

# Postgraduate Diploma

## Digital Teaching for Medicine



## Postgraduate Diploma

### Digital Teaching for Medicine

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 20 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitude.com/us/medicine/postgraduate-diploma/postgraduate-diploma-digital-teaching-medicine](http://www.techtitude.com/us/medicine/postgraduate-diploma/postgraduate-diploma-digital-teaching-medicine)

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# 01

# Introduction

The teaching role in healthcare professionals has been as integrated as the clinical role since the historical inception of the profession. Practical teaching for doctors is an activity that increasingly requires more educational resources to adapt to the characteristics of new learners. This program presents the key tools to enhance professional productivity and ensure that the way of teaching stays current.



Health Care  
Doctor  
Hospital  
Pharmacist  
Nurse  
Dentist  
First Aid  
Surgeon  
Emergency

MEDICAL



“

*The evolution of technology and its adaptation to the needs of people invite us to engage in constant learning. New information and communication technologies enable us to enhance our teaching capacity in the healthcare field”*

The term competence is defined as skill, aptitude, or suitability to do something or intervene in a particular matter. Thus, digital competence is the ability to navigate information and communication technologies, not only to create resources but also to “intervene” in them.

The best way to acquire this skill or competence is through collaborative learning. Collaborative learning views learning as a social process of knowledge construction, where sharing knowledge to achieve a goal that goes beyond individual possibilities is essential. The constructivist pedagogy on which collaborative learning is based holds that knowledge is not passively received but is actively constructed by the learner.

Therefore, this training, based on collaborative learning with the ultimate goal of acquiring digital skills or competencies, is inherently practical.

Additionally, we start from the premise that any learning will be more useful if it can be professionally applied. This program aims to guide health professionals in developing new roles as authors, tutors, and instructors of other professionals in training, both in educational and clinical settings.

To develop these new teaching competencies, the professional will have access to multiple tools to apply in teaching and learning programs through virtual environments, promoting new forms of communication, tutoring, and interaction.

This **Postgraduate Diploma in Digital Teaching for Medicine** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ The development of practical cases presented by experts. Its graphic, schematic, and highly practical content provides the necessary knowledge to enhance digital competencies in teaching
- ♦ Video lessons on various resources and their practical approach
- ♦ An interactive learning system to deepen understanding of key 2.0 tools
- ♦ Includes theoretical lectures, questions to the expert, discussion forums on controversial issues and individual reflection papers
- ♦ Content that is accessible from any fixed or portable device with an internet connection



*Stay up-to-date with the latest educational technologies through the Postgraduate Diploma in Digital Teaching for Medicine”*

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*This Postgraduate Diploma could be the best investment you make in selecting a professional development program for two reasons: in addition to updating your knowledge in digital teaching, you will earn a diploma of completion for the Postgraduate Diploma awarded by TECH Global University”*

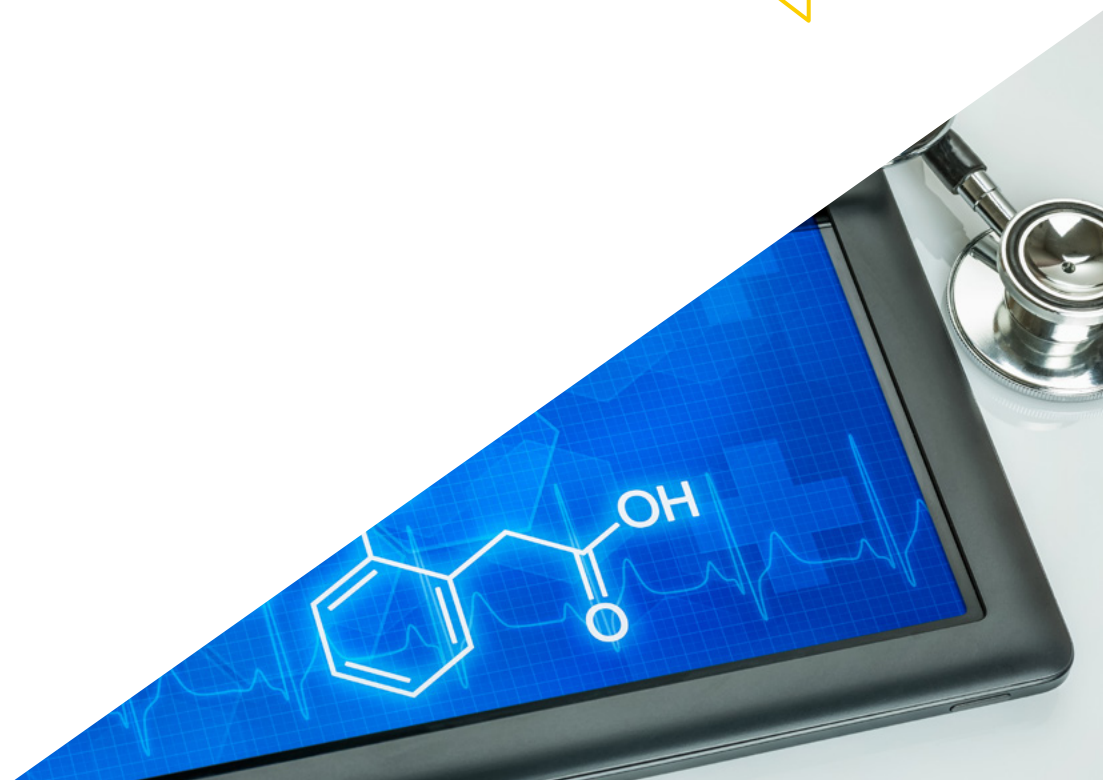
*This Postgraduate Diploma includes updates on the main social networks and online collaborative tools.*

*Don't miss the opportunity to update your knowledge with web 2.0 learning tools to increase the quality of your teaching in medicine.*

The program features a faculty of leading professionals, who bring their professional experience to this training.

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.

This will be done with the help of an innovative interactive video system developed by renowned experts and with extensive teaching experience.





# 02 Objectives

The Postgraduate Diploma program is designed to enable the learning of key resources available to ensure medical education adapts to current times. Thanks to the possibilities offered by technology, these resources provide an opportunity to enhance teaching effectiveness.





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*This update program will create a sense of confidence in your teaching practice in medicine, helping you grow both personally and professionally”*



## General Objectives

- ♦ Develop teaching competencies and acquire the ability to manage, analyze, evaluate, and create resources applicable to health sciences education using ICTs and Web 2.0 tools

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*Take the step to update  
your knowledge on the  
latest trends in Digital  
Teaching for Medicine”*





## Specific Objectives

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- ♦ Define the social learning theories related to the health sciences environment
  - ♦ Describe the teaching-learning process in clinical or healthcare settings
  - ♦ Apply plans to detect educational needs
  - ♦ Develop objectives and competencies for use in training plans in Health Sciences
  - ♦ Explain the different competency evaluation systems
  - ♦ Describe personal learning spaces and the use of portfolios as educational and teaching resources
  - ♦ Explain the latest pedagogical trends in the field of social learning
  - ♦ Describe the role of the 2.0 teacher and their involvement in collaborative learning
  - ♦ Apply information discrimination to avoid information overload (infoxication)
  - ♦ Explain theories of social change in the knowledge era
  - ♦ Explain the uses and applications of Google tools in health sciences education
  - ♦ Describe the basic concepts and theories that explain the generation of communities of practice and their utility in the health sciences field
  - ♦ Experiment with various digital tools for teaching purposes
  - ♦ Analyze and contextualize the resources created
  - ♦ Evaluate, debate, and express opinions on the applicability and usability of projects
  - ♦ Design a project where the learned strategies are implemented
- ♦ Define the concepts of hardware, software, navigation, application, website, file management, and digital tools
  - ♦ Use digital tools appropriately for both content and activities to be developed
  - ♦ Select and appropriately use Web 2.0 resources to promote learning
  - ♦ Create and adapt content to the competencies being developed
  - ♦ Design content focused on practical application
  - ♦ Formulate educational activities based on the cognitive characteristics and interests of students
  - ♦ Evaluate learning outcomes by confirming the assimilation and practical application of content
  - ♦ Develop social skills and empathy to facilitate communication and interaction with students in the virtual context
  - ♦ Create and manage workgroups to promote active student participation, selecting the most effective Web 2.0 tools for this purpose

03

# Structure and Content

The structure of the content has been designed by a team of professionals well-versed in the implications of ICT in medical practice. It is aimed at enabling professionals to use these tools to enhance patient care and foster their professional development, both in teaching and clinical settings.

LEARN



# Learning

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*This Postgraduate Diploma in Digital Teaching for Medicine contains one of the most complete and up-to-date programs available on the market”*

## Module 1. Introduction to Teaching Competencies

- 1.1. Social Learning Theories
- 1.2. Portfolio
- 1.3. Personalized Learning Environments (PLEs)
- 1.4. The Teaching-Learning Process in Clinical or Healthcare Settings
- 1.5. Detection of Educational Needs
- 1.6. Formulation of Competency-Based Objectives. The Dreyfus and Miller Models
- 1.7. Teaching Strategies for Competency-Based Education
- 1.8. Summative and Formative Evaluation Instruments
- 1.9. Emerging Technologies and Pedagogies
  - 1.9.1. Gamification
  - 1.9.2. Flipped Classroom
  - 1.9.3. Storytelling

## Module 2. The 2.0 Teacher and Collaborative Learning

- 2.1. Web 2.0 or Social: The Technological Revolution of Participation
- 2.2. Sociological Theories of Change
  - 2.2.1. The Long Tail
  - 2.2.2. The Cluetrain Manifesto
  - 2.2.3. Crowdsourcing. Collective Intelligence
  - 2.2.4. Successful Experiences and Practical Examples
- 2.3. Content Curation: Discriminating Relevant Content
  - 2.3.1. Strategies to Avoid Infoxication
  - 2.3.2. Content Syndication, Tagging, and Social Bookmarks
  - 2.3.3. Time Management
  - 2.3.4. Tools: Evernote, Feedly, Others



- 2.4. Google and Google Apps
  - 2.4.1. Gmail: Maximizing Email Efficiency
  - 2.4.2. Google Docs: Documents and Forms
  - 2.4.3. Cloud Storage: Google Drive and Other Storage Tools
  - 2.4.4. Monitoring Information: Google Alerts
  - 2.4.5. Google Sites
  - 2.4.6. Blogger
- 2.5. Communities of Practice and Knowledge Management Platforms
  - 2.5.1. Theoretical Concepts of CoPs in Health Education
  - 2.5.2. Resources for Creating Communities
  - 2.5.3. Community Management and Engagement

### Module 3. Educational Technology and Managing Tools for Creating Digital Content

- 3.1. Tools for Creating Your PLE and Teaching Experiences in This Field
  - 3.1.1. Symbaloo
  - 3.1.2. Netvibes
  - 3.1.3. iGoogle
- 3.2. Creating and Sharing Presentations
  - 3.2.1. Basic Rules for Effective Presentations
  - 3.2.2. Sharing on Slideshare: Adding Audio and Video
  - 3.2.3. Other Presentation Tools: Prezi
- 3.3. The Blog as Teaching Tool in Health Sciences
- 3.4. Recording Audio and Creating Podcasts
- 3.5. Tools for Conducting Synchronous Sessions
  - 3.5.1. Google Hangouts
  - 3.5.2. WiziQ
  - 3.5.3. Skype
  - 3.5.4. Other Techniques
- 3.6. Video as Teaching Tool in Health Sciences
  - 3.6.1. How Create a Good Educational Video
  - 3.6.2. Basic Video Editing Tools
  - 3.6.3. How Optimize Your YouTube Channel

### Module 4. Social Networks and Education

- 4.1. Best Practices in Using Social Networks
- 4.2. Style Manual and Basic Netiquette Rules
  - 4.2.1. Interaction with Other Users
  - 4.2.2. Creating a Digital Identity
  - 4.2.3. Digital Reputation
  - 4.2.4. Educating the Community
- 4.3. Twitter
  - 4.3.1. Basic Language
  - 4.3.2. Configuring an Optimal Profile
  - 4.3.3. Basic Usage Rules
  - 4.3.4. Following and Developing Tweetups for Educational Purposes
  - 4.3.5. Creating Lists for Optimization
  - 4.3.6. Profiles and Hashtags of Interest
- 4.4. Facebook
  - 4.4.1. Creating Pages and Groups
  - 4.4.2. Creating Events
  - 4.4.3. Basic Usage Rules
  - 4.4.4. Engagement for Educational Purposes
- 4.5. Other Networks like LinkedIn, Google +



# 04 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.

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*At TECH you will NOT have live classes  
(which you might not be able to attend)”*



### The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

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*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want”*



## Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.





## Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

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



## A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

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

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



*The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"*

### The effectiveness of the method is justified by four fundamental achievements:

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

## The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

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

*Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.*

*You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.*



As such, the best educational materials, thoroughly prepared, will be available in this program:



#### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



#### Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



#### Interactive Summaries

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

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

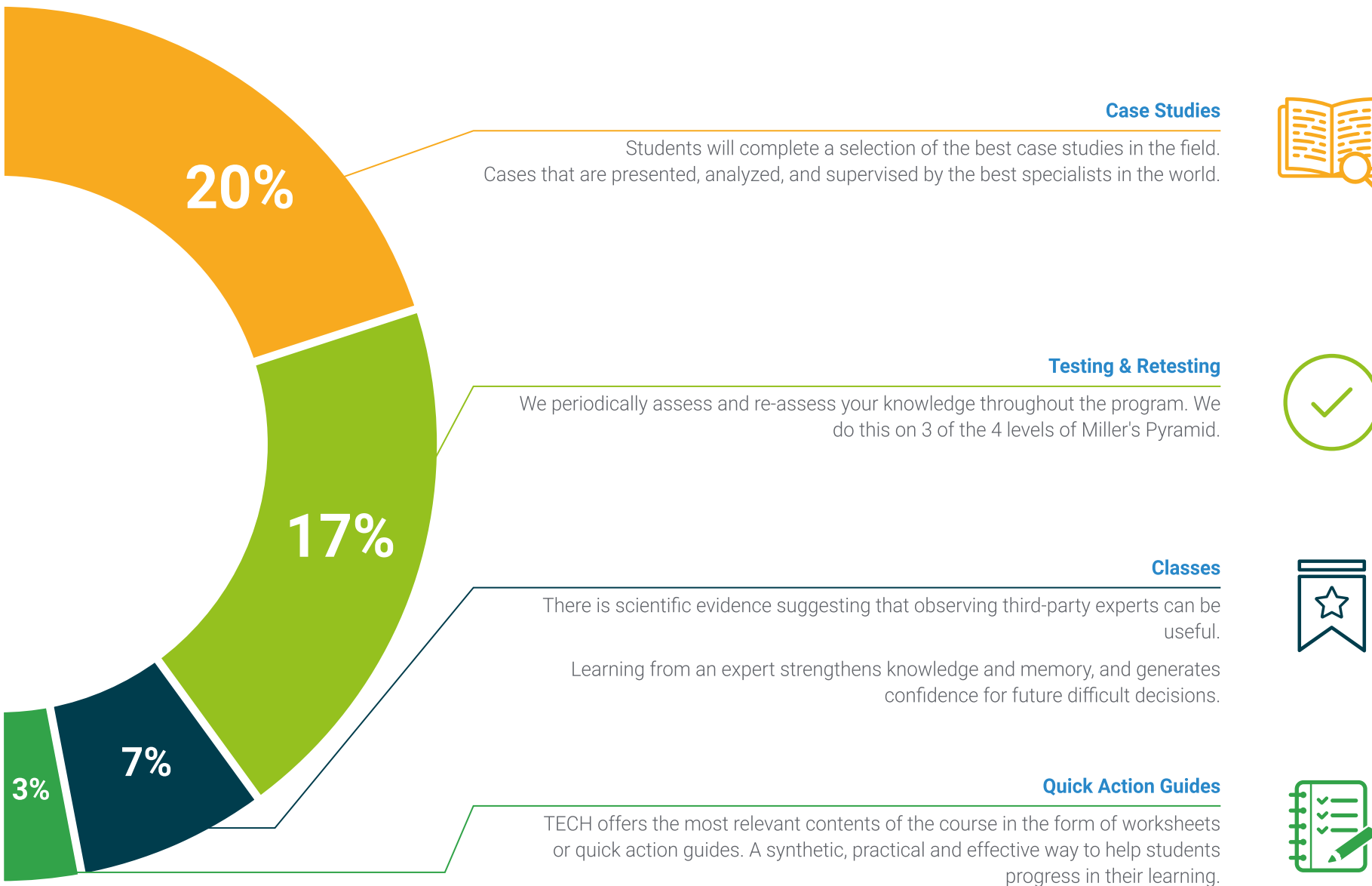


#### Additional Reading

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







# 05 Certificate

The Postgraduate Diploma in Digital Teaching for Medicine 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.



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



This private qualification will allow you to obtain a diploma for the **Postgraduate Diploma in Digital Teaching for Medicine** 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.

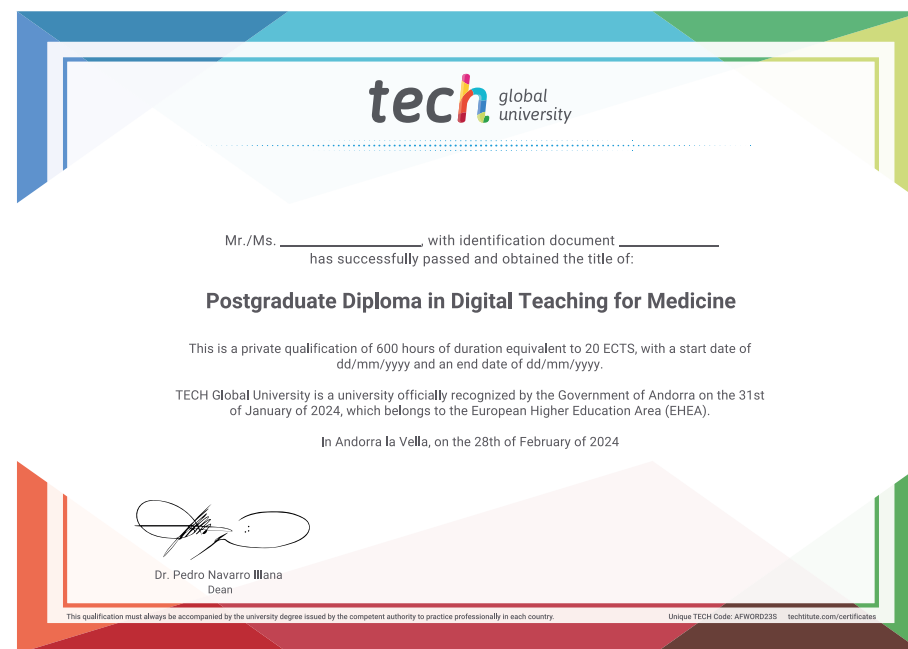
This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Digital Teaching for Medicine**

Modality: **online**

Duration: **6 months**

Accreditation: **20 ECTS**





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



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