

Postgraduate Certificate Gamification in Geography and History in Primary School Education



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- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Accreditation: 6 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitude.com/us/humanities/postgraduate-certificate/gamification-geography-history-primary-school-education

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01

Introduction

Social Sciences aim to investigate the human being in its entirety, and for this, a knowledge framework is required, consisting of many other fields that arise from the various disciplines within the Social Sciences: Geography, History, Politics, Economics, Anthropology, Demography, Sociology, and more.





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This Postgraduate Certificate in Gamification in Geography and History in Primary School Education will instill a sense of confidence in your professional performance, helping you to grow both personally and professionally”

While it is important for students to understand the social realities, ways of thinking, lifestyles, etc., of the past, it is crucial that they also understand the current social situation, the elements that make it up, and the mechanisms needed to navigate it. In this sense, the current Primary Education curricula adapt the concepts to be taught according to the educational level. For instance, in the early years of primary school, students are introduced to knowledge related to social relationships and structures such as family, school, friends, etc. As they progress, the curriculum expands to include knowledge about towns, cities, territorial organization, the state, the European Union, and its agencies, among others. Ultimately, these elements provide students with knowledge that helps them understand the social reality they live in and how it is structured, while also providing them with the tools to easily navigate the world around them.

This program offers expertise in Geography and History for primary school students from a heritage perspective. This means teaching the importance of Cultural Heritage, its conservation, and its enhancement through the study of Social Sciences taught in the early years of primary school. The goal is not only to prepare students in the didactics of these subjects but also to educate them about Cultural Heritage, enabling them to transmit the values implicit in it and fostering cognitive, sensory, social, and cultural development in children. Additionally, the program includes resources and strategies to aid in creating lesson plans for each class, facilitating the teaching-learning process for the students and the application of what they have learned.

This **Postgraduate Certificate in Gamification in Geography and History in Primary School Education** contains the most complete and up-to-date program on the market.

The most important features include:

- ♦ Development of over 75 practical cases presented by experts in Gamification in Geography and History in Primary School Education
- ♦ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Latest updates on Gamification in Geography and History in Primary School Education
- ♦ It contains practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies in Gamification in Geography and History in Primary School Education
- ♦ Content that is accessible from any fixed or portable device with an internet connection



Update your knowledge through the Postgraduate Certificate in Gamification in Geography and History in Primary School Education



This Postgraduate Certificate could be the best investment you make when selecting a professional development program for two reasons: In addition to updating your knowledge in Gamification in Geography and History in Primary School Education, you will earn a diploma for the Postgraduate Certificate awarded by TECH Global University”

Increase your decision-making confidence by updating your knowledge through this Postgraduate Certificate.

Make the most of the opportunity to learn the latest advancements in Gamification in Geography and History in Primary School Education and enhance your approach to student engagement.

The program includes a teaching staff composed of professionals from the field of Gamification in Geography and History in Primary School Education, who share the experience from their work, alongside recognized specialists from leading societies and prestigious universities.

Thanks to its multimedia content, developed with the latest educational technology, professionals will benefit from situated and contextual learning—simulated environments designed to provide immersive learning experiences that prepare them for real-life situations.

The design of this program is based on Problem-Based Learning, whereby the educators must try to solve the different professional practice situations that arise throughout the program. To achieve this, educators will have the support of an innovative interactive video system created by renowned experts in Gamification in Geography and History in Primary School Education, with extensive teaching experience.



02 Objectives

The Postgraduate Certificate in Gamification in Geography and History in Primary School Education is designed to support professionals working with primary school students.



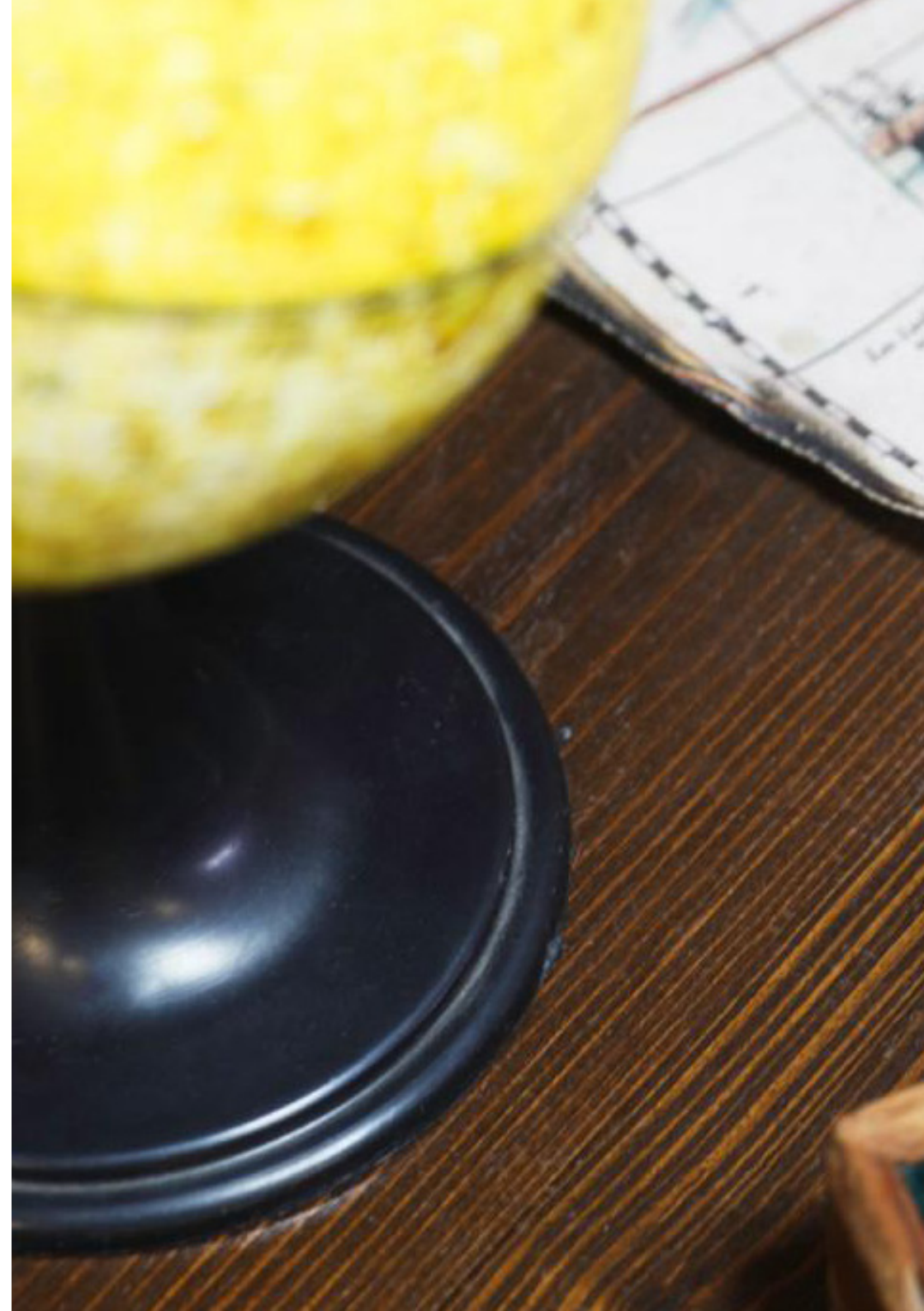
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This Postgraduate Certificate is aimed at helping you update your knowledge in Gamification in Geography and History in Primary School Education, using the latest educational technology to contribute with quality and safety to decision-making and monitoring of students”



General Objectives

- ♦ Define the curriculum of Social Sciences
- ♦ Acquire knowledge and skills in teaching Geography and History addressed to Primary School students, from an integrative and ethical perspective whereby Cultural Heritage is the common link between the branches that encompass the Social Sciences
- ♦ Use the necessary tools to apply the knowledge learned, as well as to develop and defend, with the required arguments, solutions to any potential problems that may arise in the relevant study and work area
- ♦ Design and plan teaching and learning processes through the use of a method that integrates the subjects of History and Geography from an instructive and cultural perspective
- ♦ Define the value of Cultural Heritage and its role in understanding, educating and developing today's society through the subjects of Geography and History
- ♦ Promote democratic, critical and diverse education in the classroom, taking into account gender equality, equity and the value and importance of human rights, among others
- ♦ Explain the educational dimension of teachers with respect to the functions they perform and their role in the cognitive development of students
- ♦ Use information and communication technologies (ICT) that can benefit proper classroom dynamics and student learning
- ♦ Acquire competencies that enable the student of the program to interconnect the subjects of Geography and History with other disciplines, in order to innovate and enrich the teaching-learning process in the classroom





Specific Objectives

- ♦ Define strategies to adapt games to normal classroom dynamics

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Make the most of the opportunity and step forward to update yourself on the latest advancements in Gamification in Geography and History in Primary School Education”

03

Course Management

The program includes a teaching staff of leading experts in Gamification in Geography and History in Primary School Education, who bring their practical experience into this training” In addition, other experts of renowned prestige participate in its design and planning completing the program in an interdisciplinary manner.



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Learn from leading professionals the latest advancements in procedures for Gamification in Geography and History in Primary School Education”

Management



Ms. Belso Delgado, Marina

- ♦ Art Historian and Researcher
- ♦ Master's Degree in Research and Management of Historical-Artistic Heritage (University of Murcia)

Faculty

Ms. Antón López, Estefanía

- ♦ Humanist
- ♦ Master's Degree in Protection of Historical-Artistic Heritage: The Legacy of Al-Andalus (University of Granada)

Ms. Carbonell Andreu, Andrea

- ♦ Art Historian
- ♦ Master's Degree in Cultural Heritage: Identification, Analysis, and Management (University of Valencia)
- ♦ Student of Bachelor's Degree in Geography and History

Mr. Gálvez Ruiz, Antonio

- ♦ Architect
- ♦ Master's Degree in Architecture (Antonio de Nebrija University, Madrid) Master's Degree in Teacher Training for Compulsory Secondary Education, High School, and Vocational Training (Polytechnic University of Madrid)

Mr. Pueyo García, Luis

- ♦ Historian and Professor of Social Sciences, Geography, History, and Art History
- ♦ Head of the Didactic Department (La Torre High School, Elche)
- ♦ Master's Degree in History and Hispanic Identities in the Western Mediterranean



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Structure and Content

The content structure has been designed by a team of professionals from the best educational centers and universities in the country, who are aware of the relevance of up-to-date education and are committed to quality teaching through new educational technologies.





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This Postgraduate Certificate in Gamification in Geography and History in Primary School Education contains the most complete and up-to-date program on the market”

Module 1. Shall We Play in Class?

- 1.1. The Role of Play in the Classroom. Theory, Evolution, and Importance as a Learning Tool
 - 1.1.1. What is Educational Play? Theoretical Approaches and Other Points of View
 - 1.1.2. Educational Objectives and Goals of Play
 - 1.1.3. Evolution of Play in the Classroom
 - 1.1.4. Play and the Development of Skills by Area
- 1.2. Memory vs. Experience. Advantages and Disadvantages
 - 1.2.1. Aspects of Memorizing Data: Beneficial or Counterproductive? Its Application in Play
 - 1.2.2. The Role of the Senses as a Tool in Play
- 1.3. Key Aspects of Play's Function in Teaching. The Game as a Socializer and Transmitter of Values
 - 1.3.1. Exploiting Play for Educational Purposes
 - 1.3.2. Teaching How to Play and Learning Through Play
 - 1.3.3. Strategy for Addressing Diversity
 - 1.3.4. Study of Psychological Activities During Play
- 1.4. Game Design in the Classroom: Guidelines to Consider
 - 1.4.1. General Characteristics of Educational Games
 - 1.4.2. Steps for Creating a Game
 - 1.4.3. Educational Game Formats
 - 1.4.4. The Rules of the Game
 - 1.4.5. Available Materials
- 1.5. The Role of the Teacher in Play
 - 1.5.1. Skills to Consider
 - 1.5.2. Suggestions Before Starting a Game
 - 1.5.3. Models and Patterns to Follow
 - 1.5.4. The Teacher's Role During the Activity



- 1.6. Play and ICTs
 - 1.6.1. Introducing Technology into Play
 - 1.6.2. Significant Examples
- 1.7. Geography and Play
 - 1.7.1. Geographical Components a Game Should Have
 - 1.7.2. Significant Examples
- 1.8. History and Play
 - 1.8.1. Historical Components a Game Should Have
 - 1.8.2. Significant Examples
- 1.9. Cultural Heritage: Another Playing Field
 - 1.9.1. Introduction to Heritage Study Through Play
 - 1.9.2. Playing with Heritage: Methods and Contributions to Learning
 - 1.9.3. Significant Examples

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A unique, essential and decisive learning experience to boost your professional development”

05 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.



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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.

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*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.

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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.

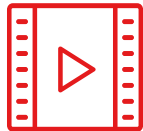
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

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

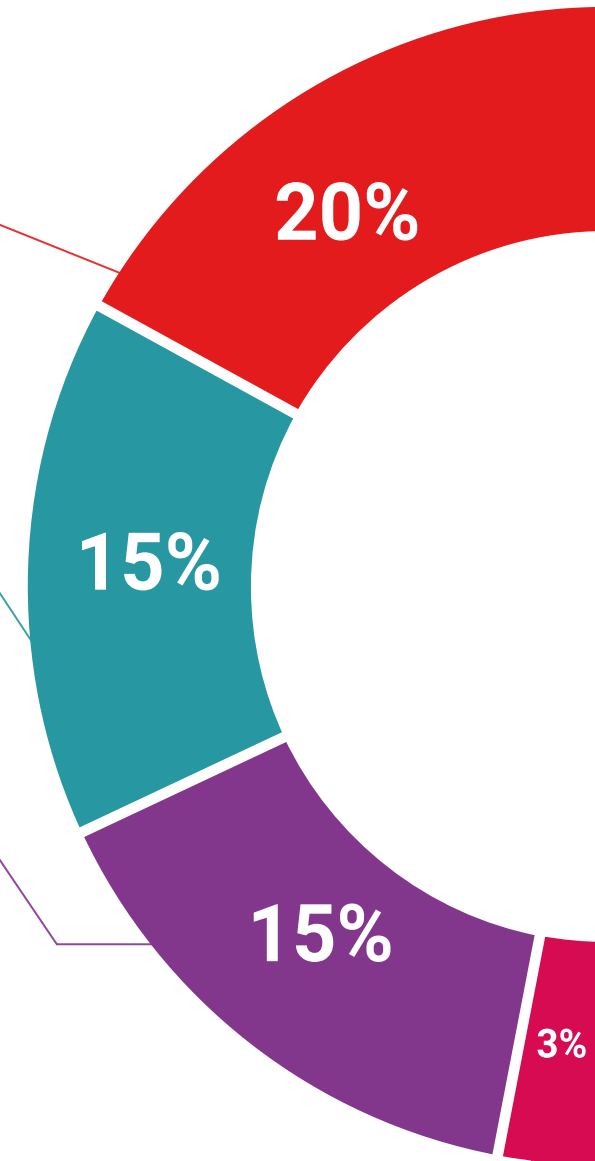
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

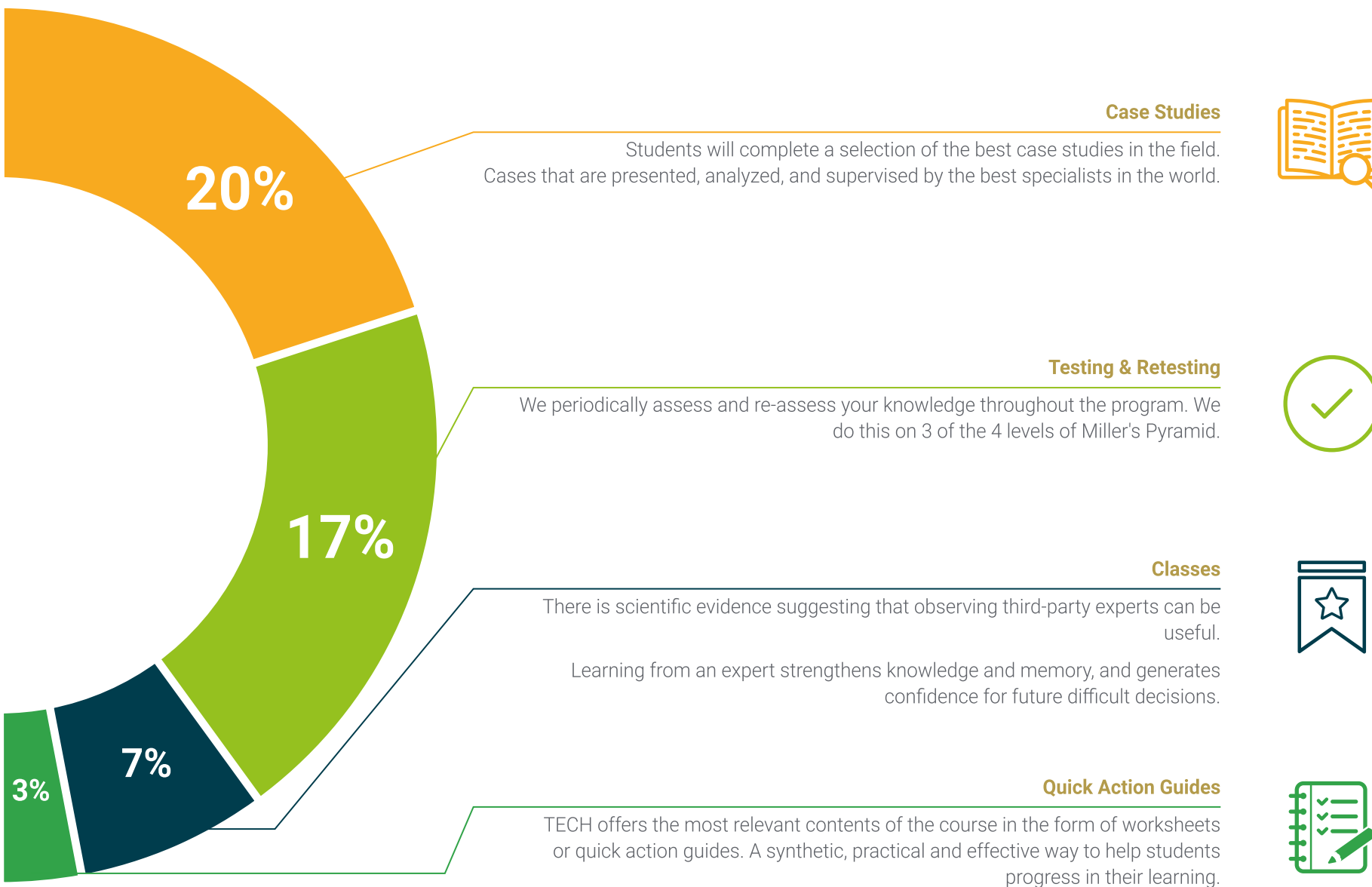
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





06 Certificate

The Postgraduate Certificate in Gamification in Geography and History in Primary School Education guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Certificate issued by TECH Global University.



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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 diploma for the **Postgraduate Certificate in Gamification in Geography and History in Primary School Education** 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.

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