Postgraduate Certificate

tech global university

tech global university

Postgraduate Certificate

Planning, Assessment, and Material Creation in Spanish as a Foreign Language (SFL)

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

Website: www.techtitute.com/us/school-of-languages/postgraduate-certificate/planning-assessment-material-creation-spanish-foreign-language-sfl

Index

01

Introduction

This high-level program provides the essential steps to set up practical, straightforward, and well-received planning that helps assimilate new developments and resolve potential issues that may arise in the future, which can be proactively addressed by the teacher. A unique opportunity for teaching professionals to specialize in Planning, Assessment, and Material Creation in Spanish as a Foreign Language (SFL), in a program that stands out for the quality of its content and its excellent faculty, composed of professionals with years of experience in the field.

With a methodological design based on proven teaching techniques, this Postgraduate Certificate will take you through different teaching approaches to allow you to learn in a dynamic and effective way"

Planning is a crucial aspect when designing content to carry out specific actions or achieve a desired outcome in a predetermined manner. Almost any activity in life requires planning, having organized steps that are known to lead to a specific goal— a goal that is foreseen in advance and that will help to better understand the process in case the goal is not achieved. When planning, it is essential to be clear about the steps or strategies that will help reflect what is intended to be accomplished. As planning becomes increasingly important in the educational process, it serves as a practical tool to ensure future processes. For this reason, the teacher in the SFL classroom must find a way to establish a type of planning that remains consistent over time— items that will accompany them throughout the process of preparation and reflection.

This Postgraduate Certificate will provide teachers with the necessary tools and knowledge to do their job confidently and efficiently, enabling them to help their students to understand and analyze messages effectively, and to develop non-verbal communication.

The teacher will be able to explain and resolve confusing grammar issues or questions regarding their student's assessment process. The teacher will have access to a complete teaching methodology for vocabulary and to different techniques and didactic materials, taught by acclaimed experts in the field with extensive experience in the educational sector.

This **Postgraduate Certificate in Planning, Assessment, and Material Creation in Spanish as a Foreign Language (SFL)** offers the characteristics of a high-level educational and technological course. These are some of its most notable features:

- The latest technology in online teaching software
- A highly visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- Practical cases presented by practicing experts
- State-of-the-art interactive video systems
- Teaching supported by telepractice
- Continuous updating and recycling systems
- Autonomous learning: full compatibility with other occupations
- Practical exercises for self-assessment and learning verification
- Support groups and educational synergies: course inquiries, discussion forums, and knowledge sharing
- Communication with the teacher and individual reflection work
- Content that is accessible from any fixed or portable device with an Internet connection
- Supplementary documentation databases are permanently available, even after the course

Our objective is to train highly qualified professionals who have mastered the theory of Teaching Spanish as a Foreign Language (SFL) and the necessary skills to teach it successfully in the real classroom"

Through a realistic approach that incorporates contextualization as a working tool, you will learn to deal with real classroom situations, acquiring real skills as a teacher"

You will learn from highly qualified experts in this field, who will share their real-world experience, providing students with a realistic and immediate perspective of this profession.

This step can be a significant boost to your career, allowing you to compete in a sector full of employment opportunities.

Its teaching staff includes professionals from the field of education, who bring their work experience to this training, as well as recognized specialists belonging to renowned societies 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.

This program is designed around Problem-Based Learning, whereby the Educators must try to solve the different professional practice situations that arise during the course. For this purpose, the teacher will be assisted by an innovative interactive video system created by renowned and experienced research specialist.

02

Objectives

The design of this Postgraduate Certificate program will enable students to acquire the necessary competencies to update their professional skills after delving into the key aspects of Planning, Assessment, and Material Creation in Spanish as a Foreign Language (SFL). TECH aims to train highly qualified professionals for the workplace. This objective is focused on helping education professionals reach a much higher level of expertise and control. A goal that, in just a few months, you will be able to achieve with a highly intensive and precise course.

A process in which you will achieve the lexical competence that teaching Spanish requires, with the most interesting applicable methodologies of the moment"

General Objectives

- Develop communicative skills through activities and strategies that facilitate the learning of Spanish as a second language
- Know the theoretical foundations of the process of foreign language acquisition
- Adjust teaching models according to the learner's needs based on their profile
- Develop student assessment skills, taking into account the student's level and skills
- Implement intercultural studies in the teaching of Spanish as a foreign language.
- Describe the significant linguistic, communicative and cultural aspects in the teaching-learning process of the Spanish as a foreign language system, at the phonetic-phonological level, taking into account the advanced level of the Postgraduate Certificate training
- Develop teaching materials suitable for teaching written and oral skills in Spanish as a second language

Achieve your objectives by getting up to date in the latest techniques and teaching advances, through a highly demanding Postgraduate Certificate"

03

Structure and Content

In our commitment to offer elite education for all, TECH works with renowned professionals so that the student acquires a solid knowledge in the speciality. For this reason, this Postgraduate Certificate has a highly qualified team with extensive experience in the sector, which will offer the best tools for students to develop their skills during the Postgraduate Certificate. This way, students have the guarantees they need to specialize at an international level in a booming sector that will catapult them to professional success.

A process of professional, intensive but manageable growth, with a flexible approach that will allow you to achieve your goal with comfort and efficiency"

Module 1. Planning, Creation and Assessment of Materials in SFL

1. Timing in the Planning of SFL Classes
   - 1.1. The Importance of Implementing a Plan with Estimation of Timings
     - 1.1.1. The Direction of the Planning Process According to the Time Estimated
   - 1.2. Specific, General Objectives in Line with the Plan
     - 1.2.1. Proposal of Objectives According to the Type of Action
     - 1.2.2. Respecting the Sequence in the Order of Action
2. Specific, General Objectives in Line with the Plan
   - 2.1. Specific, General Objectives in Line with the Plan
   - 2.2. Proposal of Objectives According to the Type of Action
   - 2.3. Respecting the Sequence in the Order of Action
3. Task Composition Techniques Based on Levels Detection
   - 3.1. Information Prior to Planning. The Search and Selection
   - 3.2. Reflection on the Order of Steps to Carry Out
   - 3.3. Subsequent Modification
4. The Uniqueness of the Classroom Represented in the Detection of Levels
     - 4.1.1. Exchange of Tasks and Other Group Work Techniques
     - 4.1.2. Task Session
   - 4.2. Particularities of Students Regarding Task Composition Techniques
     - 4.2.1. Understanding the Student Body as an Entire Complex Entity
     - 4.2.2. Type of Task According to the Complexity of the Classroom
     - 4.2.3. Particularities of the Students Depending on the Cultural Context
5. Particularities of the Students in Terms of the Techniques for Creating Tasks
   - 5.1. Particularities of the Students in Terms of the Techniques for Creating Tasks
   - 5.2. Understanding the Student Body as an Entire Complex Entity
   - 5.3. Type of Task According to the Complexity of the Classroom
   - 5.4. Particularities of the Students Depending on the Cultural Context
6. Content Creation Based on Given Material
   - 6.1. Adaptation of Material
     - 6.1.1. Study and Learning Guides
     - 6.1.2. Selection of Material in Relation to Support
     - 6.1.3. Transformation of Material

7. Virtual Environment as a Means of Developing the Syllabus
   - 7.1. Media and the Internet: Influence on Learning
     - 7.1.1. Use of Standardized Platforms
     - 7.1.2. Interactive and Collaborative Environments
   - 7.2. New Tools and Support for the Creation of Your Own Material
     - 7.2.1. Innovative Applications and Platforms
8. New Tools and Support for the Creation of Your Own Material
   - 8.1. New Tools and Support for the Creation of Your Own Material
   - 8.1. Innovative Applications and Platforms
   - 8.3. Interactive and Collaborative Environments
9. Modes and Techniques to Develop to Improve our Material in the Evaluation Process
   - 9.1. Contrast and Development Techniques
   - 9.2. Benefits of Using Virtual Techniques for Certain Types of Evaluation Tasks
10. The Importance of External Evaluation and Third-Party Evaluation
    - 10.1. Externalization of the Materials Made
    - 10.2. Self-Evaluation Applications
11. Comparison between the Basic Idea and the Result in the Evaluation
    - 11.1. Content Research in Relation to What Is Evaluated
      - 11.1.1. The Search for Written and Contrasted Support
      - 11.1.2. The Degree of Evaluative Susceptibility
    - 11.2. Peer Evaluation for Teachers
      - 11.2.1. Progression: the Ally of Evaluation
      - 11.2.2. How to Identify When Our Evaluation Is Not Following the Agreed Pattern
    - 11.3. Content Research in Relation to What Is Evaluated
    - 11.4. Aspects to Consider When Carrying Out a Progressive Evaluation
12. Peer Assessment for Teachers
    - 12.1. Peer Assessment for Teachers
    - 12.2. Progression: the Ally of Evaluation
    - 12.3. How to Identify When Our Assessment Is Not Following the Agreed Pattern
13. Content Research in Relation to What Is Evaluated
    - 13.1. Content Research in Relation to What Is Evaluated
    - 13.2. Data Representation
14. Aspects to Consider When Carrying Out a Progressive Evaluation
    - 14.1. Aspects to Consider When Carrying Out a Progressive Evaluation
    - 14.2. Expectations of Progressive Assessment
    - 14.3. Systemization of Progressive Assessment
    - 14.4. Assessment Analysis
15. What Is Innovation in the Composition of Material? Development Strategies
    - 15.1. Innovation in Education from a General Perspective
    - 15.2. How to Ensure that Innovation is Well-Received by the Students
    - 15.3. Reinventing and Other Forms of Innovation
    - 15.4. Choosing References and Bibliographies in Innovation
      - 15.4.1. General Reference Sources
      - 15.4.2. Bibliographic Sources
16. Choosing References and Bibliographies in Innovation
    - 16.1. Choosing References and Bibliographies in Innovation
    - 16.2. Classification for Grammatical References
    - 16.3. General Reference Sources
17. BORRAR
    - 17.1. The Planning Rules Set Forth by the European Community
    - 17.2. Complementing the Institutional Design with International Regulations, Guidelines and Standards
    - 17.3. The Planning Rules Set Forth by the International Community
18. Complementing the Institutional Design with International Regulations, Guidelines and Standards
    - 18.1. Objectives
    - 18.2. Development
    - 18.3. The Planning Rules Set Forth by the European Community

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.

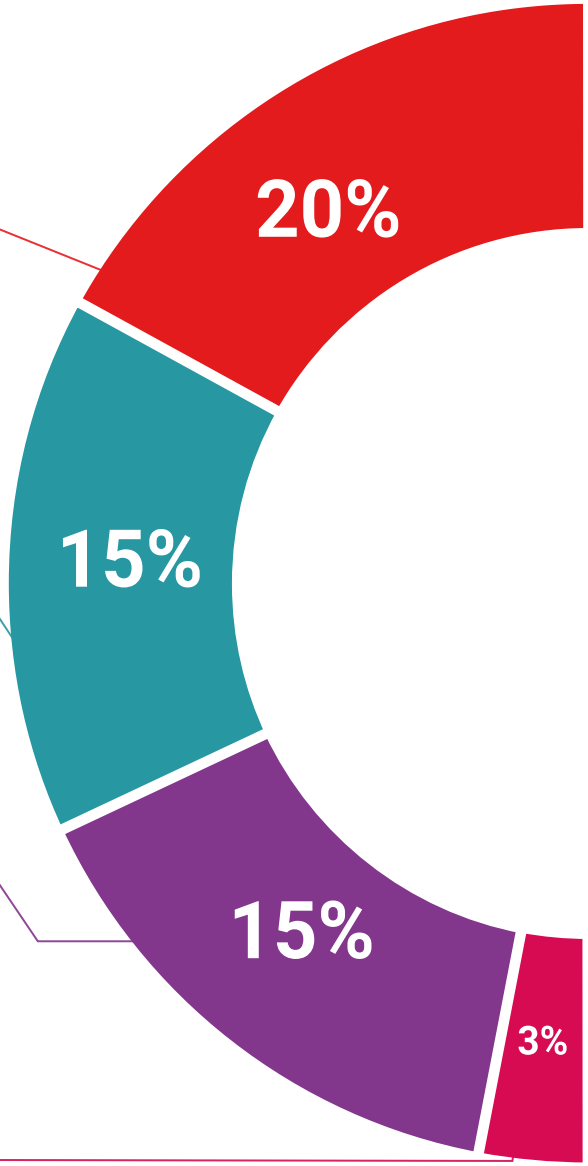
Interactive Summaries

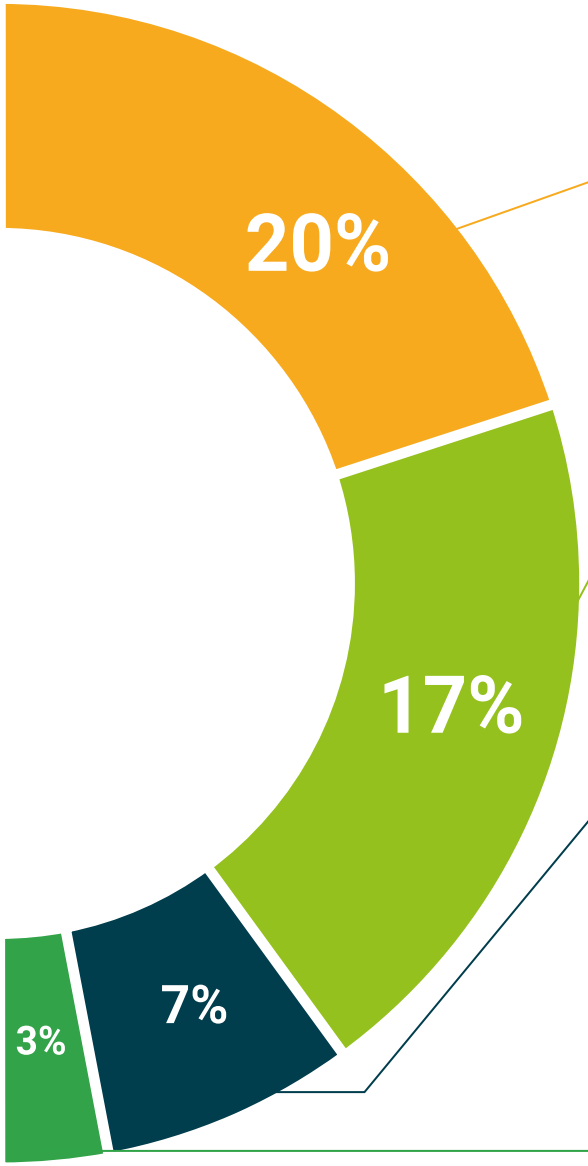
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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

This Postgraduate Certificate in Planning, Assessment, and Material Creation in Spanish as a Foreign Language (SFL) 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.

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 Planning, Assessment, and Material Creation in Spanish as a Foreign Language (SFL)** 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 Planning, Assessment, and Material Creation in Spanish as a Foreign Language (SFL)**

Modality: **Online**

Duration: **6 weeks**

Accreditation: **6 ECTS**


tech global university

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

Postgraduate Certificate in Planning, Assessment, and Material Creation in Spanish as a Foreign Language (SFL)

This is a private qualification of 180 hours of duration equivalent to 6 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.

tech global university

Postgraduate Certificate

Planning, Assessment, and Material Creation in Spanish as a Foreign Language (SFL)

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

Postgraduate Certificate

Planning, Assessment, and Material Creation in Spanish as a Foreign Language (SFL)

tech global university