

# Professional Master's Degree

## Teaching History and Geography in High School





## Professional Master's Degree Teaching History and Geography in High School

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/us/education/professional-master-degree/master-teaching-history-geography-high-school](http://www.techtitute.com/us/education/professional-master-degree/master-teaching-history-geography-high-school)

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# 01

# Introduction

Teaching geography and history is of great relevance in high school curricula, whether students intend to pursue related fields in their university education or as part of the learning process required for general students. This education must be planned and developed for it to be effective and valuable, which requires specific knowledge and updates that Geography and History professionals can quickly and easily obtain through this complete educational program. An exceptional opportunity to study at a high quality university.





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*All the new developments in the teaching of History and Geography in High School, in a complete program, structured to reconcile intensity and flexibility with the best preparatory method in the online teaching market”*

Pre-university education, specifically studies in the areas of geography and history, aim to offer students a broad and sufficient cultural, social and personal development to face subsequent educational stages with solvency, with a humanistic training that enables them to understand the world, the political and social context and to develop their own personal criteria to manage in today's world.

With the creation of this Professional Master's Degree, TECH intend to impart, both in active and future teachers, a body of knowledge of the reality of current social sciences and their link to education and academic life.

This Professional Master's Degree includes personalized tutoring and all manner of help and advice in order to be successfully completed. The format of this Professional Master's Degree is always an enormous advantage for those who take it, since it grants them access to the resources provided at any time and place, allowing them greater autonomy in learning and carrying out the proposed activities.

TECH believes teachers should be aware of the development of their discipline over time and of the various legislative changes that have taken place in the field of education, in order to improve their skills when teaching an ever-changing and evolving student body.

It is precisely in response to this need to update that this Professional Master's Degree offers teachers a special treatment of ICT, extremely current tools in our education system that serve as attractive vehicles to engage students.

Moreover, as the program delves into different methodological and assessment techniques, educators will be able to develop the necessary capacity to establish a satisfactory teaching-learning process with their students.

This **Professional Master's Degree in Teaching History and Geography in High School** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ A large number of practical cases presented by experts in Teaching History and Geography 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
- ♦ The latest news on Teaching History and Geography in High School
- ♦ It contains practical exercises where the self evaluation process can be carried out to improve learning
- ♦ Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- ♦ With special emphasis on evidence-based methodologies in Teaching History and Geography 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



*Incorporate into your skills the aspects you need to master in terms of teaching history and geography in high school education"*

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*This Professional Master's Degree is designed to offer you personal and professional growth that will allow you to teach with confidence and success, backed by the latest teaching techniques”*

The teaching staff includes teaching professionals in the field of Teaching History and Geography in High School, who bring their experience to this program, as well as renowned specialists belonging to leading societies and prestigious universities.

The multimedia content developed with the latest educational technology will provide students 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 throughout the program. For this purpose, the professional will be assisted by an innovative, interactive video system developed by recognized experts in the field of Teaching History and Geography in High School who have extensive teaching experience.

*We promote your professional and personal growth through the highest quality teaching systems.*

*Take the opportunity to learn about the latest advances in this field and apply it to your daily practice.*



# 02

# Objectives

The main objective of the program is to develop theoretical and practical learning, so professionals can master the specific work methods in teaching geography and history in a practical and rigorous way. Including the latest updates and new protocols in the field.





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*The objective of this Professional Master's Degree is to efficiently prepare our students, boosting their professional development to the highest level of efficiency”*



## General Objectives

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- ♦ Update knowledge on the practice of teaching history and geography in high school in order to increase the quality of professional practice
- ♦ Introduce students to new ways of teaching these subjects
- ♦ Know the tools used in current teaching practice
- ♦ Enable the development of skills and abilities by encouraging continuing education and research



*The best value for money on the online teaching market”*



## Specific Objectives

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### Module 1. Geography and History as Social Sciences

- ♦ Identify geography and history as social sciences
- ♦ See the possible career opportunities and work environments for professionals in social sciences
- ♦ Analyze the fundamental role of geography and history in order to situate their current role in society

### Module 2. The Importance of Teaching Geography and History

- ♦ Interact with the world of social science teaching outside the classroom, knowing the existing possibilities offered by historical, artistic and archaeological museums, as well as art galleries and archaeological sites
- ♦ Identify the different teaching methods to be developed in the classroom to encourage the study of history and geography

### Module 3. Current Methods

- ♦ Analyze the main methodological currents in social science education
- ♦ Identify the schools of thought that have influenced the field of geography and history

**Module 4. Law for the Improvement of Educational Quality (LOMCE)**

- ♦ Know the evolution of the Spanish educational legislation, developing tools to compare the different education laws
- ♦ Be aware of the competences of the State and those of the autonomous regions in education. Master the most important points established by LOMCE, knowing its objectives and the key competences it seeks to promote

**Module 5. Student Motivation**

- ♦ Delve into student motivation and teacher roles in this task, for which diverse cognitive theories must be introduced. Have an impact on the motivation of adolescents specifically, getting to know them and being able to mediate in class conflicts
- ♦ Provide methodological tools so the teachers that enroll in the program can motivate students

**Module 6. Adapting to Different Classroom Situations and Multiple Intelligences**

- ♦ Obtain tools to face school maladjustment and to know how to deal with teaching high capacity students
- ♦ Prepare teachers to adapt to different classroom situations, with emphasis on adolescence and knowledge of multiple intelligences

**Module 7. ICT**

- ♦ Develop teachers' knowledge of ICT by showing them their application and introducing them to the development of teaching materials based on new technologies
- ♦ Teach critical appraisal of the use of ICT in order to protect students in the judicious use of new technologies

**Module 8. Educational Programming**

- ♦ Instruct on how to develop educational programs in detail and in accordance with current standards. Provide examples to that end
- ♦ Develop new knowledge acquisition techniques for high school students

**Module 9. Assessment**

- ♦ Delve into assessments, showing the objectives it should have, the criteria to be followed, the existing models, its importance and its relation to the education law LOMCE
- ♦ Know the different perspectives on assessments through different authors

**Module 10. Teaching Outside the Classroom**

- ♦ Identify the tools that influence knowledge acquisition outside the classroom
- ♦ Analyze the various techniques for autonomous education outside the classroom

# 03 Skills

Teachers who take this Professional Master's Degree will optimally develop the skills required to educate their students in the current key competencies included in the education law LOMCE.





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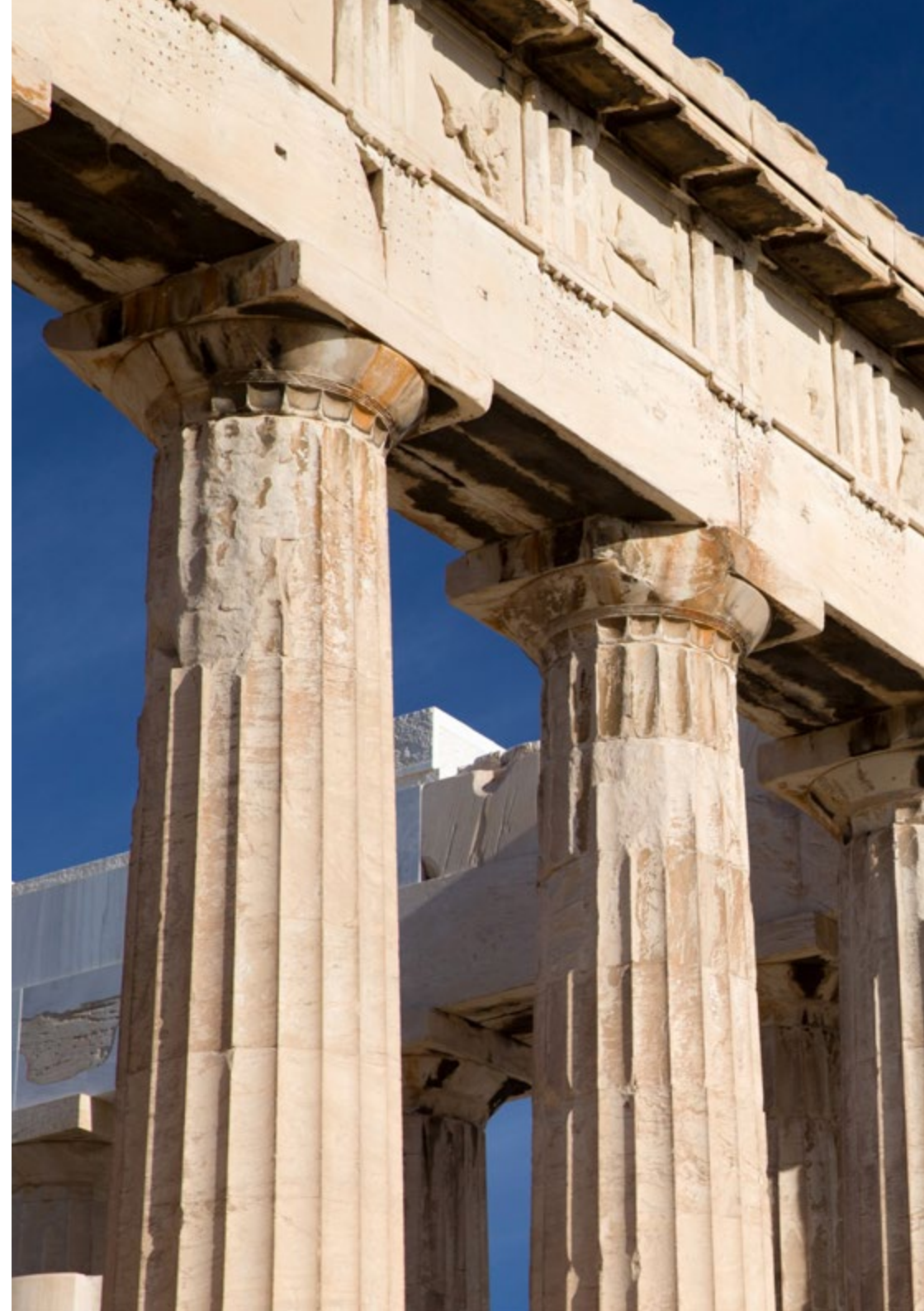
*Acquire the competencies that will allow you to implement the requirements established by LOMCE in your teaching program and practice”*



## General Skills

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- ♦ CAE: cultural awareness and expressions. Understand the value of social sciences and how they can be put into practice in academic life
- ♦ SIE: sense of initiative and entrepreneurship. Acquire an entrepreneurial attitude, based on interest in and motivation for learning Teachers who take this program must put this into practice, as they will be led through various activities and exercises based on it
- ♦ SCC: social and civic competences. Display civic attitudes and knowledge of our society because only in this way can this competence be taught to students
- ♦ CLL: competence of learning to learn. Guided self-learning is valued especially in online education It is essential to develop the ability to acquire knowledge in an autonomous way
- ♦ DC: Digital Competencies. Require the use of digital media in order to be carried out; in addition, it introduces teachers to the use of digital tools
- ♦ MCCST: mathematical competence and basic competence in science and technology. One module will be entirely devoted to ICTs, indispensable tools nowadays that require teachers to constantly update
- ♦ LCC: linguistic communication competence. Master languages as a fundamental vehicle of human communication and one of the pillars to properly function in society







## Specific Skills

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- ♦ Be aware of the importance of teaching geography, history and art history
- ♦ Delve into the concept of social science, specifically history and geography
- ♦ Know the evolution of the concept of history over time, since myths were first recorded in writing until the development of new historiographical proposals  
Know the evolution of the concept of geography, from antiquity to the contemporary times
- ♦ Understand the development of historical periodization and what it entails
- ♦ Delve into the categorization of geography
- ♦ Know the background of history and geography as educational disciplines
- ♦ Identify the profile of history and geography teachers
- ♦ Understand how the educational conception of social sciences has changed, and understand their interdisciplinary nature
- ♦ Learn the value of humanistic knowledge, both its importance in the past and the challenges it faces in the present
- ♦ Know how to recognize the difficulties of teaching geography and history today
- ♦ Provide an introduction to teaching methodology, teaching and learning models, behaviorist theories, cognitive theories, constructivist theories, etc.
- ♦ Develop methodological resources to apply them in the classroom
- ♦ Apply teaching methodology to the social sciences

# 04

# Course Management

The program includes in its teaching staff leading specialists in Teaching History and Geography in High School, who pour into this program the experience of their work. Additionally, other recognized specialists participate in the design and preparation, which means the program is developed in an interdisciplinary manner.







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*Learn the latest advances in procedures in Teaching History and Geography in High School from leading professionals”*

## Management



### Mr. Cañestro Donoso, Alejandro

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

## Professors

### Ms. Domínguez Alonso, Lourdes

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



05

# Structure and Content

The contents have been structured and designed by a team of professionals from the best educational institutions and universities in the country, who are aware of the current relevance of innovative education and who are committed to quality teaching using new educational technologies.





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*The syllabus for this Professional Master's Degree has been designed to cover all the learning areas required to provide quality teaching in history and geography at the high school level”*

## Module 1. Geography and History as Social Sciences

- 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 School of Annals
  - 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. The Importance of Teaching Geography and History

- 2.1. The Path of History in Education
  - 2.1.1. History Emerges in Education
  - 2.1.2. Its Place in the Humanities
  - 2.1.3. Adapting History to Academic Life
- 2.2. The Background of Geography in Education
  - 2.2.1. Geography in Education
  - 2.2.2. Its Ambiguous Place between the Humanities and Other Sciences
  - 2.2.3. Adapting Geography to Academic Life
- 2.3. Historians as Teachers
  - 2.3.1. Academic Profile of Historians
  - 2.3.2. Historians as Researchers and Teachers
  - 2.3.3. The Importance of Knowing History
- 2.4. Geographer as Teachers
  - 2.4.1. Academic Profile of Geographers
  - 2.4.2. Geography and Spatial Planning Degree White Book
  - 2.4.3. Professional Opportunities and the Importance of Geography Teachers
- 2.5. Art History as an Academic Discipline
  - 2.5.1. Academic Profile of Art Historians
  - 2.5.2. Fundamental Discipline to Know Our History and Environment
  - 2.5.3. Professional Opportunities and the Importance of Knowing Art and Heritage

- 2.6. Changes in the Conception of the Teaching Approach to Social Sciences
  - 2.6.1. Links between History and Geography
  - 2.6.2. From Memorization to More Didactic Teaching
  - 2.6.3. Changes in Workbooks and Textbooks
- 2.7. Interdisciplinarity
  - 2.7.1. Auxiliary Sciences of History
  - 2.7.2. Auxiliary Sciences of Geography
  - 2.7.3. The Need for Cooperation between Different Subjects
- 2.8. A Discipline of the Past, for the Present and the Future
  - 2.8.1. Historical Sources and Art as a Source of Knowledge
  - 2.8.2. The Importance of Art from an Early Age
  - 2.8.3. The Need to Expand the Discipline in Educational Curricula
- 2.9. The Value of Humanistic Knowledge Today
  - 2.9.1. Crisis of the Humanities
  - 2.9.2. The Humanities and Their Work in Our Society
  - 2.9.3. Conclusion and Reflection on the Role of the Humanities in the Western World

## Module 3. Current Methods

- 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 and Learning Models
  - 3.4.1. Dimensions of Psychoeducational Knowledge
  - 3.4.2. Models for Teaching and Learning Processes
  - 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. Didactic Methodology Applied to Social Sciences
  - 3.9.1. Teachers as a Key Methodological Element
  - 3.9.2. Expository Strategies
  - 3.9.3. Inquiry Strategies
- 4.3. State Competences and Autonomous Community Competences
  - 4.3.1. State Competences
  - 4.3.2. Autonomous Communities Competences
  - 4.3.3. Education Inspector Work
- 4.4. LOMCE Objectives
  - 4.4.1. Compulsory Secondary Education Objectives
  - 4.4.2. Baccalaureate Objectives
  - 4.4.3. LOMCE Educational Projects at the Center
- 4.5. Key Competences
  - 4.5.1. Linguistic Competence
  - 4.5.2. Mathematical Competence and Basic Competences in Science and Technology
  - 4.5.3. Digital Competence
  - 4.5.4. Learning to Learn
  - 4.5.5. Social and Civic Competences
  - 4.5.6. Sense of Initiative and Entrepreneurship
  - 4.5.7. Cultural Awareness and Expressions
- 4.6. How to Apply Competencies to the Social Sciences?
  - 4.6.1. Each of the Competencies and Their Implications in the Discipline
  - 4.6.2. Difficulties in Applying Certain Competencies in the Humanities
  - 4.6.3. Difference between Basic Competencies and Key Competencies
- 4.7. Contents of Each Academic Year
  - 4.7.1. ESO and Its Different Years
  - 4.7.2. Baccalaureate and Its Different Years and Modalities
  - 4.7.3. PAU and the Social Sciences
- 4.8. Educational Projects
  - 4.8.1. How to Develop Educational Projects at the Center?
  - 4.8.2. How the Project Affects Students?
  - 4.8.3. Different Projects
- 4.9. Unpacking LOMCE, Brief Summary
  - 4.9.1. LOMCE in Brief
  - 4.9.2. Important Points
  - 4.9.3. Table and Conclusions

#### Module 4. Law for the Improvement of Educational Quality (LOMCE)

- 4.1. History of Spanish Educational Legislation
  - 4.1.1. Chronological Explanation
  - 4.1.2. Different Curricula
  - 4.1.3. Future Previsions
- 4.2. Comparison LOE/LOMCE
  - 4.2.1. Comparative Table
  - 4.2.2. Analyzing Differences and Similarities
  - 4.2.3. Reflection of the Different Laws in the Realities of the Classroom



## Module 5. Student Motivation

- 5.1. Motivation and Its importance to Learners
  - 5.1.1. The Reason to Seek Motivation
  - 5.1.2. The Promotion of Curiosity in Social Sciences
  - 5.1.3. Positive Reinforcement and Autonomy Reinforcement
- 5.2. Teacher Role in the Motivational Task
  - 5.2.1. What to Do as Teachers to Become a Motivational Instrument?
  - 5.2.2. Proposal of Activities or Projects of Interest
  - 5.2.3. Recourse to Current Events: Examples
- 5.3. Cognitive Theories
  - 5.3.1. Conceptual and Procedural Knowledge
  - 5.3.2. Intellectual Abilities and General Strategies
  - 5.3.3. Rosenshine and Stevens
- 5.4. Cognitive Theories II
  - 5.4.1. Different Opinions
  - 5.4.2. Activity Examples
  - 5.4.3. Situated Learning and Learner Engagement
- 5.5. Learning and Self Learning
  - 5.5.1. Research Work for the Students
  - 5.5.2. Students as Their Own Teachers
  - 5.5.3. Transversal Projects
- 5.6. Motivation in Adolescence
  - 5.6.1. Understanding Adolescents
  - 5.6.2. Assessing the Classroom Situation
  - 5.6.3. Conflict Mediators
- 5.7. New Technologies as a Key Element in Academic Motivation
  - 5.7.1. Using Social Media
  - 5.7.2. Understanding Students' Social Reality and Their Motivations
  - 5.7.3. Evolution of the Youth
- 5.8. Attributional Programs
  - 5.8.1. What Does it Consist of?
  - 5.8.2. Real Applications
  - 5.8.3. Advantages in Adolescence

- 5.9. Self Regulated Learning Theory
  - 5.9.1. What Does it Consist of?
  - 5.9.2. Real Applications
  - 5.9.3. Project-Based Education and Motivation

## Module 6. Adapting to Different Classroom Situations and Multiple Intelligences

- 6.1. Adolescence and High School Education
  - 6.1.1. Most Problematic Years
  - 6.1.2. Adolescents at Risk of Social Exclusion
  - 6.1.3. Teachers, but Also Educators
- 6.2. Dysfunctions in Adolescence
  - 6.2.1. Different Problems
  - 6.2.2. Potential Solutions as Teachers and Educators
  - 6.2.3. Real Examples and Solutions
- 6.3. School Maladjustment
  - 6.3.1. School Absenteeism and Causes
  - 6.3.2. School Failure
  - 6.3.3. Situation in Spain
- 6.4. High Capacity Students
  - 6.4.1. Additional Material
  - 6.4.2. Motivation and New Challenges
  - 6.4.3. On How to Avoid Exclusion
- 6.5. Multiple Intelligences and Education
  - 6.5.1. Theory of Multiple Intelligences
  - 6.5.2. Types of Intelligence
  - 6.5.3. Project Zero
- 6.6. Education Based on Multiple Teachings
  - 6.6.1. Galton
  - 6.6.2. Cattell
  - 6.6.3. Wechler
- 6.7. Strategies, Guidelines and Activities
  - 6.7.1. According to Piaget
  - 6.7.2. Establish Student Abilities and Skills
  - 6.7.3. Skill Reinforcement

- 6.8. Social Sciences and Multiple Intelligences
  - 6.8.1. Linguistic Intelligence and Reasoning in Learning History
  - 6.8.2. Spatial Intelligence and Logic in Learning Geography
  - 6.8.3. Plastic and Artistic Intelligence
- 6.9. Problems in a More Personalized Approach to Education
  - 6.9.1. Lack of Resources
  - 6.9.2. The Need for Greater Investment
  - 6.9.3. Required Resources

## Module 7. ICTs

- 7.1. What Are ICTs? Use in Education
  - 7.1.1. Definition of ICTs
  - 7.1.2. Advantages
  - 7.1.3. Digital Competencies in Educational Settings
- 7.2. ICT Use in High School
  - 7.2.1. Digital Tools
  - 7.2.2. Web Based Tools
  - 7.2.3. Mobile Devices
- 7.3. Social Networks
  - 7.3.1. Definition of Social Networks
  - 7.3.2. Main Social Networks
  - 7.3.3. Using Social Networks in Education
- 7.4. Geographic Information System (GIS) and Its Importance in the Geography
  - 7.4.1. Geographic Information Systems: What Are They?
  - 7.4.2. GIS Organisation and Structures
  - 7.4.3. GIS in Education
- 7.5. ICT in Teaching and Learning History and Geography
  - 7.5.1. Web Resources of Historical and Geographical Interest
  - 7.5.2. Interactive Websites
  - 7.5.3. Gamification

- 7.6. Introduction to Developing Digital Teaching Material
  - 7.6.1. Creating and Editing Videos
  - 7.6.2. Creating Presentations
  - 7.6.3. Creating Educational Games (Gamification)
  - 7.6.4. Creating 3D Models
  - 7.6.5. Google Tools
- 7.7. Use and publication of Digital Teaching Materials
  - 7.7.1. Means of Publishing Audiovisual Resources
  - 7.7.2. Means of Publishing Interactive Resources
  - 7.7.3. Augmented Reality in the Classroom
- 7.8. Critical Spirit in the Use of Web Resources
  - 7.8.1. Student Education in the Use of New Technologies
  - 7.8.2. The Problem of Privacy Online
  - 7.8.3. Treating Information on the Internet Critically
- 7.9. ICT Teaching Materials in Teaching History and Geography
  - 7.9.1. First Cycle of Secondary Education (Middle School)
  - 7.9.2. Second Cycle of Secondary Education (High School)
  - 7.9.3. Baccalaureate (High School)

## Module 8. Educational Programming

- 8.1. What Does Programming Consist of?
  - 8.1.1. Different Meanings
  - 8.1.2. Programming as a Teacher Guide
  - 8.1.3. Different Types of Programs according to Academic Year
- 8.2. Educational Programming and Its Different Sections
  - 8.2.1. Objectives
  - 8.2.2. Contents
  - 8.2.3. Learning Standards
- 8.3. Teaching Units and Sections
  - 8.3.1. Contents
  - 8.3.2. Objectives
  - 8.3.3. Sample Activities and Suggested Tasks
  - 8.3.4. Attention to Diversity: Spaces and Resources. Assessment Procedures. Assessment Tools

- 8.4. Different Educational Curricula according to Autonomous Communities
  - 8.4.1. Comparison between Communities
  - 8.4.2. Common Elements in Curricula
  - 8.4.3. Differences between High School and Pre-University Education
- 8.5. Useful Bibliography for Educational Programming
  - 8.5.1. Ausubel
  - 8.5.2. Piaget
  - 8.5.3. Combas Project
- 8.6. Possible Strategies when Defending an Educational Program or Unit
  - 8.6.1. On How to Face the Presentation
  - 8.6.2. Defence Models
  - 8.6.3. Annexes and Materials that Can Be Enclosed
- 8.7. Examinations, Possible Approaches
  - 8.7.1. Multiple-Choice Tests
  - 8.7.2. Examinations of Medium or Long Development
  - 8.7.3. Advantages and Disadvantages of Each and Elaborating Mixed Examinations
- 8.8. Rubrics
  - 8.8.1. Examples and Templates
  - 8.8.2. Uses
  - 8.8.3. Templates or Rubrics as Tools for Improvement
- 8.9. Activities, Exercises, Tasks and the Different Levels of Complexity
  - 8.9.1. Differences and Examples
  - 8.9.2. Self Study
  - 8.9.3. Self Assessment Exercise Plans
- 8.10. Importance of the 2nd year in Baccalaureate
  - 8.10.1. A Decisive Year and What It Means for Students
  - 8.10.2. On How to Guide Students
  - 8.10.3. Features

## Module 9. Assessment

- 9.1. Assessment Objectives
  - 9.1.1. Search for Problems or Deficiencies
  - 9.1.2. Establish Solutions
  - 9.1.3. Improve Teaching and Learning Processes
- 9.2. Criteria to be Followed
  - 9.2.1. Preliminary Assessment
  - 9.2.2. Establishing the Most Adequate System
  - 9.2.3. Extraordinary Tests
- 9.3. Different Assessment Models
  - 9.3.1. Final Assessment
  - 9.3.2. Continuous Assessment
  - 9.3.3. Tests and Exams
- 9.4. Cases and Practical Examples
  - 9.4.1. Different Exam Models
  - 9.4.2. Different Headings
  - 9.4.3. Cumulative or Percentage Grading
- 9.5. The Importance of the Assessment System
  - 9.5.1. Different Systems according to the Features of the Student Body
  - 9.5.2. Function of Assessment Criteria
  - 9.5.3. List and Features of Assessment Techniques and Tools
- 9.6. LOMCE Evaluation
  - 9.6.1. Assessment Criteria
  - 9.6.2. Standards
  - 9.6.3. Differences between Assessment in ESO and Baccalaureate
- 9.7. Different Authors, Different Visions
  - 9.7.1. Zabalza
  - 9.7.2. Weiss
  - 9.7.3. Our Own Assessment Project
- 9.8. Different Realities, Different Assessment Systems
  - 9.8.1. Preparing Initial Assessments: Examples and Templates
  - 9.8.2. Establishing Teaching Plans
  - 9.8.3. Checking Learning by Means of Tests

- 9.9. Self Assessment as Teachers
  - 9.9.1. Questions to Ask Ourselves
  - 9.9.2. Analyzing Our Own Results
  - 9.9.3. Improving for the Next Academic Year

## Module 10. Teaching Outside the Classroom

- 10.1. History and Archaeology Museums
  - 10.1.1. History in Museums
  - 10.1.2. Archaeology Museums
  - 10.1.3. History Museums
- 10.2. Museums and Art Galleries
  - 10.2.1. Art in Museums
  - 10.2.2. Art Museums
  - 10.2.3. Art Galleries
- 10.3. Museum Accessibility
  - 10.3.1. The Concept of Accessibility
  - 10.3.2. Eliminating Physical Barriers
  - 10.3.3. Visual and Cognitive Integration of Art and Heritage
- 10.4. Archeological Heritage
  - 10.4.1. Archeological Objects
  - 10.4.2. Archeological Sites
  - 10.4.3. The Value of Archeological Heritage
- 10.5. Artistic Heritage
  - 10.5.1. The Concept of Work of Art
  - 10.5.2. Movable Works of Art
  - 10.5.3. Historical and Artistic Monuments
- 10.6. Historical and Ethnological Heritage
  - 10.6.1. Ethnological Heritage
  - 10.6.2. Historical Ensembles
  - 10.6.3. Historic Sites and Historic Gardens







- 10.7. Museology, Museography and Teaching
  - 10.7.1. Concept of Museology
  - 10.7.2. Concept of Museography
  - 10.7.3. Museums and Teaching
- 10.8. The School in the Museum
  - 10.8.1. School Visits to Museums
  - 10.8.2. Museums at School
  - 10.8.3. Coordination and Communication between School and Museum
- 10.9. Heritage and School
  - 10.9.1. Heritage Outside the Museum
  - 10.9.2. Adapting Visits
  - 10.9.3. Combination of Activities
- 10.10. Teaching in Museums through New Technologies
  - 10.10.1. New Technologies in Museums
  - 10.10.2. Augmented Reality
  - 10.10.3. Virtual Reality

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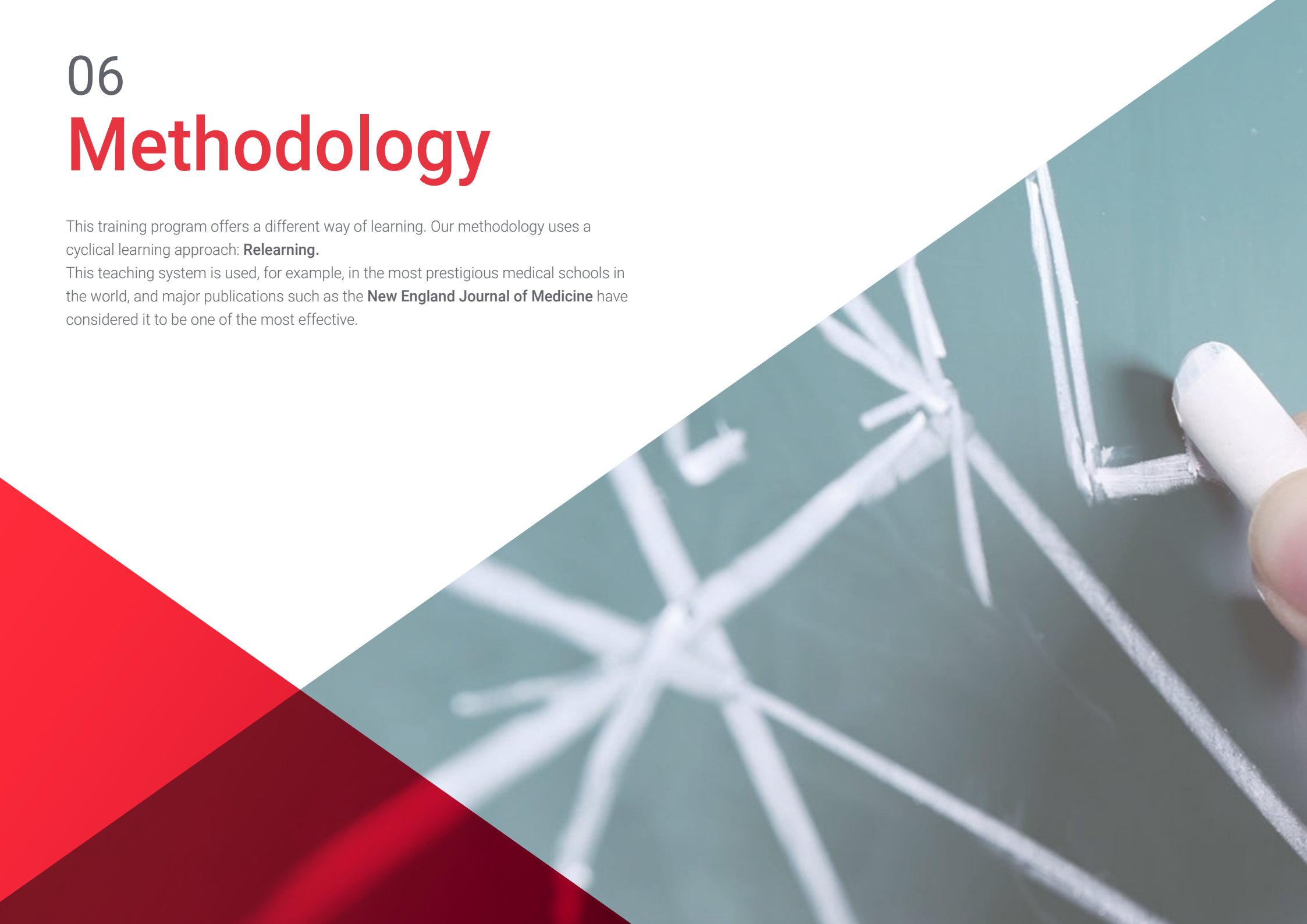
*A unique, key, and decisive educational experience to boost your professional development”*

06

# 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.*



“

*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 Harvard 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.



07

# Certificate

The Professional Master's Degree in Teaching History and Geography in High School guarantees students, in addition to the most rigorous and up to date education, access to a Professional Master's Degree issued by TECH Technological University.





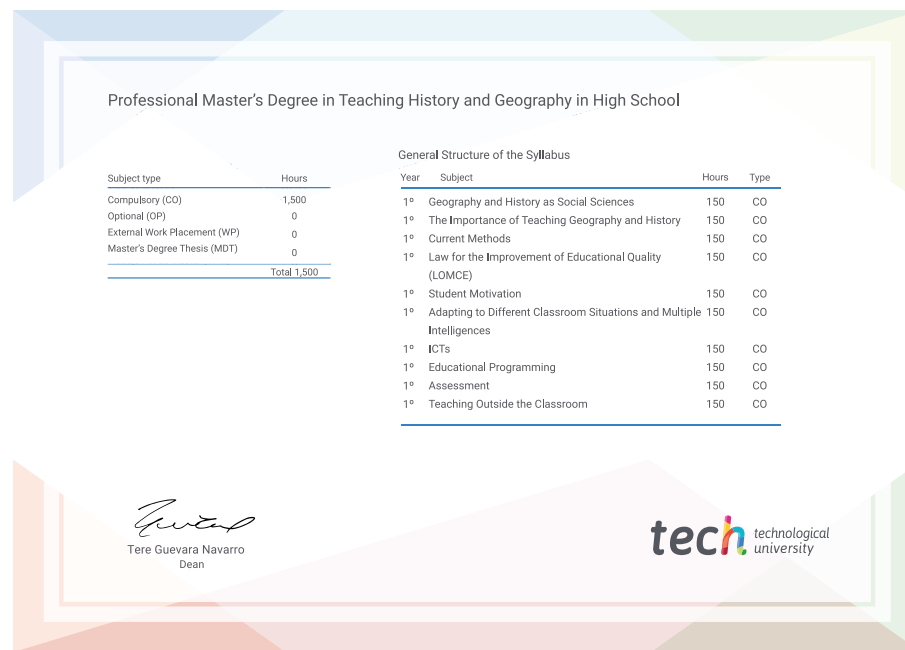
*Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"*

This **Professional Master's Degree in Teaching History and Geography 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 **Professional Master's Degree** diploma issued by **TECH Technological University** via tracked delivery\*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the **Professional Master's Degree**, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

**Title: Professional Master's Degree in Teaching History and Geography in High School**  
**Official N° of hours: 1,500 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.





## Professional Master's Degree

### Teaching History and Geography in High School

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

# Professional Master's Degree

## Teaching History and Geography in High School

