

Postgraduate Diploma Didactics of Spanish History





Postgraduate Diploma Didactics of 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/geography-history/postgraduate-diploma/postgraduate-diploma-didactics-spanish-history

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Course Management

p. 12

04

Structure and Content

p. 16

05

Study Methodology

p. 22

06

Certificate

p. 32

01

Introduction

If you are passionate about the history of Spain and want to effectively convey your knowledge to your students, immerse yourself in the study of this comprehensive Postgraduate Diploma in Didactics of Spanish History, where you will find the main teaching methodology to help you acquire the specific competencies in this field.





“

If you are passionate about teaching, don't hesitate any longer and train with our Postgraduate Diploma, where you will find the most comprehensive information on teaching methodologies”

Acquiring the necessary skills to teach Spanish history is essential to pass on to young people the passion for studying the events that occurred in the past. For this reason, at TECH, we have designed this Postgraduate Diploma in Didactics of Spanish History to give a boost to your profession.

As such, this Postgraduate Diploma offers an insight into the origins of historical science teaching methods, current methods, theory, and educational criticism. However, this is not the most important aspect of the project we propose. We offer a range of different and varied methodologies and resources to tackle content that, in many cases, students find dry and unengaging.

Starting with theoretical content in each module, we move on to practical work elements where various pedagogical tools such as cinema in the classroom, advertisements, radio, novels, and comics coexist, allowing students to acquire knowledge and skills through elements they are accustomed to in their daily lives, in a natural and attractive way.

A multitude of resources will be provided, many of them based on selected film scenes, serving as an effective and real element, as well as texts and illustrations, acting as reflective tools, integral parts of practices or tasks, and contrasts designed to spark curiosity about the subject matter.

This Postgraduate Diploma offers numerous studies that the History teacher of Spain will need to carry out their work, focusing on innovation and using practical elements that will enhance classroom work. We aim for the professional success of those who take this Postgraduate Diploma, which will contribute to the improvement of the educational system and, consequently, of society itself.

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

- ♦ The development of dozens of practical cases presented by experts in Spanish history
- ♦ 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 the Didactics of Spanish History
- ♦ Practical exercises where the self-evaluation 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
- ♦ Special emphasis on evidence-based methodologies in the Didactics of Spanish History
- ♦ 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



We offer you the opportunity to train with numerous practical cases that will help you specialize in the Didactics of Spanish History"

“

We offer you the opportunity to train with numerous practical cases that will help you better understand this part of Spain's history”

The teaching staff includes professionals from the field of Spanish history, who bring their work experience into this training, as well as renowned specialists from leading institutions worldwide.

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 achieve this, the teacher will have the support of an innovative interactive video system created by renowned experts in the Didactics of Spanish History, with extensive experience.

Do not hesitate to study with us and acquire the necessary knowledge to teach Spanish History in a dynamic and engaging way.

You can organize your study sessions at your own pace, at the time you choose, and from any device with internet access.



02 Objectives

The main objective of the Postgraduate Diploma is the improvement of teachers through the acquisition of the most up-to-date knowledge in this field. This training will enable you to develop the skills necessary for teaching the History of Spain and adopt the most innovative methodologies for practical teaching.





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Our goal is to help you be the best in your profession. With us, you will notice how you progress in your daily work”



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





Specific Objectives

- ♦ Explain the most notable historiographical currents
- ♦ Understand the historical concept and the different possibilities for pedagogical transmission
- ♦ Provide the scientific foundations that allow the development of students' knowledge in the study of history
- ♦ Provide the methodological foundations that support the development of students' knowledge in the study of History
- ♦ Identify and describe a variety of resources for designing diverse classroom activities
- ♦ Practice the creation of classroom tasks through heterogeneous proposals with the aim of designing original activities for teaching
- ♦ Use software tools to create your own film sequences or selected clips for pedagogical purposes
- ♦ Analyze different types of documents that serve as both historical sources and pedagogical sources
- ♦ Establish the foundation for the study of Spain's history by addressing content from earlier historical phases preceding the 19th, 20th, and 21st centuries
- ♦ Enable in-depth study of Prehistory, Ancient History, Medieval History, and Early Modern History Foundational components of today's civilization
- ♦ Use cinema as a working tool —not merely as a starting point for exploring past societies but as a key pedagogical instrument
- ♦ Design educational tasks using film, not as entertainment or simple illustration, but as a structure for developing meaningful teaching units
- ♦ Rediscover a previously overlooked historical figure—Blas de Lezo—as a key figure in Spanish History, through the medium of comic books
- ♦ Recognize that the History of Spain, over a remarkably long period, serves as a central axis for understanding the History of the World



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

03

Course Management

The leading specialists in Spanish history have come together to develop this Postgraduate Diploma, aimed at offering students a transdisciplinary education that facilitates the transfer of learning between different areas.





“

Train with the leading experts in Spanish history, who have come together to share all their knowledge with you through this training 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

Mr. Amores Bonilla, Pedro Antonio

- ♦ Bachelor's Degree in Geography and History, with specializations in Contemporary History and Modern History
- ♦ PhD Program, Culture and Social Change University of Valladolid
- ♦ Research Competence
- ♦ He has held positions as a Secondary and High School Teacher at the Generalitat Valenciana. Currently, he balances this role with that of Head of the Department of Social Sciences, Geography, and History at Victoria Kent Institute
- ♦ He has participated in numerous publications, including scientific articles and books, and has been a speaker at various conferences and specialized seminars



04

Structure and Content

The structure of the training has been designed by a team of specialists in Spanish history who have combined all their knowledge to offer you the best educational option on the market, as it includes the most up-to-date and rigorous content available on this subject.



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This Postgraduate Diploma is the best educational option you will find, as it features the most up-to-date and rigorous content on the market”

Module 1. Methodology of Spanish History

- 1.1. The Evolution of Historiography from Its Origins to the Enlightenment
 - 1.1.1. Historiography: Concept
 - 1.1.2. The Evolution of Historiography from Its Origins to the Enlightenment
- 1.2. Historical Science in the 19th Century Century
 - 1.2.1. Introduction
 - 1.2.2. The German School. Historicism
 - 1.2.3. The Crisis of Historicism and the Emergence of Social History
 - 1.2.4. The Rise of Academies and the Inclusion of History in Universities
 - 1.2.5. History and Nationalism. Historicism as a Justification for 19th-Century Nationalisms
 - 1.2.6. Historical Materialism
- 1.3. Historical Science in the 20th Century Century (Part I)
 - 1.3.1. Introduction
 - 1.3.2. Economic and Social History in Germany
 - 1.3.3. The School of Annals
 - 1.3.4. British Marxist History
 - 1.3.5. The New Economic History. Cliometrics
 - 1.3.6. The Renewal of Political History
 - 1.3.7. The New History
- 1.4. Historical Science in the 20th Century Century (Part II)
 - 1.4.1. Microhistory
 - 1.4.2. Non-Marxist Historical Social Science in the Federal Republic of Germany
 - 1.4.3. Marxism: From Historical Materialism to Critical Anthropology
 - 1.4.4. The Göttingen Group: The Transition Between Marxism and Historical Social Science
 - 1.4.5. The Break with Grand Narratives: The Linguistic Turn
 - 1.4.6. Toward the End of History?
- 1.5. Historical Time: Concept
 - 1.5.1. Historical Time (I): Concept
- 1.6. Dimensions of Historical Time
 - 1.6.1. Historical Time (II): Concept





- 1.7. Pedagogical Gradation and Proposed Action. Argumentation: The Discipline of History in the Construction of Learning
 - 1.7.1. Argumentation
- 1.8. History Through Narrative and Analysis. The Problem of Historical Time and How to Approach It
 - 1.8.1. History from an Analytical Perspective. Argumentation as the Core of the Work
 - 1.8.2. The Integrated Treatment of Language and Content, or Content and Language Integrated Learning (CLIL). Textual Sources and Their Possible Uses
 - 1.8.3. Temporality and Its Degree of Abstraction. Working Possibilities
- 1.9. Historiographical Texts (I)
 - 1.9.1. Introduction
 - 1.9.2. Topolski. Methodology of History
 - 1.9.3. George Duby. Writing History
 - 1.9.4. François Chevalier on Marc Bloch. The Passion for Learning
 - 1.9.5. Javier Adán on Max Weber. An Approach to Max Weber's Methodology
 - 1.9.6. Gordon Childe. The Formation of a Historiographical Tradition
 - 1.9.7. Epistemological and Methodological Models in the Development of History
- 1.10. Historiographical Texts (II)
 - 1.10.1. Gómez-Lobo on Thucydides
 - 1.10.2. A Blog on Ranke
 - 1.10.3. On Historical Documentaries: Caparrós Lera

Module 2. Teaching Methodology

- 2.1. Key Competencies: Concept and Application
 - 2.1.1. Origin, Concept, and Evolution of the Term
 - 2.1.2. Social Sciences in General, and the Discipline of History in Particular, Within the Framework of Key Competencies
 - 2.1.3. Disciplinary Approaches in the Context of Competency-Based Assessment:
- 2.2. Instruments for Developing Key Competencies
 - 2.2.1. The Integrated Treatment of Language and Content, or Content and Language Integrated Learning (CLIL). Textual Sources
 - 2.2.2. Specific Challenges of Social Sciences in Secondary Education: Temporality
 - 2.2.3. Qualitative Assessment of the Temporal Dimension: Argumentation and Linguistic Communication Competence
 - 2.2.4. Teacher and Student Materials. Perspectives
- 2.3. Analysis of Historical Texts as an Educational Tool
 - 2.3.1. General Aspects
 - 2.3.2. Text Commentary Guide
 - 2.3.3. Example
- 2.4. The Treatment and Use of Images as a Tool in the Teaching of the History of Spain
 - 2.4.1. The Study of Images as a Path to Historical Knowledge
 - 2.4.2. Photography
 - 2.4.3. Political/Propaganda Posters
 - 2.4.4. Other Methods for Image Analysis
- 2.5. The Use of Artwork as a Tool for Understanding History
 - 2.5.1. The Language of Painting and Analytical Frameworks
 - 2.5.2. What Works of Art Reveal About the Societies That Produced Them
 - 2.5.3. Architecture
 - 2.5.4. Sculpture
- 2.6. The Comic Book as a Distinctive Element in the Teaching of the History of Spain
 - 2.6.1. Theory of the Graphic Novel
 - 2.6.2. Potential Challenges in Using Comics in History Education
 - 2.6.3. The Importance of Memory Narratives
 - 2.6.4. Spanish Historical Comics Are Largely Focused on the Civil War



- 2.7. Cinema in the Teaching of the History of Spain
 - 2.7.1. Definition and Cinematic Language
 - 2.7.2. Objectives
 - 2.7.3. Advantages and Disadvantages of Using Film in the History Classroom
 - 2.7.4. Versatility of the Medium: Four Ways to Explore History Through Film
- 2.8. Flipped Classroom
 - 2.8.1. Specific Applications
 - 2.8.2. Conclusions

Module 3. The Roots of Contemporary Spain

- 3.1. Prehistory
 - 3.1.1. Hominization
 - 3.1.2. Paleolithic
 - 3.1.3. Mesolithic or Epipaleolithic
 - 3.1.4. Neolithic
 - 3.1.5. Metal Ages
- 3.2. Stone Age
 - 3.2.1. Ancient Hispania
 - 3.2.2. Roman Domination
- 3.3. Metal Ages
 - 3.3.1. The Muslim Invasion and the Formation of the First Christian Settlements
 - 3.3.2. Evolution of Muslim Presence on the Peninsula up to the 11th Century
 - 3.3.3. Formation of the Christian Kingdoms up to the 11th Century
 - 3.3.4. The Iberian Peninsula from the 11th to the 13th Centuries
 - 3.3.5. The 14th and 15th Centuries: The Trastámara Dynasty Crisis
- 3.4. Ancient Age
 - 3.4.1. The Union of Castile and Aragon
 - 3.4.2. Internal Organization
 - 3.4.3. The End of the Reconquista
 - 3.4.4. Religious Unity
 - 3.4.5. Foreign Policy
 - 3.4.6. Marriage Alliances
 - 3.4.7. Economic Foundations
 - 3.4.8. Social Foundations
 - 3.4.9. Cultural Aspects

- 3.5. Middle Ages
 - 3.5.1. Early Middle Ages
 - 3.5.2. High Middle Ages
 - 3.5.3. Late Middle Ages
- 3.6. Modern Age: 16th Century
 - 3.6.1. Introduction
 - 3.6.2. From Hegemony to Crisis
 - 3.6.3. The American Continent
- 3.7. 17th Century
 - 3.7.1. Administrative and Territorial Aspects
 - 3.7.2. From Hegemony to Crisis (17th Century)
 - 3.7.3. Cultural Rise of the economic Monarchy
- 3.8. 18th Century
 - 3.8.1. The War of Succession and Its Consequences
 - 3.8.2. The Nueva Planta Decrees and the New Bourbon State
 - 3.8.3. Administration of the New Bourbon State
- 3.9. Foreign Policy from Philip V to Charles IV
 - 3.9.1. Philip V
 - 3.9.2. Ferdinand VI
 - 3.9.3. Charles III
 - 3.9.4. Charles IV
 - 3.9.5. Reformist Policy
- 3.10. Financial System, Economic Thought, and Bourbon Society
 - 3.10.1. The Financial System
 - 3.10.2. Economic Thought
 - 3.10.3. Society
 - 3.10.4. The Enlightenment

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.



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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.

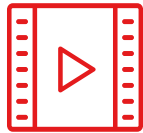
The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

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.

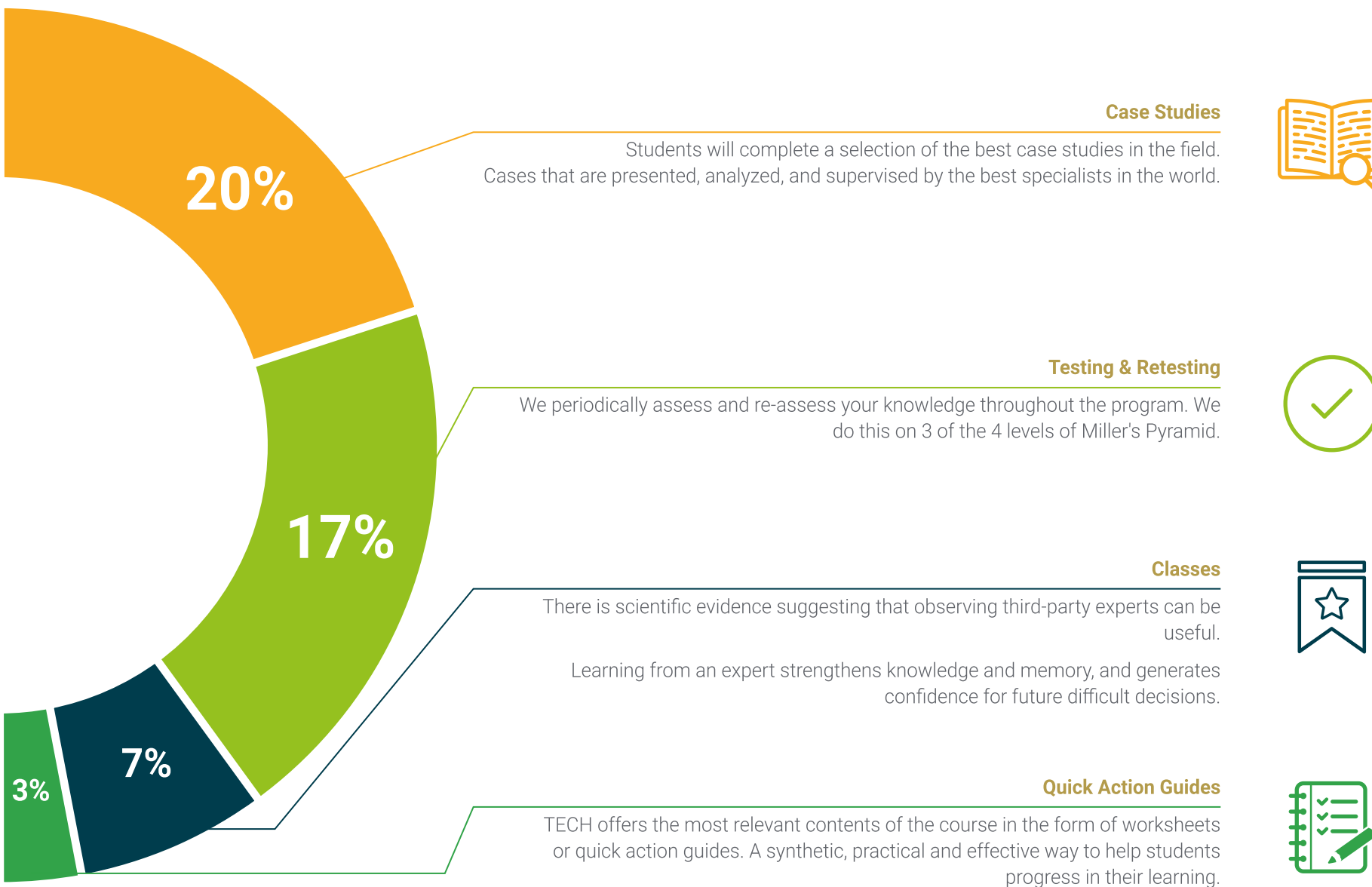
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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

This Postgraduate Diploma in Didactics of Spanish History 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.



“

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 Didactics of 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.

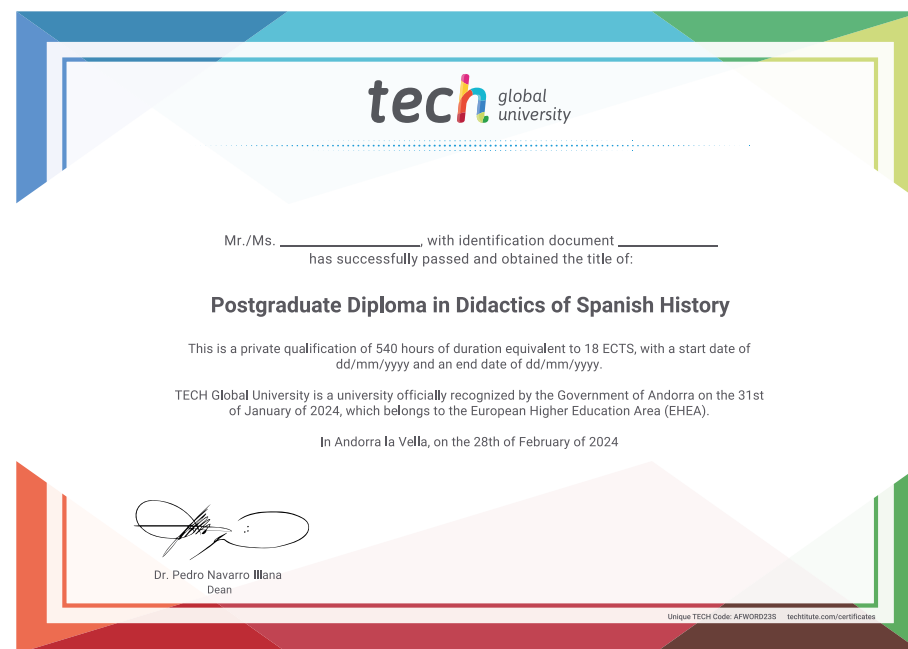
This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

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