

Postgraduate Certificate

Technology in the Bilingual Classroom



Postgraduate Certificate Technology in the Bilingual Classroom

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

Website: www.techtute.com/us/school-of-languages/postgraduate-certificate/technology-bilingual-classroom

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Course Management

p. 12

04

Structure and Content

p. 16

05

Study Methodology

p. 20

06

Certificate

p. 30

01

Introduction

The teaching staff in Pre-School and Primary School must be aware that teaching in a foreign language is not a process that solely relies on changing the language of instruction. It also involves a substantial shift in the class management model, with a specific pedagogical framework for the use of materials, and a redefinition of the evaluation model.





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This Postgraduate Certificate in Technology in the Bilingual Classroom will generate a sense of confidence in the performance of your profession, which will help you grow both personally and professionally"

Governments across Europe have set out to encourage the learning of foreign languages from the very beginning of schooling, and numerous bilingual education projects have sprung up in recent years.

In order to carry out these projects, designing an appropriate methodology for teaching foreign languages in early childhood education is of vital importance. One of the main characteristics of bilingual education should be the coordination between language and content teaching, since young children tend to learn in a holistic way.

This new reality is an enormous challenge for teachers, who find their teaching work has become more complicated.

This **Postgraduate Certificate in Technology in the Bilingual Classroom** contains the most complete and up-to-date scientific program on the market. The most important features of the course are:

- ♦ Work on over 75 cases presented by experts in bilingual early childhood education. The graphic, schematic, and practical contents of which they are composed provide scientific and practical information on the disciplines that are essential for professional practice.
- ♦ Innovations in methodology and application in bilingual early childhood education.
- ♦ It contains practical exercises where the self-evaluation process can be carried out to improve learning.
- ♦ Interactive learning system based on making decisions about the situations posed.
- ♦ All 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
through the Postgraduate
Certificate in Technology in
the Bilingual Classroom"*



This Postgraduate Certificate could be the best investment you make in selecting a professional development program for two reasons: in addition to updating your knowledge in Technology in the Bilingual Classroom, you will receive a certificate from TECH Global University"

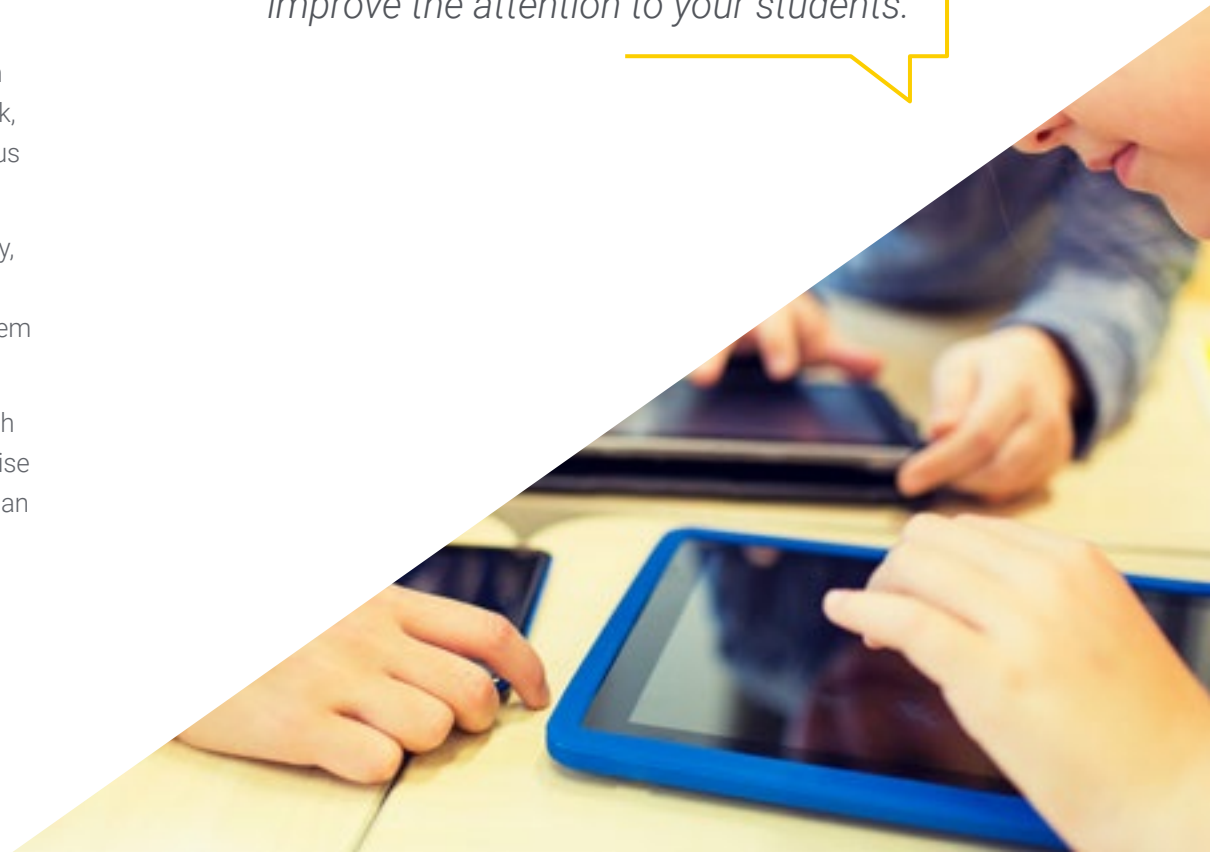
It includes in its teaching staff professionals belonging to the field of technology in the bilingual classroom, who transfer to this training the experience from their work, as well as recognized specialists belonging to societies of reference and prestigious universities.

Thanks to its multimedia content, developed with the latest educational technology, professionals will benefit from situated and contextual learning—simulated environments designed to provide immersive learning experiences that prepare them for real-life situations.

The design of this program is based on problem-based learning, by means of which the educator must try to solve the different professional practice situations that arise throughout the Postgraduate Certificate. To do so, the educator will be assisted by an innovative interactive video system developed by recognized experts in the field of technology in a bilingual classroom, with extensive teaching experience.

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

Make the most of this opportunity to learn about the latest advances in technology in a bilingual classroom and improve the attention to your students.



02 Objectives

The Postgraduate Certificate in Technology in the Bilingual Classroom is oriented to facilitate the teacher's performance in order to provide them with the necessary skills to carry out a quality bilingual education in the early childhood education environment.



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This Postgraduate Certificate is designed for you to update your knowledge of Technology in the Bilingual Classroom, with the use of the latest educational technology, to contribute with quality and security to the decision making and monitoring of these students"



General Objectives

- ♦ Provide theoretical and Internship Program in the different areas related to teaching within a bilingual model based on a CLIL methodology.
- ♦ Be familiar with the legislative framework that regulates language teaching and the teaching of subjects that can be taught in a foreign language in Kindergarten and Primary School, while applying this legislative framework when drawing up lesson plans
- ♦ Be familiar with the theoretical, methodological and practical bases of teaching English as a Foreign Language.
- ♦ Be familiar with the theoretical, methodological and practical bases of bilingual teaching and apply them to teaching different curricular subjects through the English language.
- ♦ Plan the teaching/learning process of English as a subject, as well as the process for other subjects taught through a foreign language.
- ♦ Design materials and resources for English lessons, and for subjects taught through the foreign language, using CLIL Methodology.
- ♦ Be familiar with strategies and activities to promote English learning and the use of English in the classroom, not only as a tool for communication, but also as a learning tool.
- ♦ Learn and plan strategies to develop both communicative and cognitive objectives in bilingual classrooms.
- ♦ Encourage respect for other cultures.
- ♦ Learn strategies and activities for transmitting the culture of English-speaking countries in a motivating way.
- ♦ Reflect on teaching practice and be able to introduce innovative proposals aimed at improving the teaching-learning process in bilingual environments.
- ♦ Design and plan different educational situations in a bilingual context.
- ♦ Integrate Information and Communication Technologies in the teaching-learning process in a bilingual educational context.
- ♦ Be familiar with the different resources and materials that a bilingual teacher may need.
- ♦ Know how to work in a bilingual context and to cater for diversity.
- ♦ Reflect on the importance of the entire educational team participating in the center's bilingual project.



Specific Objectives

- ♦ Analyze the main aspects related to the methodology of teaching a foreign language.
- ♦ Define the characteristics of written language.
- ♦ Identify the most common difficulties presented by students in the different educational stages.
- ♦ Define the main effective techniques and strategies for teaching English.
- ♦ Acquire strategies for motivation and conflict management in the classroom.
- ♦ Define the different learning styles.
- ♦ Detail the different strategies for planning, timing and sequencing of activities.
- ♦ Choose the most suitable materials for teaching a foreign language class.
- ♦ Establish the difference between evaluation techniques and instruments
- ♦ Establish the most appropriate basic strategies for understanding the general meaning, essential information or main points of a written text.
- ♦ Define a repertoire of basic sound, accentual, rhythmic and intonation patterns, adapting them to the communicative function to be carried out.
- ♦ Choose the most suitable materials according to the educational objective pursued.
- ♦ Propose the use of new technologies to promote the learning of a second language.
- ♦ Define the characteristics of written language.
- ♦ Define the different types of e-books adapted to different ages.
- ♦ Detail the different strategies for planning, timing and sequencing of activities.
- ♦ Choose the most suitable materials for teaching a foreign language class.
- ♦ Establish the difference between evaluation techniques and instruments.
- ♦ Define a methodological guide for the application of the game according to the level and educational stage of the students.
- ♦ Define a repertoire of educational games for learning English vocabulary.
- ♦ Propose a basic collection of educational toys according to the educational objective pursued.
- ♦ Establish the importance of the application of songs and rhythms in language teaching.
- ♦ Provide the teacher with tools for the introduction of drawings and crafts as a method of teaching English.
- ♦ Teach methods for searching and selecting information on the web.
- ♦ Analyze the main tools for design and creation of content and activities on the web.
- ♦ Define the main components of the digital whiteboard and its use in an educational context.
- ♦ Search and analyze educational resources on the web.
- ♦ Use new technologies in the creation of digital books.
- ♦ Create and use blogs and wikis.
- ♦ Argue about the importance of using technology to create educational activities to achieve excellence in English language teaching.
- ♦ Use digital whiteboards as an educational resource for teaching a second language.

03

Course Management

In its commitment to providing elite education for all, TECH Global University works with renowned professionals to ensure that students acquire a solid foundation in their specialty. For this reason, this program features the best educators in the field of education and pedagogy. They are well aware of the sector's needs, which is why they have actively participated in the development of a current and practical curriculum.



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The syllabus for this Postgraduate Certificate has been designed by an exceptional faculty, who possess extensive experience in the field of second language education in pre-school and primary education”

Management



Ms. Puertas Yáñez, Amaya

- Primary School Teacher
- Bilingualism and Internationalization Coordinator at JABY College
- Member of SUCAM (University Sub-network of Learning Communities of Madrid)
- Bachelor's Degree in Information Sciences (UCM)
- Specialist in English as a Foreign Language (UAM)
- Master's Degree in Bilingual Education (UAH)
- Master's Degree in Attention to SEN in Pre-school and Primary Education



Faculty

Ms. García-Vao Bel, María José

- ♦ Advisor and teacher trainer in scientific evidences
- ♦ Educational Actions for Success and Dialogic Learning, for the inclusive organization of educational centers and the implementation of strategies to improve the learning of all students and coexistence
- ♦ Master's Degree in Attention to SEN in Pre-school and Primary Education
- ♦ Degree in Pre-School Education
- ♦ Member of the University Sub-Network of Learning Communities of Madrid (SUCAM) and of the Multidisciplinary Association of Educational Research (AMIE)

Mr. Moreno Amores, José Francisco

- ♦ Professors
- ♦ Foreign Languages

Mr. Gris Ramos, Alejandro

- ♦ Technical Engineer in Computer Management
- ♦ Master's Degree in E-Commerce and specialist in the latest technologies applied to teaching, Digital Marketing, web application development and Internet business.
- ♦ Director of Persatrace, web development and digital marketing agency
- ♦ Director of Club de Talentos
- ♦ Computer Engineer UNED
- ♦ Master's Degree in Digital Teaching and Learning TECH Global University

04

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational institutions and universities, who are aware of the relevance of up-to-date, innovative training, and are committed to quality teaching using new educational technologies.



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This Postgraduate Certificate in Technology in the Bilingual Classroom contains the most complete and up-to-date scientific program on the market”

Module 1. iPads and Tablets in the CLIL Classroom

- 1.1. iPad/Tablet Introduction Models in the Classroom
 - 1.1.1. The ICT Classroom
 - 1.1.2. The iPad Corner
 - 1.1.3. Model 1:1
- 1.2. Introduction to the Apple Environment
 - 1.2.1. El Apple ID y Apple School Manager
 - 1.2.2. The MDM
 - 1.2.3. Access points
 - 1.2.4. Apple TV
- 1.3. The iPad/Tablet as a Support or as a Content Generator
 - 1.3.1. Presentations
 - 1.3.2. Content manuals
 - 1.3.3. Creation of Visual Content
- 1.4. Classroom Management.
 - 1.4.1. Classroom
 - 1.4.2. Idoceo
 - 1.4.3. iTunesU
 - 1.4.4. Google Classroom
- 1.5. Research and Content Creation via iPad/Tablet
- 1.6. Multimedia Production Apps
 - 1.6.1. Videos
 - 1.6.2. Explain Everything
- 1.7. Teaching Apps for Teaching English to Children
 - 1.7.1. The iPad/Tablet in Children
 - 1.7.2. Puppet Pals
 - 1.7.3. Doodle Buddy
 - 1.7.4. Specific Apps for English
- 1.8. Apps for Teaching English in Primary School
 - 1.8.1. The iPad/Tablet in Primary School
 - 1.8.2. Book Creator
 - 1.8.3. Concept Maps
 - 1.8.4. Specific Apps for English

- 1.9. Apps for CLIL Areas
 - 1.9.1. Apps for Natural Sciences
 - 1.9.2. Apps for Social Sciences
 - 1.9.3. Apps for Arts and Crafts
 - 1.9.4. Apps for Music
- 1.10. Evaluation via iPad/Tablet
 - 1.10.1. Advantages for Evaluation
 - 1.10.2. Platforms for Evaluation
 - 1.10.3. Apps for Evaluation

Module 2. Google G Suite for the CLIL Classroom

- 2.1. Google Universe
 - 2.1.1. Google History
 - 2.1.2. Who Google is Today
 - 2.1.3. The Importance of Partnering with Google
 - 2.1.4. Google Applications Catalog
- 2.2. Google and Education
 - 2.2.1. Google's Involvement in Education
 - 2.2.2. Application Procedures at your Center
 - 2.2.3. Versions and Types of Technical Support
 - 2.2.4. First Steps with the G Suite Management Console
 - 2.2.5. Users and Groups
- 2.3. GSuite, Advanced Use
 - 2.3.1. Profiles
 - 2.3.2. Reports
 - 2.3.3. Administrator Functions
 - 2.3.4. Device Management
 - 2.3.5. Safety
 - 2.3.6. Domains
 - 2.3.7. Data Migration
 - 2.3.8. Groups and Mailing Lists
 - 2.3.9. Privacy and Data Protection Policy



- 2.4. Tools for Information Searching in the CLIL Classroom
 - 2.4.1. The Google Search Engine
 - 2.4.2. Advanced Information Search
 - 2.4.3. Search Engine Integration
 - 2.4.4. Google Chrome
 - 2.4.5. Google News
 - 2.4.6. Google Maps
 - 2.4.7. YouTube
- 2.5. Google Tools for Classroom Communication
 - 2.5.1. Introduction to Google Classroom
 - 2.5.2. User Instructions for Teachers
 - 2.5.3. User Instruction for Students
- 2.6. Google Classroom: Advanced Uses and Additional Components
 - 2.6.1. Advanced Uses of Google Classroom
 - 2.6.2. Flubaroo
 - 2.6.3. FormLimiter
 - 2.6.4. Autocrat
 - 2.6.5. Doctopus
- 2.7. Tools for Information Organization
 - 2.7.1. First Steps in Google Drive
 - 2.7.2. Organization of Files and Folders
 - 2.7.3. File Sharing
 - 2.7.4. Storage
- 2.8. Google Tools for Cooperative Work
 - 2.8.1. Calendar
 - 2.8.2. Google Sheets
 - 2.8.3. Google Docs
 - 2.8.4. Google Presentations
 - 2.8.5. Google Forms

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

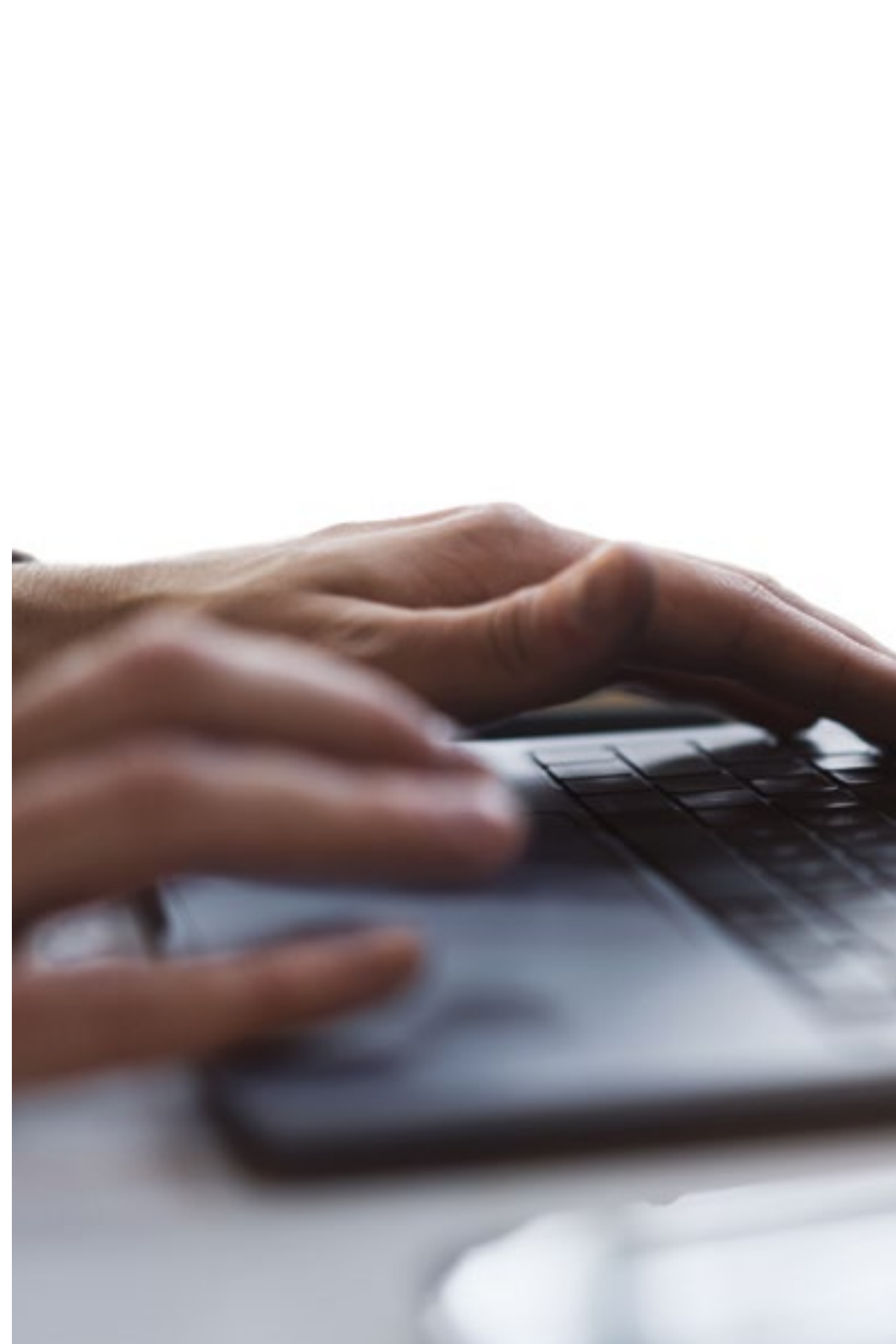
In TECH's study methodology, the student is the main protagonist.

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.

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





The most comprehensive study plans at the international level

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

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

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

“*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.

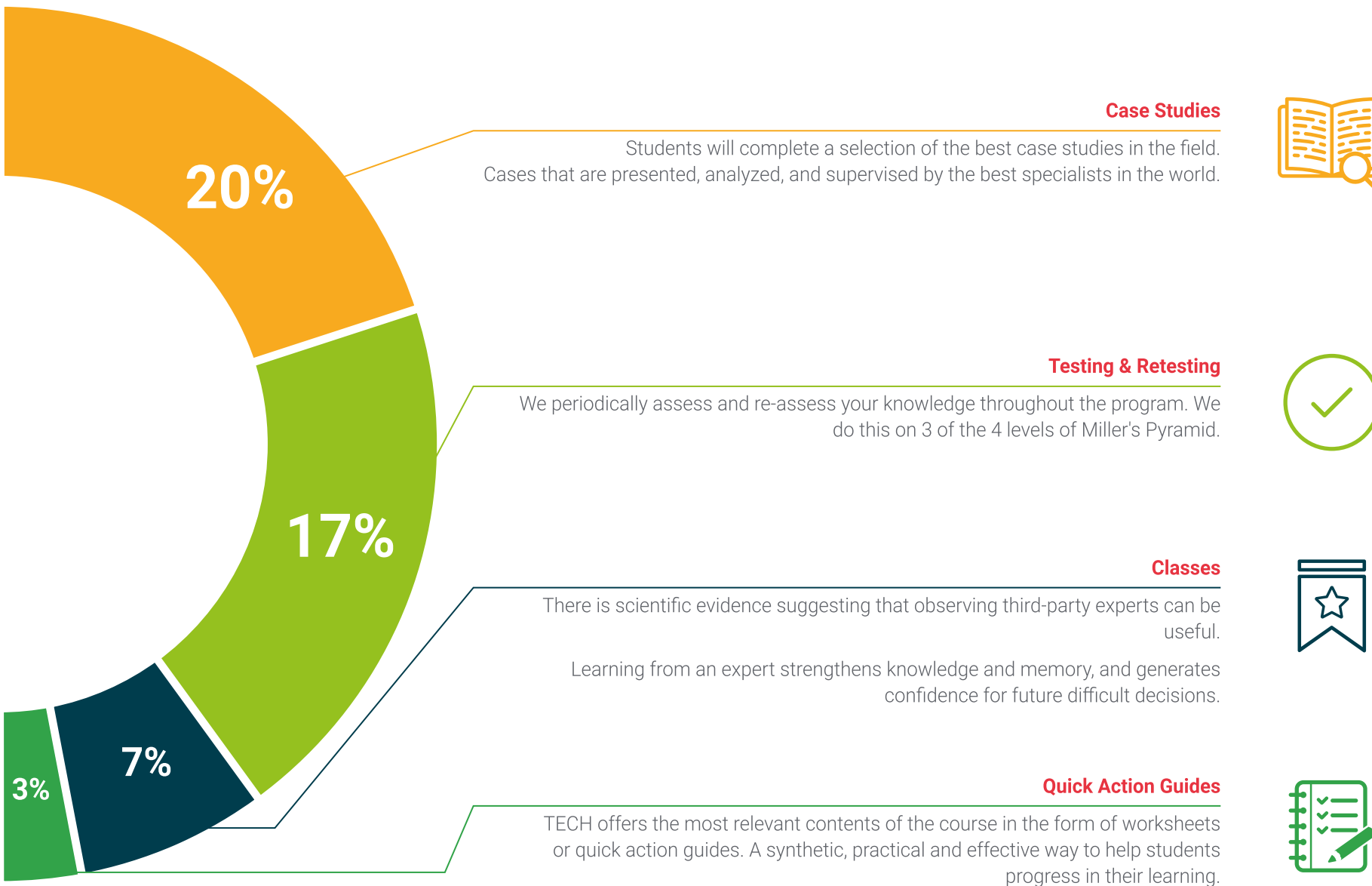
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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 Certificate in Technology in the Bilingual Classroom guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Certificate 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 Certificate in Technology in the Bilingual Classroom** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([*official bulletin*](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

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

Title: **Postgraduate Certificate in Technology in the Bilingual Classroom**

Modality: **Online**

Duration: **6 weeks**

Accreditation: **6 ECTS**



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



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Postgraduate Certificate

Technology in the Bilingual Classroom