

Postgraduate Diploma Teaching the Liberal State in Spanish History





Postgraduate Diploma Teaching the Liberal State in Spanish History

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

Website: www.techtute.com/us/humanities/postgraduate-diploma/postgraduate-diploma-teaching-liberal-state-spanish-history

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01

Introduction

Conveying a passion for history to students is no easy task. Yet those who manage to acquire the skills necessary to spark curiosity about the past—whether national or global—often become the most memorable educators in a student's academic life. If your aspiration is to leave a lasting impact on your students and inspire genuine interest in the subjects you are passionate about, don't miss the opportunity to pursue this Postgraduate Diploma, where you will find the essential tools to teach the period of the Liberal State in Spain in an engaging and pedagogically sound manner.

Let yourself be inspired by the teaching of the Liberal State in Spanish history, and learn how to share your knowledge with students in a didactic and effective way.



“

Engaging students and fostering their interest in history is a fundamental mission for educators in this field. Acquire the skills you need and excel in your profession”

History teachers are professionals who must not only master extensive historical knowledge but also convey their interest, curiosity, and passion for the study of the past. Too often, history becomes a subject perceived as difficult—something to be memorized rather than understood. However, having teachers who are passionate and up-to-date with the latest pedagogical tools can make a significant difference in whether a student comes to appreciate or resist the subject.

The Liberal State represents one of the most compelling chapters in Spanish history. However, to engage students with this period, educators must be equipped to inspire curiosity and facilitate understanding. This Postgraduate Diploma offers a comprehensive overview of the origins of historical science education, current teaching methodologies, and theoretical and critical perspectives on history instruction. Yet, the most valuable contribution of this program lies in its practical orientation: it introduces a wide range of innovative and diverse methodologies and resources to address historical content—especially those topics students often perceive as abstract or difficult.

Through this training, future educators will explore numerous case studies and resources necessary for effectively teaching the history of Spain. The program places special emphasis on innovation and classroom applicability, aiming to enhance the teaching-learning process in tangible ways. Moreover, thanks to its fully online format, this program allows for seamless integration with your daily professional and personal obligations, making it accessible and adaptable to your schedule.

This **Postgraduate Diploma in Teaching the Liberal State in Spanish History** contains the most complete and up-to-date scientific program on the market. The most important features of the program include:

- ♦ The development of a wide range of practical case studies presented by experts in the teaching of the Liberal State in the History of Spain
- ♦ 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 didactic innovations in the teaching of the Liberal State in the History of Spain
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- ♦ A special emphasis on evidence-based methodologies in the teaching of the Liberal State in the History of Spain
- ♦ 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



Teaching history requires qualified professionals with the skills and passion to inspire students to engage deeply with the past”

“

If you aspire to become the best History teacher, don't hesitate to train with us and gain the knowledge you need to teach this topic in a dynamic and engaging way”

This program includes a distinguished teaching team composed of professionals from the field of history, who contribute their practical experience, along with renowned specialists from leading academic societies and prestigious 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 program designed to learn in real 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. To this end, the professional will benefit from an innovative interactive video system developed by renowned experts in the field of Teaching the Liberal State in the History of Spain, all of whom possess extensive teaching experience.

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

We offer you the most effective teaching methodology, including an interactive video system that will enable you to train with full confidence.



02 Objectives

The primary goal of this Postgraduate Diploma is to enhance the professional development of educators through the acquisition of the most up-to-date knowledge in this field. This program will allow you to develop the necessary skills for teaching the History of Spain and to adopt the most innovative methodologies for educational practice.





“

Our objective is to help you excel in your profession. With us, you will see real progress in your daily teaching practice”



General Objectives

- ♦ Promote the student's introduction to the academic and teaching environment
- ♦ Identify the key topics of Spanish History
- ♦ Encourage continuous adaptation to new classroom realities and activate student motivation
- ♦ Make the most of contemporary resources
- ♦ Engage students in learning through unconventional approaches
- ♦ Encourage students not to be passive recipients of content, but rather active processors of information drawn from diverse sources
- ♦ Support a procedural diversification of History lessons
- ♦ Use the textbook as one source of information—but not the only or main one
- ♦ Foster motivation toward learning
- ♦ Promote meaningful and cross-disciplinary learning
- ♦ Establish general models or conclusions from the analysis of various specific events or situations



We offer you a tailor-made training program. With the best methodology and practical case studies to help you better understand the content”





Specific Objectives

- ♦ Gain in-depth knowledge of the process of building the Liberal State
- ♦ Explore the dismantling of the Ancien Régime and the legal-political changes that emerged during that period
- ♦ Understand how the political system functioned in that era
- ♦ Delve into the study of the Isabeline period
- ♦ Study the crisis of Moderatism and the Democratic Six-Year Period (Sexenio Democrático)
- ♦ Examine the process of consolidation of the Liberal State
- ♦ Investigate the crisis of the political system
- ♦ Understand the Crisis of 1898
- ♦ Learn about the origins of the Workers' Movement
- ♦ Explore the historical particularities of Spain: Catalanism, Basque nationalism (Vasquismo), and Galicianism
- ♦ Analyze the crisis of the Liberal State
- ♦ Study two key periods of political evolution (1902–1912 and 1917–1923)
- ♦ Examine the crisis of the parliamentary system
- ♦ Explore the reign of Alfonso XIII
- ♦ Understand the Moroccan question (El problema de Marruecos)
- ♦ Study the origins of the dictatorship of Primo de Rivera

03

Course Management

The leading specialists in Spanish History have come together to design this Expert Certificate, with the aim of providing students with a transdisciplinary education that fosters the transfer of learning across different fields.



“

Train under top experts in Spanish History, who have joined forces to share their knowledge with you through this academic program”

Management



Mr. Maciá Pérez, Francisco Javier

- ♦ Bachelor's Degree in Art History
- ♦ Master's Degree in Cultural Services Management
- ♦ Diploma in Cultural Heritage Management
- ♦ Currently serves as a Secondary Education Teacher for the Generalitat Valenciana
- ♦ Has held positions as Artistic Management Director for international companies and as Coordinator of the Department of Culture, Tourism, and Historical Heritage at the Hon. City Council of Orihuela (Alicante), overseeing the management and coordination of museum and monument staff, as well as organizing cultural and tourist activities
- ♦ Recipient of a research grant from the Juan Gil-Albert Institute of Culture in 2001

Professors

Mr. Balboa Zaragoza, Eladio

- ♦ Bachelor's Degree in Geography and History
- ♦ Holder of the Pedagogical Aptitude Certificate for Teaching in Secondary Education
- ♦ Has worked as a Secondary and High School Teacher for the Generalitat Valenciana
- ♦ Currently an Associate Professor in the Bachelor's Degree in Audiovisual Communication and in the Bachelor's Degree in Political Science and Public Administration at Miguel Hernández University of Elche (Alicante)
- ♦ Has delivered numerous courses focused on the use of film and other audiovisual media for teaching professionals



04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers, universities, and companies, aware of the relevance of current specialization in order to intervene in the training and support of students, and committed to quality teaching through new educational technologies.



“

We offer the best academic program. We strive for academic excellence—and for you to achieve it as well”

Module 1. The Process of Building the Liberal State

- 1.1. Theoretical Aspects
 - 1.1.1. General Characteristics of the Liberal State
 - 1.1.2. The Triumph of Political Liberalism. The Collapse of the Ancien Régime.
 - 1.1.3. Distinctions Among Liberals
 - 1.1.4. Economic and Social Reforms in the Liberal State
- 1.2. The Dismantling of the Ancien Régime. Legal and Political Changes
 - 1.2.1. The Dynastic Dispute and Political Options
 - 1.2.2. The Carlist War or Civil War
 - 1.2.3. The Regency of María Cristina
 - 1.2.4. The Regency of Espartero (1840–1843)
 - 1.2.5. The Ministerial Regency
- 1.3. Functioning of the Political System
 - 1.3.1. Political Aspects
 - 1.3.2. Formation of a Public Administration in Spain
 - 1.3.3. Consultative and Deliberative Administration
 - 1.3.4. Royal Council of Spain and the Indies (1834) and the Council of Government
 - 1.3.5. Royal Council of 1845
 - 1.3.6. Council of State of 1860
- 1.4. The Isabelline Period
 - 1.4.1. Period 1843–44. Transition Between Progressives and Moderates. Moderate Measures: Municipal Law of 1845 and the Civil Guard
 - 1.4.2. Period 1844–54: The Moderate Decade
 - 1.4.3. The Progressive Biennium, 1854–56
 - 1.4.4. Narváez and the Moderate Alternative, 1856–57
 - 1.4.5. The Liberal Union, 1854–63
- 1.5. Crisis of Moderatism. 1863–1868.
 - 1.5.1. The Revolution of 1868. La gloriosa
 - 1.5.2. Provincial Administration of the State in Liberal Spain

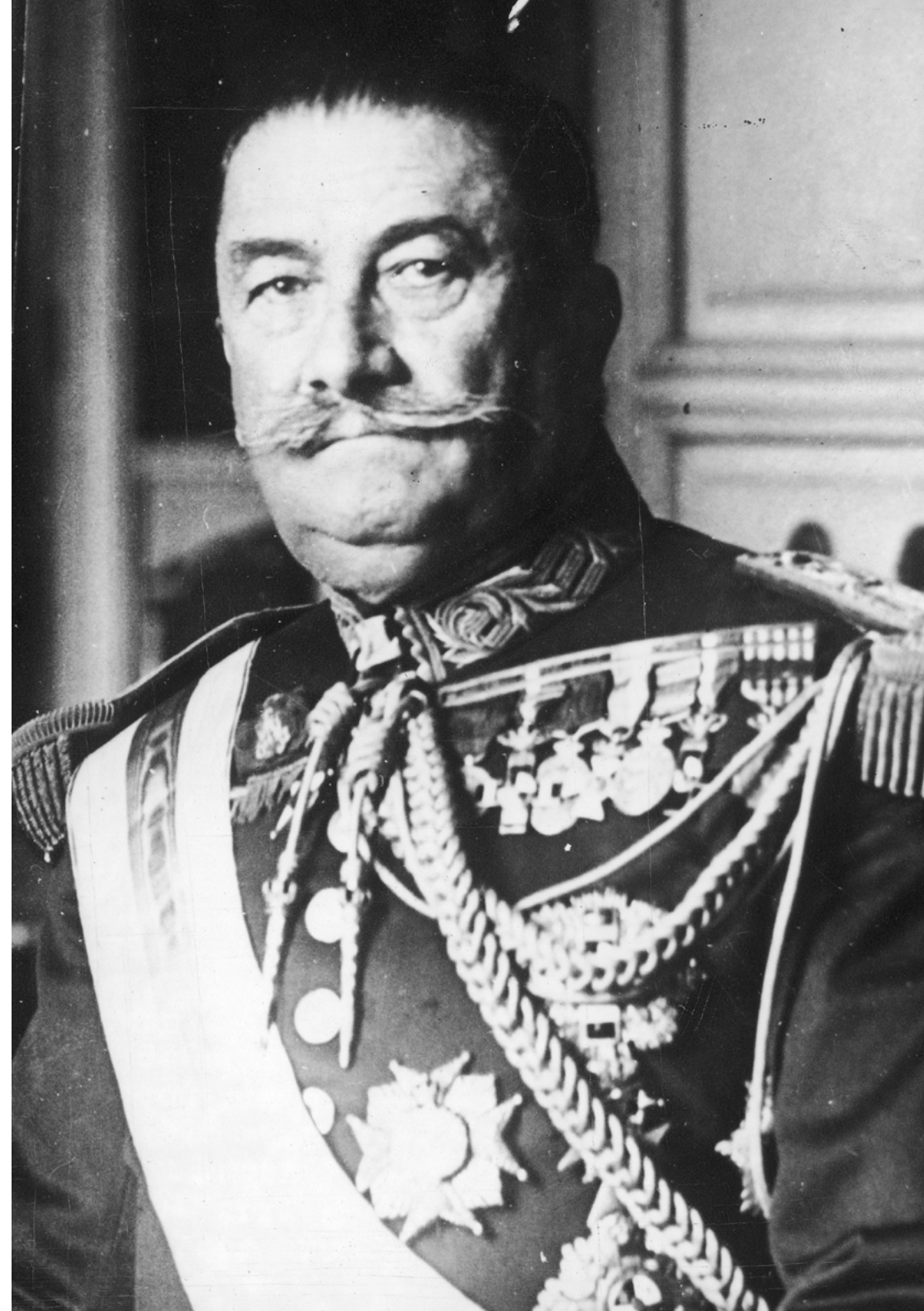


- 1.6. The Democratic Six-Year Period
 - 1.6.1. The Supreme Revolutionary Junta and the Provisional Government of General Serrano
 - 1.6.2. The Regency of Serrano
 - 1.6.3. The Reign of Amadeo I
 - 1.6.4. The First Republic (1873 – January 1874)
- 1.7. Methodological Applications
 - 1.7.1. Ways of Working Within the Discipline. History Through Narrative and Analysis. The Problem of Historical Time and How to Approach It.
 - 1.7.2. The Classroom Blog: An Experience That Integrates Key Competencies
 - 1.7.3. Education
- 1.8. Commentary on Primary Sources
 - 1.8.1. Work with Primary Sources
 - 1.8.2. Documents
- 1.9. Commentary on Secondary Sources
 - 1.9.1. Documents
 - 1.9.2. The Construction of the Liberal State

Module 2. The Consolidation of the Liberal State

- 2.1. Theoretical Aspects
 - 2.1.1. An Overview
 - 2.1.2. Key Elements of the Period
- 2.2. Foundations, Functioning, and Crisis of the Political System. Conservatives and Liberals.
 - 2.2.1. Functioning of the Political System
 - 2.2.2. Foundations, Functioning, and Crisis of the Political System. Conservatives and Liberals. Succession and Actions of the Monarchs
- 2.3. The Crisis of 1898
 - 2.3.1. The Cuban Question
 - 2.3.2. Spain's International Situation
 - 2.3.3. The Wars: 1895-98.
 - 2.3.4. Three Profiles
 - 2.3.5. Consequences

- 2.4. Opposition During the Reign of Alfonso XII and the Regency. The Labor Movement
 - 2.4.1. The Defeat of Carlism
 - 2.4.2. Republicanism
 - 2.4.3. Socialism
 - 2.4.4. Anarchism
 - 2.4.5. Reformist Syndicalism
 - 2.4.6. State Social Policy
- 2.5. Catalanism
 - 2.5.1. Regionalism at the End of the 19th Century Century
 - 2.5.2. Catalanism
 - 2.5.3. The Church and Catalanism
- 2.6. Basque Nationalism (Vasquismo)
 - 2.6.1. Historical Origins
 - 2.6.2. General Characteristics of 19th Century-Century Basque Nationalism
 - 2.6.3. The True Protagonist: Sabino Arana
 - 2.6.4. Early Successors of the Aranist Movement
 - 2.6.5. A Brief Note on Literature
- 2.7. Galicianism
 - 2.7.1. General Aspects
 - 2.7.2. Irmandades da Fala
 - 2.7.3. Two Key Figures.
 - 2.7.4. Rexurdimento
- 2.8. Methodological Applications
 - 2.8.1. Simulation Through Cinema
 - 2.8.2. Work Proposal



- 2.9. Associated Competencies
 - 2.9.1. Social Sciences in General, and the Discipline of History in Particular, Within the Framework of Key Competencies
 - 2.9.2. Disciplinary Approaches in the Context of Competency-Based Assessment: History Through Narrative and Analysis
 - 2.9.3. Specific Challenges in Social Sciences in Secondary Education: Temporality
 - 2.9.4. Qualitative Assessment of the Temporal Dimension: Argumentation and Linguistic Communication Competence
 - 2.9.5. Teacher and Student Materials. Possibilities
- 2.10. Commentary on Primary and Secondary Sources.
 - 2.10.1. Documents

Module 3. The Crisis of the Liberal State

- 3.1. 1902-1912. Political Developments
 - 3.1.1. Regenerationism. Political Parties Between 1902 and 1912
 - 3.1.2. The Religious Question
 - 3.1.3. The Law of Jurisdictions (February 1906)
 - 3.1.4. Maura's "Long Government": 1907-1909. La Semana Trágica (The Tragic Week)
 - 3.1.5. The Liberal Governments (1909–1912): Moret and Canalejas
- 3.2. The Crisis of the Parliamentary System. 1913-1917.
 - 3.2.1. Party Divisions and the Crisis of the Turno System
 - 3.2.2. Territorial Organization of the State
 - 3.2.3. The Influence of World War I (1914–1918)
 - 3.2.4. The Military Question and the Juntas de Defensa
 - 3.2.5. The Assembly of Parliamentarians
 - 3.2.6. The Attempt to Democratize the Regime
 - 3.2.7. The General Strike
- 3.3. Political Developments 1917-1923.
 - 3.3.1. Political Developments
 - 3.3.2. Economy and Society
 - 3.3.3. Art and Culture in the First Third of the 20th Century

- 3.4. Anti-System Forces. During the Reign of Alfonso XIII.
 - 3.4.1. Republicanism and the Labor Movement. Socialists and Anarchists
 - 3.4.2. Regionalism
- 3.5. The Moroccan Question
 - 3.5.1. The Road to War
 - 3.5.2. The War in Morocco
 - 3.5.3. A Defining Event: Annual
 - 3.5.4. Consequences
- 3.6. The Dictatorships
 - 3.6.1. Origins and Actions of the Dictatorship of Primo de Rivera
 - 3.6.2. Opposition to the Regime
 - 3.6.3. The Berenguer and Aznar Phase: La Dictablanda
- 3.7. Methodological Applications
 - 3.7.1. Methodological Proposals
 - 3.7.2. Simulation Through Cinema
- 3.8. Commentary on Primary Sources
 - 3.8.1. Source-Based Work
 - 3.8.2. Documents
- 3.9. Secondary Source Commentaries
 - 3.9.1. Secondary Source Commentaries
 - 3.9.2. Documents



A unique, essential, and decisive learning experience to enhance 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.

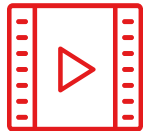
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

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

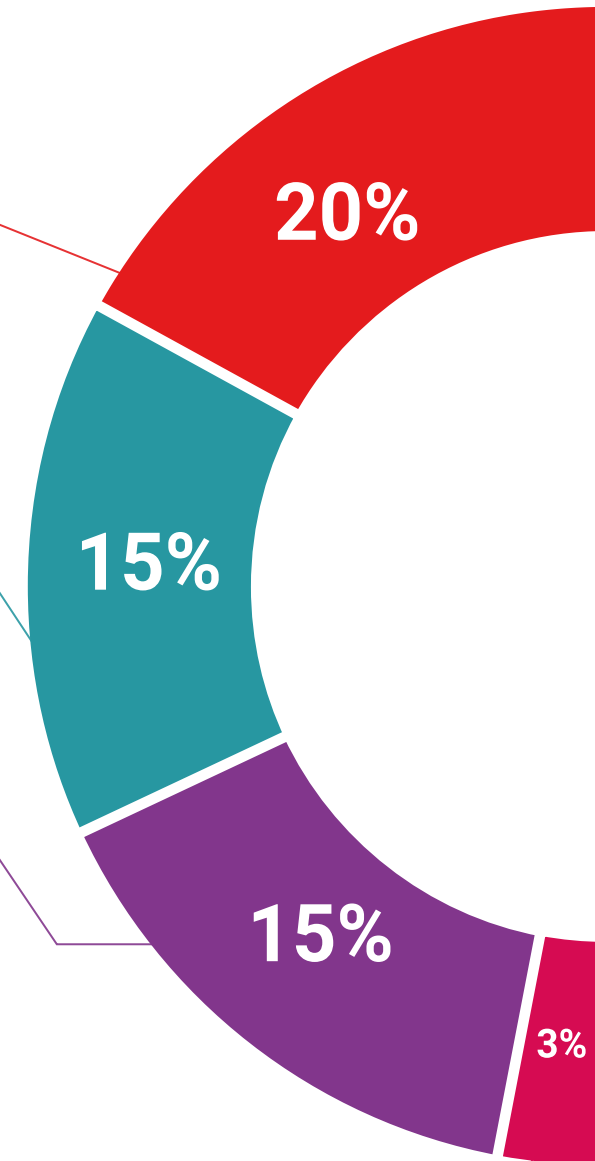
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

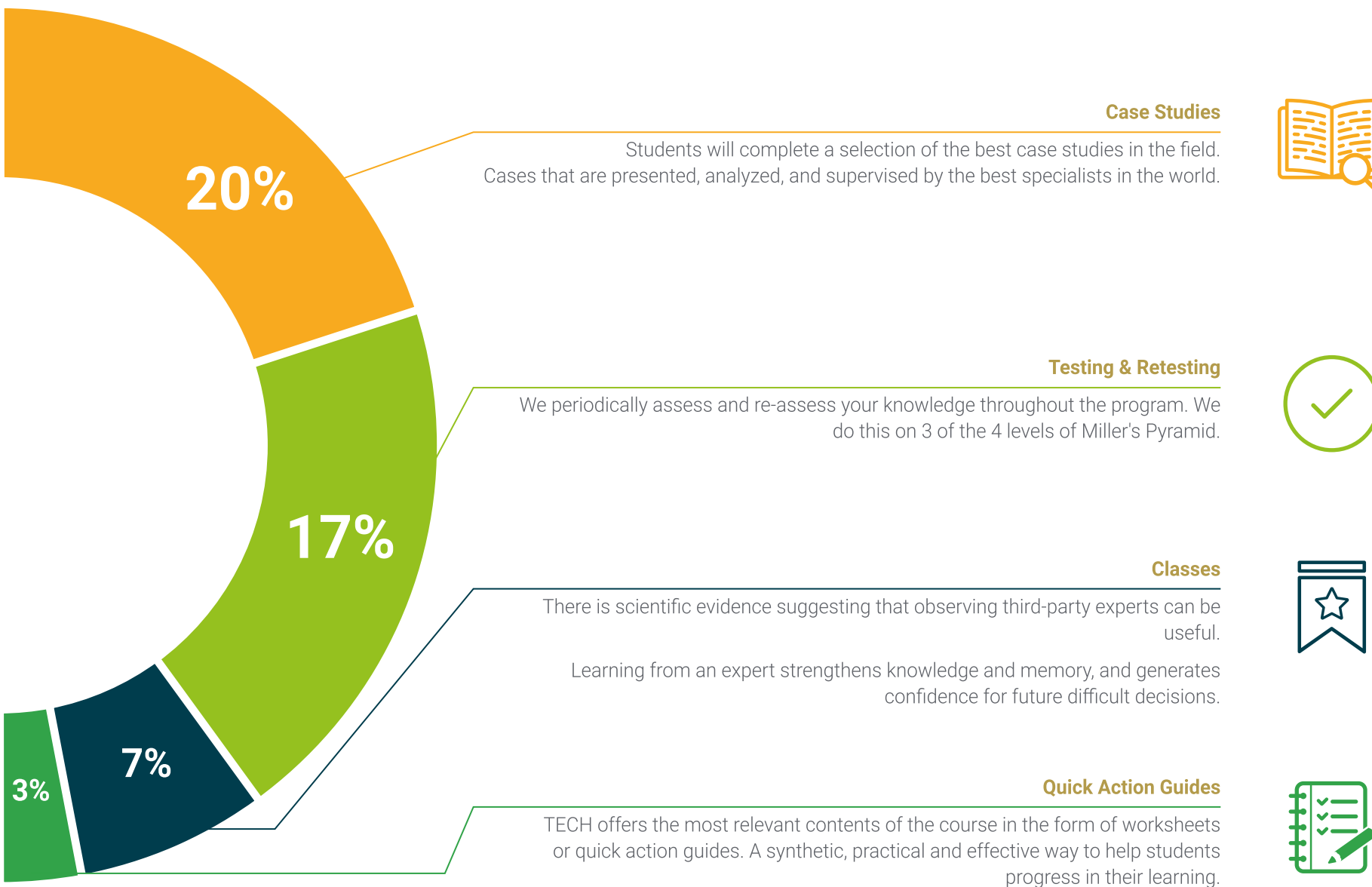
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





06 Certificate

The Postgraduate Diploma in Teaching the Liberal State in Spanish History guarantees students, in addition to the most rigorous and up-to-date education, access to a 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 **Postgraduate Diploma in Teaching the Liberal State in Spanish History** 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.

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Accreditation: **18 ECTS**



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



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