenuity in students
- ♦ Learn how to use tools for an escape room

### Module 7. Raising the Bar with the Flipped Classroom

- ♦ Teach through questioning and challenges
- ♦ Improve the different methodologies with the FC

### Module 8. Creation of Graphic Material, Flipped Is Not Just Video. Designing a PLE (Personal Learning Environment)

- ♦ Achieve the development of student self-regulation
- ♦ Favor the teaching-learning processes through ICTs
- ♦ Develop digital competence

### Module 9. Programming and Planning in the Flipped Classroom Model

- ♦ Program with Bloom's taxonomy in mind
- ♦ Know how to use individual and group space

### Module 10. A New Form of Evaluation

- ♦ Learn to use digital tools for evaluation
- ♦ Learn to manage the classroom with digital tools

# 05

# Career Opportunities

This Master's Degree in Flipped Classroom expands opportunities for education professionals who wish to specialize in the implementation of cutting-edge active methodologies. In this way, graduates will develop advanced competencies to optimize teaching processes. As such, specialists will promote active participation in the classroom and foster students' autonomous learning. Thanks to this, experts will efficiently manage Information and Communication Technologies (ICT), creating collaborative learning environments that encourage critical reflection.







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*You will expand your career opportunities by developing innovative pedagogical strategies for high-level educational institutions, enhancing student learning”*

### Graduate Profile

The graduate of this program will be a professional with a high level of specialization in the Flipped Classroom model, capable of redesigning the teaching-learning process with active and innovative methodologies. They will have skills in creating digital educational content, managing virtual learning environments, and planning interactive sessions that foster student autonomy. Additionally, they will master the most sophisticated techniques to adapt their pedagogical approaches to the needs of each student. In this way, they will optimize both motivation and academic performance.

*You will be prepared to lead educational change, adapting to emerging trends and the needs of the classroom of the future.*

- ♦ **Designing Learning Experiences:** Ability to create dynamic and interactive classes using the Flipped Classroom model, promoting active student participation
- ♦ **Advanced Use of Digital Tools:** Expertise in managing platforms and technological resources for the creation and management of innovative educational content
- ♦ **Implementation of Active Methodologies:** Application of strategies such as gamification, cooperative learning, and problem-solving to improve teaching
- ♦ **Management of Virtual Learning Environments:** Organization of digital platforms and collaborative environments that enhance the educational process





After completing the university program, you will be able to apply your knowledge and skills in the following positions:

- 1. Educational Technology Administration:** Responsible for integrating digital tools into the classroom to enhance the learning experience and optimize the teaching process.
- 2. Digital Content Organizer for Education:** Creation of interactive resources and digital teaching materials adapted to the Flipped Classroom model.
- 3. Pedagogical Advisor on Active Methodologies:** Supports institutions and teachers in adopting new teaching strategies based on personalization and autonomous learning.
- 4. Manager of Digital Educational Projects:** Development and implementation of online or hybrid educational programs focused on active methodologies.
- 5. Consultant on Digital Learning Strategies:** Provides advice to educational institutions to improve teaching through the integration of innovative models such as the Flipped Classroom.

“ You will manage the use of the most cutting-edge active learning methodologies, driving active student participation through the use of technological resources ”

06

# Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



“

*TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”*

### The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes  
(which you might not be able to attend)”*



### The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want*”

## Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.





## Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

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



## A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



*The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule”*

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

### The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

*Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.*

*You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.*



As such, the best educational materials, thoroughly prepared, will be available in this program:



#### Study Material

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

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



#### Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



#### Interactive Summaries

We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

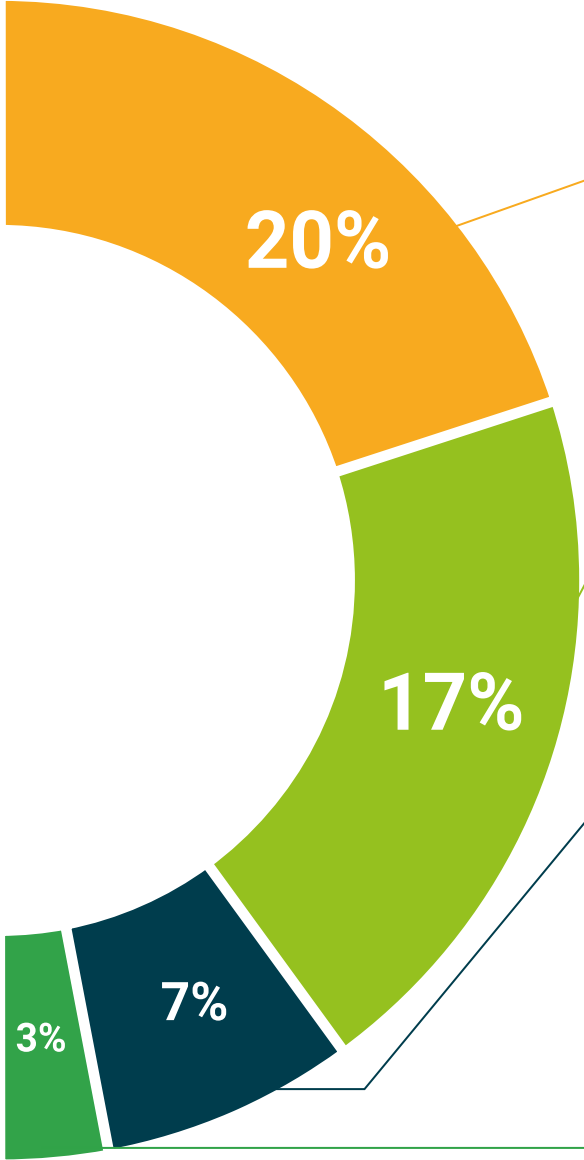
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### Additional Reading

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





**Case Studies**

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.



**Testing & Retesting**

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.



**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 for 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.



07

# Teaching Staff

Composed of specialists in educational innovation, active methodologies, and digital learning environments, this academic experience is one of the most promising in the market. Professionals with extensive experience in the application of the Flipped Classroom model, who have led pedagogical transformation projects in various institutions. Through their expertise, they will provide advanced strategies for the effective implementation of this methodology, combining digital resources and innovative teaching techniques. Their practical and up-to-date approach will enable students to acquire key competencies to redesign the teaching process and optimize learning.





“

*Boost your career with practical and current knowledge from professionals with a distinguished track record in the implementation of the Flipped Classroom model”*

## Management



### Mr. Azorín López, Miguel Ángel

- ♦ Teacher specialized from Physical Education Primary
- ♦ Primary School Teacher at Colegio Padre Dehon. Novelda, Spain
- ♦ Creator of the Flipped Primary App
- ♦ Collaborating teacher at Ineverycrea
- ♦ Genially Ambassador
- ♦ Google Trainer
- ♦ Edpuzzle Coach
- ♦ Teaching Degree with Specialization in Physical Education from the University of Alicante
- ♦ Expert in Flipped, Level I Flipped Learning and Level I Instructor Flipped Learning
- ♦ Candidato Top 100 Flipped Learning Profesores del mundo





## Teachers

### **Ms. Payá López, Miriam**

- ♦ English Teacher, ICT Specialist
- ♦ Primary Education Teacher, Specialist in Foreign Language (English) at Padre Dehon School
- ♦ Diploma, Teacher of Foreign Language (English) from the University of Alicante
- ♦ Specialist in Visual Thinking

### **Mr. Asencio Ferrández, Aarón**

- ♦ Flipped Primary App Ambassador as a Primary School Teacher
- ♦ Teacher specialized in Primary Education, Level I Flipped Learning
- ♦ Primary School Teacher. San José Cluny School in Novelda
- ♦ Level I Flipped Learning
- ♦ Flipped Primary App Ambassador
- ♦ Edpuzzle Coach
- ♦ Included in the TOP-110 flipped learning worldwide teachers list twice
- ♦ Nominated for the Educa Abanca Awards as best Primary School teacher in Spain
- ♦ Best Flipped Classroom experience in primary education in the III European FlipconBias Congress
- ♦ "Important" award from the newspaper "Información"
- ♦ INTEF course on flipped classroom and several other courses on cooperative learning and multiple intelligences

08

# Certificate

The Master's Degree in Flipped Classroom guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University..





“

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

This private qualification will allow you to obtain a **Master's Degree in Flipped Classroom** endorsed by **TECH Global University**, the world's largest online university.

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

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

TECH is a member of the prestigious **Association for Teacher Education in Europe (ATEE)**, the leading international association dedicated to teacher training. This partnership highlights its commitment to academic advancement and quality.

Accreditation/Membership

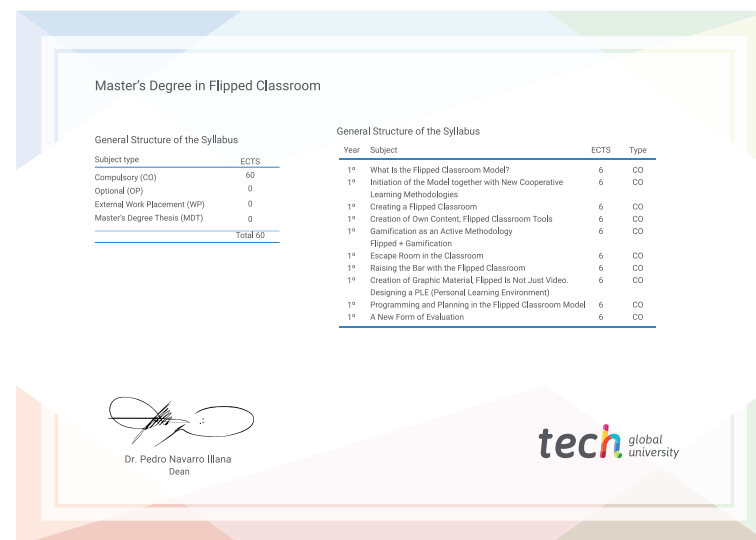


Title: **Master's Degree in Flipped Classroom**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**



\*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University 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 quality  
development language  
virtual classroom



## Master's Degree Flipped Classroom

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

# Master's Degree Flipped Classroom

Accreditation/Membership

