

Postgraduate Certificate

Teaching Physical Geography in High School Education



Postgraduate Certificate Teaching Physical Geography for High School Teachers

- » Modality: online
- » Duration: 2 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/us/geography-history/postgraduate-certificate/teaching-physical-geography-high-school-education

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01

Introduction

This program is aimed at educators who are interested in new teaching possibilities and want to introduce Internet-based methodologies into the classroom. This program follows a constructivist process to transform the most relevant contents in Social Sciences into learning experiences. To that end, a team of experts in Human Science education has carefully designed a roadmap to establish a sequential relationship between the contents presented and their subsequent resources.





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This program in Teaching Physical Geography in High School Education will generate a sense of confidence in your work performance, which will help you grow both personally and professionally”

Aimed at Social Science teachers, the program's design is rooted in reality, which results in a holistic and meaningful education. Special care has been taken to create motivating learning environments aimed at building a favorable attitude towards new knowledge.

The pace, difficulty and complexity of the methodologies used will progress in tandem with the program, as will the assessments, which focus on evidence of learning at the end of each section and module.

Upon completing the program, teachers will have mastered a sufficiently wide range of activities, tools and contents that will enable them to guide their students in through activities, suggest others for individual work, and even propose a third group of tasks of a social and collaborative nature.

One of the most relevant features of the program is enabling teachers to define their own instructional designs. They will be able to extrapolate the techniques and methodological strategies used, such as project management; preparing presentations, diagrams and mind maps; creating documents (infographics, maps, audio files, albums, boards, chronological axes, etc); creating educational blogs and wikis; cloud computing and storing of information and a long etcetera of approaches that characterize 21st century education.

This training helps professionals in this field to increase their ability to succeed, which results in better praxis and performance that will have a direct impact on educational outcomes, on the improvement of the educational system and on the social benefit for the whole community.

The **Postgraduate Certificate in Teaching Physical Geography in High School Education** contains the most complete and up-to-date educational program on the market. Its most notable features are:

- ♦ More than 75 case studies presented by experts in Teaching Physical Geography in High School Education The graphic, schematic and practical contents, with which they are conceived, gather scientific and practical information on those disciplines that are essential for professional practice.
- ♦ The latest developments in detection and intervention in Teaching Physical Geography in High School Education
- ♦ It contains practical exercises where the self-evaluation process can be carried out to improve learning
- ♦ Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- ♦ The program's special emphasis on evidence-based methodologies in Teaching Physical Geography in High School Education
- ♦ 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



Update your knowledge with this Postgraduate Certificate in Teaching Physical Geography in High School Education”

“ *This Postgraduate Certificate may be the best investment you can make when choosing a refresher program for two reasons: in addition to updating your knowledge of Teaching Physical Geography in High School Education, you will obtain a qualification from TECH Technological University*”

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

The multimedia content developed with the latest educational technology will provide students with situated and contextual learning, i.e., a simulated environment that will provide immersive learning programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby students must try to solve the different professional practice situations that arise during the course. To that end, educators will be assisted by an innovative, interactive video system created by renowned and experienced experts in Teaching Physical Geography in High School Education who have extensive teaching experience.

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

Make the most of this opportunity to learn the latest advances in Teaching Physical Geography in High School Education and improve the attention you provide your students.



02

Objectives

The Postgraduate Certificate in Teaching Physical Geography in High School Education is aimed at facilitating the professional performance of educators devoted to teaching adolescents and guiding them in their professional future.



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This Postgraduate Certificate is designed for you to acquire updated knowledge of Teaching Physical Geography in High School Education with the use of the latest educational technology to contribute quality and confidence to decision making and monitoring student progress”



General Objectives

- Acquire the necessary skills to enable professional teaching practice in today's schools
- Provide the necessary training to establish inferences between theoretical knowledge and the various interactive teaching tools, which will perfect new techniques to generate knowledge

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Seize the opportunity and take the step to get up to speed on the latest developments in academic intervention in Teaching Physical Geography in High School Education”





Specific Objectives

- ◆ Ensure a general and integrated training on the fundamental contents of the various thematic areas in geography, its epistemological development and research methods
- ◆ Enable the application of theoretical, methodological and instrumental knowledge to the integrated analysis and interpretation of spatial processes and problems, and elaborate territorial diagnoses
- ◆ Develop specific skills related to working techniques, especially those related to the acquisition, analysis, treatment and representation of geographic information, including field work
- ◆ Ensure the necessary knowledge to teach geography in high school, in accordance with the complementary training that may be legally established or required
- ◆ Lay the foundations for further postgraduate studies that involve an important territorial component, whether specialized or transdisciplinary
- ◆ Identify the elements in the physical environment, and describe and characterize the main natural environments and their distribution. Analyze the use of resources by social groups and assess environmental consequences
- ◆ Describe geographic areas and point out their features
- ◆ Know the geographic diversity of the world and its basic physical features

03

Course Management

The program includes in its teaching staff leading specialists in Teaching Physical Geography in High School Education, who pour into this program the experience of their work. In addition, other specialists of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary manner.



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Learn the latest advances in procedures in Teaching Physical Geography in High School Education from leading professionals”

Management



Mr. Linares Tablero, Pedro

- ◆ Diploma in teaching EGB (General Basic Education in Spain), specialty in Human Sciences
- ◆ Degree in Learning Sciences, 26 years of teaching experience as a school counselor
- ◆ Primary School Teacher
- ◆ ESO (Compulsory Secondary Education in Spain) Teacher of Social Sciences: Geography and History and Citizenship Education)
- ◆ Intermediate Vocational Training (Services organization for people in a situation of dependency) and Higher Vocational Training (Teaching in Early Childhood Education)
- ◆ Between December 2008 and August 2014, several management positions (Headmaster and Head of Studies) in subsidized schools in the Community of Madrid



Professors

Mr. Alcocer, Daniel

- ◆ Degree in History, Complutense University of Madrid
- ◆ Specialist in International Relations, Security and Defense
- ◆ Master's Degree in Bioethics, Rey Juan Carlos University of Madrid CAP (Certificate of Professional Aptitude in Spain), Institute of Education Sciences, Complutense University of Madrid
- ◆ Teaching since 2003 as a high school teacher in Spain
- ◆ Head of the Humanities Department at a high school in Madrid, since 2005
- ◆ Management Positions in Private Education in Spain since 2005

Mr. Guerrero Cuesta, Daniel

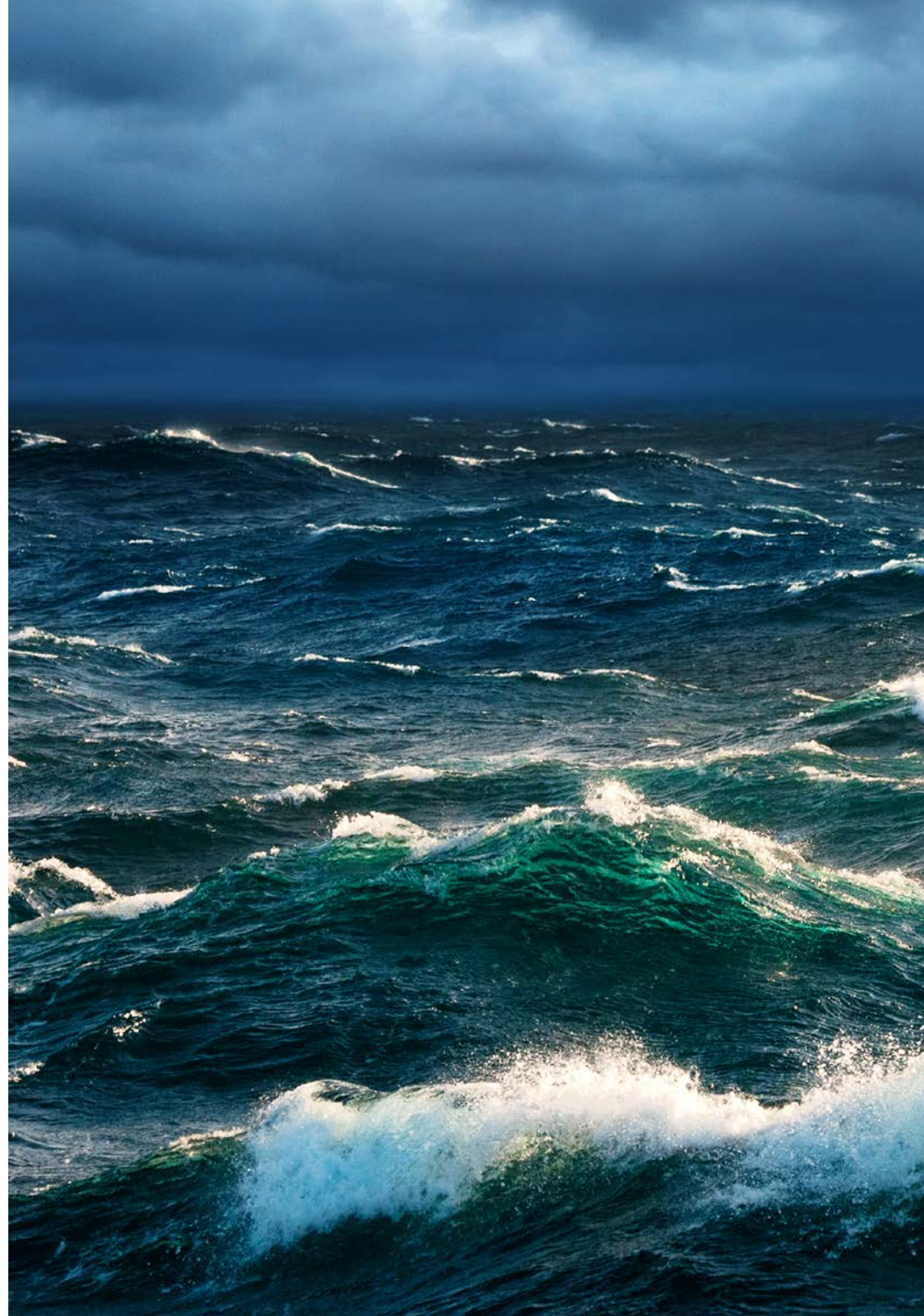
- ◆ Degree in History, Complutense University of Madrid
- ◆ Master's Degree in American History and Anthropology
- ◆ Master's Degree in High School Teacher Training, UNIR
- ◆ Currently pursuing doctoral studies in the Department of History of America I, Faculty of Geography and History, Complutense University of Madrid
- ◆ Speciality in Contemporary American History

Mr. Lecuona Font, Enrique

- ◆ Degree in Geography, University of La Laguna
- ◆ CAP (Certificate of Professional Aptitude in Spain), Alfonso X El Sabio University
- ◆ Master's Degree in Urban Law, University of La Laguna
- ◆ Researcher for the Registry of Associations and Foundations of the Canary Islands, and Collaborator on different projects linked to the University of La Laguna
- ◆ Currently working in the private sector

Mr. Reig Ruiz, Pedro

- ◆ Geography and History Teacher, Nazaret Oporto School, Madrid
- ◆ Degree in History
- ◆ Master's Degree in History of the Hispanic Monarchy (specializing in Modern History) and Master's Degree in High School Teacher Training, Complutense University of Madrid
- ◆ Cultural advisor and Assistant in the development of teaching resources for high schools, as well as communication and press work in the private sector





Mr. Rodríguez Rodríguez, José Javier

- ◆ Degree in History, University of Alcalá de Henares; exchange student at the University of Tampere (Finland) and the Pontificia Universidad Católica (Chile)
- ◆ Master's Degree in Middle and High School Teacher Training in Spain, specialty in Geography and History, University of Alcalá
- ◆ Teacher Specialist in the Teaching Spanish as a Foreign Language endorsed by IL3 Universitat de Barcelona
- ◆ Worked in education in countries such as Chile and the United Kingdom
- ◆ Currently, Geography and History Teacher, Sagrada Familia School in Moratalaz, Madrid

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Leading professionals on the subject have come together to offer you the most comprehensive knowledge in the field so you can develop with total guarantees of success”

04

Structure and Content

The contents have been designed and structured by a team of professionals from the best educational centers and universities in the nation, who are aware of the relevance of current specialization to be able to intervene in specializing and assisting high-capacity students, and who are committed to quality teaching through new educational technologies.





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The program in Teaching Physical Geography in High School Education contains the most complete and up-to-date educational program on the market”

Module 1. Physical Geography

- 1.1. Planet Earth
 - 1.1.1. The Shape of the Earth
 - 1.1.2. Earth and the Solar System
- 1.2. Terrestrial Structure and Dynamics
 - 1.2.1. Introduction
 - 1.2.2. The Structure of Earth
 - 1.2.3. Terrestrial Dynamics
- 1.3. Structural Terrain
 - 1.3.1. Ocean Basins
 - 1.3.2. Landmasses
 - 1.3.3. Structural Terrain of Sedimentary Basins
 - 1.3.4. Appalachian Terrain
 - 1.3.5. Faulted Terrain
 - 1.3.6. Volcanic Terrain
- 1.4. Lithological Morphologies
 - 1.4.1. Granitic Terrain
 - 1.4.2. Karst Geomorphology
 - 1.4.3. Groundwater Circulation
- 1.5. Geomorphology due to External Forces I
 - 1.5.1. External Forces
 - 1.5.2. Weathering
 - 1.5.3. Slope Dynamics
 - 1.5.4. Erosion
- 1.6. Climatic Elements and Factors
 - 1.6.1. Objectives
 - 1.6.2. Introduction
 - 1.6.3. The Atmosphere
 - 1.6.4. Climate Factors
 - 1.6.5. Climate Elements





- 1.7. The Oceans
 - 1.7.1. Marine Waters
 - 1.7.2. Ocean Currents
 - 1.7.3. Atmosphere and Ocean
- 1.8. Climate Classification
 - 1.8.1. Introduction
 - 1.8.2. Köppen's Climate Classification
 - 1.8.3. Azonal Climates
 - 1.8.4. Zonal Climates
- 1.9. Guidance for Practical Exercises on Physical Geography
 - 1.9.1. Geographic Landscape Commentary
 - 1.9.2. Commentary Models
 - 1.9.3. The Main Charts in Physical Geography
- 1.10. Techniques and Guidelines to Study Geography
 - 1.10.1. Natural Resources
 - 1.10.2. Environmental Impact
 - 1.10.3. Principal Environmental Problems
 - 1.10.4. Positions on the Problems
 - 1.10.5. Ecological Footprint
 - 1.10.6. Natural Risks



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

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.





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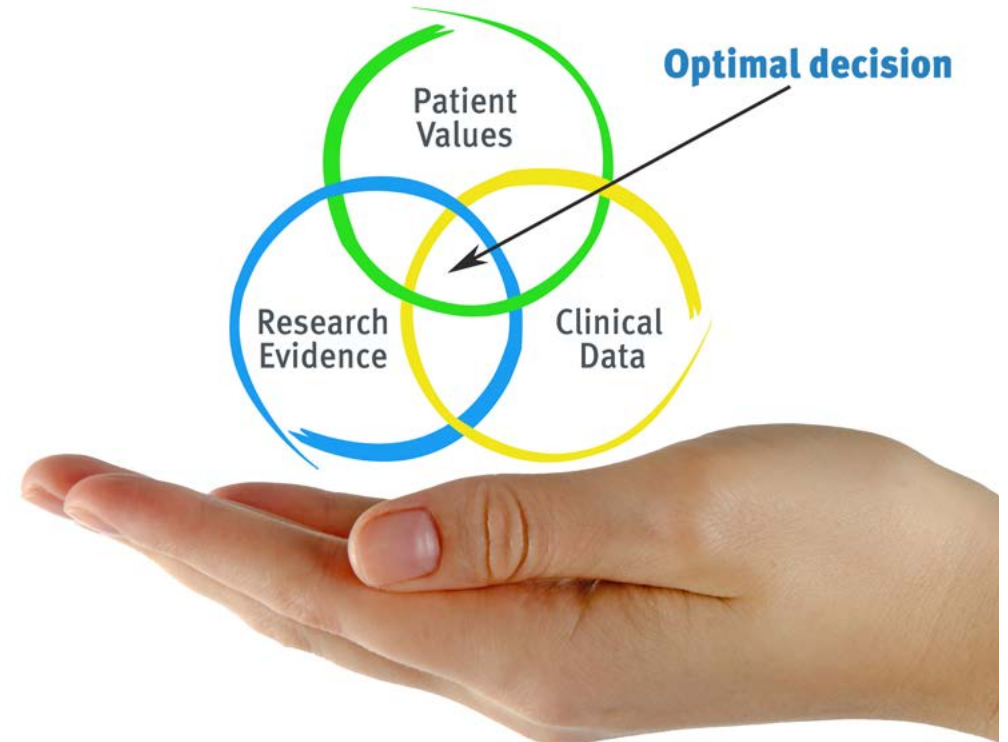
Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

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.



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

The case method has been the most widely used learning system among the world's leading Geography and History 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, students 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 adapted in 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.



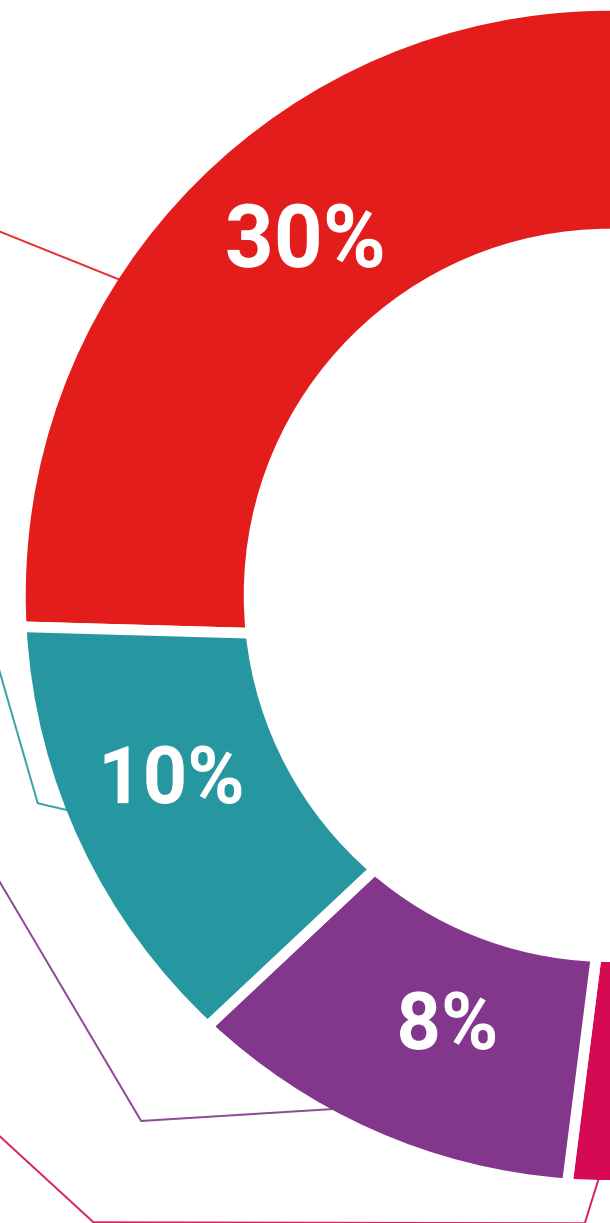
Practising Skills and Abilities

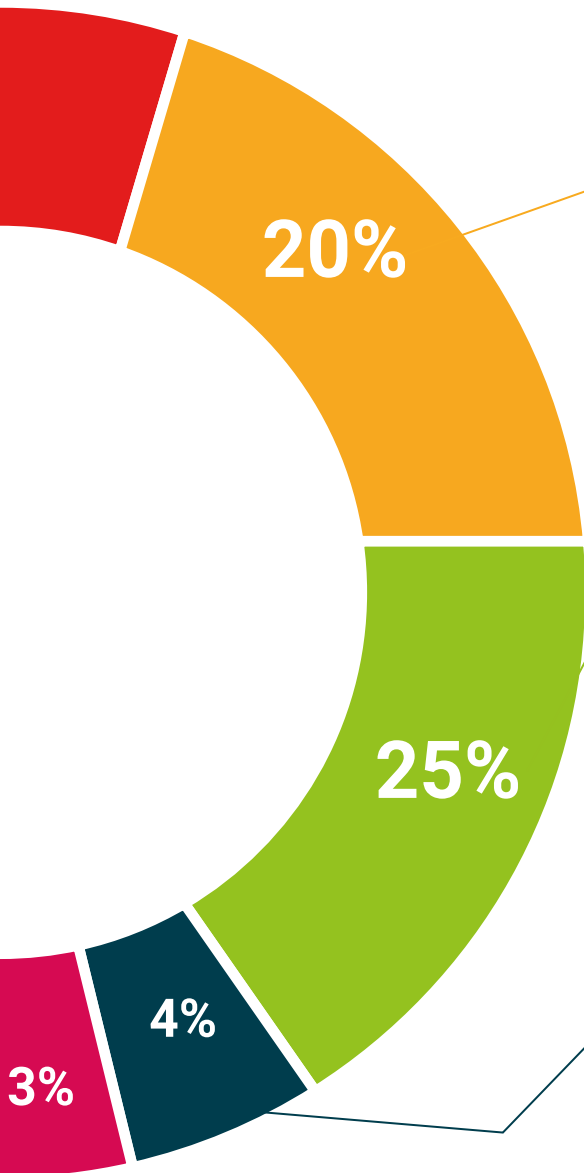
They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.



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 Physical Geography in High School Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



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

The **Postgraduate Certificate in Teaching Physical Geography in High School Education** 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 Physical Geography in High School Education**

Official N° of hours: **150 h.**



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

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge presentation
development language
virtual classroom



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