

Postgraduate Diploma
Children's Literature in
Primary Education





Postgraduate Diploma Children's Literature in Primary Education

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

Website: www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-childrens-literature-primary-education

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01

Introduction

Reading is the best way to lay the foundations of any language. For this reason, the encouragement of reading from an early age is essential for acquiring a habit that will help to manage the language with greater fluency. With this program, TECH wants to train teachers to instill in their students the habit of reading literature and to know the most appropriate works for each age group.





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Get to know the most appropriate literature for Primary Education and encourage the habit of reading in your students"

The main objective of this Postgraduate Diploma in Children's Literature in Primary Education is to bring teachers of this stage in contact with the literary texts that have been created in recent times for children. In this way, the teacher will be able to guide the students towards the most recommended reading for their age.

It is important to keep in mind that reading has multiple benefits for children: it is a way to get to know the language better, increase their creativity, learn literary resources, improve their spelling and reading comprehension. All this makes it necessary for schoolchildren to develop a habit of reading from an early age, which will help them improve in their language lessons, but also in other curricular areas.

However, in order to encourage this reading habit, it is essential for teachers to have a great knowledge of literature, especially children's literature, to be able to advise children on the most appropriate ones for their age. For this reason, TECH has created this program that will allow you to acquire the most necessary skills in this field.

To this end, the order and distribution of the subjects and their topics is specially designed to allow students to decide their dedication and self-manage their time. Additionally, they will have at their disposal theoretical materials presented through enriched texts, multimedia presentations, exercises and guided practical activities, motivational videos, master classes and practical cases, where they will be able to evoke in an orderly way the knowledge and train the decision-making that demonstrates their training within the field of teaching.

This program is distinguished by the fact that it can be taken in a 100% online format, adapting to the needs and obligations of the student, in an asynchronous and completely self-manageable manner. The student will be able to choose which days, at what time and how much time to dedicate to the study of the contents of the program. Always in tune with the capabilities and skills dedicated to it.

This **Postgraduate Diploma in Children's Literature in Primary Education** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ The development of practical cases presented in simulated scenarios by experts in the field of study, where the student will evoke in an orderly manner the knowledge learned and demonstrate the acquisition of the competencies
- ♦ The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional development
- ♦ The latest developments on the educational task of the primary school teacher
- ♦ Practical exercises where the students undergo the self-assessment process to improve learning, as well as activities at different skill levels
- ♦ Special emphasis on innovative methodologies and teaching research
- ♦ 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



TECH provides you with the main educational tools to train you to develop your work in the field of teaching"

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We offer you the opportunity to broaden your knowledge of children's literature so that you will be able to use the main works of the moment as teaching material for your classes"

It includes, in its teaching staff, professionals belonging to the field of Primary Education, who bring to this training the experience of their work, in addition to recognized specialists from prestigious reference societies and universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive training experience designed to train for real-life situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the specialist will be assisted by an innovative interactive video system created by renowned and experienced experts in Mathematical Knowledge in Primary Education.

You will have access to the contents from any fixed or portable device with internet connection, even from your cell phone.

The program invites us to learn and grow, to develop as teachers, to learn about educational tools and strategies in relation to the most common needs in our classrooms.



02

Objectives

The program in Children's Literature in Elementary Education is oriented to develop in students the skills required for the exercise of their profession. For this purpose, the most complete education is offered by leading experts in the field.





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Increase your training as a primary school teacher thanks to the opportunity offered by TECH, the world's leading online university”



General Objectives

- ♦ Design, plan, deliver and assess teaching and learning processes both individually and in collaboration with other teachers and professionals of the center
- ♦ Effectively deal with language learning situations in multicultural and multilingual contexts
- ♦ Recognize the importance of rules in all educational processes
- ♦ Promote participation and respect for the rules of coexistence



Our goal is to achieve academic excellence and to help you achieve it too"





Specific Objectives

Module 1. Knowledge of Spanish Language in Primary Education

- ◆ Gain knowledge about the basic principles of language and communication sciences
- ◆ Analyze the knowledge of the language and its appropriate linguistic use in different environments, contexts and situations
- ◆ Use Spanish language competence in the field of education
- ◆ Analyze and manage the pragmatics and textual grammar of the Spanish language.
- ◆ Use ICTs to work on one's own language
- ◆ Know the linguistic, socio-linguistic and socio-cultural principles of the Spanish language.
- ◆ Integrate the procedures of the communicative and functional approaches to Spanish language for Primary Education

Module 2. Didactics of Spanish Language in Primary Education

- ◆ Know how to deal effectively with language learning situations in multicultural and multilingual contexts
- ◆ Be able to express oneself orally and in writing applying criteria of coherence and discursive cohesion, as well as mastering the use of different techniques of expression in the mother tongue
- ◆ Be able to elaborate and maintain coherent and reasoned arguments on educational and professional topics according to the acquired communicative and linguistic competence
- ◆ Assume that the exercise of the teaching function in the linguistic field must be perfected and adapted to scientific, pedagogical and social changes
- ◆ Be able to develop an autonomous learning process that integrates the use of ICT in the teaching/learning process
- ◆ Be able to program activities and select materials for the teaching and learning of the mother tongue

- ◆ Become receptive and critical with respect to the knowledge of the peculiarities of the target language
- ◆ Be able to understand texts or any written document that deals with topics related to the students' living environment or related to their specialty, as well as to incorporate different media (press, TV, etc.) into teaching from a critical perspective
- ◆ Know how to apply the learning processes of Reading/Writing and its teaching
- ◆ Be able to make appropriate use of the necessary resources to encourage reading and writing in the mother tongue

Module 3. Didactics of Children's Literature and Reading Encouragement

- ◆ Gain knowledge about the principles, theories and techniques concerning literary education and the promotion of reading
- ◆ Know the ways of applying the principles and theories to practical situations and different social and educational contexts
- ◆ Develop planning, improvisation and experimentation skills in youth literature
- ◆ Develop an enthusiastic attitude towards books for children and young people, as well as towards literary education
- ◆ Enable students to stimulate the desire to read as a form of knowledge
- ◆ Distinguish and know good books of children's and young adult literature
- ◆ Prepare to select, prepare or adapt didactic materials of all kinds
- ◆ Gain knowledge about the most important bibliographic, electronic and documentary sources for personal and professional training

03

Structure and Content

The structure of the contents has been designed by top level professionals within the educational panorama, with a wide trajectory and recognized prestige in the profession, endorsed by their experience, and with a wide command of the new technologies applied to teaching.





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*The best content to
create the best teachers”*

Module 1. Knowledge of Spanish Language in Primary Education

- 1.1. Communication and Language
 - 1.1.1. The Communicative Process
 - 1.1.2. Language Within Language
 - 1.1.3. Verbal and Non-Verbal Language
 - 1.1.4. The Importance of Writing
- 1.2. Spelling
 - 1.2.1. Alphabet
 - 1.2.2. Accentuation
 - 1.2.3. Punctuation Marks
- 1.3. Types of Words
 - 1.3.1. The Noun
 - 1.3.2. The Qualifying Adjective
 - 1.3.3. The Determinative Adjective
 - 1.3.4. The Pronoun
 - 1.3.5. Adverbs
 - 1.3.6. Prepositions
 - 1.3.7. Conjunctions
 - 1.3.8. Interjections
- 1.4. The Verb
 - 1.4.1. Definition of Verb
 - 1.4.2. Verb Morphology
 - 1.4.3. Types of Verbs
 - 1.4.4. The Mode and its Times
 - 1.4.5. Non-Personal Forms
 - 1.4.6. Verbal Periphrases
 - 1.4.7. Verb Irregularities
- 1.5. Simple Sentence
 - 1.5.1. What is a Simple Sentence?
 - 1.5.2. Elements of the Simple Sentence
 - 1.5.3. Types of Complements
 - 1.5.4. Sentence Classification
 - 1.5.5. Morphosyntactic Analysis: Examples





- 1.6. Complex Sentence
 - 1.6.1. What is a Complex Sentence?
 - 1.6.2. Classification of the Complex Sentence
 - 1.6.3. Coordinated Sentences: Examples
 - 1.6.4. Subordinate Sentences: Examples
 - 1.6.5. Juxtaposed Sentences: Examples
- 1.7. Textual Modalities (Discursive Typology)
 - 1.7.1. Description
 - 1.7.2. Narration
 - 1.7.3. Exhibition
 - 1.7.4. Argumentation
- 1.8. Text Typology
 - 1.8.1. Journalistic Language
 - 1.8.2. Scientific and Technical Language
 - 1.8.3. Humanistic Language
 - 1.8.4. Legal-Administrative Language
 - 1.8.5. General Guidelines
- 1.9. Literary Language
 - 1.9.1. Literary Language and its Nature
 - 1.9.2. The Characteristics of Literary Language
 - 1.9.3. Literary Language and its Resources
 - 1.9.4. Genres that Benefit from Literary Language
- 1.10. Work Techniques
 - 1.10.1. The Scheme
 - 1.10.2. Summary
 - 1.10.3. Conceptual Maps
 - 1.10.4. Submission of a Paper

Module 2. Didactics of Spanish Language in Primary Education

- 2.1. Language Teaching in Today's Society
 - 2.1.1. Historical Introduction
 - 2.1.2. Current Affairs in the Area of Language and Literature in Primary Education
 - 2.1.3. The Curriculum of the Area
 - 2.1.4. Bibliographic References to be Taken into Account
- 2.2. The Language Teacher
 - 2.2.1. Attitude as a Fundamental Issue
 - 2.2.2. Basic Principles of the Teacher
 - 2.2.3. Avoidance of the Ills Associated with the Area
 - 2.2.4. Search for New Educational Challenges for Teachers
- 2.3. Reading and Writing in Primary Education
 - 2.3.1. What is Reading?
 - 2.3.2. What is Writing?
 - 2.3.3. Do Both Concepts Make Up Literacy?
- 2.4. Listening Comprehension
 - 2.4.1. What is Listening Comprehension? Shall We Listen?
 - 2.4.2. Search for the Meaning of Listening Comprehension
 - 2.4.3. A Different Communicative Approach
 - 2.4.4. The Didactic Challenges Facing Listening Comprehension
 - 2.4.5. The Resurgence of the Teacher and Classroom Interaction
- 2.5. Reading Comprehension
 - 2.5.1. What is Reading Comprehension?
 - 2.5.2. Cognitive, Linguistic and Emotional Processes Associated with Reading Comprehension
 - 2.5.3. Material Resources to Work in the Classroom
 - 2.5.4. Reading Comprehension Assessment
- 2.6. Oral Expression
 - 2.6.1. What is Oral Expression?
 - 2.6.2. Does it Influence the Communication Environment?
 - 2.6.3. Verbal Interaction in the Classroom
 - 2.6.4. Applications for the New Teacher
- 2.7. Written Expression
 - 2.7.1. What is Written Expression? Are There Any Myths About Writing?
 - 2.7.2. What are the Students' Problems?
 - 2.7.3. Writing Has a Process
 - 2.7.4. Types of Texts
 - 2.7.5. Aspects to Take Into Account
- 2.8. Teaching the Lexicon
 - 2.8.1. Historical Context
 - 2.8.2. Classification and Lexical Learning Processes
 - 2.8.3. Proposals, Methodology and Assessment for Current Lexicon Education
 - 2.8.4. The Dictionary, Our Friend
 - 2.8.5. A Useful Dictionary
 - 2.8.6. Bibliographical References
- 2.9. Teaching Spelling Without Getting It Wrong
 - 2.9.1. Spelling as a Tradition
 - 2.9.2. Teaching Spelling According to Learning Stage
 - 2.9.3. Methodology, Activities and Materials
 - 2.9.4. Make a Mistake and Rectify It
 - 2.9.5. Assessment
 - 2.9.6. Bibliographical References
- 2.10. Teaching Grammar in Primary Education
 - 2.10.1. Historicity of Grammar
 - 2.10.2. How to Teach Grammar in the 21st Century?
 - 2.10.3. How to Teach Grammar in Primary Classrooms?
 - 2.10.4. Grammar and Students

Module 3. Didactics of Children's Literature and Reading Encouragement

- 3.1. Children's or Juvenile Literature
 - 3.1.1. Origin and Aspects Covered by the Term
 - 3.1.2. Literature is Not the Same as a Book
 - 3.1.3. Literature as a Tool in the Classroom
 - 3.1.4. Functions and Characteristics of Children's and Juvenile Literature
 - 3.1.5. Children's Books
- 3.2. Children's and Juvenile Literature: Utility, Genres and History
 - 3.2.1. History of Children's and Juvenile Literature
 - 3.2.2. Main Literary Genres
 - 3.2.3. Uses of Literature in the Classroom
- 3.3. Fundamental Differences between Canon, Classics and Children's Milestones
 - 3.3.1. Conceptual Differentiation between Canon, Classic and Children's Milestone
 - 3.3.2. Fundamental Classics in Children's and Juvenile Literature
 - 3.3.3. Small Adaptations for Children
- 3.4. The World of Fantasy
 - 3.4.1. Cognitive Developmental Stages for Primary Education Children
 - 3.4.2. Recommended Reading for Primary Education Children
 - 3.4.3. Fantasy in Children and Juvenile Age
- 3.5. Creativity
 - 3.5.1. What is Literary Creativity?
 - 3.5.2. Creativity as a Teaching Resource
 - 3.5.3. Narrative, Poetic and Theatrical Creativity
- 3.6. One Good Read is Worth Two
 - 3.6.1. How to Select a Good Read for Children?
 - 3.6.2. How to Assess a Reading once We Finish the Book?
 - 3.6.3. Preference for a Literary Genre
- 3.7. The importance of Illustrations in Children's and Juvenile Literature
 - 3.7.1. History of Illustration
 - 3.7.2. The Importance of Illustrations in Children's and Juvenile Books
 - 3.7.3. Comic Book
 - 3.7.4. The Utility of Comics in the Classroom
- 3.8. Libraries, Always a Good Option
 - 3.8.1. School Library
 - 3.8.2. Classroom Library
 - 3.8.3. Funds in a Classroom Library, Where Do they Come From?
 - 3.8.4. Redistribution and Organization of Classroom Library Holdings
- 3.9. Encourage Reading
 - 3.9.1. Encouraging Reading is Always a Good Idea
 - 3.9.2. Balancing School, Family and Library. Everything is Related
 - 3.9.3. Encourage Reading Activities in the Classroom.
 - 3.9.4. Using ICT in Children's and Juvenile Literature
- 3.10. Existence of Needs
 - 3.10.1. The Need for a Didactics of Literature in Primary Education
 - 3.10.2. Justification of this Educational Need
 - 3.10.3. Relationship Between Children's and Juvenile Literature with Other Areas



This program is the key to advancing your professional career, don't let this opportunity pass you by"

04

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.





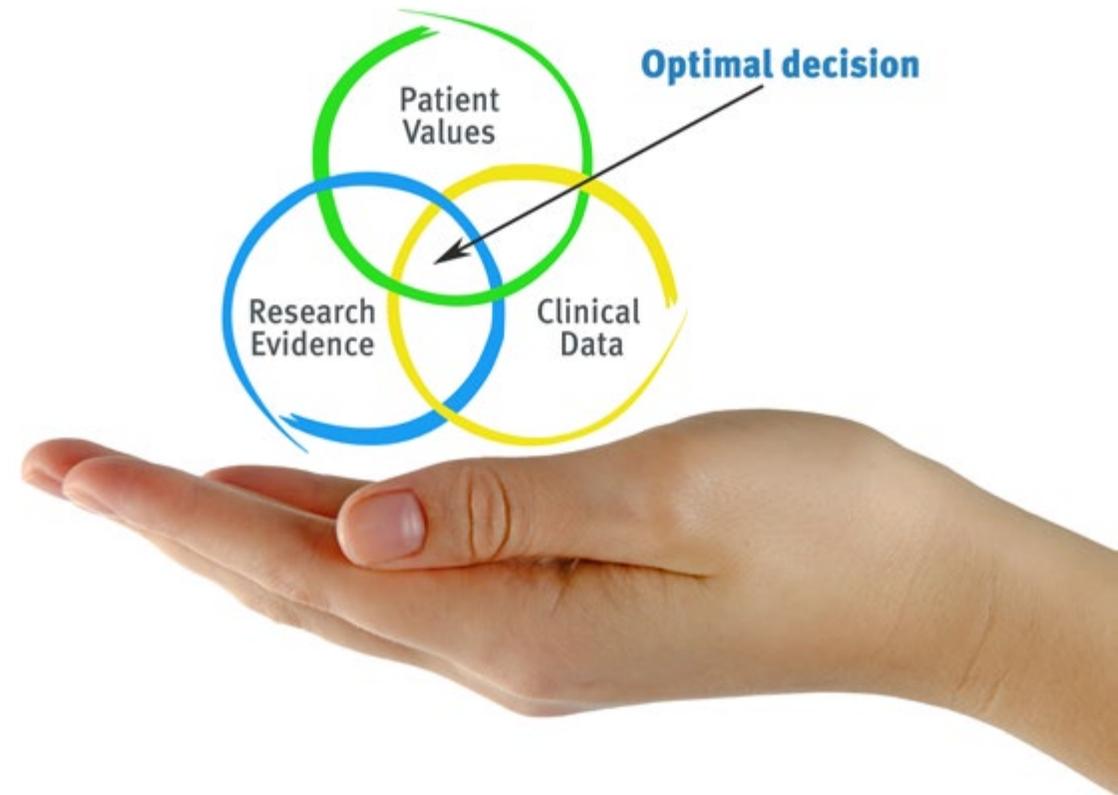
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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization”

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

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.



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



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, students can watch them as many times as they want.



Interactive Summaries

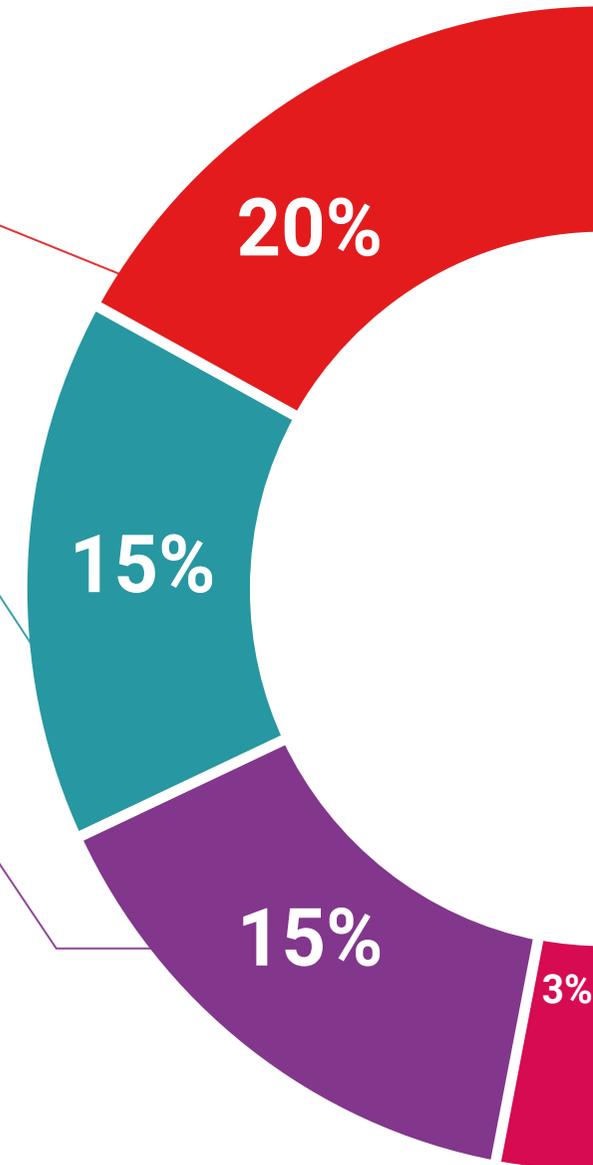
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

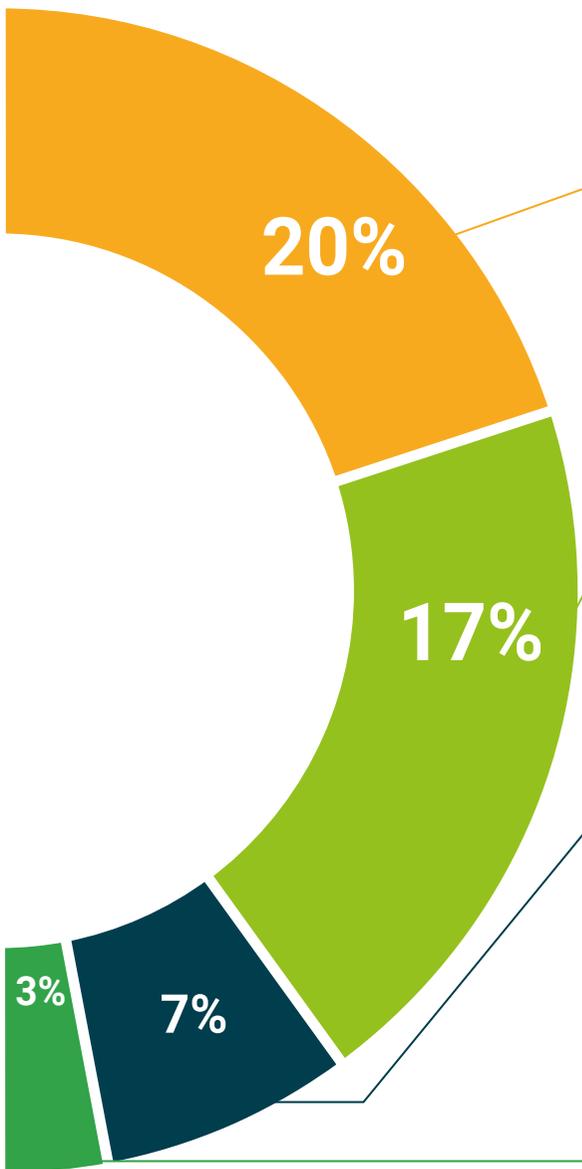
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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 their 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.



05

Certificate

The Postgraduate Diploma in Children's Literature in Primary Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.





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

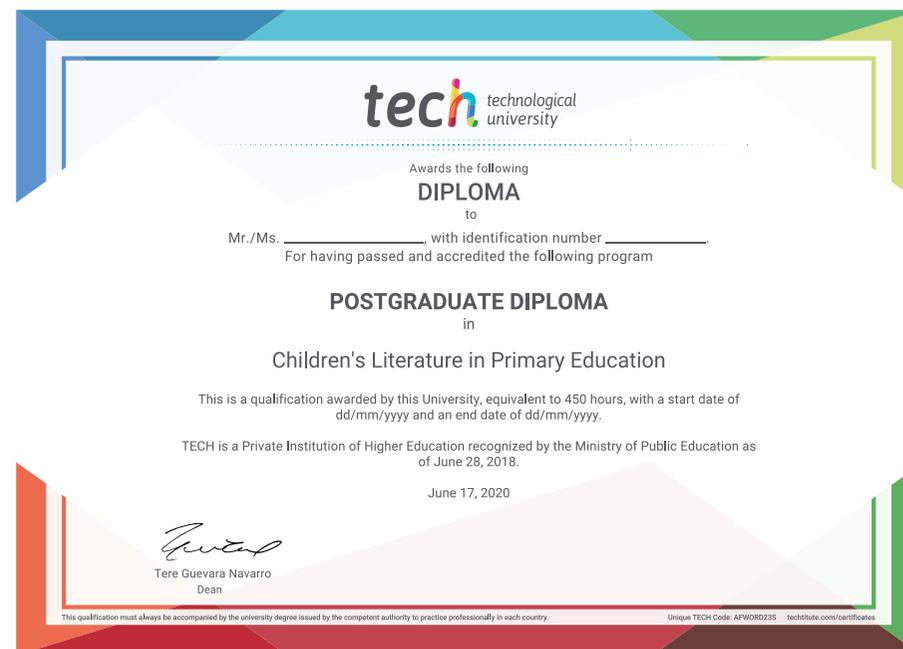
This **Postgraduate Diploma in Children's Literature in Primary Education** contains the most complete and up-to-date educational program on the market.

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 Children's Literature in Primary Education**

Official N° of Hours: **450 h.**



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

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



Postgraduate Diploma
Children's Literature
in Primary Education

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

Postgraduate Diploma
Children's Literature in
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