

Postgraduate Diploma

Teaching Language,
Reading, and Writing
in Pre-School and
Primary School



Postgraduate Diploma Teaching Language, Reading, and Writing in Pre-School and Primary School

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

Website: www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-teaching-language-reading-writing-pre-school-primary-school

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01

Introduction

This program in Teaching Language, Reading, and Writing in Pre-School and Primary School is an essential tool for all those teachers who wish to teach young learners, since it takes into account relevant considerations such as their age and needs.



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This Postgraduate Diploma in Teaching Language, Reading, and Writing in Pre-School and Primary School will generate a sense of confidence in teaching, which will help you grow personally and professionally"

This program pays special attention to the teaching of Spanish as a Foreign Language (SFL), with one of the main objectives being to prepare educators to teach multicultural and multilingual groups.

For all these reasons, different methodological approaches are presented to enhance the teacher's work and help them create activities within this specific framework. Interaction is essential to minimize multicultural differences and enable the transformation of the classroom from a teaching space to a social space. Finally, we will emphasize the relevance of information and communication technologies in the field of teaching.

The presence of ICT in the classroom brings wide-ranging benefits and helps in the presentation of content. The work of the teacher is a fundamental, since they must create a digital resource database that is reliable and appropriate for pre-school and primary teaching.

Given the above, it can be seen that the Postgraduate Diploma in Teaching Language, Reading, and Writing in Pre-School and Primary School focuses on developing a range of competencies, as well as linguistic skills in both comprehension and oral and written production. The development of a teaching plan and its corresponding units must be geared towards achieving a series of objectives established at the beginning of the school year. The relevance of teacher preparation for teaching ELE and the practical application of these fundamentals in a multicultural group with limited contact with the Spanish language is of primary importance in this program.

The relevance of the teacher's preparation for teaching ELE and the practical application of these fundamentals in a multicultural group with limited contact with the Spanish language is paramount in this program as the educator is often faced with such a situation nowadays. Finally, we present the benefits of using your own digital resource database that is practical and reliable in terms of its contents.

This **Postgraduate Diploma in Teaching Language, Reading, and Writing in Pre-School and Primary School** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ 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.
- ♦ The latest developments in Teaching Language, Reading, and Writing in Pre-School and Primary School
- ♦ It contains practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Special emphasis on innovative methodologies for Teaching Language, Reading, and Writing in Pre-School and Primary School
- ♦ 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 Diploma in Teaching Language, Reading, and Writing in Pre-School and Primary School

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This Postgraduate Diploma is the best investment you can make when selecting a refresher program, for two reasons: in addition to updating your knowledge in Teaching Language, Reading, and Writing in Pre-School and Primary School, you will obtain a Postgraduate Diploma from TECH Technological University"

It includes, in its teaching staff, professionals belonging to the field of Didactics of Language, Reading and

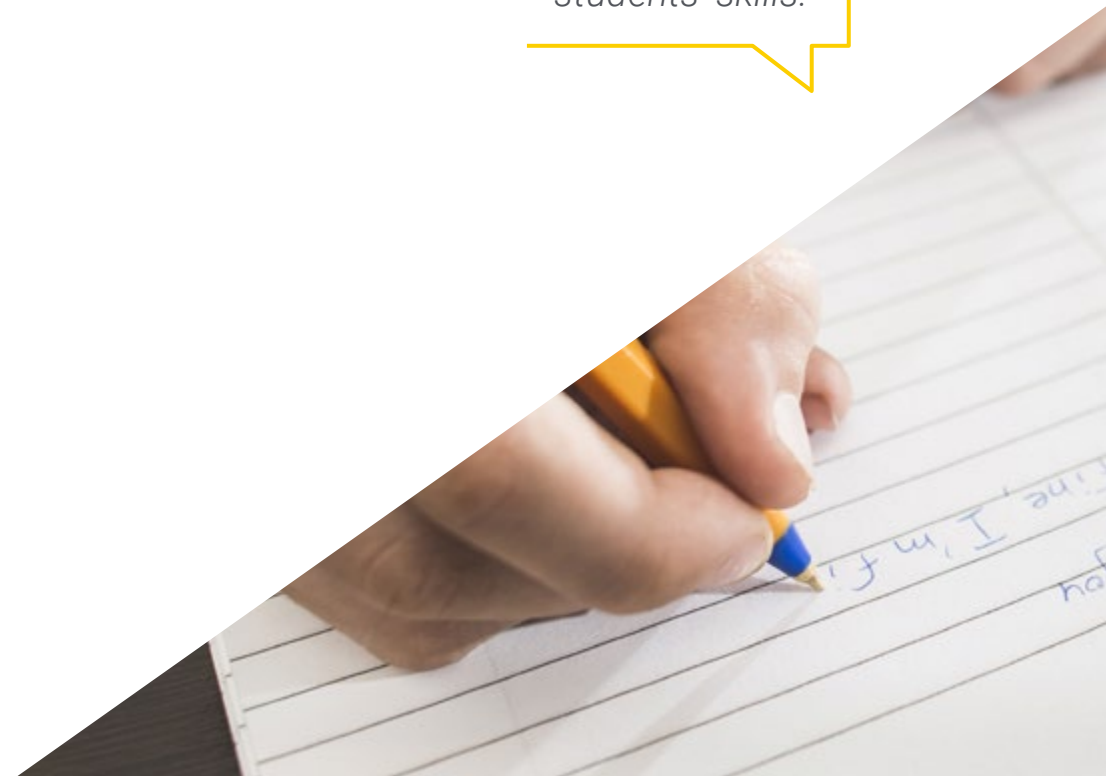
of Language, Reading and Writing for Pre-school and Primary School, who bring to this training the experience of their work, as well as recognized specialists belonging to reference societies and prestigious universities.

Thanks to its multimedia content developed with the latest educational technology, they will allow the professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to prepare in real situations.

This program is designed around Problem-Based Learning, whereby the teacher must try to solve the different professional practice situations that arise during the course. For this, the educator will have the help of an innovative interactive video system developed by recognized experts in the field of Language, Reading and Writing Didactics for Pre-school and Primary School and with great teaching experience and Primary Education and with great teaching experience.

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

Take this opportunity to learn about the latest advances in Teaching Language, Reading, and Writing in Pre-School and Primary School and enhance your students' skills.



02

Objectives

The program in Teaching Language, Reading, and Writing in Pre-School and Primary School is aimed at facilitating the performance of professionals dedicated to language teaching in the early childhood stage.





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This program is designed for you to update your knowledge in Teaching Language, Reading, and Writing in Pre-School and Primary School with the use of the latest educational technology, to contribute towards effective and safe decision-making and monitoring of student progress"



General Objective

- The main objective is to provide future Pre-School and Primary teachers with essential knowledge on child development, learning and education, which allows them to enhance their teaching and adapt to student idiosyncrasies



Make the most of this opportunity and take the next step to get up to date on the latest developments in Teaching Language, Reading, and Writing in Pre-School and Primary School"





Specific Objectives

Module 1. Education and Development

- ♦ Place human development in its biopsychosocial context and understand the relationships between development, learning, culture, and education
- ♦ Define the main theoretical paradigms of human development and learning
- ♦ Describe the characteristics and peculiarities of the human growth period and understand the perceptual, cognitive and emotional correlates of brain development
- ♦ Compare the different theoretical perspectives on perceptual-motor development
- ♦ Understand how the interaction between experience and the physical and social environment influences physical and perceptual-motor development
- ♦ Understand the strengths and limitations of different constructivist perspectives on cognitive development
- ♦ Know how attention, memory, thinking, and executive functions develop from an information processing perspective

Module 2. Oral Communication

- ♦ Determine prior knowledge at the beginning of the didactic process in oral and written competence
- ♦ Clarify the didactic implications of reading and writing
- ♦ Describe and deepen the relationship between oral and written language in order to establish the degree of presence of writing in the learning process
- ♦ Specify how to improve oral communication through interaction and cooperative processes
- ♦ Determine what the communicative context is and its degree of influence on oral communication

- ♦ Point out the fundamentals and features of oral communication in a familiar atmosphere
- ♦ Point out the fundamentals and features of oral communication in an academic atmosphere
- ♦ Define the fundamental features of oral communication of the teacher
- ♦ Indicate the objectives to be achieved by choosing an appropriate oral communication

Module 3. Reading and Writing Didactics

- ♦ Specify the aspects to be considered in selecting and presenting suitable readings to the students
- ♦ Determine what objectives are to be achieved after reading and what students should know at the end of the reading process
- ♦ Specify what benefits the text can bring to the learner after reading and comprehension
- ♦ Point out what obstacles might arise during the comprehension process and the teacher's position with respect to these obstacles
- ♦ Determine what aspects should be considered to term of reading comprehension
- ♦ Analyze the achievement of objectives at the end of reading and evaluate textual comprehension
- ♦ Present the bibliographic resources of the institutions as a source of reading
- ♦ Demonstrate the advantages and disadvantages of digital media as a source of reading
- ♦ Point out which activities can motivate reading comprehension and which methods are available to the teaching team
- ♦ Detail the benefits of reading and performing plays in the educational space

03

Course Management

The program includes in its teaching staff reference experts in Language,, ,Reading and Writing Didactics for Pre-school and Primary School who bring to this training the experience of their work. In addition other experts of recognized prestige participate in its design and elaboration, completing the program in an interdisciplinary way.





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Learn about the latest advances in Teaching Language, Reading, and Writing in Pre-School and Primary School, from leading professionals”

Management



Ms. Jiménez Romero, Yolanda

- ◆ Pedagogical advisor and external educational collaborator
- ◆ Academic Coordinator Online University in Campus
- ◆ Territorial Director of the Extremeño-Castilla La Mancha Institute of High Abilities
- ◆ Creation of INTEF Educational Content at the Ministry of Education and Science
- ◆ Degree in Primary Education, English specialization
- ◆ Educational psychologist from the International University of Valencia
- ◆ Master's Degree in Neuropsychology of High Abilities
- ◆ Master's Degree in Emotional Intelligence Specialist in NLP Practitioner



D. Arroyo Fernández, Alejandro

- ◆ Spanish Teacher Cervantes Institute
- ◆ Spanish Teacher Adult Education Center VHS Köln, Germany
- ◆ Spanish Teacher Adult Education Center Frechen, Germany
- ◆ Spanish Teacher Christian-Albrechts-University of Kiel, Germany
- ◆ Contributor to digital magazines of literary criticism and teacher of Spanish as a Foreign Language In Spain
- ◆ Ph.D. Literary Studies, American Literature. Complutense University of Madrid
- ◆ Degree in English Philology
- ◆ Specialist in Contemporary North American Literature and Victorian Literature.
- ◆ Master's Degree in European Literary Studies
- ◆ Master's Degree in Teaching Spanish as a Foreign Language

Professors

D. Gris Ramos, Alejandro

- ♦ Technical Engineer in Computer Management
- ♦ CEO & Founder from Club de Talentos
- ♦ CEO Persatrace, Online Marketing Agency
- ♦ Business Development Director at Alenda Golf
- ♦ Director of PI Study Center
- ♦ Director of Web Application Engineering Department at Brilogic
- ♦ Web programmer at Grupo Ibergest
- ♦ Software/web programmer at Reebok Spain
- ♦ Technical Engineer in Computer Management
- ♦ Master's Degree in Digital Teaching and Learning, Tech Education
- ♦ Master's Degree in High Abilities and Inclusive Education
- ♦ Master's Degree in E-Commerce
- ♦ Specialist in the latest technologies applied to teaching, digital marketing, web application development and Internet business.

Ms. Puertas Yáñez, Amaya

- ♦ Primary School Teacher
- ♦ from Bilingualism and Internationalization Coordinator at JABY College
- ♦ Degree in Information Sciences from the University Complutense of Madrid.
- ♦ Specialist in English as a Foreign Language, Autonomous University of Madrid.
- ♦ Master's Degree in Bilingual Education from the University of Alcalá de Henares
- ♦ Professional Master's Degree in Attention to SEN in Pre-school and Primary Education
- ♦ Member of University Sub-network of Learning Communities in Madrid(SUCAM)

Ms. Mejías, María José

- ♦ Teacher from Primary Education, Jaby School
- ♦ Pre-School Educator at Mi Pequeño Mundo Nursery School
- ♦ Degree in Infant Education from the Universidad Camilo José Cela
- ♦ Degree in Primary Education from the Universidad Camilo José Cela
- ♦ Master's Degree in Educational Center Management and Administration.

Ms. Panameño, Claudia Lissette

- ♦ Specialist in Modern Languages, English and French
- ♦ Teaching and Research Assistant at the University of Southern Brittany
- ♦ Examiner for the official foreign Language exams French Ministry of National Education (CLES)
- ♦ Teacher in an French-Spanish telematic exchange project between the University of Lille and the University of El Salvador
- ♦ Professor at Toulon University
- ♦ Lecturer of Foreign Languages at the University of Lille
- ♦ teaching English and French, working for the French San Salvador, British Institute, and the United Nations Development Program (UNDP)
- ♦ Graduated with honors in Modern Languages, University of San Salvador
- ♦ Master's Degree in Foreign Language

D. Velasco Rico, Guillermo

- ♦ DELE Examiner and Creative Writer
- ♦ Spanish Teacher at Just Spanish
- ♦ Contributor to Diario de Burgos
- ♦ Spanish Teacher at the Complutense University of Madrid
- ♦ Content Designer at Deliberate Spanish
- ♦ Academic Coordinator of the Center for Hispanic Studies in Sarajevo
- ♦ Spanish Agency for International Cooperation for Development (AECID)
- ♦ Degree in Hispanic Philology from the Complutense University of Madrid
- ♦ Master's Degree in SFL, Complutense University of Madrid
- ♦ DELE Examiner Certificate by the Instituto Cervantes

Ms. Azcunaga Hernández, Amaia

- ♦ Specialist in Language Interpretation and Translation
- ♦ International Services Team Member at McKinsey & Company, Poland
- ♦ Teacher of Foreign Languages with teaching experience in various countries and educational fields
- ♦ Graduates in Language Interpretation and Translation from the Universidad Politécnica de Valencia.
- ♦ Master's Degree in Didactics of Spanish as a Foreign Language
- ♦ Specialist in group dynamics applied to teaching





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

04

Structure and Content

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





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This Postgraduate Diploma in Teaching Language, Reading, and Writing in Pre-School and Primary School contains the most complete and up-to-date educational program on the market”

Module 1. Education and Development

- 1.1. Language and the Brain
 - 1.1.1. Brain and Language
 - 1.1.2. Communicative Processes of the Brain
 - 1.1.3. The Brain and Speech. Acquisition and Development of Language and Communication
- 1.2. Psycholinguistics
 - 1.2.1. Scientific Framework of Psycholinguistics
 - 1.2.2. Objectives of Psycholinguistics
 - 1.2.3. Language Processing System
 - 1.2.4. Theories on the Development of Language Learning
 - 1.2.5. The Information Processing System
 - 1.2.5.1. Levels of Processing
 - 1.2.6. Functional Architecture of the Language Processing System: Fodor's Modularist Position
- 1.3. Language Development vs. Neural Development
 - 1.3.1. Genetics and Language
 - 1.3.1.1. Foxp2 (Forkhead Box P2)
 - 1.3.2. Neurological Foundations of Language
 - 1.3.3. Developmental Dyslexia
 - 1.3.4. Specific Language Impairment (SLI)
- 1.4. Spoken Language and Written Language
 - 1.4.1. Language
 - 1.4.2. Comprehension Language
 - 1.4.3. Spoken Language
 - 1.4.4. Reading Language
 - 1.4.5. Dyslexia
 - 1.4.6. Written Language
 - 1.4.7. Dysgraphia
- 1.5. The Bilingual Brain
 - 1.5.1. Concept of Bilingualism
 - 1.5.2. Bilingual Brain
 - 1.5.2.1. Critical and Sensitive Periods
 - 1.5.2.2. Positive and Negative Effects of Bilingualism
 - 1.5.3. Brain of the Early Bilingual vs. Late Bilingual
 - 1.5.4. Changes in Neural Circuits in Bilingual Brains
 - 1.5.5. Learning Factors in the Acquisition of One or More Languages
 - 1.5.5.1. Window of Opportunity
 - 1.5.5.2. Aptitude
 - 1.5.5.3. Motivation
 - 1.5.5.4. Strategy
 - 1.5.5.5. Consistency
 - 1.5.5.6. Opportunity and Support
 - 1.5.5.7. Linguistic Relationship Between Languages
 - 1.5.5.8. Siblings
 - 1.5.5.9. Gender
 - 1.5.5.10. Right or Left-Handedness
 - 1.5.6. Bilingualism. Cognitive and Executive Functions
- 1.6. Speech and Language Development Disorders
 - 1.6.1. The Architecture of the Mind
 - 1.6.2. The Language
 - 1.6.2.1. Language Development
 - 1.6.3. Communication Disorders
 - 1.6.4. Specific Speech and Language Development Disorders
 - 1.6.4.1. Specific Developmental Speech and Language Disorder
 - 1.6.4.2. Speech Development Disorders
- 1.7. Childhood Language Development
 - 1.7.1. Language Components
 - 1.7.2. Errors in Language Development
 - 1.7.2.1. Errors in the Content or Semantic Component
 - 1.7.2.2. Errors in the Form Component
 - 1.7.3. Communicative Contexts
 - 1.7.3.1. The Influence of Context and Interaction on Language Development
 - 1.7.4. The Relationship Between Gestures and Language Development
- 1.8. The Adolescent Brain
 - 1.8.1. Adolescent Brain Mechanisms of Maturing
 - 1.8.2. Studies on the Adolescent Brain
 - 1.8.3. Neurosciences and Adolescence

Module 2. Oral Communication

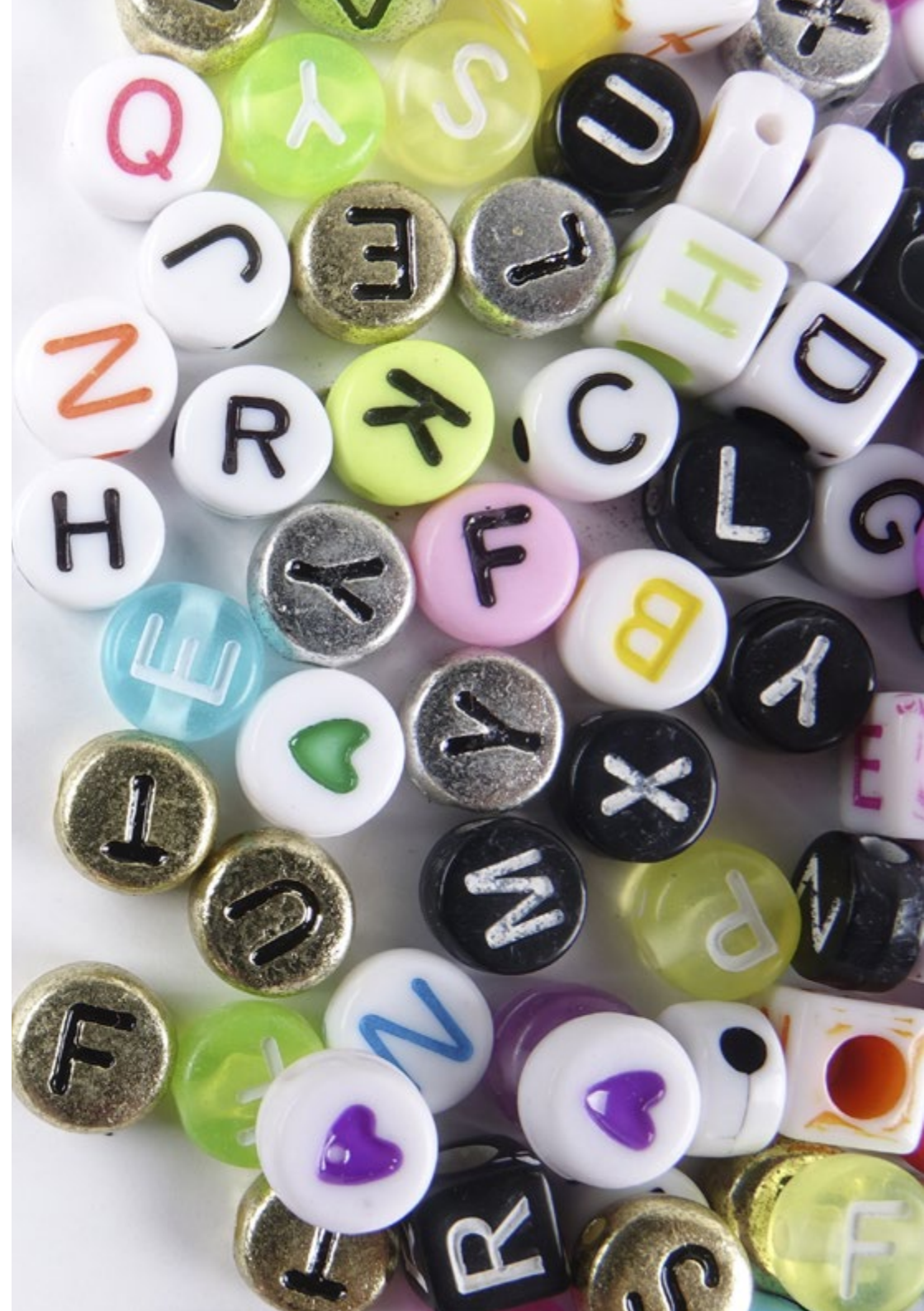
- 2.1. What is Oral Discourse? Characteristics and Genres
- 2.2. Oral Competence as a Basis for Learning
- 2.3. The Oral Code: From the Family Environment to the School Environment
- 2.4. The Teacher's Speech
- 2.5. Verbal Language and Non-verbal Language
- 2.6. Activities for the Development of Oral Competence
- 2.7. Diagnosis of Oral Competence and its Evaluation
- 2.8. Folklore and Oral Literature
- 2.9. Oral Language Disorders

Module 3. Reading and Writing Didactics

- 3.1. Factors involved in Communicative Skills Acquisition
 - 3.1.1. Oral Expression
 - 3.1.1.1. Definition
 - 3.1.2. Characteristics of Oral Language
 - 3.1.2.1. Components of Oral Language
 - 3.1.3. Functions of Spoken Language
 - 3.1.4. Oral Language Requirements
 - 3.1.5. Factors that Intervene in Oral Language
 - 3.1.6. Methods of Learning to Read and Write
 - 3.1.7. Written Expression
 - 3.1.7.1. Definition
 - 3.1.8. Characteristics of Written Language
 - 3.1.9. Factors involved in Written Language
 - 3.1.10. Reading Comprehension
 - 3.1.10.1. Definition
 - 3.1.10.2. Principles
- 3.2. Language and Communication
 - 3.2.1. Human Communication and Language
 - 3.2.2. Language as an Instrument of Communication

- 3.2.3. Theories
 - 3.2.3.1. Behaviorist Theory. Skinner
 - 3.2.3.2. Innate Theory. Chomsky
 - 3.2.3.3. Cognitive Theory. Piaget
 - 3.2.3.4. Interactionist Theory. Vygotsky and Bruner
- 3.2.4. Evolution of Comprehension and Expression
- 3.2.5. Beginning of Preverbal Communication
- 3.2.6. Non-Verbal Communication
- 3.2.7. Factors Favoring Language Acquisition
 - 3.2.7.1. Factors that Depend on the Child and its Development
 - 3.2.7.2. Factors that are Incorporated through the Relationship with Adults
- 3.2.8. Stages of Child Language Development
 - 3.2.8.1. Prelinguistic Stage
 - 3.2.8.2. Non-combinatory Language Stage
 - 3.2.8.3. Combinatorial Language Stage
- 3.2.9. Language Disorders
 - 3.2.9.1. Diagnosis and its Problems
 - 3.2.9.2. Categories in Language Disorders
- 3.2.10. Specific Language Acquisition Disorders
 - 3.2.10.1. Dyslalia
 - 3.2.10.2. Dysphemias
 - 3.2.10.3. Dysglossia
 - 3.2.10.4. Dysphasia
 - 3.2.10.5. Dyslexia
- 3.3. Written Language
 - 3.3.1. Written Language
 - 3.3.1.1. Literacy
 - 3.3.2. Written Language
 - 3.3.3. The value of Literacy
 - 3.3.4. Literacy and Family
 - 3.3.5. The Role of the Family

- 3.3.6. The Role of the School
 - 3.3.6.1. The School
 - 3.3.6.2. The Role of the Teacher
- 3.3.7. Writing and Written Language
- 3.3.8. Oral and Written Language. Communication System
- 3.3.9. What should the Children Learn About the Written Language?
- 3.3.10. How Does one Learn to Write?
- 3.4. What is Reading?
 - 3.4.1. Phases of the Reading Process
 - 3.4.2. Visual and Non-visual Information
 - 3.4.3. The Objectives of Reading
 - 3.4.4. Cognitive and Linguistic Processes Involved in Reading
 - 3.4.5. Memory
 - 3.4.6. The Reading Process
 - 3.4.6.1. Decoding
 - 3.4.6.2. Comprehension
 - 3.4.7. Reading in the Classroom
 - 3.4.8. The Curriculum
- 3.5. Teaching and Learning to Read and Write
 - 3.5.1. Phases of Learning to Read
 - 3.5.2. Phases of Learning to Write
 - 3.5.3. Methods of Teaching Reading and Writing
 - 3.5.4. Strategies for Reading
 - 3.5.5. Evaluation of Strategies
 - 3.5.6. Uses of Written Language
 - 3.5.7. Reading and Writing Teaching and Learning Activities
 - 3.5.8. The Typeface
 - 3.5.9. Materials. Basic Materials
 - 3.5.10. Instruments
 - 3.5.10.1. Some Instruments for the Continuous Regulation of the Learning of Reading and Writing
 - 3.5.10.2. Some instruments for the self-regulation of the learning of reading and writing.



- 3.6. The Teacher's Role
 - 3.6.1. Functions
 - 3.6.2. Knowledge for the Development of their Activity
 - 3.6.3. Aspects that a Teacher should Develop
 - 3.6.4. Teacher Training
 - 3.6.5. Teacher's Functions According to the Regulations
 - 3.6.6. The Teacher and their Relationship with the Families
 - 3.6.7. Successful Actions
- 3.7. Second Language Learning
 - 3.7.1. The Concept of Bilingual Teaching. English as L2
 - 3.7.2. Bilingual Teaching Models
 - 3.7.3. Principle of Globalized Approach
 - 3.7.4. Implications for Teaching English as an L2
 - 3.7.5. Activities and Resources
 - 3.7.6. Oral Narration in the English Language Classroom
 - 3.7.7. Reading or Telling a Story
 - 3.7.8. Oral Narration as an L2 Teaching Tool
 - 3.7.9. Keys to Oral Narration
 - 3.7.10. Activities for Before, During, and After the Oral Narration.
- 3.8. Literature
 - 3.8.1. Why Literature?
 - 3.8.1.1. The Student Profile
 - 3.8.1.2. Objectives of the Teaching of Literature
 - 3.8.2. The Literary Genre
 - 3.8.2.1. Lyric, Narrative, and Dramatic
 - 3.8.2.2. Current Genres
 - 3.8.3. The Habit of Reading
 - 3.8.4. Children's Literature
 - 3.8.4.1. What Is It?
 - 3.8.5. The Genres of Children's Literature
 - 3.8.6. The Fairy Tale
- 3.8.7. Criteria for Selection, Use, and Storytelling
 - 3.8.7.1. Criteria for Story Selection
 - 3.8.7.2. Specific Criteria according to the Age of the Children
 - 3.8.7.3. Classification According to Subject Matter
 - 3.8.7.4. Criteria for Storytelling
- 3.8.8. The Classroom Library
 - 3.8.8.1. General Functions
 - 3.8.8.2. Conditions to be Met by a Classroom Library
 - 3.8.8.3. Role of the Teacher in the Classroom Library
- 3.9. Evaluation
 - 3.9.1. Features of the evaluation
 - 3.9.2. What to Assess?
 - 3.9.3. Evaluation Guidelines
 - 3.9.4. When to Evaluate?
 - 3.9.5. Reading Comprehension Assessment
 - 3.9.6. Assessment of Reading Strategies
 - 3.9.7. Tasks that Assess the Child's Writing System
 - 3.9.8. Assessment Tools
 - 3.9.9. Other Instruments for Literacy Assessment



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

05

Methodology

This training program offers 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"

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

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Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

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

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
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.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.

At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. 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 specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

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.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



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



Study Material

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

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



Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



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 multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



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 your goals.



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.



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

This Postgraduate Diploma in Teaching Language, Reading, and Writing in Pre-School and Primary School, guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



“

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

This **Postgraduate Diploma in Teaching Language, Reading, and Writing in Pre-School and Primary School** 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 Diploma** issued by **TECH Technological University via tracked delivery***.

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

Title: **Postgraduate Diploma in Teaching Language, Reading, and Writing in Pre-School and Primary School**

Official N° of Hours: **475 hours**.



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

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



Postgraduate Diploma

Teaching Language,
Reading, and Writing
in Pre-School and
Primary School

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

Postgraduate Diploma

Teaching Language,
Reading, and Writing
in Pre-School and
Primary School