

Postgraduate Diploma New Technologies and Gamification in Geography and History in Primary Education



Postgraduate Diploma

New Technologies
and Gamification in
Geography and History
in Primary Education

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/humanities/postgraduate-diploma/postgraduate-diploma-new-technologies-gamification-geography-history-primary-education

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Course Management

p. 12

04

Structure and Content

p. 16

05

Study Methodology

p. 22

06

Certificate

p. 32

01

Introduction

The Social Sciences aim to study the human being in their entirety, and this requires knowledge shaped by many other fields arising from the various disciplines that make up the Social Sciences: Geography, History, Politics, Economics, Anthropology, Demography, Sociology, and others.



“

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

While it is important for students to understand the social realities, ways of thinking, and lifestyles of the past, it is essential that they also grasp the current social situation, the elements that make it up, and the mechanisms needed to navigate it. In this sense, current Primary Education curricula adapt the concepts to be taught according to the educational level. For example, in the early stages of primary education, students are introduced to knowledge related to social relationships and structures such as family, school, and friendships, which are later expanded to include towns, cities, territorial organization, the State, the European Union, and its institutions, among others. Ultimately, all these elements provide students with the knowledge to understand the social reality they live in and how it is structured, but also equip them with tools to navigate the world with ease.

This program offers competencies in Geography and History for Primary Education students from a heritage-based perspective. It focuses on teaching the importance of Cultural Heritage, its conservation, and appreciation through the learning of Social Sciences in the early school years. The goal is not only to train students in the didactics of these subjects but also to prepare them to teach about Cultural Heritage and transmit the values associated with it, forming part of the child's cognitive, sensory, social, and cultural development. Additionally, the program includes valuable resources and strategies to help develop lesson plans for each class, facilitating the teaching-learning process and the practical application of knowledge gained.

This **Postgraduate Diploma in New Technologies and Gamification in Geography and History in Primary Education** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Development of practical cases presented by experts in New Technologies and Gamification in Geography and History in Primary 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
- ♦ New developments in New Technologies and Gamification in Geography and History in Primary Education
- ♦ It contains practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies in Pre-School and Primary School New Technologies and Gamification
- ♦ 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 through the Postgraduate Diploma in New Technologies and Gamification in Geography and History in Primary Education"

“

This Postgraduate Diploma could be the best investment you make in selecting a professional development program for two reasons: not only will it update your knowledge in New Technologies and Gamification in Geography and History in Primary Education, but you will also receive a qualification from TECH Global University”

The program includes faculty members who are professionals in the field of New Technologies and Gamification in Geography and History in Primary Education, bringing their extensive work experience to this training. Additionally, renowned specialists from leading societies and prestigious universities contribute their expertise.

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, where educators are required to solve various professional practice scenarios presented throughout the course. To support this, educators will have access to an innovative interactive video system created by renowned experts in New Technologies and Gamification in Geography and History in Primary Education, all with significant teaching experience.

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

Take advantage of the opportunity to discover the latest advancements in New Technologies and Gamification in Geography and History in Primary Education, and enhance your students' training.



02 Objectives

The Postgraduate Diploma in New Technologies and Gamification in Geography and History in Primary Education is designed to support professionals working with primary education students.





“

This Postgraduate Diploma aims to help you update your knowledge in New Technologies and Gamification in Geography and History in Primary Education, using the latest educational technology, to contribute effectively and securely to decision-making and student monitoring”



General Objectives

- ♦ Define the curriculum of Social Sciences
- ♦ Acquire knowledge and skills related to the New Technologies and Gamification in Geography and History in Primary aimed at Primary Education students, from an integrative and ethical perspective in which Cultural Heritage serves as the common thread linking the various branches encompassed by the Social Sciences
- ♦ Employ the necessary tools to apply the knowledge acquired, as well as to develop and defend, with appropriate arguments, the solutions to potential problems that may arise within the corresponding field of study and professional practice
- ♦ 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, empowering, and developing contemporary society through the disciplines of Geography and History
- ♦ Promote in the classroom democratic, critical, and diverse education through these subjects, taking into account gender equality, equity, and the importance of human rights, among other fundamental principles
- ♦ 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 Postgraduate Diploma 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

- ♦ Explain the function and purpose of a didactic unit
- ♦ Describe the contents that should be included, its organization, and the necessary elements and tools to effectively implement it in the subjects of Geography and History
- ♦ Develop and supervise the contents of a didactic unit
- ♦ Equip students with the tools for effective use of ICT in the classroom, enhancing their ability to innovate in the learning environment
- ♦ Define strategies for adapting games to the routine classroom dynamic



Take advantage of this opportunity and take the next step in updating your knowledge on the latest advancements in New Technologies and Gamification in Geography and History in Primary Education"

03

Course Management

The program includes faculty members who are leading experts in New Technologies and Gamification in Geography and History in Primary Education, bringing their professional experience to this training. In addition, other experts of renowned prestige participate in its design and planning completing the program in an interdisciplinary manner.



A hand-drawn sketch on aged, textured paper. It depicts a winding river or path that flows from the top left towards the bottom left. To the right of the river, there is a small, simple drawing of a boat or a small structure. The background of the slide is a collage of warm, brownish-gold geometric shapes, with a white triangular area on the right side where the text is located.

“

Learn from leading professionals about the latest advancements in procedures within the field of New Technologies and Gamification in Geography and History in Primary 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 Torreta High School, Elche)
- ♦ Master's Degree in History and Hispanic Identities in the Western Mediterranean

04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, aware of the relevance of current innovative information, and committed to quality teaching through new educational technologies.



“

This Postgraduate Diploma in New Technologies and Gamification in Geography and History in Primary Education contains the most complete and up-to-date academic program on the market”

Module 1. Teaching Project and Didactic Units

- 1.1. Purpose and Use of Didactic Units
 - 1.1.1. What Is a Teaching Unit?
 - 1.1.2. Objectives and Purpose in Teaching
- 1.2. Programming Didactic Units
 - 1.2.1. Necessary Components.
 - 1.2.2. Contents: Conceptual, Procedural and Attitudinal
- 1.3. Methodological Strategies in Didactic Units
 - 1.3.1. Methods to Create Didactic Units
 - 1.3.2. Techniques to Develop Didactic Units
- 1.4. Activities and Estimated Times
 - 1.4.1. Theoretical Tasks for Didactic Units
 - 1.4.2. Practical activities for Didactic Units
 - 1.4.3. Estimating Time Spent on Activities. Timeline
 - 1.4.4. Teaching Resources: Space, Texts, Documents and Other Materials
- 1.5. Resources for Didactic Units
 - 1.5.1. Spaces
 - 1.5.2. Written Documents
 - 1.5.3. Other Materials
- 1.6. Assessment Criteria
 - 1.6.1. Assessment Techniques
 - 1.6.2. Assessment Activities and Tools
 - 1.6.3. Student Grading: Monitoring Mechanisms
- 1.7. Other Components
 - 1.7.1. What Didactic Units Contribute to Students' Basic Competencies
 - 1.7.2. Attention to Diversity
 - 1.7.3. Unit Summary Charts
 - 1.7.4. Programming Conclusions





- 1.8. Didactic Units in Social Sciences
 - 1.8.1. Preliminary Considerations
 - 1.8.2. Elaborating Didactic Units in Social Sciences: Content Justification
 - 1.8.3. General and Specific Competencies in the Subject
 - 1.8.4. Syllabus Planning
 - 1.8.5. Teaching Unit Design and Structure in Social Sciences
- 1.9. Educational Methods and Strategies Used in Social Sciences
 - 1.9.1. Incorporating the Historical Method in Teaching of Social Sciences
 - 1.9.2. Cooperative Strategies to Rebuild Social Knowledge: Problem Solving, Simulations, Case Studies, etc.

Module 2. Use of New Technologies in Geography and History in Primary Education

- 2.1. Introduction to ICT in the Educational World: Evolution and Impact
 - 2.1.1. Modernizing the Classroom: Early Attempts
 - 2.1.2. Evolution of Technology in Teaching
 - 2.1.3. Impact on the Educational and Sociological Development of Student
- 2.2. Main Functions and Levels of Integration
 - 2.2.1. Basic Functions of ICT in the Classroom: A Complement to Teaching
 - 2.2.2. ICT as a Tool for Social Integration
- 2.3. Advantages and Disadvantages of ICT in the Classroom: Best Practices
 - 2.3.1. Advantages of ICT Application in Schools
 - 2.3.2. Disadvantages of ICT Application in Schools
 - 2.3.3. Recommendations for Classroom Use
- 2.4. Images as an Educational Resource
 - 2.4.1. The Role of the Image as a Basic Graphic Teaching Document
 - 2.4.2. Current Importance of Visual Culture
 - 2.4.3. The Complexity of Image Interpretation and Its Application in the Classroom: Coherence with Age and Content
- 2.5. The Use of Video in Teaching
 - 2.5.1. Functions of Video in the Classroom
 - 2.5.2. Video as a Learning Mediator, Compared to Other Media

- 2.6. ICT in Geography and History
 - 2.6.1. Approaching Social Sciences Through New Technologies
 - 2.6.2. Evaluating the Technological Availability of Students and Educational Institutions
 - 2.6.3. List of Applicable ICT Tools for Teaching Geography and History to Primary School Children
- 2.7. Cultural Heritage, Museums, and ICT
 - 2.7.1. Updating the Functions and Communication of Cultural Heritage
 - 2.7.2. Using ICT for Students in Heritage Monuments
 - 2.7.3. The New Concept of Museums: ICTs and School Visitors
- 2.8. Art Education and Adaptation of ICT
 - 2.8.1. What is Art Education? Contributions to Child Development and Its Link to Geography and History
 - 2.8.2. Creativity through New Technologies. Didactic Resources
 - 2.8.3. Advantages and Disadvantages of ICT in Art Education
- 2.9. New Proposals for Technological Resources and Their Application in the Classroom
 - 2.9.1. Communication, Debate, and Collaboration Tools
 - 2.9.2. Organization and File Sharing Tools
 - 2.9.3. Mobile Applications
 - 2.9.4. 3D Projects, Virtual Reality, and Others

Module 3. Shall We Play in Class?

- 3.1. The Game in the Classroom. Theory, Evolution, and Importance as a Learning Tool
 - 3.1.1. What is Educational Play? Theoretical Approaches and Other Perspectives
 - 3.1.2. Educational Objectives and Purposes of Play
 - 3.1.3. Evolution of Play in the Classroom
 - 3.1.4. Play and the Development of Skills by Area
- 3.2. Memory vs. Experience. Advantages and Disadvantages
 - 3.2.1. Aspects of Memorizing Data: Beneficial or Counterproductive? Its Application in Play
 - 3.2.2. The Role of the Senses as a Tool in Play





- 3.3. Key Aspects of Play's Function in Teaching. The Game as a Socializer and Transmitter of Values
 - 3.3.1. Exploiting Play for Educational Purposes
 - 3.3.2. Teaching How to Play and Learning Through Play
 - 3.3.3. Strategy for Addressing Diversity
 - 3.3.4. Study of Psychological Activities During Play
- 3.4. Game Design in the Classroom: Guidelines to Consider
 - 3.4.1. General Characteristics of Educational Games
 - 3.4.2. Steps for Creating a Game
 - 3.4.3. Educational Game Formats
 - 3.4.4. The Rules of the Game
 - 3.4.5. Available Materials
- 3.5. The Role of the Teacher in Play
 - 3.5.1. Skills to Consider
 - 3.5.2. Suggestions Before Starting a Game
 - 3.5.3. Models and Patterns to Follow
 - 3.5.4. The Teacher's Role During the Activity
- 3.6. Play and ICTs
 - 3.6.1. Introducing Technology into Play
 - 3.6.2. Significant Examples
- 3.7. Geography and Play
 - 3.7.1. Geographical Components a Game Should Have
 - 3.7.2. Significant Examples
- 3.8. History and Play
 - 3.8.1. Historical Components a Game Should Have
 - 3.8.2. Significant Examples
- 3.9. Cultural Heritage: Another Playing Field
 - 3.9.1. Introduction to Heritage Study Through Play
 - 3.9.2. Playing with Heritage: Methods and Contributions to Learning
 - 3.9.3. Significant Examples

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.



“

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.

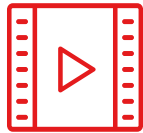
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

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.

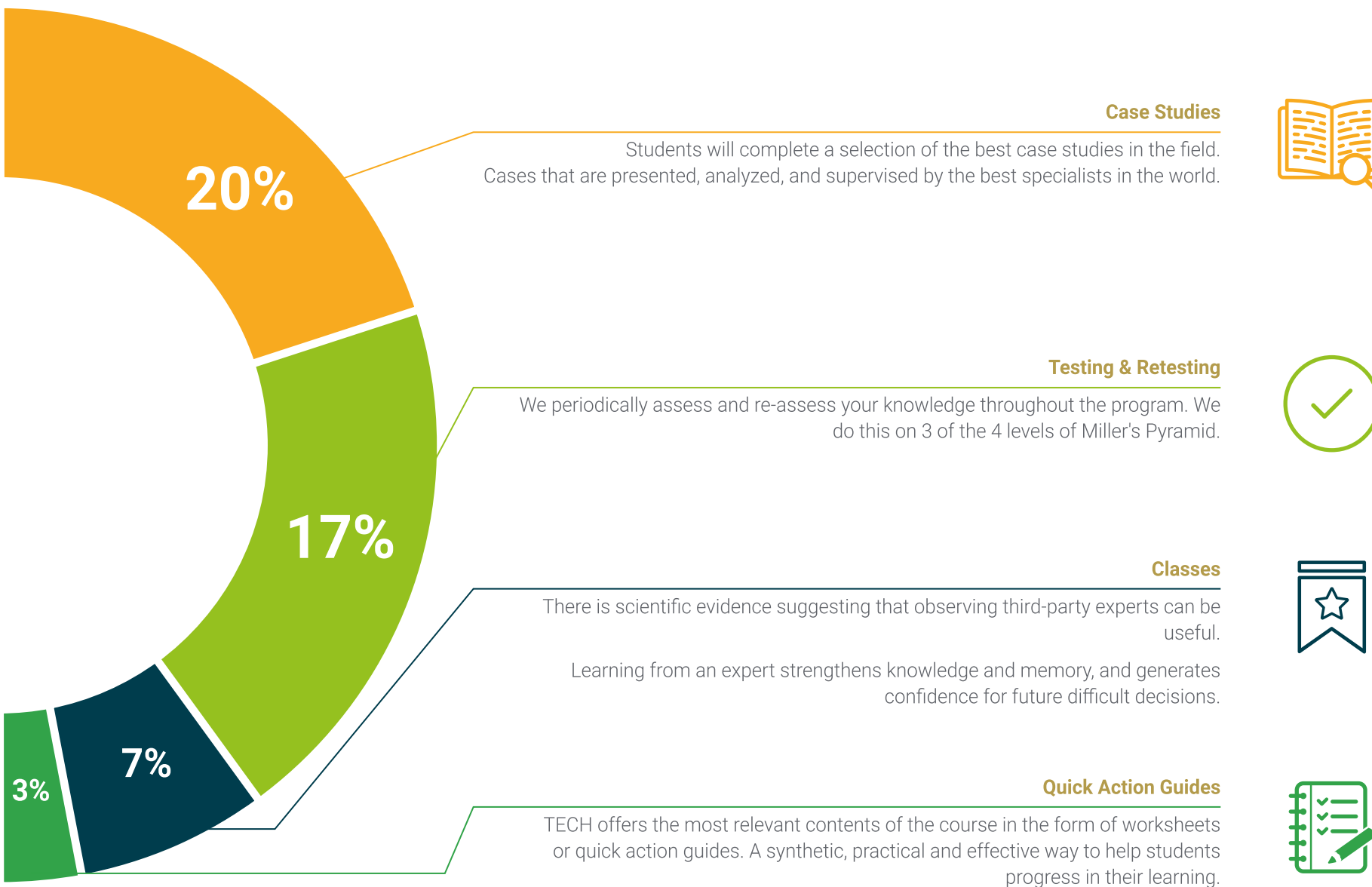
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





06 Certificate

This Postgraduate Diploma in New Technologies and Gamification in Geography and History in Primary Education guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Diploma 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 diploma for the **Postgraduate Diploma in New Technologies and Gamification in Geography and History in Primary 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.

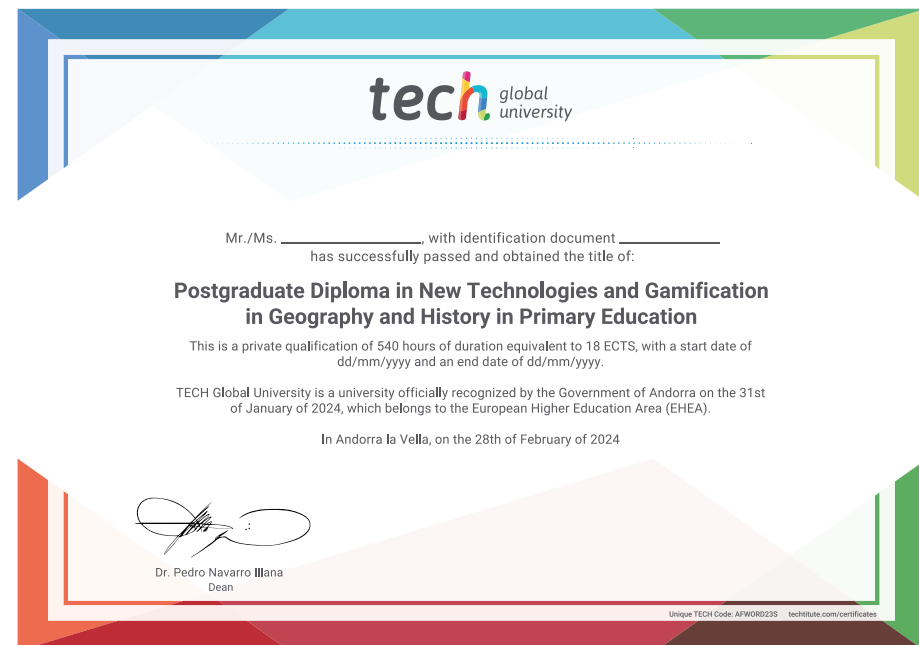
This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in New Technologies and Gamification in Geography and History in Primary Education**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**





Postgraduate Diploma New Technologies and Gamification in Geography and History in Primary Education

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Postgraduate Diploma New Technologies and Gamification in Geography and History in Primary Education

