Postgraduate Diploma

Innovation and Technology in the Bilingual Classroom

tech global university

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Postgraduate Diploma
Innovation and Technology in the Bilingual Classroom

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

Website: www.techtitute.com/us/language-school/postgraduate-diploma/postgraduate-diploma-innovation-technology-bilingual-classroom

Index

01

Introduction

The evolution of new technologies and the changes that have occurred in the field of education have enabled the development of innovative strategies in the classroom, including increasingly dynamic, inclusive, and effective teaching methods, particularly in the area of languages. For this reason, TECH, along with a team of experts in this field, has decided to create a comprehensive program that provides the latest information on this topic. It is a thorough, 100% online qualification where graduates will find hundreds of hours of multidisciplinary material to expand their knowledge in developing bilingual curricula in Pre-School and Primary School classrooms.

The program includes a thorough review of the design of bilingual projects based on the latest educational trends.

Education, like most other fields, has significantly benefited from the development of new technologies. The design of teaching strategies that combine the latest trends in pedagogy with the most innovative technology (computers, tablets, iPads, interactive whiteboards, etc.) has allowed educators to engage in the cultural growth of their students through dynamic tools that not only add a playful element to lessons but also enhance learning effectiveness. Children show more interest and, consequently, become more actively involved in the activities carried out in the classroom.

For this reason, TECH Global University has deemed it necessary to design and launch a program that addresses all this information, offering a valuable resource to any teacher or educator who wishes to specialize in the latest trends in language teaching. This program is the Postgraduate Diploma in Innovation and Technology in the Bilingual Classroom, a 6-month academic experience in which graduates will explore current trends in project-based learning, the implementation of key tools for designing and creating educational content, and the possibilities of Google G Suite for Education for Pre-School and Primary Education.

All of this is delivered through 540 hours of the best theoretical, practical, and additional content, designed by a prestigious team of faculty with expertise in bilingual education. Furthermore, the curriculum includes not only the main content but also hours of multidisciplinary material presented in various formats: "In Focus" videos, images, diagrams, news, research articles, dynamic summaries, self-awareness exercises, and more. All of this is compacted into a convenient 100% online format, allowing students to access the academic experience from anywhere and at any time, with the only requirement being an internet-enabled device to take the program.

This **Postgraduate Diploma in Innovation and Technology in the Bilingual Classroom** contains the most complete and up-to-date educational program on the market. Its most notable features are:

- The development of case studies presented by experts in Bilingual Education in Pre-School and Primary School
- The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- Practical exercises where self-assessment can be used to improve learning
- Its special emphasis on innovative methodologies
- 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

You will work with the most innovative trends in iPad and tablet management in the classroom through 540 hours of the best theoretical, practical, and additional content”

An innovative and dynamic program that will catapult you to the top of teaching through the best theoretical, practical, and additional content"

Become an expert in Innovation and Technology in the Bilingual Classroom in just 6 months with TECH and this incredibly convenient program.

The library of didactic resources is available 24 hours a day so that you can access them whenever you want from your computer.

The program's teaching staff includes professionals from the industry who contribute their work experience to this program, as well as renowned specialists from leading societies and prestigious universities.

Its 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 immersive education programmed to learn in real situations.

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

02

Objectives

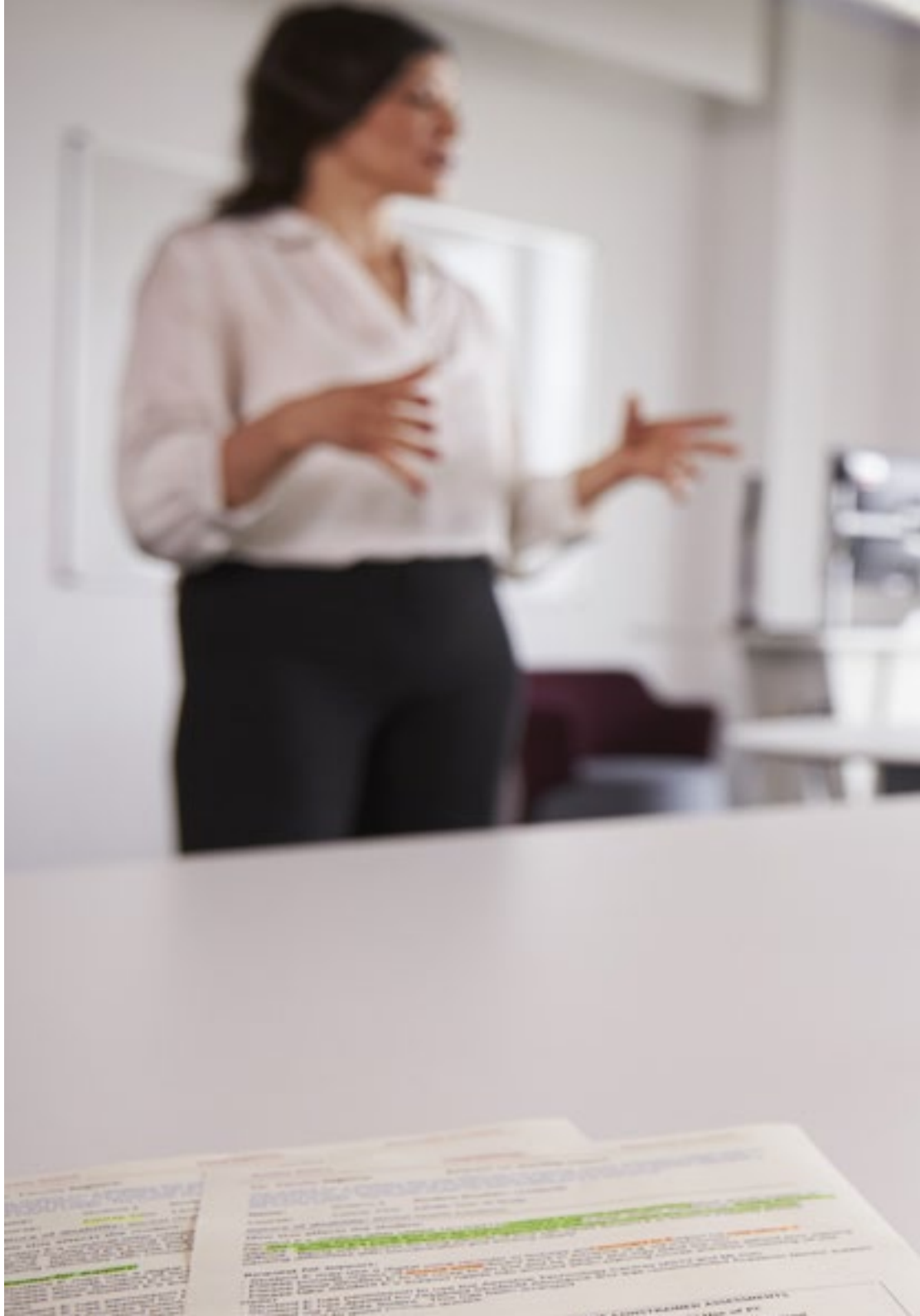
The objective of this program is none other than to provide graduates with the most complete and up-to-date information related to Innovation and Technology in the Bilingual Classroom. It is a qualification designed based on the latest developments in education, incorporating the most effective teaching trends and advice from top experts so that graduates can work on enhancing their competencies in an efficient and dynamic way.

Whatever your goals may be, in this program, you will find the most exhaustive information not only to achieve them but to surpass them in less time than you think”

General Objectives

- Propose the use of new technologies to promote the learning of a second language and the creation of teaching materials to facilitate and enrich the learning of a second language
- Develop learning strategies through directed play and Total Physical Response (TPR) strategies
- Propose tools and techniques for the assessment, selection and analysis of children's literary works and their use as a resource in second language teaching
- Develop patterns and strategies for expression, voice modulation and interpretation of texts in English aimed at children
- Propose game-based educational strategies to promote learning and experimentation as a resource in teaching a second language
- Establish playful activities to be used in the classroom according to students' current situation and level

You will be able to implement the most innovative curricular criteria into your practice to design cutting-edge study plans"



Specific Objectives

Module 1. Project-Based Learning

- Define a methodological guide for the application of the game according to the level and educational stage of the pupils.
- 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.

Module 2: iPad and Tablets in the CLIL Classroom

- Analyze the main tools for the design and creation of web content and activities.
- Define the main components of the digital whiteboard and its use in an educational context. Use the digital whiteboard as an educational resource for teaching a second language
- Search and analyze educational resources on the web
- Use new technologies in the creation of digital books
- Discuss the importance of the use of technology in creating educational activities to achieve excellence in English language teaching

Module 3. Google G Suite for Education

- Teach methods of searching for and selecting information on the web
- Create and use blogs and wikis

03

Course Management

The faculty for this program has been designed by TECH with the goal of providing graduates with a valuable resource that will help them make the most of the program. It is a group of top-level professionals who have spent years teaching bilingual classes, so, in addition to being up-to-date with educational trends, they are familiar with the most effective pedagogical strategies for different levels of Pre-School and Primary Education.

A specialized teaching team with experience in bilingual classroom instruction will guide you to achieve professional success"

Management

Ms. Puertas Yáñez, Amaya

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

Faculty

Ms. García-Vao Bel, María José

- Advisor and Trainer in Educational Actions based on Scientific Evidence
- Specialist in Dialogic Learning and in Successful Educational Actions for Inclusive Organization in educational centers
- Coordination, Counseling and Intervention in educational centers in the ARAMBOL Association
- Degree in Pre-School Education
- Master's Degree in Attention to Special Educational Needs in Pre-School and Primary Education
- Course for Directors of Social Services Centers
- Member of: University Sub-Network of Learning Communities of Madrid (SUCAM) and Multidisciplinary Association of Educational Research (AMIE)

Mr. Gris Ramos, Alejandro

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

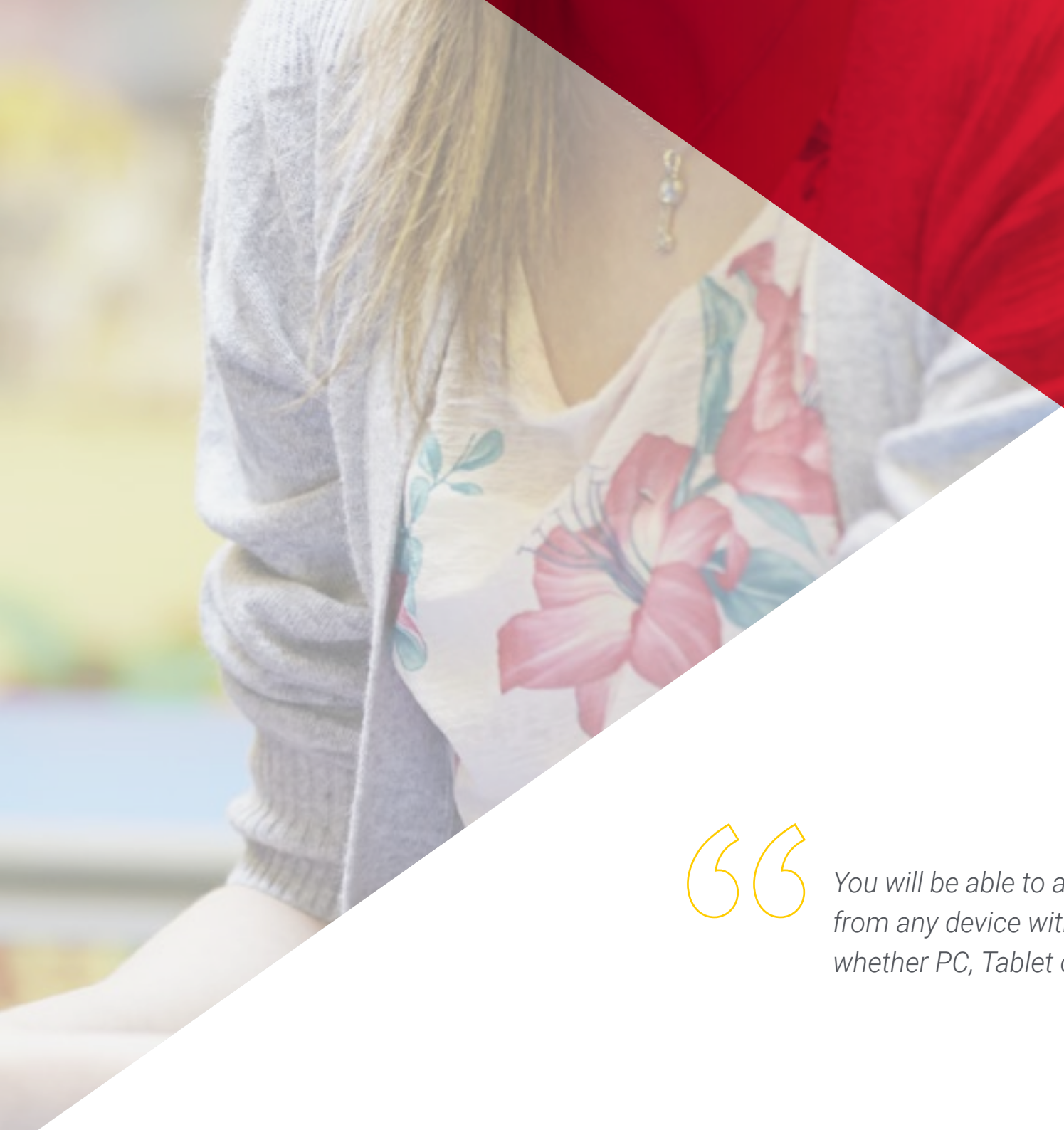
Mr. Moreno Amores, José Francisco

- Professors
- Foreign Languages

04

Structure and Content

TECH is a pioneer in the academic environment for using the Relearning methodology in the development of all its programs. This pedagogical strategy reiterates the most important concepts throughout the curriculum, allowing students to engage in progressive and natural learning without needing to spend extra time on memorization. Additionally, the curriculum includes hundreds of hours of supplementary material, which enhances knowledge retention and increases the effectiveness of the academic experience.



You will be able to access TECH's virtual platform from any device with an internet connection, whether PC, Tablet or mobile phone"

Module 1. Project-Based Learning

1.1. History, Definition and Concepts
- 1.1.1. History of PBL
- 1.1.2. Definition
- 1.1.3. Characteristics

1.2. Development of PBL
- 1.2.1. Steps Involved
- 1.2.2. Choosing a Topic
- 1.2.3. Teacher's Work
- 1.2.4. Information Search

1.3. Project Work in CLIL
- 1.3.1. Projects in the Area of English
- 1.3.2. Projects in Science
- 1.3.3. Keys for its Use in CLIL

1.4. Evaluation
- 1.4.1. Checklists
- 1.4.2. Headings
- 1.4.3. Output/Products for Evaluation

1.5. TASC Wheel Method
- 1.5.1. Presentation of the TASC Wheel
- 1.5.2. Thinking Skills
- 1.5.3. Steps Involved
- 1.5.4. Products and Evaluation

1.6. Example of a Project in Natural Sciences
- 1.6.1. Topic and Objectives
- 1.6.2. Organization of Work
- 1.6.3. Development
- 1.6.4. Products
- 1.6.5. Evaluation

1.7. Example of a Project in Social Sciences
- 1.7.1. Topic and Objectives
- 1.7.2. Organization of Work
- 1.7.3. Development
- 1.7.4. Products
- 1.7.5. Evaluation

1.8. Example of a Project in Arts and Crafts
- 1.8.1. Topic and Objectives
- 1.8.2. Organization of Work
- 1.8.3. Development
- 1.8.4. Products
- 1.8.5. Evaluation

1.9. Example of a Project in Music
- 1.9.1. Topic and Objectives
- 1.9.2. Organization of Work
- 1.9.3. Development
- 1.9.4. Products
- 1.9.5. Evaluation

1.10. Materials and Resources
- 1.10.1. Types of Material
- 1.10.2. Where to Find the Materials
- 1.10.3. Scaffolding Resources

Module 2: iPad and Tablets in the CLIL Classroom

2.1. Introduction Models for the iPad/Tablet in the Classroom
- 2.1.1. The ICT Classroom
- 2.1.2. iPad Corner
- 2.1.3. 1: 1 Model

2.2. Introduction to the Apple Environment
- 2.2.1. Apple ID and Apple School Manager
- 2.2.2. MDM
- 2.2.3. Access Points
- 2.2.4. Apple TV

2.3. The iPad/Tablet as a Support or as a Content Generator
- 2.3.1. Presentations
- 2.3.2. Contents Manual
- 2.3.3. Creation of Visual Content

2.4. Classroom Management
- 2.4.1. Classroom
- 2.4.2. iDoceo
- 2.4.3. iTunesU
- 2.4.4. Google Classroom

2.5. Content Research and Creation Through the iPad/ Tablet

2.6. Multimedia Production Apps
- 2.6.1. Videos
- 2.6.2. *Explain Everything*

2.7. Apps for Teaching English in Primary School
- 2.7.1. The iPad/Tablet in Primary School
- 2.7.2. Apps for the Classroom
- 2.7.3. Apps and Stories in English
- 2.7.4. Apps Specifically Designed for English Learning

2.8. Apps for CLIL Areas *Sciences*
- 2.8.1. iPads and Science Education
- 2.8.2. Use of iPads in Science Class
- 2.8.3. Apps for STEM (Science, Technology, Engineering, Maths)
- 2.8.4. Apps for Social Sciences

2.9. Apps for CLIL Areas *Arts*
- 2.9.1. Use of iPads in Art Class
- 2.9.2. Apps for Arts and Crafts
- 2.9.3. iPads in Music Class

2.10. Evaluation Through the iPad/Tablet
- 2.10.1. iPads in Primary School Assessment
- 2.10.2. Apps and Integrated Utilities for Assessment
- 2.10.3. iPad and Assessment through the Portfolio
- 2.10.4. iPad and Rubric Assessment
- 2.10.5. Apps for Evaluation

Module 3. Google G Suite for Education

3.1. The Google Classroom
- 3.1.1. History of Google
- 3.1.2. Who Google Is Today
- 3.1.3. The Importance of Partnering with Google
- 3.1.4. Catalogue of Google Apps

3.2. Google and Education
- 3.2.1. Google's Involvement in Education
- 3.2.2. Application Procedures at Your Center
- 3.2.3. Versions and Types of Technical Support
- 3.2.4. First Steps with the G Suite Management Console
- 3.2.5. Users and Groups

3.3. G Suite, Advanced Use
- 3.3.1. Profiles
- 3.3.2. Reports
- 3.3.3. Role of Administrator
- 3.3.4. Device Administration
- 3.3.5. Safety
- 3.3.6. Domains
- 3.3.7. Data Migration
- 3.3.8. Groups and Mailing Lists

3.4. Tools for Searching for Information in the CLIL Classroom
- 3.4.1. Google Search
- 3.4.2. Advanced Information Search
- 3.4.3. Integration of the Search Engine
- 3.4.4. Google Chrome
- 3.4.5. Google News
- 3.4.6. Google Maps
- 3.4.7. YouTube

3.5. Google Tools for Communication in the Classroom
- 3.5.1. Introduction to Google Classroom
- 3.5.2. Instructions for Teachers
- 3.5.3. Instructions for Students

3.6. Google Classroom: advanced use and additional components
- 3.6.1. Advanced Uses of Google Classroom
- 3.6.2. Flubaroo
- 3.6.3. FormLimiter
- 3.6.4. Autocrat
- 3.6.5. Doctopus

3.7. Tools for Organizing Information
- 3.7.1. First Steps in Google Drive
- 3.7.2. File and Folder Organization
- 3.7.3. Share Files
- 3.7.4. Storage

3.8. Tools for Cooperative Working with Google
- 3.8.1. Calendar
- 3.8.2. Google Sheets
- 3.8.3. Google Docs
- 3.8.4. Google Presentations
- 3.8.5. 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.

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.

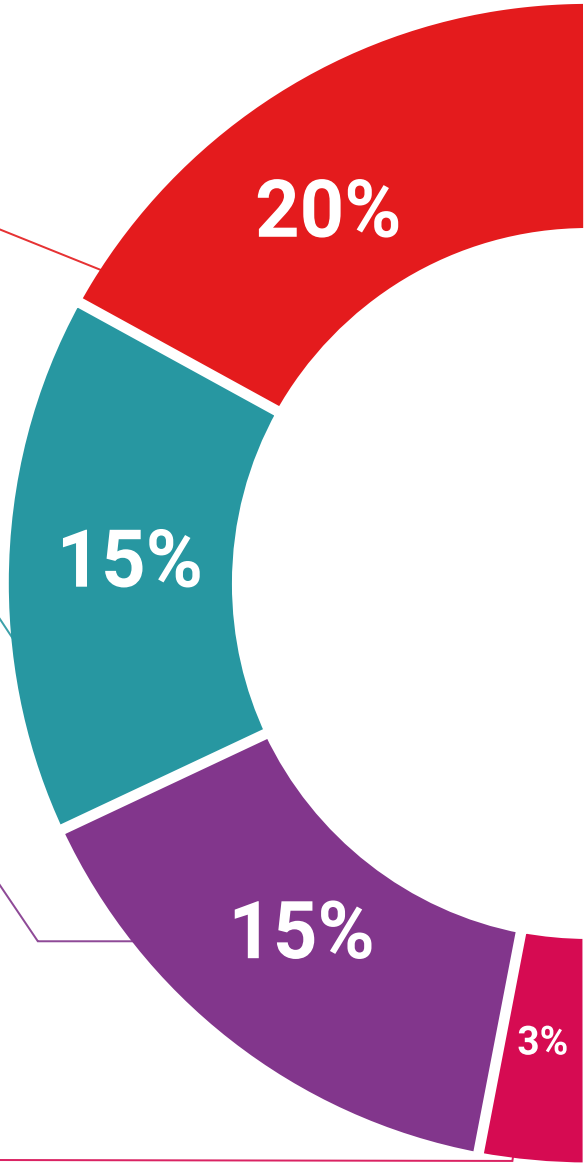
Interactive Summaries

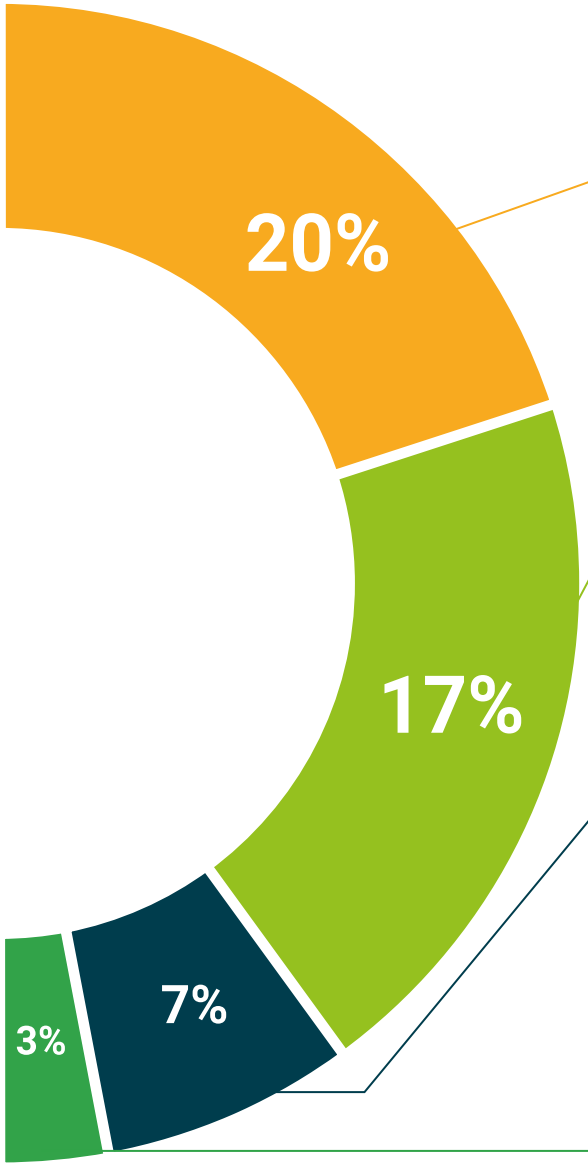
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.

Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.

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 for future difficult decisions.

Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical and effective way to help students progress in their learning.

06

Certificate

The Postgraduate Diploma in Innovation and 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 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 **Postgraduate Diploma in Innovation and 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 Diploma in Innovation and Technology in the Bilingual Classroom**

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Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Postgraduate Diploma in Innovation and Technology in the Bilingual Classroom

This is a private qualification of 540 hours of duration equivalent to 18 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates

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

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