

Hybrid Professional Master's Degree Digital Teaching and Learning



Hybrid Professional Master's Degree

Digital Teaching and Learning

Modality: Hybrid (Online + Internship)

Duration: 12 months.

Certificate: TECH Global University

Credits: 60 + 4 ECTS

Website: www.techtitude.com/us/education/hybrid-professional-master-degree/hybrid-professional-master-degree-digital-teaching-learning

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01

Introduction to the Program

Digitalization processes in the field of education have transformed teaching methods on an international scale in recent years. For example, online learning platforms have facilitated access to learning resources in the face of crisis situations such as the COVID-19 pandemic. However, the rapid adoption of Information and Communication Technologies has raised significant challenges for professionals such as the digital divide or the need to assiduously develop digital competencies to use these tools optimally. In order to help experts overcome these obstacles, TECH launches an innovative university program focused on the latest developments in the field of Digital Teaching and Learning.



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With this Hybrid Professional Master's Degree, you will lead the Digital Transformation of any educational institution and master the most innovative active methodologies to foster dynamic learning”

According to a new study conducted by the United Nations, student engagement is a crucial factor for both academic success and knowledge retention. In this scenario, the use of active methodologies such as gamification are emerging as a cutting-edge strategy to increase motivation and user participation in the classroom. Faced with this, professionals need to incorporate into their practice the most modern techniques to customize academic experiences according to the needs of individuals and plan dynamics that contribute to the development of transversal skills such as critical thinking, collaboration or adaptability.

In this context, TECH presents an exclusive Hybrid Professional Master's Degree in Digital Teaching and Learning. Devised by true referents in this area, the curriculum will delve into issues ranging from the development of learning processes or the use of the main Information and Communication Technologies to the use of cutting-edge active methodologies such as the flipped classroom model. Thanks to this, students will gain advanced skills to both design and manage innovative digital learning environments. At the same time, professionals will incorporate various technological tools in academic institutions with the aim of improving the interaction and engagement of individuals. As a result, experts will be highly qualified to lead digital transformation processes and promote more dynamic and inclusive educational experiences.

On the other hand, once the theoretical and 100% online stage of this university program has been completed, graduates will carry out a practical internship in a prestigious institution. In this way, they will join a multidisciplinary work team made up of experts in the Digital Teaching and Learning sector. They will therefore be able to participate in real projects to contribute to the development of innovative digital teaching initiatives. In addition, a prestigious International Guest Director will offer 10 rigorous Masterclasses.

This **Hybrid Professional Master's Degree in Digital Teaching and Learning** contains the most complete and up-to-date educational program on the market. Its most notable features are:

- ♦ Development of more than 100 case studies presented by professionals in the field of Digital Teaching and Learning
- ♦ Its graphic, schematic and practical contents provide essential information on those disciplines that are indispensable for professional practice.
- ♦ 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
- ♦ Furthermore, you will be able to carry out a internship in one of the best companies



A renowned International Guest Director will give 10 exclusive Masterclasses on the latest trends in Digital Teaching and Learning"

“

You will have an intensive 3-week stay in a prestigious institution, where you will participate in different Digital Teaching and Learning projects under the support of experts in the field”

In this Master's proposal, of professionalizing character and blended learning modality, the program is aimed at updating Digital Teaching and Learning professionals who develop their functions in academic institutions, and who require a high level of qualification. The contents are based on the latest scientific evidence, and oriented in a didactic way to integrate theoretical knowledge into everyday practice, and the theoretical-practical elements will facilitate the updating of knowledge and allow decision making in the educational field.

Thanks to its multimedia content elaborated with the latest educational technology, they will allow the Digital Teaching and Learning professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train in real situations. The design of this program is based on Problem-Based Learning, by means of which the student must try to solve the different professional practice situations that arise during the program. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

You will integrate digital resources such as instructional videos into the curriculum to enrich the learning process in a meaningful way.

You will acquire advanced skills in the use of Learning Management Systems and automate routine tasks such as the generation of academic performance reports.



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

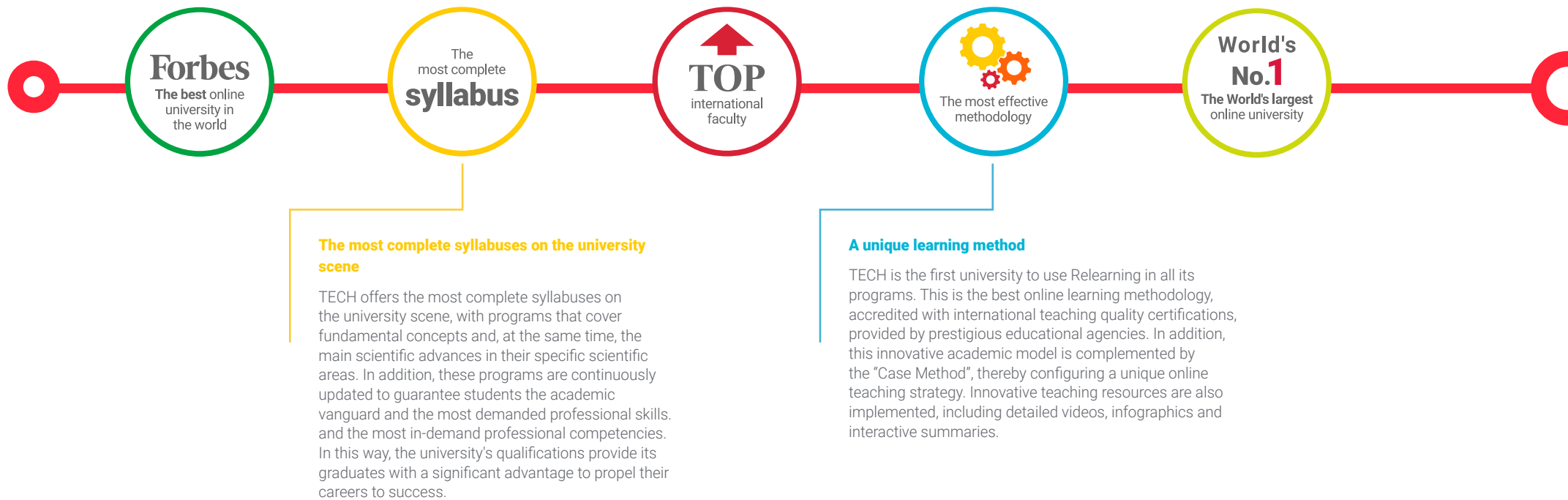
The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer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

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 Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

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 ten different languages, making us the largest educational institution in the world.



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.

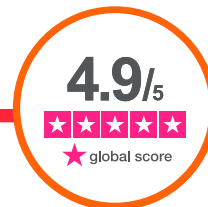
Leaders in employability

TECH has become the leading university in employability. Ninety-nine 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 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.



03

Syllabus

The didactic contents that are part of this Hybrid Professional Master's Degree have been developed by real experts in the field of Digital Teaching and Learning, taking into account the needs of the current labor market. Therefore, the academic itinerary will delve into subjects ranging from the fundamentals of learning processes or particularities of digital identity to the use of the main Information and Communication Technologies in the classroom. As a result, graduates will acquire advanced skills to lead the digital transformation of any academic institution and promote more dynamic and personalized learning.



“

You will delve into the use of active methodologies such as Gamification, which will help you to create game dynamics that help students develop essential social skills for their professional development”

Module 1. Digital Learning

- 1.1. The Definition of Learning
 - 1.1.1. Formal vs. Informal Learning
 - 1.1.1.1. The Characteristics of Formal Learning
 - 1.1.1.2. The Characteristics of Informal Learning
 - 1.1.2. Implicit vs. Non-formal Learning
 - 1.1.2.1. The Characteristics of Implicit Learning
 - 1.1.2.2. The Characteristics of Non-Formal Learning
- 1.2. Psychological Processes Involved in Learning
 - 1.2.1. Memory vs. Attention
 - 1.2.1.1. Memory in Learning
 - 1.2.1.2. Attention in Learning
 - 1.2.2. Meta-Cognition vs. Intelligence
 - 1.2.2.1. Meta-Cognition in Learning
 - 1.2.2.2. Intelligence and Learning
- 1.3. Types of Learning
 - 1.3.1. Direct vs. Indirect Learning
 - 1.3.1.1. The Characteristics of Direct Learning
 - 1.3.1.2. The Characteristics of Indirect Learning
 - 1.3.2. Active vs. Passive Learning
 - 1.3.2.1. The Characteristics of Active Learning
 - 1.3.2.2. The Characteristics of Passive Learning
- 1.4. Context in Learning
 - 1.4.1. The Traditional School
 - 1.4.1.1. Family and Education
 - 1.4.1.2. School and Education
 - 1.4.2. School 4.0
 - 1.4.2.1. Characteristics of School 2.0
 - 1.4.2.2. Characteristics of School 4.0
- 1.5. Teachers' Technological Skills
 - 1.5.1. Digital Immigrant vs. Digital Native
 - 1.5.1.1. Characteristics of the Digital Immigrant
 - 1.5.1.2. Characteristics of the Digital Native
 - 1.5.2. Digital Competencies in Teachers
 - 1.5.2.1. Office Software in Education
 - 1.5.2.2. Management of Digital Elements
- 1.6. Students' Technological Skills
 - 1.6.1. Recreational Technology
 - 1.6.1.1. Educational Games
 - 1.6.1.2. Gamification
 - 1.6.2. Educational Technology
 - 1.6.2.1. The Internet in Schools
 - 1.6.2.2. Other Technological Devices in the Classroom
- 1.7. Traditional Teaching with Educational Technology
 - 1.7.1. Defining Characteristics of Educational Technology
 - 1.7.1.1. Technological Advances in the Classroom
 - 1.7.1.2. Technological Provision in the Classroom
 - 1.7.2. Advantages and Disadvantages of Educational Technology
 - 1.7.2.1. Advantages of Educational Technology
 - 1.7.2.2. Disadvantages of Educational Technology
- 1.8. Distance Learning
 - 1.8.1. Defining Characteristics
 - 1.8.1.1. The Challenge of Distance Learning
 - 1.8.1.2. Characteristics of Distance Learners
 - 1.8.2. Advantages and Disadvantages over Traditional Teaching
 - 1.8.2.1. Advantages of Distance Learning
 - 1.8.2.2. Disadvantages of Distance Learning
- 1.9. *Blended Learning*
 - 1.9.1. Defining Characteristics
 - 1.9.1.1. Educational Technological Inclusion
 - 1.9.1.2. Blended Learning User Characteristics
 - 1.9.2. Advantages and Disadvantages over Traditional Teaching
 - 1.9.2.1. Advantages of Blended Learning
 - 1.9.2.2. Disadvantages of Blended Learning

- 1.10. E-Learning
 - 1.10.1. Defining Characteristics
 - 1.10.1.1. New Challenges in the Virtualization of Education
 - 1.10.1.2. New E-Learning Institutions
 - 1.10.2. Advantages and Disadvantages over Traditional Teaching
 - 1.10.2.1. Advantages of E-Learning
 - 1.10.2.2. Disadvantages of E-Learning

Module 2. Digital Teaching

- 2.1. Technology in Education
 - 2.1.1. History and Evolution of Technology
 - 2.1.2. New Challenges
- 2.2. Internet in Schools
 - 2.2.1. Internet Use in Schools
 - 2.2.2. The Impact of the Internet on Education
- 2.3. Devices for Teachers and Students
 - 2.3.1. Devices in the Classroom
 - 2.3.2. The Electronic Whiteboard
 - 2.3.3. Devices for Students
 - 2.3.4. Tablets
- 2.4. Online Tutoring
 - 2.4.1. Advantages and Disadvantages
 - 2.4.2. Implementation
- 2.5. Creativity in Schools
- 2.6. Parents and Teachers as Digital Migrants
 - 2.6.1. Technology Training for Adults
 - 2.6.2. How to Overcome the Technology Barrier
- 2.7. Responsible Use of New Technologies
 - 2.7.1. Privacy
 - 2.7.2. Data Protection
 - 2.7.3. Cybercrime at the School Stage

- 2.8. Addictions and Pathologies
 - 2.8.1. Definition of Technology Addiction
 - 2.8.2. How to Avoid Addiction
 - 2.8.3. How to Get Out of an Addiction
 - 2.8.4. New Pathologies Produced by Technology
- 2.9. Cyberbullying
 - 2.9.1. Definition of Cyberbullying
 - 2.9.2. How to Avoid Cyberbullying
 - 2.9.3. How to Act in Cases of Cyberbullying
- 2.10. Technology in Education

Module 3. Digital Identity and Digital Branding

- 3.1. Digital Identity
 - 3.1.1. Definition of Digital Identity
 - 3.1.2. Managing Digital Identity in Education
 - 3.1.3. Fields of Application of Digital Identity
- 3.2. Blogs
 - 3.2.1. Introduction to Blogging in Teaching
 - 3.2.2. Blogs and Digital Identity
- 3.3. Roles in Digital Identity
 - 3.3.1. Digital Identity of the Student Body
 - 3.3.2. Digital Identity of Teachers
- 3.4. Branding
 - 3.4.1. What Digital Branding Is
 - 3.4.2. How Digital Branding Works
- 3.5. How to Position Yourself in Digital Teaching
 - 3.5.1. Successful Cases of Teaching Branding
 - 3.5.2. Typical Uses
- 3.6. Online Reputation
 - 3.6.1. Online vs. Physical Reputation
 - 3.6.2. Online Reputation in Teaching
 - 3.6.3. Online Reputation Crisis Management

- 3.7. Digital Communication
 - 3.7.1. Personal Communication and Digital Identity
 - 3.7.2. Corporate Communication and Digital Identity
- 3.8. Communication Tools
 - 3.8.1. Teacher Communication Tools
 - 3.8.2. Teacher Communication Protocols
- 3.9. Evaluation with ICT
- 3.10. Material Management Resources

Module 4. Social Networks and Blogs in Teaching

- 4.1. Social Networks
 - 4.1.1. Origin and Evolution
 - 4.1.2. Social Networks for Teachers
 - 4.1.3. Strategy, Analytics and Content
- 4.2. Facebook
 - 4.2.1. The Origin and Evolution of Facebook
 - 4.2.2. Facebook Pages for Teacher Outreach
 - 4.2.3. Groups
 - 4.2.4. Facebook Search and Database
 - 4.2.5. Tools
- 4.3. Twitter
 - 4.3.1. The Origin and Evolution of Twitter
 - 4.3.2. Twitter Profile for Teacher Outreach
 - 4.3.3. Twitter Search and Database
 - 4.3.4. Tools
- 4.4. LinkedIn
 - 4.4.1. The Origin and Evolution of LinkedIn
 - 4.4.2. LinkedIn Teaching Profile
 - 4.4.3. LinkedIn Groups
 - 4.4.4. LinkedIn Search and Database
 - 4.4.5. Tools
- 4.5. YouTube
 - 4.5.1. The Origins and Evolution of YouTube
 - 4.5.2. YouTube Channel for Teacher Outreach

- 4.6. Instagram
 - 4.6.1. The Origin and Evolution of Instagram
 - 4.6.2. Instagram Profile for Teacher Outreach
- 4.7. Multimedia Contents
 - 4.7.1. Photography
 - 4.7.2. Infographics
 - 4.7.3. Videos
 - 4.7.4. Live Videos
- 4.8. Blogging and Social Media Management
 - 4.8.1. Basic Rules for Social Media Management
 - 4.8.2. Uses in Teaching
 - 4.8.3. Content Creation Tools
 - 4.8.4. Social Media Management Tools
 - 4.8.5. Social Networking Tips
- 4.9. Analytical Tools
 - 4.9.1. What Do We Analyze?
 - 4.9.2. Google Analytics
- 4.10. Communication and Reputation
 - 4.10.1. Source Management
 - 4.10.2. Communication Protocols
 - 4.10.3. Crisis Management

Module 5. Technological Innovation in Education

- 5.1. Advantages and Disadvantages of the Use of Technology in Education
 - 5.1.1. Technology as a Means of Education
 - 5.1.2. Advantages of Using It
 - 5.1.3. Inconveniences and Addictions
- 5.2. Educational Neurotechnology
 - 5.2.1. Neuroscience
 - 5.2.2. Neurotechnology

- 5.3. Programming in Education
 - 5.3.1. Benefits of Programming in Education
 - 5.3.2. Scratch Platform
 - 5.3.3. Creation of the First Hello World
 - 5.3.4. Commands, Parameters and Events
 - 5.3.5. Export of Projects
- 5.4. Introduction to the Flipped Classroom
 - 5.4.1. What It Is Based On?
 - 5.4.2. Examples of Use
 - 5.4.3. Video Recording
 - 5.4.4. YouTube
- 5.5. Introduction to Gamification
 - 5.5.1. What Is Gamification?
 - 5.5.2. Success Stories
- 5.6. Introduction to Robotics
 - 5.6.1. The Importance of Robotics in Education
 - 5.6.2. Arduino (Hardware)
 - 5.6.3. Arduino (Programming Language)
- 5.7. Introduction to Augmented Reality
 - 5.7.1. What Is AR?
 - 5.7.2. What Are the Benefits in Education?
- 5.8. How to Develop Your Own Apps in AR
 - 5.8.1. Vuforia
 - 5.8.2. Unity
 - 5.8.3. Examples of Use
- 5.9. Samsung Virtual School Suitcase
 - 5.9.1. Immersive Learning
 - 5.9.2. The Backpack of the Future
- 5.10. Tips and Examples of Use in the Classroom
 - 5.10.1. Combining Innovation Tools in the Classroom
 - 5.10.2. Real Examples

Module 6. Gamification as an Active Methodology

- 6.1. History, Definition and Concepts
 - 6.1.1. History and Context
 - 6.1.2. Definition
 - 6.1.3. Initial Concepts
- 6.2. Components
 - 6.2.1. Classification
 - 6.2.2. Insignias and Diplomas
 - 6.2.3. Collectibles
 - 6.2.4. Currency of Exchange
 - 6.2.5. Keys
 - 6.2.6. Awards
- 6.3. Mechanisms
 - 6.3.1. Structural Gamification
 - 6.3.2. Content Gamification
- 6.4. Digital Tools
 - 6.4.1. Management Tools
 - 6.4.2. Productivity Tools
 - 6.4.2.1. Insignias
 - 6.4.2.2. Letters
 - 6.4.2.3. Others
- 6.5. Gamification and Serious Games
 - 6.5.1. Play in the Classroom
 - 6.5.2. Typology of Games
- 6.6. Commercial Games Catalog
 - 6.6.1. Games to Develop Skills
 - 6.6.2. Games to Develop Content
- 6.7. Video Games and Apps
 - 6.7.1. Games to Develop Skills
 - 6.7.2. Games to Develop Content

- 6.8. Gamification Design
 - 6.8.1. Approach, Objectives
 - 6.8.2. Integration into the Curriculum
 - 6.8.3. History
 - 6.8.4. Aesthetics
 - 6.8.5. Assessment
- 6.9. Game Design
 - 6.9.1. Approach, Objectives
 - 6.9.2. Integration into the Curriculum
 - 6.9.3. History
 - 6.9.4. Aesthetics
 - 6.9.5. Assessment
- 6.10. Case Studies
 - 6.10.1. From Gamification
 - 6.10.2. From Ludification

Module 7. What Is the Flipped Classroom Model?

- 7.1. The Flipped Classroom Model
 - 7.1.1. Concept
 - 7.1.2. History
 - 7.1.3. What Is It and How Does It Work?
- 7.2. The New Role of the Teacher in the Flipped Classroom Model
 - 7.2.1. The New Role of the Teacher
 - 7.2.2. Classroom Work
- 7.3. The Role of Students in the Flipped Classroom Model
 - 7.3.1. New Student Learning
 - 7.3.2. Homework in Class, Lessons at Home
- 7.4. Involvement of Families in the Flipped Classroom Model
 - 7.4.1. Family Participation
 - 7.4.2. Communication with Parents
- 7.5. Differences between the Traditional Model and the Flipped Classroom Model
 - 7.5.1. Traditional Classroom vs. Flipped Classroom
 - 7.5.2. Working Hours

- 7.6. Personalization of Education
 - 7.6.1. What Is Personalized Learning?
 - 7.6.2. How to Personalize Learning
 - 7.6.3. Examples of Learning Personalization
- 7.7. Attention to Diversity in the Flipped Classroom Model
 - 7.7.1. What Is Attention to Diversity?
 - 7.7.2. How Does the Flipped Classroom Model Help Us to Put into Practice Attention to Diversity?
- 7.8. Benefits of the Flipped Classroom Model
 - 7.8.1. Flexibility of Students in Their Learning
 - 7.8.2. Advance Content
 - 7.8.3. Learning Environment around the Student Body
 - 7.8.4. Collaboration among Students
 - 7.8.5. Extra Time Outside the Classroom
 - 7.8.6. More Time for Personalized Attention to Students
- 7.9. The Relationship of Bloom's Taxonomy to the Flipped Classroom Model
 - 7.9.1. What Is a Taxonomy?
 - 7.9.2. History
 - 7.9.3. Levels and Examples
 - 7.9.4. Table of Verbs

Module 8. The Apple Environment in Education

- 8.1. Mobile Devices in Education
 - 8.1.1. M-Learning
 - 8.1.2. A Problematic Decision
- 8.2. Why Choose an iPad for the Classroom?
 - 8.2.1. Technopedagogical Criteria
 - 8.2.2. Other Considerations
 - 8.2.3. Typical Objections
- 8.3. What Does My Center Need?
 - 8.3.1. Educational Philosophy
 - 8.3.2. Socioeconomic Criteria
 - 8.3.3. Priorities

- 8.4. Designing Our Own Model
 - 8.4.1. "He Who Reads Much and Walks Much, Sees Much and Knows Much"
 - 8.4.2. Fundamental Decisions
 - 8.4.2.1. Trolleys or 1:1 Ratio?
 - 8.4.2.2. What Concrete Model Have We Chosen?
 - 8.4.2.3. IDP or Television? Neither of the Two?
- 8.5. Apple's Educational Ecosystem
 - 8.5.1. The DEP
 - 8.5.2. Device Management Systems
 - 8.5.3. What Are Managed Apple IDs?
 - 8.5.4. Apple School Manager
- 8.6. Other Critical Development Factors
 - 8.6.1. Technical: Connectivity
 - 8.6.2. Human: the Educational Community
 - 8.6.3. Organizational
- 8.7. The Classroom in the Teacher's Hands
 - 8.7.1. Teaching Management: Classroom and iDoceo
 - 8.7.2. iTunes U as a Virtual Learning Environment
- 8.8. The Treasure Map
 - 8.8.1. Apple's Office Suite
 - 8.8.1.1. Pages
 - 8.8.1.2. Keynote
 - 8.8.1.3. Numbers
 - 8.8.2. Multimedia Production Apps
 - 8.8.2.1. iMovie
 - 8.8.2.2. Garage Band
 - 8.8.2.3. Clips
- 8.9. Apple and Emerging Methodologies
 - 8.9.1. Flipped Classroom: Explain Everything and EdPuzzle
 - 8.9.2. Gamification: Kahoot, Socrative and Plickers
- 8.10. Everyone Can Program
 - 8.10.1. Swift Playgrounds
 - 8.10.2. Robotics with LEGO

Module 9. Google GSuite for Education

- 9.1. The Google Classroom
 - 9.1.1. History of Google
 - 9.1.2. Who Google Is Today
 - 9.1.3. The Importance of Partnering with Google
 - 9.1.4. Catalogue of Google Apps
- 9.2. Google and Education
 - 9.2.1. Google's Involvement in Education
 - 9.2.2. Application Procedures at Your Center
 - 9.2.3. Versions and Types of Technical Support
 - 9.2.4. First Steps with the Management Console GSuite
 - 9.2.5. Users and Groups
- 9.3. Google GSuite Advanced Use
 - 9.3.1. Profiles
 - 9.3.2. Reports
 - 9.3.3. Role of Administrator
 - 9.3.4. Device Administration
 - 9.3.5. Security
 - 9.3.6. Domains
 - 9.3.7. Data Migration
 - 9.3.8. Groups and Mailing Lists
 - 9.3.9. Privacy Policy and Data Protection
- 9.4. Tools for Information Search in the Classroom
 - 9.4.1. Google Search
 - 9.4.2. Advanced Information Search
 - 9.4.3. Integration of the Search Engine
 - 9.4.4. Google Chrome
 - 9.4.5. Google News
 - 9.4.6. Google Maps
 - 9.4.7. YouTube

- 9.5. Google Tools for Communication in the Classroom
 - 9.5.1. Introduction to Google Classroom
 - 9.5.2. Instructions for Teachers
 - 9.5.3. Instructions for Students
- 9.6. Google Classroom: Advanced Uses and Additional Components
 - 9.6.1. Advanced Uses of Google Classroom
 - 9.6.2. Flubaroo
 - 9.6.3. FormLimiter
 - 9.6.4. Autocrat
 - 9.6.5. Doctopus
- 9.7. Tools for Organizing Information
 - 9.7.1. First Steps in Google Drive
 - 9.7.2. File and Folder Organization
 - 9.7.3. Share Files
 - 9.7.4. Storage
- 9.8. Tools for Cooperative Working with Google
 - 9.8.1. Calendar
 - 9.8.2. Google Sheets
 - 9.8.3. Google Docs
 - 9.8.4. Google Presentations
 - 9.8.5. Google Forms
- 9.9. Tools for Classroom Publication
 - 9.9.1. Google+
 - 9.9.2. Blogger
 - 9.9.3. Google Sites
- 9.10. Google Chromebook
 - 9.10.1. Use of the Device
 - 9.10.2. Pricing and Features

Module 10. Information and Communication Technologies as a Management and Planning Tools

- 10.1. Information and Communication Technologies In Educational Centers
 - 10.1.1. The Disruptive Factor of Information and Communication Technologies
 - 10.1.2. Objectives of Information and Communication Technologies
 - 10.1.3. Good Practices in the Use of Information and Communication Technologies
 - 10.1.4. Criteria for Choosing Tools
 - 10.1.5. Data Protection
 - 10.1.6. Security
- 10.2. Communication
 - 10.2.1. Communication Plan
 - 10.2.2. Instant Messaging Managers
 - 10.2.3. Video Conferences
 - 10.2.4. Remote Device Access
 - 10.2.5. School Management Platforms
 - 10.2.6. Other Means
- 10.3. E-Mail
 - 10.3.1. E-Mail Management
 - 10.3.2. Replying and Forwarding
 - 10.3.3. Signatures
 - 10.3.4. Classifying and Tagging Emails
 - 10.3.5. Rules
 - 10.3.6. E-Mail Lists
 - 10.3.7. Aliases
 - 10.3.8. Advanced Tools
- 10.4. Document Generation
 - 10.4.1. Word Processors
 - 10.4.2. Spreadsheets
 - 10.4.3. Forms
 - 10.4.4. Corporate Image Templates

- 10.5. Task Management Tools
 - 10.5.1. Inventory Management
 - 10.5.2. Lists
 - 10.5.3. Tasks
 - 10.5.4. Notices
 - 10.5.5. Approaches to Use
- 10.6. Schedules
 - 10.6.1. Digital Calendars
 - 10.6.2. Events
 - 10.6.3. Appointments and Meetings
 - 10.6.4. Invitations and Attendance Confirmation
 - 10.6.5. Links to Other Tools
- 10.7. Social Networks
 - 10.7.1. Social Networks and the Center
 - 10.7.2. LinkedIn
 - 10.7.3. Twitter
 - 10.7.4. Facebook
 - 10.7.5. Instagram
- 10.8. Introduction and Parameter Setting of Alexia
 - 10.8.1. What Is Alexia?
 - 10.8.2. Applying and Registering the Center on the Platform
 - 10.8.3. First Steps with Alexia
 - 10.8.4. Alexia Technical Support
 - 10.8.5. Center Configuration
- 10.9. Licensing and Administrative Management on Alexia
 - 10.9.1. Access Permission
 - 10.9.2. Roles
 - 10.9.3. Billing
 - 10.9.4. Sales
 - 10.9.5. Formative Cycles
 - 10.9.6. Extracurricular Activities and Other Services
- 10.10. Alexia. Teacher Education
 - 10.10.1. Areas (Subjects)
 - 10.10.2. Assessing
 - 10.10.3. Taking Attendance
 - 10.10.4. Agenda/Calendar
 - 10.10.5. Communication
 - 10.10.6. Interviews
 - 10.10.7. Sections
 - 10.10.8. Students
 - 10.10.9. Birthdays
 - 10.10.10. Links
 - 10.10.11. Mobile APP
 - 10.10.12. Utilities

04

Teaching Objectives

The design of this Hybrid Professional Master's Degree in Digital Teaching and Learning will allow students to acquire advanced skills to lead innovation projects in the field of Education. At the same time, graduates will handle the most modern strategies and methodologies to integrate a wide range of technological tools in the academic community. In this way, they will contribute to the development of more dynamic, personalized and inclusive learning processes. Thanks to this, individuals will enjoy a dynamic classroom experience that will enable them to reach their maximum performance.



“

You will implement educational data analysis systems to contribute to informed strategic decision making”



General Objective

- Through this university TECH program, graduates will incorporate into their daily practice the most sophisticated techniques to implement technological tools in the academic environment. In this same line, specialists will develop skills ranging from the design of digital content or management of learning platforms to the application of cutting-edge pedagogical methodologies. As a result, professionals will be able to personalize teaching, analyze educational data, and lead institutional transformation projects that foster highly inclusive learning environments.



You will develop advanced skills to use digital tools to improve administrative management, academic monitoring and curricular planning"





Specific Objectives

Module 1. *Digital Learning*

- ♦ Differentiate between formal and informal learning
- ♦ Distinguish between implicit learning and non-formal learning
- ♦ Describe the processes of memory and attention in learning
- ♦ Determine the differences between active and passive learning
- ♦ Understand the role of the traditional school in learning
- ♦ Explain the use of technology in recreation among students
- ♦ Identify the use of educational technology by students
- ♦ Establish the defining characteristics of educational technology

Module 2. *Digital Teaching*

- ♦ Explain the particularities of 4.0 schools
- ♦ Differentiate between digital immigrant and digital native
- ♦ Explain the importance of digital competencies in teachers
- ♦ Discern the defining characteristics of distance learning
- ♦ Discover the advantages and disadvantages of distance learning over traditional education
- ♦ Explain the defining characteristics of Blended Learning
- ♦ Define the advantages and disadvantages of Blended Learning over traditional teaching
- ♦ Value the importance of virtual learning environments as channels of instruction inside and outside the classroom

Module 3. Digital Identity and Digital Branding

- ♦ Classify the defining characteristics of e-learning
- ♦ Explain the advantages and disadvantages of e-learning over traditional teaching
- ♦ Describe the new trends in digital communication
- ♦ Define the new perspectives in teaching, training and labor within the digital framework

Module 4. Social Networks and Blogs in Teaching

- ♦ Describe the evolution of Facebook, how to create and manage a profile, how to use Facebook as a search engine and its use as a teaching tool
- ♦ Explain the evolution of Twitter, how to create and manage a profile, how to use Twitter as a search engine and its use as a teaching tool
- ♦ Know in depth the evolution of LinkedIn, how to create and manage a profile, how to use the network as a search engine and its use as a teaching tool
- ♦ Delve into the evolution of YouTube, how to create and manage a profile, how to use YouTube as a search engine and its use as a teaching tool
- ♦ Explain the evolution of Instagram, how to create and manage a profile, how to use Instagram as a search engine and its use as a teaching tool
- ♦ List the different digital formats for the creation of content in the different social networks
- ♦ Define the uses that Social Networks provide for teachers
- ♦ Learn in depth how to manage a communication crisis in social media



Module 5. Technological Innovation in Education

- ♦ Distinguish between mobile and wifi networks
- ♦ Classify mobile devices: tablets and smartphones
- ♦ Discover the increase of the use of tablets in the classroom
- ♦ Learn about the electronic whiteboard
- ♦ Understand the management of the digital student body
- ♦ Explain online classes and tutoring

Module 6. Gamification as an Active Methodology

- ♦ Be able to establish sleep texting in an effective way
- ♦ Delve into the particularities of nomophobia
- ♦ Understand the drivers of technology dependence
- ♦ Learn about the new illnesses associated with technologies

Module 7. What Is the Flipped Classroom Model?

- ♦ Know the main apps to develop a flipped classroom and gamification strategies, as well as to value these emerging methodologies as learning motivators
- ♦ Define the principles of the flipped classroom
- ♦ Describe the importance of the new role of the teacher in the classroom
- ♦ Explain the role of students and families within the flipped classroom model
- ♦ Delve into the benefits of flipped classroom with classroom diversities
- ♦ Verify the link between the flipped classroom model and Bloom's taxonomy

Module 8. The Apple Environment in Education

- ♦ Recognize all critical factors specific to the Apple environment in the development of our implementation model
- ♦ Identify and estimate the pedagogical possibilities of Apple's proprietary apps for the management, creation of content and evaluation

Module 9. Google GSuite for Education

- ♦ Describe and learn about the tools provided by the Google Gsuite for Education platform
- ♦ Implement chats that facilitate communication between teachers and students, resolving doubts in real time

Module 10. Information and Communication Technologies as a Management and Planning Tools

- ♦ Deepen the understanding of the different types of management platforms
- ♦ Analyze the common features offered by center management platforms
- ♦ Develop skills to successfully use technology implementation evaluation tools
- ♦ Identify the costs and benefits of technological implementation

05

Internship

After passing the online theoretical period, this university program includes a period of practical training in a reference entity. In turn, during this on-site experience, students will have the support of a tutor who will guide them throughout the process, both in the preparation and development of the internship. This will ensure that graduates get the most out of this immersive stay.



“

You will carry out a practical internship in a renowned institution, where you will participate in the adoption of digital technologies in the educational field”

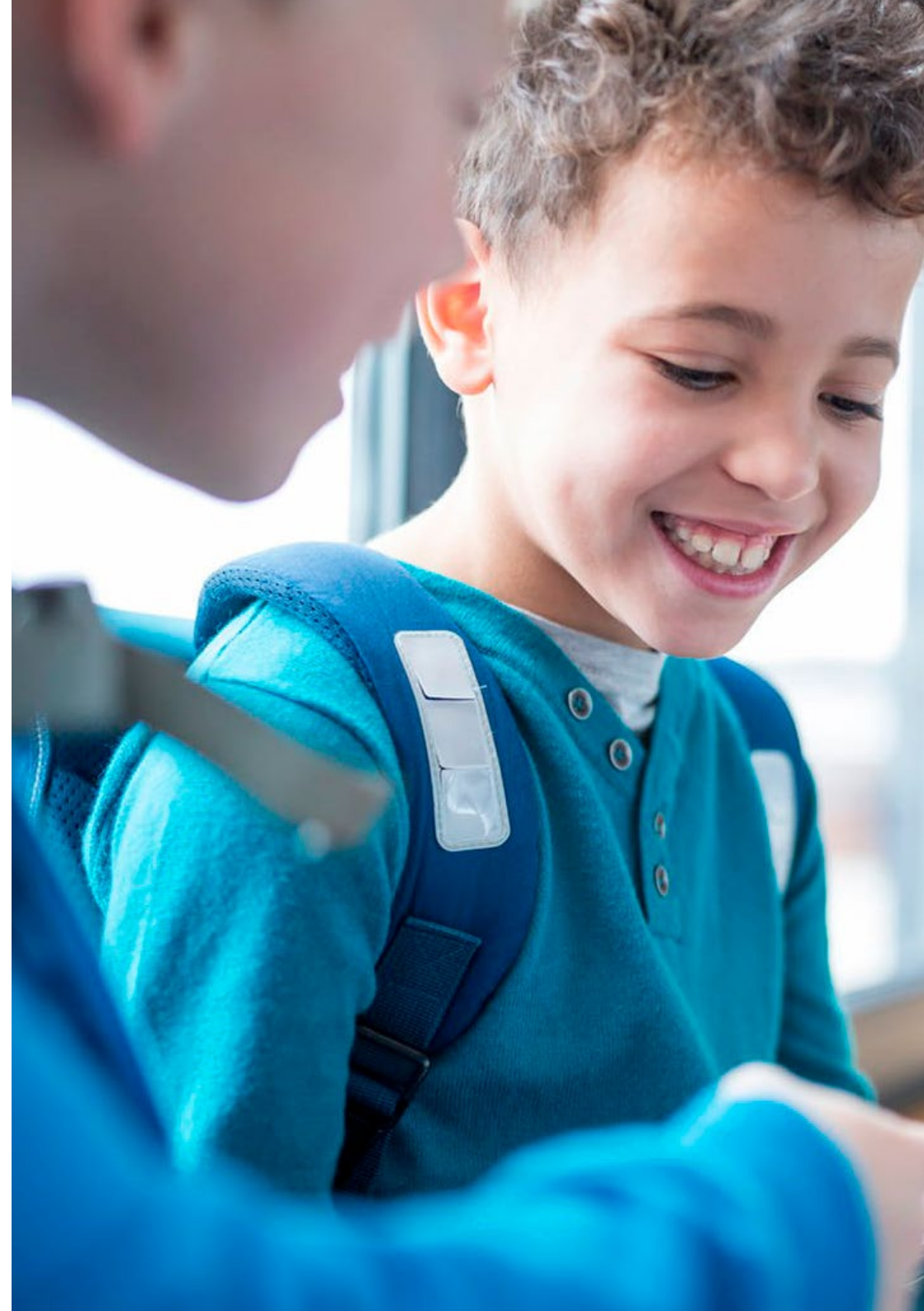
The Internship Program of this program in Digital Teaching and Learning consists of a practical stay in a recognized institution, lasting 3 weeks, from Monday to Friday with 8 consecutive hours of practical training with an adjunct specialist. In this way, students will join a team of professionals in this field to apply their knowledge in real projects, which will allow them to develop practical skills in the use of educational technologies and collaborate in both the creation and implementation of innovative digital strategies.

In this training proposal, completely practical in nature, the activities are aimed at the development and improvement of the skills necessary for the provision of Digital Teaching and Learning services in the academic environment.

Undoubtedly, this is an intensive experience that will offer graduates the opportunity to incorporate into their daily practice the most cutting-edge strategies to successfully implement various digital technologies that favor personalized teaching in real time.

The practical part will be carried out with the active participation of the student performing the activities and procedures of each area of competence (learning to learn and learning to do), with the accompaniment and guidance of teachers and other training partners that facilitate teamwork and multidisciplinary integration as transversal competencies for the praxis of Digital Teaching and Learning (learning to be and learning to relate).

The procedures described below will be the basis of the practical part of the training, and its realization will be subject to the center's own availability and workload, being the proposed activities the following:



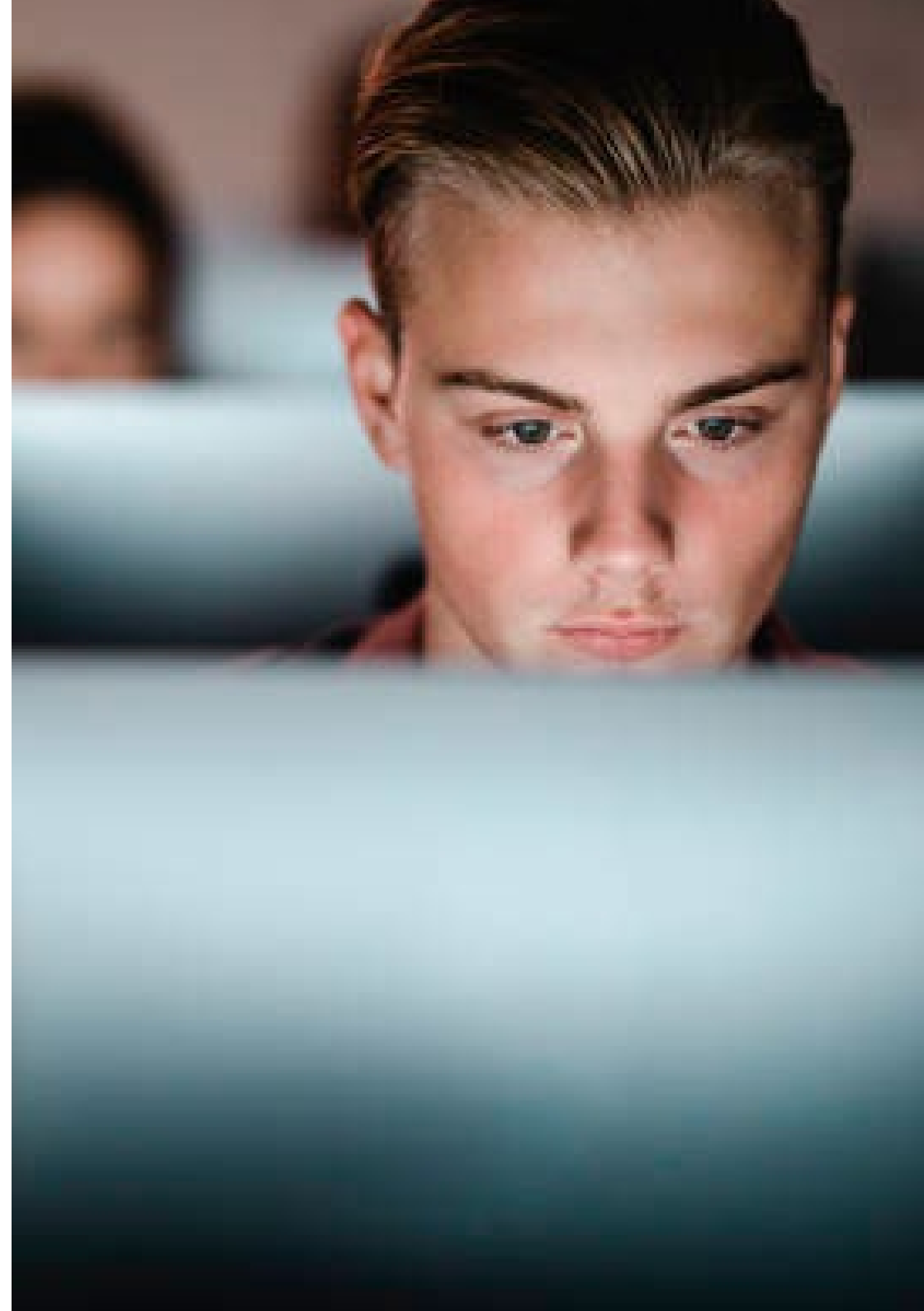
Module	Practical Activity
Gamified Teaching Method	Use game elements to encourage participation and engagement in learning
	Implement gamification principles to make the educational process more interactive and motivating
	Develop gamified activities that stimulate learner interest and engagement
	Use interactive methods that actively involve users, using the main tools of Information and Communication Technologies
Using Information and Communication Technologies	Design educational programs that integrate digital resources to enrich the classroom experience
	Manage analytical tools to collect information on academic performance, engagement, and other key indicators
	Select high-quality digital resources that support learning objectives
	Employ systems to monitor student progress and detect potential difficulties in a timely manner
Manage Google Workspace for Education	Create and manage accounts for students, teachers and administrative staff
	Assign appropriate roles and permissions according to the needs of each user
	Enforce security policies to protect user information and data
	Manage storage and folder structure to facilitate access to materials
The Flipped Classroom Model	Design interactive activities such as simulators or e-learning modules that contribute to autonomous learning
	Customize learning materials to cater to different skill levels and knowledge acquisition styles
	Use platforms such as Moodle, Canvas or Google Classroom to distribute content and manage activities
	Create and moderate discussion forums where students can interact outside the classroom
Digital Identity Management	Establish the mission, vision and values of the academic institutions that will be reflected in their digital presence
	Design coherent visual elements that represent the identity of the centers in all digital channels
	Establish the style of communication to be used on platforms such as blogs, social networks or websites
	Develop strategies to address and mitigate negative situations that may affect the institutional image of the institutions

Civil Liability Insurance

The university's main concern is to guarantee the safety of the interns, other collaborating professionals involved in the internship process at the center. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, the university commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the stay at the internship center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the Internship Program period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.



General Conditions of the Internship Program

The general terms and conditions of the internship agreement for the program are as follows:

1. TUTOR: During the Hybrid Professional Master's Degree, students will be assigned with two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned with an academic tutor whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

2. DURATION: The internship program will have a duration of three continuous weeks, in 8-hour days, 5 days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

3. ABSENCE: If the students does not show up on the start date of the Hybrid Professional Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor

4. CERTIFICATION: Professionals who pass the Hybrid Professional Master's Degree will receive a certificate accrediting their stay at the center

5. EMPLOYMENT RELATIONSHIP: the Hybrid Professional Master's Degree shall not constitute an employment relationship of any kind.

6. PRIOR EDUCATION: Some centers may require a certificate of prior education for the Hybrid Professional Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

7. DOES NOT INCLUDE: The Hybrid Professional Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed.

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

06

Internship Centers

This Hybrid Professional Master's Degree program includes in its itinerary a practical stay in a reputable company, where graduates will be able to apply all their knowledge in Digital Teaching and Learning in a real work scenario. It should be noted that, in order to bring this university program to more professionals, TECH offers students the possibility of carrying it out in different institutions geographically. In this way, this institution strengthens its commitment to quality and affordable education for all.




“

You will carry out an internship in a prestigious institution, where you will join a team of experts in Digital Teaching and Learning”

tech 36 | Internship Centers



The student will be able to complete the practical part of this Hybrid Professional Master's Degree at the following centers:



Educational

Instituto Rambla Barcelona

Country	City
Spain	Barcelona

Address: Rambla de Catalunya,
16, 08007 Barcelona

Rambla Instituto offers a wide variety of high quality of high quality training programs in a variety in a variety of areas of study

Related internship programs:

- Digital Education, E-Learning and Social Media





Educational

Instituto Rambla Madrid

Country
Spain

City
Madrid

Address: C/ Gran Vía, 59, 10A, 28013 Madrid

Rambla Instituto offers a wide variety of high quality of high quality training programs in a variety in a variety of areas of study

Related internship programs:

- Digital Education, E-Learning and Social Media



Educational

Instituto Rambla Valencia

Country
Spain

City
Valencia

Address: Carrer de Jorge Juan, 17, 46004 València, Valencia

Rambla Instituto offers a wide variety of high quality of high quality training programs in a variety in a variety of areas of study

Related internship programs:

- Digital Education, E-Learning and Social Media

07

Career Opportunities

TECH's Hybrid Professional Master's Degree in Digital Teaching and Learning is an exceptional opportunity for professionals who wish to update their skills and master the most innovative digital tools to increase the quality of the teaching process. Upon completion of the academic itinerary, graduates will have the most effective strategies to lead the digital transformation of any educational institution.



“

Are you looking to work as a Director of Educational Innovation? This university program will provide you with the keys to achieve it in just 12 months”

Graduate Profile

Graduates of this very complete university program will be highly qualified professionals to integrate digital technologies in the field of education, improving the quality and accessibility of learning. In this same line, professionals will obtain advanced skills to design, implement and evaluate innovative pedagogical strategies that personalize teaching. On the other hand, experts will be able to efficiently manage ethical and legal aspects such as data security, which will allow them to lead successful educational innovation projects.

You will develop virtual didactic content that facilitates interactive and autonomous learning.

- ♦ **Technological Adaptation in Educational Environments:** Ability to incorporate advanced digital technologies in educational practice, improving the efficiency and quality of the teaching and learning process
- ♦ **Pedagogical Problem Solving:** Ability to use critical thinking in the identification and resolution of educational challenges, optimizing teaching methods through solutions based on digital technologies
- ♦ **Ethical Commitment and Data Security:** Responsibility in the application of ethical principles and privacy regulations, ensuring the protection of student and teacher data when using technological tools
- ♦ **Educational Data Management and Analysis:** Competency to collect, manage and analyze educational data using digital tools, in order to make informed decisions that improve the quality of learning





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

1. Digital Instructional Designer: Responsible for creating and developing digital educational materials that facilitate interactive as well as personalized learning in various educational environments.

Responsibilities: Integrate multimedia resources and interactive activities to enrich the classroom learning experience.

2. Coordinator of Educational Technologies: Responsible for managing and implementing technology solutions that enhance teaching and learning processes in academic institutions.

Responsibilities: Oversee the integration of new technologies and ensure their alignment with educational objectives.

3. Learning Platform Specialist: Focuses on maintaining, optimizing and customizing online learning platforms to maximize both functionality and usability.

Responsibilities: Configure and customize the learning management system platform according to the needs of the academic centers.

4. Consultant in Digital Educational Innovation: Dedicated to advising educational entities in the adoption and integration of digital technologies to optimize their pedagogical practices.

Responsibilities: Perform diagnostics of the institution's technology needs and propose sophisticated digital implementation strategies.

5. Educational Data Analyst: Their job is to collect, analyze and interpret data related to academic performance and student engagement to inform pedagogical decisions.

Responsibilities: Recommend actions based on data analysis to improve learning outcomes.

6. Digital Education Project Manager: Their work is based on planning, executing and supervising projects that integrate digital technologies in the educational process, ensuring compliance with objectives and deadlines.

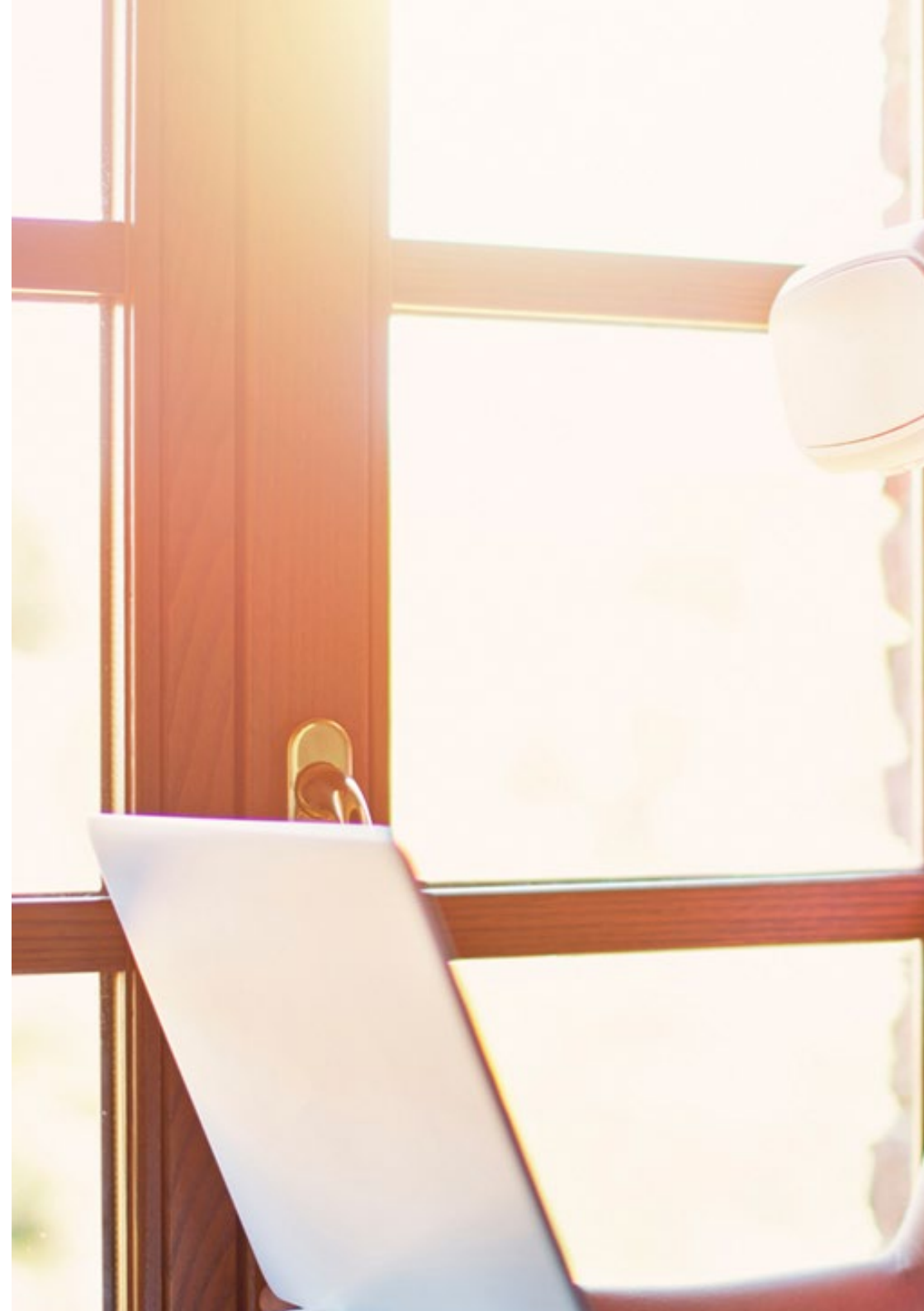
Responsibilities: Coordinate multidisciplinary teams and manage resources necessary for the development of initiatives.

7. Learning Management Systems Administrator: Responsible for the configuration, maintenance and administration of learning management systems used by educational institutions.

Responsibilities: Install, configure and maintain learning management systems, ensuring their proper functioning.

8. Digital Educational Content Developer: Expert dedicated to the creation of innovative digital educational materials that facilitate interactive and autonomous learning.

Responsibilities: Design and develop digital content such as educational videos, infographics and interactive simulations.





“

You will offer comprehensive consulting services to different educational centers, helping them develop strategies to significantly improve their digital infrastructure”

08

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.

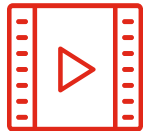
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

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

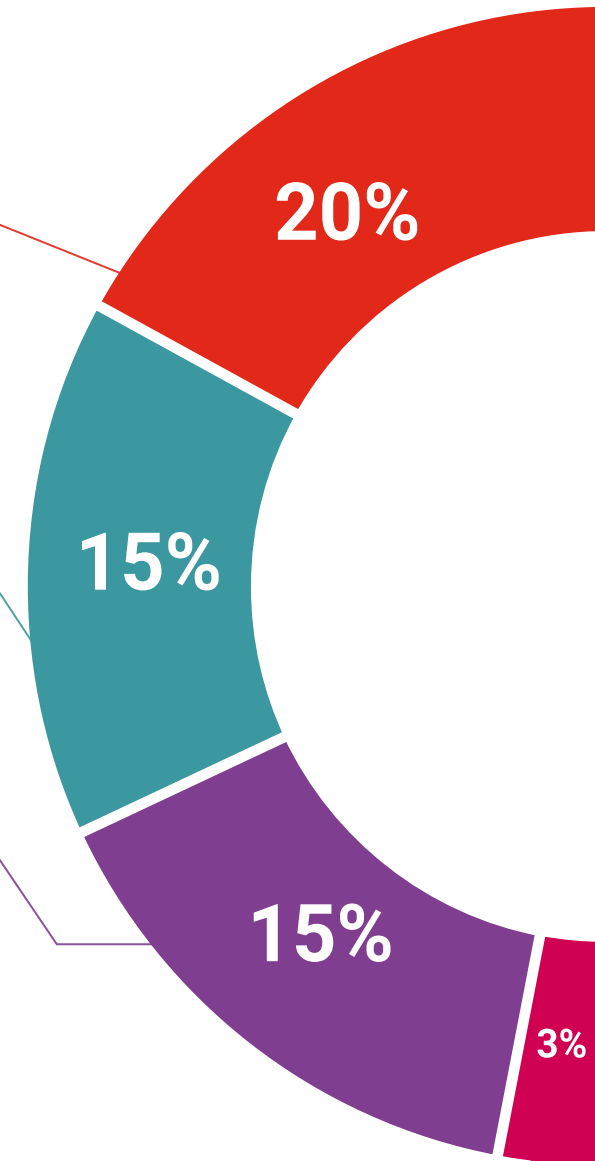
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

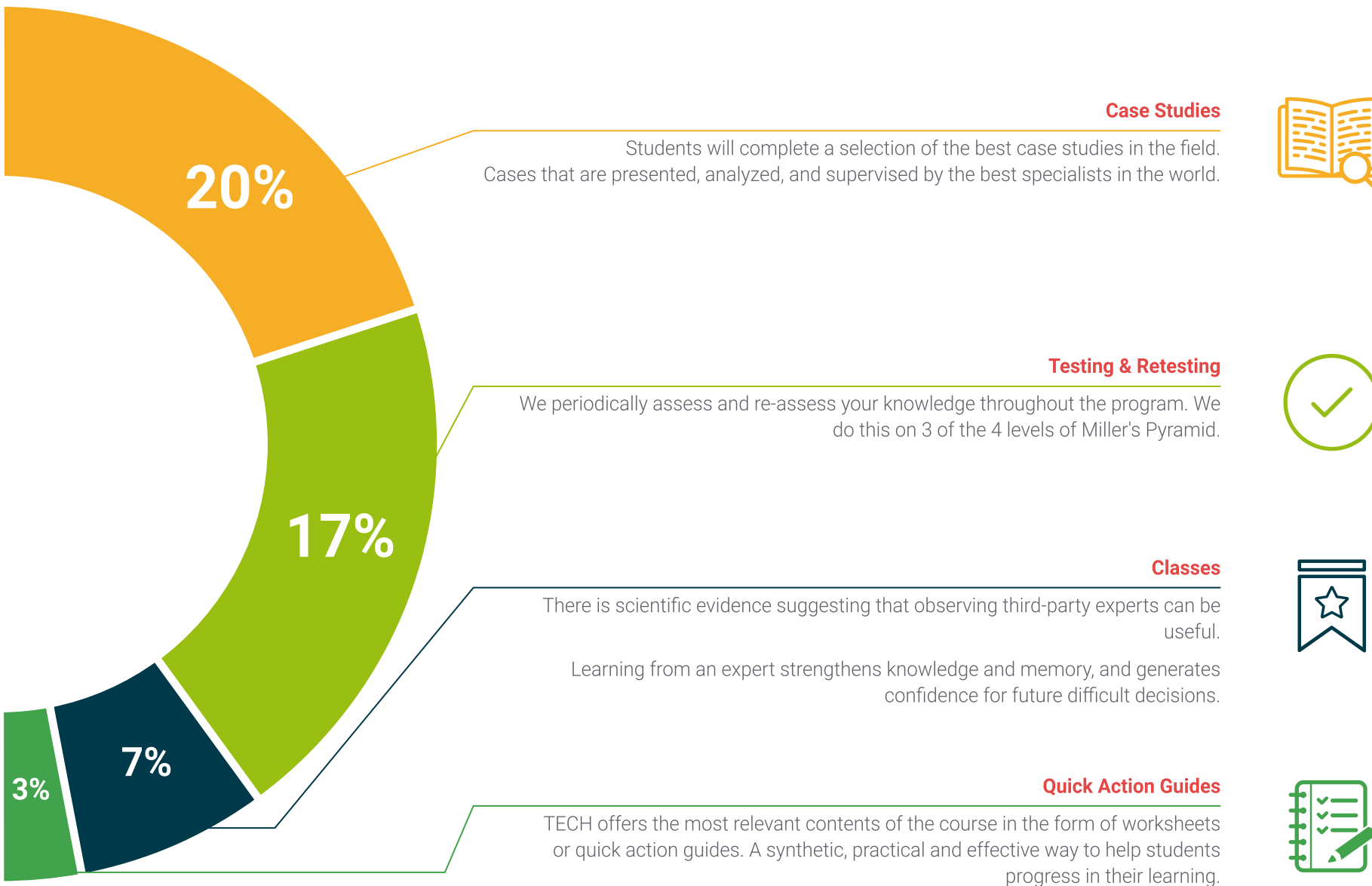
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





09

Teaching Staff

TECH's philosophy is based on making the most complete and up-to-date university programs available to everyone. To achieve this, it carries out a thorough process to establish each of its teaching staff. As a result, this Hybrid Professional Master's Degree has the participation of the best experts in the field of Digital Teaching and Learning. These professionals have an extensive work background, where they have led the digital transformation of numerous academic institutions both to optimize their capacity for innovation and to contribute to making the classroom experience more dynamic.





“

You will enjoy an academic itinerary designed by true specialists in the field of Digital Teaching and Learning, who will provide you with individualized advice”

International Guest Director

Dr. Stephanie Doscher is an internationally renowned educational leader, recognized for her influence in the field of global learning and comprehensive internationalization. As Director of the Office of Collaborative Online International Learning (COIL) at Florida International University (FIU), she has forged a pioneering path in creating inclusive and accessible educational strategies for all students.

With a focus on leadership and organizational change, Dr. Doscher is recognized for her ability to facilitate meaningful transformations in educational settings. In addition, her emphasis on connection, collaboration, communication, and continuous improvement underscores her commitment to educational excellence and her vision of accessible global learning for all students.

Doscher's research interests encompass teaching and assessment strategies for global learning, as well as the convergence between global learning, comprehensive internationalization, social innovation, and inclusive excellence. Her recent work focuses on the relationship between diversity and knowledge production through the COIL virtual exchange.

In fact, she has a prolific academic output, with multiple articles in renowned journals such as the Journal of International Students, EAIE Forum, and the International Association of Universities' Handbook of Internationalization of Higher Education. She has also participated in presentations at various international conferences and workshops, enriching the academic dialogue on global education.

Likewise, her contributions as co-author of works such as *"The Guide to COIL Virtual Exchange"* and *"Making Global Learning Universal: Promoting Inclusion and Success for All Students,"* have consolidated her position as a leading expert in the global education arena. Both manuals have served to engage university students in collaborative global learning problem solving. Not to mention her prominent role as host of the podcast "Making Global Learning Universal."



Dr. Doscher, Stephanie

- Director of Office of Collaborative Online International Learning (COIL), FIU, Miami, United States UU
- Global Learning Specialist
- Ph.D. in Educational Administration and Supervision from FIU
- Master's Degree in High School Education from Western Washington University
- Member of: Center for Leadership en FIU, Association of American Colleges and Universities (AAC&U), American Evaluation Association (AEA), American International Education Association (AIEA), Comparative and International Education Society (CIES), European International Education Association (EAIE), Florida Consortium for International Education (FCIE), NAFSA: Association of International Educators and Professional and Organizational Development Network (POD)
- Featured Awards: Institute for International Education's Andrew Heiskell Award for Campus Internationalization (2016), APLU Gold Award for Institutional Award for Global Learning, Research, and Engagement (2019), and NAFSA Senator Paul Simon Award for Campus Internationalization (2021)

“

Thanks to TECH, you will be able to learn with the best professionals in the world"

Management



Mr. Gris Ramos, Alejandro

- ♦ Technical Engineer in Computer Management
- ♦ CEO & Founder from Club de Talentos
- ♦ CEO Persatrace, Online Marketing Agency
- ♦ Business Development Director at Alenda Golf
- ♦ Director of the PI Study Center
- ♦ Director of Web Application Engineering Department at Brilogic
- ♦ Web programmer at Grupo Ibergest
- ♦ Software/web programmer at Reebok Spain
- ♦ Technical Engineer in Computer Management
- ♦ Master's Degree in Digital Teaching and Learning, TECH Global University
- ♦ Master's Degree in High Abilities and Inclusive Education
- ♦ Master's Degree in E-Commerce
- ♦ Specialist in the latest technologies applied to teaching, digital marketing, web application development and Internet business.

Professors

Mr. Albiol Martín, Antonio

- ♦ ICT Coordinator at JABY School
- ♦ Head of the Department of Spanish Language and Humanities
- ♦ Professor of Spanish Language and Literature
- ♦ Bachelor's Degree in Philosophy from the Complutense University of Madrid
- ♦ Master's Degree in Literary Studies. Complutense University of Madrid
- ♦ Master's Degree in Education and ICT, Specialty in E-Learning. Open University of Catalonia

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
- ♦ Coach Edpuzzle
- ♦ Teaching Degree with Specialization in Physical Education from the University of Alicante.
- ♦ Expert in Flipped Classroom, Level I Flipped Learning and Level I Instructor Flipped Learning
- ♦ Candidato Top 100 Flipped Learning Profesores del mundo

Mr. Cabezuelo Doblaré, Álvaro

- ♦ Psychologist expert in Digital Identity
- ♦ Teacher of Graphic Design, Digital Marketing and Social Networks at Escuela Arte Granada.
- ♦ Associate Professor in the Higher Cycle of Marketing and Advertising at the Queen Elizabeth International Training Center
- ♦ Teaching Staff at Terceto Comunicación
- ♦ Social Media at Making Known, Comunicación Estratégica
- ♦ Social Media and Psychologist at the StopHaters Association
- ♦ Social Media at HENDRIX Agency
- ♦ Social Media Manager at Doctor Trece
- ♦ Teaching staff of Social Networks for Business at the Granada Chamber of Commerce
- ♦ Teacher of Digital Identity and Social Media Manager in a Communication Agency.
- ♦ Teacher at Aula Salud
- ♦ Degree in Psychology from the University of Granada
- ♦ Master's Degree in Social Media, Community Manager and Audiovisual Communication at Complutense University of Madrid
- ♦ Master's Degree in Adult Clinical Psychology, Clinical Psychology from the Aaron Beck Center for Psychology. Aaron Beck Center for Psychology

Dr. De la Serna, Juan Moisés

- ♦ Writer specialized in Psychology and Neurosciences
- ♦ Author of the Open Chair of Psychology and Neurosciences
- ♦ Scientific Disseminator
- ♦ Doctorate in Psychology
- ♦ Bachelor's Degree in Psychology. University of Seville
- ♦ Master's Degree in Neurosciences and Behavioral Biology. Pablo de Olavide University, Seville
- ♦ Expert in Teaching Methodology. La Salle University
- ♦ University Specialist in Clinical Hypnosis, Hypnotherapy. National University of Distance Education - UNED.
- ♦ Postgraduate Certificate in Social Graduate, Human Resources Management, Personnel Administration. University of Seville
- ♦ Expert in Project Management, Business Administration and Management, U.G.T. Services Federation
- ♦ Trainer of Trainers. Official College of Psychologists of Andalusia





“

You will combine theory and professional practice through a demanding and rewarding educational approach"

10 Certificate

The Hybrid Professional Master's Degree in Digital Teaching and Learning guarantees, in addition to the most rigorous and updated knowledge, access to a diploma for the Hybrid Professional Master's Degree 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 **Hybrid Professional Master's Degree in Digital Teaching and Learning** 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.

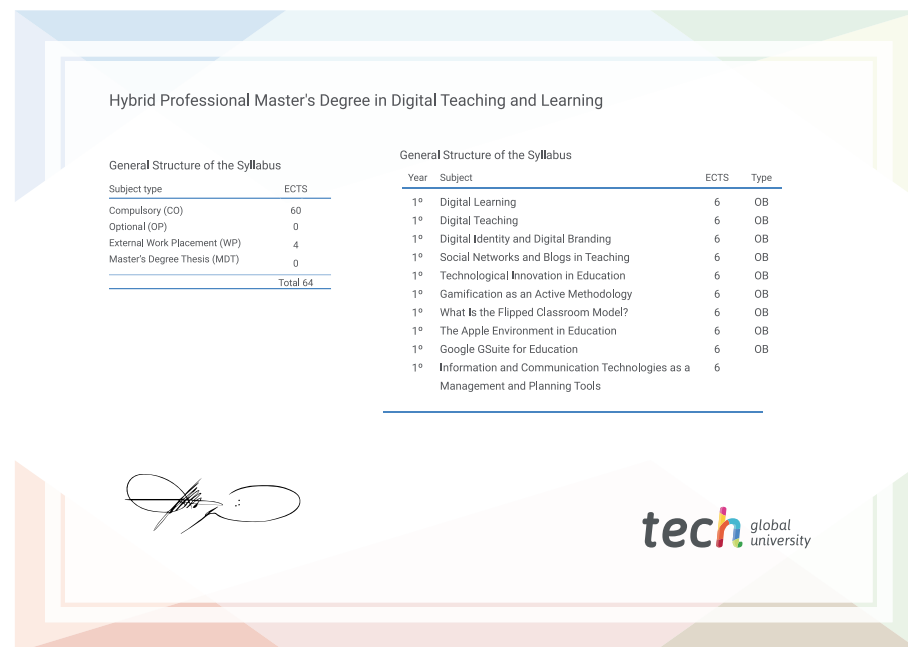
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Hybrid Professional Master's Degree in Digital Teaching and Learning**

Modality: **Hybrid (Online + Internship)**

Duration: **12 months.**

Credits: **60 + 4 ECTS**





Hybrid Professional Master's Degree

Digital Teaching and Learning

Modality: Hybrid (Online + Internship)

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Hybrid Professional Master's Degree Digital Teaching and Learning

