# Postgraduate Certificate
## Teaching of the Philosophical Discussions

tech technological university

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# Postgraduate Certificate
## Teaching of the Philosophical Discussions

- Modality: **online**
- Duration: **6 weeks**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/humanities/postgraduate-certificate/teaching-philosophical-discussions

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01

# Introduction

Learning Philosophical Discussion in the classroom is an exceptional vehicle for fostering the development of critical and creative thinking, care thinking and other interpersonal communication strategies. A job that brings into play all the teacher's teaching skills. Learn how to succeed in your endeavor with an essential Postgraduate Certificate for the most up-to-date teachers.

*Get your students to incorporate the mental developments of philosophical discussion with a Postgraduate Certificate of high teaching value, created to be compatible with any other occupation"*

Philosophy helps us to grow as people, to mature as individuals, to become more responsible citizens and to improve our work performance.

In this training you will have the opportunity to access the most important developments in philosophy applied to teaching. Guided by a very complete but very specific syllabus, students will acquire the knowledge and routines required to teach this subject or those applicable to other areas of life.

An opportunity created to add enormous value to students' CV.

*Become a top-notch philosophy teacher, transforming your subject into a growth tool for your students"*

This **Postgraduate Certificate in Teaching Philosophical Discussions** contains the most complete and up-to-date program on the market. The most important features include:

- The latest technology in online teaching software
- A highly visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- Practical cases presented by practising experts
- State-of-the-art interactive video systems
- Teaching supported by telepractice
- Continuous updating and recycling systems
- Autonomous learning: full compatibility with other occupations
- Practical exercises for self-evaluation and learning verification
- Support groups and educational synergies: questions to the expert, debate and knowledge forums
- Communication with the teacher and individual reflection work
- Content that is accessible from any fixed or portable device with an Internet connection
- Complementary documentation banks permanently available, even after the Postgraduate Certificate

*The most developed and interactive online resources, at your service, in a Postgraduate Certificate of great educational and technological quality"*

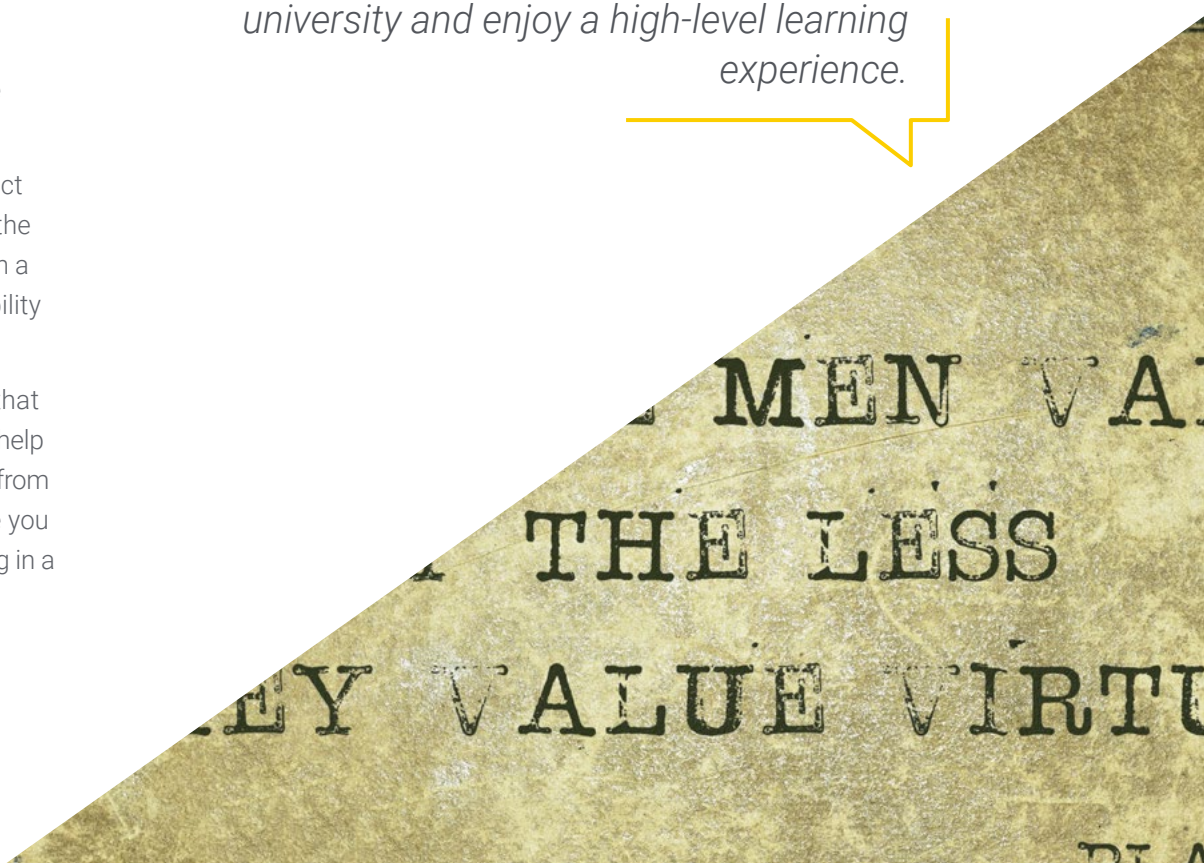
*You will have at your disposal the most powerful online platform in the educational market, which will allow you to use state-of-the-art learning tools, such as our interactive video system.*

Our teaching staff is made up of philosophy professionals and active specialists. In this way we ensure that we provide you with the instructional update we intend. A multidisciplinary team of qualified and experienced professionals who will efficiently develop theoretical knowledge, but, above all, will put the practical knowledge derived from their own experience at the service of the Postgraduate Certificate: one of the distinguishing qualities of this specialization.

The effectiveness of our methodological design enhances mastery of the subject matter. Developed by a multidisciplinary team of e-learning experts, it integrates the latest advances in educational technology. In this way, you will be able to study with a range of multimedia, comfortable and versatile tools that will give you the operability you need for your training.

The design of this program is based on Problem-Based Learning: an approach that conceives learning as a highly practical process. To achieve this remotely, with the help of an innovative interactive video system, and by means of telepractice and learning from an expert, you will be able to acquire the knowledge as if you were facing the case you are learning at that moment. A concept that will allow you to integrate and fix learning in a more realistic and permanent way.

*Train with the world's largest online university and enjoy a high-level learning experience.*



02

# Objectives

The objective of all teaching courses is to contribute to the increase of quality in all educational areas. With our Postgraduate Certificate in Philosophical Discussions, this pursuit reaches excellence with a program created to make this subject one of the most complete and interesting in the instructional program of any teacher. An exclusive opportunity for teachers to study with the most prestigious online university in the world.

*With a totally practical objective, this Postgraduate Certificate will set you on the road to educational excellence with the didactic skills of the best teachers"*

## General Objectives

- Possess advanced skills delving into research in the different branches of Philosophy, according to the student's choice of specialty
- Develop a high reflective and critical capacity in philosophical questions and topics, both from a historical and systematic point of view, in order to provide students with a clear understanding of the topics within current schools of thought, which will also be useful for research
- Master the methodological bases and knowledge that allow for the integration of multiple bodies of philosophical knowledge in a personal work project
- Have a fluent command of interdisciplinarity, as a basic element of philosophical reflection in its essential openness to other fields of culture and knowledge, and in the development of a reflective understanding of the conceptual foundations of these other fields

## Specific Objectives

- Acquire analytical skills to autonomously address vital issues of the contemporary world
- Value and develop a pluralistic attitude towards difference
- Promote and guarantee respect for human rights and the principles of equality, non-discrimination and democratic values
- Develop and design egalitarian and value-centered learning spaces
- Master with solvency elements for the analysis of contemporary cultural phenomena related to the current crisis of values
- Conduct original and autonomous philosophical research on the way and the ways in which culture and its permanent conflicts impact and condition people's private lives
- Carry out an in-depth philosophical analysis of the concepts of environment and nature and therefore what it means to take care of them
- Exercise the role of teacher, communicator or analyst in relation to such a popular cultural phenomenon as soccer in order to integrate notions and meanings that are not usually presented in media discourses
- Understand from a philosophical point of view cultural phenomena of our time, such as the emergence of prominent figures in the media world, as well as discourses that advocate forms of social organization that dispense with political ideas
- Easily handle critical elements to examine how today's society gives rise to new subjectivities

03

# Course Management

The Postgraduate Certificate in Teaching of Philosophical Discussions has been designed and developed by a group of experts in this area, with long teaching and research experience. Through your mentorship, this Postgraduate Certificate will become a great learning experience. Total quality guarantee.

*A highly competent and long-standing teaching staff will provide you with their professional and teaching knowledge. A unique opportunity to learn from the best"*

## Management

### Dr. Agüero, Gustavo

- PhD in Philosophy, National University of Cordoba, Argentina
- Professor of Introduction to Philosophical Thought, Faculty of Languages, UNC
- Director of the Research Group GRASP 08 on Philosophy of Language, Mind and Education Secretariat of Science and Technology, UNC
- Director of the Research Group on Philosophy of Law, National University of San Luis

## High School

### Dr. Amaya, Luis

- Degree in Philosophy, National University of Cordoba, Argentina
- Specialist in the areas of Science, Technology and Society
- Professor of Philosophy of Education and Philosophy Teaching, Faculty of Philosophy and Humanities, UNC
- Member of the Research Group GRASP 08 on Philosophy of Language, Mind and Education (directed by Dr. Gustavo A. Agüero) Secretariat of Science and Technology at UNC

### Dr.Testa, Ana

- Degree in Philosophy, National University of Cordoba, Argentina
- Specialist in the areas of Science, Technology and Society
- Professor of Philosophy of Education and Philosophy Teaching, Faculty of Philosophy and Humanities, UNC
- Member of the Research Group GRASP 08 on Philosophy of Language, Mind and Education (directed by Dr. Gustavo A. Agüero) Secretariat of Science and Technology at UNC

04

# Structure and Content

The Postgraduate Certificate's syllabus is designed to gradually cover all the essential topics in the learning of this subject: from the knowledge of the theoretical philosophy to the most current part The philosophical discussions, shelled in all their aspects, in a complete approach and totally focused on their application in practice.

*A very comprehensive syllabus that will give you the mastery of the subject matter you need to tackle the job of training a high school classroom"*

## **Module 1.** Vital Discussions and Collective Issues

1.1. Recognising the Other
- 1.1.1. Otherness in Education
- 1.1.2. Education as an Encounter with the Other
- 1.1.3. Commonality in Education
- 1.1.4. Difference and Recognition
- 1.1.5. Community in Difference
- 1.1.6. Tolerance or Recognition
- 1.1.7. Universality and Hegemony

1.2. Recognition and Otherness
- 1.2.1. Recognition of the Other as a Condition for Education
- 1.2.2. Equality and Education
- 1.2.3. Education and Recognition Theories
- 1.2.4. Intersubjectivity as a Condition for Education
- 1.2.5. The Other
- 1.2.6. Us

1.3. Education and Citizenship in the Global Age
- 1.3.1. School, Citizenship and Democratic Participation
- 1.3.2. Citizenship and Human Rights Education
- 1.3.3. Citizenship and Civic Virtues
- 1.3.4. Global Citizenship Education
- 1.3.5. Wealth and Poverty in the Global Age
  - 1.3.5.1. Justice
  - 1.3.5.2. Solidarity
  - 1.3.5.3. Equality

1.4. Education and the Challenge of Interculturality
- 1.4.1. What Is Multiculturalism?
- 1.4.2. Intercultural education in a multicultural society
- 1.4.3. Education and Integration of Ethnic Minorities
  - 1.4.3.1. Integration and assimilation
- 1.4.4. The Liberalism-Communitarianism Debate
- 1.4.5. Pluralism and Universalism

1.4.6. Multiculturalism and Cultural Relativism
1.4.7. Beyond Ethnocentrism
1.4.8. ICTs in intercultural education
1.5. The Other Who Dwells Among Us
1.5.1. The Other, that unbearable interpellation
1.5.1.1. A culture with no place for closeness
1.5.1.2. The illusion of the self-constituted Subject
1.5.2. The Other's Wickedness, One's Own Beauty
1.5.3. Alma Bella': the forclusion of responsibility and the emergence of hatred
1.5.3.1. The responsibility of the subject in times of postmodernity, Dufour again
1.5.4. The Return of Dark Gods
1.5.4.1. Between us
1.5.4.2. New emergencies
1.5.5. The Return of the Dark Gods: The Far Right upon Request
1.5.5.1. Societal fascism. Classes and categories
1.5.5.2. The new subjectivities call for blood
1.5.6. No place for Love
1.5.7. From those to these concentration camps
1.5.7.1. From Auschwitz to contemporary megalopolises
1.5.7.2. Every periphery is a good place to die
1.5.7.3. A logic that has no 'outside': globalization
1.5.8. The Logic and Purpose of Concentrationary Devices
1.5.8.1. Genocide as a social practice
1.5.8.2. From Auschwitz to Hiroshima. Thinking with Feierstein and Juressa
1.5.9. What's on the horizon...?
1.5.9.1. An invitation to think about praxis. More questions than answers
1.5.10. A question staring you in the face
1.5.10.1. 'We are responsible even for what we dream', Freud dixit. What work are we getting our hands on?
1.6. Ties, Affections and Environments
1.6.1. Discussions on Individual Rights and Autonomy
1.6.2. Discussion i: Consuming Products and Substances
1.6.2.1. Our limits and our understanding
1.6.3. Discussion II: Addictive relationships
1.6.3.1. What we do not notice in the links
1.6.3.2. What we build, what we seek, what we can
1.6.4. Discussion III: Love of Others and Self-love
1.6.4.1. What affections do we seek in relationships?
1.6.4.2. Violence, education and emotions
1.6.5. Discussion IV: Family and Friendships
1.6.5.1. Reconsidering social mandates
1.6.5.2. Being and not being part of a herd
1.6.5.3. Which herd are we referring to?
1.6.6. Discussion v: Trust and Distrust: Strangers and Acquaintances
1.6.7. Discussion V: the origin of conflicts
1.6.7.1. Happiness and serenity
1.6.8. Discussion VI: The search for affection and recognition
1.7. The Environment(s)
1.7.1. Why Should We Care About the Environment(s)?
1.7.1.1. Do we know what we are talking about? (beyond the green lawn)
1.7.1.2. Where does my body begin and where does it end?
1.7.1.3. Where is the body of the other?
1.7.2. Caring For and Creating Environments
1.7.2.1. Nature as a cultural product
1.7.2.2. Culture as a natural product
1.7.2.3. Can nature be (re)created?
1.7.3. Human Ecology and Ways of Life
1.7.3.1. How do those who do not live like us live?
1.7.3.2. The producers of ignorance
1.7.3.3. Sowing rumors, reaping truths
1.7.3.4. Is there intelligent life on our planet?

1.7.4. Is There a Nature?
1.7.4.1. How to be part of and take care of what you do not know?
1.7.4.2. Seeing the best and the worst in us
1.7.5. The Nature of Thought
1.7.5.1. The mind in the woods
1.7.5.2. Who are We?
1.7.5.3. Are we in the world or is the world in us?
1.7.6. The True Nature of Human Beings
1.7.6.1. Where to look for the essential?
1.7.6.2. Why a nature?
1.7.7. The Environment in Large Cities
1.7.7.1. What you really breathe
1.7.7.2. Destruction of the social fabric
1.7.8. The Planet and Us
1.7.8.1. Taking care of yourself, but from whom?
1.7.8.2. What is in us: consciousness and quality of life
1.8. Education, Sports and Philosophy
1.8.1. Mens Sana in Corpore Sano
1.8.1.1. The value of leaning towards a 'vital balance'
1.8.2. Praxis and Education
1.8.2.1. How does a body learn?
1.8.2.2. The mud, the scent of grass, the drops of salt
1.8.2.3. The past 'tells us' in the present
1.8.2.3.1. The emergence of 'One Character' (as a form of 'realization')
1.8.3. Collective (group) sports, Empathy and Antipathy
1.8.3.1. With this one I'll get off, with this one I'll fuck him'
1.8.3.1.1. The friend, the companion, the traitor
1.8.3.1.2. The Adversary, the enemy, the abject?
1.8.4. Body and Understanding
1.8.4.1. Childhood memory and reflective memory
1.8.4.2. The Pathos of the body and resignification
1.8.4.3. Hypothetical scenarios and comprehensive reflexivity
1.8.5. The Field of Ethics, the Playing Field
1.8.5.1. Means and ends, Camus from 'the paddock'
1.8.5.2. Conflict and the emergence of 'the ethical'
1.8.6. Neutrality is impossible and unnecessary
1.8.6.1. Competing: that structuring aspect
1.8.6.2. Thinking 'competitiveness' beyond clichés
1.8.6.3. Competitiveness, ideology and subjectivity
1.8.7. Soccer and 'Polítiteia
1.8.7.1. The Guardiola Paradigm
1.8.7.1.1. Xavi, Iniesta and 'the community'
1.8.7.1.2. Pep's Barsa and Zapatismo
1.8.7.2. The Mourinho Paradigm
1.8.7.2.1. Cristiano, 'the un-crucified'
1.8.7.2.2. What Brusellas owes Mou
1.8.8. Soccer and Globalization
1.8.8.1. The market and the ball
1.8.8.2. Beckham, that irresistible 'object'. By way of digression
1.8.8.3. Money, gambling and subjectivity(ies)
1.8.8.4. Money: Cappa and the logic of the market
1.8.9. The Thinkers', today
1.8.9.1. Riquelme for connoisseurs (and now also for neophytes)
1.8.9.2. Forgetting Rodin, Redondo or moving sculpture
1.8.9.3. Xavi and Iniesta, those Paradigms
1.8.10. Sports and Epochal Subjectivity
1.8.10.1. Sports and common sense representations
1.8.10.2. Being, Doing, Thinking, ...under the commodity fetishism
1.8.10.3. Alienation
1.8.10.4. Outline of response
1.8.10.5. By way of (Un)Conclusion
1.9. The Threat of Anti-Democratic Practices
1.9.1. Discourse in the Media on Insecurity
1.9.1.1. Moral-meritocratic problem
1.9.1.2. Structural problem

1.9.2. Receptiveness of Common-Sense Discourse
1.9.2.1. The impossibility of seeing the problem
1.9.2.2. Understandable reasons for not seeing it
1.9.3. Media Discourse on Repression
1.9.3.1. The double discourse on demonstrations
1.9.3.1.1. Accepting the fairness of the claim
1.9.3.1.2. Questioning the modality of the claim
1.9.4. The End of Political Education
1.9.4.1. The discrediting of political cadres
1.9.4.2. "They all steal" or "all politicians are the same"
1.9.5. 'Medicalized' Discourse on Society
1.9.5.1. The Sick Society
1.9.5.2. Offer a root cure
1.9.6. Trivialization of Politics
1.9.6.1. Known but untrained candidates
1.9.6.2. Wealthy candidate as a guarantee of honesty
1.9.7. Prescriptions to Society
1.9.7.1. Tolerating repression in the name of what needs to be done
1.9.7.2. The request for an effort to society
1.9.7.3. The construction of a leader who "aspires to be"
1.9.8. The imposition of false dichotomies
1.9.8.1. The oddity that in no possible world are we better off
1.9.8.2. Pay what is due as a mandate
1.9.9. The Link between Religions and Society
1.9.9.1. Religious discourses that reach and fail to reach
1.9.9.2. Acceptance of religious discourse in state matters
1.9.10. Philosophical Analysis of Political and Social Situations in Latin America
1.9.10.1. Are there neo-fascist speeches?
1.9.10.2. "Let's try something different."
1.9.10.3. Lack of awareness of the rights of minorities

1.10. Anarchy as an undesirable specter
1.10.1. Anarchism According to Chomsky
1.10.1.1. Anarchism and justification
1.10.1.2. Anarchism and capitalism
1.10.1.3. Anarchism and institutions
1.10.2. Anarchism and Criticism
1.10.2.1. Discursive logics related to capitalism
1.10.2.2. Anarchism as an enemy
1.10.3. Capitalism as an Evolution of Thought
1.10.3.1. Capitalism and poverty
1.10.3.2. Capitalism and the future of the community
1.10.4. Ridicule of Anarchist Thought
1.10.4.1. Granting criticism, but denying alternatives
1.10.4.2. The discursive logic against anarchism
1.10.4.3. The anarchist view of education
1.10.5. The Role of Anarchist Intellectuals
1.10.5.1. The discursive logic of the media and the idea of freedom
1.10.5.2. Freedom of the press as market freedom
1.10.6. Capitalism in the Common Sense
1.10.6.1. The naturalization of inequality
1.10.6.2. The stereotype of anarchism as a danger
1.10.7. The Cultural Threat of Anarchism
1.10.7.1. Fear of questioning the culture
1.10.7.2. Conservatism as a response to economic crises
1.10.8. The Discourse of the Media on the Media
1.10.8.1. Speaking from the 'absence' of corporate interests
1.10.8.2. Which leaders are ridiculed and idealized by the mass media?
1.10.9. An Alternative to Inequality
1.10.9.1. Anarchism as a form of rationalism
1.10.9.2. Ask for justifications from the authority
1.10.10. The State as a Communal Achievement
1.10.10.1. Thinking the commons within institutions
1.10.10.2. Thinking the common outside the institutions

05

# Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.

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

## Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

*At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world"*

*You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.*

*The student will learn to solve complex situations in real business environments through collaborative activities and real cases.*

## A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

> *Our program prepares you to face new challenges in uncertain environments and achieve success in your career"*

The case method has been the most widely used learning system among the world's leading Humanities schools for as long as they have existed. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

## Relearning Methodology

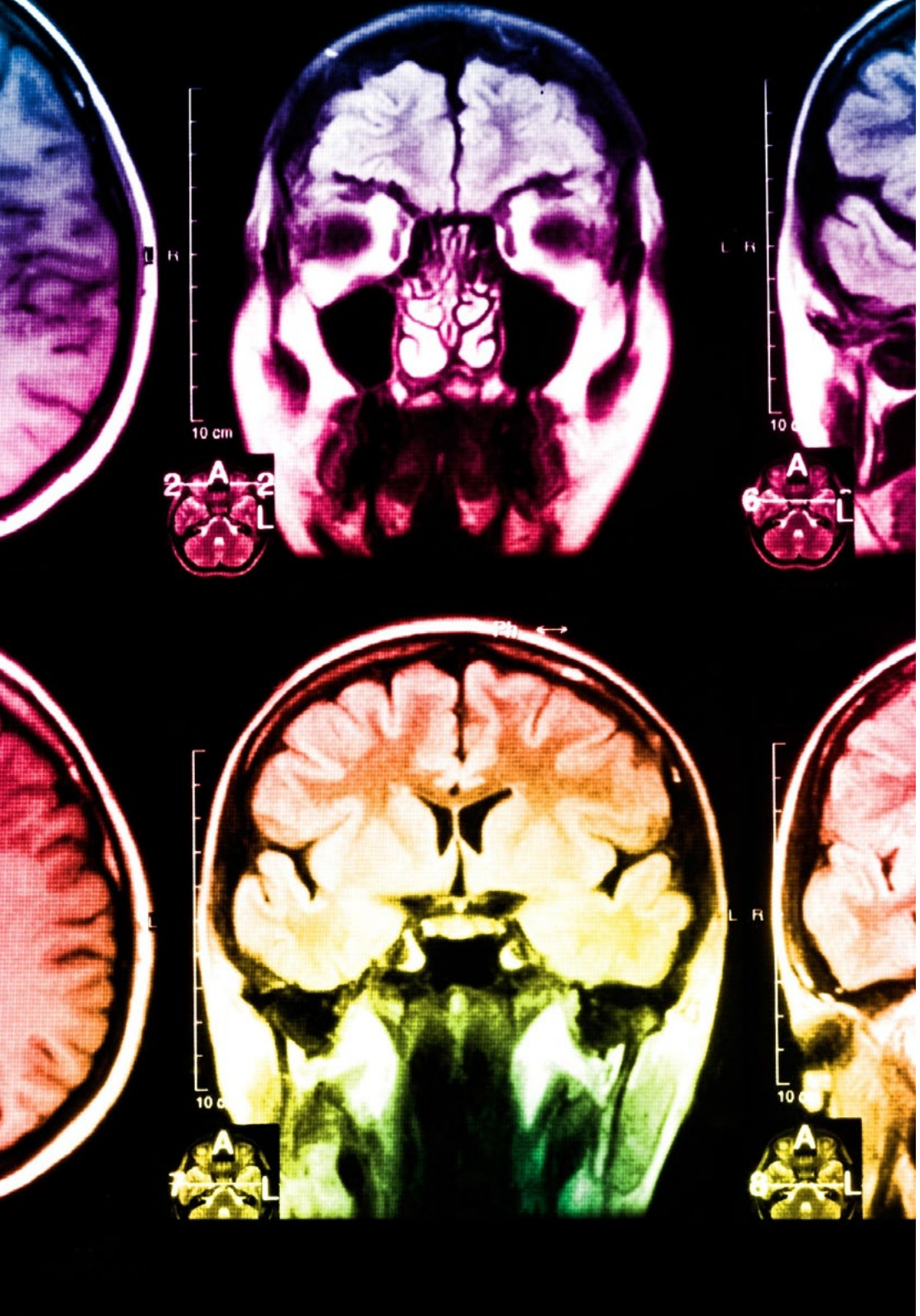
TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

*In 2019, we obtained the best learning results of all online universities in the world.*

At TECH you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.



In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically. With this methodology we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

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

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.

**This program offers the best educational material, prepared with professionals in mind:**

### 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.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.

### Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

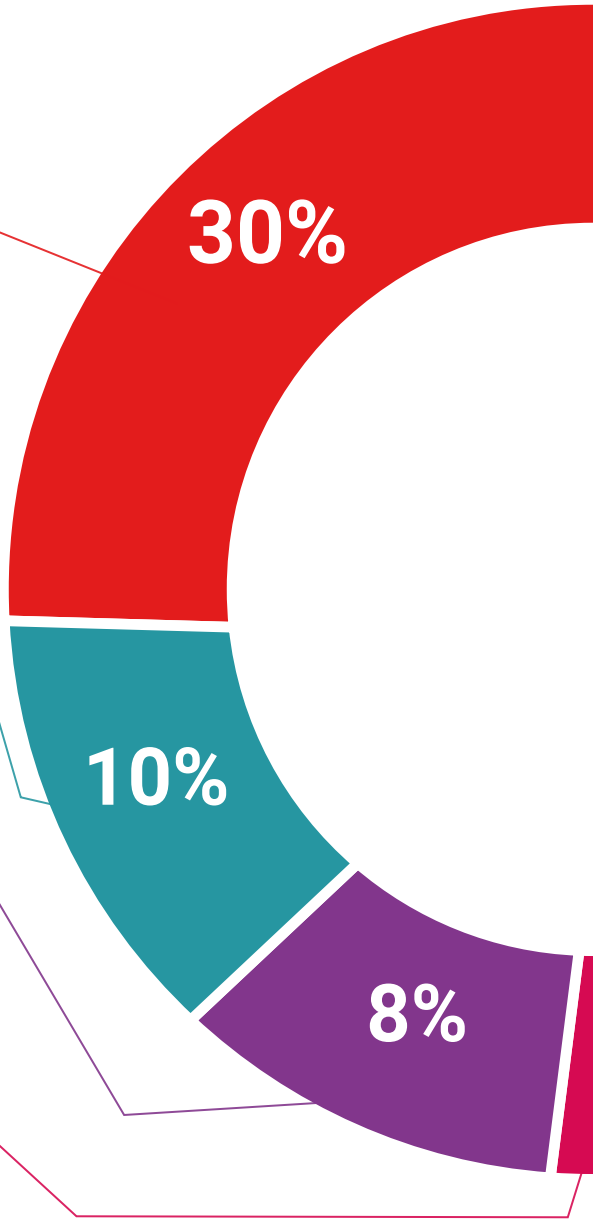
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

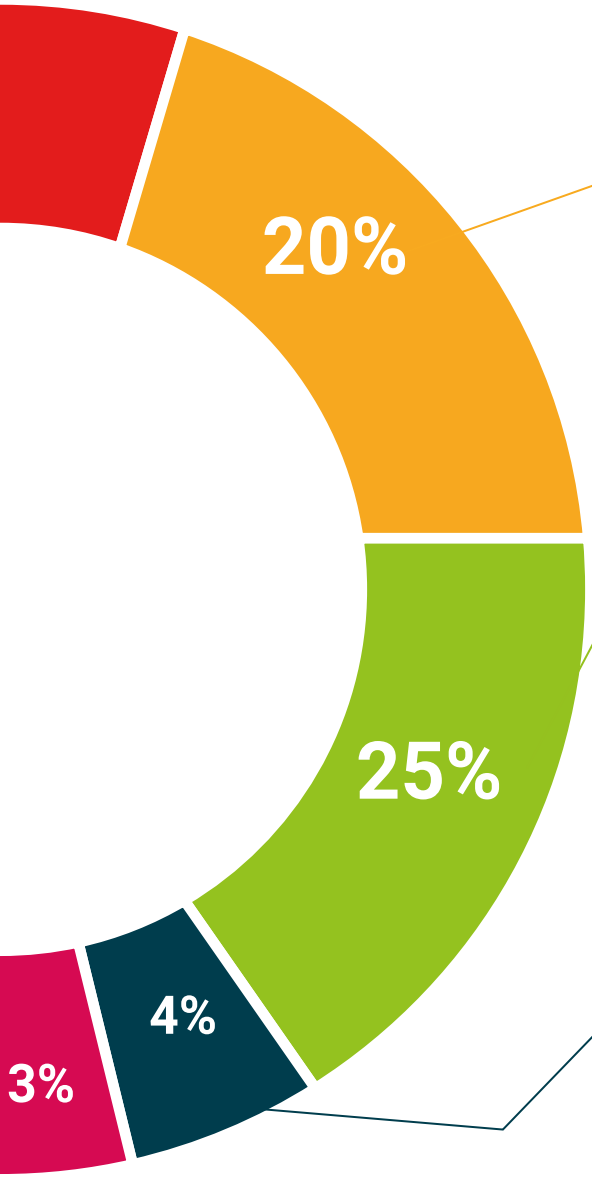
### Practising Skills and Abilities

They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.

### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.






### Case Studies

Students will complete a selection of the best case studies chosen specifically for this program. Cases that are presented, analyzed, and supervised by the best specialists in the world.

### Interactive Summaries

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

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

### Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.

06

# Certificate

The Postgraduate Certificate in Teaching of Philosophical Discussions guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.

*Include in your training a program of Postgraduate Certificate in How and Why to Teach Philosophy: a highly qualified added value for the philosophy teacher"*

This **Postgraduate Certificate Teaching of Philosophical Discussions** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via tracked delivery*.

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

Title: **Postgraduate Certificate in Teaching of Philosophical Discussions**

Official Nº of Hours: **150 h.**

tech technological university

Awards the following

DIPLOMA

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE CERTIFICATE

in

Teaching of Philosophical Discussions

This is a qualification awarded by this University, equivalent to 150 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro

Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates

*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

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# Postgraduate Certificate
## Teaching of the Philosophical Discussions

- Modality: **online**
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- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

# Postgraduate Certificate
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