Postgraduate Diploma
Values and Extracurricular Activities in Geography and History in Primary Education

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Postgraduate Diploma
Values and Extracurricular Activities in Geography and History in Primary Education

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Accreditation: **18 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/humanities/postgraduate-diploma/postgraduate-diploma-values-extracurricular-activities-geography-history-primary-education

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01

Introduction

Social Sciences aim to investigate the human being in its entirety, and for this, knowledge is required that is shaped by many other areas of knowledge emerging from the different disciplines that make up the Social Sciences: Geography, History, Politics, Economics, Anthropology, Demography, Sociology, etc.

This Postgraduate Diploma in Values and Extracurricular Activities in Geography and History in Primary Education will instill a sense of confidence in the practice of your profession, enabling you to grow both personally and professionally"

Although it is important for students to understand the social realities, ways of thinking, and lifestyles of the past, it is essential that they also comprehend the current social context, its constituent elements, and the mechanisms that allow them to navigate it effectively. In this regard, the current Primary Education curricula adapt the concepts to be taught according to each educational level.

For instance, during the early years of primary education, students are introduced to concepts related to social relationships and structures such as family, school, and friendship. These ideas are gradually expanded to include towns, cities, territorial organization, the State, the European Union and its institutions, among others. Ultimately, all these elements provide students with knowledge that helps them understand the social reality in which they live and how it is structured. They also acquire tools that will enable them to function more effectively in the world around them.

This program develops competencies in the disciplines of Geography and History for primary-level students from a heritage-based perspective — that is, through teaching the importance of Cultural Heritage, its preservation, and its appreciation within the framework of Social Sciences instruction during the early school years. The purpose is not only to equip the participants of this Postgraduate Diploma with the didactic foundations of both disciplines, but also to prepare them for the education of Cultural Heritage, enabling them to transmit the values inherent in it and to contribute to the cognitive, sensory, social, and cultural development of children. Furthermore, it provides valuable resources and strategies for designing lesson plans for each class, with the aim of facilitating the teaching-learning process for the participants of the Postgraduate Diploma and ensuring the effective application of the knowledge acquired.

This **Postgraduate Diploma in Values and Extracurricular Activities 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 case studies presented by experts in Values and Extracurricular Activities 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
- Latest developments in Values and Extracurricular Activities in Geography and History in Primary Education
- It contains practical exercises where the self-assessment process can be carried out to improve learning
- Particular emphasis is placed on innovative methodologies in Values and Extracurricular Activities in Geography and History in Primary 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 through the Postgraduate Diploma in Values and Extracurricular Activities in Geography and History in Primary Education"

This Postgraduate Diploma may be the best investment you can make when choosing a professional development program for two key reasons: not only will it update your knowledge in Values and Extracurricular Activities in Geography and History in Primary Education, but it will also grant you a qualification issued by TECH Global University"

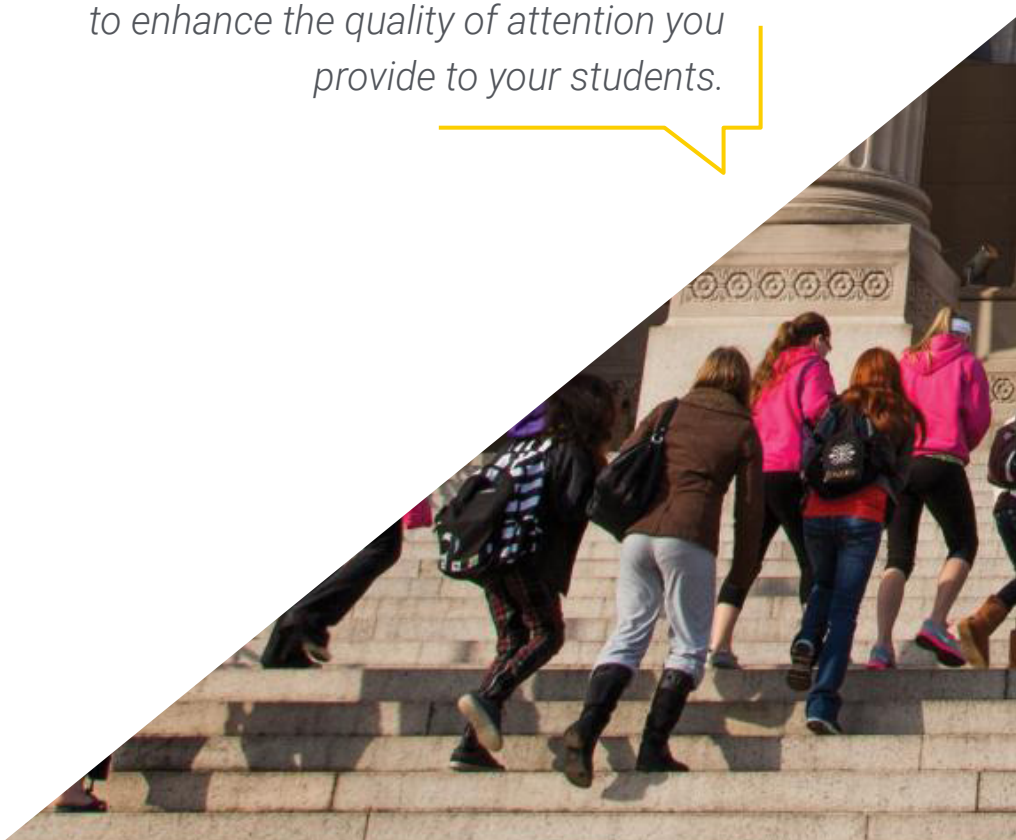
Its faculty includes professionals specialized in Values and Extracurricular Activities in Geography and History in Primary Education, who contribute their practical experience to this training, as well as distinguished experts affiliated with leading academic societies and prestigious universities.

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, through which the teacher must address and resolve various professional practice situations that arise throughout the course. To this end, the teacher will have access to an innovative interactive video system developed by renowned experts in the field of Values and Extracurricular Activities in Geography and History in Primary Education, all of whom possess extensive teaching experience.

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

Take advantage of this opportunity to discover the latest advancements in Values and Extracurricular Activities in Geography and History in Primary Education and to enhance the quality of attention you provide to your students.



02

Objectives

The Postgraduate Diploma in Values and Extracurricular Activities 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 Values and Extracurricular Activities in Geography and History in Primary Education through the use of the latest educational technology, thereby enabling you to make informed and effective decisions and to monitor your students' progress with quality and confidence"

General Objectives

- Define the curriculum of Social Sciences
- Acquire knowledge and skills related to the Didactics of Geography and History 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 study of History and Geography from an instructional and cultural orientation
- 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 educator's role in relation to the functions performed and their importance in the student's cognitive development
- Apply information and communication technologies (ICT) in the classroom to enhance class performance and student learning outcomes
- Develop competencies that enable participants in the Postgraduate Diploma to interconnect Geography and History with other disciplines in order to innovate and enrich the teaching-learning process in the classroom

Specific Objectives

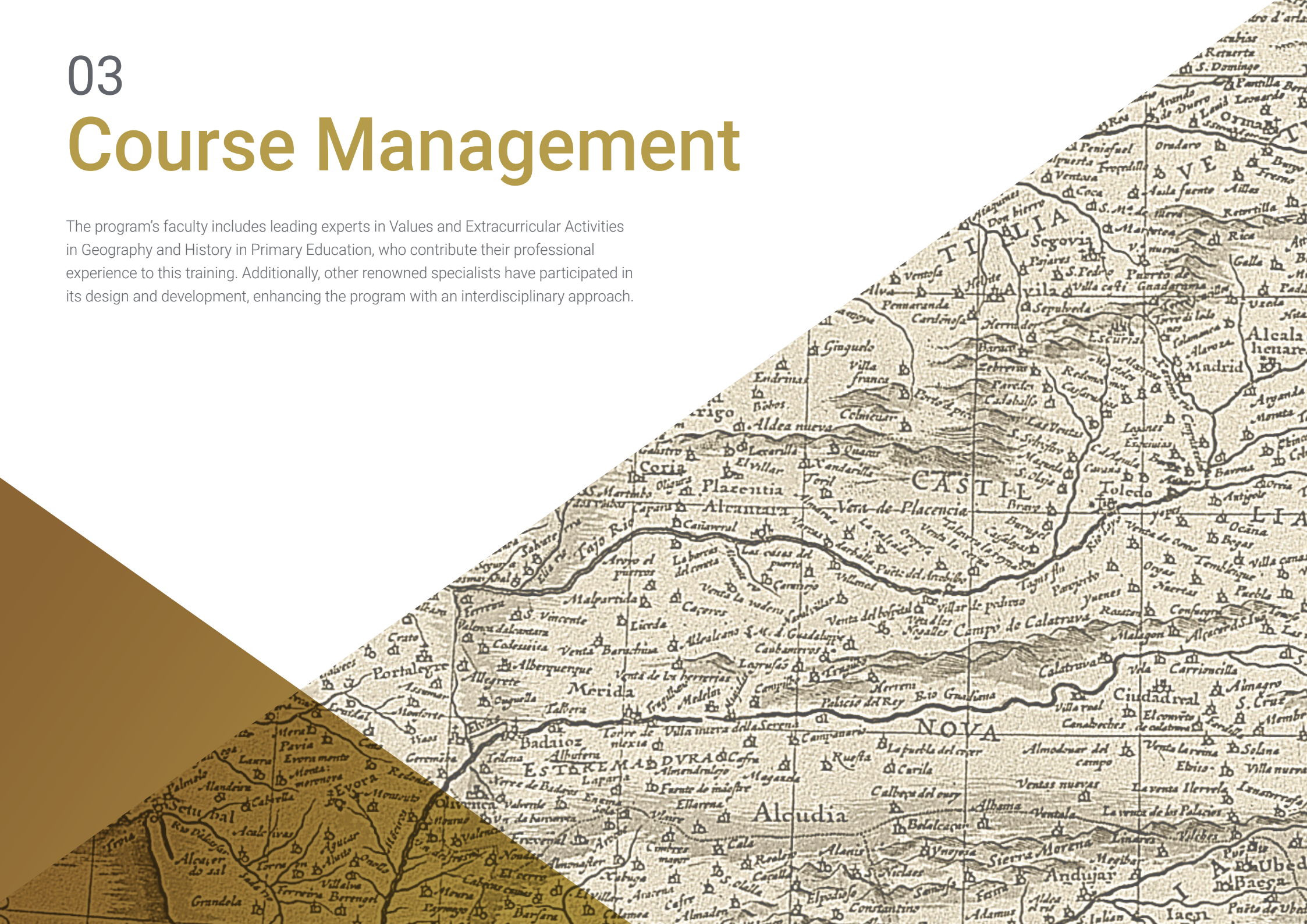
- Define the values, skills, and attitudes fostered by the study of Geography and History, such as solidarity, critical thinking, and intercultural awareness, to promote student development through the role of the educator
- Describe the importance of complementary and extracurricular activities in the theoretical learning process, as well as the guidelines for aligning field trips with curricular content, specifically in Geography and History, by connecting them with museum institutions, which serve as spaces for culture and multidisciplinary learning, thereby supporting students' comprehensive understanding of the subject matter
- Define concepts and resources from other disciplines that can serve as secondary support for the development of Geography and History, enriching their content and, consequently, the student's learning process

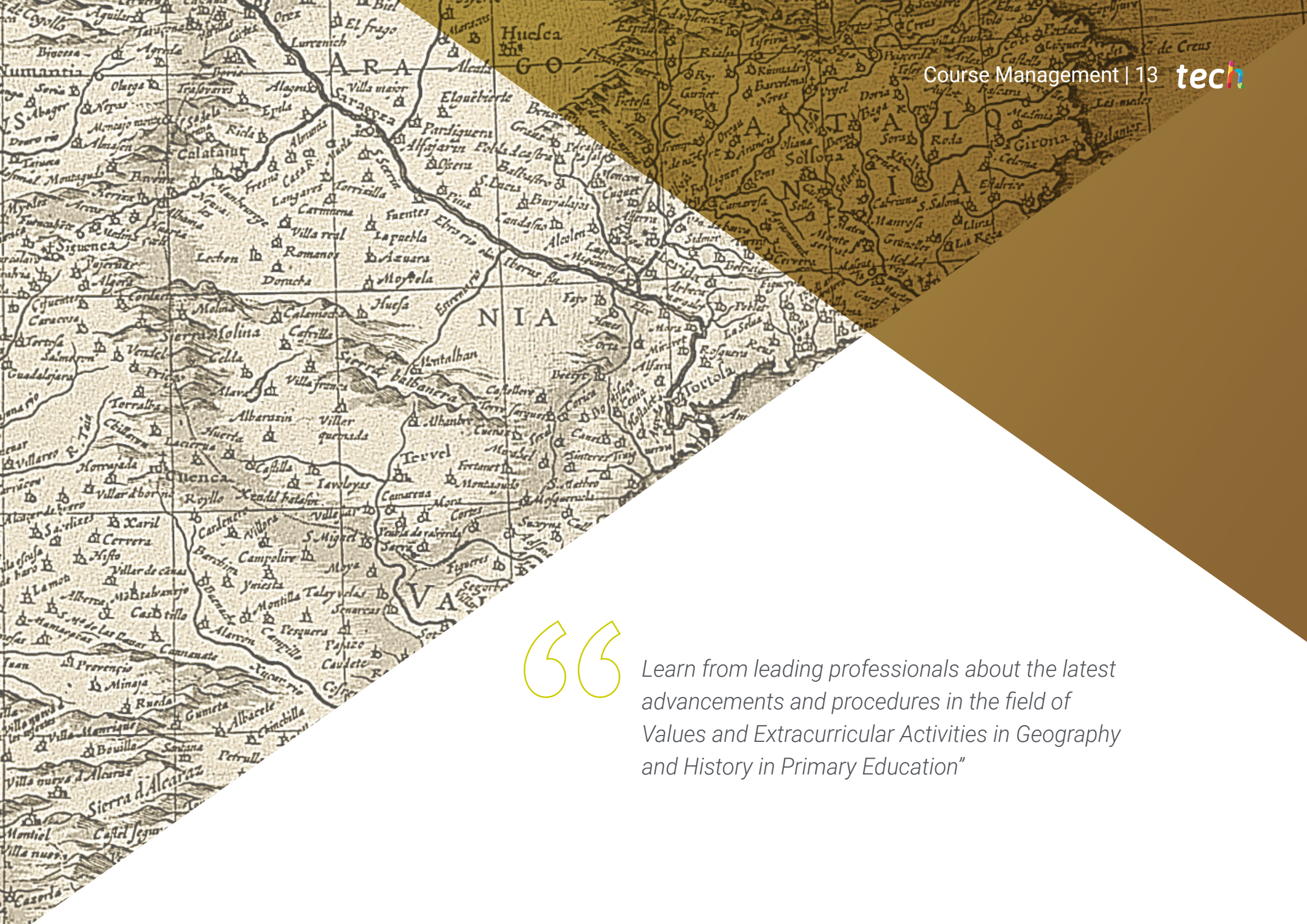
Take advantage of this opportunity and take the next step toward updating your knowledge with the latest developments in Values and Extracurricular Activities in Geography and History in Primary Education"

03

Course Management

The program's faculty includes leading experts in Values and Extracurricular Activities in Geography and History in Primary Education, who contribute their professional experience to this training. Additionally, other renowned specialists have participated in its design and development, enhancing the program with an interdisciplinary approach.





Learn from leading professionals about the latest advancements and procedures in the field of Values and Extracurricular Activities 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 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.

This Postgraduate Diploma in Values and Extracurricular Activities in Geography and History in Primary Education contains the most complete and up-to-date program the market"

Module 1. Learning to Live in Society through Geography and History

1.1. Attitudes, Skills and Values Associated with Learning: Introduction
- 1.1.1. Analyzing the Student Profile: Self-Learning Ability
- 1.1.2. Analysis, Synthesis and Assessment. Decision-Making
- 1.1.3. The Importance of Educating in Good Oral and Written Communication

1.2. The Role of the Teacher and Its Influence on the Classroom Reality
- 1.2.1. The Teacher as a Knowledge Transmitter
- 1.2.2. The Ideological Influence the Teacher May Apply
- 1.2.3. The Use of Thinking Routines in the Classroom

1.3. Teaching to Think: Critical Thinking in Geography and History
- 1.3.1. Birth and Formation of Critical Thinking
- 1.3.2. Strategies to Develop Critical Thinking: Exploratory Questions

1.4. Caring for the Environment
- 1.4.1. Environmental Education and Its Importance through Social Sciences
- 1.4.2. How to Transmit Environmental Awareness in the Classroom? Methodology and Resources

1.5. Enhancing Solidarity
- 1.5.1. The Reality of Solidarity
- 1.5.2. Resources to Foster Solidarity Between Peers and with the Environment

1.6. Concepts of Equality and Equity in the Classroom
- 1.6.1. Defining Concepts: Equality and Equity and their Inclusion in the Classroom
- 1.6.2. Key Resources for Teaching Equality and Equity in Class

1.7. Interculturality and Human Rights
- 1.7.1. Instilling Tolerance and Respect in Students
- 1.7.2. Considerations on Human Rights Education from the Classroom

1.8. Didactics and Challenges for Citizenship Education through Social Sciences
- 1.8.1. Geographical Education: Strategies for Its Development
- 1.8.2. Historical Education: Strategies for Its Development

1.9. European Union: Objectives and Development of the Topic in the Classroom
- 1.9.1. European Union in the Classroom
- 1.9.2. The Importance of the Topic in Student Education
- 1.9.3. Resources and Techniques to Consider
- 1.9.4. Future Challenges

Module 2. Complementary Classes: Extracurricular Activities

2.1. The "Third Teacher": Getting to Know Our Environment
- 2.1.1. Topic Introduction: Out-of-School Organizations and Learning
- 2.1.2. Objectives and Purpose
- 2.1.3. Types of Extracurricular Activities
- 2.1.4. The Problem of Adjusting Them to the School Curriculum

2.2. The Competence of Knowledge and Interaction with the Environment
- 2.2.1. Pedagogical Function of School Trips: Effects on Learning
- 2.2.2. The Versatile Nature of the Extracurricular Activities

2.3. How to Choose the Right Visit: Guidelines for Programming a School Trip
- 2.3.1. Itinerary as a Teaching Resource
- 2.3.2. Route Description. How Does It Relate to the Primary Education Curriculum?
- 2.3.3. Itinerary Methodological Sheet
- 2.3.4. Expository Script and Preparing Teaching Materials and Activities
- 2.3.5. Final Considerations and Touches

2.4. Criteria to Organize Extracurricular Activities
- 2.4.1. General Criteria
- 2.4.2. Specific Criteria
- 2.4.3. Supporting Material to Organize Extracurricular School Trips

2.5. Accident Prevention and Action Programs
- 2.5.1. Rules
- 2.5.2. Action Programs

2.6. Multidisciplinary Art Works and Museums as Cultural and Learning Spaces
- 2.6.1. Work of Art as Learning Tools
- 2.6.2. Museums: The New Classrooms
- 2.6.3. Cultural, Physical and Intellectual Access in Museums
- 2.6.4. First Step for Teachers: Knowing the History of the Museum and the Disciplines in It
- 2.6.5. Museum Teaching Guides: Teacher Support
- 2.6.6. Activities Prior and Post Visiting a Museum

2.7. Folklore and Traditions: Identity Assets
- 2.7.1. The Importance of Tradition and Customs in Society
- 2.7.2. Values Developed
- 2.7.3. Educational Projects to Preserve Traditional Identity: The Case of the Pusol School Museum

2.8. The Cultural Heritage We Visit
- 2.8.1. Visiting Heritage Monuments: Prior Planning
- 2.8.2. Getting to Know Cultural Heritage in Extracurricular School Trips

2.9. Complementary Activities inside and outside the Classroom: Talks and Other Programs
- 2.9.1. When Professionals Take Over the Classroom: Specialist Talks to Primary School Children
- 2.9.2. Companies, Institutions and Educational Programs for Schools

Module 3. Transversal Module: Subjects to Support the Teaching and Learning of Geography and History in Primary School

3.1. Language and Literature
- 3.1.1. Link to Social Sciences

3.2. Geometry and Mathematics
- 3.2.1. Link to Social Sciences

3.3. Music
- 3.3.1. Link to Social Sciences

3.4. Biology and Meteorology
- 3.4.1. Link to Social Sciences

3.5. Drawing and Other Fine Arts
- 3.5.1. Link to Social Sciences

3.6. Sociology
- 3.6.1. Link to Social Sciences

3.7. Anthropology and Ethnography
- 3.7.1. Link to Social Sciences

3.8. Archaeology
- 3.8.1. Link to Social Sciences

3.9. Art History as Cultural facts
- 3.9.1. Link to Social Sciences

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.

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.

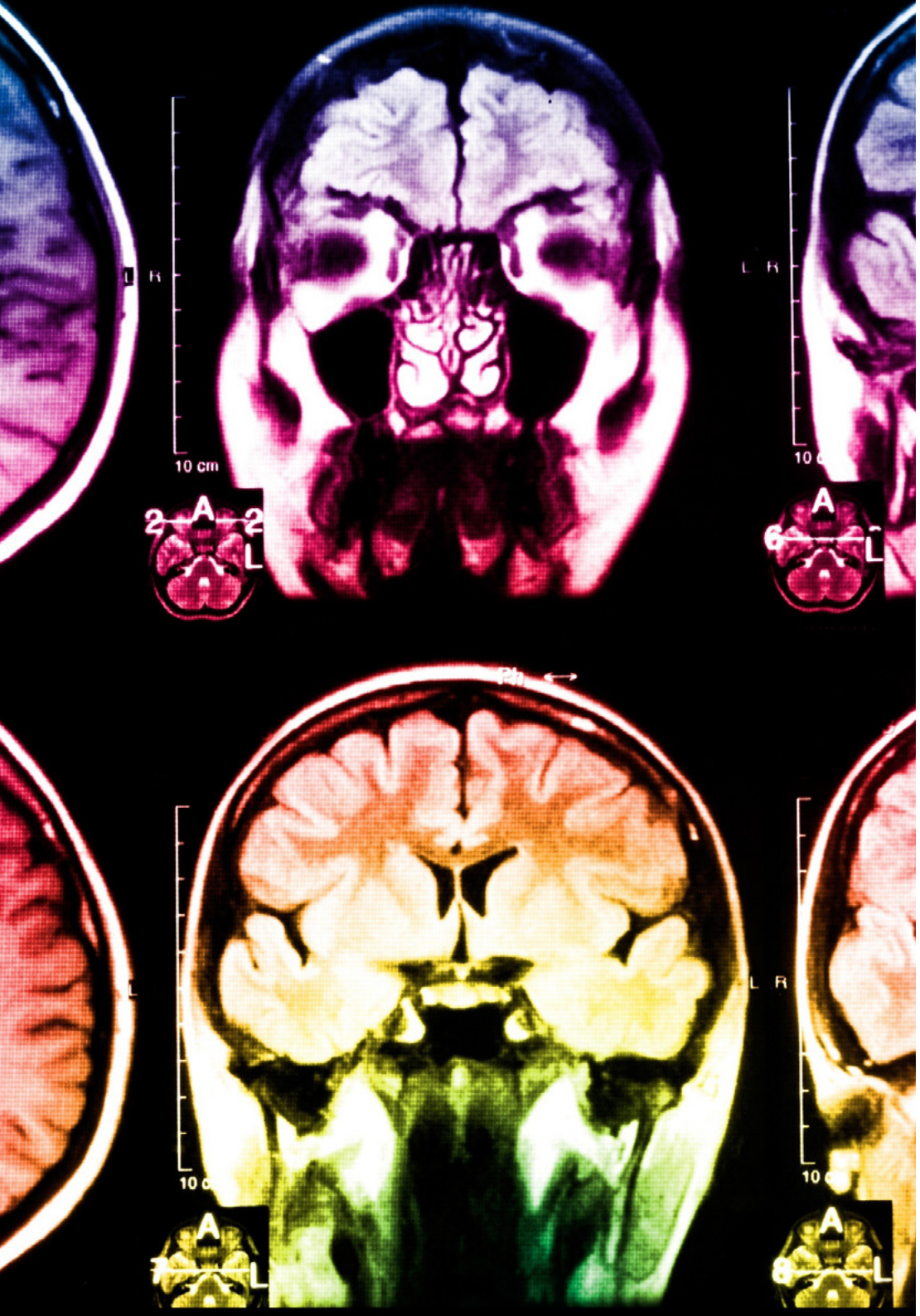
In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

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.

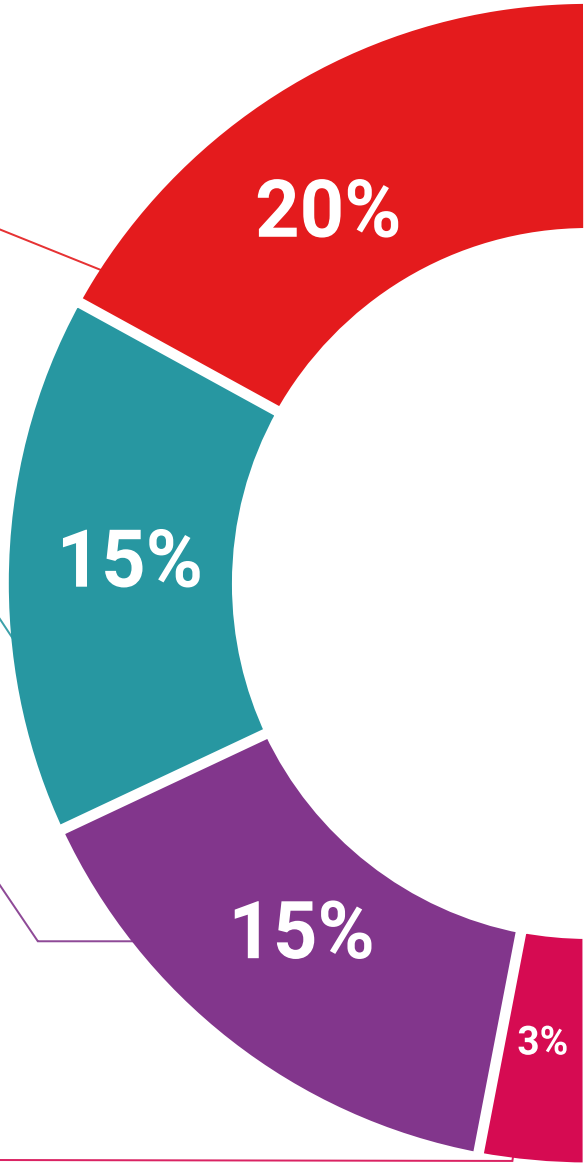
Interactive Summaries

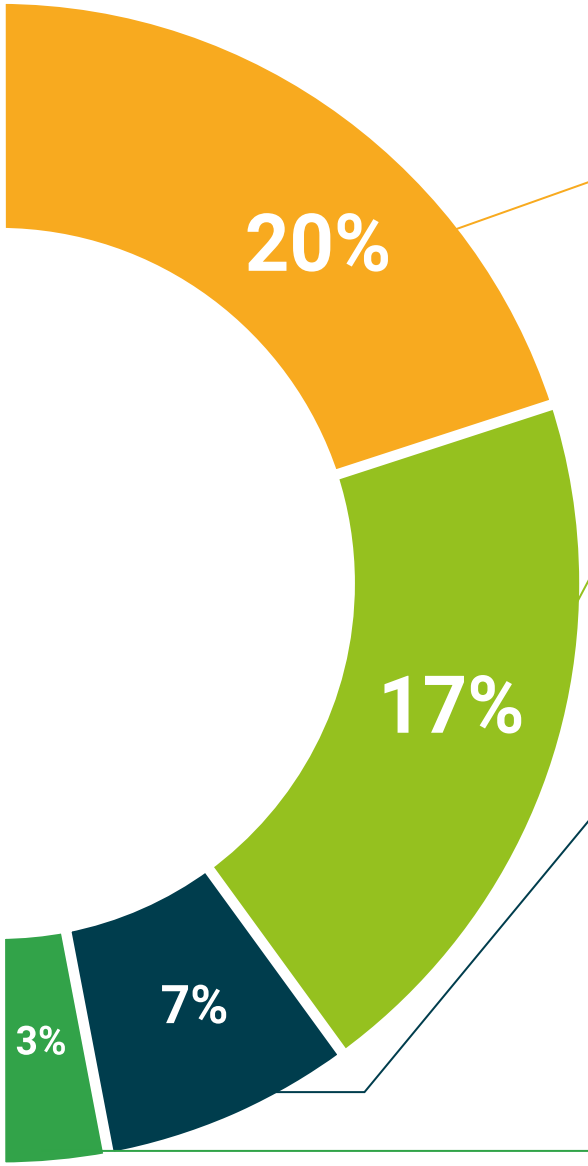
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.

Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.

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 for future difficult decisions.

Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical and effective way to help students progress in their learning.

06

Certificate

The Postgraduate Certificate in Values and Extracurricular Activities 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 Certificate 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 Values and Extracurricular Activities 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.

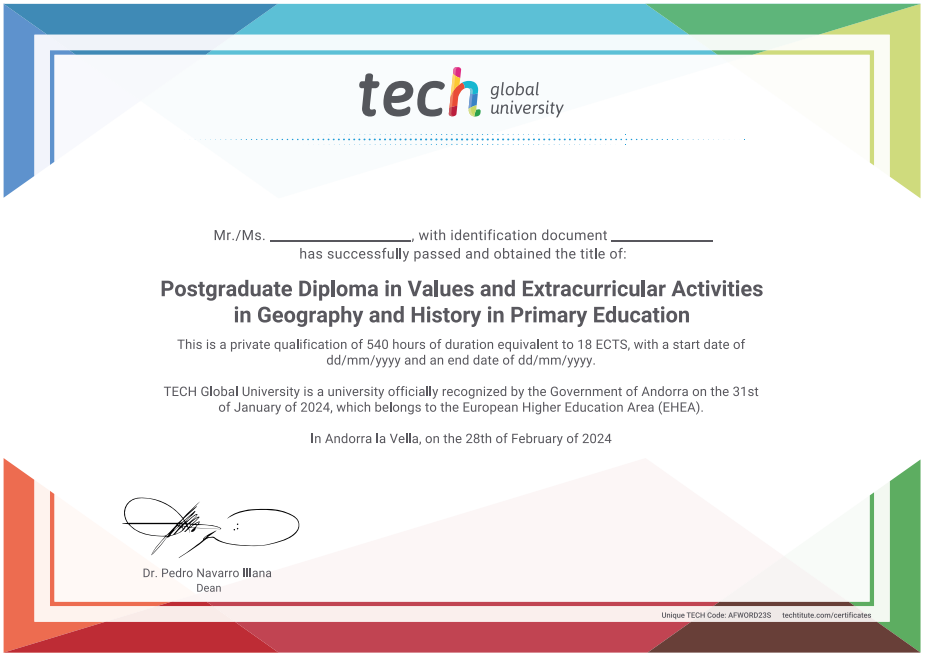
This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Values and Extracurricular Activities in Geography and History in Primary Education**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**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Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Postgraduate Diploma in Values and Extracurricular Activities in Geography and History in Primary Education

This is a private qualification of 540 hours of duration equivalent to 18 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
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 Global University will make the necessary arrangements to obtain it, at an additional cost.

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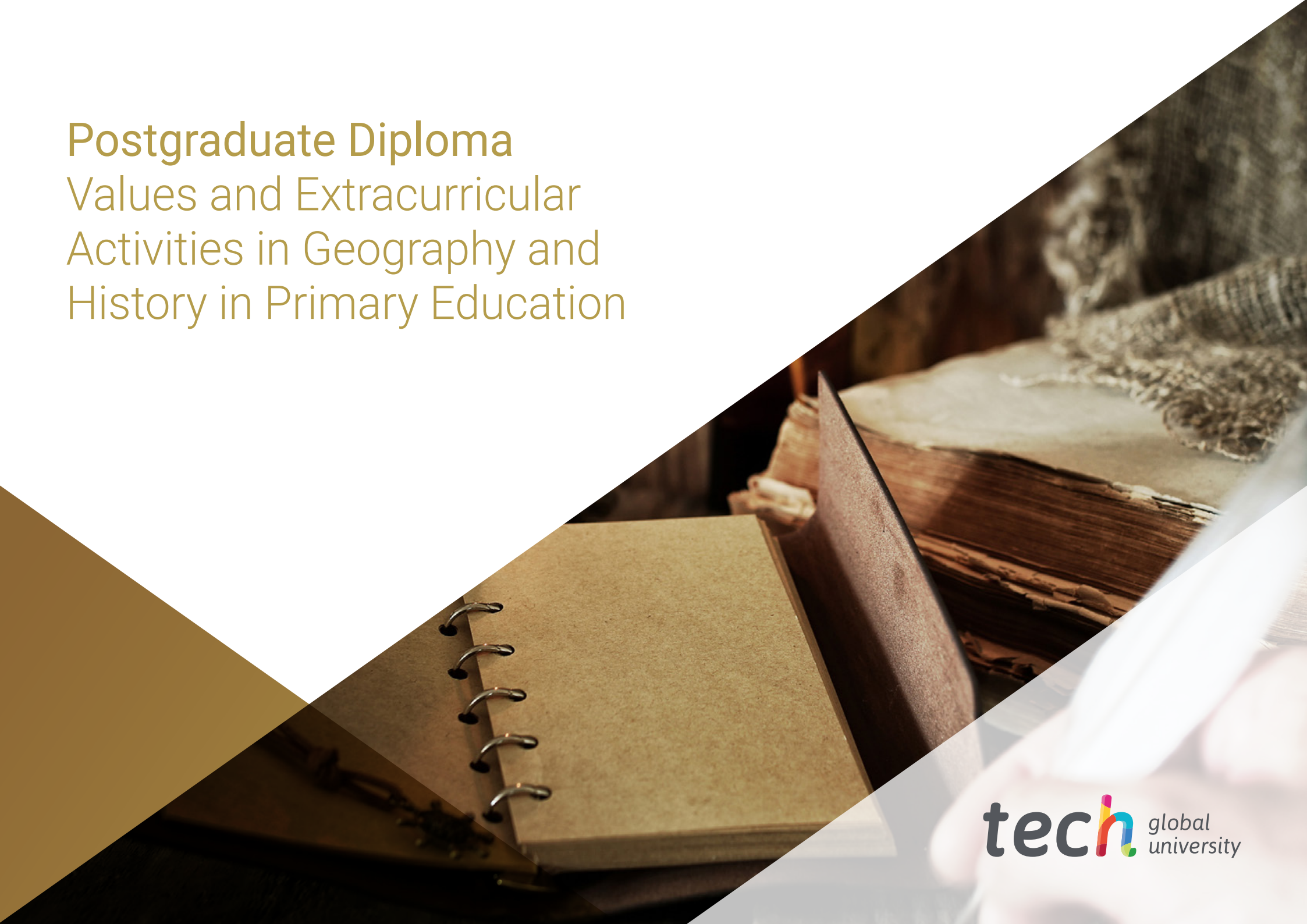

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