

Hybrid Master's Degree

Visual Skills and Academic Performance



Hybrid Master's Degree

Visual Skills and Academic Performance

Modality: Hybrid (Online + Internship)

Duration: 12 months

Certificate: TECH Global University

Credits: 60 + 4 ECTS

Website: www.techtitude.com/us/education/hybrid-master-degree/hybrid-master-degree-visual-skills-academic-performance

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01

Introduction to the Program

Visual skills play a crucial role in students' academic performance. In fact, according to a study conducted by the Vision and Life Association, 32.6% of children aged 6 to 12 years with low academic performance have vision problems, and 29% cannot see the board properly. Furthermore, the prevalence of myopia in children has increased in recent years. In this context, TECH has designed a comprehensive program that includes theoretical content available 100% online, accessible from any electronic device with an internet connection. Additionally, it includes a practical phase of 3 weeks at one of the most recognized educational centers.



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With this Hybrid Master's Degree, you will gain the tools to identify and correct visual problems in the classroom, thereby improving academic performance and promoting educational inclusion for your students”

Visual Skills are a key factor in Academic Performance, as a significant number of students may experience learning difficulties due to undetected vision problems. Recent research has shown that 20.7% of children between the ages of 5 and 7, who spend more than three hours a day in front of screens, develop Myopia, a condition that can hinder their ability to read visual content in the classroom.

This is how the Hybrid Master's Degree was born, which will start with the fundamentals of learning and academic performance, addressing key aspects such as attention, perception, and the influence of the senses on knowledge acquisition. The program will also delve into neurolinguistics and the relationship between the specialized neurons of the eye and visual processing, enabling professionals to understand the complex connection between the nervous system and vision.

Additionally, there will be a detailed analysis of the visual system and the main dysfunctions that can affect academic performance, such as Strabismus, Amblyopia, and Myopia. It will also examine the visual difficulties related to reading and writing, exploring their impact on learning and the importance of developing phonological and spelling skills.

Finally, the program will address Visual Disability and its educational intervention, enabling educators to identify difficulties in the classroom and design strategies to facilitate inclusion. There will also be an emphasis on Blindness from an evolutionary perspective, as well as its impact on cognitive development.

In this way, TECH has created an exhaustive program that will optimally fit the professional and personal life of graduates, structured in two key areas. First, there will be a fully online theoretical preparation, based on the revolutionary Relearning methodology, which will reinforce understanding through repetition of key concepts. Then, students will have the opportunity to complete intensive practical training at a prestigious educational institution.

This **Hybrid Master's Degree in Visual Skills and Academic Performance** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ You will work on over 100 practical cases presented by education professionals, experts in Visual Skills and Academic Performance, as well as university professors with extensive experience in this field
- ♦ Its graphic, schematic and practical contents provide essential information on those disciplines that are indispensable for professional practice
- ♦ All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is available from any fixed or portable device with an Internet connection
- ♦ Furthermore, you will be able to carry out an internship in one of the best companies



You will master strategies for early detection and effective intervention, providing tools to adapt teaching to the needs of students with visual problems"

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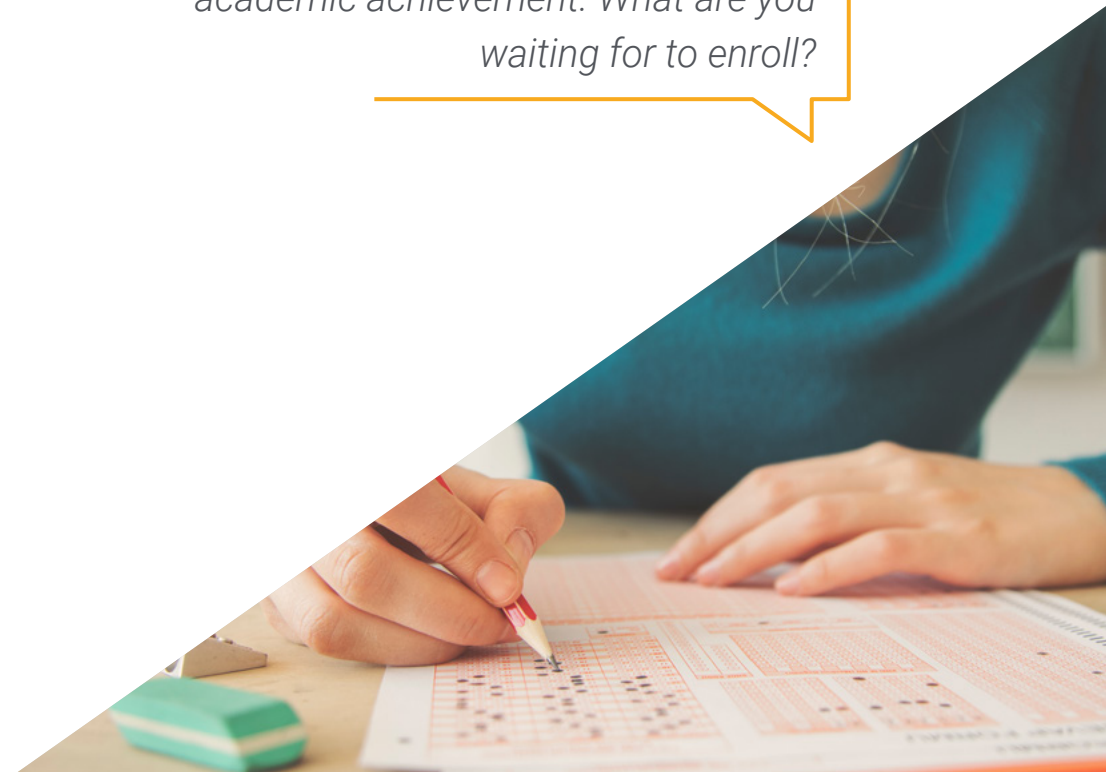
The practical experiences in this program will offer you applied learning in prestigious educational environments, allowing you to implement the knowledge acquired during the theoretical preparation”

In this Master's proposal, of professionalizing character and blended learning modality, the program is aimed at updating Education professionals who develop their functions in educational centers, and who require a high level of qualification. The contents are based on the latest scientific evidence, and oriented in a didactic way to integrate theoretical knowledge into educational practice, and the theoretical-practical elements will facilitate the updating of knowledge and allow decision making in patient management.

Thanks to its multimedia content elaborated with the latest educational technology, they will allow the education professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train in real situations. The design of this program is based on Problem-Based Learning, by means of which the student must try to solve the different professional practice situations that arise during the program. For this purpose, students will be assisted by an innovative interactive video system created by renowned experts.

You will gain knowledge in ergonomics and lighting, as well as pedagogical adaptations and the use of the Braille system to improve accessibility and academic performance for your students.

You will receive comprehensive training in key aspects of school learning, focusing on the visual system and its impact on academic achievement. What are you waiting for to enroll?



02

Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it relies on an enormous faculty of more than 6,000 professors of the highest international renown.



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*Study at the world's largest online university
and guarantee your professional success.
The future starts at TECH”*

The world's best online university, according to FORBES

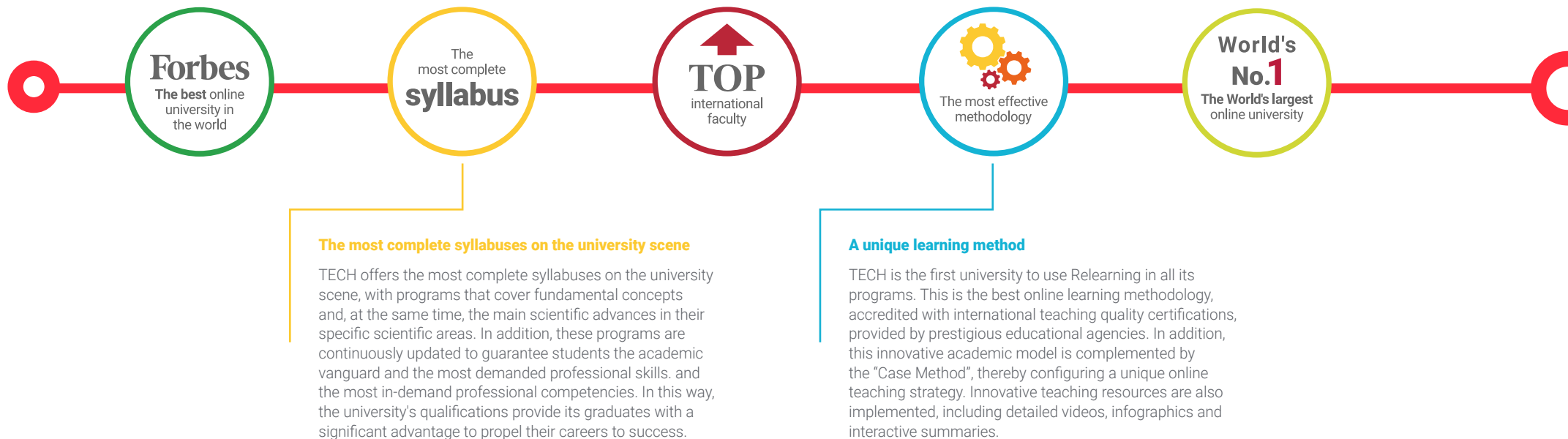
The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.



The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

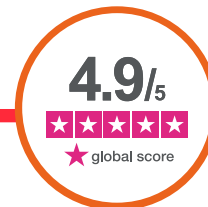
Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.



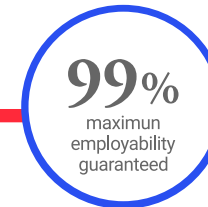
Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.



The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.



03

Syllabus

The syllabus will analyze key areas such as the Neuroscience of Vision, visual dysfunctions and their impact on learning, as well as intervention strategies and curricular adaptations for students with visual difficulties. It will also address essential aspects such as ergonomics in the educational environment, the use of accessible materials, and inclusive teaching for students with Visual Impairment. Additionally, there will be a focus on educational inclusion and attention to diversity, providing tools for teachers to design and adapt accessible learning environments.



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You will delve into how factors such as attention, perception, and visual problems affect your students' learning, with a particular focus on those with visual difficulties”

Module 1. Fundamentals of Learning and Academic Performance

- 1.1. Defining Learning
 - 1.1.1. Understanding Learning
 - 1.1.2. Types of Learning
- 1.2. The Characteristics of Learning
 - 1.2.1. Learning Classification
 - 1.2.2. Theories on Learning
- 1.3. Learning Assessment
 - 1.3.1. Learning in Childhood
 - 1.3.2. Learning in Adolescence
- 1.4. Basic Processes in Learning
 - 1.4.1. The Sensation Process in Learning
 - 1.4.2. The Perception Process in Learning
- 1.5. Attention Processes in Learning
 - 1.5.1. The Process of Attention in Learning
 - 1.5.2. Attention Problems in Learning
- 1.6. Cognitive Processes and Metacognitive Learning
 - 1.6.1. The Cognitive Process in Learning
 - 1.6.2. The Process of Metacognition in Learning
- 1.7. Evolution of Psychological Processes in Learning
 - 1.7.1. Origin of Psychological Processes in Learning
 - 1.7.2. Evolution of Psychological Processes in Learning
- 1.8. The Role of the Family in Education
 - 1.8.1. The family as the First Socializing Agent in Learning
 - 1.8.2. Family Educational Models
- 1.9. The Educational Context
 - 1.9.1. Features of Non-formal Education
 - 1.9.2. Features of Formal Education
- 1.10. Learning Difficulties
 - 1.10.1. Difficulties due to Cognitive Impairments
 - 1.10.2. Difficulties in Academic Performance

Module 2. Neurolinguistics

- 2.1. Language and the Brain
 - 2.1.1. Communicative Processes of the Brain
 - 2.1.2. The Brain and Speech
- 2.2. The Psycholinguistic Context
 - 2.2.1. Foundations of Psycholinguism
 - 2.2.2. The Brain and Psycholinguism
- 2.3. Language Development vs. Neural Development
 - 2.3.1. Neural Foundations of Language
 - 2.3.2. Neural Development of Language
- 2.4. Critical Language Periods
 - 2.4.1. Childhood and Language
 - 2.4.2. Adulthood and Language
- 2.5. The Brain in Bilingualism
 - 2.5.1. Native Language at the Neural Level
 - 2.5.2. Multiple Languages at the Neural Level
- 2.6. Intelligence vs. Language
 - 2.6.1. Intelligence and Linguistic Development
 - 2.6.2. Types of Intelligence and Language
- 2.7. Language in Childhood
 - 2.7.1. Phases of Language in Childhood
 - 2.7.2. Difficulties in Childhood Language Development
- 2.8. Language in Adolescence
 - 2.8.1. Adolescence Language Development
 - 2.8.2. Language Difficulties in Adolescence
- 2.9. Language in the Elderly
 - 2.9.1. Adulthood Language Development
 - 2.9.2. Language Difficulties in Adulthood
- 2.10. Psychopathology and Language
 - 2.10.1. Clinical Language Psychology
 - 2.10.2. Personality and Language

Module 3. The Visual System

- 3.1. The Visual Nervous System
 - 3.1.1. Neurons and Neuronal Network in the Eye
 - 3.1.2. Poles and Cones
- 3.2. The Peripheral Visual Nervous System
 - 3.2.1. Sympathetic Nervous System
 - 3.2.2. Parasympathetic Nervous System
- 3.3. The Central Visual Nervous System
 - 3.3.1. Nerves and Ocular Tracts
 - 3.3.2. Visual Cortex
- 3.4. Eye Embryology
 - 3.4.1. Ectoderm
 - 3.4.2. Mesoderm
- 3.5. Childhood Visual Development
 - 3.5.1. Infant Eye Development
 - 3.5.2. Visual Development in the First Year of Life
- 3.6. Ontogenetic Development
 - 3.6.1. Monocular Reflexes
 - 3.6.2. Binocular Reflexes
- 3.7. Adolescence Visual Development
 - 3.7.1. Adolescent Visual Development
- 3.8. Neurodegenerative Pathologies
 - 3.8.1. Visual Development in Neurodegenerative Pathologies
- 3.9. Congenital Visual Problems
 - 3.9.1. Classification and Symptomatology
 - 3.9.2. Detection and Intervention
- 3.10. Acquired Visual Problems
 - 3.10.1. Classification and Symptomatology
 - 3.10.2. Detection and Intervention

Module 4. Visual Dysfunctions

- 4.1. Extraocular Muscles
 - 4.1.1. Straight Muscles
 - 4.1.2. Oblique Muscles
- 4.2. Eye Movements I
 - 4.2.1. Ductions
 - 4.2.2. Versions
- 4.3. Eye Movements II
 - 4.3.1. Convergence
 - 4.3.2. Divergence
- 4.4. Associated with Parallelism
 - 4.4.1. Non-paralytic Strabismus
 - 4.4.2. Refractive Strabismus
- 4.5. Intraocular Muscles
 - 4.5.1. Ciliary Muscles
 - 4.5.2. Lens
- 4.6. Muscles Associated to Vision Loss in One Eye
 - 4.6.1. Monocular Amblyopia
 - 4.6.2. Bilateral Amblyopia
- 4.7. Associated to Accommodation
 - 4.7.1. Insufficient/Excessive Accommodation
 - 4.7.2. Accommodation Inflexibility
- 4.8. Associated to Vergences
 - 4.8.1. Insufficient/Excessive Convergence or Divergence
 - 4.8.2. Convergence/Divergence Inflexibility
- 4.9. Associated to Oculomotor Dysfunctions
 - 4.9.1. Fixation
 - 4.9.2. Monitoring
 - 4.9.3. Saccadic
- 4.10. Associated to Refractive Defects
 - 4.10.1. Myopia
 - 4.10.2. Hypermetropia


Module 5. Ocular Pathologies

- 5.1. Associated with Parallelism
 - 5.1.1. Paralytic Strabismus
- 5.2. Associated to Eye Movement
 - 5.2.1. Congenital Nistagmus
 - 5.2.2. Nistagmus in Childhood
- 5.3. Associated to Macula
 - 5.3.1. Myopic Macular Hole
 - 5.3.2. Muscular Degeneration Related to Aging
- 5.4. Associated to Cornea and Conjunctiva
 - 5.4.1. Conjunctivitis
 - 5.4.2. Corneal Dystrophies
- 5.5. Associated to Glaucoma
 - 5.5.1. Glaucoma Neovascular
 - 5.5.2. Congenital Glaucoma
- 5.6. Associated to Color
 - 5.6.1. Colorblindness
 - 5.6.2. Achromatopsia

Module 6. The Visual System and Reading

- 6.1. Reading Foundations
 - 6.1.1. The Reading Process
 - 6.1.2. Development Associated to Reading
- 6.2. Processes Involved in Reading
 - 6.2.1. Perceptive Processes
 - 6.2.2. Lexical Processes
 - 6.2.3. Syntactic Processes
 - 6.2.4. Semantic Processes
- 6.3. Prerequisites for Learning to Read
 - 6.3.1. Perceptive/Motor Skills
 - 6.3.2. Language Skills
 - 6.3.3. Cognitive Skills
 - 6.3.4. Motivational Skills



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- 6.4. The Visual System in Reading I. Accommodation
 - 6.4.1. Ciliary Muscles
 - 6.4.2. Visual Sharpness. Accommodation
 - 6.5. The Visual System in Reading II. Ocular Motricity
 - 6.5.1. Extraocular Muscles
 - 6.5.2. Eye Movements Versions
 - 6.5.3. Saccadic Movements
 - 6.5.4. Regression Movements
 - 6.6. The Visual System in Reading III. Binocularity
 - 6.6.1. Extraocular Muscles
 - 6.6.2. Vergences
 - 6.7. Neuropsychological Function in Reading I: Detection and Assessment
 - 6.8. Neuropsychological Function in Reading II: Intervention

Module 7. The Visual System and Writing

- 7.1. Reading Foundations
 - 7.1.1. The Writing Process Classification and Symptomatology
 - 7.1.2. Development Associated to Writing
- 7.2. Planning Process
 - 7.2.1. Assessment
 - 7.2.2. Intervention
- 7.3. Syntactic Processes
 - 7.3.1. Assessment
 - 7.3.2. Intervention
- 7.4. Lexical Processes
 - 7.4.1. Assessment
 - 7.4.2. Intervention
- 7.5. Motor Processes
 - 7.5.1. Assessment
 - 7.5.2. Intervention
- 7.6. Visual Skills Required for Writing I: Vision
 - 7.6.1. Oculomotricity, Accommodation, Binocularity
 - 7.6.2. Hand-Eye Coordination

- 7.7. Visual Skills Required for Writing II: Perception
 - 7.7.1. Laterality–Visuospatial Organization
 - 7.7.2. Discrimination, Visual and Auditory Memory
- 7.8. Primitive Reflexes and Writing
 - 7.8.1. Palmar Reflex
 - 7.8.2. Asymmetric Tonic Reflex
- 7.9. Neuropsychological Function in Writing I: Detection and Assessment
- 7.10. Neuropsychological Function in Reading II: Intervention

Module 8. The Visual System and Learning

- 8.1. Visual Development and Learning
 - 8.1.1. Evolutionary Development of Vision
 - 8.1.2. Visual Problem Indicators in Learning
- 8.2. Vision and Academic Failure
 - 8.2.1. Symptomatology of Visual Problems at School
 - 8.2.2. Detection of Visual Problems at School
- 8.3. Attention Processes and Perceptual Learning
 - 8.3.1. Attention Models
 - 8.3.2. Types of care
- 8.4. Perceptual Processes in Learning I
 - 8.4.1. Visual Discrimination
 - 8.4.2. Constancy of Form
- 8.5. Perceptual Processes in Learning II
 - 8.5.1. Visual Closure
 - 8.5.2. Background Figure
- 8.6. Perceptual Processes in Learning III
 - 8.6.1. Laterality
 - 8.6.2. Visuospatial Organization
- 8.7. Perceptual Processes in Learning IV: Memory
 - 8.7.1. Visual Memory
 - 8.7.2. Auditory Memory
 - 8.7.3. Multisensorial Memory



- 8.8. Attention and Visual Perception Problems
 - 8.8.1. Attention Deficit Disorder with or without Hyperactivity
 - 8.8.2. Reading Problems: Delayed Reading Acquisition
 - 8.8.3. Writing Problems
- 8.9. Problems Associated with Visual Information Processing
 - 8.9.1. Discrimination Difficulties
 - 8.9.2. Closure and Inversion Difficulties
- 8.10. Problems Associated with Visual Memory
 - 8.10.1. Short-Term Memory Difficulties vs. Long-Term Visual
 - 8.10.2. Difficulties with Other Memory Like Semantic Memory
- 8.11. Other Vision-Related Learning Problems
 - 8.11.1. Mental Disability and Intellectual Disability
 - 8.11.2. Other Development Disorders
- 8.12. Educational Intervention in Visual Impairment
 - 8.12.1. Curricular Adaptations to Visual Impairment
 - 8.12.2. Media Adaptations to Visual Impairment

Module 9. Visual Disability and Educational Intervention

- 9.1. Defining Visual Disability
- 9.2. Visual Impairment and Blindness in Child Development
- 9.3. Intervention in Early Years of Life: Early Care
- 9.4. Educational Inclusion: The Specific Educational Support Needs of Students with Visual Impairment
- 9.5. Educational Inclusion: Curricular Adaptations for Students with Visual Impairment
- 9.6. Visual Stimulation and Rehabilitation
- 9.7. Braille Reading and Writing System
- 9.8. Tiflotechnology and Assistive Technology for Educational Use
- 9.9. Deaf-Blindness Intervention

Module 10. Ergonomics and Lighting

- 10.1. Ergonomics: General Concepts
 - 10.1.1. Introduction to Ergonomics
 - 10.1.2. Basic Principles of Ergonomics
- 10.2. Lighting and Ergonomics
- 10.3. Ergonomics in Working with Data Visualization Displays
- 10.4. Lighting Design in the Classroom
 - 10.4.1. Lighting Requirements
 - 10.4.2. Furniture Requirements
- 10.5. Ergonomics and Optometry



You will gain a deep understanding of the various visual dysfunctions and their implications for reading and writing, as well as strategies to address these challenges in the educational environment”

04

Teaching Objectives

The program aims to train educators in the identification, assessment, and intervention of visual problems that affect learning. Through a theoretical-practical approach, knowledge will be updated regarding the relationship between vision and the teaching process, providing tools to detect visual difficulties in the classroom and apply curricular adaptation strategies. The program will also encourage understanding of the visual system from a neuroscientific perspective, addressing common dysfunctions and their impact on reading, writing, and attention. Additionally, it will promote the development of professional skills for creating accessible educational environments.



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You will delve into the functioning of the visual system and its relationship to learning, covering everything from the physiology of vision to eye pathologies that can interfere with academic development”



General Objective

- ♦ Through this program, specialists will be introduced to the broad field of intervention in visual problems from a psychological consultation perspective, analyzing the various contributions that the study of vision offers to school performance. Tools for detecting visual problems will be provided, along with the exploration of different intervention alternatives, curricular adaptation, and modification of teaching materials, all aimed at enhancing student performance. The program will also encourage the continuous development of skills and competencies, fostering research and constant updating in the field



You will explore common Visual Disorders such as Strabismus, Amblyopia, and Nystagmus, and how these issues can affect visual perception and reading and writing skills"





Specific Objectives

Module 1. Fundamentals of Learning and Academic Performance

- ♦ Understand the peculiarities of adult learning
- ♦ Recognize the role of sensation in learning
- ♦ Observe perception in learning
- ♦ Explore attention in learning
- ♦ Resolve attention problems in learning: ADHD

Module 2. Neurolinguistics

- ♦ Discover the neurons and neural networks associated with vision
- ♦ Learn about the specialized neurons of the eye, the rods and cones
- ♦ Introduce the sympathetic nervous system
- ♦ Understand the parasympathetic nervous system
- ♦ Distinguish between ocular nerves and ocular tracts
- ♦ Learn about the visual cortex

Module 3. The Visual System

- ♦ Discover paralytic strabismus
- ♦ Learn about refractive strabismus
- ♦ Introduce monocular amblyopia
- ♦ Distinguish bilateral amblyopia
- ♦ Understand congenital nystagmus
- ♦ Learn about childhood nystagmus
- ♦ Identify myopia

Module 4. Visual Dysfunctions

- ♦ Discover the process of reading
- ♦ Learn about the developments associated with reading
- ♦ Introduce oral speech skills in reading
- ♦ Discern phonological awareness in reading
- ♦ Understand the logographic phase of reading
- ♦ Learn about the alphabetic phase of reading

Module 5. Ocular Pathologies

- ♦ Discover the process of writing
- ♦ Learn about the development associated with writing
- ♦ Evaluate the planning module in writing
- ♦ Understand the intervention of the planning module in writing
- ♦ Understand the intervention of the lexical modules in writing

Module 6. The Visual System and Reading

- ♦ Discover the evolutionary development of vision
- ♦ Introduce the development of vision in the educational environment
- ♦ Discern visual attention in learning
- ♦ Understand visual perception in learning
- ♦ Classify primary and association visual areas

Module 7. The Visual System and Writing

- ♦ Discover congenital visual impairment
- ♦ Learn about acquired visual impairment
- ♦ Establish the degree of vision
- ♦ Classify visual impairment by type
- ♦ Understand motor impairment associated with vision



Module 8. The Visual System and Learning

- ♦ Identify classroom difficulties associated with visual impairment
- ♦ Learn about the design and implementation visual impairment intervention
- ♦ Establish the detection and identification of visual impairment
- ♦ Understand adapting the pace of learning in the face of visual impairment
- ♦ Identify how to manage the timing of tasks in the face of visual impairment
- ♦ Design orientation techniques for the visually impaired

Module 9. Visual Disability and Educational Intervention

- ♦ Learn the definition of congenital blindness
- ♦ Discover acquired blindness
- ♦ Classify blindness according to type
- ♦ Introduce the evolution of blindness
- ♦ Discern the stages of development in blind people
- ♦ Understand cognitive development in blind people
- ♦ Learn about neural plasticity in blind people
- ♦ Learn about early multi-sensory stimulation
- ♦ Understand the role of the family in the blind
- ♦ Distinguish peer influence in the classroom in the blind

Module 10. Ergonomics and Lighting

- ♦ Learn how to work with congenital blindness
- ♦ Know the symptomatology of acquired blindness
- ♦ Introduce posture and motor skills intervention in the blind
- ♦ Understand speech and communication intervention in the blind
- ♦ Understand the role of adaptations in reading and writing with Braille
- ♦ Select the best pedagogical adaptations for the blind based on the times

05 Internship

During this period, educators will work directly with students, identifying and assessing potential visual difficulties affecting learning, and applying intervention strategies tailored to each case. They will also have the opportunity to collaborate with professionals in the educational field, strengthening their skills in the early detection of visual problems and the implementation of inclusive methodologies in the classroom. Additionally, these practices, carried out in specialized centers, will ensure comprehensive training to address the real challenges of academic performance related to vision, ensuring more effective and accessible teaching.





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*You will conduct visual assessments,
designing personalized interventions and
adapting pedagogical strategies to support
students with visual difficulties”*

The Internship Program phase of this Visual Skills and Academic Performance program will take place over 3 weeks in a renowned educational center, Monday through Friday, with daily 8-hour work sessions under the supervision of a specialist. During this period, educators will interact with real students, work alongside a team of highly qualified professionals, apply innovative pedagogical methodologies, and gain expertise in Neuroscience applied to vision, understanding visual processing and its relationship with learning.

In this training proposal, each activity is designed to strengthen and refine the key competencies required for specialized practice in this field. In this way, the professional profile will be enhanced, driving a strong, efficient, and highly competitive performance. As such, the internship will be structured to provide high-level preparation in the performance of these functions, ensuring a safe environment for students and maintaining a high standard of professional excellence.

The practical part will be carried out with the active participation of the student performing the activities and procedures of each area of competence (learning to learn and learning to do), with the accompaniment and guidance of teachers and other fellow trainees that facilitate teamwork and multidisciplinary integration as transversal competencies for educational praxis (learning to be and learning to relate).

The procedures described below will be the basis of the practical part of the Internship Program, and its realization will be subject to the center's own availability and workload, being the proposed activities the following:



Module	Practical Activity
Evaluation and Detection of Visual Problems	Identify signs of visual dysfunctions in the classroom
	Apply basic visual assessment tests to students
	Analyze the impact of visual problems on academic performance
	Collaborate with specialists in Optometry and Neurology for an accurate diagnosis
	Record and document findings for ongoing student monitoring
Intervention and Pedagogical Adaptation	Design intervention strategies to improve visual perception in learning
	Implement curricular adaptations for students with visual difficulties
	Apply techniques to enhance reading and writing in children with visual problems
	Create accessible teaching materials tailored to students' visual needs
	Evaluate the effectiveness of interventions and make adjustments based on the student's progress
Inclusion and Attention to Diversity	Foster an inclusive environment for students with Visual Impairment
	Train other educators on the importance of vision in learning
	Develop strategies for integrating students with low vision into school activities
	Apply orientation and mobility techniques for students with Visual Impairment
	Collaborate with families to improve care for children with special visual needs

Optimization of the Educational Environment	Analyze and improve classroom lighting to enhance material visibility
	Adjust furniture arrangement to facilitate visual accessibility
	Evaluate ergonomics in the use of digital devices in the classroom
	Implement visual breaks and exercises to reduce eye fatigue in students
	Promote the appropriate use of technology adapted to visual needs
Multidisciplinary Collaboration and Professional Development	Coordinate with visual health professionals for case follow-up
	Apply neuroscience-based methodologies to improve visual learning
	Participate in research on the relationship between vision and academic performance
	Design innovative educational projects related to visual health
	Reflect on teaching practice and propose improvements based on acquired experience

Through this experience, educators will prepare to effectively address the challenges posed by the needs of students with special visual requirements"

Civil Liability Insurance

The university's main concern is to guarantee the safety of the interns, other collaborating professionals involved in the internship process at the center. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, the university commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the stay at the internship center. To this end, the university undertakes to contract liability insurance that will cover any eventuality that may arise during the internship period at the placement center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the Internship Program period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.



General Conditions of the Internship Program

The general terms and conditions of the internship agreement for the program are as follows:

1. TUTOR: During the Hybrid Master's Degree, students will be assigned two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned an academic tutor, whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

2. DURATION: The internship program will have a duration of three continuous weeks, in 8-hour days, five days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements..

3. ABSENCE: If the student does not show up on the start date of the Hybrid Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

4. CERTIFICATION: Professionals who complete the Hybrid Master's Degree will receive a diploma accrediting their attendance at the institution.

5. EMPLOYMENT RELATIONSHIP: the Hybrid Master's Degree shall not constitute an employment relationship of any kind.

6. PRIOR EDUCATION: Some centers may require a certificate of prior education for the Hybrid Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

7. DOES NOT INCLUDE: The Hybrid Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

06

Internship Centers

These educational institutions will be equipped with specialized resources and professionals trained in the detection and intervention of visual problems, allowing graduates to develop pedagogical strategies tailored to the needs of the students. During their stay, educators will have the opportunity to work directly with students presenting visual difficulties, collaborate with multidisciplinary teams, and design personalized intervention plans, strengthening their practical experience in a real teaching context. This opportunity will not only enrich their professional training but also enable them to actively contribute to improving academic performance and promoting educational inclusion.



“

The training centers have been selected for their prestige and commitment to Inclusive Education, providing an optimal environment to apply the knowledge gained during your training”

tech 34 | Internship Centers



The student will be able to complete the practical part of this Hybrid Master's Degree at the following centers:



Education

Instituto Rambla Barcelona

Country	City
Spain	Barcelona

Address: Rambla de Catalunya,
16, 08007 Barcelona

Rambla Instituto offers a wide variety of high quality of high quality training programs in a variety in a variety of areas of study

Related internship programs:

- Digital Education, E-Learning and Social Media





Instituto Rambla Madrid

Country
Spain

City
Madrid

Address: C/ Gran Vía, 59, 10A, 28013 Madrid

Rambla Instituto offers a wide variety of high quality of high quality training programs in a variety in a variety of areas of study

Related internship programs:

- Digital Education, E-Learning and Social Media



Instituto Rambla Valencia

Country
Spain

City
Valencia

Address: Carrer de Jorge Juan, 17, 46004
València, Valencia

Rambla Instituto offers a wide variety of high quality of high quality training programs in a variety in a variety of areas of study

Related internship programs:

- Digital Education, E-Learning and Social Media

07

Career Opportunities

Graduates will be able to work as specialists in the detection and diagnosis of visual problems within the educational environment, designing and implementing personalized intervention strategies. Graduates will be able to work as specialists in the detection and diagnosis of visual problems within the educational environment, designing and implementing personalized intervention strategies. Additionally, they will have the ability to train and guide other educators in adapting materials and methodologies, contributing to the improvement of educational quality. In this way, the competencies acquired will open opportunities in research institutions and organizations dedicated to visual health.





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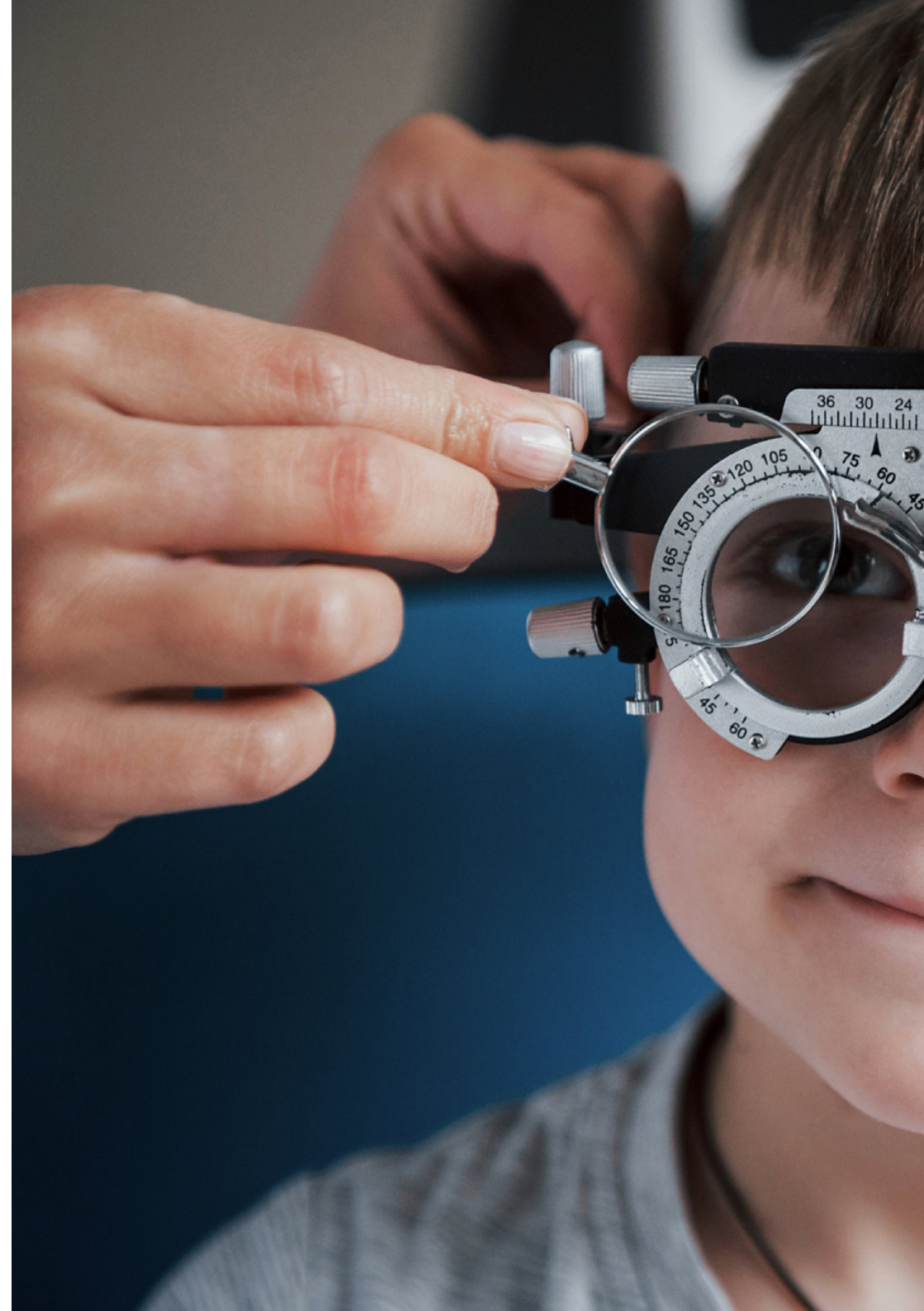
This Hybrid Master's Degree will offer various career opportunities for educators wishing to specialize in the field of inclusive education and supporting students with visual difficulties”

Graduate Profile

Graduates will have a deep understanding of the relationship between the visual system and academic performance, being capable of designing and implementing pedagogical strategies tailored to the needs of students with visual difficulties. They will also be prepared to intervene effectively in the classroom, making curricular adaptations that promote educational inclusion. Moreover, graduates will be able to apply approaches based on Neuroscience and Psychopedagogy, ensuring an accessible and equitable learning environment.

With a comprehensive and up-to-date vision, you will be able to contribute to improving educational quality and the academic development of all your students.

- ♦ **Diagnostic and Evaluation Skills:** Identify and evaluate visual problems affecting students' academic performance, using appropriate tools and methodologies to detect visual dysfunctions in the classroom
- ♦ **Design and Adaptation of Pedagogical Strategies:** Design and implement teaching strategies tailored to the needs of students with visual difficulties, creating accessible materials and resources
- ♦ **Multidisciplinary Collaboration and Educational Inclusion:** Collaborate with other professionals to provide comprehensive care, promoting a collaborative approach to resolving visual and educational problems
- ♦ **Management of Accessible Learning Environments:** Adapt learning environments, in terms of both physical space and technological resources, to ensure that all students can access equitable education





After completing the program, you will be able to use your knowledge and skills in the following positions:

1. **Specialist in Visual Problem Detection in the Classroom:** A professional responsible for identifying visual difficulties in students, conducting specific evaluations, and collaborating with other specialists.
2. **Educational Advisor in Inclusive Education:** A teacher specialized in adapting methodologies and teaching materials for students with visual difficulties.
3. **Coordinator of Diversity Support Programs:** A professional in charge of coordinating programs and strategies to support students with special educational needs, including those related to visual problems.
4. **Educator in Specialized Visual Impairment Centers:** A teacher working in educational centers that specialize in supporting students with Visual Impairment, whether congenital or acquired.
5. **Consultant in Curricular Adaptations:** A professional who advises educational centers on adapting content and resources for students with visual problems.
6. **School Visual Therapist:** A specialist working alongside teachers to implement visual therapies that enhance students' academic performance.

7. **Educational Innovation Manager:** A professional in charge of implementing new technologies and resources to support students with visual difficulties.
8. **Trainer in Visual Skills for Educators:** A mentor specializing in training other teachers on how to identify and manage visual difficulties in the classroom.
9. **Specialist in Educational Visual Rehabilitation:** A professional who works directly with students with visual dysfunctions to help improve their academic performance and adapt more effectively to the educational environment.
10. **Researcher in Inclusive Education and Visual Impairment:** A professional focused on researching new methodologies, pedagogical approaches, and treatments to improve the performance of students with Visual Impairment.



“

You will examine best practices in ergonomics, lighting, and the adaptation of educational materials, ensuring that all your students have access to quality education”

08

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.

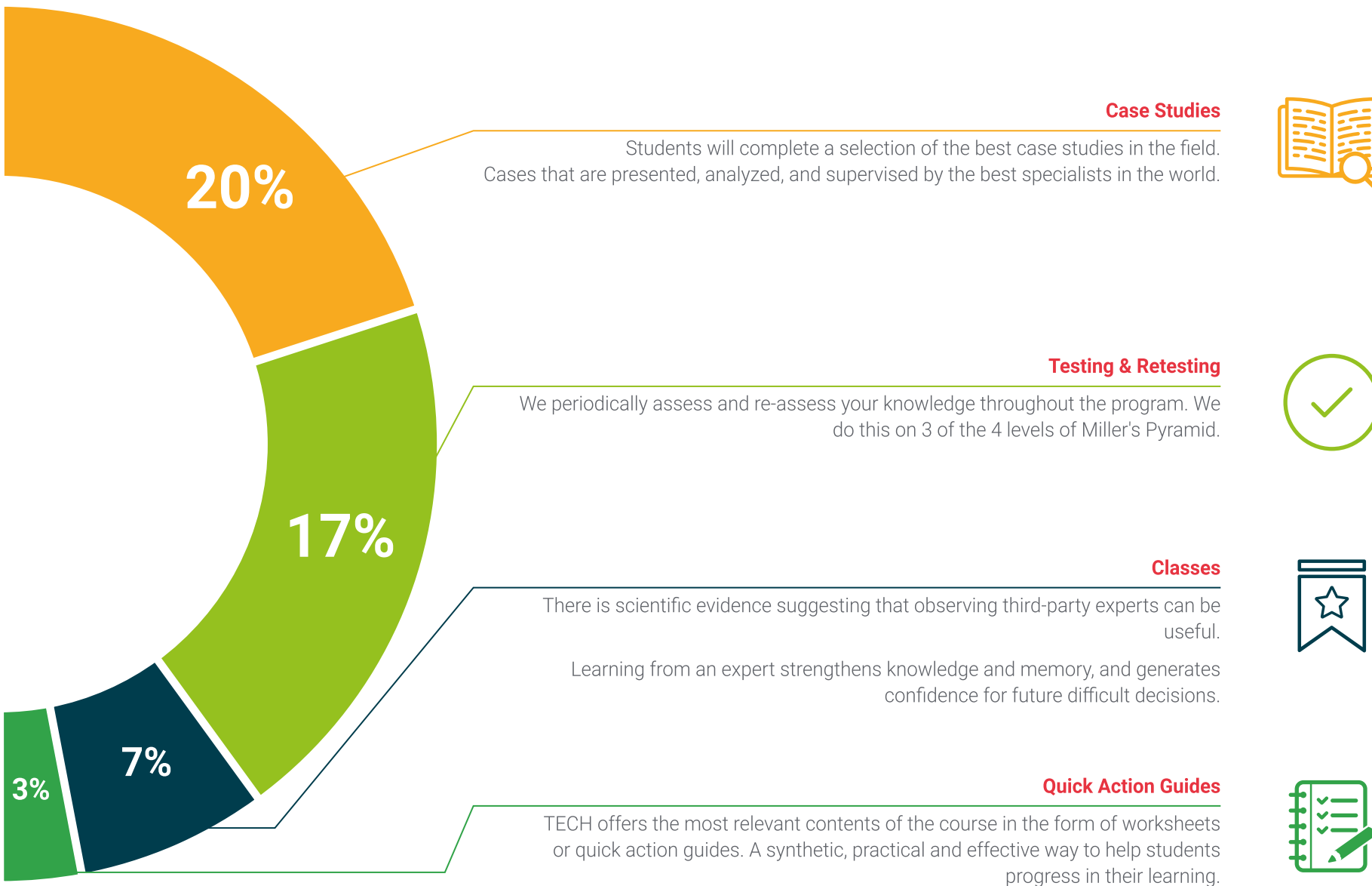
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





09

Teaching Staff

The teaching team for this Hybrid Master's Degree in Visual Skills and Academic Performance is made up of a multidisciplinary group of specialists with extensive experience in Education, Optometry, and Psychopedagogy. These professionals, recognized in their respective fields, will bring a comprehensive approach that will enable graduates to understand the relationship between the visual system and academic performance, as well as apply effective intervention strategies in the classroom. In addition to their strong backgrounds in research and educational practice, they will use innovative methodologies and up-to-date resources to ensure high-quality training.



“

Through theoretical sessions, practical workshops, and personalized guidance, the faculty will guide you in developing key competencies for detecting and adapting pedagogical strategies”

Management



Mr. Vallejo Salinas, Ignacio

- ♦ Optometrist and Director of Mejor Visión Center
- ♦ Collaborator of the NGO Abre sus Ojos
- ♦ Co-founder and former president of the International Society of Developmental Optometry and behavioral disorders
- ♦ Master's Degree of Science in Clinical Optometry from the Pennsylvania College of Optometry, United States
- ♦ Master's Degree in Clinical Optometry from the European University of Madrid
- ♦ Diploma in Optics and Optometry from the University of Granada
- ♦ Diploma in Optics from the Complutense University of Madrid

Faculty

Mr. Fuentes Najas, José Antonio

- ♦ Optometry and Low Vision Specialist
- ♦ Director and owner of the Fuentes Najas Optometry Center, Seville
- ♦ Secretary of the Spanish Society for specialists in Low Vision
- ♦ Professor of Optometry and Low Vision at the University of Seville
- ♦ Optician Optometrist graduated from the University of Madrid and Granada
- ♦ Master's Degree in Clinical Optometry
- ♦ Low Vision Specialist by Lighthouse New York
- ♦ Member of: Federópticos Group

Ms. Jiménez Romero, Yolanda

- ♦ Pedagogical Advisor and External Educational Collaborator
- ♦ Academic Coordinator of Online University Campus
- ♦ Territorial Director of the Extremadura-Castile La Mancha Institute of High Abilities
- ♦ Creation of INTEF Educational Contents in the Ministry of Education and Science
- ♦ Degree in Primary Education, English specialization
- ♦ Psychopedagogue by the International University of Valencia
- ♦ Master's Degree in Neuropsychology of High Abilities
- ♦ Master's Degree in Emotional Intelligence Specialist in NLP Practitioner

Dr. De la Serna, Juan Moisés

- ♦ Independent Psychologist and expert writer in Neurosciences
- ♦ Writer specialized in Psychology and Neurosciences
- ♦ Author of the Open Chair of Psychology and Neurosciences
- ♦ Scientific Disseminator
- ♦ Doctorate in Psychology
- ♦ Bachelor's Degree in Psychology. University of Seville
- ♦ Master's Degree in Neurosciences and Behavioral Biology. Pablo de Olavide University, Seville
- ♦ Expert in Teaching Methodology. La Salle University
- ♦ University Specialist in Clinical Hypnosis, Hypnotherapy. National University of Distance Education - UNED
- ♦ Diploma in Social Graduate, Human Resources Management, Personnel Administration. University of Seville
- ♦ Expert in Project Management, Administration and Business Management. Federation of Services U.G.T
- ♦ Certified "Trainer of Trainers" Official College of Psychologists of Andalusia

Mr. Vallejo Bermejo, Miguel

- ♦ Technical Director and Optometric Audiologist of the Postas Group
- ♦ Doctorate in Health Science and Technology from CEU San Pablo University
- ♦ Master's Degree in Visual Rehabilitation from the University of Valladolid
- ♦ Higher Technician in Prosthetic Audiology by the European University
- ♦ Expert in Pediatric Optometry and Low Vision by the European University

Ms. Vallejo Sicilia, Lara

- ♦ Psychologist at Mejor Visión Center
- ♦ Visual Therapist in health institutions of the Community of Madrid
- ♦ Master's Degree in Clinical and Health Psychology by Camilo José Cela University
- ♦ Degree in Psychology from the Camilo José Cela University



A unique, essential, and decisive specialization experience to boost your professional development"

10 Certificate

The Hybrid Master's Degree in Visual Skills and Academic Performance guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Hybrid Master's Degree 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 **Hybrid Master's Degree in Visual Skills and Academic Performance** 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.

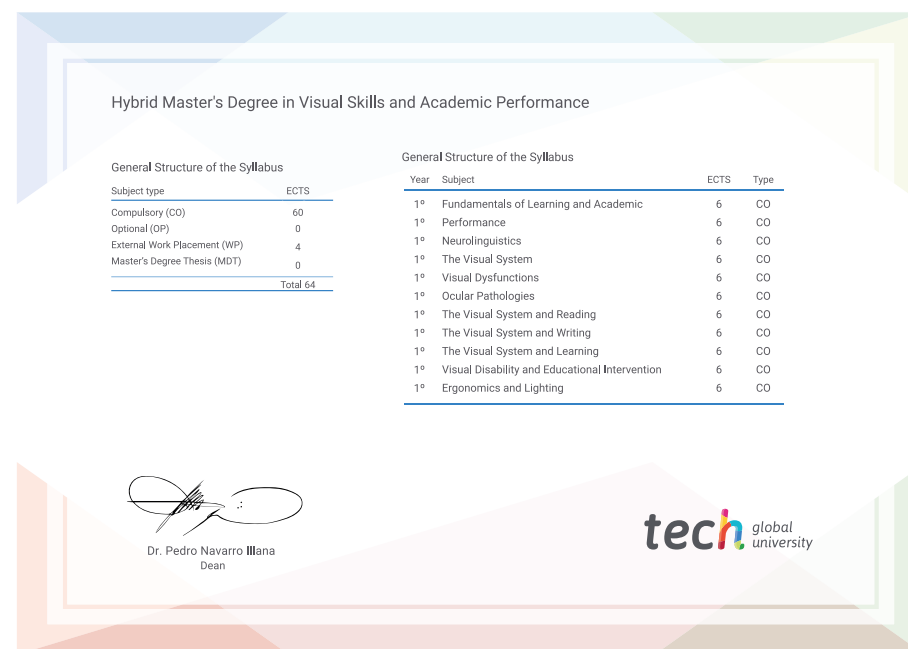
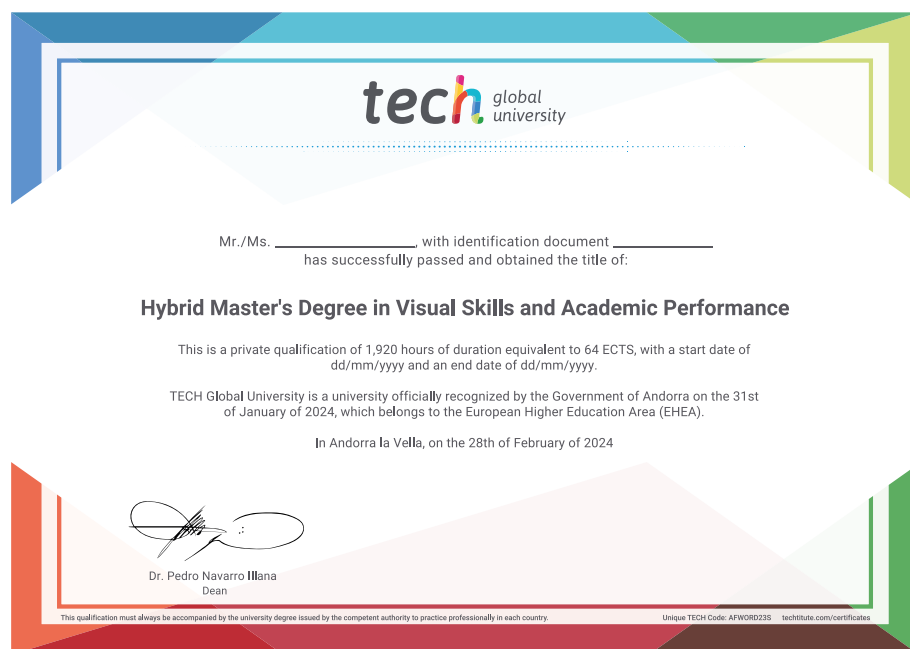
This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Hybrid Master's Degree in Visual Skills and Academic Performance**

Modality: **online**

Duration: **12 months**

Accreditation: **60 + 4 ECTS**





Hybrid Master's Degree

Visual Skills and
Academic Performance

Modality: Hybrid (Online + Internship)

Duration: 12 months

Certificate: TECH Global University

Credits: 60 + 4 ECTS

Hybrid Master's Degree

Visual Skills and Academic Performance